

**The role of higher education in promoting entrepreneurship education:
the case of public universities in Tanzania**

By

Perpetua Kalimasi Kilasi

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ABSTRACT

This study explores the role of universities as well as their strategies and extent to which entrepreneurship education is fostered in terms of policy frameworks, the curriculum and stakeholders' perceptions of entrepreneurship education. The study was guided by the question: "*How do universities in Tanzania foster entrepreneurship education in different fields of study?*" Shapero's entrepreneurial event model has been adapted to analyze the feasibility and desirability of entrepreneurship education in a university-wide curriculum.

This is a case study of two public universities in Tanzania: the University of Dar es Salaam and Mzumbe University. In-depth interviews were conducted with lecturers across disciplines at the selected universities. Some officials from relevant government ministries and agencies were also interviewed. In addition to the interviews, relevant documents from the universities and government were also reviewed.

An analysis of the data indicates that entrepreneurship education is not well-integrated within the university-wide curricula because its implementation does not suit the pedagogical needs of some disciplines. Its desirability and feasibility is still debatable because of various factors such as ; the incoherence between national and university policy strategies; complexity of university multidisciplinary structures; variations in stakeholders' perceptions; the business-oriented view of entrepreneurship education reflected in the literature and the evolution of the selected universities. However, the role of donor support for the current status of entrepreneurship education is significant by virtue of projects that are attached to some faculties and schools. Through these projects, entrepreneurship-related courses, programmes, centres and staff capacity development have been established.

This study recommends that entrepreneurship education should be tailored to enhance the skills necessary for all forms of employment. This should go hand-in-hand with the establishment of boundary crossings between academia and emerging labour market. Donor-oriented projects should be well-negotiated between partners so that entrepreneurship education initiatives are tailored to suit the local context.

DECLARATION

I, Perpetua Kalimasi Kilasi, declare that this thesis, entitled: **“The Role of Higher Education in Promoting Entrepreneurship Education: The Case of Selected Public Universities in Tanzania”**, is my own work and is submitted for the degree of Doctor of Philosophy at the University of Pretoria. It has not been submitted for any other degree at any other university. The sources that I used have been acknowledged.

.....

P. Kalimasi Kilasi

Date.....

DEDICATION

This work is dedicated to my late father, Joseph Kalimasi: “*May he rest in peace in God’s care, Amen.*”; to my mother who still prays for my success; and to all my brothers and sisters and their families. These people have made my dream to come true.

I further dedicate this work to my beloved husband, Stephen Joseph Kilasi for his love, patience, moral and financial support throughout the long journey of my PhD studies. My daughters, Lilian and Laurene, can never be forgotten for their cheerful love in the care of their beloved aunt, my sister-in-law: Remija Danlord Kaduma; Full-time studies would not have been possible without Remija.

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KEY WORDS

Boundary crossings

Desirability

Employability skills

Entrepreneurship

Entrepreneurship education

Feasibility

Higher education

Public universities

Self-employment

ABBREVIATIONS

- BBA**- Bachelor of Business Administration
- CoET**- College of Engineering and Technology
- DANIDA**- Danish International Development Agency
- DVC**-Deputy Vice Chancellor
- FCM**- Faculty of Commerce and Management
- GDP**- Gross Domestic Product
- GEM**-Global Entrepreneurship Monitor
- GNP**-Gross National Product
- HEDP**-Higher Education Development Programme
- HEIs**- Higher Education Institutions
- ICT**-Information and Communication Technology
- ILO**-International Labour Organization
- IMF**-International Monetary Fund
- ITP**-Institutional Transformation Program
- KAB**-Know About Business
- MEED**-Masters in Enterprise and Entrepreneurship Development
- MU**-Mzumbe University
- MOEVT**- Ministry of Education and Vocational Training
- MSC**- Master of Science
- MVTTC**-Morogoro Vocational Teachers Training College
- NBAA**-National Board of Accountants and Auditors
- NEEC**-National Economic Empowerment Council
- NICHE**- Netherlands Initiative for Capacity Building in Higher Education
- NUFFIC**- Netherlands Universities Foundations for International Cooperation
- NORAD**-Norwegian Agency for Development
- OPRAS**-Open Performance Appraisal System
- PDGEE**- Postgraduate Diploma in Enterprise and Entrepreneurship
- SADC**-Southern Africa Development Cooperation
- SARUA**-Southern African Regional Universities Association

SME-Small and Medium Enterprises

STI- Science and Technology Initiative

SUA-Sokoine University of Agriculture

TAESA-Tanzania Employment Services Agency

TCU-Tanzania Commission for Universities

TGT-Tanzania Gatsby Trust

TPSF-Tanzania Private Sector Foundation

UNCTAD-United Nations Conference on Trade and Development

URT-United Republic of Tanzania

VETA-Vocational Education and Training Authority

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
KEY WORDS	v
ABBREVIATIONS	vi
TABLE OF CONTENTS	viii
LIST OF FIGURES	xii
LIST OF TABLES	xiii
CHAPTER 1: INTRODUCTION AND STATEMENT OF THE PROBLEM.....	1
1.1 Introduction.....	1
1.2 Main Research Question.....	5
1.2.1 Research Sub-Questions	6
1.3 Context of the Universities	6
1.4 The Rationale for the Study	9
1.5 The Significance of the Study.....	12
1.6 The Structure of the Dissertation	13
1.7 Conclusion	15
CHAPTER 2: LITERATURE REVIEW	16
2.1 Introduction.....	16
2.2 Concepts of Entrepreneurship.....	17
2.2.1 Self-employment.....	18
2.2.2 Broad and Narrow views of entrepreneurship.....	19
2.3 The Implementation of Entrepreneurship Education within Institutions.....	22
2.4 The Role of Entrepreneurship Education in Economic Growth and Development....	28
2.5 The Impact of Socio-Economic and Political Context on Entrepreneurship Education	33
2.6 The Impact of Socio-Economic and Political Contexts on Entrepreneurship Education in Tanzania.....	36
2.7 The Influence of Stakeholders in Promoting Entrepreneurship.....	40
2.8 Teaching and Learning Entrepreneurship.....	42

2.9 Conclusion	53
CHAPTER 3: CONCEPTUAL FRAMEWORK.....	55
3.1 Introduction.....	55
3.2 The Propensity to Act	55
3.3 Perceived Desirability	56
3.4 Perceived Feasibility.....	57
3.5 Entrepreneurship Education Intention	58
3.6 Conclusion	62
CHAPTER 4: METHODOLOGY	64
4.1 Introduction.....	64
4.2 Research Paradigm.....	64
4.3 Study Design.....	65
4.4 Sample Population	66
4.5 Sampling Procedures	67
4.6 Data Collection Methods and Procedures.....	67
4.6.1 Interviews	67
4.6.2 Documents	70
4.7 Data Analysis	72
4.7.1 Examples of Families with Associated Number of Codes	75
4.8 Obtaining Access	76
4.9 Validity and Reliability.....	77
4.10 Limitations of the Research	79
4.11 Ethical Considerations	80
4.12 Conclusion	81
CHAPTER 5: FINDINGS.....	82
5.1 Introduction.....	82
5.2 University and National Policy Context	82
5.2.1 National Policy Context.....	83
5.2.2 Institutional Policy Context.....	91
5.3 Understanding and Perceptions of Entrepreneurship among Stakeholders	100
5.3.1 Entrepreneurship as an Ambiguous Concept.....	101

5.3.2 Definition of Entrepreneurship as Business	103
5.3.3 Perception of Entrepreneurship as Self-Employment.....	106
5.3.4 Perception of Entrepreneurship as Innovation.....	110
5.3.5 The Perception of Entrepreneurship as Exceptional Behaviour and/or Skills 115	
5.3.6 The Perception of Entrepreneurship as Capitalism.....	116
5.4 Examining Entrepreneurship Development Strategies	122
5.4.1 Ambiguity in Entrepreneurship Development Strategies	122
5.5 Conclusion	140
CHAPTER 6: DISCUSSION.....	142
6.1 Introduction.....	142
6.2 The Feasibility of Entrepreneurship Education at Universities in Tanzania	143
6.3 The Desirability of Entrepreneurship Education at Institutions in Tanzania.....	158
6.4 Conclusion	165
CHAPTER 7 CONCLUSIONS AND RECOMMENDATIONS	166
7.1 Introduction.....	166
7.2 Conclusions.....	166
7.3 Recommendations.....	169
7.3.1 Appropriate Entrepreneurship Education Model.....	170
7.3.2 Awareness Creation in Non-Business Faculties	171
7.3.3 The role of universities in the society	172
7.3.4 Clear National Initiatives in Entrepreneurship Education	174
7.4 Further Research Areas.....	174
REFLECTIONS	176
APPENDICES	202
APPENDIX 1 - LETTERS TO MINISTRIES.....	202
APPENDIX 2 - LETTERS TO UNIVERSITIES	204
APPENDIX 3 - LETTER TO AGENCIES	206
APPENDIX 4 - ETHICS CERTIFICATE	208
APPENDIX 6 - SUMMARY OF RESEARCH QUESTIONS AND METHODS.....	212
APPENDIX 7- DOCUMENT ANALYSIS GUIDE.....	213
APPENDIX 8: INTERVIEW SCHEDULE -UNIVERSITY TOP MANAGEMENT ...	214

APPENDIX 9: INTERVIEW SCHEDULE -SCHOOLS DEANS/COLLEGE PRINCIPALS/HEADS OF RELEVANT DIRECTORATES/ CENTRES/UNITS 217

APPENDIX 10: INTERVIEW SCHEDULE -LECTURERS FROM SELECTED DEPARTMENTS 220

APPENDIX 11: INTERVIEW SCHEDULE -MINISTRY OFFICIALS/ RELEVANT AGENCIES/COMMISSIONS/COUNCILS 223

APPENDIX 12- RESEARCH PERMITS INVITATION LETTERS 225

LIST OF FIGURES

CHAPTER 2

Figure 2. 1 : Macro and Constituent Micro-systems in Tertiary Education	36
Figure 2 . 2 : Traditional Business Model.....	44
Figure 2 . 3: Toward a societal concept of Entrepreneurship	46

CHAPTER 3

Figure 3. 1: Entrepreneurship Education Intention Model	60
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LIST OF TABLES

Chapter 2

Table 2. 1: CGE Framework - Desired Entrepreneurial Outcomes	26
--	----

Chapter 4

Table 4. 1: Summary of Data	72
-----------------------------------	----

Table 4. 2: Examples of Quotations and Codes	74
--	----

Chapter 5

Table 5. 1: Organizational Status and Patterns of Understanding ‘Entrepreneurship’ at the Selected Universities	121
---	-----

Table 5. 2: Entrepreneurship Related Courses that are taught at the University of Dar es Salaam	126
---	-----

Table 5. 3: Necessary Skills across Disciplines	139
---	-----

Chapter 6

Table 6. 1: Entrepreneurship vs Entrepreneurship Education	143
--	-----

Table 6. 2: Distribution of Entrepreneurship ToTs Provided by the University of Dar es Salaam Entrepreneurship Centre (UDEEC)	160
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CHAPTER 1: INTRODUCTION AND STATEMENT OF THE PROBLEM

1.1 Introduction

Tanzania is one of three East African countries with a population of approximately 44,929,002 people (URT, 2012). While its economy has shown a pattern of growth, it has not been sufficient to reduce existing poverty (Bertelsmann, 2010; URT, 2011; Mfaume & Wilhelm, 2004) or to fulfill basic needs such as unemployment (Dagne, 2010). The people most at risk are the new labour market entrants. The available data reflects a youth unemployment rate of 8.8% in 2006 a percentage which is double that of the total labour force of 4.7% (Africa Economic Outlook, 2012). Among the reasons for this is the decreasing rate of job vacancies (URT, 2012). In addition, new graduates are faced with a lack of experience, high job turnover due to inadequate labour market skills and an environment that is not conducive to self-employment. It seems that while education in Tanzania is treated as a strategic agent for equipping graduates with the knowledge needed to solve the country's development challenges (SARUA, 2009; URT, 2011); the graduates are not prepared to face these challenges. It is in this context that there is much emphasis on the need for entrepreneurship education throughout the education system (UNCTAD, 2011).

As governments worldwide adopt the idea of a knowledge economy, entrepreneurship education is expected to produce various professionals for the development of a country's economy. It is argued that integrating entrepreneurship education into the university curriculum may be among the ways to expose graduates to entrepreneurial mind-set and skills that are important in the global labour market. However, this may only be possible if there is an enabling policy context (Milliman & Matlay, 2008) and if there is innovation and creativity in the delivery of graduates (Blooms & Canning, 2006).

It is evident that the status of entrepreneurship education might have been influenced by factors such as the national development context and the understanding of entrepreneurship education across academic units. For some time the Government of Tanzania has played a prominent role in development and it has been a leading employer

(Mugabushaka *et al.*, 2007). As a result, the higher education institutions have had to reflect this and structure their curricula to meet the needs of the labour market. Universities have striven to deliver competent graduates who could be employed in the formal sector (Mugabushaka *et al.*, 2007). However, the capacity of the national labour market to absorb new entrants is “far from sufficient” (ILO, 2009:5). This implies that there is a need for new approaches such as entrepreneurship to cope with increasing enrolments so that graduates are able to utilize the available domestic resources to create more jobs.

Apart from that, the influence of colonial education also impacted upon the current trend of entrepreneurship education. This is due to the fact that African higher education was adapted to colonial approaches whereby students were trained, largely to fill gaps in the expertise needed at the time as pointed out by Samoff (1981: 22);

At the end of colonial rule in Africa, almost everywhere the formal education system was assigned major roles in the construction of the new society. Skilled personnel had to be trained to replace the departing Europeans. The vast expansion of social services required many new doctors, engineers and architects. The increased responsibilities of the public sector required managers, accountants and planners.

However, they were trained more for the available labour market than for entrepreneurial positions (Trust Africa Policy Brief, 2011). With the rise of the private sector, came the promotion of entrepreneurship in business as well as Science and Technology-oriented studies. This trend excluded other fields of study such as the Arts, Social Sciences and Humanities, from exposure to entrepreneurial education because they were perceived to be less relevant to the commercial labour market (Trust Africa Policy Brief, 2011).

Entrepreneurship was also encouraged by donor-initiated policies and projects. Some policies and development strategies of donors have been put in place to support entrepreneurial activities. These include the Micro-Finance Policy of 2000, the National Small and Medium Enterprises Development Policy of 2003 and the DANIDA Business Sector Support Programme of 2003-2008 (Stevenson & St-Onge, 2005). However the

benefits of these policies, such as the availability of micro-credit, have been largely consumed by other groups, including women and the less educated.

Agencies such as the International Labour Organization (ILO) have encouraged entrepreneurship amongst the youth through various projects. Among the ILO projects is Know About Business (KAB) which draws on the ILO experience of vocational and entrepreneurship education in Kenya in the 1980s (ILO, 2009). The programme has now spread to more than 40 countries in the world and is implemented at different levels through the use of interactive and participatory teaching methods (ILO, 2009). The aim of the programme is to impart entrepreneurial knowledge and skills to young people to help them develop enterprising mind-sets and attitudes (ILO, 2009). In Tanzania the opportunities provided by this programme have been utilized at vocational education training institutions, but not at universities.

There are indeed various programmes that have been promoting entrepreneurship education. However, most of the programmes that have been established in business schools seem to be based on inflexible approaches (Solomon, 2007). The implication of this is that there is a need for more multi-disciplinary and practically oriented pedagogies (Solomon, 2007).

Jordaan (2000) maintains that it is unclear how universities should go about integrating entrepreneurship in different disciplines. Should entrepreneurship be integrated as a module, as a full subject, or as an extra-curricular short course? Are there in fact some fields of study in which it is not necessary? There is very little research on entrepreneurship teaching and learning (Fayolle & Gailly, 2008) and there has been much confusion concerning how to introduce it in different disciplines (Jordaan, 2000).

It is a truism that the majority of graduates who wish to be employed by public and private corporations face the challenge of competition in a globalized labour market. The reason for this is that they lack the innovation and creativity which is fundamental to their chosen professions because of the influence of the higher education system. Furthermore,

even in most business schools the approach to teaching and learning is based on traditional methods of lecturing (Mwasalwiba, 2010).

As pointed above, the existing approach to integrating entrepreneurship education in most higher education institutions is assumed to be a result of organizational structures, national policy context and perceptions about entrepreneurial education. Moreover, graduates complain that their degree courses are ‘too theoretical’, denying them the relevant practical skills to enable them to explore various opportunities (Al-Samarai & Paul, 2003). Heinonen and Poikkijoki (2007) argue that there is a strong need to invest in creating appropriate curricula as well as developing the capacity of facilitators to deliver using entrepreneurial models in teaching.

The above discussion indicates that though entrepreneurship education is well developed in different universities, it is still a recent phenomenon and its incorporation in the present higher education curricula is still debatable. The assumption is that the extent of the integration of entrepreneurship education into a university-wide environment is connected to the perceived desirability and feasibility among stakeholders within institutions in which it has been embedded. Stakeholder’s perceptions can relate to the historical and socio-cultural environment as well as to their understanding of entrepreneurship as a concept in the country in general and in the specific institution (Hytti, 2002). Thus socio-economic and cultural differences among countries are essential in cross-examining entrepreneurship education (Hytti, 2002). This has implications to the extent and ways in which entrepreneurship education can be embedded in different institutions and disciplines because institutions have evolved differently. Different disciplines also have different characteristics and the same discipline can differ across universities, contexts and cultural orientations (Trowler, 2012).

These multiple forces can influence the way different stakeholders in two different universities perceive and implement entrepreneurship education in the curriculum. Based on this information, I adapted the Shapero’s entrepreneurial event model which looks at

desirability and feasibility of entrepreneurship. I have also incorporated the education aspect and some aspects from other entrepreneurship education models. While I am aware that Shapero's model has been widely used to determine intentions of individuals especially students towards entrepreneurial intentions (Krueger *et al.*, 2000; Krueger, 1993), I adapted and use it at the institutional level to evaluate the propensity to instil entrepreneurship education across disciplines within the selected universities. However, the institutional influences can be impacted upon by individual, disciplinary and national forces. In this sense the research questions outlined below and the adapted model framework were used to analyse feasibility and desirability perceptions as well as the propensity to act in the development of entrepreneurship education intention.

The purpose of this research therefore, is to explore strategies in which entrepreneurship education is fostered in different programmes at universities in Tanzania and to elicit the perspectives of the national and higher education policies with regard to entrepreneurship education. This purpose emerges from the argument that in a global context, demands in the labour market oblige graduates to be entrepreneurial and that universities thus have a role to play in enhancing this capacity in their students (Gibb, Haskins & Robertson, 2009).

Based on the argument raised in the above paragraph, this study conceptualizes entrepreneurship education from both a broad and a narrow perspective. While the narrow view refers to imparting business skills and knowledge for self-employment, the broad perspective is defined as the integration of emerging analytical knowledge and skills necessary for different forms of employment. In this regard, the focus of entrepreneurship education has to be not only on business creation, but also on improving the employability of graduates (Govender, 2008). My study is guided by the research questions outlined below.

1.2 Main Research Question

The main research question is: *“How do universities in Tanzania foster entrepreneurship education in different fields of study?”*

1.2.1 Research Sub-Questions

The above research question is supported by the following sub-questions:

- *To what extent does the national and university policy context in Tanzania influence entrepreneurship education within universities?*
- *How do different stakeholders perceive entrepreneurship education?*
- *How and to what extent, is entrepreneurship education implemented across the disciplines in Tanzanian public universities?*
- *What are the factors that hinder or support entrepreneurship education at universities in Tanzania?*

This is a case study of two universities: the University of Dar es Salaam and Mzumbe University. It involves in-depth interviews with 40 stakeholders from universities, government ministries and agencies. In terms of the research questions and the theoretical framework, relevant documents were also reviewed. The selected documents were largely policy statements, strategic plans and reports from both universities and government/agencies. They were selected on the basis of their relevance to the integration of entrepreneurship education in higher education.

1.3 Context of the Universities

With the massification of higher education and globalization pressures recently, Tanzania has engaged in a process of expanding both its public and private universities. In 2004/05 there were only 24 universities and university colleges that provided a service for 37,667 students. By 2008/09 the number of universities and university colleges had increased to 31, serving 95,525 students. There was a further increase of 17.9% between the academic years 2009/2010- 2010/2011 which resulted in about 139,638 students being enrolled in universities in the year 2010/2011. This included 104,129 in 11 public universities and 35,509 in 21 non-public universities and university colleges (URT, 2011:17). Recently, the Admissions Guidebook for Higher Education Institution in Tanzania indicates that there are 47 universities and university colleges and centres scattered around different regions (TCU, 2013:6). Other Southern Africa Development

Cooperation (SADC) countries have shown a similar trend (Watson *et al.*, 2009, Kotecha, Wilson-Strydom & Fongwa, 2012).

For more than a decade now, in response to development challenges and unemployment, universities in various parts of the world including Tanzania have incorporated entrepreneurship education into their academic programmes. Different approaches have been used at different universities. In this study, entrepreneurship education is explored in two Tanzanian universities with different histories and trajectories.

The University of Dar es Salaam is among the oldest universities in Tanzania. It was established in 1961 as a College of the University of London and then became a Constituent College of the University of East Africa in 1963. In 1970 the East African Authority took the decision to split the then University of East Africa into three independent universities, one each in Kenya, in Uganda and in Tanzania (SARUA, 2009). From 1970 it became a national university with its goal that of producing experts displaying the highest level of independent, analytical thinking and problem-solving skills. The University of Dar es Salaam is made up of several colleges and schools with various departments. The colleges include the College of Engineering and Technology; the College of Arts and Social Sciences; and the College of Natural and Applied Sciences. The schools include the University of Dar es Salaam School of Law; the University of Dar es Salaam Business School; the School of Education; the School of Journalism and Mass Communication; and the School of Informatics and Communication Technology¹.

In terms of the enrolment of undergraduate students, there has been a remarkable increase at the university from 3,357 in 1994/1995 to 12,265 in 2003/2004 and 16,510 in 2009/10. This expansion has created many challenges in terms of teaching and learning approaches. It is thought that there is too much emphasis on theory at the expense of

¹ University of Dar es Salaam Five-year Rolling Strategic Plan, 2010/2011 to 2014/2015 (Draft, 2010).

practical and professional skills which are essential in a dynamic and competitive labour market.²

The university has highlighted the above-mentioned challenges in some tracer studies and academic audit reports. Thus, the University of Dar es Salaam has attempted to respond to political and economic changes in the country by reviewing its curricula and other academic programmes with the aim of reducing the employability problems faced by its graduates (UDSM, 2007). Ways to improve the employability of graduates include enhancing their entrepreneurial skills by means of various programmes so that they may become job creators (UDSM, 2007). The promotion of entrepreneurial skills among graduates from different programmes was initiated with the establishment of a policy of entrepreneurship development (UDSM, 2007).

The second case study is that of Mzumbe University which began in 1953 as a local government school for chiefs, native authority staff and counsellors. After independence (1961) Mzumbe began to train central government officials, rural development officers and local court magistrates. At that time it was known as the Local Government and Rural Development Centre and it was also part of the University College of Dar es Salaam. Following the promulgation of the Arusha Declaration of 1967,³ there was a high demand for middle level human resources, especially after the nationalization of private business and the decentralization process in Tanzania.⁴ Mzumbe was expanded and became the Institute of Development Management (IDM) on 01 July 1970.

On 01 July 1972 the IDM was formally established as a parastatal education institute by Act No.15 of 1972. The reason for this establishment was that there was no training institution providing advanced management education which would be responsive to the

² The University of Dar es Salaam Five-year Rolling Strategic Plan, 2010/2011 to 2014/2015 (Draft, 2010).

³ The Arusha Declaration is a Tanzanian programme developed in 1967 by the first President, J. K. Nyerere. It sought to adapt the principles of Socialism to the conditions in Tanzania. The communal life of the Arusha tribe was used as a model. The model emphasized self-reliance and all means of production would be nationalized for the people.

⁴ Strategic Corporate Plan 2009/10- 2011/12, Revised, November 2008.

needs and socialist policies of Tanzania at the time. It also aimed to train fully qualified professionals in accountancy, secretarial skills and business administration. These professionals were needed to fill the gaps at nationalized enterprises.⁵

As a university, Mzumbe was established by Act No 21 of 2001⁶ and it has been in operation since 2002. It has five faculties, including the Faculties of Law; Social Sciences; Commerce; Public Administration' and Science and Technology. Since its inception as an education training institution, it has specialised in producing professionals like accountants, lawyers, information technology experts and different administrators, who are employed in local and central government departments as well as in parastatals.⁷ This trend facilitates a white collar job mentality that inculcates poor attitudes towards enterprising tendencies.

At both universities, there have been some initiatives to promote and integrate entrepreneurship education mainly to business and applied sciences students. Efforts to promote entrepreneurship education to other disciplines have been seen in the existence of entrepreneurship modules as optional courses and core courses. Even in the business options the approach, the learning environment and the outcomes are still debatable.

1.4 The Rationale for the Study

Despite an increase in the development of entrepreneurship programmes at education institutions, more research is needed on the best way for entrepreneurial skills to be taught (Gorman, Hanlon & King, 1997). Different approaches have been used in previous studies, leaving a gap in some educational aspects for entrepreneurship education research especially at university level (Bechard & Gregoire, 2002). This has been caused, in part, by the complexity of the concept itself and its previous application to education.

The case study related to the provision of entrepreneurship education at the University of Dar es Salaam and Mzumbe University examines the pedagogical aspect of implementing

⁵ Institute of Development Management Prospectus 1979/1980.

⁶ MzumbeUniversity Prospectus 2002/2003.

⁷ Mzumbe university Prospectus, 2008/2009.

entrepreneurial knowledge and skills across disciplines by exploring both the perceptions of stakeholders on entrepreneurship education and the way in which it is implemented across the curriculum. The objective is to examine its desirability and feasibility in a university-wide environment. These perceptions are assumed to influence both entrepreneurial intention as per Shapero's model and the intention of integrating entrepreneurial education within universities.

The focus of a number of Master's dissertations and PhD theses concerned with entrepreneurship in higher education in Tanzania is on the effectiveness of entrepreneurship courses in business schools (Sabokwigina, 2008); a review of entrepreneurship course objectives, methods and impact indicators (Sylvester, 2010); an investigation of the entrepreneurship intention of students (Kambi, 2011) and the influence of entrepreneurship education on students' development and their decision to follow entrepreneurship as a career (Mwasalwiba, 2012).

While the above-mentioned studies focus on entrepreneurship courses, programmes and the effects of those programmes on students' intentions concerning entrepreneurial career/attitude/business creation, this research interrogates the holistic integration of entrepreneurial knowledge and skills within the curriculum as perceived by facilitators such as lecturers, top management officials at universities and relevant ministries. It goes further in exploring the coherence between the national policy context with regard to entrepreneurship education and the university policy strategies for implementing the agenda.

In exploring strategies which universities employ to integrate entrepreneurship education, this research sheds light on the importance of entrepreneurial undertakings tailored specifically for disciplines and professions within the university, the labour market and the entire society. The perceptions and policy statements of universities and government ministries may help to identify the gaps or boundaries that exist between the two systems and this information gap may be utilized to underpin a synergy between the two systems to improve their strategies. Through integrating entrepreneurial education universities can

learn about and contribute to improved labour market skills which in a way, enhance graduates' competitiveness and encourage them to exploit opportunities in the economy. On the other hand, socio-economic and political endeavours may flourish as a result of new inputs and ideas from academia.

A number of related studies have been carried out in other countries to assess the extent to which entrepreneurship education is integrated in higher education curricula. In England, for example, 133 higher education institutions were surveyed (Levie, 2008). Other studies have been done in Asia and Latin America, but little has been done in sub-Saharan Africa, especially in Tanzania, to determine the integration of entrepreneurship education at higher education institutions (Kabongo & Okpara, 2010).

There was also a need to determine how higher education institutions could promote entrepreneurship education to non-business students (Brand *et al.*, 2007). This research study was initiated to fill this gap by identifying the strategies employed by the University of Dar es Salaam and Mzumbe University to promote entrepreneurship in their different programmes.

In various parts of the world, policies have been geared towards encouraging entrepreneurship and this is reflected in an increasing number of graduates (Nabi & Holden, 2008). Industrialized countries promote entrepreneurship education as a mechanism to help young people compete in a globalised world of highly developed technology (Millman, Matlay & Liu, 2008). In this case, where technology is not highly developed within the African context, the creation of knowledge through research and innovation is needed to reflect different areas such as the Social Sciences, the Arts and the Humanities (Trust Africa Policy Brief, 2011). There is therefore, a great need for entrepreneurial education to be integrated in areas other than commerce in order to solve social issues.

Only a few studies concerned with graduate entrepreneurship education have been done in different contexts (Nabi & Holden, 2008). This justifies the importance of this study as

it focuses on a specific experience in Tanzania. Studies by Watson *et al.* (2009) acknowledge a lack of available data on higher education in the SADC region. In addition, African universities have not made great strides in reforming their curricula (Bloom & Canning, 2006). This is contrary to some studies which have emphasized that Africa should invest in entrepreneurial education to build the capacity necessary for socio-economic development (Nafukho & Muya, 2010). However, there is a lack of accurate and specific information about the promotion of entrepreneurship education among different groups at the national level in society in the region.

There was thus a need for entrepreneurship education to be re-examined in terms of strategies for its incorporation in the curriculum which involves disciplines of a different nature. Fayolle and Gailly suggest that each teaching model should be built upon a specific ontological and pedagogical hypothesis escaping from a ‘*one size fits all*’ approach (2008:586).

1.5 The Significance of the Study

This study may help members of higher education management to obtain a better understanding of strategies to foster entrepreneurship education among graduates by highlighting issues of curricula content and the design of relevant support systems. It may also indicate some of the opportunities available at agencies which support entrepreneurial education among the youth.

Government and other relevant institutions may rethink their influence in the implementation of various policies relevant to promoting entrepreneurship education within universities. This knowledge would aid policy-making processes, especially educational policies and influence the enhancement of entrepreneurial knowledge and skills within universities throughout Tanzania.

Furthermore, the adaptation of the entrepreneurial event model along with the extension to include the education aspect as well as aspects from other models may serve as a framework to analyse the broad based entrepreneurial intention in terms of education.

Thus while Shapero's model has to date been used primarily to assess students' intention to establish business, the developed framework in my study can be used to examine the feasibility and desirability of the entrepreneurial event at institutional level.

1.6 The Structure of the Dissertation

In Chapter 1, the study is introduced by an explanation of the problem statement which generates the research questions about the influence of the policy context to entrepreneurship education development, stakeholder's perceptions on entrepreneurship education and the integration of entrepreneurship education to the university's curricula. The identified research gap is supported by background information about the status of entrepreneurship education in Tanzania. This chapter also includes the rationale and significance of the study.

Chapter 2 presents a review of the relevant literature by explaining the concepts related to entrepreneurship education. It also examines the impact of national and university policy contexts on entrepreneurship education. This broadly includes the impact of the socio-economic and political context on entrepreneurship education development in the Tanzanian context. The influence of stakeholders in promoting entrepreneurship education and pedagogical approaches is explored by means of models and theories that are available in the literature.

In Chapter 3, a framework which analyses the perspectives of lecturers from different disciplines regarding intention to entrepreneurship education is developed by adapting Shapero's model of entrepreneurial intention. The framework is developed further to explore the role of policies and current strategies in influencing stakeholders' intentions to implement entrepreneurship education.

Chapter 4 discusses the design of this research: a case study that uses purposeful sampling procedures to conduct in-depth interviews. Apart from the interviews, some relevant documents are reviewed and analysed. An analysis framework based on the work

of Miles and Huberman is presented with the help of the *Atlas ti* programme. Some ethical guidelines and access issues are also addressed.

Chapter 5 sets out the findings of the study with regard to understanding and implementing entrepreneurship education across disciplines. The impact of national and university policies on entrepreneurship education development is described and a lack of coherence between national and university strategies in the implementation of entrepreneurship education is revealed. It is argued that disciplinary and institutional differences at the selected universities have led to variations in the understanding and implementation of entrepreneurship education strategies.

In Chapter 6, an analysis of the findings is given in a discussion on the feasibility and desirability of entrepreneurship education at the selected universities. In this chapter I argue that entrepreneurship education is not well integrated throughout disciplines and that various factors hinder its implementation across disciplines. In this sense, the thesis is that entrepreneurship education is integrated largely through donor projects and incoherent policy directives from government, a situation which has estranged some disciplines in their understanding and implementation of entrepreneurship education. However the role of donor support in terms of entrepreneurship education related projects attached to some faculties is significant.

In Chapter 7, it is shown that on the one hand, the nature of disciplines and the gap between entrepreneurship education policy and practice impacts on the perceptions of stakeholders, while on the other hand a lack of coherence between national and university policy strategies impacts on the development of entrepreneurship education in a university-wide environment. Some recommendations and areas for further research are outlined in this chapter. The main area in which more research is needed is that of the exploration of students' perceptions across disciplines regarding entrepreneurship education in its broad sense which is tailored to suit their disciplines.

1.7 Conclusion

The first chapter has introduced the thesis with an explanation of the problem statement and the rationale for the study and its significance. The next chapter, chapter 2, examines the relevant literature by explaining the concepts related to entrepreneurship education. It examines the impact of national and university policy contexts on entrepreneurship education and the influence of stakeholders in promoting entrepreneurship education and pedagogical approaches in terms of the available literature.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

There is global consensus that higher education needs to be more entrepreneurial in terms of the nature of the pressures for change that are taking place in this sector (Gibb & Hannon, 2006). Thus, entrepreneurship education has become a global phenomenon largely because of the globalization pressures which have increased the uncertainties and challenges that cut across all spheres of life and impact on the undertakings of stakeholders at different levels (Heinonen & Poikkijoki, 2006). Entrepreneurial behaviour is needed in all disciplinary structures to enhance the use of each set of knowledge behind academic disciplines in the development of a society.

This chapter explores the relevant literature in order to explain theories, models and concepts pertaining to entrepreneurship education and the way it has been implemented in higher education. The chapter begins by exploring the literature dealing with the following concepts: entrepreneurship, self-employment, entrepreneurial capacity and entrepreneurship education. It also examines the role of entrepreneurship education and training in terms of economic growth, based on the argument that entrepreneurship education reflects competitive skills, knowledge and attitudes needed for development and therefore it is assumed to be important in the alleviation of poverty (Isaacs *et al.*, 2007).

This chapter will also explore the contexts of national and university policy as these policies guide the various activities of the institutions and government. The last section reviews the literature on the teaching and learning of entrepreneurship. This section is guided by the way different models and theories may be employed in embedding entrepreneurship education in institutions of higher learning. The chapter concludes by examining the knowledge gaps found in the existing literature.

2.2 Concepts of Entrepreneurship

The word 'entrepreneurship' is derived from the French '*entrepreneur*' which means to make decisions or to begin something (Ramirez *et al.*, 2010:204). The concept has undergone various interpretations since the times of Richard Cantillon (1755) in which an entrepreneur was defined as a self-employed individual (Roberts & Chrisman, 1996:20). Cantillon further characterizes an entrepreneur as someone who is ready to take financial risk of a business venture (Bosma, *et al.*, 2008). Joseph Alois Schumpeter, an Australian economist and professor at Harvard indexed the term for the first time in 1912 to refer to venturesome people and managers who through their activities generate goods and services (Ramirez *et al.*, 2010:204). Entrepreneurship has also been defined in terms of encompassing the potential benefits of different types of enterprises such as economic, social, public and corporate forms of entrepreneurship (ILO, 2006, Boskin, 1984). This indicates that entrepreneurship includes not only business undertakings but rather it can also include individual's approach to life (Hytti, 2002).

The variation in the way scholars have defined entrepreneurship creates an ambiguity in what entrepreneurship means in education. According to Clercq and Crijns (2007:172), there is no general agreement with regard to what constitutes entrepreneurship education. In many instances, the way scholars have defined entrepreneurship education is related to their perceptions of 'entrepreneurship' as a concept. Furthermore, while some scholars believe that entrepreneurship cannot be taught (Henry, Hill & Leitch, 2005), others suggest that it can be taught (Kuratko, 2005).

Due to variation in the way entrepreneurship has been defined some authors argued that there is no universal definition of an *entrepreneur* and therefore the term *entrepreneurship* (Kirby, 2004; Livesay, 1982; Fayolle & Gailly 2008). However, some researchers agree that entrepreneurs have personalities which are unique and that they usually aspire to work in independent enterprises (Dana, 2007:196). Pretorius *et al.* (2005: 415) make the point that "*The construct of entrepreneurship is both complex and controversial as there is no agreement on its definition*". The concept 'entrepreneurship', therefore, means many things to different people (Sexton, 1982). While there seems to be

no generally accepted definition of entrepreneurship, the majority of arguments assert that it involves creating something new (Reynolds, *et al.*, 2005).

Scholars, like Fayolle (2007:23), define entrepreneurship in the form of ‘*an entrepreneur*’ as someone who makes things happens; in due course he/she will have the capacity to venture into organizations with different natures. According to this perspective, entrepreneurship is therefore an individual’s capacity to turn ideas into action in whatever activity that is undertaken (European Commission, 2008). Here the emphasis is on entrepreneurship as a kind of knowledge which is essential for various groups of people. Thus, while entrepreneurship is more obvious in the business world, it is also relevant in the non-business arena (Olomi, [sa]) as it means more than the creation of ventures (Kuratko, 2005). In some instances entrepreneurship is regarded as capacities and/or skills. In the form of capacities, entrepreneurship constitutes the necessary and sufficient conditions to practice entrepreneurial behaviour in response to socio-economic challenges (Gibb, 1998).

Furthermore, the term entrepreneurship has been used interchangeably with self-employment, but with this kind of perception the focus has been on the definition of entrepreneurship as the establishment of new firms (Belen, 2011). The goal of entrepreneurship education is therefore to enhance creativity and self-employment (European Commission, 2008). Entrepreneurs are individuals who can establish their own ventures and thereby employ themselves. At a higher education level, therefore, entrepreneurship education should include elements, such as developing entrepreneurial perceptions; promoting self-employment as a career option and providing knowledge on how one might start a company and run it (European Commission, 2008).

2.2.1 Self-employment

Self-employment is a term which has also been variously defined because of the differences in the classification of self-employed people (Parker, 2009). Meager and Bates (2004:136) suggest that changes in the categorization of self-employed people are

sometimes due to the legal framework set up for tax purposes. Parker (2009:11) defines self-employed people as those who do not have a regular weekly or monthly salary; they earn their income from their own businesses or in independent professional companies which may range from lawyers and small business owners to farmers (Meager & Bates, 2004:136). In the context of this study ‘self-employed graduates’ refers to students who have completed their university education in different courses and have chosen to start ventures such as independent professional firms or groups of firms or as business owners.

Based on some definitions and interchangeable terms, entrepreneurship means more than creating ventures. It encompasses other types of undertakings which can also be entrepreneurial such as social, public and corporate ones. Economic entrepreneurship refers to the creation of enterprises for profit. In social entrepreneurship profit-making is geared towards creating social value. Public entrepreneurship on the other hand, helps public officials to become more efficient in the provision of services. Corporate entrepreneurship enables professionals in large corporations to apply an entrepreneurial culture in the form of innovation and modern technology for the benefit of their companies (ILO, 2006). In this sense entrepreneurship can be applied and integrated in different undertakings and entrepreneurship has recently become an important economic and social phenomenon (Fayolle & Gailly, 2008).

2.2.2 Broad and Narrow views of entrepreneurship

Based on ambiguity in the definition of entrepreneurship, this study has categorized entrepreneurship in two groups: a narrow and a broad definition of entrepreneurship. While the narrow definition refers to ‘entrepreneurship as business or venture creation’, the broad definition contextualize entrepreneurship as abilities, attitudes and mindsets which graduates need in order to venture into employment and/or self-employment or into social entrepreneurship. Applying the broad concept of entrepreneurship and education, entrepreneurship education is not limited to producing entrepreneurs and self-employed people, but rather develops positive attitudes and those skills such as creativity and flexibility which will enable young people to cope with the uncertainties of the labour market as highlighted by Gibb and Hannon:

The wider view of entrepreneurship has major implications for the way in which education in general and higher education in particular prepares individuals for a 'life world' of greater uncertainty, complexity and opportunity (2006: 20).

The term entrepreneurship education has been used synonymously with 'entrepreneurial education' to mean “*developing specific attitudes, behaviour and abilities on an individual level which can have different expressions in an individual's career and also creating long term benefits for the society and economy*” (Bratianu & Stanciu, 2010: 121). In this sense entrepreneurial education can help promote an entrepreneurial and innovative culture by changing behaviour and the way people do things. Different stakeholders have thus emphasized that entrepreneurship education should be promoted in higher education institutions to produce skilled and internationally competitive graduates (Adejimola & Olufunmilayo, 2009).

The purpose of entrepreneurship education is thus to develop professionals with entrepreneurial capacity and attitudes (Gibb, 2011). Those who choose to be employed in various organizations may then have the capacity to initiate new ideas and innovation to improve services and to design products. Some may choose an entrepreneurial career in order to turn ideas into new business opportunities or to improve existing ones. Due to limited employment opportunities, an increasing number of graduates and fierce competition for the available employment opportunities, graduates are expected to be entrepreneurial so that they can compete in the labour market both nationally and internationally. In this sense the effects of globalization and the increasing informal sector may be used as opportunities. However, the challenge lies with the role of the universities to provide entrepreneurship education.

In the context of this study, entrepreneurship education can be integrated in different disciplines in the sense of inspiring innovative attitudes and the provision of necessary skills relevant to entrepreneurial undertakings across professions. Exposing students to entrepreneurial kind of learning thus assumed to lead to capacities which involves the

ability of graduates to use the knowledge and experience that they have acquired at university to search for opportunities; to create new ventures; to be innovative in designing new products and to be internationally competitive. Entrepreneurship education is therefore important to all disciplines in higher education. It gives the students a sense of what entrepreneurship is about and building entrepreneurial competencies which will help them cope with challenges in their future careers (Izquierdo, 2008).

To summarize, the term ‘entrepreneurship’ has been variously defined; grouped into types; and used synonymously with other terms, like innovation; and self-employment. Similarly, the term ‘entrepreneurship education’ has been variously defined and used interchangeably with other concepts, like entrepreneurial education. Knowledge, skills and attitudes towards entrepreneurship are differently termed as *entrepreneurial skills*, *entrepreneurial capacities* and *entrepreneurial spirit*. The ambiguity in the conception and interchangeable use of the terms ‘entrepreneurship’ and ‘entrepreneurship education’ may influence the desirability and feasibility of entrepreneurship education within education institutions. Due to this ambiguity this study has grouped different concepts of entrepreneurship and entrepreneurship education into narrow and broad concepts.

Applying the broad perspective in which entrepreneurship education is assumed to enhance graduates’ capacity to venture into various types of employment, it is expected that entrepreneurial knowledge and attitudes may contribute to socio-economic development. However, among the challenges in implementing entrepreneurial education is the lack of agreement on the kind of ‘entrepreneurship concept’ that could stimulate higher education’s role in socio-economic development (Gibb, 2005). Among others, this challenge is derived from the fact that the implementation of entrepreneurship education can be influenced by the evolution of the concept within the institution as well as other national and individual factors that can support or hinder its development in a university wide environment. The following section will give details of the framework and approaches in which entrepreneurship education has been implemented within institutions.

2.3 The Implementation of Entrepreneurship Education within Institutions

There has been a rapid increase of entrepreneurship courses in different levels of education including universities in the past decades (Blenker *et al.*, 2011). Entrepreneurship development within higher education institutions can be traced back three decades (Gibb & Hannon, 2006). Thus entrepreneurship education has been integrated and promoted within higher education institutions in various forms and at different levels. Different strategies and guidelines for teaching and learning entrepreneurship education are included in the literature.

Training institutions have varying strategies and approaches in integrating entrepreneurship education (Mwasalwiba, 2010). While much has been done in higher education institutions, integrating entrepreneurship education is still a challenge in cross-disciplinary structures as some deans in the institutions are not willing, or motivated, to promote such education (European Commission, 2008). In some instances there are policies that do not support or enhance entrepreneurial behaviour and in most cases the outcomes have been a less desirable standard of living (Scott & Twomey, 1988). Other feasibility factors include inadequate curricula and study programmes; wrong learning methods; negligence of students' personal environment; a lack of trained/educated teachers; little career information and few business possibilities in terms of business and education linkages as well as ICT infrastructure/capability (ILO, 2006).

In some instances, entrepreneurship education consists of a range of programmes, but with little evidence of the relationship between input and intended output (Bécharde & Grégoire, 2005). This suggests that while programmes, courses, centres and units for entrepreneurship have been established, there is little knowledge on how these courses and programmes should be taught and how interdisciplinary approaches could be established (European Commission, 2008).

While Faculties of Management and Engineering have been found to be the common homes for entrepreneurship education, it is argued that neither of them is suitable for its development within institutions (McMullan & Long, 1987). This implies that higher

education institutions are challenged by the positioning of entrepreneurship education and approaches that they can use to integrate it. Positioning includes an appropriate place in an entrepreneurship centre and in the policy if there is one, in the institution's organizational structure.

Another main hindrance of entrepreneurial education is the absence of entrepreneurial culture in higher education institutions (Shapero, 1984). Besides, there is less cooperation between universities and enterprises. Business plan competitions could be established as part of extracurricular activities. These competitions would create a link between the universities and enterprise. In some instances, such business plans could increase the desire amongst students who had never hitherto thought of it to be entrepreneurs (Russels, *et al.*, 2008).

Implementing entrepreneurship education can be organized at the national level through specific committees. Countries like Nigeria have put down some initiatives as a guide to enhance entrepreneurship education through the Presidential Committee dealing with the introduction of entrepreneurship education in all higher learning institutions. The committee listed the following strategies to promote entrepreneurship education (Adejimola & Olufunmilayo, 2009):

- *Curriculum review;*
- *Promotion of development and sustenance of entrepreneurship centres and centres of excellence;*
- *Promotion of science, technology and innovation by providing incentives for students and lecturers;*
- *Sensitization, advocacy and mobilization of support for entrepreneurship education ;*
- *Programme focus and funding.*

If the above mentioned strategies are effectively implemented within higher education institutions and the government support is put in place to facilitate, they can serve as proper guides across institutions. However, government support in terms of policies and

programs in some African countries are often not effective. An example can be cited in South Africa in which the centralized coordination and planning processes are not responsive enough to cope with dynamic global pressures (Urban, 2006). Another challenge remains on ‘what should be included in the curriculum?’ and the way it can be tailored to serve the needs of different disciplines on one hand. On the other, ‘what is the expected outcome after the integration?’ An answer to these questions is essential in evaluating the development of entrepreneurship education in a university-wide context.

There are various templates that have been developed as guides for imparting entrepreneurship skills and for enhancing capacity. Gibb (1998) offers the following entrepreneurial capacities to be used as a guide in teaching entrepreneurship:

- *To understand and cope with a particular entrepreneurial lifestyle;*
- *To manage uncertainty in a global context;*
- *To cope with social and community behaviour which forms the basis of a ‘civil society’ in which self-regulation of entrepreneurial activity takes place;*
- *To develop entrepreneurial organizations;*
- *To manage business development processes;*
- *To manage a network of stake-holders;*
- *To master strategic awareness;*
- *To develop personal entrepreneurial behaviour and attributes;*
and
- *To manage the global information revolution enterprisingly.*

Gibb’s guide outlined above can be used in any education institution in a contextualized form in which the expected capacities can be made relevant to the institutional context. The outcome of integrating entrepreneurship education can also be in a form of skills expected to graduates. Some authors have developed some templates to be used for the design and implementation of entrepreneurship education within institutions.

Gibb and Hannon (2006:32) suggested a template to be used for the design of graduate entrepreneurship education programmes. The capacities, the skills and desired entrepreneurial outcomes identified in this framework can be used by institutions to

reflect and better plan their strategies of embedding entrepreneurship education. Using this guide institution can contextually think of the ways to lead to the outlined skills and outcomes and their relevance to different disciplines.

Table 2. 1: CGE Framework - Desired Entrepreneurial Outcomes

Entrepreneurial Behaviour and Skills	Empathy with the Entrepreneurial Life	Embedded Entrepreneurial Life	Motivation for Entrepreneurial Career/Lives
1. Opportunity-seeking 2. Initiative-taking 3. Ownership of a development 4. Commitment to see things through 5. Personal locus of control 6. Intuitive decision-making with limited information 7. Networking capacity 8. Strategic thinking 9. Negotiation capacity 10. Selling/persuasive capacity 11. Achievement orientation 12. Calculated risk-taking	1. Living with uncertainty and complexity 2. Having to do anything under pressure 3. Coping with loneliness 4. Holistic management 5. No sell, no income 6. No cash in hand, no income 7. Building know who and trust relationship 8. Learning by doing, copying, making things up, problem-solving 9. Managing interdependencies 10. Working flexibly and long hours	1. Strong sense of independence 2. Distrust of bureaucracy and its values 3. Self-made/self-belief 4. Strong sense of ownership 5. Belief that rewards come with effort 6. Hard work brings its rewards 7. Belief can make things happen 8. Strong action orientation 9. Belief in informal arrangement 10. Strong belief in the value of know-who and trust 11. Strong belief in freedom to take action 12. Belief in individual and community not the state	1. Understand the benefits 2. Can compare with employee career 3. Have some heroes and friends acquaintances 4. Have images of entrepreneurial people 'just like then'

Understanding Venture Creation Processes	Developing Generic Entrepreneurial Skills	Key Business "how to's" Developed	Key Relationship Networking Skills
1. Can go through the total process and know what challenges will arise at each stage and how to handle them.	1. How to find an idea 2. How to appraise the idea 3. How to see problems as opportunities 4. To identify the key people to be influenced in any development 5. Know how to build the 'know who' 6. How to learn from a relationship 7. How to access business development needs 8. Know where to look for answers 9. Emotional, self-awareness, manage and read emotions and handle relationships 10. To constantly see yourself and the business through the eyes of the of stake-holders and particularly customers	1. See products and services as a combination of benefits 2. Develop a total service package 3. Price a product service 4. Identify and approach good customers 5. Appraise and learn from competition 6. Monitor the environment with limited resources 7. Choose appropriate sales strategy and manage it 8. Identify the appropriate scale of business to make a living 9. Set standards for operations performance and manage them 10. Finance the business appropriately from different sources 11. Develop a business plan as a relationship communication instrument 12. Acquire appropriate systems to manage cash, payments, collection, profits and costs 13. Select a good accountant 14. Manage, with minimum fuss, statutory requirements	1. Understand the needs of all key stake-holders at the start-up and survival stage 2. Know how to educate stakeholders 3. Know how to learn from them 4. Know how to best build relationship

Source: Gibb and Hannon (2006:32)

From the template above, it can be seen that a range of skills are required to enhance entrepreneurial undertakings. Demand for these skills is largely caused by the ‘*modern realities*’ (Urban, 2006: 85). While the ‘modern realities’ are in fact impact all socio-economic and political activities, integration of entrepreneurship is often regarded as a discipline largely required to the business/commerce students. In this case entrepreneurship education is to a large extent included as post-graduate and undergraduate programs from different business schools. An example is the University of Pretoria which offers PhD and MPhil specialized in Entrepreneurship (Urban, 2006). This history of business schools over four decades in maintaining that ‘entrepreneurship’ is a discipline, has had an impact on the way entrepreneurship is perceived in the teaching and learning processes. In this sense, the focus of entrepreneurship programmes has been based largely, on business creation and/or business management (Gibb, 2011). Therefore, the challenge is the way universities can implement the concept beyond the business school and in a university-wide environment.

The European Commission (2008) recommends that integrating entrepreneurship in the curriculum should be part of a higher education institution’s mission. Moreover, its provision should be accessible to students in the Arts and in the Humanities, as well as to those taking Business, Social Sciences and Natural Sciences (European Commission, 2008). This implies that students in all programmes should be exposed to entrepreneurial skills so that they may have the capacity to apply the theories they learn in the classroom to the practical world of work in their specific careers.

The integration of entrepreneurship education at higher learning institutions has been influenced by its assumed contribution to economic growth. However, there are different arguments with regard to the connection between entrepreneurship education and economic growth, especially in the developing economies. The details about this role of entrepreneurship education will be given in the following section.

2.4 The Role of Entrepreneurship Education in Economic Growth and Development

It is agreed among policy makers that entrepreneurship plays a significant role in economic development of the societies especially through business creation (Turton & Herrington, 2012). In various countries the contribution of entrepreneurship to the national economic growth is evaluated by Global Entrepreneurship Monitor (GEM) (Acs, *et al.*, 2009). While entrepreneurship is believed to impact the economic growth, level of economic differences among nations also can influence entrepreneurial intentions and kinds of entrepreneurial activities undertaken in various countries (Turton & Herrington, 2012). This indicates that the link between entrepreneurship and economic development and vice versa is a critical agenda to be considered in examining entrepreneurial activities in different countries. Indeed, the relationship between entrepreneurship and economic development has to be considered with caution (Bosma *et al.*, 2008). The implication here is that some forms of entrepreneurial undertakings can be prominent in countries with low economic level than it is in the middle and high levels. Necessity driven self-employment for instance is believed to be high in countries with low level of economic development due to the low capacity of those economies to endure job opportunities (Bosma *et al.*, 2008). Essentially, differences in entrepreneurship role in various economies are based on challenges and priorities that countries face in their developmental evolution. Porter et al (2000: 17) categorized these differences from low to high economic levels as *factor driven economies*, *investment driven economies* and *Innovation driven economies*. Factor driven economies to a large extent depend on primary factors of production like land, mobilizing primary commodities and unskilled labour. As the economy grows the local production is enhanced through improved technologies and foreign investment to become investment driven. From technology importing economy, a country can move to technology-generating economy which lead to innovation-driven economies characterizes high-income economies. As pointed out above, entrepreneurial activity in factor driven economies is greatly necessity based (Bosma, *et al.*, 2008).

According to the International Labour Organization (ILO, 2009), entrepreneurship education helps young people to consider the role of entrepreneurship in the economic and social development of their communities. Among other levels, higher education is regarded as a central role-player in producing knowledge required for development (Cloete *et al.*, 2011). It is suggested that if students are exposed to entrepreneurial tendencies, they may be able to analyze the various challenges in their countries; they may seek out opportunities and resources; they may also think about establishing their own ventures.

In various countries higher education is considered to be vital in government policies concerning a knowledge economy (Bailey, Cloete & Pillay, 2010). Pressure on higher education in various parts of the world has initiated discussions on institutions becoming entrepreneurial since they are compelled to act upon development challenges and strategies (Gibb & Hannon, 2006). This is because the development of any country is dependent on the availability and use of skilled human capital and professionals who passed through a quality system of education (Luhanga, 2009).

Accordingly, integrating entrepreneurship within higher education curriculum is perceived to be crucial to the development of the country for the reason that education and training are essential for young people to venture into the labour market, thus increasing their potential employability, productivity and contribution in the economy (Turton, Kew & Christensen, 2012). In addition, it is suggested that there is a positive correlation between entrepreneurial intention and level of education (Nurton & Herrington, 2012).

In this case, integrating entrepreneurship within universities may lead to improved social-economic and political development through generation of skilled employees/professionals who can attract investment through research and promote international networking (Gibb, Haskin & Robertson, 2009). The entrepreneurial role of the university also includes looking for innovative ways to enhance community

development (Gibb, 2012). Therefore, universities are expected to promote technological and innovative changes (Bramwell & Wolfe, 2008).

Furthermore, entrepreneurs are the ones who can invent new technologies and products as well as improve the delivery of services (Nicolaidis, 2011). When new products and technologies are introduced, it is very likely that efficiency is also improved and hence some development challenges may be solved (Scott, 1982). In articulating the value of entrepreneurship to development Shapero suggests:

Entrepreneurship begets entrepreneurial behavior. The presence of entrepreneurs doing entrepreneurial things creates an environment congenial to innovation, initiative taking, creativity and resilience, providing a community, a nation or all human society with what it needs to survive and prosper (1984:39).

In this sense novel opportunities can be seized through the use of available resources. Thus, education and training may enhance an individual's ability in terms of production (Olomi, [sa]). Olaniyan and Okemakinde (2008) support the above argument that education may only create economic growth if it is modern enough to liberate graduates and steer feelings of confidence to search for various opportunities around them. Higher Education students are likely to be better and quicker at adopting emerging technologies, innovation and a belief in their ability. According to Bloom and Canning (2006), these skills can be acquired through entrepreneurship education. They add that

By producing well-trained teachers, the quality of primary and secondary education will be improved and give the secondary education graduates better opportunities for economic development; By training physicians and other health workers, the society's health can be improved and raising productivity at work; By nurturing governance and leadership skills, countries will have talented people needed to establish policy environment favourable to growth (2006:16).

The above quotation emphasizes the idea of improving teaching approaches across disciplines in order to deliver innovative graduates. Among the ways to do this is by

means of entrepreneurship education. Thus, education and training for entrepreneurship have been widely used to foster entrepreneurial tendencies (Levie & Erkkö, 2008). In this sense, there is a need for more research on the curriculum to assess its effectiveness and relevance to current changing economic opportunities. It appears that African universities have not made strenuous efforts to reform their curricula (Bloom & Canning, 2006). This is contrary to some studies that emphasise that Africa should invest in entrepreneurial education to build the capacity of human capital necessary for socio-economic development (Nafukho & Muyia, 2010).

Some empirical analyses suggest that entrepreneurship has a great effect on the economic growth of developed countries, but no effect on developing countries because of the low level of the companies as well as the fact that the type of many entrepreneurs in poor countries is, largely, '*necessity driven*' (Stam & Van Stel, 2009). However, although poorer countries may fail to benefit from the impact of entrepreneurship, this does not mean that it should not be promoted (Van Stel, Caree & Thurik, 2005).

Stam and Stel (2009) added that there is much heterogeneity in the kinds of entrepreneurship and the kinds of economic context in which the growth of economy may take place. Therefore, an understanding of the role of entrepreneurship may assist in the design of context-based entrepreneurship initiatives relevant to developing countries (Naude, 2009) as it enables individuals to think of alternative ways of seeing the world (Nicolaidis, 2011). In this context, universities have a major role to play in both national and regional development (Ravinder, 2006).

In a speech, given in 2000, UN Secretary-General Kofi Annan argued that;

The university must become a primary tool for Africa's development in the new century. Universities can help develop African expertise; they can enhance the analysis of African problems.

The literature gives some suggestions for enhancing the role of higher education in relation to development. Among them are that government should ensure the appropriate

link between economic and higher education planning and an efficient association between state, higher education institutions and the private sector to promote innovation and research activities (Cloete *et al.*, 2011).

Among the major socio-economic objectives related to entrepreneurship is job creation which may be more precisely defined in terms of a higher number of self-employed people (Ahmad & Hoffman, 2008). Therefore, the focus of many studies has been on the effectiveness of programmes geared to venture creation (Gibb, 2002). A gap in knowledge still exists with regard to the strategies institutions should use to establish entrepreneurship beyond job creation to include it in the execution of daily duties within universities. Besides, with regard to the connection between entrepreneurial higher education and development, much that has been done is econometric in nature and thus, its value for other aspects of life like social well-being is not seen (Pillay, 2010).

Thomson (2008) regards the role of higher education institutions in terms of development as ‘complex, fluid and dynamic.’ More research is needed, especially in developing countries, to explore and establish the role that higher education institutions play in improving the well-being of the society. In this regard and due to the apparent association between entrepreneurial undertakings and economic growth, entrepreneurship education in higher education can generate growth especially in the form of innovation (Acs & Zoltan, 2007).

However, this economic advancement in innovation has to be facilitated by, among other things, having an effective link between higher education institutions as well as public and private sectors of the economy (Wennekers *et al.*, 2005). This implies that the integration of entrepreneurship education within higher education institutions may have an impact on the socio-economic and political context which can also influence the policy context of entrepreneurship.

From the above discussion, it can be argued that the growing interest in entrepreneurship education is largely a response to dynamic global complexities which impact on

activities, organizations, institutions and individuals (Gibb, 2002). Although all entrepreneurship-related aspects are important for the economic development of any society (Heinonen & Poikkijoki, 2006), the role of the universities in promoting it in a broader sense is crucial. Being a global phenomenon, entrepreneurship's role to economic development can be differently evaluated in different countries.

As pointed out above, while entrepreneurship education is believed to influence economic development of a specific country, it is also suggested that specific socio-economic and political context can have impacts on the status of entrepreneurship education. This will be discussed in following section.

2.5 The Impact of Socio-Economic and Political Context on Entrepreneurship Education

The socio-economic environment has an impact on the extent and status of entrepreneurship education within universities through its policy influence and other supportive structures such as legal and financial ones. Recently, socio-economic and political context has been challenged by globalization processes; this has resulted in government and higher education institutions attempting to respond by establishing relevant policies and development strategies (Cloete *et al.*, 2011).

With regard to government policy, a number of scholars have explained the role of the national policy context in promoting entrepreneurship, using various approaches. Among these is the Global Entrepreneurship Monitor (GEM) model which was developed as a project by different teams around world under the leadership of Babson College and the London Business School (De Clercq & Crijns, 2007). The model was designed in 1998 as an assessment programme whereby information from various countries was collected to facilitate a comparison of levels of entrepreneurial activity and to determine national differences in terms of policies which might affect entrepreneurial tendencies (Reynolds *et al.*, 2005).

Governments in countries like the United Kingdom have been supporting graduate entrepreneurship strategies. An example is the National Council for Graduate Entrepreneurship (NCGE) which was initiated in 2004 (Pittaway & Cope, 2007). The aim of this council was to create a link between industry, students and higher education institutions so that an enterprise culture could be established in UK institutions and entrepreneurial behaviour in students could be encouraged (Gibb & Hannon, 2006). As a result of government support, higher education institutions have been fully engaged in entrepreneurial activities.

In 2007, the Danish government formulated a policy geared to promote entrepreneurship to graduates. The policy required all students in higher education institutions to attend entrepreneurship education courses (European Commission, 2008). A survey conducted by the Young Enterprise Denmark (2011) indicates that entrepreneurial training at university level has become popular with students who had previously had an entrepreneurship course as well as with those who did not have a course in entrepreneurship. It has also been shown that training in entrepreneurship encourages innovation, especially in the form of business creation. This indicates that public policy could either support or hinder an institution's efforts to include entrepreneurship education in its curriculum (European Commission, 2008).

It can be seen that there are differences in the ways students in different countries develop and experience entrepreneurial thinking. A study conducted to measure entrepreneurial intention in college students in China and the United States indicates that work experience was not featured as affecting intention in the US, while it was a factor in Chinese students. Besides, while family income did not impact on its perceived desirability and feasibility among Chinese students, it was found to have an impact on their US counterparts (Wang, Lu & Millington, 2011). This implies that strategies to promote entrepreneurship should be carefully contextualized to meet the real needs of a specific country, institution or discipline. This is due to the fact that there are variations in the relationship between policy and entrepreneurial activities in different countries

(Minniti, 2008). In this sense various countries may have different socio-cultural and economic factors that affect the undertaking of entrepreneurial events.

In terms of national policies and strategies, the socio-economic context can also influence higher education policies at universities regarding entrepreneurship. This is because while the teaching and learning processes are controlled by universities, ministerial structures operate within the jurisdiction of government policy. Besides, socio-economic factors can have a direct impact on education institutions. Thus, institutions and the policies according to which they operate are essential in influencing entrepreneurial behaviour (Minniti, 2008). However, differences in institution contexts can also influence the integration of entrepreneurship education at universities (Arbo & Benneworth, 2007).

The institutional context may include university policy strategies, strategic plans, human and financial resources, infrastructure, research strategies and support programmes which have been designed to enhance entrepreneurship. It is in the university that students are guided and forms of knowledge are extended to generations (Biggs, 1989). Therefore, higher education institutions are important for an entrepreneurship culture to be encouraged as all kinds of professionals are prepared by such bodies (Shapero, 1984:32). This means that the university policy context has a great influence on the quality of policy makers, politicians, medical doctors, teachers and engineers to mention only a few, that a country may expect to have.

In this sense, a university education can produce entrepreneurial minds and skills, but these efforts are only possible in the presence of relevant policies related to entrepreneurship development which may include support for entrepreneurship research; the promotion of professionalism and small businesses; university links with employers and industries; and the broad expansion of tailored entrepreneurship education (Shapero, 1984). The implication is that in terms of resources, supportive infrastructure and general motivation the university policy context may be a main source of influence in lecturers' behaviour and the way they execute their daily duties (Biggs, 1989).

However, the university policy context also depends on macro-systems, such as community and political pressures. Therefore, there is interdependency in the whole system which is reflected in the following Figure:

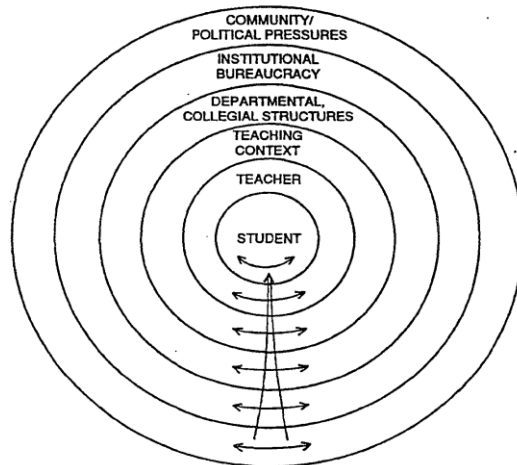


Figure 2. 1 : Macro and Constituent Micro-systems in Tertiary Education
 (Source: Biggs 1993: 78)

The above figure shows that any of the elements that constitute the tertiary education system may affect teaching and learning, but that the top management of the institution may have a major influence which may affect faculties and departments. This means that for the institutional strategy to be successful, top management should play a more significant role (Biggs, 1993). This argument does not deny the fact that sometimes department and faculties systems can also influence decisions from the top (Biggs, 1993). Therefore, even with entrepreneurship education as a strategy, the mechanism for its implementation should not ignore the role of the university as a system in which as a whole, each sub-system plays a role to create university-wide entrepreneurship development.

2.6 The Impact of Socio-Economic and Political Contexts on Entrepreneurship Education in Tanzania

Through globalization the Tanzanian economy has over the years amalgamated with the rest of the world, aided by the structural adjustment policies under the IMF/World Bank since the 1980s (Mkenda, 2005). Thus, as in many other countries, globalization and the

emergent evolution of knowledge society has had an impact on the processes taking place at universities, such as the University of Dar es Salaam (Luhanga, 2010). The economic hardships caused by the 1978/79 war against Idi Amin of Uganda; the increase in the price of oil and its by-products; the fall in the price of cash-crops; and the substantial contribution of Tanzania in the liberation of southern African countries has had an effect on various socio-economic processes. Changes in the economy also influenced other spheres of life, including political ideologies whereby in the late 1980s Tanzania was transformed from a one party republic into a multi-party state (Luhanga, 2010); the centrally planned socialist economy was transformed into a market-based economy. Because of its development, employment in government sectors and public parastatals decreased substantially in the 1990s and increased in the informal sector (Mukyanuzi, 2003). In response to these changes, the University of Dar es Salaam has gone through a transformation process in which amongst other activities, it has adjusted its academic programmes to be more relevant to the demands of society. This transformation was popularly known as the Institutional Transformation Program (ITP) or ‘UDSM⁸ 2000’ (Luhanga, 2010). The integration of entrepreneurship education in the curriculum was among the issues initiated in response to the ITP. This was in line with studies conducted with school-leavers and university graduates. The graduate employment outcome study which involved cross-disciplinary students who had graduated between 1980 and 2000 indicates that among other things, entrepreneurship skills were missing in their curricula (Mukyanuzi, 2003). Due to the low levels of graduate self-employment in the 1980s, universities were expected to encourage and promote self-employment. In this sense, entrepreneurship education was initiated in the form of courses largely related to business creation and/or self-employment so that graduates could become job creators rather than job seekers (Mkude & Ishumi, 2004). While the reforms initiated the introduction of entrepreneurship education within the curriculum, the business-oriented perspective may well have had an impact on the perception, and the implementation, of entrepreneurship education in terms of perspectives beyond business.

⁸. UDSM stands for University of Dar es Salaam.

Apart from the impact of macro-economic reforms described above, the historical legacy of socialism following the Arusha Declaration of 1967 also affected the development of entrepreneurship education. The socialist ideas in Tanzanian politics after independence were against some important entrepreneurial factors, such as wealth accumulation and a desire for competitive edge. These acts were considered as '*un-socialist*' (Nyerere, 1987). Besides, while socialism emphasized hard work, it was against the creation of other jobs a tendency which is highly encouraged in the current world of uncertainty (Nyerere, 1987). A review of relevant literature indicates that to some extent socialist ideas still exist in some government practices and decisions. Therefore, due to the socialist ideology, entrepreneurial undertaking in the form of venture creation is still regarded as a last or supplementary option (Mwasalwiba, Dahles & Wakkee, 2012).

A review of the literature suggests that entrepreneurship education in Tanzania could be integrated in the curriculum in the same way socialism was incorporated in policy contexts and in the education system (Olomi, [sa]). Olomi compares the way socialism as a legacy was part and parcel of every citizen and all aspects of their lives. It was assumed that entrepreneurial behaviour and skills would be embraced in performing daily duties in different social and economic spheres. It also seemed that since instilling socialist ideas was possible, so the embedding of entrepreneurship across the curriculum would also be possible. However this assumption has not yet been tested.

The Arusha Declaration of 1967 went hand-in-hand with the nationalization and decentralization processes in 1971. As a result, there was a high demand for human resources at the middle and upper levels. To meet this demand the former Mzumbe was merged with the then, Institute of Public Administration of the University of Dar es Salaam to form the Institute of Development Management (IDM) as an institution for training public and private professional managers (Mzumbe University, 2008). This background history had an impact on the development of entrepreneurship education at Mzumbe University because the curriculum was geared towards delivering graduates who were needed in the mentioned sectors in a less competitive employment situation.

A review of the literature shows that the extent to which the economy was controlled in Tanzania was significant when compared to other countries in the sub-Saharan (Temu & Due, 2000). Following the centrally controlled economy and up to the 1990s, almost all graduates were absorbed into government (Bailey, Cloete & Pillay, 2010). Thus, the capacity of the state to absorb the majority of graduates did not facilitate competitive attitudes among graduates. As in other African countries the focus of higher education during the post-independence period was to deliver professionals to work as public civil servants following the departure of colonial administrators (Cloete *et al.*, 2011). Private entrepreneurs, especially in terms of business, were regarded as capitalist exploiters or *Mabepari* in Swahili Language (Temu & Due, 2000:2). Hence, an entrepreneurial culture was not a priority in the education system, including higher learning. This mentality influenced the integration of entrepreneurship education within institutions.

However, after the 1990s university graduates entering the labour market began to exceed the growth in wage employment (Alsamarai, 2003). Thus, during the era of globalization, universities have gradually been required amongst other things to integrate entrepreneurship education (Cloete *et al.*, 2011). As a result, various higher learning institutions have started to initiate some programmes with the aim of exposing students to entrepreneurship.

The policy dealing with entrepreneurship development at the University of Dar es Salaam was developed in 2001 with the aim of enhancing general enterprising tendencies amongst students; members of staff were required to foster an entrepreneurial spirit in various courses with the support of the University of Dar es Salaam Entrepreneurship Centre (UDEEC). Despite all these efforts, integrating entrepreneurship into the university curricula has not been an easy activity as it is faced by numerous challenges, among them being resources and a resistance from some academic members of staff (Olomi, [sa]).

Therefore, while government expects universities and other education institutions to mainstream entrepreneurship education, little is known about how universities could go about integrating it in university-wide structures. There is much that needs to be explored

concerning the role of government policy and the role of universities in integrating entrepreneurship education within the curriculum. Apart from the socio-economic and political environments, entrepreneurship education can also be influenced by stakeholders who are relevant in its implementation at higher education institutions and in government. The details about this influence are given in the following section.

2.7 The Influence of Stakeholders in Promoting Entrepreneurship

A review of the literature suggests that lecturers' and some policy-makers' perceptions can have a major impact on promoting entrepreneurship education. The influence of these stakeholders has implications concerning the extent of entrepreneurial intention that individuals, especially university students may exercise (Wang, Lu & Millington, 2011). Therefore, instructors' perceptions should be explored since they may influence the decision to initiate effective entrepreneurial programmes and they could make suggestions on approaches and strategies for effective teaching and relevant student learning outcomes. Lecturers' characteristics are important because different teachers in the same environment are able to influence learning outcomes, both effectively and/or ineffectively (Biggs, 1989). Therefore, in order to make entrepreneurship education part of a university's plan of action, its integration into the curriculum should be owned by department members within institutions through interdisciplinary research (Gibb & Hannon 2006).

The above-mentioned argument implies that enhancing entrepreneurial capacity within institutions may involve some reform which needs to be reflected within the universities themselves, not from outside (Clark, 2001). Entrepreneurial initiatives designed within universities may facilitate an incremental change in perceptions. It should also be noted that to make a university entrepreneurial is not an '*overnight process*', but requires continuous reflection and adjustment with regard to the changing demands from a world of uncertainty (Clark, 2001).

The role of stakeholders' perceptions about entrepreneurship education can be explained using various model concepts, especially intentional models (Belen, 2011). Among these

is Shapero's model of an entrepreneurial event which identifies factors that can initiate entrepreneurial intention. These include the propensity to act, perceived feasibility and perceived desirability.

In this model Shapero explained the term as an “*entrepreneurial event*” rather than as an “*entrepreneur*”, thus, referring to the broader perspective of entrepreneurship in which activities are undertaken or behavioural tendency is practiced without being attached to certain kinds of individuals. This means that the undertaking itself remains dependent. On the other hand, the kinds of people that perform those undertakings become independent variables as they might be the result of social, economic, political and cultural situations (Shapero, 1984). The implication of Shapero's perspective is that the entrepreneurial event can be featured in different sectors of the economy and thus, it can even be executed in social and political undertakings (Shapero & Sokol, 1982).

In the context of this study, the way entrepreneurial events may be executed in different faculties and the way they are featured in different universities and faculties depends on the way specific individuals think about them and the way in which they take up the initiative. Their thinking may also depend on the availability of resources that they consider to be important for the initiative to be accomplished. It may also depend on the management structure and the general socio-political and economic environments. The argument for this model is used as the conceptual lens to explore entrepreneurship education in various disciplines and it will be discussed further in the chapter dealing with the theoretical framework.

Apart from the perceptions of stake-holders, the status of entrepreneurship education at universities is also the result of strategies that the universities use in its promotion. This includes the teaching and learning processes which incorporate entrepreneurial events. A review of the literature contains different approaches and models that have been employed and that are sometimes suggested as important in incorporating entrepreneurship education within higher learning institutions. Details of this argument are given in the following section.

2.8 Teaching and Learning Entrepreneurship

Entrepreneurship education is part of a global agenda and there is a variation in its implementation across countries and education institutions. In this section the evolution of entrepreneurship education and its integration within the curriculum is described. Some models and approaches that have been used in the teaching and learning of entrepreneurship in various institutions are also presented.

The teaching and learning of entrepreneurship can be traced back to the 1960s when various courses were taught mainly in business schools in the United States and Canada. It is from that time that more intensive research into entrepreneurship education started to be conducted (Kent, 1982). It is now reflected in researches which document the expansion of entrepreneurship programmes in various countries and institutions. Fiet (2000) highlighted the huge increase of colleges and universities teaching entrepreneurship in United States of America. In Europe, as in many other parts of the world, there is wide range of entrepreneurship programs but it is not effectively integrated in the non-business curriculum compared to business and economic studies (European Commission, 2008). This is consistent with Gibb (2002) who points out that business schools can claim to be the main forerunners of entrepreneurship programmes. In the contemporary world students in all disciplines, including the Humanities, Arts and Sciences, need to acquire entrepreneurial skills and attitudes (European Commission, 2008). The challenge is to tailor the content and methodology to meet their needs.

The literature suggests that the development and delivery of entrepreneurship education is often affected by the internal organizational structure of an institution, controlled by an inflexible curriculum which impedes interdisciplinary approaches to entrepreneurship education (European Commission, 2008). This is applicable to my case study, Tanzania as revealed in a case study prepared for a regional training conference on Improving Tertiary Education in Sub-Saharan Africa, Nkunya and Ishumi state:

Since the establishment of the University of Dar es Salaam, academic programmes had been modelled on a rigid system that restricted diversification of courses within and across individual academic units (Nkunya and Ishumi, 2003).

However, despite the expanded provision of entrepreneurship programmes, there are challenges for educators in designing effective courses and programmes which will teach the relevant skills (Solomon, 2007). Not only that, but there is also confusion concerning the way institutions adopt entrepreneurship as a concept and respond to its practice (Gibb, 2002). Besides, the best way of teaching and learning entrepreneurship is also debatable (Bryant, 2006).

In this sense, different approaches and models for the teaching and learning of entrepreneurship have been used at various institutions and the variations have influenced the motives for entrepreneurship education (Gibb & Hannon, 2006). In some European universities the modes of teaching emphasize theories, concepts and paradigms and as a result of this, graduates have little knowledge of work-experience acquisition (Martinez, *et al.*, 2007:8). The modes of teaching mentioned above have been *via* the ‘business school model’. The business model has been prominent in United States as well but some efforts to integrate it to the rest of the disciplines can be traced. In this case, entrepreneurship education has been found to be embedded in identifying opportunities and creativity drawn from different disciplines to solve various problems in society (Gibb & Hannon, 2006).

A study conducted by Debra *et al.*, (2006) to investigate whether entrepreneurship education can be incorporated differently across disciplines indicates a discrepancy in the perceived needs of skills in different fields of study and thus the need for the curriculum to be specific for different groups of students was recommended. However, the focus of the Debras *et al.* study (2006) was on how different professions practice entrepreneurial undertakings in the form of business/venture creation. This implies only one outcome of entrepreneurial processes and justifies the fact that more research is needed to elicit the way entrepreneurship education can be explored in different contexts and in different disciplines.

In explaining the teaching and learning of entrepreneurship at higher education institutions various models have been developed by scholars. Amongst them is the

traditional business model adapted from Gibb's 'nomenclature' which treats an 'entrepreneur' like a 'hero' that has been assembled from the collection of parts reflecting traditional approaches to entrepreneurship and it addresses entrepreneurship education in the context of business management. This model shows that not everybody can be entrepreneurial only the few 'exceptional ones' who represent the "the heroic Schumpeterian heart" (Gibb, 2006:8) which is illustrated in the following figure.

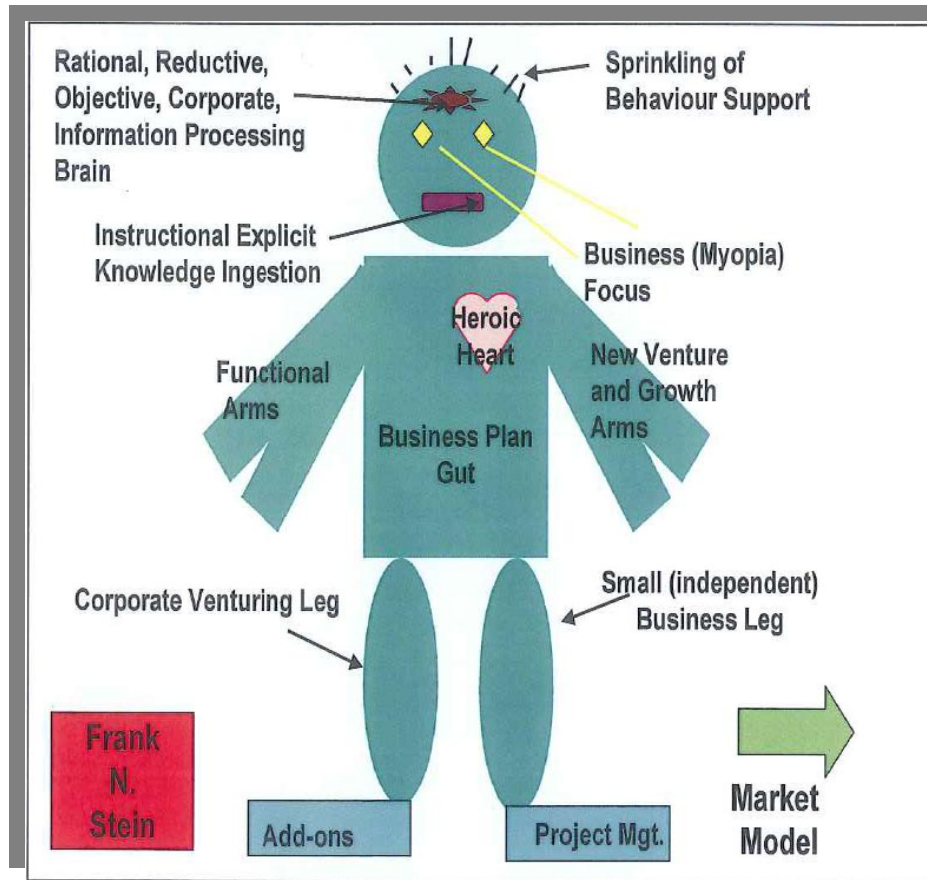


Figure 2. 2 : Traditional Business Model

(Source: Gibb, 2006:8)

The above figure illustrates the common model found in Europe and United States where there have been strategies to unlink entrepreneurship programmes from business schools to exploit opportunities from different disciplines to solve problems in society (Gibb & Hannon, 2006). Gibb (2006) also maintains that in most business schools entrepreneurship is taught within their context and it is weak in the non-business sectors, like education, local government as well as other science streams. This has also been the

dominant model at different institutions in Tanzania where the teaching of entrepreneurship is attached to business schools and as ‘add-on’ to other faculties.

In various countries in which entrepreneurship programs have been established, the most commonly taught subjects include resource marshaling and finance; marketing and salesmanship; idea generation and opportunity discovery; business planning; growth management; organization and team building; new business creation; SME management; risk and rationality studies; legal issues; management of innovation and technology; franchising; family business management; negotiation skills; communication skills; and problem-solving (Mwasalwiba, 2010). This indicates that the teaching of entrepreneurship is more oriented towards the creation of new business and management of existing ones. Subsequently, studies that have been conducted to evaluate the entrepreneurship programs tend to focus on the extent to which it was able to prepare students for business. A study conducted in Free States in South Africa to examine state of Youth Entrepreneurship can be cited as an example in which education in South Africa is suggested to be failed in preparing youth to start business and/or for self-employment (Turton, Kew & Christensen, 2012).

The business model has become prominent in different institutions throughout the world whereby the entrepreneurship programs were mostly related to business management. The development of these programs and entrepreneurship centres within higher education institutions has a contribution to the promotion of entrepreneurship concept. While empirical research indicates that the establishment of entrepreneurship programmes at various education institutions has increased the desirability of graduates’ entrepreneurship career choices (Fayolle *et al.*, 2006), it is suggested that promoting it via the business model might have been impacted on its status in the non-business schools and faculties. Significantly, there is scant research that explores strategies and approaches of cross-disciplinary entrepreneurial teaching and learning especially in Tanzania.

Another model for integrating entrepreneurship education within an institution was also developed by Gibb (2006). It is called the ‘*the societal model of entrepreneurship*’. This model explains entrepreneurship in a wider social environment where students in different fields of study are equipped with entrepreneurial capacity and skills necessary to exploit various opportunities within their professions (Gibb, 2006). The model has been illustrated to represent an ‘entrepreneur’ as a ‘*running creature*’ (see the figure below) with different parts each with a specific role necessary to win in the complexities and uncertainties of a globalized world (More in Gibb, 2006:12, Exhibit 3).

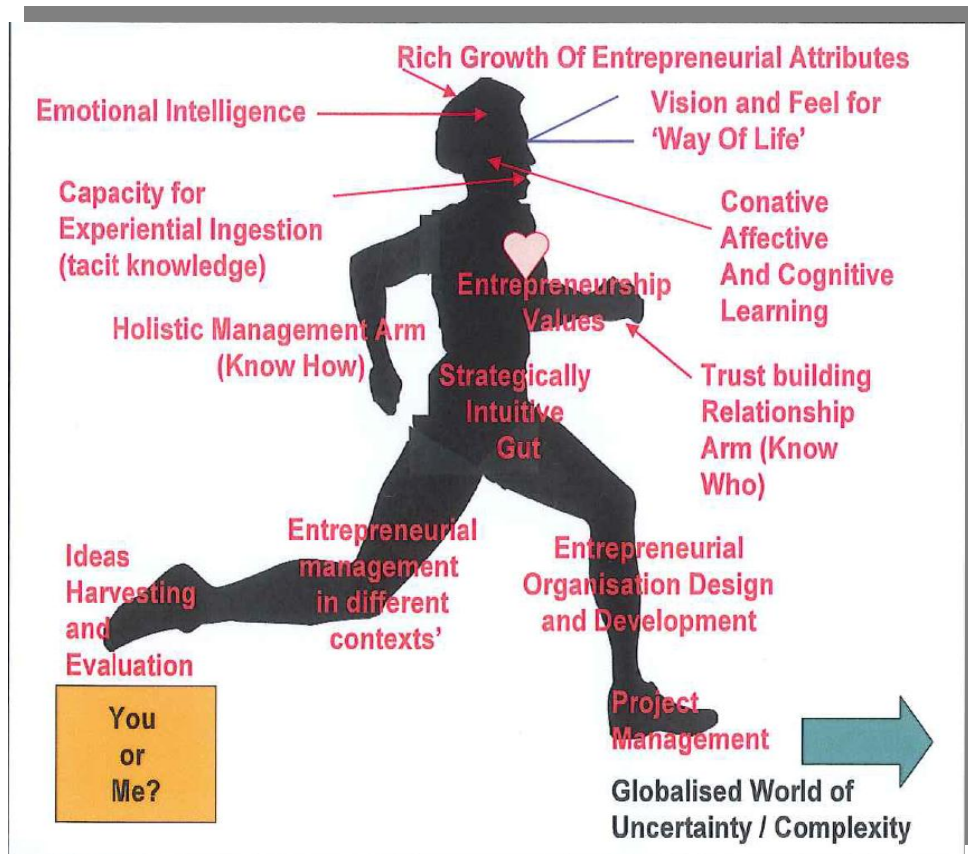


Figure 2. 3: Toward a societal concept of Entrepreneurship

(Source: Adopted from Gibb, 2006:12, Exhibit 3)

The above exhibit illustrates that entrepreneurship values (*heart*) and attributes represent the sense of willingness of the community to be entrepreneurial and the decision to be so is possible in a range of organizations and circumstances. The model is called the societal model of entrepreneurship because the pressure of globalization forces almost every organization, discipline and the entire society to respond entrepreneurially. It has been

recognized that while the former model is based on traditional business dimensions, this model demands entrepreneurial undertakings in a broad context so that organizations and individuals may cope with uncertainty. Thus, in a university context the model is appropriate when it comes to its relevance in both business and non-business studies, bearing in mind that business is one amongst the many entrepreneurial management contexts (Gibb, 2006).

The societal model of entrepreneurship addresses thinking which is strategic in a range of organizations that continuously consider the environment's weaknesses and strengths. This is because the need and scope for effective entrepreneurial behaviour varies across organizations and people (Gibb, 2006). The implication here is that for the entrepreneurial programme to be successful within the institution there should be supportive structures at the policy level, departmental level and up to the facilitator's level. The more different stake-holders within and outside the institution understand entrepreneurship education in the context of their specific disciplines, the better it can be embedded in the curriculum.

This model may be an alternative to the challenges that are facing higher education institution in Tanzania in terms of entrepreneurship development. The reason is the dominance of the '*traditional business model*' in most institutions. In theory there are some institutions that have developed policies to embed entrepreneurship across disciplines, but the burden of implementation is still left to the entrepreneurship centres and units and some policy-makers are still reluctant to take up the initiative (Olomi, [sa]). In essence, there is still a gap in the way higher education institutions perceive the wider concept of entrepreneurship education and the way it can be entrenched in an institution's curricula.

However, the challenge for the societal model of entrepreneurship is concerned with the content to be used in different programmes. In many countries the teaching of entrepreneurship across different disciplines is still questionable because the content and methodologies should be tailored to the needs of the different students. Exceptions can be

seen in a number of countries, such as Denmark, where there is a growth in entrepreneurship education in different fields, including Economics, the Humanities and Technical Studies (European Commission, 2008).

Universities in different countries adopt particular models in terms of the contexts in which they operate and the strategic objectives involved in promoting entrepreneurship education. Renmin University in China introduced an '*Entrepreneurship Awareness Raising Model*' aimed at fostering an entrepreneurial culture and capacity among students and at developing a similar entrepreneurial knowledge capacity amongst the teachers. The model is associated with activities, such as student placement and workshops on relevant entrepreneurial themes (Milliman & Matlay, 2008).

The Beijing University of Aeronautics and Astronautics adopted an '*Entrepreneurial Skills and Knowledge Acquisition model*' aimed at enhancing students' entrepreneurial knowledge and skills through the commercialization of ideas and innovative approaches, such as the provision of incubator facilities (Milliman & Matlay, 2008). Shanghai Jiaotong University, on the other hand, adopted the '*Integrated Entrepreneurship Education Model*' to help students transfer their knowledge from the classroom to real life situations. With this model the university provided financial support, consultancy services in the laboratories and advice centres which were open to all the students at all times (Milliman & Matlay, 2008).

Some universities in Singapore adopted experiential learning approaches which have a positive effect on changing entrepreneurial perception and intention among undergraduates (Fonacier & Muller, 2006). Students are exposed to technology enterprise hubs around the world and serve as interns in high technology start-ups (Fonacier & Muller, 2006). The programme is successful because it is fully funded and the government is committed to a significant investment in it knowing that at the end of the day talented graduates will invest in high technology not only for themselves but also for the future benefit of the society (Fonacier & Muller, 2006).

Junior Enterprise (JE)⁹ is another example of the experiential approach. The JE concept has been applied in a number of places. In the ‘Entrepreneurship Education in Europe’ conference hosted by the European Commission, the JE concept was presented as the best practice for entrepreneurship in higher education. Empirical studies indicate that most students acknowledge that their JE experience stimulated them to become effective creators of enterprises (Govender, 2008).

The JE concept may not be applicable in all contexts. Govender (2008) analyzed the JE concept in his study on ‘*addressing employability and fostering entrepreneurship among university students in South Africa*’ and argues that the model as it stands is not applicable to the South African context due to lack of institutional support. In some institutions in countries, like Brazil, where JE has been successful, there has been support from all the faculties and lecturers (Govender, 2008). The implication is that for an entrepreneurship education programme to be successful the combined efforts of various stakeholders, including government are required (ILO, 2009).

With regard to entrepreneurship learning frameworks and approaches, there is range of them that have been developed and applied in different universities. Fayolle and Gailly (2008) explore different categories of learning processes; key dimensions of the teaching model as well as concepts and theories relevant to the specific learning processes. Within the learning processes there is learning to become an enterprising individual; learning to become an entrepreneur; and learning to become an academic. The implication is that entrepreneurship teaching and learning to produce ‘enterprising individuals’ needs to be different in entrepreneurship teaching and learning to produce ‘academics in entrepreneurship’. The concepts and models to be used in these two kinds of learning processes mentioned above should also be different. The Entrepreneurial Event model

⁹ . JE originated in France in 1967 when a group of motivated university students from a French Business School felt that they needed to obtain practical experience to balance their curriculum. They decided to establish an association which would enable students to conduct business consulting projects. As a result, the first JE was formed and operated entirely as a non-profit organization managed by the students. It conducted projects designed to bridge the gap between university and business. From 1967 the movement spread to Britain, with Centres in London, Edinburg and other countries such as Switzerland and Italy.

has been mentioned as one of the frameworks that have been outlined to enhance among other dimensions entrepreneurship as a broad concept and is believed to encompass diverse disciplines (Fayolle & Gailly, 2008).

Higher education institutions are therefore faced with the challenge of creating a system which will develop students' entrepreneurial abilities, knowledge and motivation (Kirby, 2004:516). Efforts have been made to impart entrepreneurship education to business students, but less effort has been put into doing this for other groups, such as Science and non-business students (Mwasalwiba, 2010). The ILO (2006:37) recommends that;

Entrepreneurship programmes should be present in other areas of studies and careers, not only in business administration.

The implication is that there is a need to mould the pedagogy to meet the interests of interdisciplinary students (Solomon, 2007).

Studies reflect the lecture method as the major mode of delivery of entrepreneurship education (Neck & Greene, 2011) in which there is little practice of the theories that students learn in lectures. Besides, the emphasis has been on teaching entrepreneurship as a course/subject and not fusing it within the curriculum.

In South African higher education, teaching and assessment have also been found to follow traditional classroom delivery (Mary & Bruce, 2006). In the light of an unemployment problem, it was recommended that the curriculum should be improved to respond to current employment demands. Mary and Bruce added that;

A good system is akin to a problem-based type of learning which aims to produce graduates who are able to solve professional problems (2006:1).

Biggs, (2002) argued that this is only possible through a constructive alignment in which all aspects of teaching and assessment support effective learning. The ILO (2009) gives examples of interventions which may be important for entrepreneurship education. They

include teaching using case studies; lectures in different fields of expertise to foster an entrepreneurial mindset; establishing contact and working with alumni who have been successful entrepreneurs; exposing students to computer-based packages and the application of Know About Business (KAB) modules in different courses. The standard KAB programme consists of the following modules;

- *What is enterprise?*
- *What is entrepreneurship?*
- *Who are entrepreneurs?*
- *How do I become an entrepreneur?*
- *How do I find a good business idea?*
- *How do I operate an enterprise?*
- *What are the next steps to becoming an entrepreneur and writing business plans? (ILO, 2009).*

In Tanzania, entrepreneurship training based on KAB modules has been incorporated in the national curriculum of vocational training institutions. The Morogoro Vocational Instructors Training College (MVITC) and Vocational Education Training Authority (VETA) initiated a programme in 2005 to integrate a revised curriculum in instructors' colleges and training colleges. By 2006, 155 facilitators were trained to teach the revised methodology and in 2008 the entrepreneurship education training materials were officially approved by the VETA. In other countries, like Uganda, KAB has been integrated within some universities, like the Kyambogo University in Kampala (ILO, 2009).

It may be argued that in terms of adopting models and teaching approaches, the adjustment of systems in organizations, including universities, is slow because they are faced by conservative doctrines and cultures which sometimes prevent them from being innovative (Kirby, 2006). Experience in the Netherlands shows that their academic system is very theoretical and thus very few entrepreneurial skills have been developed (Brand, *et al.*, 2007).

Therefore, there is a need for more appropriate skills and support programmes for graduates. Moreover, while the majority of universities have incorporated

entrepreneurship education in the form of business creation, the need for entrepreneurial behaviour which promotes practical and innovative skills to increase graduates' employability is emphasized (ILO, 2009). This emphasis emanates from the belief that a skilled graduate can have the competitive edge over others in employment and may have a better opportunity to think about self-employment. Thus, the benefits of entrepreneurship are not limited simply to business start-ups but also to individuals' abilities to be more innovative in whatever professional path they may wish to follow (European Commission, 2008).

Fayolle emphasizes that;

The education system is being required to create people who can innovate who can see the opportunities and take responsibility of making things happen, and in the process brings about change (2007:23).

Entrepreneurship is the result not only of education complex interaction but of other factors, such as the type of school; the nature of the studies/subjects/courses; the effect of the economy; parents' occupations; the status of the chosen profession; the amount of the expected income; family background; and the importance of the job for society (King & Martin, 2002; Gurol & Atsan, 2006:10). At the same time, there is a strong argument that which suggests that entrepreneurship can be learned (Heinonen & Poikkijoki, 2007). Therefore, there is still a gap on how different stake-holders especially instructors in developing contexts understand entrepreneurship and how it can be incorporated across higher education institutions.

There is the counter argument that negates the pressures to engage in entrepreneurship, based on the fact that the decision to take up a certain occupation is an individual and very personal one (Phillip, 2006). In addition, other scholars have put forward the argument that an education system cannot induce or enforce job aspirations among students, but rather that the choice of opportunities is a result of self-determination, personal choice and planning (King & Martin, 2002). However, the arguments do not

refute the fact that there is a great deal of learning and changes in behaviour to be gained from observation and experience (Olomi, [sa]).

2.9 Conclusion

To conclude, entrepreneurship education is widely spread in higher education institutions in terms of the establishment of entrepreneurship centres, departments and institutes. The majority of entrepreneurship programmes have been geared to cater for the Business, Economic and Management fields of study; the business population at universities has, thus, benefited by gaining the skills and knowledge of entrepreneurship. In contrast, the non-business students, who might have innovative ideas to create their own professional firms, have been left without explicit strategies to impart the skills needed for venture creation. In addition, some other graduates who may end up being employed in public and private sectors have been left without important entrepreneurial skills which may enable them to be innovative and competitive compared to others in their workplaces.

A review of literature further indicates that different universities in different countries have been employing different models and frameworks for incorporating entrepreneurship education within their curricula. Among other intentional models, Shaperos' entrepreneurial event model has been mentioned as one of the relevant model in explaining entrepreneurial undertakings in different scenarios. Some authors have developed frameworks to be employed in attaining different learning outcomes (Fayolle & Gailly, 2008). This shows that incorporating entrepreneurship education within universities is still complex, bearing in mind the fact that its status can also be influenced by socio-economic and political contexts as revealed in earlier sections.

The literature shows that the majority of studies have been done in Tanzania and other countries focus on business to examine intention and the profiles of college/university students (Wang, Lu & Millington, 2011; Gurol & Artisan, 2006); to assess the objectives of entrepreneurship courses and programmes currently taught at universities (Mwasalwiba, 2010); the role that has been played by the business school; and factors that motivate or inhibit graduates to engage in entrepreneurship (Mwasalwiba, 2012).

This study, on the other hand, enters the debate by focusing on lecturers, facilitators and policy-makers from different national and institutional levels and how they perceive entrepreneurship education and the influence of their perceptions to entrepreneurship development within institutions. Significantly, most of the reviewed studies are quantitative in nature which includes many samples and a larger picture of the study area. In-depth studies on specific cases are still scarce.

A review of the literature indicates that entrepreneurship education has been discussed amongst a broad range of issues and levels in exploring its role in the development of small business among youths and women and in education, in general. This justifies the need for this study to focus specifically on public higher education institutions. Besides, while much have been written on the this topic of entrepreneurship education in different countries, entrepreneurship education research in Tanzania is still far from sufficient and, therefore, there is a need for further studies to be conducted. The aim of this study was to explore the strategies used by higher education institutions in Tanzania to promote entrepreneurship education in different disciplines.

As indicated in earlier sections this study is based on Shapero's Entrepreneurial Event Model. Due to various dimensions in which scholars explain entrepreneurial intention, this model has been adapted to analyze 'entrepreneurship education' by incorporating concepts from other models that have been discussed earlier. The framework is unpacked in next chapter.

CHAPTER 3: CONCEPTUAL FRAMEWORK

3.1 Introduction

The aim of this section is to develop a conceptual lens which will shed light on the strategies that universities use to enhance the entrepreneurial knowledge and skills of graduates across disciplines. The aim of the conceptual framework in this study is to analyze and explain the perspectives of lecturers in the different disciplines at the universities concerning entrepreneurship education and factors that may inhibit or promote entrepreneurship education within universities. The central concept of the framework is based on the Shapero model of entrepreneurial event. Concepts from other models related to entrepreneurship education have also been incorporated.

Shapero explains the term, '*entrepreneurial event*', rather than '*entrepreneur*' as an entrepreneurial undertaking that can take place across individuals and various spheres of life. Thus, entrepreneurial behaviour and skills cannot only be used with 'special' groups of people but can also be applied to different circumstances (Shapero, 1984). Shapero's model has three concepts: the propensity to act; perceived desirability; and the perceived feasibility.

3.2 The Propensity to Act

The propensity to act refers to the disposition of stake-holders at different levels to respond to entrepreneurship education initiatives within the institution. In a university-wide context, their disposition can be perpetuated by decisions to initiate and implement strategies, plans and approaches relevant to embed entrepreneurial behaviour and skills across disciplines. The propensity to act can be influenced by the personal characteristics of stake-holders and their background experiences in terms of family life and education. The background experiences and characteristics of some members of university management, lecturers and government officials may shape the way entrepreneurial undertakings are carried out. Shapero maintains that:

Individual characteristics are important in determining whether the person will take the initiative (1975:84).

It is the propensity to act which can differentiate competitiveness amongst individuals and organizations. The decision to take up the entrepreneurial initiative can be exercised at an individual level as well as at an administrative level where the leader or the manager can decide to establish an entrepreneurial culture in the daily activities of the organization. It should also be noted that apart from personal characteristics, in some instances the propensity to act can be influenced by other organizational or national policy factors. This is supported by Shapero and Sokol (1982) who suggest that to undertake an entrepreneurial event there is a need for initiative-taking at an individual or group level, resource mobilization and effective organization and administrative structures.

3.3 Perceived Desirability

Perceived desirability in this study refers to the extent to which stake-holders in different disciplines understand entrepreneurship education and how they feel about the importance and relevance of entrepreneurship education in higher education and in their specific disciplines. The level of understanding and the perspective of entrepreneurship education among stake-holders at different levels and in different disciplines may influence the approach and the extent of its implementation within the curriculum.

Just like the propensity to act, desirability perceptions can also be influenced by lecturers' personal characteristics, their educational background and the supportive factors, both within and outside the university. Besides, the appropriate implementation of entrepreneurship education in cross-discipline structures depends on the understanding of the objectives/goals of teaching entrepreneurship to the specific groups of students. Fayolle and Gailly feel that; *"It should be useful for any educator or teacher in the conception phase of entrepreneurship teaching programmes to be more explicit about the teaching model he is using"* (2008:586).

The above quotation implies that the way lecturers across disciplines perceive entrepreneurship education determines the approach that they will use in integrating it in the curriculum.

3.4 Perceived Feasibility

Perceived feasibility has been conceptualized as structures and instruments that make the integration of entrepreneurship education within the curriculum possible. In the context of a public university, the structures include the national policy frameworks, university policy and models that universities employ in implementing entrepreneurship education initiatives. In a cross-disciplinary environment the nature of the disciplines can influence the feasibility perceptions of stake-holders.

With reference to Tanzania, the higher education system, especially public universities, operates in terms of relevant government policies, but there are some issues that are controlled at a university level. Some government policies have been drawn up in response to the general socio-economic and political situation. In this regard, embedding entrepreneurship in the education system is among the responses to labour market uncertainties, following globalization pressures and an increase in the number of universities. It also extends to ‘what the policy advocates’; perceptions of the policy makers; supportive structures and implementation strategies. However, the existence of government policy is important because it provides a guide concerning the role that universities are expected to play in terms of including entrepreneurial skills in the curriculum. The roles of other stake-holders may also be clearly advocated in the policy and some pointers to implementation strategies may also be addressed.

The perceptions of government policy-makers can also play a significant role in the nature of the policy. The way they perceive entrepreneurship education and its incorporation into the higher education system may affect the role that they play. How they see innovation for instance, may influence their thoughts about its feasibility and the support that they give to universities in terms of its budget. Some may fear that when the

future graduates come up with novel working skills, their positions may be threaten. However, this assumption has not yet been tested.

At university level, the policy context may also influence the strategies used for promoting entrepreneurship in terms of the background of the specific university; the cross-disciplinary strategic plans for entrepreneurship and the perceptions of the top management teams. It is from the policy that appropriate teaching and learning approaches are developed by department members. The implementation of entrepreneurship strategies at faculty level therefore depends on the supportive structures of the top. The link between the faculties and employers or industry, for example, requires approval or Memorandum of Understanding from top management. The university policy context therefore is the overall ‘*watch-dog*’ of all teaching and learning activities within the university. Some undertakings require incentives and motivation from the university level which may have financial implications and therefore need the approval of the executives.

Furthermore, the place of entrepreneurship education initiatives within the university can influence the way the concept is perceived and integrated. This means that if it is more oriented to a specific faculty, it is more likely to be structured based on the nature of that faculty. An example can be drawn from the business faculty which is corporate by nature and thus the focus of entrepreneurship education is from a business perspective (Gibb, 2002). Financial support from government and non-government organizations in facilitating an initiative may influence the conclusion that entrepreneurial education is unfeasible.

3.5 Entrepreneurship Education Intention

In most cases the three aspects of the Shapero’s model influence each other, on the one hand, and on the other they can also be influenced by intention. As suggested above, personal characteristics may have an impact on the understanding and perception of stake-holders of entrepreneurship education and its integration across the curriculum.

These perceptions also depend on models and policy instruments that are employed in implementing the entrepreneurship agenda.

According to Shapero (1984), entrepreneurial undertaking involves a choice which results from the perception that the particular way is desirable and the perception that it is feasible. In most instances these perceptions impact on each other. This implies that if an undertaking is perceived to be highly desirable, there is a good chance that its feasibility will be enhanced. According to Shapero and Sokol,

A college graduate may know that plumbers earn more than social workers do; however, because of socially determine values, the former career does not seem to be a possibility. One may find it desirable, but not feasible, to have a career as a professional athlete.
(1982:82)

The driving force of the two perceptions is a consequence of multiple issues including culture, family, our peers and experiences in education. However, studies indicate that entrepreneurial intention is high when perceived desirability and feasibility are also both high (Krueger, 1993; Fitzsimmons & Douglas, 2011). Besides, different individuals have different perceptions of desirability and feasibility and sometimes feasibility may determine our feelings of what is desirable (Shapero, 1984; Shapero & Sokol, 1982).

Therefore, intentions are important to harness entrepreneurial opportunities (Shane & Venkataraman, 2000). However, some differences may be recognized when entrepreneurial intention is associated with education dimension. This argument is still debatable in entrepreneurship education research where the most frequent focus of entrepreneurship education has been on the context of ventures creation and addressing ‘*pedagogical dimensions*’ insufficiently (Bechard & Gregory, 2005).

In this regard, the entrepreneurial event model has been extended to include some elements that can influence the propensity to act, perceived desirability and perceived feasibility. Besides, further associations between these three determinants of entrepreneurial intention have been shown. While shapero’s model illustrates that

intention is a result of perceived desirability and feasibility, the extended framework indicates that the three determinants have an impact on the ‘*entrepreneurship education intention*’ and this intention can also influence the status of the perceived perceptions and the propensity to act as shown in the figure below.

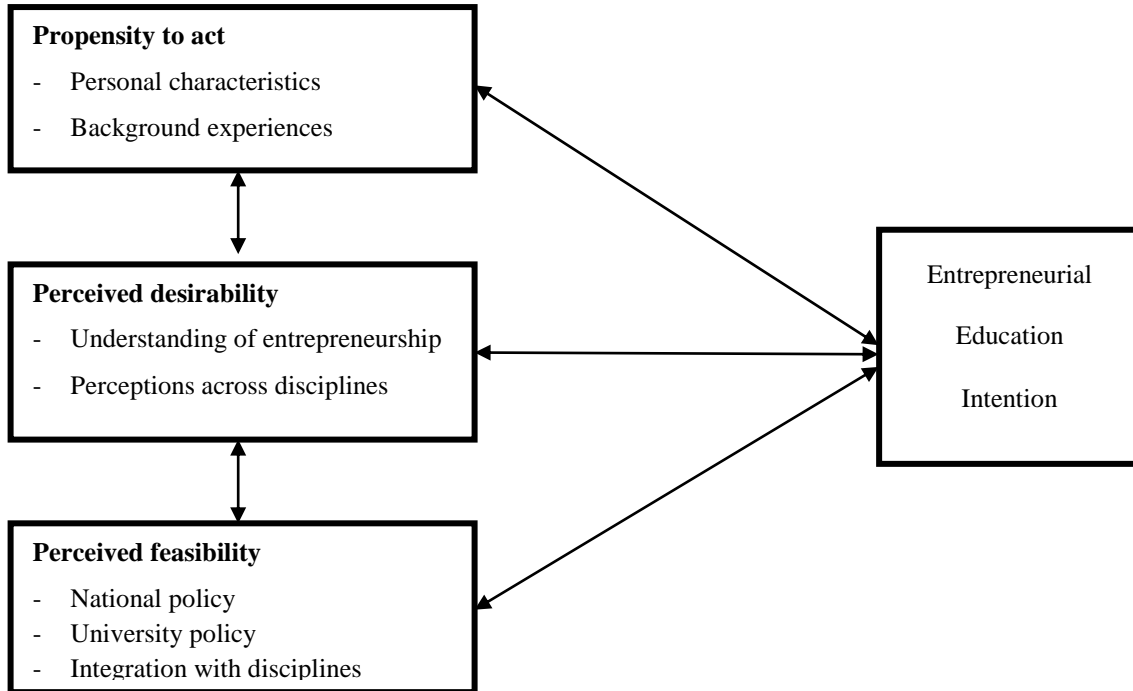


Figure 3. 1: Entrepreneurship Education Intention Model

(Source: Adapted from Shapero and Sokol, 1982)

The above framework shows that integrating entrepreneurship education in university-wide curricula is determined by the tailored approach which is independent of the business school. As a lens to analyze the desirability and feasibility of entrepreneurship education across disciplines, this framework poses a challenge on how best entrepreneurial behaviour, knowledge and skills can be taught to students from different disciplines, on the one hand and cater for the needs of different forms of employment on the other. This challenge has been partly addressed by Blenker *et al* (2011:425), who maintain that;

Entrepreneurship education is not generic and that each educational initiative needs to be tailored to the target audience with regard to at least two aspects. First, the question we care about: what kind of value are we expecting students to create? Is it economic growth, new ventures or social change? Second, there is the stage of 'mindset development' of the students; this will determine where we can start the educational process. Can we start by teaching them to write a business plan; or do we need first to instil an entrepreneurial mindset? If students are socialized into a 'wage-earner' mindset, then we may have to set a transformation process in motion before we can take the next steps on the entrepreneurial ladder of progression.

However, the focus of the above argument is based more on the outcomes of entrepreneurship education for students than as a result of the nature of the programme. To extend the response to the challenge mentioned above, this framework will analyze the role of perceived perceptions in the development of entrepreneurship education within universities.

Shapiro's model has been used in various studies to explain entrepreneurial intention. According to Krueger *et al.*, (2000), the model has been employed in explaining the entrepreneurial intention of 97 senior university business students. In this study the entrepreneurial intention of entrepreneurial progressions, such as attitudes towards entrepreneurship and prior real entrepreneurial action, was examined and it seems that the model is superior in assessing entrepreneurial intention.

Another study by Lee *et al.* (2009) used a sample of 4192 professionals in Information Technology in Singapore. The focus of the study was to examine the perceived feasibility and perceived desirability of the Information Technology professionals in starting a business. Organization factors, like the level of innovation orientation, and individual factors, like self-efficacy, were observed. The study suggested that environment factors in the workplace such as unfavorable innovation and the lack of technical excellence motivations, influence entrepreneurial intention.

To summarize the section, the framework explains the influence of various parts of the integrated system of higher education institutions with reference to propensity to act,

perceived feasibility and desirability in entrepreneurship education. From this framework it is implied that due to differences in perception, different disciplines may have a different understanding and therefore they may respond differently to entrepreneurship education initiatives. The response in terms of how they plan and deliver the entrepreneurial curriculum may be successful or not depending on institutional structures and organizational problems. This framework is therefore very important in this study because it has helped me to explore what influences stake-holder involvement in entrepreneurial activities within universities. This is consistent with Krueger, *et al.*, (2000) who argues that an understanding of decision-making processes and beliefs helps in examining factors that affect decisions for someone to be entrepreneurial.

Interestingly, the extended model has opened up the framework in which entrepreneurial intention has been analyzed to incorporate education dimension to form entrepreneurship education intention. Compared to previous studies in which intentional models have been used to measure the attitudes of students towards venture creation (Krueger, 2000; Lee *et al.*, 2009), this study has focused on the influence of perceived perception to intention in promoting entrepreneurship education amongst lecturers and policy-makers. Thus the framework that has been used so far to assess student's intention mainly towards entrepreneurship in a business perspective can be used to examine lecturers and policy maker's intention towards entrepreneurship education.

3.6 Conclusion

Chapter 3 developed a framework which analyses the perspectives of lecturers from different disciplines regarding intention to entrepreneurship education by adapting Shapero's model of entrepreneurial intention. The framework was developed further to explore the role of policies and current strategies in influencing stake-holders' intentions in implementing entrepreneurship education.

Chapter 4 will discuss the design of this research: a case study that uses purposeful sampling procedures to conduct in-depth interviews. Apart from the interviews, some relevant documents will be reviewed and analysed. An analysis framework based on the

work of Miles and Huberman will be presented with the help of the *Atlas ti* programme and some ethical guidelines and access issues will also be addressed.

CHAPTER 4: METHODOLOGY

4.1 Introduction

This chapter describes the methodological framework of the study and outlines the various steps which were followed in exploring strategies which universities employ to promote entrepreneurship education. This research is based on the research question: *“How do universities in Tanzania foster entrepreneurship education in different fields of study?”* This main question is supported by the following sub-questions:

- *To what extent does the national and university policy context in Tanzania influence entrepreneurship education at the universities?*
- *How do different stakeholders perceive entrepreneurship education?*
- *How, and to what extent, is entrepreneurship education implemented across the disciplines in Tanzanian public universities?*
- *What are the factors that hinder or support entrepreneurship education at universities in Tanzania?*

This chapter includes the research paradigm, the research design, the study area, the study population, sampling procedures, data collection methods and data analysis techniques.

4.2 Research Paradigm

Nieuwenhuis (2007:47) defines a paradigm as a set of assumptions or beliefs about fundamental aspects of reality which give rise to a particular world-view addresses fundamental assumptions that are taken on faith, such as beliefs about the nature of reality (ontology); the relationship between the knower and the known; and assumptions about methodology. In this case different research approaches are based on different conventions of reality and ways of knowing that reality, such as the scientific and interpretive paradigms (Scotland, 2012). While quantitative research is underpinned by scientific method (positivism) (Nieuwenhuis, 2007), my research is based on the interpretive paradigm in which the methods that have been used were geared to understanding how various stake-holders in their specific contexts perceive

entrepreneurship education on the one hand and to explore its feasibility and desirability across disciplines on the other. In this sense reality is perceived to be socially constructed and therefore the methodology is geared to understanding the perceptual processes in socio-cultural contexts and the influences of these perceptions on the execution of the phenomena (Nieuwenhuis, 2007).

4.3 Study Design

This research is a qualitative study involving the University of Dar es Salaam and Mzumbe University in the form of a case study. The Justification for the choice of the two universities varied. The University of Dar es Salaam was chosen based on its evolution and age. Mzumbe University was chosen based on its history of being the public based institution specialized in producing officials to work in public and local government. A case study is believed to be useful in the study of human behaviour as it helps to understand specific experiences of the phenomenon being studied (Stake, 1978). A case study also enables the researcher to explore phenomena from different perspectives and within groups of related participants (Nieuwenhuis, 2007). Here an intrinsic case study strategy is used. According to Punch (2009), the main objective of an intrinsic case study is to develop a complete understanding of a specific case. The case study is especially relevant in this research as it offers a deep understanding of the problem. Punch maintains that;

Properly conducted case studies, especially in situations where our knowledge is shallow, have a valuable contribution to make in education research (2009:123).

In addition, case studies allow a multi-perspective analysis in which ideas from different groups of participants and the contextual relationship between them is examined (Nieuwenhuis, 2007). The ideas of lecturers, top management officials and some government ministry officials were collated to develop a range of perspectives about the development of entrepreneurship education at universities.

Some scholars note that the case study approach is increasingly being accepted within entrepreneurship studies (Perren & Ram, 2004). Among the reasons for this is the complexity of entrepreneurial undertakings which requires a deep understanding of the mechanisms that connect various phenomena together (Punch, 2009).

4.4 Sample Population

In this study the sample population includes lecturers from departments at the two selected universities. Twenty-one lecturers were identified at the University of Dar es Salaam and twelve at Mzumbe University. The aim of selecting lecturers from different faculties was to obtain ideas across disciplines in terms of their perceptions and understanding of entrepreneurship education. Some of the selected lecturers were the universities' top management officials, such as faculty deans, associate deans and directors of centres and units such as quality assurance units. The purpose of including these staff members was to learn about the various strategies and policy plans that they have to promote the entrepreneurial skills of their students. These strategies include the approaches in which entrepreneurship education is integrated into the curriculum, together with other supportive programmes which may enhance students' practical skills so that they are able to apply the theories they learn in the classrooms to real-world situations. On the other hand, information about the universities, as a whole, has been extracted from their strategic plans and other policy documents. These include the general infra structures and resources relevant to effective entrepreneurship education.

Furthermore, seven government officials from different ministries and agencies were also interviewed. Among them were: the Ministry of Education and Vocational Training; the Ministry of Labour; the Ministry of Employment; as well as the International Labour Organization (ILO) and the National Economic Empowerment Council. The aim was to gather information on policy in the context of entrepreneurship development and to learn about their perspectives on the role of higher education in the delivery of entrepreneurial graduates. From ministry officials and employment agencies the study obtained information on graduate employment status, problems, challenges and the strengths As

well as weaknesses which employers have observed in the graduates. The sample population consisted of 40 participants.

4.5 Sampling Procedures

The study employed purposeful sampling. In this type of sampling respondents are intentionally selected to fit the purpose of the inquiry (Creswell, 2012). Snowball sampling was also used whereby in some instances identified respondents were asked to suggest where other relevant respondents could be found. This was done because of the limited information available about the most relevant respondents for the specific inquiry as well as their availability (Creswell, 2012). Lecturers were chosen based on the departments selected; whether they could give relevant information as well as their availability for an interview. Some relevant people such as heads of departments are sometimes overwhelmed with administration and hence may not be available for an interview.

4.6 Data Collection Methods and Procedures

The following data collection methods and procedures were followed in this study.

4.6.1 Interviews

Data were collected using in-depth interviews. An interview is a purposeful discussion between two or more people and it is conducted to obtain an understanding of people's views on certain phenomena (Bassegy, 2007). The study employed in-depth interviews whereby respondents had an opportunity to talk freely about events and behaviour in relation to the topic area (Punch, 2009). Furthermore, interviews make it possible to understand the perceptions that people have, and the interpretations they give, of a phenomena as well as the way they carry out some activities (Aberbach & Rockman, 2002). Saunders (2000) describes in-depth interviews as 'informant' interviews in which particular gestures can be noted to give the researcher clues about what the participants feel about the topic (Thomas, 2009).

With the help of a voice recorder, face to face in-depth interviews were used to probe lecturers' perceptions of entrepreneurship education from different disciplines and the way it is offered within their own academic programmes. The interview schedule was written in English (see Appendices 9-12), but the interviews themselves were conducted in both Swahili and English depending on the specific respondents. The order of questions varied in terms of the flow of the conversation. In some instances, while participants were responding to one particular question, they extended their responses to issues related to subsequent intended questions and this interrupted the planned flow of the schedule. However, I used these interruptions as tools to probe the subject further. Moreover, additional questions would have been required in order to explore other more specific objectives (Saunders *et al.*, 2000).

I planned different interview schedules for different groups of respondents (see appendices 9-12). The differences were based on the status of the respondents in terms of authority within the university such as selected lecturers, heads of department, deans of school/faculty/college and top management officials. Despite using different schedules for different groups of respondents, some questions were the same in all schedules which reflected the position of the government and agencies as well as the academic unit within the universities. An example of the similar questions included the following:

- What is your understanding of the concepts, 'entrepreneurship' and 'entrepreneurship education'?
- How is entrepreneurship education integrated within your department/faculty/college?
- Is there any university policy on entrepreneurship?
- What role does your department/faculty/college/university play to promote entrepreneurship education?

I started making arrangements for interviews in July 2011 in which I had to make several appointments with the respondents. The whole process of data collection ended in February 2012. Due to the nature of academic roles and responsibilities, some

respondents cancelled their initial appointments on the very day of the interview. The interview sessions took between one and two hours depending on the flow of the conversation. All interview sessions that were conducted took place in respondents' offices. A respondent would not be stopped from talking if he/she seems to extend the conversation. I ensured that the respondent was on track in terms of the focus of the research. Because the interviews were conducted across disciplines, difficulties were experienced in obtaining responses from some non-business departments. As the dominant perception of entrepreneurship education is of a concept and a practice largely known as business or self-employment, it was difficult to convince non-business participants that they were relevant respondents. In some instances, soon after the introduction on the appointment day, they suggested that I should be interrogating members of the business school first because they were the ones who were dealing with entrepreneurship education issues. While this could have been seen as evidence that entrepreneurship education has not been integrated into their department this was not the only information I wanted. I therefore had to convince them that they were relevant respondents for this study.

For lecturers who occupied some administrative posts, such as heads of departments, deans of faculties and colleges as well as Vice-Chancellors, it was difficult to find time for interviews with them because most of their time was taken up with meetings and conferences to mention just two obstacles. Many appointments had to be postponed before the relevant information could be obtained. With top management and government officials, it was even more difficult to schedule interviews due to the responsibilities related to their offices. Despite these difficulties, patience was a highly prized tool for collecting rich and relevant information. This is in line with the argument of Aberbach and Rockman (2002) who are of the opinion that there is a problem in interviewing busy people and others in important positions, such as the 'elites', because it is difficult to gain access to them for interviews. I also experienced some difficulty with the way senior respondents, like professors, perceived my position as interviewer and their position as interviewee. In some instances they questioned the statement of the problem to show that they had the more experience. Thus, I had to negotiate my role as the researcher.

The use of a transferable voice recorder allowed for downloading the recorded files onto my computer and made the transcription of the interviews possible at times that were convenient to me and when I was waiting for my next appointment. I ended up with 240 pages of transcriptions of 1.5 spacing.

4.6.2 Documents

Apart from the interviews, various documents from the University of Dar es Salaam and Mzumbe University as well as those from the relevant ministries and agencies were analyzed. The documents included newsletters, strategic plans, conference proceedings, evaluation reports and government policy and programme documents. Thomas (2009) emphasizes that the most important priority is to find and read the right documents. Various documents which were relevant to this research were perused. Policies at the national level included: the Higher Education Policy of 1999; the Employment Policy of 2008; the National Economic Empowerment Creation Policy; the Small and Medium Enterprises Policy of 2002; and the Higher Education Development Program of 2010 as well as other development programmes. At the university level, various documents were examined, including prospectuses, strategic plans and projects documents of both universities and the entrepreneurship development policy of the University of Dar es Salaam.

These documents were assessed on different levels to establish the coherence between policy statements with regard to promoting entrepreneurship education and actual practice across the curricula. It was expected that relevant information with regard to the setting and perspectives of the specific institutions would be obtained and that the link between the policy and practice would be explored (Fitzgerald, 2007). In this sense, the policies that were considered enabled me to determine the context of entrepreneurship education and the actual practice within universities. The following table shows the number of interviews that were conducted and the documents that were examined. As indicated in the table, interviews were conducted across fourteen different disciplines at

the selected universities. This was purposefully done to explore the different perceptions of stakeholders with regard to entrepreneurship education.

Table 4. 1: Summary of Data

Interviews	Document Analysis
<p>33 University staff members across disciplines</p> <p>Business (MU-2 & UDSM-2)</p> <p>Law (MU-2 & UDSM-2)</p> <p>Development Studies (MU-1 & UDSM-2)</p> <p>Education (MU-1 & UDSM -3)</p> <p>Human Resource Management (MU -1)</p> <p>Information and Communication Technology (MU -2 & UDSM -2)</p> <p>Public Administration (MU -1)</p> <p>Engineering (UDSM -3)</p> <p>Geography (UDSM - 2)</p> <p>Archaeology (UDSM -1)</p> <p>Zoology and Wildlife Conservation (UDSM -1)</p> <p>Political Science (UDSM -1)</p> <p>Economics (MU -1)</p> <p>Geology (UDSM -1)</p>	<p>5 National Policies and Programmes</p> <p>Higher Education Policy (1999)</p> <p>Small and Medium Enterprises Policy (2002)</p> <p>National Economic Empowerment Policy</p> <p>National Employment Policy (2008)</p> <p>Higher Education Development Programme (2010)</p> <p>University Policies and Documents</p> <p>UDSM Entrepreneurship Development Policy (2002)</p> <p>Prospectus</p> <p>Strategic Plans</p> <p>Evaluation Reports</p> <p>Brochures</p>
<p>7 Government ministries and agencies officials</p> <p>Ministry of Labour and employment -2</p> <p>Ministry of Education and vocational training -1</p> <p>National Economic empowerment Council -1</p> <p>International Labour Organization -1</p> <p>Tanzania Institute of Education -1</p> <p>Tanzania Commission for Universities -1</p>	<p>Document Analysis Criteria</p> <p>Name of the document</p> <p>Role of the writer</p> <p>Evolution of the policy/document</p> <p>Central Argument</p> <p>Its relationship to Entrepreneurship education</p>
<p>Total interviews = 40</p>	

Source: Researcher's creation

4.7 Data Analysis

An analysis of qualitative data was followed throughout the process of research (Watling & James, 2007). In this research, data has been analysed based on the Miles and Huberman framework which allows for relationships among social phenomena (1994). The analysis was based on the three processes of data reduction which entailed the coding and summarizing of the interview field-notes in meaningful and logical concepts and themes in terms of the research questions and the theoretical framework (Miles & Huberman, 1994). The voluminous transcriptions were categorized in meaningful groups of data with the help of the *Atlas ti* computer programme for coding and for the creation of families, categories and themes. This process was then followed by the drawing of

conclusions from the various merged themes (Punch, 2009). Open coding, which refers to the process of breaking data apart and delineating concepts to stand for blocks of raw data, was used (Friese, 2012). The process of coding is a very important one for the initial description of the data (Friese, 2012). In the process of coding I found myself not only reflecting on the transcription, but also on the ideas that emerged during the actual interviews. The coding process led me to a further analysis of the data in that some initial relationships between the phenomena were observed. At times I had to re-code the data after recognizing an appropriate relationship between some of the phenomena and the concepts. Forty primary documents were loaded into the *Atlas ti* programme. They were named using abbreviations according to their status and organizations that they belong to, for example:

- UDTM - University of Dar es Salaam top management official
- UDDP - University of Dar es Salaam dean, director or principal of the directorate/faculty/school/college
- UDSL - University of Dar es Salaam selected lecturer
- MUTM - Mzumbe University top management official
- MUDP - Mzumbe University dean/principle of faculty/school/college
- MUSL - Mzumbe University selected lecturer
- GMA - Government ministry and/or agency

From the 240 pages of transcription 787 codes, 21 families and 5 themes were created. The following table illustrates examples of quotations that were used to analyse the question: *‘What is your understanding of the concepts, ‘entrepreneurship’ and ‘entrepreneurship education’?*

Table 4. 2: Examples of Quotations and Codes

Respondent	Quotation	Code
UDTM (ACADEMIC)	I think it is a considerable debate on whether entrepreneurship is a skill that can be acquired or is something innate an inborn ability. I am not very sure but myself, I tend to lean towards the later because there is some scientific evidence which says that to be an entrepreneur, you must be a risk-taker. Risk-taking is not something that can be taught. If by entrepreneurship we refer to the tendency to be innovative; to be creative; to try new things with the aim of making profit; and to be successful, it's something that can be instilled. Other people do confuse these with normal disciplines, teaching people how to develop, like project planning development; how to manage a project; and business plans with entrepreneurship I don't know if that is entrepreneurship, I don't know.	22:58 (35:51) [Debate on E definition]
MUTM (VICE-CHANCELLOR)	I think when someone is talking about being entrepreneurial in different fields, it means someone who is innovative; thinking of new ways of doing things - even though those new ways in one place, may not be new elsewhere, with the expectations that it will improve something; it will make one to be competitive. This is where one can be an academic entrepreneur: in a group of academic staff one can be innovative in utilizing and using IT, etc. So entrepreneurship is kind of a process that in total sums up how one tries to have a competitive edge over others.	8:35 (34:43) [E as competitive edge]
UDTM (ADMINISTRATION).	I believe that entrepreneurship can be learned, but remember that it can be an inborn ability. Entrepreneurship is also a talent; some people did not go to school, but they are doing well ... Take the example of the face-book team ...with the innovation that they came up with, they are very successful entrepreneurs ...we need to create awareness and leave it to people with right mindset to combine knowledge and skills.	21:17 (103:110) [E as inborn ability]
MUDP (QUALITY ASSURANCE)	I think entrepreneurship includes skills more than professional skills, I know that there are economists, lawyers, etc. I know that they need to be embedded with entrepreneurship skills which will help them if they are not employed; they will be able to start a business or a firm, for example, an accountant - we expect him to have an accountancy firm... so how to start a business, it means that they need to have some skills which will enable them to start their own business. So, that's all about skills, that what I can say.	12:3 (20:28) [Definition of E as self-employment skills]

Source: Researcher's creation

For example, the numbers 12:3 (20:28) mean that in the *Atlas ti* system this is Document No. 12, Quotation No. 3, Lines 20-28 as indicated in the different footnotes of all the interview quotations included in this thesis. An example of a footnote is: P 8: MUTM (VICE- CHANCELLOR).txt - 8:7 (57:66) (Super) Codes: [Entrepreneurship and Public Service efficiency].

As the coding of full interviews with different respondents progressed, it was seen that there were more quotations associated with codes that had been created earlier with regard to the understanding of the entrepreneurship concept. In this case, categories of meanings with regard to understanding of entrepreneurship using groups of associated codes into families were developed.

4.7.1 Examples of Families with Associated Number of Codes

The following are examples of families with an associated number of codes:

Code Family: Ambiguity in E definition

Created: 07/03/12 06:03:39 AM (Super) Codes (7)

Code Family: Definition of E as personality trait

Created: 07/03/12 05:56:29 AM (Super) Codes (6)

Code Family: Definition of E as self-employment

Created: 07/03/12 06:09:16 AM (Super) Codes (8)

Code Family: Definition of E as innovation

Created: 07/03/12 04:35:16 AM (Super) Codes (7)

Code Family: Definition of E as business

Created: 07/03/12 04:44:53 AM (Super) Codes (16)

Code Family: Definition of EE as attitudes creation

Created: 07/03/12 08:07:38 AM (Super) Codes (4)

Code Family: Definition of EE as imparting skills

Created: 07/03/12 08:21:00 AM (Super) Codes (11)

From families, I further developed some themes reflecting the research questions and the conceptual framework; with regard to the above-named families the theme, ‘Perceptions and understanding of entrepreneurship education’, was developed. The same trend was followed with other groups of codes and families. Sometimes it was difficult to compose a topic sentence from which to build an argument. At the start of the writing, I mixed up the two issues of presenting data and its analysis, but my supervisor guided me in separating the two thereby enhancing my writing skills.

4.8 Obtaining Access

As a graduate of the University of Dar es Salaam and as a member of staff of Mzumbe University I am familiar with and had access to the institutions. However, I was aware that gaining access to relevant material and participants was not always going to be straightforward, but that access to stake-holders and documents was important (Brannick & Coghlan, 2007). Much depends on the nature of the topic and the perceptions of the organizations' members towards it (Brannick & Coghlan, 2007). I faced some challenges with regard to access to some stake-holders especially those in decision making positions, such as heads of government departments and senior academic staff who were interviewed. Some of them were my former lecturers and supervisors and thus, I felt I was being undermined by the way in which they perceived my research. Because of this I had to build trust and create a sense of neutrality to allow for the free flow of the information sharing process.

However, being an employee of Mzumbe University assisted me in associating the background and culture of the institutions with participants' perceptions of entrepreneurship education. I was able to dig deep in exploring practice while at the same time maintaining my position as a researcher. It was also easy for me to access documents, like strategic plans, because of I knew who to contact directly in order to obtain access to the documents.

However, being a former graduate of the University of Dar es Salaam and now an employee of Mzumbe University led to some difficulties in building trust. This was due to the fact that the University of Dar es Salaam is more than 40 years older than Mzumbe University and thus, my position as a researcher from the very young university researching the older university was perceived as an unwarranted intrusion. At some point I was even advised to study Mzumbe alongside other young universities in the country, rather than with the University of Dar es Salaam. I sometimes encountered this attitude when I was making appointments. I struggled with my emotions and had to negotiate my role as a researcher which reflected the purpose of this research so that I could access those participants.

However, I tried to explain the context of my study and its objectives clearly in order to allay any misgivings and be allowed to continue with my study. I went still further to convince them that research is a cyclic process and therefore, regardless of the age of the university and the status of entrepreneurship education implementation among the selected universities, there is still a need to explore the extent to which it has been integrated in a university-wide curriculum.

4.9 Validity and Reliability

A qualitative paradigm assumes reality in the same way as participants perceive it (Creswell & Miller, 2000). Thus, it is necessary for the accuracy of that reality to be validated. In qualitative research validity is distinctively labeled as trustworthiness i.e., credibility, transferability, dependability and confirmability and authenticity (Cresswell & Miller, 2000:126). The concept of validity therefore, is used to assess the accuracy of the description of phenomena as it was originally intended (Bush, 2007). There are various ways of assessing validity in qualitative research. In this research the accuracy of information was assured through various forms of triangulation and peer debriefing.

Triangulation is a validity procedure whereby the researcher searches for convergence amongst multiple and different sources of information to form themes or categories in a study (Cresswell & Miller, 2000:126). Thus, it was largely used to oversee the accuracy of information gathered (Bush, 2007). As pointed out above, there are various types of triangulation, such as the triangulation of data sources; the triangulation of analytical processes and participants; and theoretical triangulation (Patton, 1999).

In this research methodological and respondent triangulation was employed which implies a use of different methods to explore the same issue and asking different groups of participants the same questions (Patton, 1999). In this regard, information from different participants such as lecturers and other administrators was captured by means of in-depth interviews. Some of the information was however obtained from relevant documents such as policy documents, strategic plans and reports. This method is commonly used in research that is related to policy because the objectives of a specific

policy can be clearly stipulated in the statements, but the realization of the specified objectives can only be established through other methods such as interviews and observation (Patton, 1999). In this study the interviews conducted with different levels of respondents enabled me to reflect the impact of policy context on the perceptions of the stakeholders. A daily consideration of the interviews as they took place also helped to adjust the mode of probing and the refinement of questions for the next appointments. In addition, data was collected over a period of time sufficient to gather a rich store of information (Burk, 2005).

Apart from triangulation, peer debriefing was also employed to review the research process as a whole and sometimes the information collected by an external person someone other than the researcher, but who was well acquainted with the phenomena under study (Creswell & Miller, 2000). Throughout my journey in this research, I consulted other senior doctoral students who were researching a similar theme and context and this has been of assistance in acquiring some insights with regard to how best I can improve the credibility of the research especially the data. The initial transcriptions were also sent to my supervisor who reviewed them and suggested areas for improvement. This was done to ensure the accuracy of the data.

While member checking is among the important methods to ensure the credibility of information (Creswell & Miller, 2000), I only managed to receive feedback on the transcriptions from a few participants. Some of them did not respond to my request to review some pages of the information that they had given me some time before. Apart from that, I managed to conduct a group discussion with four lecturers at Mzumbe University three of them were participants in this study and the fourth was a doctoral candidate with a related theme. The goal of the discussion was to brief them in general, about the data that I had gathered and to give them a chance to review my findings. The thoughts that I recorded after some interviews enabled me to create a focus for the discussion. However, the same discussion could not be attempted with participants from the University of Dar es Salaam because of expense of getting to them as well as their availability.

4.10 Limitations of the Research

This study explores the extent and strategies used in integrating entrepreneurship education into the curriculum within the selected universities. Being a case study, the findings cannot be broadly generalized due (Flyvbjerg, 2006). However, a close examination of the case and the possibility of viewing reality through multiple perspectives are also important for researchers (Flyvbjerg, 2006).

Another limitation of this research was the reluctance among some respondents, especially the non-business disciplines to be interviewed. This was caused by their perceptions of entrepreneurship education as concept. Some of them saw it as business and advised me to rather approach the Faculty of Business. For this group of participants the informed consent was not enough to make them understand the broader view of entrepreneurship education and that they were relevant respondents.

My status as a former graduate of the University of Dar es Salaam added yet another limitation to this research; to most of respondents I was still perceived as their student and therefore in some instances my position as a researcher was compromised by their being my former lecturers. This disturbed the flow of conversations in terms of the interview schedule; soon after asking the first question, a respondent might start describing a scenario about the issue, forcing me to continue until well after the time scheduled for the interview. The expectations related to the interviewing of my lecturers and professors were completely wrong; initially I thought that they would be good respondents, but this was not the case to some respondents. This is in line with Aberbach and Rockman (2002:674), who pointed out that;

Elites or highly educated people do not like being put in the straightjacket of close ended questions. They prefer to articulate their views, explaining why they think what they think.

In my case, I did not have close-ended questions but I recognized that their position as my former professors or deans of faculties had led them to undermine my position as a young researcher and a former graduate of that university. My position as an insider also

subjected me to what Trowler (2011) called '*interview bias*' which was caused by the conflict between my role as a researcher; as an employee; as a former student; and having respondents with pre-formed anticipation of my research alignment in ways which impacted on their responses. I remember one incident that happened soon after I had introduced myself and my study; the respondent replied: '*I know you are talking of entrepreneurship which means doing business.*' I did not feel comfortable but I utilized this perception to probe more and dig deep to explore the essence of the perception. In the context of the institutions and in the Tanzanian context in general, this might have been caused by the focus of previous studies on entrepreneurship education which were mostly on the impact of entrepreneurship programmes for graduates setting up business as revealed in the study rationale above.

However, it was an advantage that I was generally familiar with the institutional environment and culture in terms of my research (Merriam & Bailey *et al.*, 2001). Trowler (2011) maintains that being an insider to the organization that you are researching is advantageous as it makes you '*culturally literate*'. Despite easy access to the institution, I tried to maintain the anonymity of the respondents by avoiding all threatening data with regard to respondents' identities as *per* the ethics requirements explained in the following section.

4.11 Ethical Considerations

Ethical considerations involve the consent of the people taking part in a study (Thomas, 2009). In this research I used informed consent by telling the respondents about the topic; the purpose of the research and the benefits that it may have for the universities once it is successfully completed (see Appendix 4). This was done at different institutional and personal levels.

At the institutional level I wrote letters to the relevant institutions requesting them to allow their employees to participate in my research as well as to be given access to some of their documents. At the personal/respondent level, I requested their informed consent by means of a phone call or email when I was making appointments as well as on the

appointment dates a few minutes before the interviews. In this way respondents were made aware of the various concepts which have been employed in the study and I obtained informed consent from the respondents (Busher & James, 2007). The decision to participate was made voluntarily (Thomas, 2009). The participants were also informed that they had the right to participate or to withdraw from the study at any time they wished (Kvale & Brinkmann, 2009). The informed consent clearly stated that their identities would not be disclosed and that all the details and information that they provided would be treated confidentially and used for research purposes only. The confidentiality of the participants was again verbally agreed before the interviews (Kvale & Brinkmann, 2009).

4.12 Conclusion

Chapter 4 has discussed the design of the research: a case study that uses purposeful sampling procedures to conduct in-depth interviews. Details were given about the interviews and reference was made to relevant documents that were reviewed and analysed. An analysis framework was presented and ethical guidelines and access issues were also addressed.

In the next chapter, Chapter 5, the findings of the study are set out with regard to understanding and implementing entrepreneurship education across disciplines. The impact of national and university policies on entrepreneurship education development are described and a lack of coherence between national and university strategies in the implementation of entrepreneurship education is suggested. It is argued that institutional differences at the selected universities have led to variations in the understanding and implementation of entrepreneurship education strategies.

CHAPTER 5: FINDINGS

5.1 Introduction

This chapter describes the findings of the study after exploring various issues related to the development of entrepreneurship education at the selected institutions. The chapter begins by explaining the context of the national policy and the universities policies and the way these policies have had an impact on the development of entrepreneurship education. An understanding of entrepreneurship as *per* the stakeholder's perspectives across disciplines is articulated and entrepreneurship development strategies that have been employed at the selected universities so far are explained. As pointed out in Chapter 2, in this study the definitions of 'entrepreneurship' and 'entrepreneurship education' have been grouped in two forms: narrow and broad. While in a narrow perspective entrepreneurship refers to the behaviour, attributes and skills of doing business or self-employment, entrepreneurship is contextualize as broad when attitudes, skills and behaviour can be exercised in different undertakings. In this sense, entrepreneurship has to be projected beyond business as one of many undertakings. Later in this chapter it is argued that entrepreneurship as a concept is variously understood and therefore, its entrenchment across disciplines is still contested. Furthermore, it is shown that national and university policy initiatives impact on the perceptions of stake-holders of entrepreneurship education as a concept. It is also shown that there is lack of coherence between national strategies on the one hand and university strategies concerning entrepreneurship education on the other.

5.2 University and National Policy Context

This section explores some policy issues regarding entrepreneurship education. It includes a review of the relevant policies at a national level related to development strategies, higher education, employment, economic empowerment and entrepreneurship development programmes to mention just a few. In this section the context of university policy on entrepreneurship education is also explored.

5.2.1 National Policy Context

There are a number of national policies that have had an impact on the incorporation of entrepreneurship education in Tanzania. These include the following: the Higher Education Policy of 1999; the Small and Medium Enterprises Policy of 2002; the National Economic Empowerment Policy of 2004; the Employment Policy of 2008; and the Higher Education Development Programme (HEDP) 2010-2015.

The National Higher Education Policy of 1999 of the then Ministry of Science, Technology and Higher Education was the first policy on higher education. It was promulgated as a tool to harmonize higher education processes in terms of conceptualization and operationalization. The policy was also a follow-up to an increase in the number of higher education institutions and the increasing complexity of problems brought about by the socio-economic and political changes that took place many years after independence. There was therefore a need to have this policy in place as an underlying structure to support higher education in Tanzania. The purpose was to develop the intellectual and professional competencies of the society. Apart from the increasing number of higher education institutions, the changing needs and relevance of higher education were also matters of concern. In this sense, higher education was obliged to deliver graduates who could meet the demands of a dynamic labour market. Based on that, the following issues were identified to be important in higher education:

- *A need for specialized skills;*
- *A need for new emerging areas of Science and Technology, such as Bio-Technology, Environmental Science, Genetic Engineering, Micro-electronics and Informatics;*
- *A need for entrepreneurship; and*
- *A need for globalization and international competitiveness (Higher Education Policy 1999:7).*

Therefore, a directive from this policy was that higher education institutions should review their curricula to reflect those needs in higher education:

Among the strategies is to review the curricular of institutions of higher education to meet the current and future needs...(Higher Education Policy, 1999:8).

While entrepreneurship is recognized as one of the needs, it is not defined and there is no directive or clear implementation plan; there is no clear strategy about the kind of entrepreneurship that higher education institutions should promote to accommodate university-wide disciplinary structures.

The Small and Medium Enterprises (SMEs) Policy (2003) of the Ministry of Trade and Industry addresses the fact that SMEs are important in generating income for the country and creating employment through self-employment. However, the growth of enterprises is limited by values that inhibit entrepreneurial behaviour and skills; even the education system has been employment-based rather than self-employment. Thus, the SME policy draws attention to a number of strategies that education institutions should use to combat that tendency and enhance entrepreneurship education, including the enhancement of both the entrepreneurial mindset and the development of the entrepreneurial curriculum to include necessary skills.

The policy seems to adopt the broad concept of entrepreneurship with regard to the development of entrepreneurial behaviour and skills for the entire society. The roles of various key players, like government as well as education and training institutions, are pointed out:

There is a need to develop entrepreneurship education through education and training and fostering pro-active entrepreneurship attitudes within the civil service and local government service (SMEs Policy, 2002:27).

However, with reference to its central focus, the business perspective of entrepreneurship is most prominent. In this sense entrepreneurship is regarded more as self-employment in SMEs. The role that education institutions should play is still seen as too general to suit the needs of different education levels, including universities. Therefore, its integration into various disciplines within universities is still vague. In addition, the prevalent

perspective of business may be perceived as being irrelevant to some disciplines and/or professions whose objectives are to deliver public and private sector employees.

The National Economic Empowerment Policy (2004) of the Prime Minister's Office sees entrepreneurship skills as a requisite for the current education system so that Tanzanians may be confident enough to engage in various economic activities. The policy is based on the perception that the mismanagement of the current economy is a result of insufficient skills amongst the majority of Tanzanians; the lack of skills and capacities hinder them in participating effectively in the formal economy. Entrepreneurship education is, therefore, perceived as a tool to enhance the development of working skills that are relevant to market demands. According to this policy, the current education system does not provide entrepreneurship skills and thus, there is a need for the establishment of a national entrepreneurship education framework. This framework will be established in an institution which will be responsible for enhancing entrepreneurship skills. This policy also indicates that the Entrepreneurship Development Institute will be responsible for development of the entrepreneurship training curricula but will not be directly involved in offering training:

The Entrepreneurship Development Institute will oversee all skills enhancement initiatives under the national economic empowerment policy. However, this institute will not directly be involved in offering training but will develop curricula that will be used by various learning institutions. The Institute will be under the management of one of the higher learning institution, such as the University of Dar es Salaam, Mzumbe University or the College of Business Education (URT, 2004:26).

Interestingly, this idea has not yet come to fruition and thus, the strategy of establishing an institution responsible for national entrepreneurship development is still a work in process. The reason for the delay may be the weak link between the universities and off-campus bodies, like government agencies and the private sector in general. More information about this matter is given later in this study. The entrepreneurship education framework will be a guide for small entrepreneurship policies in different circumstances and training needs as indicated by the head of the programme:

Right now, we as the National Economic Empowerment Council (NEEC),¹⁰ are in the process of developing the national entrepreneurship training framework and this framework, we assume and believe that it will be a minimum guide to whoever wants to provide entrepreneurship training at different levels of education and training. From the framework you will generate curriculum, having the nature of the problem or discipline....and it can be in a long run used to develop small policies, if you develop the entrepreneurship training policies, then the components will be taken from the framework.¹¹

This implies that whenever different training institutions want to develop entrepreneurship policies and/or training packages, they will have to include components from the framework. This policy framework seems more relevant to business-oriented entrepreneurship trainers at the lower levels, while its usefulness and influence on the perceptions and implementation strategies within universities will depend on the way it is institutionalized. For example, the following question begs an answer: “What is the nature and roles of the directorate/faculty/school/college on which this institution will be based?” The answer to this question will influence the way universities perceive and execute the policy in their daily activities.

However, recently, there have been programs to promote entrepreneurship among graduates coordinated by the National Economic Empowerment Council in collaboration with the University of Dar es Salaam Entrepreneurship Centre. An example of such programs is Young Graduate Entrepreneurship Clinic which was held at the University of Dar es Salaam Business School in 13th May 2013. The main objective of this program is to train self-employed graduates and other graduates who are interested to start a business. 40 graduates were selected to participate in the training.¹²

¹⁰ NEEC is an abbreviation which stands for National Economic Empowerment Council. It is the council under the Prime Minister’s office of the United Republic of Tanzania responsible for ensuring the broad-based economic growth and prosperity of Tanzanians.

¹¹ P 6: GMA6 (NEEC).txt - 6:37 (53:64) (Super)Codes: [NEEC develops E training framework].

¹² [http://www.uwezeshaji.go.tz/storage/Selected%20Candidates \(1\).pdf](http://www.uwezeshaji.go.tz/storage/Selected%20Candidates%20(1).pdf).

The National Employment Policy (2008) of the then Ministry of Labour, Employment and Youth Development also highlights the role of entrepreneurship training in higher education in enhancing the skills of graduates to improve their chances of employment. The policy was developed from a review of the National Employment Policy of 1997 which it was found did not accommodate the dynamic labour market challenges. The main argument in the 2008 policy document is therefore, based on the unemployment problem faced by most Tanzanian graduates as being caused by their irrelevant employability skills in the national labour force on one hand and less ambition and fewer skills for self-employment on the other. The policy acknowledges the contribution of entrepreneurial graduates to the socio-economic and political welfare of the country. This indicates a broad view of entrepreneurship education with more emphasis on the creation of jobs as stipulated in the following:

The increasing number of entrants into the labour market also offers an opportunity for increased production and productivity, if these new entrants are equipped with employable knowledge, skills and training required in the labour market (URT, 2008:7).

Universities and other training institutions are therefore expected to inculcate entrepreneurial knowledge and skills in graduates to improve their employability and their ambitions to engage in self-employment. In this policy the government plans to work together with education institutions and other stake-holders to enhance employability skills as stipulated in the following policy statement:

The government in collaboration with academic, training and research institutions, employers and workers association shall from time to time establish mechanism for skills development for the country to be used as guidelines for formal and informal skills training programmes to enhance the employability of the national labour force in both formal and self-employment (URT, 2008:19).

In this policy self-employment is featured as the obvious end result of entrepreneurship education. This can have an influence on the way stakeholders within universities perceive/understand entrepreneurship education because there are some disciplines in

which graduates may not end up being self-employed. In this regard they may be employed in various sectors of the economy.

The Higher Education Development Programme (HEDP) (2010) recommends that higher education should contribute to the socio-economic development and welfare of the society in general and thus the government is striving to promote access to higher education in Tanzania. This is the essence of the HEDP with a target of a 6% increase in enrolment by 2015. The rationale is to realize Tanzanian Vision 2025 by making sure that Tanzania will develop economically into a medium level country. Therefore, among the key needs is for the country to continue to strive in terms of global competition and to impart entrepreneurship skills to the youth. For example, among the key objectives in the development of the HEDP are:

- *HEIs to be competitive in a globalized world environment;*
- *Increased supply of professionals in the market to tackle the country's key development sectors;*
- *Improved knowledge of entrepreneurship skills amongst the youth;*
- *Sustainability of higher education by efficient and effective resource mobilisation;*
- *Addressing and solving problems and issues related to poverty reduction; and*
- *Addressing cross-cutting issues, such as democracy, gender, environment, entrepreneurship, good governance and infectious diseases, including malaria, HIV and AIDS (HEPD 2010:11).*

While the HEDP expects the above issues to be addressed by the universities, the way in which these institutions execute this role depends on their contextual factors and the presence/absence of the programme's supportive mechanism. It is from the HEDP that higher education institutions have been encouraged to enhance the link between academia and industry with the expectation that graduates' work skills will be improved. This seen in the following statement:

There is a need to improve linkages between the academy, industry, and the productive sector at all levels. In HEIs, it is important that there should be active collaboration between training, practical experience or apprenticeship, and production. The strategy here will be to create sectorial networks and committees that regularly meet to review the synergy between training and the productive sector....The ultimate goal is to ensure that education provided in HEIs is holistic in preparing graduates for entry into the labour market and society in general ... education has to mainstream cultural values and ethics to enhance employability and public confidence (HEDP, 2010:21).

It can be concluded that different policies address the need for entrepreneurship education as a response to long term development plans in Tanzania guided by the Tanzania Development Vision 2025 which points out that we are living in a competitive world and that education is a tool for developing competitive skills which can be fostered through amongst other things hard work, professionalism, entrepreneurship, creativity and innovation (URT, 1999). This is a response to the education system which is perceived to inadequately prepare graduates to solve the development challenges articulated in the Tanzania Five Year Development Plan for 2011/12-2015/16:

Tanzania human capital development has not been adequate to meet the growing development challenges and to enable the search for solutions to development problems that the country faces. In particular, education has neither been geared towards integrating the individuals into the competitive markets, both at local and international levels, nor has been geared at innovatively engaging Tanzanians in entrepreneurship and self-employment activities (URT, 2011:33).

This means that to ensure survival in the 21st Century, there are must be strong strategies in place to promote a competitive spirit, attributes and the necessary development skills in graduates to allow them to venture into various forms of employment.

In terms of the context of the national policies and development programmes described above, it can be seen that to date, there is no specific national policy or a harmonized national strategy for incorporating entrepreneurship education at universities. Instead, various relevant ministries and bodies acknowledge the shortage of entrepreneurial skills

among graduates and thus suggest the need for those skills to be integrated in the curricula of the higher education institutions. National policies require universities to review their curricula in order to reflect the current demands of the labour market to promote self-employment.

The directives in national policies seem to suggest a ‘*business*’ perspective in the form of ‘*self-employment*’ to universities that are involved in the implementation of university-wide entrepreneurship education. An example can be taken from the directive that universities have to produce ‘*job creators*’ rather than ‘*job seekers*’. This directive is relevant and important, but there is no clear implementation plans on how the universities can carry out this role. In the national employment creation programme of the Ministry of Labour, Employment and Youth Development, it is stipulated that;

Universities and other higher education institutions will introduce/strengthen courses and other programmes to prepare students towards enterprising and self-employment (URT, 2007:44).

The ‘business’ context implies that national policy strategies promote self-employment more than broad skills necessary for cross-sectorial employment. Broad skills necessary for graduate employment may be more relevant in the Tanzanian context. This is due to the fact that recent studies have shown that there are many challenges that hinder graduate self-employment, such as start-up capital, corruption and cheap imports from China (Mwasalwiba, 2012). In this regard, there are no clear national strategies for universities and graduates on how to cope with these challenges. A member of top management at the University of Dar es Salaam pointed to some challenges related to directives from national policies:

This is a challenge that has been facing the UDSM that we have been told to create job creators not job seekers. But the business of producing ‘job creators’ rather than ‘job seekers’ is more difficult than it appears to be, because to create job creators, you don’t only need entrepreneurial skills, but a friendly financing, skilled labour; you need to have a supportive environment and a friendly financial environment. It’s funny on the one hand, even foreign investors claim that our environment is not conducive for investment; on the other

hand we think we can produce indigenous graduates who do not need a conducive environment?¹³

The only available tracer studies that have ever been conducted in Tanzania indicate a falling rate of self-employed graduates compared to those who have been employed in the various public and private sectors (Kaijage, 2001; Mkude & Ishumi, 2004). Therefore, it can be argued that national strategies regarding entrepreneurship could possibly inspire essential and competitive skills for employment across sectors. This argument does not negate the role of business ventures by graduates in the economy; it highlights the need for broad-based entrepreneurial minds to be developed within universities.

To sum up, from the policies reviewed, it can be concluded that the coherence between the national policy strategies and those of higher education institutions is not noticeable. There is also no clear vision in terms of national strategic plans for the broad integration of entrepreneurship education within universities.

5.2.2 Institutional Policy Context

At the institutional level, the University of Dar es Salaam (UDSM) has a well-established policy on entrepreneurship development, while Mzumbe University does not. However, policy as “the way we do things in a particular domain” (Torjman, 2005) is approached differently at the two institutions. The Entrepreneurship Development Policy of the University of Dar es Salaam (2001) addresses one of the actions of the Institutional Transformation Programme (ITP) to produce job creators rather than job seekers as stipulated in the UDSM Five Year Rolling Strategic Plan: 2002/2003-2006/2007.

The growth of employment is rather low which creates an increasing unemployment rate even among university graduates. Therefore, the UDSM should continue to enhance its efforts to prepare graduates to become more versatile and entrepreneurial and to become effective job creators rather than job seekers. An increasingly competitive and dynamic labour market demands people who can adjust easily to a fast changing environment; learn to acquire new skills; and handle

¹³ P 22: UDTM (ACADEMIC).txt - 22:59 (102:113) 07/14/12 (Super) Codes: [Job creators needs more than EE skills].

multi-disciplinary and inter-disciplinary problems, issues and challenges (University of Dar es Salaam, 2002:13).

The policy of entrepreneurship development at UDSM defines the concept of entrepreneurship as

*The tendency to create value through identification of and exploitation of opportunities. This includes starting and managing own business.*¹⁴

The rationale for the development policy is to improve graduate competitiveness; to promote self-employment and to improve practical training and the relevance of academic programmes so that higher education can contribute to the economic development of the country.¹⁵ The goal of the policy is:

*To enable the University of Dar es Salaam to contribute to national economic development and poverty alleviation by effectively carrying out enterprise development activities outside the university and producing graduates that are highly enterprising. The University of Dar es Salaam's graduates should be able to employ themselves soon after graduation.*¹⁶

Being enterprising indicates a range of innovative attributes and skills. Partly, the end-product of innovation can be to enable the establishment of ventures but, largely, innovation can be used as a tool for graduate competition in the labour market as highlighted in the UDSM entrepreneurship policy (2001:3).

The characteristic requirements of the job market for university graduates have dramatically changed over the past 10 years. Nowadays, graduates have to sell themselves in a competitive market. It has been observed that while a number of local graduates are unable to secure formal jobs, some companies are recruiting graduates from neighbouring countries. The main reason given by employers for doing so is that local graduates are less aggressive,

¹⁴ Policy on Entrepreneurship Development at the University of Dar es Salaam, 2001:2.

¹⁵ Policy on Entrepreneurship Development at the University of Dar es Salaam, 2001.

¹⁶ Policy on Entrepreneurship Development at the University of Dar es Salaam, 2001:13.

innovative or pro-active as compared to their counterparts from neighbouring countries.

The above quotation indicates that entrepreneurship policy not only enhances the necessary skills for employment but also the idea of business creation and/or self-employment which has been perceived as a main goal of entrepreneurship education. While for some stakeholders the goal of entrepreneurship education is clear and in line with policy, other stakeholders maintained that entrepreneurship had to do with influence from donors. Subsequently, the implementation of entrepreneurship education in a university-wide environment is still unclear:

The main challenge is the lack of clarity of what we actually mean; I think for me, personally, that is a serious issue. If you sampled us as academic staff and ask us about this policy, you would get quite different views about this policy. We jumped onto this band wagon first when we got support from the DUTCH supported project that must have been in the 1990s. This is one of the things that we have never sat down and discussed and I think it is the problem in academia in the whole world... that we did not digest this idea properly.¹⁷

The above statement indicates the ambiguity of understanding and awareness of the policy at management level at the University of Dar es Salaam. There are other stakeholders who have heard about the concept of entrepreneurship and that it needs to be integrated into the curriculum, but the details of the policy are still not clear to them:

At the university, academic units are encourage to get involved in self-reliance or income generating activities; the aim is to make them self-sufficient and the policy encourages academic units to have a course relevant to the concept of entrepreneurship. I have not seen the policy, but I do believe there is a policy.¹⁸

Therefore, despite the fact that an entrepreneurship development policy was developed at the University of Dar es Salaam 10 years ago, there are many stakeholders in different

¹⁷ P 22: UDTM (ACADEMIC).txt - 22:62 (239:253) (Super)Codes: [E policy, push from development partners].

¹⁸ P 23: UDSL (LIFE LONG LEARNING.txt - 23:6 (39:44) (Super)Codes: [UDSM encourage income generating activities].

academic units who are not aware of it or who have had little access to information about it. The data indicates that no clear and sufficient strategies have been established so far to promote an entrepreneurship development policy for a university-wide curriculum. A participant from the College of Natural Sciences at the University of Dar es Salaam said:

What I know is that there is a policy and I remember that all deans and principals were given three days training to inform us that we should mainstream entrepreneurship within our curricular.¹⁹

In terms of their respective disciplines the responses of some stake-holders indicate that they lack any awareness of the existence of a policy on entrepreneurship:

- I have never heard of any entrepreneurship policy.²⁰ (Education)
- I cannot claim to have seen the policy.²¹ (Lifelong Learning)
- I am not aware. I don't think if there is any policy in entrepreneurship, because it does not have to be the policy dedicated to entrepreneurship, but it may be somewhere among university policies which established the Centre.²² (Information and Communication Technology-ICT)
- There is no specific policy on that.²³ (Engineering)
- Probably there is, but, probably, not sure, you may ask to the School of Business.²⁴ (Education)
- I am not sure, exactly, if there is any policy.²⁵ (Engineering)

In some instances, during interviews, this 'unawareness' of entrepreneurship development policy created some gaps in the responses about its implementation; responses were based on the background characteristics of the respondents and their daily practices in terms of their department/position.

¹⁹ P 33: UDDP (NATURAL & AQUATIC SCIENCES).txt - 33:4 (56:60) (Super)Codes: [UDSM EE policy].
²⁰ P 26: UDSL (EDUCATION).txt - 26:6 (59:60) (Super)Codes: [Never heard of national and university EE policy].
²¹ P 23: UDSL (LIFE LONG LEARNING).txt - 23:5 (38:39) (Super)Codes: [Never seen the EE university policy].
²² P 36: UDDP (ICT).txt - 36:11 (124:128) (Super)Codes: [Not aware of university EE policy].
²³ P 37: UDDP (ENGINEERING).txt - 37:9 (104:104) (Super)Codes: [Not aware of university EE policy].
²⁴ P 44: UDDP (EDUCATION).txt - 44:13 (164:165) (Super)Codes: [Not aware of university EE policy].
²⁵ P 40: UDSL (ENGINEERING).txt - 40:9 (103:103) (Super)Codes: [Uncertain about university EE policy].

The issue is that how can we evaluate that it is incorporated? The problem is that we should know about it first. So one way is to ensure that the units within the university are given training and not only sensitization but engaging them in the process of understanding about it. This is because if you do not know even the document how can you know about the skills of how to go about.²⁶

While knowledge of the entrepreneurship development policy of the University of Dar es Salaam is minimal, the implementation of the policy is most prominent in the Business School because the Entrepreneurship Centre is attached to it. Academic units within the Business School, therefore claim that they have played a central role in the implementation of entrepreneurship policy. Indeed, this claim may be a valid one, but what is observed from practice is the promotion of venture creation within and outside the university. This has possibly, caused some non-business academic units to be unfamiliar with the policy. One respondent from the above-named university felt:

The problem is that those people at UDEC (University of Dar es Salaam Entrepreneurship Centre) have been successful to train entrepreneurs outside the university. That one I can credit them, but they have failed to do the same thing within the university.²⁷

In summary, then, it can be argued that while the University of Dar es Salaam has a policy on entrepreneurship development which is meant to serve the whole university, there is minimal awareness among some academic units. The business perspective of entrepreneurship is also featured more prominently in the courses and programmes organized mainly by the Business School.

Mzumbe University does not have a formal entrepreneurship development policy, but has incorporated entrepreneurship in its holistic strategic plan. Among the functions of Mzumbe University in its third Corporate Strategic Plan (SCP3) for 2012/13- 2016/17, the specified charter includes the following:

²⁶ P 39: UDDP (SOCIAL SCIENCES).txt - 39:6 (96:102) (Super)Codes: [university wide understanding of E being important].

²⁷ P 43: UDSL (GEOGRAPHY.txt - 43:7 (98:101) (Super)Codes: [UDEC success being more outside than inside the university].

- *To produce highly educated and adequately trained experts well-prepared and equipped with requisite skills for self-employment and the manning of key positions in both the public and private sectors; and*
- *To develop, promote and undertake the provision of adult, continuing and distance education for the enhancement of good governance and an efficacious solution to social-economic and political problems.*²⁸

The strategies to meet the above named objectives include the improvement of curriculum design; an improved teaching and learning environment; and the promotion of a digital environment for teaching and learning.²⁹ In this regard stakeholders' responses concerning entrepreneurship policy were largely, 'not aware'. This was substantiated by a top official in the School of Business:

Not as of now, I know that the university is generally positive about the idea of entrepreneurship; creating entrepreneurial students, but it has not gone as far as creating a policy that can be supported by follow up, budgets and things like that.³⁰

However, the data show that the absence of a policy is not perceived as a disadvantage to entrepreneurship education development, but rather that it is taken as a learning experience from other universities with well-established entrepreneurship policies, like those at the University of Dar es Salaam and the nearby Sokoine University of Agriculture. As a relatively young university, Mzumbe has realized that it should plan to fuse entrepreneurship education into the university-wide curriculum. One of Mzumbe University's the top executives confirmed that:

Currently our university has not adopted the SUA³¹ or University of Dar es Salaam approach, but we have reflected it in the curriculum to make Mzumbe graduates to be employable to have competences and employability skills for both employed and self-employed... You can't be an entrepreneur if you don't have numerical skills... So what

²⁸ . Mzumbe University Third Corporate Strategic Plan 2012/13- 2016/17, November 2011 Draft.

²⁹ . Mzumbe University Third Corporate Strategic Plan 2012/13- 2016/17, November 2011 Draft.

³⁰ . P. 9: MUDP (BUSINESS).txt - 9:21 (111:115) (Super)Codes: [No EE university policy].

³¹ Sokoine University of Agriculture (SUA) is among the old public universities in Tanzania with different courses but a specialization in agricultural studies. In the 1970s it was the Faculty of Agriculture at the University of Dar es Salaam.

we are saying is that by the nature of curriculum design that we want to adopt is entrepreneurial.... The question is what we want to achieve, different people should be entrepreneurial even if they will be employed; they should be good organizers or implementers and, like in Human Resource, you must have good skills to manage people.³²

Therefore, the broad view of entrepreneurship education is perceived to exist in this university's curricular with more emphasis on promoting important skills, like numeracy, communication, information technology, practical skills and management skills for all students.

It should also be noted that the explicit features of entrepreneurial curricula are still in the planning stage. This can be seen in some targets to accomplish strategic objective A1 of the 2012/13-2016/17 strategic plan in terms of improving the employability competences of Mzumbe University graduates by June 2017:

- One labour market survey to be conducted by each Faculty, School, Institute and College by 2016;
- The supply of learning materials (both print and electronic materials) to be increased by 20%;
- Career guidance and counseling services to be improved by June 2014;
- Digital communication within the Mzumbe University community to be fully adopted and operational by 2017;
- 100 staff to be upgraded to PhD degree level by 2017; and
- A scheme to support best practice approaches to teaching and learning to be designed and deployed by June 2017.³³

It can therefore, be seen that all the targets to enhance the necessary skills development are still in the process and they are expected to be met in the near future. Thus, the conclusion that a broad entrepreneurship education will be effectively executed should be accepted with caution. Then there would be a need for further studies to evaluate its implementation.

³² P 8: MUTM (VICE CHANCELOR).txt - 8:36 (98:109) (Super)Codes: [MU not adopting SUA or UDSM E development approaches].

³³ Mzumbe University Third Corporate Strategic Plan 2012/13- 2016/17, November 2011 Draft.

It may be concluded in this section that at the national level, so far, there is no specific national policy on entrepreneurship education and that the link between the university policy context and the national policy context is still blurred. In policy documents and programmes that have been analyzed entrepreneurship as a concept is not clearly defined. There are only directives and guide lines from relevant national policies and programmes that suggest that the universities should review their curricula to incorporate entrepreneurship knowledge and skills. The modality of its integration is not explicitly indicated. It has also been found that in most instances, the broad view of promoting entrepreneurship education which is implicitly featured in national policies contradicts the explicit business perspective of business creation and/or self-employment. While national policies highlight the holistic need for entrepreneurship education to improve the employment rate; to enhance competitive skills; and to cater for global labour market dynamism, there are no clear strategies for universities to incorporate those attitudes and skills. Thus, the way in which university-wide structures respond to directives from these policies and to their own entrepreneurship policies is also contradictory.

At the university level, the presence of a well-established entrepreneurship development policy at Dar es Salaam, its origin and the way it has been institutionalized is contradicted in its implementation. There is a noticeable gap between policy and implementation emanating in the first place, from a lack of awareness that such a policy exists. Evidence of this may be found in the core strategies for the implementation of the University of Dar es Salaam's policy on entrepreneurship which includes the following:

- The establishment of an Entrepreneurship Centre as a University of Dar es Salaam level body; and
- Hosting the Entrepreneurship Centre under the Faculty of Commerce and Management.³⁴

The University of Dar es Salaam Entrepreneurship Development Policy (2001) emphasizes that higher education should have an impact on the community by integrating

³⁴ University of Dar es Salaam Entrepreneurship Centre policy, 2001, pp. 25.

entrepreneurship education into the curriculum. The rationale of the guide-line is that entrepreneurship will create jobs through venture creation. It is thought that universities should strive to produce graduates who may be able to create their own enterprises as a way of coping with limited government and private organization employment opportunities.³⁵ The same policy suggests that:

The tendency among graduates so far is to look for employment; very few of them think of self-employment as a good alternative. This is partly because the present degree programmes have no provision for sensitizing them to consider self-employment as a good alternative to salaried jobs. The university will therefore stimulate this interest among students early during their degree programmes. This will give students who develop the interest ample time to prepare themselves psychologically, skill-wise, resource-wise as well as network-wise, while at the university.³⁶

This creates an ambiguity because the entrepreneurship development policy of the University of Dar es Salaam stipulates that it has to be incorporated in a university-wide curriculum, while the initial strategies are based mostly in the Business School; most faculties outside the School of Business seem to be estranged from the policy and its implementation.

The absence of an entrepreneurship development policy at Mzumbe University could have a slightly different influence on the understanding and execution of the concept. In this case the perceptions of stake-holders towards entrepreneurship could be influenced by the presence of courses under the name, ‘entrepreneurship’, which are offered by the School of Business. There would be less influence with a university-wide policy on entrepreneurship, therefore; it might be easier to encourage a university-wide strategy on entrepreneurship education.

The context of the relevant national policies may have an influence on the way stakeholders perceive and strategize entrepreneurship education at universities. This is

³⁵ P 36: UDDP (ICT).txt - 36:2 (60:64) (Super) Codes: [Definition of E as self-employment skills].

³⁶ UDSM entrepreneurship policy (2001: 18).

most prevalent at public universities, like the University of Dar es Salaam and Mzumbe University that operate under the Ministry of Education and Vocational Training (MOEVT) and are guided by the Tanzania Commission for Universities (TCU). In this way, they are led by several policies and programmes with their own expectations and guidance of what university entrepreneurship education should entail. Therefore, the expectations; the source of policy initiatives; the supportive mechanism structures; and the way entrepreneurship education has been defined may influence an understanding of it and the strategies which university lecturers employ to integrate it into the curricula though other factors, like personality and the experiences of educators may also be applicable.

5.3 Understanding and Perceptions of Entrepreneurship among Stakeholders

In the previous section it has been shown that there is no clear national policy on entrepreneurship and that in various policy documents entrepreneurship is not clearly defined. The need for entrepreneurship is featured in different policies, but with no clear implementation plans for universities. The University of Dar es Salaam has a well-established entrepreneurship centre and policy, but there is little awareness of the policy in non-business faculties. Mzumbe University does not have any formal policy on entrepreneurship, but entrepreneurial education strategies have been included in their strategic plans.

Due to the lack of clear definitions of entrepreneurship in policies, this section explores how different stakeholders across the two universities perceive and understand entrepreneurship education. The data indicates that there is a range of perceptions and understanding of entrepreneurship and it is from the respective views of understanding that entrepreneurship education as a concept and a process have been explained. In the following section the five main views of entrepreneurship are discussed: entrepreneurship as business; entrepreneurship as innovation; entrepreneurship as personality trait; entrepreneurship as self-employment and entrepreneurship as capitalism. Due to some institutional differences among the selected universities, some clusters of definitions

and/or perceptions of entrepreneurship are more prominently featured at the University of Dar es Salaam than at Mzumbe University.

5.3.1 Entrepreneurship as an Ambiguous Concept

At face value the question, '*What is entrepreneurship*' seems to be quite simple, but this was not the case for some critical respondents and hence it raised many confusing arguments. Some of them paused for a few seconds before answering the question. This suggests that the concept of entrepreneurship is still debatable. One respondent's response included various concepts of entrepreneurship:

I think it is a considerable debate on whether entrepreneurship is a skill that can be acquired or is it something innate, an inborn ability? I am not very sure, but I tend to lean on the later because there is some scientific evidence which says that to be an entrepreneur, you must be a risk-taker, risk-taking is not something that can be taught. If by entrepreneurship we refer to the tendency to be innovative, creative and to try new things with the aim of making profit and to be successful, it's something that can be instilled. Other people confuse these with normal disciplines: teaching people how to develop like project planning development; how to manage a project; and business plans with entrepreneurship. I don't know if that is entrepreneurship, I don't know.³⁷

Ambiguity is created by the gap between policy and practice. While the policy states that entrepreneurship education is meant to enhance employability skills of all graduates, the initiatives and strategies are centered mostly at the business school and at a lesser extent at engineering. The ambiguity can also be the result of the complex nature of entrepreneurship as a concept. In a cross-disciplinary structure, the nature of various disciplines may influence the debate in the understanding of entrepreneurship as well. Therefore, the way the concept is promoted throughout its paradigm changes, creates confusion in understanding.

In addition, ambiguity is also caused by the fact that entrepreneurship development is promoted largely amongst the Business school staff. Thus, staff members from the other

³⁷ P 22.UDTM (ACADEMIC).txt - 22:58 (35:51) (Super) Codes: [Debate on E definition].

faculties may feel isolated and their perception of entrepreneurship education may be affected in some way. An example can be given of members of staff of the Faculty of Commerce and Management who were sent for further studies in entrepreneurship studies in 2001. About ten members of the Faculty of Commerce and Management (FCM) at the University of Dar es Salaam undertook entrepreneurship training inside and outside the country in order to create the capacity building of trainers. Some members from other faculties were given a “Training of Trainers” course so that they could train their staff in the different disciplines (University of Dar es Salaam Entrepreneurship Policy, 2001:6).

Furthermore, initial strategies of entrepreneurship development at the University of Dar es Salaam were clearly featured in the School of Business and the Faculty of Engineering. This was because since its establishment, the Faculty of Engineering has been providing various courses and among them was entrepreneurship to various groups of people, including women. Since 1999, the Faculty of Commerce has been collaborating with the Business School at the University of Twente in the Netherlands. This collaboration was in the form of the Future-Oriented Action in Management and Entrepreneurship (FAME) project which was aimed at post-graduate and short term training in entrepreneurship; staff members from the Faculty of Commerce were given the opportunity to enroll for post-graduate studies in business and entrepreneurship development. The development of an Entrepreneurship Centre was also part of the project (University of Dar es Salaam Entrepreneurship Development Policy, 2001).

Of all the entrepreneurship development strategies that have been undertaken at the University of Dar es Salaam so far, it can be seen that entrepreneurship education is most prevalent amongst the commerce/business school staff. Thus, the policy for including entrepreneurship education across disciplines is contradicting the strategies that have been taken by the university. Ambiguity in the understanding of entrepreneurship in a university context is also revealed in some points of the policy which are related to the need to enhance entrepreneurship development at the University of Dar es Salaam;

Individuals involved in re-designing their institution's curricula need to be sensitized on the meaning and scope of entrepreneurship development at the University of Dar es Salaam.³⁸

This means that staff members in the different schools and colleges have to integrate entrepreneurship education during the curriculum review process. It can be argued that the integration of entrepreneurship education cannot be effective where there are too few explanations concerning the concept.

Ambiguity is also created by the positioning of entrepreneurship initiatives in the university organization structure. The University of Dar es Salaam Entrepreneurship Centre started as the Centre of the Chief Academic Office led by a director and associate director who, before, had been permanent members of the Faculty of Commerce (currently, the Business School). This has created some distance in terms of its perception by other faculties and schools at the university.

The ambiguity of the term, 'entrepreneurship', is more prominent at the University of Dar es Salaam than at Mzumbe University because of the explicit initial strategies attached to the School of Business and the College of Engineering. These strategies contradict the fact that entrepreneurship education should be incorporated into university-wide programmes. Besides being older, the University of Dar es Salaam is more complex in terms of its disciplinary structures and it has gone through different stages in terms of the changing role of higher education in society. In this sense, entrepreneurship may still be regarded as ambiguous.

5.3.2 Definition of Entrepreneurship as Business

The most prevalent understanding of entrepreneurship among the participants especially in business academic units is '*entrepreneurship as a business-oriented activity*'. This perception of entrepreneurship takes different forms, such as a portfolio career, commercial activity and business skills and attitudes. In this sense, an entrepreneur is perceived as someone who undertakes activities to generate income and in this context,

³⁸ The University of Dar es Salaam Entrepreneurship Policy, p. 13.

the business academic units of the selected universities were considered to be the hosts of entrepreneurship. Indeed, a number of undergraduate and postgraduate courses at both Mzumbe University and UDSM based in business schools bear the name ‘*entrepreneurship*’, such as the Bachelor of Business Administration (BBA-Entrepreneurship) at the Mzumbe University Business School and Master of Entrepreneurship and Enterprise Development (MEED) at the University of Dar es Salaam’s Entrepreneurship Centre within the School of Business. The Business School at the University of Dar es Salaam has officially adopted a broad concept of entrepreneurship education:

Entrepreneurship means a way of doing things; practicing enterprising tendencies; taking calculated risks; trying as much as possible to minimize chances of failure. It also includes possessing certain behaviour that is critical for success. Most of the time the end results of entrepreneurial behaviour is self-employment, but at the Entrepreneurship Centre we focus on the broad understanding of entrepreneurship because not everyone would like to be self-employed. Even those who are employed or will be employed need to be enterprising. This implies that entrepreneurship is doing whatever you are doing in a certain way.³⁹

However, despite the broad perspective of mainstreaming entrepreneurship in the whole university, the way the concept is practiced tends to depend on venture creation or the establishment of business entities; the performance of entrepreneurial activity within the university is measured mostly in terms of the percentage of graduates that have established their own firms. One professor at the University of Dar es Salaam argued as follows:

I think the society believes in the business view of entrepreneurship which means income generating. It’s not by accident that all directors of the business school have been viewing success in entrepreneurship as the percentage of students that have established their own firms.⁴⁰

³⁹ P 46: UDDP (BUSINESS SCHOOL).txt - 46:2 (31:42) (Super) Codes: [E broad definition].

⁴⁰ P 22: UDTM (ACADEMIC).txt - 22:61 (289:293) (Super)Codes: [E- success being measured through ventures creation].

The same business view was perceived to fit some non-business disciplines at the University of Dar es Salaam based on the fact that the knowledge acquired in some disciplines can be ‘commercial’. This suggests that a graduate in Information Technology, for example, can design products and services and generate income. The same applies to graduates in the natural sciences:

What I know is that people should try to make a product or business out of whatever their specialization is. Like us scientists, we need to end up with a product that can go to a market, like bio-fuel instead of firewood.⁴¹

In terms of this concept, entrepreneurship is regarded as business skills and attitudes which students can acquire on campus. This means that for graduates to engage in business, they need entrepreneurial skills and attitudes. In this sense they may acquire business skills, but if they are not psychologically prepared for business they may not end up in business. The business view of entrepreneurship is considered unsuitable in some disciplines at the University of Dar es Salaam, like Mathematics and Philosophy, because they are perceived as not being ‘commercial’:

If you are talking about the idea of doing business with someone who is majoring in philosophy or mathematics, he will be surprised and start questioning what exactly you want to do or what you are talking about. That is why this idea of mainstreaming entrepreneurship within the curriculum is not as straight forward as someone would make us believe.⁴²

On the other hand, the business view is also seen as a portfolio career in some disciplines, like Public Administration, especially at Mzumbe University. Therefore, the understanding is based on the fact that it is good for students to be exposed to entrepreneurship skills so that apart from their being employed, they may think of some other income generating activity, such as a shop and grocery. In this sense, entrepreneurial activity is not perceived to be related to professional expertise, but rather

⁴¹ P 33: UDDP (NATURAL & ACQUATIC SCIENCES).txt - 33:2 (37:41) (Super) Codes: [Definition of E as business].

⁴² P 22: UDTM (ACADEMIC).txt - 22:60 (267:274) (Super)Codes: [E development to mathematics or philosophy].

it is regarded as an income generating activity to diversify or supplement other economic activities. The implication is that entrepreneurship is not perceived as a holistic model that is fused in the curriculum, but rather as a module that can be added to the existing curriculum to enhance business knowledge.

The perception of ‘entrepreneurship as business’ in the form of a portfolio career was found in Public Administration at Mzumbe University. This is a well-established school previously known as the Institute of Development Management started in the 1960s. Graduates from this school are largely, expected to serve as employees in the public sector. The school seeks to enhance the efficiency of civil servants and other employees working for various agencies.⁴³ Therefore, business is perceived as a supplementary activity that graduates can do besides their permanent employment to raise income.

5.3.3 Perception of Entrepreneurship as Self-Employment

There are different forms in which entrepreneurship is perceived as ‘self-employment’; partly, the two conceptualization of entrepreneurship: ‘entrepreneurship as business and entrepreneurship as ‘self-employment’ are often used interchangeable as they both refers to as venture creation. However, within the university context the kinds of enterprises are perceived to be professional oriented in the sense that within specific disciplines graduates should not wait for the limited employment opportunities, but should rather establish ventures using knowledge and skills acquired at university:

I think entrepreneurship are skills more than professional skills, I know that there are economists, lawyers, etc. I know that they need to be embedded with entrepreneurship skills, which will help them if they are not employed, they will be able to start a business or a firm, for example, an accountant we expect him to have an accountancy firm... so how to start a business, it means that they need to have some skills which will enable them to start their own business. So, that’s all about skills, that’s what I can say.⁴⁴

⁴³ Mzumbe University Prospectus 2010-2011.

⁴⁴ P 12: MUDP (QUALITY ASSURANCE).txt - 12:3 (20:28) (Super)Codes: [Definition of E as self-employment skills].

This perception of how best students can engage in technology-related firms is most prevalent in the science faculties, especially ICT at both universities and Engineering at the University of Dar es Salaam. In most instances universities collaborate with government agencies and private sectors to promote ICT and other ventures among graduates. One of the recent initiatives in Tanzania is the GIST⁴⁵ start –up Boot Camp which involved a two day experiential workshop designed to teach entrepreneurial skills in a hands-on environment to enable graduates to establish firms in ICT related companies as well as other sectors like agriculture and health. The workshop was conducted on May 7 & 8 at COSTECH building hosted by the Dar es Salaam Techno-Hama Business incubator sponsored by among other partners are NOKIA and Microsoft.⁴⁶ The main focus is on the application of technical knowhow that students acquire from their curriculum to apply in the world of work. It also suggests that it is the best way in which this technology could be commercialized and later meet relevant industry and community needs. One respondent at the University of Dar es Salaam confirmed this argument:

I believe entrepreneurship education is like skills that people are equipped with so that they can be entrepreneurs. An example can be cited from our Computer Science Department: we produce people who are very competent technically, they can program; they can run codes; and they can develop things, so, graduates have shown very competitive skills in terms of technical part of ICT. They can design programs and solve a lot of problems but we have been facing the challenge that they cannot convert their technical ideas and knowledge into practical business ideas.⁴⁷

In the Faculty of Law at the University of Dar es Salaam entrepreneurship is seen as a capacity to establish legal firms or use legal skills generally to exploit opportunities which demand legal advice and generate income:

For lawyers, we teach them to be advocates so that they can employ themselves. Our curriculum has been tailored to prepare them as

⁴⁵ GIST stands for Global Innovation through Science and Technology.

⁴⁶ <http://gist.crdfglobal.org/gist-programs/gist-startup-boot-camp>

⁴⁷ P 47: UDSL (ICT).txt - 47:8 (88:97) 07/19/12 (Super) Codes: [EE as equipping business skills].

advocates. There is a course in the fourth year called legal ethics mainly in professional ethics. They are taught how to organize law firms; the administration of law firms; record-keeping; liabilities; assets; and debit and credit. The whole idea is to prepare them to be advocates.⁴⁸

The implication is to ‘use legal skills to generate income’. However, by going to an unfavorable business environment and from the influence of personality factors which stipulate that not every person can do business, this perception of creating legal firms sometimes conflicts with students’ employment preferences. It was found that the majority of them keep on waiting even three years after graduation to be employed as legal officers by public or private parastatals.⁴⁹

However, promoting self-employment amongst graduates is important because of the limited employment opportunities in the formal sector but focusing on self-employment alone limits the broader perspective of entrepreneurship education in other groups of graduates with programmes which are not necessarily, geared to self-employment. These students would, perhaps, need more essential skills to venture into employment opportunities in their respective sectors.

The perception of entrepreneurship as self-employment within universities is caused partly by directives from university bodies as put forward by one professor from the University of Dar es Salaam:

What I know is that it is encouraged that the programmes should put some emphasis on that we put entrepreneurship at the forefront. At least there is guidance from the Deputy Vice Chancellor Academic (DVC-A) that the programmes should also look at how students can employ themselves. In meetings, like senate or when we are revising the curriculum, we normally get some guidance. We should emphasis entrepreneurship skills in any programmes.⁵⁰

⁴⁸ P 48: UDDP (LAW).txt - 48:14 (189:195) (Super) Codes: [UDSM law students prepared to be advocates].

⁴⁹ P 14: MUSL (LAW).txt - 14:14 (53:61) 07/19/12 (Super)Codes: [Law graduates crying for formal employment].

⁵⁰ P 40: UDSL (ENGINEERING).txt - 40:10 (104:110) (Super)Codes: [E as self-employment promoted in university forums].

It was also noted that the perception of entrepreneurship as self-employment is among the issues that make stakeholders think that entrepreneurship may not necessarily, be important to all programmes because the nature and objectives of some them are to produce officials to work in public ministries and parastatals. The Political Science and Public Administration programme at the University of Dar es Salaam can be cited as an example⁵¹ as the main objective of this programme is to equip students with human resource management skills that focus on the public sector.

Furthermore, the way in which entrepreneurship is seen as self-employment creates contradictions in some fields of study, like Teacher Education because its objective is to produce teachers who will work mainly in schools in the country where they are still scarce. One professor of Education at the University of Dar es Salaam gave the following example:

Take an example in our School of Education: You can't train a teacher into a "factory worker". You are supposed to train a school teacher to be able to teach students effectively; to be able to make students productive; and to exploit the various opportunities around them, using the knowledge that they have.⁵²

Another respondent from the same university expressed the similar view:

We have been trying to do that, but we have been not successful in non-business oriented disciplines, like Education. Suppose we can teach you how to manage your own school, I am not sure and I do not think if we have the aim of producing teachers who will desert the Ministry of Education and start their own schools.⁵³

⁵¹ University of Dar es Salaam, College of Arts and Social Sciences Curriculum Approved by Senate on 20 April 2011.

⁵² P 25: UDSL (EDUCATION2).txt - 25:20 (129:134) 07/21/12 (Super) Codes: [E and the teaching profession].

⁵³ P 22: UDTM (ACADEMIC).txt - 22:12 (87:92) (Super)Codes: [Unsuccessful EE development to non- business disciplines].

Therefore, promoting self-employment amongst student teachers may be perceived as disregarding the national efforts to increase the number of teachers in schools. According to the URT (2011:33) and using the 2007 integrated labour survey, the country needs to employ more than 900,000 qualified teachers. On the other hand, teaching entrepreneurship skills to student teachers has some merit as it can result in innovative teachers and education officers who are able to disseminate entrepreneurial skills and attitudes in the lower levels of education and ultimately in the entire society.

In summary, the perception of ‘entrepreneurship as self-employment’ was first related to ‘businesses in its general sense. Therefore, it was mostly associated with ‘commercial-oriented’ disciplines, such as ICT and Law. In this sense, it was considered irrelevant to less commercial disciplines, like Teacher Education, Mathematics and Philosophy.

Preference to self-employment can also be the result of personality factors; cultural factors, like family background; or social factors, such as peer influence. These factors determine the feasibility and desirability of self-employment (Shapero & Sokol, 1982). This preference was found to be more prevalent at the University of Dar es Salaam perhaps due to the entrepreneurship development policy as well as the directives to produce ‘job creators’ rather than ‘job seekers’. In this sense self-employment is highly encouraged and both business and self-employment rely on desirability and feasibility.

5.3.4 Perception of Entrepreneurship as Innovation

The perception of entrepreneurship as innovation was found at both universities. At Mzumbe University it was displayed in a sense of creating new ideas; improving practices within the university; as well as solving problems in the society. It was generally thought of as doing things in a novel way. In a teaching and learning context, this may include improving the relevance of academic programmes for the labour market. This improvement could be in the form of enhancing the practical and professional skills of graduates by improving field practice and internships. The fact that even government

can be entrepreneurial where innovation brings about efficiency in its products and services was expressed by a top management official at Mzumbe University:

On a government side one can be an entrepreneur in terms of being innovative in policies, or in delivering government services. So if the government is entrepreneurial, it means there will be efficiency in trying to satisfy the clients that it is serving. People will care about the results in trying to satisfy clients. Entrepreneurship cuts across even in government, it promotes, good governance, promoting service delivery and so on.⁵⁴

At the same university instructors in Information and Communication Technology have considered improving the practical and professional experience of ICT graduates by means of a curriculum review to cater for the demand from the dynamic world of technology.⁵⁵ Members of staff are encouraged to improve their teaching, assessment and evaluation to ensure that when students are still at the university they can at least, develop a system or software⁵⁶.

Innovation is also perceived in terms of using the local environment to enhance the practical skills of students and at the same time apply those skills to encourage business creation. This was suggested by a respondent from the Departments of Economics.⁵⁷

The University of Dar es Salaam feels that the end-product of 'entrepreneurship as innovation' can be more than business creation and that it is essential even in a competitive business environment. In addition, it can broaden the scope of thinking in terms of opportunities hidden in different fields of study. This could be a way to improve the employability of graduates and improve their competencies in coping with existing social problems. Different kinds of innovative ideas, within academic units across

⁵⁴ P 8: MUTM (VICE CHANCELOR).txt - 8:7 (57:66) (Super)Codes: [Entrepreneurship and Public service efficiency].

⁵⁵ P 15: MUSL (ICT) 2.txt - 15:12 (139:147) (Super) Codes: [Practical oriented ICT curriculum].

⁵⁶ P 15: MUSL (ICT)2.txt - 15:13 (147:155) (Super)Codes: [Problem based assessment].

⁵⁷ P 8: MUTM (VICE CHANCELOR).txt - 8:20 (140:151) (Super) Codes: [Business opportunities emerged from growth of Changarawe Village].

disciplines, have emerged and some are in their long term planning stage; different kinds of ideas were found in Education, Archaeology, Information Technology and Geography.

Stakeholders in early childhood education in the School of Education thought about modifying field practice for their students in 2011 to include some activities that go towards opening up the minds of the students to activities in which they could be involved after graduation. A respondent from the School of Education proposed the following:

To some extent, entrepreneurship education is tailored to professional development because it has been integrated in some courses. For example, in 2011 the early childhood education students were not sent to schools for teaching, they were sent to different centres relevant to child social welfare departments where they could see some practical cases of the way mothers with kids experience problems because of irresponsible fathers, and once in a while they visited centres to see whether they are up to standard centres for pre-primary, the nursery, daycare centres, so at least these have gone beyond, not necessarily sending them to teach.⁵⁸

Instructors from the School of Education at the University of Dar es Salaam have also been thinking about utilizing and exposing students in Education Psychology to being involved in solving various psychological problems in the community as a way to enhance their practical skills and at the same time contribute their expertise to solving social problems.⁵⁹

In addition, the concept of entrepreneurship for staff and students in the School of Education is not a new one, especially when it is associated with the concept of '*education for self-reliance*'.⁶⁰ For them during an era of education for self-reliance

⁵⁸ P 44: UDDP (EDUCATION).txt - 44:16 (188:206) (Super)Codes: [Early childhood students exposed to varieties of practical training].

⁵⁹ P 44: UDDP (EDUCATION).txt - 44:18 (206:212) (Super)Codes: [Education psychologists think of serving the community].

⁶⁰ Education for self-reliance was announced by Nyerere (The first President of Tanzania) in 1967 with the objective of changing the education system so that it becomes meaningful in the society as well as spreading socialist values in the society.

meaningful education was supposed to solve existing problems in society by using innovation, skills and knowledge (Mosha, 1990; Nyerere, 1967).

Being entrepreneurial was also perceived as being innovative in designing programmes which might generate income for the School of Education such as the establishment of an online Postgraduate Diploma in Education and an evening master's programme in Arts Education. This indicates that innovation is crucial even in income generation strategies. This innovation is also perhaps, a response to some directives that academic units should find ways to generate income (Luhanga, *et al.*, 2003).

In the social sciences faculty at the University of Dar es Salaam like Geography, Economics and Archaeology, entrepreneurship is thought to improve academic programmes and to utilize available opportunities. The improvement of programmes is accepted as a way to enhance the skills for the employability of graduates on one hand and to generate faculty/school income on the other as some of the programmes are new in those faculties/schools. The Geography Department at the University of Dar es Salaam is thinking of improving its programmes in terms of practical skill enhancement. The Archaeology unit at the above mentioned faculty is also thinking of having a degree course in cultural heritage and tourism. This is a way to exploit opportunities in the tourism industry in Tanzania. All the different ideas that have emerged and been planned in the various faculties, departments and units within the university are a result of innovative thinking.

Innovation- based entrepreneurship is also considered as showing competitiveness with others in various undertakings. This idea was supported by a respondent from Mzumbe University who said:

I think when someone is talking about being entrepreneurial in different fields; it means someone who is innovative; thinking of new ways of doing things even those new ways in one place that may not be new elsewhere with the expectations that it will improve something it will make one competitive. This is where one can be an academic entrepreneur, or in a group of academic staff one can be

innovative in utilizing and using IT, etc. So entrepreneurship is kind of a process that in total sums up how one wish to have a competitive edge over others.⁶¹

To summarize, the perception of entrepreneurship as innovation varies across the two universities, but in some instances it is similar. At Mzumbe University innovation is perceived as a holistic improvement of the university-wide practices in teaching and learning as well as in carrying out daily duties. This may be because the university is only 10 years old and it aspires to growing and flourishing in terms of current demands on higher education.

A different approach to ‘entrepreneurship as innovation’ was found at the University of Dar es Salaam. It was in the form of creativity among academic units to design activities, courses and projects to generate income. This kind of understanding might have been the result of some directives which are part of the University of Dar es Salaam’s transformation programme whereby departments have been instructed to devise ways of generating income (Luhanga, *et al.*, 2003).

However, this perception of ‘entrepreneurship as innovation’ was similarly understood as the improvement of academic programmes at both universities. To a large extent the improvement was in terms of enhancing practical skills and/or field practices, especially in ICT at Mzumbe as well as in Education and Geography at the University of Dar es Salaam. Besides, innovation in the delivery of programmes is seen as searching for and utilizing opportunities and resources available across some disciplines mainly in Economics at Mzumbe and in Archaeology at the University of Dar es Salaam. The focus of innovation in Economics and Archaeology at the two universities was based on exploring business opportunities related specifically to these disciplines at a university environment and in the country in general.

⁶¹. P 8: MUTM (VICE CHANCELOR).txt - 8:35 (34:43) (Super) Codes: [E as competitive edge].

5.3.5 The Perception of Entrepreneurship as Exceptional Behaviour and/or Skills

Entrepreneurship is also perceived as a behaviour or skill which may not be a feature or may be practiced by every person. This can be at the individual level where it may happen that two people of the same age and education may be different in the prevalence of entrepreneurial behaviour. This perception is extended to the community level where there have been groups and tribes which have been perceived to be more entrepreneurial than others. In Tanzania, for instance, the ‘Chagga’ are thought to be more entrepreneurial than the others:

It is difficult to explain it in English. In Swahili we use to say wachaga, ni wajasiriamali kweli, because they don’t fear doing anything, even the things that are looked down on, even small things, they don’t fear, they just go to it, suddenly you see them coming up, yani mjasiriamali sasa ni mtu ambae haogopi challenge, wala haogopi kuchekwa kana kwamba unafanya kitu gani, hicho kwanza hakiendani na hadhi yako, yani haogopi kuventure into things, and always trying to think faster⁶²

(Translation)

It is difficult to explain it in English. In Swahili, we use to say the chagga tribe is very entrepreneurial because they do not fear doing anything, even things that are perceived to be of a low status; even small thing. They don’t have any fear, they just go to it and after a short time you will see them successful. This means that an entrepreneur is a kind of person who does not fear challenges; he/she does not mind that he/she may be laughed at, that what kind of things someone can do that does not suit his/her status. He/she does not fear to venture into things and always thinks faster.

A respondent from the University of Dar es Salaam agreed:

I tend to lean on the fact that entrepreneurship is inborn; you know entrepreneurship is ... It is not an accident for someone to be an entrepreneur, if you look within the country you can find that there

⁶² P 27: UDSL (DEVELOPMENT STUDIES.txt - 27:4 (48:59) (Super)Codes: [E as personality trait] The chagas, one of the biggest tribes in Tanzania, live in northern part of Tanzania around Mount Kilimanjaro. They are perceived as the most entrepreneurial people in Tanzania because they do not care about their status when they want to venture into something, especially with monetary returns.

are some tribes that tend to be more business oriented; are more entrepreneurial than others. Or outside the country you can find Indians are more commercial oriented, or if you want to use the term entrepreneurial and they are entrepreneurs before the age of academy. I tend to agree with those people.⁶³

The data has shown that this perception of entrepreneurship is among the factors that contribute to the status of entrepreneurship at the university and some stakeholders who should promote it still have doubts about whether entrepreneurship should be taught or not. Therefore, they are not sure if it is ideal to talk about it at an academic institution as it sounds like forcing knowledge and attitudes which are not necessarily needed by every student.

I believe that entrepreneurship can be learned, but remember that it can be an inborn ability. Entrepreneurship is also a talent, some people did not go to school, but they are doing good... Take an example of the face-book team...with the innovation that they came up with they are very successful entrepreneurs...we need to make awareness and leave it to people with right mindset to combine knowledge and skills.⁶⁴

The perception of entrepreneurship as an exceptional behaviour has some links with the notion of an entrepreneurship as business undertaking because in the tribal groups that have been perceived to be more entrepreneurial, most of them engage in business activities. In this sense, the Indians and the Chagga tribe in Tanzania are considered to be entrepreneurial because most of them engage in business activities.

5.3.6 The Perception of Entrepreneurship as Capitalism

From a political scientist view, entrepreneurship and its development within an education institution is associated with socio-economic and political-historical development in Tanzania. In the first place it is referred to as a kind of capitalism⁶⁵ a system which was not acceptable in terms of socialist opinion after independence and which discouraged

⁶³ P 22: UDTM (ACADEMIC).txt - 22:7 (58:68) (Super)Codes: [E as personality traits].

⁶⁴ P 21: UDTM (ADMINISTRATION).txt - 21:17 (103:110) (Super)Codes: [E as inborn ability].

⁶⁵ P 20: UDTM (VICE CHANCELOR).txt - 20:8 (66:69) (Super)Codes: [E as capitalism]

private business and the accumulation of property. The emphasis was on family and the communalism of traditional African societies (Ibhawoh & Dibua, 2003). Based on this background, some people with a strong belief in socialism still consider entrepreneurship to be property accumulation.⁶⁶ This view of entrepreneurship thus forms a resistance to entrepreneurship policy initiatives. A professor from the University of Dar es Salaam's top management argued that the question of how to find ways to change this kind of thinking and to build an entrepreneurial culture is still a huge problem which needs to be addressed.⁶⁷

A reference can be made to socialist ideas which contribute to a major part of Tanzanian history. In one of his essays, Julius K. Nyerere writes:

I have said that a millionaire can be a good socialist. But a socialist millionaire is a rare phenomenon. Indeed, he is almost a contradiction of terms. The appearance of millionaires in any society is no proof of its affluence; they can be produced by very poor countries, like Tanganyika, just as well as by rich countries, like the United States of America. For it is neither efficiency of production, nor the amount of wealth in a country which make millionaires; it is the uneven distribution of what is produced...therefore, while a millionaire could be a good socialist, he could hardly be the product of a socialist society (Nyerere, 1967:2).

From the socio-economic and political background of Tanzania, it implies that the integration of entrepreneurship in a university-wide environment needs more than better designed curricula; a sensitization of approaches beyond the business school; and an entrepreneurship development policy. Efforts are needed to slowly change the organization culture of the university and of the entire society. In this sense there is a need for multiple players. A top management official of the University of Dar es Salaam maintained:

⁶⁶ P 20: UDTM (VICE CHANCELOR).txt - 20:10 (76:78) (Super)
Codes: [E as property accumulation]

⁶⁷ P 20: UDTM (VICE CHANCELOR).txt - 20:5 (47:59) (Super)Codes: [Role of socio-economic and political history to E development]

What has been done by the university is not enough, because inculcating of an entrepreneurship culture is still a big problem.⁶⁸ ...If the issue of culture has been addressed, it is still tacit; it is not clear, it is still a problem.⁶⁹

The above official added:

The university can do its part; we have different activities in different colleges, like incubators in ICT and Engineering Colleges as well as mushrooms growing at the College of Aquatic and Applied Sciences. But the media, business councils, community, professional organizations should also contribute to these efforts.⁷⁰

This implies that strategies to integrate entrepreneurship education need to involve not only universities in terms of a curriculum review and the improvement of academic programmes, but also change the perceptions of the broader society.

To summarize, at both universities the varied clusters of understanding of entrepreneurship/entrepreneurship education indicates that this concept is perceived differently among disciplines and across universities. In some instances, there is a single pattern of understanding identified in different forms. Self-employment, for instance was also thought of as a portfolio career. The varied understanding results in an ambiguity about what entrepreneurship education should entail. Stakeholders did not refer entrepreneurship education in terms of enhancing student's competencies for the current labour market needs.

A review of the various perceptions of entrepreneurship shows that the business school/faculties accepted the concept earlier than the non-business faculties and that they are aware of the broad definition of entrepreneurship. However in practice business creation is explicitly featured; in part the reason is that entrepreneurship initiatives such

⁶⁸ P 20: UDTM (VICE-CHANCELLOR).txt - 20:14 (142:143) (Super) Codes: [Complexity in building E culture].

⁶⁹ P 20: UDTM (VICE-CHANCELLOR).txt - 20:17 (186:188) (Super) Codes: [E culture being implicitly developed].

⁷⁰ P 20: UDTM (VICE-CHANCELLOR).txt - 20:16 (180:186) (Super) Codes: [Role of different players in E development].

as centres are mostly attached to business/commerce faculties/schools. This contributes to the non-business faculties' feeling of being left out despite the fact that one can find them integrating the concept in their daily teaching and learning. In most instances, the varied perceptions indicate that entrepreneurship is taken as a second option; graduates may think about entrepreneurship only if they do not find somewhere to be employed. The role that entrepreneurial graduates could play in reducing development challenges in all types of employment and engagement did not featured clearly.

Furthermore, to some extent, various definitions and perceptions of entrepreneurship expressed across stakeholders were not mutually exclusive. Reasons for the differences might be the nature of disciplines and the general institutional context. The organizational differences between the two selected universities have had an impact on their different perceptions. The differences are mainly in the age and status of the universities; the presence/absence of entrepreneurship development policy; the existence of an entrepreneurship centre; the nature of disciplines; and the general strategic approaches in the management of the two institutions.

As the first and oldest university in Tanzania, the University of Dar es Salaam demonstrated a sense of maintaining the required academic reputation of a university. Entrepreneurship education in this regard, was considered not to practically fit all academic units and the university's level of education, in general. Thus, despite the presence of entrepreneurship policy and a well-established centre, there has been some resistance in arguments that entrepreneurship does not fit in well at a university level. A professor from the University of Dar es Salaam maintains that:

The integration of entrepreneurship education is somehow easier in the middle level of education, not the tertiary level because the purpose of university education is to train people to be analytical and be able to respond to all the dynamism in their respective sector.⁷¹

Another Professor from the same university supported the argument:

⁷¹ P 25: UDSL (EDUCATION2).txt - 25:19 (134:138) 07/21/12 (Super) Codes: [E in middle VS tertiary level].

In an institution like this one, of course, we're supposed to provide knowledge and analytical skills. We are not a technical college; nevertheless we can have some practical aspects in teaching.⁷²

Besides, at the University of Dar es Salaam, the perceptions seem to reflect the entrepreneurship development policy and activities of the currently existing well-established Entrepreneurship Centre. As a result, different faculties at this university are somewhat ahead in terms of an overview of the concept. However, there are differences in the way the various faculties and faculty members respond to it.

It was also found that the Business School at the University of Dar es Salaam has a broader understanding of the term, 'entrepreneurship', as a result of entrepreneurship based initiatives being attached to them and thereby leaving the non-business faculties as blunt followers of university-wide entrepreneurship development programmes. In this sense, the data suggests a broad understanding of entrepreneurship among business academic units in theory, but not in practice.

However, in many instances the perceptions of the concept 'entrepreneurship' that have been identified are the end-product of entrepreneurial undertaking that has inclined towards income generation from the established ventures. This means that entrepreneurship often means the capacity of graduates to use their profession to start other ventures. In a holistic perspective of entrepreneurship education, the data confirms some narrow perceptions of entrepreneurship, especially in the non-business faculties.

A slightly different perspective was revealed at Mzumbe University. At the level of academic units, entrepreneurship education is mainly referred to undergraduate and postgraduate programmes in the Business School, while at management level entrepreneurship is embedded in the university's strategic plan and entails the promotion of a holistic entrepreneurial culture in all university practices. This was realized by the adoption of Open Performance Appraisal Systems (OPRAS) which cuts across all

⁷² P 27: UDSL (DEVELOPMENT STUDIES.txt - 27:28 (103:106) 07/21/12 (Super)Codes: [E in university VS other levels].

university activities. Therefore, despite the fact that there is no well-established entrepreneurship centre or policy, entrepreneurship is entrenched in all the university's activities. The following table gives a summary of perceptions and some organizational differences between the two universities.

Table 5.1: Organizational Status and Patterns of Understanding 'Entrepreneurship' at the Selected Universities

University	Overall Organizational Differences and Status of Entrepreneurship		
UDSM	The first public University in Tanzania established in 1961 Presence of entrepreneurship policy Presence of a well-established Entrepreneurship Development Centre		
MU	The fourth public University in Tanzania established in 2001 Absence of entrepreneurship policy Absence of Entrepreneurship Centre		
Perception pattern	Sub-pattern	Discipline/College/School/Faculty/ Management Unit	University
Entrepreneurship as Business	General income generating activities	Business	Both
	Technology-related ventures	Natural (Botany, Zoology, Wildlife Sciences) and Applied Sciences (ICT, Engineering)	UDSM
	Portfolio career	Public Administration	MU
Entrepreneurship as Self-employment	Technical-related firms	Applied Sciences (ICT)	Both
	Legal firms	Law	Both
Entrepreneurship as Innovation	Creation of new ideas	Top management	MU
	Improvement of academic programmes	ICT, Social sciences	Both
	Holistic Improvement of practices	Top Management	MU
Entrepreneurship as Capitalism		Political Science	UDSM
Entrepreneurship as Exceptional Behaviour		Development studies, Top management	UDSM

Source: Researcher's creation

To conclude, the concept 'entrepreneurship education' is perceived differently by different stakeholders and faculties within and between the two selected universities. Terms like '*business*,' '*self-employment*', and '*innovation*' are sometimes used synonymously in terms of entrepreneurship. Different perceptions are perceived differently in different instances and at different levels. Besides, varied perceptions of entrepreneurship have a blurred demarcation between '*business*' and '*self-employment*'.

However, despite the variation in the understanding of the concept, ‘entrepreneurship/entrepreneurship education’, the data shows that entrepreneurial knowledge and skills are perceived to be important in different aspects of life and in different sectors of a developing economy, such as that of Tanzania. It has been observed that the nurturing of entrepreneurial tendencies can be of value in improving infrastructure;⁷³ diversifying the economy;⁷⁴ supplementing income;⁷⁵ enhancing innovation for value creation across sectors;⁷⁶ and creating employment.⁷⁷

This kind of understanding has an implication for the strategies of integrating entrepreneurship education into the curriculum and details will be given in the next section. The question that remains to be asked is: “*How do these different understandings affect strategy?*” In the following section the way in which entrepreneurship education has been carried out at the two selected universities will be explored.

5.4 Examining Entrepreneurship Development Strategies

This section explores the status of entrepreneurship education at the selected universities. It includes initiatives, approaches, projects and/or programmes used to enhance entrepreneurial behaviour and skills across disciplines.

5.4.1 Ambiguity in Entrepreneurship Development Strategies

Ambiguity in the understanding of entrepreneurship and the lack of coherence between national and university policies on entrepreneurship has had an impact on their entrepreneurship development strategies and initiatives. At the two universities entrepreneurship has been variedly incorporated in the course content and used as pedagogy. The objective of integrating entrepreneurship into university-wide practices

⁷³ P 27: UDSL (DEVELOPMENT STUDIES).txt - 27:8 (82:92) (Super)Codes: [Importance of E to improved infrastructure].

⁷⁴ P 27: UDSL (DEVELOPMENT STUDIES).txt - 27:7 (72:82) (Super) Codes: [Importance of E to economic efficiency].

⁷⁵ P 26: UDSL (EDUCATION).txt - 26:4 (39:47) (Super)Codes: [Importance of E in generating income].

⁷⁶ P 32: UDSL (BUSINESS).txt - 32:3 (36:52) (Super)Codes: [Importance of E in innovation across sectors].

⁷⁷ P 37: UDDP (ENGINEERING).txt - 37:2 (44:49) (Super)Codes: [Importance of E to self-employment].

also varied across disciplines. In some instances, entrepreneurship strategies have been geared to enhancing self-employment, business creation, practical competence and employability skills.

At the University of Dar es Salaam, entrepreneurship is taught as a core course in some programmes and as an optional one in others. In different programmes the names of the entrepreneurship courses are different. In the different academic units some entrepreneurship courses are included in undergraduate studies while others are offered for postgraduate study.⁷⁸ In addition, the College of Engineering and Technology also teaches entrepreneurship as a core course in many of its programmes.⁷⁹ This reflects a strong orientation of entrepreneurship towards business as a core course at the University of Dar es Salaam, entrepreneurship is taught in different undergraduate programmes that belong to the Business School, such as the Bachelor of Commerce (B Com) degree and the B Com degrees in Accounting, Marketing, Finance, Banking and Financial Services and Tourism and Hospitality Management as well as the degree, Bachelor of Business Administration.⁸⁰ It is also taught as a core course in the Bachelor of Education (Commerce) programme under the name, ‘Small Business and Entrepreneurship’.

With regard to postgraduate programmes at the University of Dar es Salaam, entrepreneurship development is taught as a core course in the three programmes: Master of Engineering (Techno-entrepreneurship) under the name, ‘*Entrepreneurship Development*’. This programme is hosted by the College of Engineering as well as the Master of Business Administration programme where it is given the name, ‘*Entrepreneurship Development: Business Planning and Entrepreneurship*’. The School of Business also teaches entrepreneurship as a core course in the programme, ‘Master of Entrepreneurship and Enterprise Development’ where the course is called: ‘*Enterprise and Small Business: Context and Process*’.

⁷⁸ UDSM EDU 2010-2011 UDSE Prospectus.

⁷⁹ College of Engineering and Technology 2010-2011 Prospectus.

⁸⁰ UDSM Business School 2009/10 Prospectus.

As an optional course, entrepreneurship is taught in the College of Arts at the same university, under the name, ‘*Marketing of the Arts*’ in the Bachelor of Arts (Fine and Performing Arts) programme.⁸¹ It is also included as optional course in the School of Informatics and Communication Technologies for Computer Science students as well as the degree, Bachelor of Science in Electronics and Communication.⁸² The College of Natural and Applied Science teaches entrepreneurship as optional course in almost all its programmes.

With regard to postgraduate studies, entrepreneurship is taught as an elective in the Postgraduate Diploma in Education programme under the name, ‘*Introduction to Entrepreneurial Education*’ hosted by the School of Education and in the Master of Integrated Environment Management offered by the College of Natural and Applied Sciences.⁸³

While entrepreneurship and its related names were found to be taught as core and optional/elective courses in different faculties, there were academic units, like the Faculty of Law, where it was not featured at all.⁸⁴ This means that there is no course or module offered to students with the name, ‘entrepreneurship’. However, with reference to different forms and perceptions of entrepreneurship, such as self-employment, there are courses in the Faculty of Law, such as Legal Ethics, which are geared to promoting self-employment.⁸⁵

In this sense, entrepreneurship exists but with a different name and/or in a different form. This shows the need for a better promotion of entrepreneurial undertakings within academic programmes at the University of Dar es Salaam and for the policy to be implemented across the university.

⁸¹ UDSM Arts 2010-2011 CASS Prospectus.

⁸² UDSM School of Informatics and Communication Technologies.

⁸³ UDSM Postgraduate Prospectus 2010/2011.

⁸⁴ UDSM School of Law (2010/2011) Prospectus.

⁸⁵ P 48: UDDP (LAW).txt - 48:14 (189:195) (Super) Codes: [UDSM law students prepared to be advocates].

It can be seen from the above that at the University of Dar es Salaam entrepreneurship courses are taught as core courses in the Business School, the College of Engineering and as one undergraduate business-oriented programme within the School of Education. The main objective of entrepreneurship courses seems to focus on self-employment and/or business creation even the names of the various entrepreneurship courses reflect the focus on business. Table 5.2, below summarizes the information concerning entrepreneurship related courses that are taught at the University of Dar es Salaam.

Table 5. 2: Entrepreneurship Related Courses that are taught at the University of Dar es Salaam

College/School	Degree programme	Entrepreneurship Course	Course Code	Core/ Elective
COLLEGE OF ENGINEERING & TECHNOLOGY	All undergraduate programmes	Introduction to Entrepreneurship	MG 120	Core
	Postgraduate Diploma (Environmental Engineering)	Entrepreneurship Development	MC	Core
	- Master of Science (Production Engineering) - Master of Science (Energy Engineering) - Master of Engineering Management (Project management)	Entrepreneurship Development	MG 632	Elective
	- Master of Engineering Management (Techno-Entrepreneurship)	Entrepreneurship Development	MG 632	Core
COLLEGE OF NATURAL & APPLIED SCIENCES	Bachelor of Science (Education)	Entrepreneurship, Small Business and Development	DS 211	Optional
	Bachelor of Science General (Applied Micro-Biology)	Practical Entrepreneurship with Micro-organisms	MC 303	Optional
	Bachelor of Science (Micro-Biology)	Practical Entrepreneurship with Micro-organisms	MC 301	Core (*)
	Bachelor of Science (Applied Zoology)	Small Business Entrepreneurship	MK 301	Optional
	Master of Integrated Environmental Management	Entrepreneurship and the Environment	IEM 651	
UNIVERSITY OF DAR ES SALAAM BUSINESS SCHOOL	All undergraduate programmes	Entrepreneurship	MK 301	Core
	Master of Business Administration	Entrepreneurship Development	MK 611	Core
	Master of Entrepreneurship and Enterprise Development	Entrepreneurship and Small Business- Context and Process	ENT- 600	Core
	PGDEE	Theories of Entrepreneurship	ENT 501	Core
		Entrepreneurship Education and Training	ENT 505	Core
		Design and Management of Entrepreneurial Development programmes	ENT 506	Core
UNIVERSITY OF DAR ES SALAAM SCHOOL OF EDUCATION	B.Ed Com	Small Business and Entrepreneurship	MK 301	Core
	PGDE	Introduction to Entrepreneurship Education	CT 507	Elective
COLLEGE OF INFORMATION & COMMUNICATION TECHNOLOGY	Bsc- Electronics Sciences and Communication	Entrepreneurship for Engineers	MG 445	Optional

Source: Researcher's creation

Perhaps the business perspective of entrepreneurship was influenced by the early initiatives in entrepreneurship development at the university which led to the establishment of the Entrepreneurship Centre which is attached to the Business School, but has the intention to serve the university-wide integration of entrepreneurship. According to Luhanga:

The first external evaluation of the UDSM Institutional Transformational Programme discovered that the strategic planning process neglected to cover the employability of UDSM graduates. This recommendation was taken on board by the university, leading to the establishment of academic programs in entrepreneurship in November 2001 and the University of Dar es Salaam Entrepreneurship Centre (UDEC). The intention was to produce graduates who are “job creators” and not “job seekers” (2009:52).

In the same year 2001, the College of Engineering realized the need for small and medium enterprises as a source of employment in Tanzania especially in the informal sector. However, graduates from that faculty lacked entrepreneurial and technical skills (Mshoro, 2006). Therefore, the College of Engineering collaborated with the Faculty of Commerce currently known as the Business School and the Entrepreneurship Centre to promote SMEs in the country. The Business/Technology Incubation Services were launched as a project in 2002. The target of the college was not only to promote the SME sector, but also to involve students and staff in Engineering to develop their practical and entrepreneurial skills. Ultimately, the focus was to produce graduates who could establish their ventures and create more jobs by employing others. Some activities of these initiatives were supported by the Tanzania Gatsby Trust (TGT) and the Carnegie Corporation of New York (CoET Information Brochure 2009/2010). In this sense, the main initiatives to incorporate entrepreneurship came from Business and Engineering.

The initial strategies of the Business School and the College of Engineering influenced the perceptions and entrepreneurship development strategies of the other schools and colleges. While the Entrepreneurship Centre is supposed to serve the whole university, it

is suggested that no explicit strategies are featured in the curricula of some schools. One respondent from the Natural Sciences maintained:

With reference to the College of Natural and Aquatic Sciences nothing has been done, we are just teaching the same way we used to teach some years back.⁸⁶

Here the implication is that while not formally incorporated, individual lecturers from other faculties do think about entrepreneurship opportunities for their graduates based on the perception of entrepreneurship as innovation. This can be caused by the early entrepreneurship policy initiatives being strongly attached to a few academic units like Business and Engineering.

However, it seems that the insignificant response to the entrepreneurship policy does not imply less understanding of entrepreneurial opportunities in their respective disciplines. This is because the same staff members from the afore-mentioned college of Natural and Aquatic Sciences described some opportunities in the Natural Sciences that could make a positive contribution to the community:

According to my view, people/students should be trained and exposed to entrepreneurial training so that they can apply the concepts and theories within their profession, like for us we learn about genetics, proving a crime, DNA⁸⁷ things; improving crops using seeds, etc. all these concepts can be practically applied outside campus.⁸⁸

It implies that in the Natural Sciences ‘entrepreneurship as innovation’ is thought to be incorporated in scientific research and there is an acknowledgement of the role that it can play in the community. For example, if they improve the seeds, that means they will be playing a central role in the Tanzanian economy because agriculture is the highest employer and it makes up about 25.3% of GDP and absorbs 74% of the labour force. The

⁸⁶ P 33: UDDP (NATURAL & APPLIED SCIENCES).txt - 33:5 (73:76) (Super)Codes: [No clear EE strategy in natural sciences].

⁸⁷ DNA is

⁸⁸ P 33: UDDP (NATURAL & APPLIED SCIENCES).txt - 33:8 (86:93) (Super)Codes: [Some opportunities in natural sciences].

resources are available as Tanzania has a total of 44 million hectares of arable land of which only 23% is currently used (URT, 2011:18). This is an indication that incorporating entrepreneurship in the form of innovation is crucial as it accommodates a broad range of undertakings.

The view that incorporating ‘entrepreneurship skills as self-employment’ is not prevalent in the Natural Sciences because most of its graduates are employed in the public and private sectors. Start-up capital is also still a major challenge for fresh graduates on the one hand and bureaucratic government policies to invest in natural resources on the other. For example, graduates in Wildlife Ecology can initiate projects, like zoos and camping sites, but there are many restrictions in getting a license to start venturing into those kinds of companies. The reasons for the government restrictions are mainly ecological because of the sensitivity of important species.⁸⁹

In other non-business disciplines, like Teacher education, there are contradictions in the way entrepreneurship education may be incorporated. Stakeholders are confused because of the prevalent perception that entrepreneurship is self-employment and they ask: “*What will be its end results in disciplines, like Education?*”

To sum up, within the University of Dar es Salaam there are various ways in which stakeholders in different disciplines execute and incorporate entrepreneurship education. The university-wide strategy is that every student should be exposed to entrepreneurship in terms of a course taken through the Institute of Development Studies which hosts some compulsory courses for all students. The Institute of Development Studies was given a mandate to mainstream entrepreneurship education for the whole university because all the students take a course in development studies. The university therefore concluded that since every student should be introduced to entrepreneurship and it was only

⁸⁹ P 50: UDSL.ZOOLOGY AND WILDLIFE CONSERVATION.txt - 50:3 (39:52) (Super)Codes: [Limitations to self-employment].

Development Studies that cut across the whole institution, they saw the possibility there to teach entrepreneurship as compulsory subject for all undergraduates.⁹⁰

However, the data shows that this course is only taught as a core course in the Business School and as one commerce-oriented programme in Education and the College of Engineering. In some programmes it is an optional course and in others it does not exist at all. This means that it is up to the student to choose whether to take it or not. This is evidenced in the College of Arts and Social Sciences where there are no explicit strategies to incorporate entrepreneurship education in its current curriculum review. As one respondent reported:

We have made the curriculum review which was done 2011. Though I was not part of the curriculum review, I am not sure if the element of mainstreaming entrepreneurship was considered in the process or come out explicitly...if entrepreneurship policy was not considered during the review; it is difficult for individual units to take on board the policy. Maybe we can try to improve awareness among teaching staff.⁹¹

In addition, the variations of incorporating entrepreneurship education are partly caused by the fact that some stakeholders are not aware of entrepreneurship policy as pointed out in the previous sections. Thus, there is less possibility of great ambiguity in its implementation. It can also be inferred that entrepreneurship education at this university has been largely in the form of an add-on course to the existing list of courses in different programmes which makes it less tailored to fit across professions. An implication is that entrepreneurial skills and attitudes are not reflected in the pedagogy, but it is expected that students should acquire those skills by taking the add-on courses in entrepreneurship. It should be acknowledged that in terms of the current variations in perceptions on entrepreneurship, it might be difficult for entrepreneurship skills to be acquired.

⁹⁰ P 27: UDSL (DEVELOPMENT STUDIES.txt - 27:14 (143:151) (Super) Codes: [UDSM DS institute mainstream university wide E].

⁹¹ P 39: UDDP (SOCIAL SCIENCES).txt - 39:21 (40:67) (Super)Codes: [EE not considered in curriculum review].

At Mzumbe University, entrepreneurship is featured as a core course in the Business School programmes such as Bachelor of Business Administration in Entrepreneurship Development and Master of Science in Entrepreneurship. At an undergraduate level there are two courses in entrepreneurship; *'Theories of Entrepreneurship'* and *'Entrepreneurship and Business Management'*. At the postgraduate level there is only one course, entitled *'Theories of Entrepreneurship and Small Business Management'*. Entrepreneurship is also taught as an elective in the Bachelor and Master of Science degrees in the Economics programmes.⁹² A respondent from his school informed the researcher that;

So far we have some courses... in some programmes that focus on entrepreneurship as a subject. For example, in the MBA programme we have that and in some undergraduate programmes there are elective courses and we have a whole programme BBA⁹³ Entrepreneurship. We also have a whole programme, MSC⁹⁴ entrepreneurship.⁹⁵

Entrepreneurship education is therefore incorporated in the form of entrepreneurship theory and small business management as core courses in business-related programmes. This is also reflected in a recent study done to measure entrepreneurial intention at this university which pointed out that students from the Faculty of Commerce show greater entrepreneurship intention than the rest of faculties because of the entrepreneurial courses to which they were exposed (Kambi, 2011).

Apart from teaching entrepreneurship as a subject, in the same Business School other strategies exist that promote entrepreneurship. Amongst them is the Netherlands Initiative for Capacity Building in Higher Education (NICHE) project coordinated by the Tanzania Commission for Universities in collaboration with Mzumbe University and Iringa University College. The objectives of this project include the mainstreaming of entrepreneurship at universities. As part of the project, Mzumbe University has plans to

⁹² Mzumbe University 2010/2011 Prospectus.

⁹³ BBA stands for Bachelor of Business Administration.

⁹⁴ MSC stands for Master of Science.

⁹⁵ P 9: MUDP (BUSINESS).txt - 9:11 (51:56) (Super)Codes: [MU have entrepreneurship programs in Bachelor and MA levels].

establish a skills/entrepreneurship laboratory to impart practical skills to business students.⁹⁶ In addition, staff members from the three institutions, Mzumbe University, Iringa University College and Tanzania Commission for Universities, have been sent to study for PhDs in entrepreneurship and for Master's degrees in soft skills.⁹⁷ This is part of capacity building in mainstreaming entrepreneurship in the Business School's curriculum. According to one respondent:

We have some plans in the Business School; we have a project that we are going to implement together with the Tanzania Commission for Universities to come up with a more defined curriculum for entrepreneurship that can be saved as a benchmark for other universities in the country and I do not know how it will turn out, but that is the idea. On the basis of that we also want to have training modules in entrepreneurship that can be mainstreamed to all business programmes and if possible, to other non-business. When I said business programmes I mean all programmes in the Business School, but we are also thinking of other courses in the university that cut across the university.⁹⁸

Therefore, it may be concluded that at Mzumbe University, entrepreneurship education as a concept and as a strategy is really the 'language' of the Business School. As pointed out above, the future strategy of the Business School is to continue promoting entrepreneurship education in all its programmes. The data also shows that after fully promoting entrepreneurship in all Business School programmes, this school would like to take on the role of advocating the promotion of entrepreneurship across Mzumbe University. However, this is a future plan as one respondent said;

Our strategy is to try and mainstream entrepreneurship in all university programmes, but we realize that will not be possible on the basis on the project alone; that is too much platform, so we want to play the role of advocacy, trying to win staff, members of the teaching staff to see the perspective that we are having. Therefore, we will probably have a number or a series of seminars and workshops, involving lecturers across disciplines; members of the administration;

⁹⁶ P 9: MUDP (BUSINESS).txt - 9:14 (64:71) (Super)Codes: [MU idea to have an E lab/skills/commerce lab to enhance practical entrepreneurship learning to business students].

⁹⁷ P 51: GMA5 (TCU-NICHE PROJECT).txt - 51:1 (4:15) (Super)Codes: [overview of NICHE project].

⁹⁸ P 9: MUDP (BUSINESS).txt - 9:32 (27:41) (Super)Codes: [MU E project with TCU].

and the leadership of the university, trying to advocate for this direction so that they can all take up the matter in their own schools, otherwise ... these are activities in the project, and they are yet to come ...⁹⁹

In other faculties and departments at Mzumbe University entrepreneurship as a course is not featured.¹⁰⁰ For some faculty members, like those in the Faculty of Law, the idea of integrating entrepreneurship education into the curriculum is something that is not on their minds. According to one respondent from this faculty, even the recent curriculum review of undergraduate programmes did not take into account the issue of integrating entrepreneurship education into the curriculum.¹⁰¹ In most instances, they have only heard about this concept from the Business School in terms of the '*business view*'. However, with regard to their own discipline they should start thinking of business opportunities related to 'law';¹⁰² they should think about having a course in entrepreneurship for law students so that they are able to start their own law firms after graduation.

The data suggests that currently, within the School of Public Administration there is no integration of entrepreneurship education in their curriculum. It is thought that the knowledge and skills of entrepreneurship could be fused within other courses like Development Administration:

There is not any integration, but I think it can be mainstreamed within the course called Development Administration.¹⁰³

In the Faculty of Science and Technology the integration of entrepreneurship education has been featured in a programme tailored approach; it has been integrated differently in terms of the nature of the academic programmes. This is because there are different

⁹⁹ P 9: MUDP (BUSINESS).txt - 9:33 (99:110) (Super)Codes: [MU business school plan to play an advocacy role].

¹⁰⁰ Mzumbe University 2010/2011 Prospectus.

¹⁰¹ P 14: MUSL (LAW).txt - 14:8 (24:26) (Super)Codes: [No EE elements in MU Law curriculum review].

¹⁰² P 11: MUDP (LAW).txt - 11:8 (35:37) (Super)Codes: [EE never thought in law faculty].

¹⁰³ P 13: MUSL (PUBLIC ADMINISTRATION).txt - 13:12 (86:88) (Super) Codes: [No EE strategy at MU HRM department].

specialties in the ICT degree programme, such as ICT with Business and ICT with Management and Information Technology Systems. The ICT with Business programme is pure Computer Science for developing software and products, but the training encompasses additional business knowledge in order for students to be competent in providing solutions for ICT business problems. On the other hand, the ICT with Management is also mainly Computer Science with additional management knowledge and relevant to work in government where graduates are able to develop solutions to government administrative problems.¹⁰⁴ In this sense, the idea of integrating entrepreneurship education is based on the competence skills relevant to the special programmes.

Furthermore, in the same Faculty of Science and Technology there is a strategy for improving practical and professional skills within the whole faculty. In this strategy whose implementation involved the first year students of the 2011/2012 academic year students in this faculty are required to go for few months practical training during the first and the second year of study. In the third year, they spend the whole first semester in the field attachment. The idea is for them to see the practical side of their studies on the one hand and be exposed to the relevant industry on the other. As one respondent described;

A review has been done of the curriculum last year to impart more practical knowledge than theory. The first years are following the new curriculum which is focused more on industrial experience outside the university. Each year students have to go for two months practical training, between July and September... So, by that, we expect them to get creativity nature of applying the knowledge from the class to the market industries and get entrepreneurial ideas. But even the syllabus, itself, has some courses on how you can survive in the market; what competence they need to show; and what is required.¹⁰⁵

The practice of going into the field is partly expected to enhance the links and the cooperation between academia and industry which may result in a good complementary

¹⁰⁴ P 10: MUDP (ICT).txt - 10:26 (46:65) (Super)Codes: [MU ICT faculty introduce program tailored skills].

¹⁰⁵ P 10: MUDP (ICT).txt - 10:25 (30:46) (Super)Codes: [MU ICT faculty promote E through practical experience].

innovation between the two: industry may learn and apply the novel ideas of the university students and academia may acquire novel teaching and learning tactics while the dynamic business and administrative problems of industry may result in the brainstorming of an improved technology.

In terms of the above strategy, in the Faculty of Science and Technology the idea of integrating entrepreneurial skills is broad and tailor made to meet different graduates' needs. The strategies in this faculty are in line with some Mzumbe University strategic objectives that are aimed at responding to labour market demands. Being entrepreneurial in this sense goes beyond the business view and self-employment with a purpose to deliver graduates with competitive employment skills:

The strategic plan contributes to an increased supply of highly qualified critical, creative, innovative and problem-solving graduates who are needed to spur a knowledge and technology driven economy (MU¹⁰⁶ Strategic Plan 2012/13-2016/17: 62).

The Mzumbe University curriculum attempts to be competency-oriented to meet the needs of graduates as professional stakeholders as well as the professional consumers' needs who may be employers or consumers of software products and services. Entrepreneurial skills and competences are important to industry; to clients seeking skills, knowledge and solutions to problems; to employers of graduates and to citizens as the third level consumers of knowledge and skills (MU Strategic Plan, 2012/2013-2016/2017).

To summarize: the differences between the two universities with regard to the teaching and learning of entrepreneurship have been identified. Within the University of Dar es Salaam entrepreneurship education is offered more in terms of core courses in Business and Engineering. It is also included in the curriculum as optional/elective courses in other schools and colleges. This has largely been the response to entrepreneurship development policy initiatives as well as to the Entrepreneurship Centre. However, the availability of

¹⁰⁶ MU stands for Mzumbe University.

entrepreneurship courses is not evenly distributed because there are faculties/schools where it is not integrated despite the university's strategy to mainstream it across academic programmes.

Besides, the academic disciplines in which entrepreneurship is taught as a core course are either those attached to the Business School or to disciplines that are 'commercially-oriented', especially those related to technology. This implies that entrepreneurship is largely associated with business management. Incubator facilities are examples of noticeable strategies. These alignments within the university create a margin for entrepreneurship not to be well-integrated into other disciplines. In addition, it limits the pedagogical approach to entrepreneurship in its fusion with the curriculum as it is considered to be an add-on to the existing programme structures.

At Mzumbe University entrepreneurship is taught as a core course mainly in undergraduate and postgraduate programmes in the School of Business under 'entrepreneurship'. In all other programmes at the university entrepreneurship is not taught. The absence of policy may have created this vacuum. However, initiatives to promote an entrepreneurial culture in executing daily duties within the university are recognized.

It was recommended by one respondent from Mzumbe University that entrepreneurship programmes that currently exist in the Business School should continue to exist as a programme. That should not be confused with enhancing an entrepreneurial culture in university-wide programmes and activities as suggested in the following:

I think the idea of integrating entrepreneurship to be fused to the curriculum is more sustainable and integral model. I think we should leave entrepreneurship programmes to business, like the course that we have in entrepreneurship and development, and leave away entrepreneurship as having abilities, capacities of making things better. If you define entrepreneurship the way I have defined it, this means the techniques should not necessarily be the same... students should be entrepreneurial in all that they do, in their initiatives and in

public services, abilities to forecast, see opportunities ahead. We should talk of entrepreneurship in a broader thinking.¹⁰⁷

The implication is that entrepreneurial thinking has to be broadly planned so that knowledge, skills and opportunities that are acquired across disciplines and professions may be used to solve socio-economic and political problems. Albert Shapero in his chapter, *'The entrepreneurial event'*, highlights this view:

Values held by academics of a country are critical to any discussion of the elicitation of entrepreneurship in a modern society. It is in academia that the greatest socialization of a country's intellectuals occurs... Higher education has a tremendous leverage in affecting our environment. Institutions of higher education have a virtual monopoly on the preparation of professionals of all kinds. There are professional teachers and education administrators. There are professionals who influence public opinion and values of policy makers who then turn values into legislation. Then there are all of the potential technical entrepreneurs, the engineers and scientists, whose perceptions of entrepreneurship are most readily influenced during the time of their education (Shapero, 1984:31).

In this regard universities are believed to be the source for promoting a revolution in entrepreneurial thinking and strategies to the extent of influencing the national policy perspective and the entire society (Mwasalwiba, 2010).

At both universities the ambiguity in integrating entrepreneurship education across disciplines may be caused by the variation of skills that are perceived to be important by lecturers in different disciplines. Table 5.3 below indicates the variations of necessary skills as perceived by staff across academic units at both universities. An analysis of the table indicates that these skills are differently defined in different disciplines. However, there are common skills like communication, that are perceived to be important across disciplines and universities are aware of the kinds of skills that are important. A respondent from the University of Dar es Salaam revealed that;

¹⁰⁷ P 8: MUTM (VICE CHANCELOR).txt - 8:38 (169:183) (Super)Codes: [Broad incorporation of E across curricula].

We need more practical skills, better communication, better interpersonal skills, and if you don't wake up those by the way, the current world of market is going to suffer.¹⁰⁸

¹⁰⁸ P 22: UDTM (ACADEMIC).txt - 22:53 (398:401) (Super)Codes: [skills like communication, interpersonal and more practical skills are needed within universities].

Table 5. 3: Necessary Skills across Disciplines (Source: Interviews)

Lawyers	Human Resource Management	ICT Graduates	General Graduate Skills	Education Graduates
<ul style="list-style-type: none"> - Language skills - Presentation skills - Confidence skills - Writing skills - Reading skills¹⁰⁹ 	<ul style="list-style-type: none"> - Culture to learn - Computer skills - Public speaking skills - Communication skills - Analytical skills - Self-confidence - Human relations skills - Awareness in national and international politics - Ethics underlying political parties - Rules, regulations and laws of the country¹¹⁰ 	<ul style="list-style-type: none"> - Programming - Data base design and administration - Project planning - Software engineering¹¹¹ 	<ul style="list-style-type: none"> - Open minded - Self-employment - Business plan - Consultancy skills¹¹² - Practical skills - Communication¹¹³ skills - Interpersonal skills - Analytical skills - Discussion skills - Project management - Research skills 	<ul style="list-style-type: none"> - Communication skills - Assertiveness - Confidence - Self-expression competence - Guidance and counseling skills - Social skills - Research skills - Creative thinking - Aggressiveness¹¹⁴ - Pedagogical skills - Teaching subject matter content - Professionalism - Values and ethics expected of teachers - Commitment to work¹¹⁵

Source: Researcher's creation

¹⁰⁹ P 11: MUDP (LAW).txt - 11:12 (97:101) (Super) Codes: [Necessary skills for lawyers].

¹¹⁰ P 13: MUSL (PUBLIC ADMINISTRATION).txt - 13:14 (122:128) (Super) Codes: [Necessary HR Managers skills].

¹¹¹ P 16: MUSL (ICT).txt - 16:25 (299:302) (Super) Codes: [Necessary ICT skills].

¹¹² P 17: MUSL (DEVELOPMENT STUDIES).txt - 17:10 (147:155) (Super) Codes: [Necessary skills for graduates].

¹¹³ P 22: UDTM (ACADEMIC).txt - 22:53 (398:401) (Super) Codes: [skills like communication, interpersonal and more practical skills are needed within universities].

¹¹⁴ P 18: MUSL (EDUCATION).txt - 18:17 (151:160) (Super) Codes: [Necessary skills for teachers].

¹¹⁵ P 26: UDSL (EDUCATION).txt - 26:14 (170:177) (Super) Codes: [Necessary skills for teachers].

In the above table it can be seen that stakeholders in different academic units are aware of the range of skills thought to be important for graduate competency though the skills are not named as entrepreneurial skills. Some of the skills are considered to be important in specific disciplines while some are important for graduates in general. However, it shows that knowledge about the need for these skills is not necessarily connected to entrepreneurship. Thus, awareness creation is still crucial to enhance the link between entrepreneurial skills and the necessary skills for graduates.

To conclude, it can be argued that at both universities entrepreneurship education has been integrated in the form of courses in some programmes while it was not featured in others. The courses are named differently, with a main focus on Business Management. Self-employment is still believed to be the main outcome of those programmes. University policy on entrepreneurship has a strong influence in shaping the perceptions of university-wide stakeholders towards entrepreneurship education. Therefore, strategies for integrating entrepreneurship at the two universities may have been influenced by the presence or absence of entrepreneurship policy. Besides, university-wide strategic plans may play a role in institutionalizing entrepreneurship in various university activities.

There are many challenges related to entrepreneurship policy implementation and the institutionalization of entrepreneurial education initiatives at universities. The background of the university also influences the status and strategies for integrating entrepreneurship. Stakeholders' awareness creation of entrepreneurial knowledge in the form of necessary skills for graduates may be used as a resource to contextualize entrepreneurship initiatives. In this regard universities have a major role to promote a broad-based entrepreneurship education by motivating entrepreneurial undertakings across academic units. The details of the challenges that universities face in integrating entrepreneurship are given in the next section.

5.5 Conclusion

From the analysis of the data, it can be concluded that entrepreneurship education perspectives vary across disciplines and institutions. The data shows that multiple factors

influence this variation, such as the differences that exist among disciplines which are enhanced by disciplinary structures; the policy context with its early implementation initiatives at universities and the prevalent perception of entrepreneurship that stakeholders have in the form of projects from development partners. This variation in understanding entrepreneurship education across stakeholders results in ambiguity in the entrepreneurship education implementation strategies in a university-wide environment. In this regard universities are challenged in the way they can broadly execute entrepreneurial approaches across disciplines.

The analysis highlights the role of institutional forces in influencing entrepreneurial undertakings. This may be based on the presence or absence of a well-established entrepreneurship development policy. It may also be influenced by the age of the university which could determine its flexibility in terms of adjusting its role to a global and dynamic society. It can also be argued that individual initiatives among academic staff influence broad-based entrepreneurial strategies in terms of their experiences, personalities and exposure.

From this study it may also be argued that the difficulties of implementing a broad-based entrepreneurship education at universities lie in the lack of coherence between institutional and labour market forces. Besides, ambiguity in the understanding of the concept 'entrepreneurship education' creates a contradiction in embedding it across the university.

Chapter 5 has set out the findings of the study with regard to understanding and implementing entrepreneurship education across disciplines. The impact of national and university policies on entrepreneurship education development have been described and a lack of coherence between national and university strategies in the implementation of entrepreneurship education was revealed. In Chapter 6 an analysis of the findings is given in discussing the feasibility and desirability of entrepreneurship education within the selected universities.

CHAPTER 6: DISCUSSION

6.1 Introduction

An analysis of the findings thus far has revealed that entrepreneurship education is not well-integrated within university-wide curricula structures. Universities have adapted the concept, ‘entrepreneurship education’, due to the pressures of labour market dynamics, competition amongst different universities regarding their output and the influence of donor agency projects, as well as the influence of government policy which is geared to promoting skills development and job creation. However, because of the complex nature of university structures and variations in perception of ‘entrepreneurship education’ as a concept, its desirability and feasibility at universities is still debatable. Amongst other factors, its desirability and feasibility has been influenced by boundaries that surround disciplines as well as boundaries between academic and labour market knowledge.

Before proceeding with the analysis, it should be noted that the varied perceptions of the concept ‘entrepreneurship’ suggest that stakeholders perceived it to be interchangeable with the concept, ‘entrepreneurship education’, in terms of skills and attitudes. In the form of skills, entrepreneurship education was perceived as reflecting business, employment/self-employment and practical as well as innovative skills and knowledge that could be imparted to students.

In the context of the institution, I think entrepreneurship means, enabling people to become... you know... acquire some skills that will help them to be self-reliant; to be innovative; and to undertake their own activities that will end up making them surviving in their lives.¹¹⁶

Contrary to that, with regard to attitudes, entrepreneurship education is based on building an entrepreneurship culture and behaviour and creating a general awareness among stakeholders.

¹¹⁶ P 26: UDSL (EDUCATION).txt - 26:5 (50:55) (Super)Codes: [EE as enabling people to acquire self-reliant skills].

Entrepreneurship education refers to education that imparts creative thinking among people so that they can develop/initiate some activities that can be projects or whatever that can support their lives, make them self-employed and employ others.¹¹⁷

To summarise, the varied perceptions of entrepreneurship as a concept were related to the concept of entrepreneurship education through the ‘*education*’ aspect. Given the fact that education is a process of passing knowledge, skills and values by means of generation, all the perceptions of entrepreneurship were related to the education aspect as shown in the following table (6.1).

Table 6. 1: Entrepreneurship vs Entrepreneurship Education

Entrepreneurship as:	Entrepreneurship Education as:
Business	Imparting business skills and attitudes
Self-employment	Enhancing attitudes and skills towards self-employment
Innovation	Promoting innovative skills and attitudes
Personality trait	Building entrepreneurship culture in individuals who are not born entrepreneurs.

Source: Researcher’s creation

In some instances there has been an overlap in the use of the two concepts as well as in the interchangeable use of concepts such as skills, competences, capacities and even attitudes, referring to the dimensions of entrepreneurial ability.

The aim of this chapter is to scrutinize the desirability and feasibility of entrepreneurship education and to reveal the challenges and/or factors that hinder or support entrepreneurship education. The role of policy in influencing entrepreneurship education initiatives will also be highlighted.

6.2 The Feasibility of Entrepreneurship Education at Universities in Tanzania

The implementation of entrepreneurship education has faced some challenges at universities and thus made the study less feasible within the curriculum. This section examines those challenges as exposed at both universities. These challenges are the result

¹¹⁷ P 18: MUSL (EDUCATION).txt - 18:5 (50:54) (Super)Codes: [EE as imparting creative skills]

of the personal behaviour of stake-holders, institutional factors and a lack of collaboration between stake-holders.

The lack of cooperation between departments is a major factor that hinders university-wide entrepreneurship education. Stake-holders in different academic units are sometimes fairly rigid in their ability to think beyond or out of their disciplines. One respondent described disciplines as ‘*shelves*’¹¹⁸ on which staff members have been isolated to the extent that their broader knowledge is limited because of being shared among colleagues and their departments. The inflexibility of staff across disciplines results in limits that Dillan (2008) refers to as lack of ‘*stronger boundaries*’ between them and creates disciplinary ‘*tensions*’ rather than utilizing knowledge opportunities across boundaries.

This is in line with Krishnan’s argument in his paper: “*What are academic disciplines?*” in which he maintains:

The new inter-disciplinarians sometimes point at the problem that academic work generally happens within narrow and possibly arbitrary or artificial disciplinary boundaries, which sometimes prevents academics seeing the close connections of different phenomena and also different disciplines (Krishnan, 2009:4).

The literature also indicates that disciplines can make professionals respond differently to phenomena, depending on their perspective and the level at which that they scrutinize the respective discipline (Trowler, 2012). This implies that while universities employ many professionals with multiple skills, the use of these experts in enhancing entrepreneurial skills is still vague. In the opinion of a lecturer in Education:

I really think that entrepreneurship is not our business here because we are producing teachers not business people. I think that is also not the concern of all other non-business courses, like Engineering, Geography. You will find that it is not their concern.¹¹⁹

¹¹⁸ P 15: MUSL (ICT)2...txt - 15:26 (304:307) (Super)Codes: [Cross departments cooperation].

¹¹⁹ P 26: UDSL (EDUCATION).txt - 26:11 (129:134) (Super) Codes: [Entrepreneurship is not of concern to non-business faculties].

In the context of the broad meaning of entrepreneurship education and its incorporation in a university-wide environment, there is largely a need for complementary efforts of expertise across departments. This cooperation would assist academics in influencing an understanding and application of entrepreneurship in their fields of study (Herrmann, 2008). Skills such as communication, numeracy and problem-solving, high-tech and management among others are available in one or another department at a university. But the question remains; *how can knowledge in disciplines complement one another other in value creation?* This is still a challenge with regard to cross-disciplinary work as it requires a ‘cross-breed language’ that can offer common elements to allow for the transferability of knowledge between disciplines (Dillan, 2008).

A weak link between the universities and industry and/or employers is another challenge that impedes the effective integration of entrepreneurship education at universities. This is due to the fact that enhancing entrepreneurial skills and synergy between the two systems is important because what is taught at the universities may differ from the knowledge needed in the workplace (Garraway, 2010). In terms of the lecturers’ perspective, stakeholders from industry have been reluctant to collaborate with them. Universities have tried to establish links by establishing forums, but the attendance of industry/employers has in many instances been poor. One lecturer from Mzumbe University reported:

There was an intention to bring about the collaboration between universities or institutions of higher learning and industries. Initially we tried ourselves to call the stakeholder’s forum when we needed to review our curriculum, but these people in the industries don’t seem to appreciate this linkage. Again the Tanzania Private Sector Foundation (TPSF) tried to organize a forum for the second time; again universities turned up, but the industry didn’t. So the linkages are not working alright.¹²⁰

This indicates that the connection between the two important stakeholders is neither well-established nor functional. While employers complain about graduates not being

¹²⁰ P 9: MUDP (BUSINESS).txt - 9:28 (153:168) (Super)Codes: [Weak link between universities and industries].

entrepreneurial, universities maintain that they are centres for broad analytical skills which are sufficient to enable graduates to cope with dynamic labour market challenges. Therefore, there is a gap in knowledge in terms of what skills are needed and who is to enhance those skills. A respondent from the University of Dar es Salaam argued:

I have to say most employers are less concerned about entrepreneurial skills; they are more concerned about the lack of practical and part of it is misguided, on their part, because no university education is trained to be a competent professional, because universities train graduates for a range of jobs. Even if you were a mechanical engineer, you are not going to be a mechanical engineering for car manufacturing, you can be an engineer for water, and the role of the employer is to customize you in theory and practice to fit you completely into a particular enterprise. You have to induct somebody, it is a problem.¹²¹

While practical skills are necessary for graduates, the ineffectiveness of field attachment is still a huge challenge that hinders entrepreneurial skills in graduates' professional development. In the meantime, at both universities students have to organize their placements; specific departments within universities are sometimes unaware of the relevance of the placement of specific students. It has been revealed that the efficiency of field-practice is elusive amongst lecturers and students. There are not yet effective mechanisms to organize practical training on the university's side. A lecturer from the University of Dar es Salaam pointed out:

...But what I don't like is the way this field practice is organized; departments are not involved in identifying the placements where the students are going. So there is no link between the discipline where the student belongs and the organization where the student will go for their practical training. Through this, we miss a link between the specific discipline and the industry. So this becomes difficult for history students to know where their knowledge will be applied after graduation. It does not matter whether the skills are applicable or not. Sometimes students look for opportunities where there is money and

¹²¹ P 22: UDTM (ACADEMIC).txt - 22:59 (378:390) (Super)Codes: [Employers role to graduate's competence].

thus practical training is not really targeting to cement the discipline to enhance the practice of the knowledge.¹²²

A lack of information about the necessary entrepreneurial skills needed in the labour market also poses a huge challenge to the universities and to government. It limits the feasibility of entrepreneurship education because there is a gap in the information about the required skills and the emerging technology. Universities are left without clear directives about the kinds of skills that are needed in the labour market. There is currently no accurate information about relevant employment skills in Tanzania. Even that which is now known represents general groups like youths and is based on international labour surveys:

I think you know that data is an issue in Tanzania; because the process of that needs a lot of resources, so we are trying our level best, but the challenges is the resources, the data which we are using is that of 2006. So another labour market survey it was supposed to be done this year.¹²³

The lack of effective implementation of entrepreneurship education strategies is another challenge. In this case, it has been seen that courses related to entrepreneurship education in different programmes, like Education are featured in the curriculum but they are not really taught. This indicates a gap between policy and practice. An example can be taken from the University of Dar es Salaam's School of Education in which a course related to entrepreneurship education is not taught but it is featured in the curriculum.¹²⁴

We had that subject/course entrepreneurship education in the past years, but currently we don't have it, although it is in the curriculum, it is not taught. It was meant to help teachers have a knowledge related to entrepreneurship, like how to be entrepreneurial in education and how to invest in education projects, etc. But now it is

¹²² P 39: UDDP (SOCIAL SCIENCES).txt - 39:18 (231:247) (Super) Codes: [Miss-link between departments and relevant industry/organizations].

¹²³ P 2: GMA1 (MOL-PLANNING).txt - 2:15 (106:110) (Super)Codes: [No employment records at the ministry of labour].

¹²⁴ Note: Entrepreneurship-related courses are taught by Dar es Salaam University's College of Education (A constituent college of the University of Dar es Salaam which was not part of the sampling population).

not taught. I do not know why; that course was in the Department of Education foundation, so the way they defined it or categorized it ended up lost somewhere. I think it was supposed to be taught in policy, planning and administration because that department is also offering other courses related to business issues, like project planning, policy and administration, Thus, since I started teaching here for the past five years, I have never seen it being taught.¹²⁵

Another challenge is that lecturers are not changing the pedagogies. This is contrary to the development of entrepreneurship education. While national policies encourage a review of curricula to reflect new labour market realities, the data has revealed that the response among lecturers is not significant. Besides that, the curriculum review process at universities is not effective enough to reflect the professional development of a specific discipline.

In reviews we just add a few components to the existing syllabi. I think sometimes the need should not be just to add something, because if you go to the market economy, a lot of new things are coming out... We have to bring something new.¹²⁶

The morale and innovative capacities of lecturers who are involved in the curriculum review process can be of great importance in ensuring that important skills are included in the review.¹²⁷ This also depends on their perception of entrepreneurship education as well as experiences which can be enhanced by the university.

The problem is how much have we been exposed to these new things? ... In terms of issues of new experiences; mixing with other people; knowing what others are doing, it is a problem also. Conferences, for instance, how much have we been supported to go to conferences to be exposed to other people?¹²⁸

However, motivation to innovation is partly a personal behaviour, especially when there is an ineffective follow-up mechanism from top management. That is why, in a similar

¹²⁵ P 26: UDSL (EDUCATION).txt - 26:9 (98:125) (Super) Codes: [No EE related course in education].

¹²⁶ P 14: MUSL (LAW).txt - 14:23 (143:147) (Super) Codes: [In exhaustive curriculum review].

¹²⁷ P 14: MUSL (LAW).txt - 14:25 (159:162) (Super) Codes: [Innovation reluctance among lecturers].

¹²⁸ P 14: MUSL (LAW).txt - 14:26 (162:166) (Super) Codes: [Lecturers' exposure].

organization, different staff members may behave differently but while using the same resources. As Biggs (1989:22) points out:

Some teachers are able to bring about high quality student learning while working within the same institutional constraints as other teachers who were unable to involve their students in effective learning.

In this regard there may be entrepreneurial lecturers who believe in bringing new ideas and practices to their daily teaching. It may also happen that some lecturers are aware of the importance of incorporating entrepreneurial education in the curriculum, but they are reluctant to do so and thus make it unfeasible within the curriculum. Due to some other institutional factors these lecturers may continue with ‘*business as usual*’ practice in teaching. One of the selected lecturers suggested:

Skills are inside someone’s mind; if he wishes to give it to someone else he will, if he doesn’t, he will not. I may wish to teach something very current which is very urgent and emerging but I do not have much knowledge of it that means I have to read and search for material. Then I may ask myself: “Why should I?” while the syllabus is there. You just go on how according to the syllabus. ¹²⁹

Therefore, a continuous sensitization of lecturers is much needed to change their mindset about employing entrepreneurial teaching approaches. ¹³⁰

A further major hindrance is the contradiction regarding the university’s role in enhancing professional and entrepreneurial skills for a knowledge economy. In some instances, building hands-on skills and the general enhancement of graduates’ professional competence is not seen as the responsibility of the university. In addition, practical skills have been perceived as more important to the lower level vocational and technical colleges. Two respondents from the University of Dar es Salaam argued as follows:

¹²⁹ P 14: MUSL (LAW).txt - 14:30 (208:214) (Super) Codes: [Lecturer’s motivation to innovative pedagogy].

¹³⁰ P 16: MUSL (ICT).txt - 16:31 (360:361) (Super) Codes: [Continuous sensitization on entrepreneurial teaching approaches].

In an institution like this one of course, we're supposed to provide knowledge and analytical skills, we are not a technical college, and nevertheless we can have some practical aspects in the teaching and learning.¹³¹

The integration of entrepreneurship education is, somehow, easier in the middle level of education not the tertiary level because the purpose of a university education is to train people to be analytical and be able to respond to all the dynamism in their sectors.¹³²

Lack of cooperation in terms of the roles of different stake-holders with regard to imparting various skills to graduates is reflected in a University of Dar es Salaam's Tracer study (2004). Among the recommendation in the tracer study are:

The university should institutionalize the concept and training in entrepreneurship in order to equip students with entrepreneurship skills and possibilities of creativity and innovativeness in their post-graduation working life. It was however observed and agreed that universities do not and cannot provide professional training for a specific occupation. This is the task of the employer or end-user who knows the range of specific activities and schedules of work awaiting an employee. It is a task of the employer/end-user to provide the kind of occupation-specific exposure and skills. Employers and other end-users should, therefore be called upon to provide the graduates not only with induction courses but also with large in-service training opportunities to enable them to grow into 'professionals'. Universities can never make the graduates professional; employers can and should (Mkude & Ishumi, 2004:318).

The above quotation implies that there is lack of cooperation in terms of responsibilities of various stake-holders, like universities and employers. This may be caused by the boundaries that exist between academic institutions and employers on the one hand and the variations in skill requirements of different employers even among similar employers with a different nature of activity/industry on the other (Mkude & Ishumi, 2004).

¹³¹ P 27: UDSL (DEVELOPMENT STUDIES.txt - 27:28 (103:106) (Super) Codes: [E in university VS other levels].

¹³² P 25: UDSL (EDUCATION2).txt - 25:19 (134:138) (Super) Codes: [E in middle VS tertiary level].

Another challenge is the strong association between entrepreneurship and business which is influenced by development partners in business schools and government directives in their policy statements. That influences the business creation and/or self-employment perspective of entrepreneurship education. The link between entrepreneurship and business is also guided by the trend in entrepreneurship education research which shows that it has been a common programme in Business and Applied Sciences like engineering in other countries, for example the United States (Kuratko, 2004).

The dominance of entrepreneurship education in Business and Engineering was also apparent at the University of Dar es Salaam as discussed in Chapter 5. Therefore, the disciplines which are not associated with business or self-employment appear to be outside the '*entrepreneurship education box*'. This perception limits the integration of entrepreneurial strategies into these disciplines. This is what Gibb called '*The Business Model*' which is basically that in which entrepreneurship courses are taught, mostly, in a business context. According to Gibb:

Most entrepreneurship courses are focused upon business and business concepts, even when they are applied to non-business situations, for example medical practitioners, schools, health services, social and community services and even local government. It is generally business principles that are taught. (2006:15).

In response to the awareness of entrepreneurship policy, one respondent from Mzumbe University said:

... I am not aware with entrepreneurship policy. I am not so much interested in entrepreneurship education issues, so I do not know, maybe that thing you can ask those who are doing entrepreneurship, myself I did ICT, so if you ask me about ICT or the government's strategy on empowering people in ICT, I will say: 'yes', but my own understanding of entrepreneurship, I see it in the top layer, it is not deep. I am an ICT person. ¹³³

¹³³ P 16: MUSL (ICT).txt - 16:34 (71:77) (Super) Codes: [E perceived not a concern to non-business disciplines].

It seems therefore that, the integration of broad-based entrepreneurship education in a university-wide context and in cross-disciplinary structures is not an ‘*overnight*’ process, but rather a continuous process which needs time as well as relevant, tailored approaches. There is also a need to cross the boundaries of disciplines and stakeholders so that entrepreneurial knowledge and skills can be fused in the curriculum. This may help to embed it in academic and other activities throughout the university.

Apart from the fact that entrepreneurship education has been taken on by business schools while the non-business disciplines have been less integrated, the role of business schools in the promotion of the entrepreneurship concept in the form of programmes and courses cannot be ignored. The business schools, however, have been faced with challenges in terms of course content, objectives and impact indicators. A recent study in which 10 Tanzanian graduate entrepreneurs were interviewed maintains that there are challenges regarding the relevance of entrepreneurship programmes at universities. The graduates who were interviewed reported that the knowledge and skills they had acquired in the entrepreneurship programmes had not prepared them for the Tanzanian context of business practice. They have been confronted with problems regarding start-up capital, taxes and vague government interventions in favour of their start-up business ventures (Mwasalwiba, Dahles & Wakkee, 2012).

The failure of the entrepreneurship programme may have been caused by inexhaustive course content (Sabokwigina, 2008) and a teaching approach which focused on lectures (Mwasalwiba, 2012; Sabokwigina, 2008; Jota, 2010).

A narrow perception of entrepreneurship education is another major challenge that hinders its integration at universities.¹³⁴ Initial entrepreneurship education initiatives based in business schools may have influenced university-wide and broad entrepreneurial strategies. This is in line with Gibb (2006) who is of the opinion that the perception of entrepreneurship education in the non-business contexts and/or disciplines is largely

¹³⁴. P 26: UDSL (EDUCATION).txt - 26:19 (215:222) (Super)Codes: [Narrow perception of E].

undermined by the dominant paradigm of Business Management and/or ‘commercial’ features.

However, the data shows that there are entrepreneurial ideas and activities which are undertaken at universities, but not under the name ‘*entrepreneurship*’. This is similar to the literature where universities are documented to have been involved in various entrepreneurial activities, but these have not been labeled ‘entrepreneurial’. The great challenge that remains is to link those undertakings and entrepreneurship development within the institution as a whole (Gibb, 2012). In this sense awareness creation is still essential in order to promote the broad meaning of entrepreneurship education which can be accommodated in a multi-disciplinary curriculum.

A lack of resources has hampered some entrepreneurial initiatives from being integrated into the curriculum. One respondent from the Geography Department at the University of Dar es Salaam expressed his desire to equip students with, and expose them to, practical skills in the use and application of GIS¹³⁵, but he was unmotivated because he was forced to teach it in a more theoretical rather than in a practical way:

There is no doubt that a student can finish up the GIS course without touching a mouse and click the map on the computer.¹³⁶

The increasing number of students also poses a great challenge to the ability to impart important entrepreneurial skills as required by students. The large number of students at universities does not match the teaching and learning resources. There are times that a course demands that a lecturer should have small groups of students for discussions, presentations and fieldwork. All these activities are very important for a graduate’s competence and professional capacity. The data concludes that this is not the case at universities in Tanzania. A respondent from the University of Dar es Salaam supported this conclusion by saying:

¹³⁵ The Geographical Information System (GIS) is a system used to manipulate, analyse, store and present geographical data. It can create spatial areas digitally.

¹³⁶ P 39: UDDP (SOCIAL SCIENCES).txt - 39:9 (107:111) (Super)Codes: [Limited teaching and learning facilities].

There is the possibility nowadays that a student may complete a degree programme without having a chance of standing before the class, present and argue and respond to questions from colleagues. This is very dangerous. Presentations encourage students to read because they are afraid of questions. Nowadays students do not read and we do not send them into the field. Subjects, like Bio-Geography, need field work in small groups of students. There is increasing number of students without increasing accompanied resources.¹³⁷

Therefore, the absence of opportunities for students to present, discuss and interact in small groups limits the development of skills like communication and networking as well as experiential knowledge which is very important for entrepreneurial endeavour (Gibb, 2006).

Moreover, the data confirms that there is a prevalence of rote learning at universities in Tanzania. This practice is one of the big challenges which face universities. If by entrepreneurial education we mean enhancing professional skills, then its incorporation will encourage the acquisition of problem-solving skills by means of application-oriented assignments and examinations, encouraging students to think critically rather than to merely memorize. While entrepreneurial capacity requires active engagement, strong emotional intelligence and an ability to develop entrepreneurial organization (Gibb 2006), this research recognizes that some employers complain about the inactiveness of graduates in the work place. Lecturers also complain about the diminishing spirit of effective learning amongst university students:

Some of the alleged competences employers complain are that our young people don't want to learn. In class they don't want to learn; they just want to pass and go... We should promote these young people even the government is worried about this, that's why it is thinking of introducing national service. It's something you can't just ignore.¹³⁸

¹³⁷ P 39: UDDP (SOCIAL SCIENCES).txt - 39:10 (111:118) (Super) Codes: [class size limits important skills like practical and confidence].

¹³⁸ P 22: UDTM (ACADEMIC).txt - 22:55 (405:412) (Super)Codes: [Low morale to learn featured among students].

This trend of not thinking about the knowledge behind the discipline or the professional expertise needed is prevalent among students today regardless of the value of the course or module for their professional competence. That is why the Faculty of Science and Technology at Mzumbe University has decided to make all semester courses core courses in order to force students to learn them:

We have IT project management...All the semester courses are core...It is a core course because when you say optional, the students do not take it seriously and they will not opt for it because they want more credits. So even if it is an important course they will not take it because they want to go for more credits. Joining the university to learn and understand the discipline is out of their minds, they just want to pass. They just want to get a degree and go, what they will do with their degree is a second business.¹³⁹

However, more research is needed on the views of the students as this type of comment only emanates from lecturers, some government officials and agencies.

It implies that less research is being done with regard to labour market skills.¹⁴⁰ This is influenced in part by history especially the nationalization process which created many jobs when there were very few universities. It can be concluded that history has worked against the necessity of being competitive in employment, because the majority of graduates found jobs after graduation:

Education for self-reliance, for example, was discarded after independence. When people started to think that they have independence and everything is nationalized therefore they sat down and waited for jobs and jobs were there for them.¹⁴¹

Entrepreneurial skills are very important given the fact that the number of universities is increasing. This is different to the time when we graduated in those years, we were found by different organizations, you just choose among the best choice, it can be four

¹³⁹ P 15: MUSL (ICT)2.txt - 15:30 (175:194) (Super)Codes: [student motivation to learn].

¹⁴⁰ P 4: GMA3 (ILO)...txt - 4:54 (283:285) (Super)Codes: [Ineffective labour market research].

¹⁴¹ P 25: UDSL (EDUCATION2).txt - 25:16 (122:127) (Super) Codes: [Nationalization created jobs].

different posts for you to choose, so employment was guaranteed by the government.¹⁴²

In this sense, there was less need for research into necessary skills because the majority of graduates were absorbed into the market. Therefore in this age of an increasing number of graduates, it is becoming a challenge because appropriate information from the labour market is very important in enhancing the role of education to respond to the dynamic demands of the labour market (ILO, 2012).

A lack of information about required competences is also caused by infrequent tracer studies carried out by universities. It becomes difficult for universities to tailor the pedagogies according to the current status of their graduates. Ishumi and Mkude (2004) maintain that tracer studies are very important for providing feedback on the quality, relevance and competitiveness of university products. While at the University of Dar es Salaam the latest tracer study was conducted in 2004 (Ishumi & Mkude, 2004), Mzumbe university is planning to conduct its first tracer study only in 2016 (Mzumbe University, 2011).

The socio-economic and political history of Tanzania in an era of socialism also had an impact on entrepreneurial activity. At the onset of socialism individual business growth was associated with capitalism, which was reflected in the education system (Nyerere, 1968).

In Tanzanian history few years after independence, therefore, the education system was geared to promoting socialist ideas. Some of these elements still remain in the minds of policy makers and university instructors. It was argued by one respondent from the University of Dar es Salaam that in various meetings, such as the Senate, there has been a resistance to the incorporation of entrepreneurship in curricula across the university. The question, therefore, remains: *“How do we address this cultural issue and change their*

¹⁴² P 36: UDDP (ICT).txt - 36:6 (74:85) (Super)Codes: [Importance of E to employment creation].

*mindset?*¹⁴³ These political and social factors have influenced the development of entrepreneurship education in Tanzania and they may have had an impact on the way stake-holders perceive and carry out this type of education.

Universities in general and public universities in particular, do not exist in a vacuum. Other factors are influential, such as the country's economy and other regional as well global integration forces (Cloette *et al.*, 2011). A further question that remains to be answered is: "*What is the role of the state in public resources allocation and future strategic plans?*"

In the Tanzanian context, these factors may result in an environment which is not conducive for investment in the country; which limits startup capital; which produces poor tax procedures; and which is responsible for poor technology (Mwasalwiba, Dahles & Wakkee, 2012).

To summarize, there are many factors that hinder the effective integration of entrepreneurship education within Tanzania's universities. While some of these are institutional, others are a result of the stakeholder's perceptions of entrepreneurship strategies across their disciplines. The policy context impacts upon the perceptions and the implementation strategies. In addition, the information gap regarding graduate experiences in the labour market is still a huge problem which needs to be addressed. This can be strengthened by efficient and timely tracer studies across disciplines which may help government to up-date all relevant statistics. Therefore, efficient collaboration between universities, government departments and the private sector is still very important.

¹⁴³ P 20: UDTM (VICE CHANCELOR).txt - 20:14 (142:143) (Super) Codes: [Complexity in building E culture].

6.3 The Desirability of Entrepreneurship Education at Institutions in Tanzania

While certain factors have resulted in the poor perception of the feasibility of entrepreneurship education, others have played a major role in influencing its desirability within the selected institutions. These factors have evolved differently in different universities, depending mainly on the links that the selected universities have with external stakeholders and the individual differences in their propensity to act upon entrepreneurial undertakings.

At the University of Dar es Salaam, the desirability of entrepreneurship education has been primarily influenced by the Institutional Transformation Programme (ITP), the role of development partners/donors and the influence of national development programmes and policies.

The University of Dar es Salaam Institutional Transformation Programme was initially implemented as a response to societal and global challenges, and followed the university's first strategic plan in 1994. Amongst other objectives of the ITP, strategic objective number four was: *“improved quality and relevance of teaching and learning.”* Others included the aim of increasing the proportion of students who obtained employment or who were self-employed, one year after graduation by means of tracer studies (University of Dar es Salaam, 2004). Among the achievements was the creation of the Entrepreneurship Development Centre; the introduction of entrepreneurship courses in the Faculty of Engineering and the expectation of extending these courses to all programmes. Communication skills were also introduced to all students (University of Dar es Salaam, 2004). The development of these was in response to the unemployment problem among university graduates as reflected in the five year rolling strategic plan for 2002/2003-2006/2007:

UDSM needs to continue to enhance efforts to prepare its graduates to become more versatile and entrepreneurial and become effective job creators as opposed to job seekers. The increasingly job-competitive and dynamic labour market demands people who can

adjust easily to the fast changing environment; learn to acquire new skills; and handle multi-disciplinary problems, issues and challenges (UDSM, 2002:13).

Various academic units were encouraged to incorporate additional changes including computer skills and entrepreneurship skills in the form of add-on courses within the curriculum (UDSM, 2005).

These institutional efforts to equip students with different kinds of skills in terms of employability have, via the promotion of entrepreneurship education at the University of Dar es Salaam, been very supportive. While the entrepreneurship development policy and the establishment of the Entrepreneurship Centre were responsible for institutionalizing the entrepreneurship education concept in the University of Dar es Salaam's organizational structure and in the curriculum, its development occurred largely within the university's Business School and the Faculty of Engineering and to a lesser extent in the other faculties, schools and colleges:

As a university, we have a university entrepreneurship development policy. Apart from the policy we also have the University of Dar es Salaam Entrepreneurship Centre which has a series of courses in entrepreneurship development, like Project Management in Engineering and Technology.¹⁴⁴

Despite the fact that the main content of entrepreneurship courses taught in some faculties is oriented to Business Management, these add-on courses have informed the various faculties about the significance of entrepreneurship as a concept. The continuous creation of awareness and the implementation of the proper entrepreneurship education model may lead the way to its broader conception and implementation.

Certain other initiatives, especially those from the Entrepreneurship Centre such as staff capacity development, also contributed to entrepreneurship education development because these members of staff were prepared to teach the relevant courses to students and to other staff members by means of the "Training of Trainers" (ToTs). The following

¹⁴⁴ P 22: UDTM (ACADEMIC).txt - 22:8 (73:74) (Super) Codes: [UDSM EE policy].

table, Table 6.2, reflects the distribution of ToTs that have been conducted across faculties at the University of Dar es Salaam.

Table 6. 2: Distribution of Entrepreneurship ToTs Provided by the University of Dar es Salaam Entrepreneurship Centre (UDEC).

FACULTY/ COLLEGE	Entrepreneurship Awareness	Enterprising Teaching- Learning Methods	Business Planning	Total
Commerce and Management	17	19	28	46
Faculty of Science	1	1	1	3
Faculty of Law	0	1	1	2
Faculty of Arts and Social Sciences	0	6	0	6
Institute of Development Studies	3	4	0	7
FAST		1		1
Institute of Resource Assessment	0	0	0	
Faculty of Science and Technology	0	0		2
Faculty of Education		2		
Sub- Total	18	36	30	67
Total				151

(Source: Adapted from UDEC Report, 2008: 2)

Apart from the fact that entrepreneurship education in the form of ToTs was not usually offered across faculties, and giving consideration to the ToT's course content, a good number of staff members have been trained by faculties such as Commerce and Management, which is currently a business school. These ToTs have been crucial to increasing awareness of entrepreneurship education.

Incubator facilities¹⁴⁵ developed at the University of Dar es Salaam have also influenced the desirability of entrepreneurship education for students and across disciplines. This is because the incubators enhance multiple skills and benefits for different stakeholders,

¹⁴⁵ Incubators are facilities established and linked to universities to give graduates and sometimes students who are ready to start businesses the opportunity to establish firms smoothly. Through the linkage with their universities and supervisors, they benefit from the knowledge base and equipment available at their universities. They also have access to shared secretarial, consultant and other services, which are often available in the incubation facility... The incubators are often used as a springboard for commercialising some of the innovations developed by students or university R&D institutions (UDEC, 2008: 12).

including students, lecturers, industry and the entire society as a consumer of knowledge, products and services. Interestingly, incubators result in networks being established between disciplines and faculties because they involve staff from the Business School and the Applied Sciences colleges, like Engineering and Information and Communication Technology:

UDEC has initiated and secured funds from NUFFIC to set up a business incubator which will initially support graduates interested in setting up businesses which provide services (training, consultancy, counselling, etc.) to small and medium enterprises (UDEC, 2008: 7).

To summarise, initiatives for entrepreneurship development at the University of Dar es Salaam have initially to a large extent been supported by the Institutional Transformation Programme in its corporate strategy of encouraging the university to respond to the dynamic demands of society. Its implementation within the university has also been reinforced by development partners and/or donors mostly in the form of projects. Examples of these may be found in different faculties and colleges in the university, as seen in the following two quotations:

From 1999, the Faculty of Commerce and Management in collaboration with Twente School of Management, University of Twente, in the Netherlands, been implementing a project whose focus is on entrepreneurship development titled “FAME” (for Future-oriented Action on Management and Entrepreneurship). The project comprises postgraduate training on entrepreneurship, short courses, study visits, market studies and establishment of an Entrepreneurship Centre (EC). All these activities are designed to build human, physical and organisational capacity for the Entrepreneurship Centre (UDSM, 2001: 6).

Again, the best example from our College of Engineering which got some funds: from finish value addition agricultural production, some people were working on solar drying of fruit; we have a lot of fruit, so we developed a technology to dry fruit.¹⁴⁶

¹⁴⁶ UDTM (ACADEMIC).txt - 22:21 (137:142) (Super) Codes: [UDSM, College of Engineering solar programmes].

Mzumbe University experienced a similar scenario in terms of donor support for entrepreneurship education development. Some strategies, such as those taking the form of projects based mainly in the Business School have been initiated and implemented to enhance entrepreneurship education development. Examples include the NICHE¹⁴⁷ Project carried out in collaboration with the Tanzania Commission for Universities and Iringa University College as described by a respondent from the Mzumbe University's Business School:

We have some plans in the school but they are ...we have a project that we are going to implement together with the Tanzania Commission for Universities. We want to come up with a more defined curriculum for entrepreneurship that can be used as a benchmark for other universities in the country. But in the project we are thinking of a very practical oriented approach; we are going to have laboratory - what we call a skills lab which will impart practical skills to business students. We call it an entrepreneurship lab or commerce lab, but that is the idea. It has already started; we have started with some preliminary issues, like we are sending two people to the Netherlands to study how to train students on soft skills, interactive skills, presentation skills, etc. And we are also sending two people for PhDs just to support this move, in this direction.¹⁴⁸

Apart from the collaborative project mentioned above, there are a number of factors at Mzumbe University which are believed to be supportive of the development of entrepreneurship education at the university. These include the necessary capacity in terms of staff development and the availability of entrepreneurship related research. Other kinds of entrepreneurship research have been supported by the TAN 058 Project under NORAD¹⁴⁹. There is a cluster of entrepreneurship research in which various members of staff at Mzumbe University have been supported. According to the Mzumbe University Annual Report for the 2007/2008 academic year, there are several titles of entrepreneurship research papers written by different staff members. This was confirmed by a member of the university's staff:

¹⁴⁷ Netherland Initiative for Capacity Building in Higher Education.

¹⁴⁸ P 9: MUDP (BUSINESS).txt - 9:6 (28:36) (Super) Codes: [MU E project with TCU].

¹⁴⁹ Norwegian Agency for Development.

Now I think we have the capacity, there are many candidates who are taking their PhD in entrepreneurship, so I think the opportunity is there. I also think that we have a lot of entrepreneurship literature; we have a cluster of entrepreneurship research under TAN 058; they have cluster on entrepreneurship.¹⁵⁰

Mzumbe University's current strategic plan also offers supportive strategic objectives for the desirability of entrepreneurship education. In its third strategic plan of 2012/13-2016/17, it has stipulated that graduates should demonstrate a range of professional skills necessary for their employability as '*first level beneficiaries*' as well as for the entire society as outlined in the strategic objective A1 that "*Mzumbe University graduates have relevant expected market competences for employability by June 2017*" (SP3¹⁵¹: 32). This has implications for the broad based entrepreneurial education which may serve graduates in all forms of employment.

The implementation of the Open Performance, Review and Appraisal System (OPRAS) influences the entrepreneurial activities of all relevant stakeholders at and outside Mzumbe University. Effective implementation of OPRAS is expected to enhance the performance of activities within the university and concomitantly enhance the efficiency of services. OPRAS is perceived to be a kind of entrepreneurship as revealed by one top official of the university:

I am glad that you have mentioned about OPRAS. To me, in performance management, OPRAS is part of that because performance management is part of government entrepreneurship. If you are implementing a strategic plan, it means you draw action plans from the strategic plan. These plans are used as a basis for generating a faculty/school specific action plan which is then, the basis for a budget. In the course of implementation, we take the targets and scale them down. For example, we can say that in teaching and learning, '*many students group discussions were facilitated*', then during performance evaluation of that lecturer he/she will be required to provide evidence how many student group discussions have been facilitated in certain period of time, one will be required to explain what the group discussions did, went through, and

¹⁵⁰ P12: MUDP (QUALITY ASSURANCE).txt - 12:11 (84:93) (Super) Codes: [MU E cluster under TAN 058].

¹⁵¹ Third Strategic plan.

there will be some indicators. This will depend on how people will follow up OPRAS.¹⁵²

Apart from the supportive factors at institutional level, policy actions at national level also advocate the desirability of entrepreneurship education in different ways. Through the Ministry of Planning, Economy and Empowerment and in collaboration with other agencies, the government introduces measures to inculcate entrepreneurship skills into the students through education to improve skills and to build the capacity of Tanzanians to engage in economic activities. This has gone hand in hand with strategies to create a favourable environment for business development and for improving credit facilities (URT, 2007).

Various national policies have outlined the need for entrepreneurship knowledge and skills, such as the Higher Education Policy of 1999; the National Economic Empowerment Policy of 2004; the Small and Medium Enterprises Policy of 2002; and the National Employment Policy of 2008. The introduction of these policies has made some contribution towards providing a vision for entrepreneurship development and thus they do have some impact on practice (Jansen, 2002). However, as discussed in the previous section, there is little coherence between the initiatives stipulated in these policies and the implementation of entrepreneurship education at universities. The largely ineffective implementation of entrepreneurship education initiatives happens because of the blurred boundary crossings between government and universities. In addition, the focus of national initiatives seems to be more oriented towards a business perspective of entrepreneurship than to the broad view of entrepreneurship strategies.

In summary, apart from the factors that hinder the feasibility of entrepreneurship education across disciplines, there are others that support the desirability of entrepreneurship education as has been described in the section above. These factors can be grouped in two levels: institutional and national. At the university level, variations were apparent because the selected universities have developed differently from their historical cultures and they have operated in terms of their own different strategic plans

¹⁵² P 8: MUTM (VICE-CHANCELOER).txt - 8:29 (247:282) (Super) Codes: [MU OPRAS].

(Bratianu & Stanciu, 2010). At the University of Dar es Salaam the main supportive factor for the initial entrepreneurship education strategies was the Institutional Transformation Programme with its corporate strategy model. The implementation of entrepreneurship education has been largely supported by development partners in various projects attached to some faculties. At Mzumbe University, the desirability of entrepreneurship education has been largely supported by donor projects, attached mainly to the business school. Another supportive factor is related to institutional backing, referencing to some strategic objectives in its current strategic plan for 2012/2013-2016/17 which largely depends on the effective implementation of an Open Performance Appraisal System (OPRAS).

6.4 Conclusion

In Chapter 6 an analysis of the findings has been given in the discussion of the feasibility and desirability of entrepreneurship education at the selected universities. I argue that entrepreneurship education is not well-integrated throughout disciplines and that various factors hinder its implementation across disciplines. Entrepreneurship education was seen to be promoted largely through donor projects and traces of policy directives from government.

Chapter 7 will show that on the one hand, the nature of disciplines and the gap between entrepreneurship education policy and practice has an impact on the perceptions of stakeholders, while on the other, a lack of coherence between national and university policy strategies impacts on the development of entrepreneurship education in a university-wide environment. Some recommendations are made for further research.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

This study has explored how universities in Tanzania foster entrepreneurship education in different fields of study. It argues that the way stakeholders understand the concept of entrepreneurship will have a decisive impact on the extent to which entrepreneurship education will be implemented in various disciplines. A review of the relevant literature with specific regard to perceptions of entrepreneurial undertakings led me to the Shapero model of entrepreneurial event. The adapted model was used as a lens to analyse an understanding of entrepreneurship education, its implementation, policy instruments as well as the feasibility and desirability of entrepreneurship education at the two selected universities.

7.2 Conclusions

Based on the literature review, the theoretical framework and the analysis of data, the following conclusions were reached. Firstly, the lack of a university-wide implementation of entrepreneurship education can be partly attributed to a varied understanding of entrepreneurship education as a concept. The fact that different stakeholders from different disciplines perceive entrepreneurship education in various ways has led to the conclusion that entrepreneurship education is still a contested concept at both universities. To a large extent it is used synonymously with the kind of education geared to achieve skill and attitude outcomes related to business and self-employment. This is what I refer to as the ‘*narrow*’ meaning of entrepreneurship education. Subsequently, some disciplines, whose outcomes are not directly related to business and self-employment, are thought to exist outside any entrepreneurial development initiatives at universities. Responsible stakeholders continue to wonder how the integration of entrepreneurship education can be relevant for those kinds of disciplines. To a lesser extent, entrepreneurship education is seen as the enhancement of knowledge and skills that can be instilled into individuals so that they may venture into socio-economic and political undertakings for their own well-being and the well-being of society. This is what

I refer to as the *'broad'* meaning of entrepreneurship education. With regard to implementation, broad based entrepreneurial skills and attitudes have to be reflected in the pedagogy to the extent that graduates in different fields of study can ascertain opportunities and novel ideas necessary for them either to compete in the labour market and get decent jobs or to use those ideas as a tool to search opportunities for self-employment using the available resources.

Interestingly, while variations in understanding seem to suggest confusion in the understanding and implementation of entrepreneurship education, it may be concluded that in whatever form the concept is understood, it is acknowledged to be important to the welfare of society. Earnings from graduates who manage to find employment can definitely improve their individual lives and the lives of other family members. Self-employment is also very important for job creation. However there is a strong link between entrepreneurship education and business creation, the latter which is encouraged by institutions and donor projects. This is because entrepreneurship education is to a large extent understood in the *'narrow'* form and is also facilitated by the policy in which its implementation is still mostly located in business and offered under the name *'business management'*.

Secondly, the extent to which entrepreneurship education has been integrated into the business academic units led me to another conclusion, that there is scant evidence of its incorporation to other disciplines. Adopting the narrow meaning of entrepreneurship education, it was discovered that at both universities, entrepreneurship education courses are often offered under the name of *'business management'*, and featured mostly in business schools where the explicit purpose of entrepreneurship education is to enhance graduates' business skills and attitudes. In this sense, entrepreneurship education seems to be irrelevant for some disciplines and courses whose outcomes are less *'commercial'*, such as Education and Philosophy. Due to this contradiction, the inclusion of broad entrepreneurial approaches across disciplines is still a major challenge within universities.

Academic programmes related to entrepreneurship are explicitly featured at Mzumbe Business School and the initial entrepreneurship policy strategies at the Entrepreneurship Centre at the University of Dar es Salaam have had an impact on its status across the curriculum. Furthermore, the business schools at both universities have been largely supported by donor projects related to entrepreneurship development. These donor projects have not been contextualized to fit either cross-disciplinary structures and needs or the Tanzania environment. Universities adopt these projects with little thought as to how best they may use their contexts to accomplish appropriate goals.

Thirdly, there is lack of synergy between policy strategies at the national level and those of the universities. National policies and development plans in Tanzania seem to emphasize the need for general competitive skills and particularly entrepreneurial skills, while universities and other education institutions have been directed and are expected, to integrate entrepreneurship skills and attitudes. There is no clear link between them in terms of guidance and supportive structures from government to enhance such skills in a broad-based framework. In this linear process of policy development, there is a weak link between policy makers, namely the government and the policy implementers which are institutions of higher learning. Another gap was also noticeable between policy makers and implementers at the institutional level, in the form of policy but which is only vaguely known.

Fourthly, based on the contradiction in cross-disciplinary perceptions and the implementation of entrepreneurship education, the feasibility and desirability of broad-based entrepreneurship education is minimal at the selected universities. This is from the argument that desirability influences feasibility. Various factors have contributed to this situation, such as the nature of disciplines; personal characteristics of stakeholders; the trend in entrepreneurship education research; initial entrepreneurship strategies and policies within the universities; the changing role of the universities in society; inadequate teaching and learning facilities; increased rote-learning at universities and the historical background of political and socio-economic development in Tanzania. The role of the entrepreneurship education policy context is crucial because it determines the way

different curricular and extra-curricular entrepreneurial activities should be implemented in a university-wide environment.

However, despite the poor inclination to broad-based entrepreneurship education, the selected universities in Tanzania have promoted it, albeit narrowly, in some disciplines largely with the support of donor projects, like the Norwegian Agency for Development Cooperation (NORAD), the Netherlands Universities Foundation for International Cooperation (NUFFIC) and the Netherland Initiative for Capacity Building in Higher Education (NICHE). Through these projects the universities have been able to establish entrepreneurship centres; to conduct ‘Training of Trainers’ short courses for staff members; to establish entrepreneurship-related degree and master programmes; to teach entrepreneurship-related courses primarily in the add-on, ‘business management’, form; and to build staff capacity through further studies, such as Master’s and PhD degrees in entrepreneurship as well as other soft skills necessary for graduate employability. Being the first public university in Tanzania, the University of Dar es Salaam’s entrepreneurship education movement has been influenced by an institutional transformation programme. As a young public university, however, Mzumbe’s future in entrepreneurship education may be influenced by the effective implementation of its current strategic plan probably backed by the full adoption and implementation of Open Performance Appraisal Systems (OPRAS).

7.3 Recommendations

Based on the above conclusions, recommendations are made in terms of this thesis. These recommendations will be grouped under different sections, such as identifying the most appropriate entrepreneurship education model; the contextualization of donor-oriented policies; the role of universities in enhancing university-wide entrepreneurship education; the need for a national strategy for entrepreneurship education as a framework for all training institutions and the enhancement of awareness which leads to its creation in the non-business faculties. Universities should also encourage the crossing of boundaries to increase the desirability and feasibility of entrepreneurship education in the curriculum.

7.3.1 Appropriate Entrepreneurship Education Model

For entrepreneurship education to produce value within universities, it has to be understood in its wider/holistic sense: beyond business and self-employment, because an entrepreneurial mind is important in different undertakings. In the wider perspective, entrepreneurship education should be promoted in the form of innovation across disciplines in response to development challenges, including unemployment. This does not deny that the main form of entrepreneurship education could be venture creation, but the emphasis here is on the notion of other innovative ideas that could be developed in various situations for better services; for growth in business; to improve the lives of the people; and to propose new product designs. Examples of innovative ideas that may be promoted at universities in the Tanzanian context include system development in engineering which can be employed to solve problems like electricity, which because it is a government utility, needs fewer marketing skills to advertise its existence than creative skills to increase its availability. In this regard innovation and creativity come first which is a tool for successful business and non-business activities. The integration of entrepreneurship should therefore to a large extent focus on solving societal problems while at the same time encourage innovation and competitiveness in the practice of various activities across sectors.

Furthermore, universities should include entrepreneurial skills into the normal courses and practices rather than offering them as electives add-ons to the conventional curriculum. In this sense, initiatives for students to be entrepreneurial should not be attached to entrepreneurship centres and units, but should rather be imposed by a university-wide body responsible for improving teaching and learning within the university. This may enhance its wider meaning and avoid the misconception of the strategy. In this way it will improve the existing practical and professional activities that are taught in the various colleges and schools within universities. Gibb maintains:

It is clear that any successful process of embedding entrepreneurship education across disciplines in all universities will demand that it is seen not as a separate and distinct education offer, but as a concept central to the delivery of effective learning in general.

Entrepreneurship educators will therefore need to be able to defend the concept in terms of its place within the philosophies of learning (2011:149).

7.3.2 Awareness Creation in Non-Business Faculties

Because entrepreneurship education was planned to be integrated into the university-wide curriculum and the early initiatives have been explicitly dominated by the business/commercial-oriented disciplines, there is a great need for it to be promoted throughout the university to increase its desirability among stake-holders. An example can be seen at the University of Dar es Salaam in which, apart from the fact that early entrepreneurship education initiatives were largely promoted by the entrepreneurship center attached to the business school, it has been noticed that even later activities related to promoting entrepreneurship are available in the same business school. In some instances, organizing entrepreneurship program via the business school is caused by both initiatives of the center to collaborate with other agencies and the fact that it is attached to the business school. In this case, there is a continual need to create awareness across faculties and schools in order to integrate entrepreneurial knowledge and skills awareness within the university.

Awareness creation can take the form of promoting necessary entrepreneurial skills for graduates as perceived by lecturers across disciplines. These skills have been outlined earlier in the findings chapter. The identified skills can be used as a guideline to contextualize entrepreneurial approaches relevant to specific disciplines, as different courses emphasise certain skills and experiences above others, to their students. Engineering students for example, may deal with problem-solving skills as opposed to history students. This means that engineering students may need fewer problem-solving skills than communication skills. Campus-wide awareness creation can also be in the form of stressing the relevance of entrepreneurship across all academic units so that lecturers in different subjects are innovative in searching for novel ideas and ways of doing things. This may be possible if entrepreneurial education is positioned at the core of all university activities (NGEE, 2008).

7.3.3 The role of universities in the society

It has been argued that higher education in Africa is believed to contribute to innovation and socio-economic performance (Bloom, Canning & Chan, 2006). This perceived role of higher education has led to the recommendation that boundary crossings between universities and other sectors of the economy should be strongly established to enhance entrepreneurial skills relevant to labour market requirements. In Tanzania this synergy could be achieved through effective field attachment/practices in which graduates learn about the emerging technologies, services and products across their areas of specialization. Through the implementation of an enhanced curriculum, various sectors of the economy may gain expertise from the graduates. These mutual initiatives could ultimately lead to more innovative and technological performance.

To compound the link between universities and employers, universities should devise mechanisms to encourage work/academic discussions. The involvement of employers should begin with the development of the curriculum where the right people are involved, whose comments thereafter should be considered, discussed and appropriately included. However, it is cautioned that discussions should not be weighted to one or other side as it would distort both the academic rigor and the work place standards. This is what Garraway (2010) refers to as the exploration of a Zone of Proximal Development (ZPD). Differences that exist between academic and workplace knowledge should be used as a resource rather than a barrier. Furthermore, innovation in the design of programmes by the universities and the delivery of services and new product development by the employers should be the core of the integration.

In the context of this study, entrepreneurship education is linked to abilities whereby graduates are able to venture into various forms of employment. It is recommended that to attain this goal, universities should establish links with professional organizations such as the Tanzania National Board of Accountants and Auditors (NBAA), the National Board of Material Management and the Board of Engineers to mention just a few, and effectively respond to their suggestions on how to improve graduate professionalism. Members of these boards should be involved in curriculum development and should

participate in stake-holders forums arranged by universities. Cooperative initiatives have been seen in the participation of NBAA officials in the moderation of accountants' examinations, but the involvement of professionals from other disciplines is still minimal.

Furthermore, it is recommended that collaboration between universities in Tanzania and universities in other parts of the world should be promoted as that would also enhance entrepreneurship education. Institutional collaboration encourages internationalization which is a crucial element of entrepreneurialism in higher education (Gibb, 2012). Collaboration can result in a new improved technology in pedagogy and in creating room for novel learning approaches suggested by partner universities in exchange programmes for students and lecturers.

Another recommendation is that universities should promote entrepreneurial performance amongst their members of staff by means of recognition, rewards and motivation for those who undertake entrepreneurial activities in various academic units. Some initiatives to develop staff have been observed in the business schools. Thus, more staff members from across disciplines should also be developed so that entrepreneurial opportunities found in their disciplines may be exploited and transferred to their respective students.

Universities should support tracer studies in order to understand the status of their graduates in terms of employment and capacity. This will impact on how employers experience them in the different private and public sectors. The correct relevant information about graduates can help universities to plan more strategically in terms of improving teaching and learning processes. Financial constraint is a well-known problem in the government's budget and universities should therefore establish better links with their alumnae to encourage them to give financial support to their former universities. Promoting the alumnae should be a continuous process and students should be encouraged to recognize the importance of alumnae associations while they are at the university. Various gatherings should be arranged via fliers and logos to remind students that they are the future alumnae of a specific university and that they should establish a good network and links among themselves as well as with the university. Some initiatives

dealing with the promotion of alumni engagement have been witnessed in Tanzania. As in many other countries, however, there are still challenges in terms of the effectiveness of alumni offices at universities in sorting data and their general ability to trace graduates (Gibb, 2012).

Another source of income may be found in initiatives among university themselves, such as searching fundable research projects where funds can be used for research purposes, including tracer studies.

7.3.4 Clear National Initiatives in Entrepreneurship Education

The current status of entrepreneurship education within universities is partly a result of some national strategies in entrepreneurship education in the form of policy statements and objectives within strategic plans. To enhance and develop entrepreneurship education, national policy initiatives should consult with universities on ways to embed this education across the curriculum. Supportive structures should be made available to enhance the practicability of entrepreneurial approaches in teaching and learning.

7.4 Further Research Areas

At the start, on my way to completing this journey of research on entrepreneurship education at universities, I realized that there are still many puzzles around how entrepreneurship education, as it has been used in my study, can be differentiated through terms like ‘professional skills’ and ‘employability skills’. The ambiguity surrounding these terms is important in promoting entrepreneurship education and it should be further investigated. Therefore, more research should be done to explore the conceptualization of these terms with regard to promoting this policy within universities.

Secondly, while the focus of this study was on stake-holders and instruments such as lecturers, policy makers and relevant policy documents respectively, more research should be done with the focus on students. This could assist in additional knowledge about their perspectives and the practicalities of entrepreneurship education in their respective fields of study. In this sense, the feasibility and desirability of broad

entrepreneurship education may be interrogated with students across disciplines. Some studies have been done with students to determine their attitude to entrepreneurship in terms of venture creation (Kambi, 2011). Some studies have investigated the performance of graduate entrepreneurs in terms of how they run their firms, the problems they encounter and supportive factors (Mwasalwiba, Dalhes & Wakkee, 2012). Thus it can be seen that there is gap in the available research regarding how students across disciplines perceive entrepreneurship education in the perspective that goes beyond business creation. An examination of this gap may confirm the current status of the understanding of this concept and suggest improved strategies for implementing entrepreneurship education.

The nature of an institution may influence the kind of entrepreneurship education that is needed (Pittaway & Cope, 2007). Therefore, more empirical studies are required on the practice of entrepreneurship education across different higher education institutions. This would enable various institutional strategies to be examined and the foundation to be laid for studying existing practices in different countries around the world (Pittaway & Cope, 2007) as they too experience different kinds of knowledge, research, priorities, beliefs and customs (Gibb, 2012).

REFLECTIONS

My journey as a researcher into this thesis has come to an end after four years of demanding, but exciting, experiences. I chose to research entrepreneurship education because of my background as a graduate in education and later as a researcher of so-called '*women entrepreneurs*' during my postgraduate studies. Having completed this journey, I will now refer to them as '*business women*' unless I conduct another research project to explore whether they are entrepreneurs. This background, and the challenges that I have gone through in my personal life, have inspired me to link these two aspects, '*education*' and '*entrepreneurship*', into entrepreneurship education and have in addition given me the desire to explore the practical methods universities use to implement this concept.

Discovering what happens in two public universities with regard to different ages and philosophies, while relating to them from my positions both as *a former student* and as *an employee*, has been challenging for me, but it has enhanced my confidence. It has empowered me to explore universities as supreme communities in terms of education and policy making processes. Researching entrepreneurship education in a perspective contrary to the beliefs of the majority in the community and the convictions of supportive actors, like donors, sounds more abstract than real. However, I wanted to simulate the culture of adapting, rather than adopting models in order to implement different programs especially in developing countries.

I managed in this research to identify the voices and perspectives of different stakeholders relevant to broad-based entrepreneurship education and to reveal the boundaries that exist between the activities of the different systems. While I am aware that public universities at times operate under socio-economic and political tensions, I still believe that entrepreneurial endeavour lives within all disciplinary structures and can be transmitted to graduates. Universities can therefore play a role by institutionalising entrepreneurship education and making it a core element of teaching and learning.

I hope that this dissertation will create more debate on how best entrepreneurship education can be implemented in a university-wide curriculum. I believe that I have contributed substantially to the body of knowledge and that my personal aspirations in undertaking this research have been accomplished. My journey to the end of this thesis has resulted in the growth of my skills as a researcher to higher education institutions.

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APPENDICES

APPENDIX 1 - LETTERS TO MINISTRIES



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

DATE.....

MINISTRY NAME AND ADDRESS

.....
.....
.....

Dear Sir/Madam,

RE: REQUEST TO CONDUCT A STUDY IN YOUR MINISTRY AND ASSOCIATED AGENCIES

I am a PhD student at the University of Pretoria, Department of Education Management, Law and Policy Studies. I am conducting a research study on the **Role of universities in promoting entrepreneurship education, the case of selected public universities in Tanzania**. The purpose of the study is to explore strategies in which entrepreneurship education is fostered to different programs within universities in Tanzania.

The findings of the study may help higher education managers, policy makers, researchers, academicians and government to gain a better understanding on strategies to incorporate entrepreneurship skills into university curriculum and improve entrepreneurial based teaching and learning within universities.

I am writing to humbly request your support for this study to interview some relevant members in your ministry and associated agencies. I also need access to relevant policy documents and strategic plans. The research is conducted under the scrutiny of the University of Pretoria's ethical guidelines with regards to issues of confidentiality and

anonymity. Your positive consideration and a written feedback of this request will be highly appreciated.

Yours, Sincerely,

Perpetua KalimasiKilasi
PhD student (Education Management and Policy studies)
University of Pretoria
Pretoria
0002
Republic of South Africa.
Mobile: 0713 273096
Email:Kalimasi9@yahoo.co.uk

Signature

Dr. Herman Chaya
Supervisor
University of Pretoria
Pretoria
0002
Republic of South Africa
Department of Education Management and Policy studies)
Tel: (012) 420-5665
Email: Chaya.Herman@up.ac.za

Signature.....

APPENDIX 2 - LETTERS TO UNIVERSITIES



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

DATE.....

NAME AND ADDRESS OF THE UNIVERSITY

.....
.....
.....
.....

Dear Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR INSTITUTION

I am a PhD student at the University of Pretoria, Department of Education Management, Law and Policy Studies. I am conducting a research study on the **Role of universities in promoting entrepreneurship education, the case of selected public universities in Tanzania**. The purpose of the study is to explore strategies in which entrepreneurship education is fostered to different programs within universities in Tanzania.

The findings of the study may help higher education managers, policy makers, researchers, academicians and government to gain a better understanding on strategies to incorporate entrepreneurship skills into university curriculum and improve entrepreneurial based teaching and learning within universities.

I am writing to humbly request your support for this study to interview some relevant members in your institution. I also need access to relevant policy documents and strategic

plans. The research is conducted under the scrutiny of the University of Pretoria's ethical guidelines with regards to issues of confidentiality and anonymity. Your positive consideration and a written feedback of this request will be highly appreciated.

Yours, Sincerely,

Perpetua KalimasiKilasi

Signature

PhD student (Education Management and Policy studies)

University of Pretoria

Pretoria

0002

Republic of South Africa.

Mobile: 0713 273096

Email:Kalimasi9@yahoo.co.uk

Dr. Herman Chaya

Signature.....

Supervisor

University of Pretoria

Pretoria

0002

Republic of South Africa

Department of Education Management and Policy studies)

Tel: (012) 420-5665

Email: Chaya.Herman@up.ac.za

APPENDIX 3 - LETTER TO AGENCIES



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

DATE.....

NAME AND ADDRESS OF AGENCY

.....
.....
.....
.....

Dear Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR AGENCY

I am a PhD student at the University of Pretoria, Department of Education Management, Law and Policy Studies. I am conducting a research study on the **Role of universities in promoting entrepreneurship education, the case of selected public universities in Tanzania**. The purpose of the study is to explore strategies in which entrepreneurship education is fostered to different programs within universities in Tanzania.

The findings of the study may help higher education managers, policy makers, researchers, academicians and government to gain a better understanding on strategies to incorporate entrepreneurship skills into university curriculum and improve entrepreneurial based teaching and learning within universities.

I am writing to humbly request your support for this study to interview some relevant members in your agency. I also need access to relevant policy documents and strategic plans. The research is conducted under the scrutiny of the University of Pretoria's ethical

guidelines with regards to issues of confidentiality and anonymity. Your positive consideration and a written feedback of this request will be highly appreciated.

Yours, Sincerely,

Yours, Sincerely,

Perpetua Kalimasi Kilasi
PhD student (Education Management and Policy studies)
University of Pretoria
Pretoria
0002
Republic of South Africa.
Mobile: 0713 273096
Email: Kalimasi9@yahoo.co.uk

Signature

Dr. Herman Chaya
Supervisor
University of Pretoria
Pretoria
0002
Republic of South Africa
Department of Education Management and Policy studies)
Tel: (012) 420-5665
Email: Chaya.Herman@up.ac.za

Signature.....

APPENDIX 4 - ETHICS CERTIFICATE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

CLEARANCE NUMBER :

EM 11/05/02

DEGREE AND PROJECT

PhD

The role of higher education in promoting entrepreneurship education: the case of public universities in Tanzania

INVESTIGATOR(S)

Perpetua Kalimasi Kilasi

DEPARTMENT

Education Management and Policy Studies

DATE CONSIDERED

30 May 2013

DECISION OF THE COMMITTEE

APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

**CHAIRPERSON OF ETHICS
COMMITTEE**

Prof L Ebersohn

DATE

30 May 2013

CC

Jeannie Beukes
Liesel Ebersohn
Prof Chaya Herman

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

APPENDIX 5 - INFORMED CONSENT TO PARTICIPANTS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

DATE.....

INTRODUCTION

I am a PhD student at the University of Pretoria, Department of Education Management, Law and Policy Studies. I am conducting a research study on the **Role of universities in promoting entrepreneurship education, the case of selected public universities in Tanzania**. The purpose of the study is to explore strategies in which entrepreneurship education is fostered to different programs within universities in Tanzania.

I am grateful to invite you to participate in this study as you may be able to assist with your understanding and experience on entrepreneurship education. This letter serves to provide you with information about the study and what is required should you agree to participate so that you can make an informed decision on whether or not you wish to contribute to the study. I humbly ask you to read this consent document carefully before you decide to participate in this study.

RESEARCH PROCEDURE

THE STUDY

1. **Title:** Role of universities in promoting entrepreneurship education, the case of selected public universities in Tanzania.
2. **Purpose of the study:** The purpose of this research is to explore strategies in which entrepreneurship education is fostered to different programs within universities in Tanzania and to elicit the perspectives of the national and higher education policies with regard to entrepreneurship education.
3. **Procedures:** The information will be explored using in-depth interviews of about one hour. It is allowed you to voluntarily withdraw from the interview at any time and you may not explain something that you think you do not like or feel to talk about. All the information is confidential and your name will not be mentioned in the document or to any other participant. With your permission, I would like to record our interviews as I may not be fast enough to note down everything.
4. **Risks and discomfort:** There may be some discomfort associated with your perception of entrepreneurship education as a stakeholder. The context and purpose of my study have been clarified.
5. **Benefits:** The findings of the study may help higher education managers, policy makers, researchers, academicians and government to gain a better understanding on strategies to incorporate entrepreneurship skills into university curriculum, improve extra-curricular entrepreneurial activities and do further research. The study may also point out some opportunities from agencies that may be utilized to build a better and practical oriented curriculum. Knowledge generated by the study may again highlight new and relevant opportunities and business ideas hidden in various disciplines in which its utilization may contribute in improving our economy.

DECLARATION

I..... (Name) of.....
(Address) declare to participate in the study mentioned above. I understand that I have the right to withdraw from participating in the study, if I am uncomfortable during the interview process.

YES	NO
-----	----

I understand that the information will be kept confidential as it will not be released without my authority.

YES	NO
-----	----

I understand that there are no risks associated with this study

YES	NO
-----	----

Respondent's name Signature Date

Ministry/Agency/School/College/Department/Section/Unit.....

Perpetua KalimasiKilasi Signature
PhD student (Education Management and Policy studies)
University of Pretoria
Pretoria
0002
Republic of South Africa.
Mobile: 0713 273096
Email:Kalimasi9@yahoo.co.uk

Dr. Herman Chaya Signature.....
Supervisor
University of Pretoria
Pretoria
0002
Republic of South Africa
Department of Education Management and Policy studies)
Tel: (012) 420-5665
Email: Chaya.Herman@up.ac.za

APPENDIX 6 - SUMMARY OF RESEARCH QUESTIONS AND METHODS

RESEARCH QUESTIONS	METHODS
<p>1. To what extent does the national and university policy context in Tanzania influence entrepreneurship education within universities?</p>	<ul style="list-style-type: none"> ▪ Unstructured, in-depth interviews (Interview guide 1) with; <ul style="list-style-type: none"> -Ministry officials from department of policy and planning, ministry of education and vocational training -Ministry officials from department of employment, planning and labour market information, ministry of labour, employment and youth development -Ministry officials from relevant department/section, ministry of trade, industry and marketing -Official from employment, skills and employability department/unit, International Labour Organization -Relevant official from Tanzania employment agency. -Other officials that may be found relevant during the ongoing interviews and from snowball sampling (The interview guide will depend on their role) ▪ Document analysis of the strategic plans, policy documents, publications, articles and other authorised writings relevant to the study (Document analysis guide) ▪ Semi- structured interviews /in-depth with; <ul style="list-style-type: none"> administrator from top university top management(Interview guide 2) -administrator from all schools, colleges and relevant units like career guidance and counseling as well as quality assurance unit/section (Interview guide 3) -Unspecified respondents who may be selected basing on the responsibilities relevant to the study (The interview guide will depend on their responsibilities) ▪ Indepth analysis of relevant documents like news letters, policy statements, strategic plans, prospectus, action plans, publications and other write-ups (Document analysis guide)
<p>2. How do different stakeholders percieve entrepreneurship education?</p>	<ul style="list-style-type: none"> ▪ Semi-structured interview/in-depth (Interview guide 4) selected participants from relevant departments
<p>3. How and to what extent entrepreneurship education is carried out across disciplines in Tanzanian public universities?</p>	<ul style="list-style-type: none"> ▪ Semi-structured interview/in-depth (Interview guide 4) selected lecturers from relevant departments ▪ In-depth analysis of departmental documents like action plans, course outlines and modules, teaching approaches (Document analysis guide)
<p>4. What are the factors that hinder and support entrepreneurship education at universities</p>	<ul style="list-style-type: none"> ▪ Semi structured interviews to various stakeholders ▪ Document analysis

APPENDIX 7- DOCUMENT ANALYSIS GUIDE

Documentary evidence is important in this study because they will enable me to explore the strategic plans, efforts, approaches, and role that various stakeholders play in fostering entrepreneurship education within universities. It will also be possible to understand the possible challenges of the implementation of the programs relevant to entrepreneurial based education system. Various opportunities may also be explored in various publications from agencies like ILO and ministries. The following documents will be explored to obtain relevant information;

- *Prospectuses*
- *Policy documents*
- *Publications*
- *Papers*
- *Reports*
- *Newsletters*
- *Advertisements*

The following criteria will be followed in summarising the documents;

- Writer of the document
- Role of the writer
- Time/Year in which it was written
- The audience to whom the document was written
- Main objectives of the document
- The central arguments of the document
- Relationship of the document with entrepreneurship education within Universities
- Emerging themes in relation to the document

APPENDIX 8: INTERVIEW SCHEDULE -UNIVERSITY TOP MANAGEMENT

The aim of this schedule is to understand the university policy context with reference to entrepreneurship education and to elicit their experiences, and perceptions towards integrating entrepreneurship education to different programs at the university. The interview also aims to explore the challenges and opportunities that the university has in promoting entrepreneurship to different fields of study.

- *Name of the official:*
- *Position:*
- *Background disciplines in ascending order:*
- *Experience in teaching:*
- *Experience in the position:*
- *What are your roles in the university?:*
- *Other positions in organizations/governing bodies:*
- *Experience in other positions:*
- *What are your roles in other positions?*

- 1. What is your understanding of the concept ‘entrepreneurship’?**
 - a. Its importance?
 - b. Any role to the economy?
- 2. What is your understanding of the concept ‘entrepreneurship education’?**
- 3. Is there any national policy/strategy on entrepreneurship education?**
 - a. Level of implementation
 - b. If not implemented why?
- 4. How is entrepreneurship education mainstreamed within your institution?**
 - a. Any degree programs in entrepreneurship education?
 - b. Any university policy on entrepreneurship education?
 - c. What does the policy stipulates?

- d. What is the institutional strategy to implement the policy within the cross-discipline structures?
- e. What has been done so far?
- f. What are the challenges of implementing the policy?
- g. What opportunities do you think can be utilized to promote entrepreneurship education across disciplines?
- h. Any entrepreneurial training to lecturers/facilitators?
- i. Presence of relevant centres/units/departments/directorates
- j. What have been done so far with the presence of the centre/strengths?
- k. Are there any weaknesses of the centre?
- l. Any opportunities?
- m. Future plans of the centre?
- n. Research related to entrepreneurship?
- o. Number of students exposed to entrepreneurship education?

5. What role do you play as a university management team to promote entrepreneurship education within the university?

- a. How does your institution offer cross-disciplinary curricular and extra-curricular entrepreneurial training?
- b. Do lecturers in different fields of study allowed to embed entrepreneurship tailored to their disciplines?
- c. How do you ensure that lecturers employ entrepreneurial approaches to teaching? Any entrepreneurial indicators in the Open Performance Appraisal System (OPRAS) form?
- d. Presence of support skills like career guidance and counselling centres?
- e. Presence of supportive infrastructures like incubator facilities/practical centres?
- f. Presence of financial support to entrepreneurial activities from internal or external?
- g. Do you track your alumni? Are there any strategies to involve alumni in entrepreneurship enforcement within the institution?

- h. Is there any local community engagement in entrepreneurial activities within the institution?
- 6. Do you have any collaboration with the external stakeholders that may support your efforts in promoting entrepreneurship within the university?**
- a. Relevant ministries?
 - b. Agencies?
 - c. Commissions?
 - d. Departments?
 - e. Non-governmental organizations?
 - f. Industries?
 - g. Private sector in general?

APPENDIX 9: INTERVIEW SCHEDULE -SCHOOLS DEANS/COLLEGE PRINCIPALS/HEADS OF RELEVANT DIRECTORATES/ CENTRES/UNITS

The purpose of this schedule is to evoke the experience and perceptions of the school deans and college principals towards entrepreneurship education in their respective schools/colleges. The schedule also aims to understand the status of entrepreneurship education from different units, directorates and schools/colleges as well as strategies, opportunities and challenges that they have in promoting entrepreneurship education in their schools/colleges.

- *Name of the Dean/Principal:*
 - *Name of the School/College:*
 - *How old is the school?*
 - *Position:*
 - *Gender:*
 - *Age:*
 - *Experience in the position:*
 - *Experience in teaching:*
 - *Background discipline in ascending order:*
 - *What are your roles in the school/college?*
 - *Other positions/posts outside the university:*
 - *Experience in outside posts:*
- 1. What is your understanding of the concept ‘entrepreneurship’?**
 - a. Its importance?
 - b. Any role to the economy?
 - 2. What is your understanding of the term ‘entrepreneurship education’?**
 - 3. Is there any national policy on entrepreneurship education?**
 - a. Level of implementation
 - b. If not implemented why?

- 4. Is there any university policy on entrepreneurship education?**
 - a. What does the policy stipulates?
 - b. What is the institutional strategy to implement the policy within the cross-discipline structures?
 - c. What has been done so far?
 - d. What are the challenges of implementing the policy?
 - e. What opportunities do you think can be utilized to promote entrepreneurship education across disciplines?

- 1. What is the status of entrepreneurship education in your school/college/institute/faculty?**
 - a. Any strategy?
 - b. How is entrepreneurship education integrated across curriculum within your school/college/institute/centre? Is it tailored to the professional development?
 - c. Is there any entrepreneurship education related course?
 - d. Is it a core or option course?
 - e. What are the objectives of the course?
 - f. What are the teaching approaches in embedding entrepreneurship education within your school/faculty/institute?
 - g. What is the content of the module?
 - h. Is there any extra-curriculum activities related to the module?
 - i. How is the module assessed?
 - j. What kind of practical professional experience do you offer in the school/faculty/college/institute?
 - k. What are the teaching approaches employed by lecturers in different subjects in your school/faculty/college/institute?
 - l. How large is your class per lecture?
 - m. How large is your class per seminar?

- 2. Do you have any collaboration with other / units/schools/colleges in enforcing entrepreneurial teaching and learning?**

- 3. Do you have any outreach entrepreneurial activities relevant to your school/college/institute/faculty?**
 - a. Engagement with the local community
 - b. Link with other agencies/commission/council?
 - c. Collaboration with relevant industries and firms/ private sector?
 - d. Link with government bodies?

- 4. Do you track your student's employment status after graduation?**
 - a. What is the employment status?
 - b. Any idea of the number of your graduates that have been employed
 - c. Any idea of the number of your graduates that are still looking for jobs?
 - d. Any idea of the number of your graduates that are self employed?
 - e. What are the challenges that your graduates encounter in employment?
 - f. What do you think can be done to improve their professional skills?

APPENDIX 10: INTERVIEW SCHEDULE -LECTURERS FROM SELECTED DEPARTMENTS

The aim of this schedule is to provoke and understand the perceptions of instructors in selected department in different schools and colleges. The interview also aims to explore how entrepreneurship education is carried out in different departments. This will include the way they carry out entrepreneurial extra-curricular activities in the department.

- *Name of the instructor/optional:*
- *Name of the department:*
- *Position:*
- *Background discipline in ascending order:*
- *Experience in teaching:*
- *Engagement in entrepreneurship activity:*
- *Type of the entrepreneurship activity:*
- *Experience in any kind of entrepreneurship activities:*

- 1. What is your understanding of the concept ‘entrepreneurship’?**
 - a. Its importance?
 - b. Any role to the economy?
- 2. What is your understanding of the term ‘entrepreneurship education’?**
- 3. Is there any national policy on entrepreneurship education?**
 - a. Level of implementation
 - b. If not implemented why?
- 4. Is there any university policy on entrepreneurship education?**
 - a. What does the policy stipulates?
 - b. What is the institutional strategy to implement the policy within the cross-discipline structures?
 - c. What has been done so far?
 - d. What are the challenges of implementing the policy?

- e. What opportunities do you think can be utilized to promote entrepreneurship education across disciplines?

5. What is the status of entrepreneurship education in your department?

- a. Any strategy?
- b. How is entrepreneurship education integrated across curriculum within your department? Is it tailored to the professional development?
- c. Is there any entrepreneurship education related course?
- d. Is it a core or option course?
- e. What are the objectives of the course?
- f. What are the teaching approaches in embedding entrepreneurship education within your department?
- g. What is the content of the module?
- h. Who teaches the module?
- i. Some lecturers in the department?
- j. Did they receive any training?
- k. Lecturers from other departments? Why?
- l. What is the teaching approach?
- m. How is the module assessed? Is there any difference in assessment with other courses in your department?
- n. Is there any extra-curriculum activities related to the module?
- o. What kind of practical professional experience/activities/projects do you offer in the department?
- p. What do you think are the necessary skills specific for professional competence of students in your department?
- q. What are the teaching approaches employed by lecturers in different courses in your department?
- r. What do you think is the best approach with reference to your department?
- s. How large is your class per lecture?
- t. How large is your class per seminar?
- u. How interactive is your class in the course that you are teaching?

- 6. Do students in your department perform any entrepreneurial extra-curricular activities?**
 - a. Practical projects related to their specializations?
 - b. Business plans related to their fields?
 - c. ICT training relevance to the technological advancement of their specialty?

- 7. Do you think there is possibility of tailoring entrepreneurship skills to fit the context of the discipline in your department? How?**

- 8. What role can the university on behalf of your department play to promote entrepreneurship education?**

- 9. What is the status of career guidance and counselling?**
 - a. What are the objectives of doing it?
 - b. What is the modality?
 - c. Do you think the objectives are met?
 - d. What are the challenges associated?
 - e. How can it be improved to meet the objectives?

APPENDIX 11: INTERVIEW SCHEDULE -MINISTRY OFFICIALS/ RELEVANT AGENCIES/COMMISSIONS/COUNCILS

The purpose of this interview schedule is to explore information about the perspectives of the national policies and strategies with regard to entrepreneurship education within higher education institutions and to explore their experiences with graduate's skills after university education. The interview will also elicit the role that they can play and the available opportunities that universities may utilize from them. The information will be inquired from relevant ministry officials and selected agencies.

- *Ministry/agency/commission/council:*
- *Name of the official:*
- *Age:*
- *Gender:*
- *Working experience in the ministry/agency/commission/council:*
- *Position:*
- *Department/Section/Centre/Unit:*

- 1. What is your understanding on the concept of entrepreneurship?**
 - a. Its importance?
 - b. Its role to the economy?
- 2. What is your understanding of entrepreneurship education?**
- 3. Is there any policy/strategy on entrepreneurship education?**
 - a. If not why?
 - b. Any need of having policy?
 - c. Level of implementation
 - d. If not implemented why

- 4. Does the policy say anything about integrating entrepreneurship education to different programs within universities?**
 - a. Is it implemented?
 - b. What role do you play as a ministry/agency in implementing the policy?
 - c. What challenges do you encounter in implementation of the strategy?
 - d. Are there any opportunities that you think universities can utilize from your agency/ministry to promote entrepreneurship?
 - e. How can universities foster entrepreneurship in different fields of study?

- 5. What role do you play as government ministry/agency/commission/council to promote entrepreneurship to universities?**
 - a. Presence of any financial support
 - b. Supportive infrastructures?

- 6. Do you collaborate with other relevant ministries, industries and agencies in implementing the agenda?**

- 7. What is your opinion on the status of current graduate employees? (i.e, graduated in the past 5 years)**
 - a. Weaknesses?
 - b. What are the possible causes of the weaknesses?
 - c. What the good skills with graduates/strength?
 - d. Challenges you encounter working with them?
 - e. How do you cope with the challenges?

APPENDIX 12- RESEARCH PERMITS INVITATION LETTERS

UNIVERSITY OF DAR ES SALAAM DIRECTORATE OF RESEARCH

P.O. Box 35091 ■ DAR ES SALAAM ■ TANZANIA

Tel: 2410500-8 Ext. 2087, 2077,
2410743, 2410727

Mobile: 0754 270789
0784 767247



fax: 255 022 2410743
55 022 2410 023
e-Mail.research@udsm.ac.tz

Ref. No. AB3/12(B)

27th April, 2011

Mrs. Perpetua Kalimasi Kilasi,
PhD Student (Education Management and
Policy Studies),
University of Pretoria,
0002,
Republic of South Africa.

**Re: REQUEST TO CONDUCT A STUDY AT THE UNIVERSITY OF
DAR ES SALAAM**

Kindly refer to your request to conduct a study at the University of Dar es Salaam on "The Role of Universities in Promoting Entrepreneurship Education: The Case of Selected Public Universities in Tanzania".

Permission has been granted for you to conduct the said study. Kindly report at the Directorate of Research to collect an introductory letter to Principals, Deans and Directors.

A handwritten signature in black ink, appearing to read 'J.V. Tesha'.

Prof. J.V. Tesha
DIRECTOR OF RESEARCH

UNIVERSITY OF DAR ES SALAAM DIRECTORATE OF RESEARCH

P.O. Box 35091 ■ DAR ES SALAAM ■ TANZANIA

Tel: 2410500-8 Ext. 2087, 2077,
2410743, 2410727

Mobile: 0754 270789
0784 767247



fax: 255 022 2410743
55 022 2410 023
e-Mail: research@udsm.ac.tz

Ref. No. AB3/12(B)

27th April, 2011

Principals,
Deans,
Directors,
University of Dar es Salaam.

**Re: PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF
DAR ES SALAAM**

I am writing to introduce to you Mrs. Perpetua Kalimasi Kilasi, a PhD student at the University of Pretoria, Department of Education Management, Law and Policy Studies. She is currently conducting a study on "The Role of Universities in Promoting Entrepreneurship Education: The Case of Selected Public Universities in Tanzania". The purpose of the study is to explore strategies in which entrepreneurship education is fostered to different programmes within universities in Tanzania.

The findings of the study may help higher education managers, policy makers, researchers, academicians and the government to gain a better understanding on strategies to incorporate entrepreneurship skills into university curriculum and improve entrepreneurial-based teaching and learning within universities.

Mrs. Kilasi will conduct interviews with relevant members of your units. She also wishes to scrutinize relevant policy documents and strategic plans. The study is conducted under the scrutiny of the University of Pretoria's ethical guidelines with regards to issues of confidentiality and anonymity.

It will be appreciated if you will grant Mrs. Kilasi any help that may facilitate her to achieve study objectives.

Prof. J.V. Tesha
DIRECTOR OF RESEARCH

The Tanzania Commission for Universities

"Universities for Prosperity"

Garden Road, Mikocheni
Near TPDC Houses
P.O. Box 6562
Dar es Salaam
Tanzania



Tel. Gen: +255 (0) 22 2772657
Direct Line: +255 (0) 22 2772869
Fax: +255 (0) 22 2772891
E-mail: es@tcu.go.tz
Website: www.tcu.go.tz

Our Ref: TCU/C.10/5/33

Date: 9th October 2012

Perpetua Kalimasi Kilasi,
PhD Student (Education Management & Policy Studies),
University of Pretoria,
Pretoria 0002,
Republic of South Africa

Your Request to Conduct Research in our Commission

Refer to your letter dated 29th May 2012 requesting for permission to conduct research in our Commission.

The Tanzania Commission for Universities invites you to do your research as per your plan. We will give you our support and we expect that after completion of your studies you will provide us a feedback on your findings. We trust the information obtained will be for research and academic use only.

We look forward to meeting you soon.

Yours sincerely,

Prof. M.N. Mgas
DEPUTY EXECUTIVE SECRETARY

All correspondence should be addressed to the Executive Secretary



MZUMBE UNIVERSITY

DEPARTMENT OF POSTGRADUATE STUDIES

Tel: +255 (0) 23 2604380/1/3/4
Fax: +255 (0) 23 2604382
Cell: +255 (0) 754 694029
E-mail: dps@mzumbe.ac.tz
Website: www.mzumbe.ac.tz

P.O. BOX 63
MZUMBE
MOROGORO, TANZANIA

Ref.No. MU/DPGS/PGS/41/VOL.I/190

Date: 25th October, 2011

TO WHOM IT MAY CONCERN

RE: INTRODUCTION OF Ms. PREPETUA KALIMASI

The bearer of this letter is a Lecturer of Mzumbe University and a Postgraduate student of University of Pretoria pursuing PhD (Education Management and Policy) As part of requirements for completion of her studies, she is collecting information on ***"The Role of University in Promoting Entrepreneurship Education, the Case of Selected Public Universities in Tanzania"***..

This letter serves to achieve three purposes. Firstly, to verify that she is granted permission to undertake the research, secondly, to introduce her to you and thirdly to request you to facilitate any form of assistance she might need. We can assure you that this activity is entirely for academic purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,


Dr. Stella M. Kinemo
For: **VICE CHANCELLOR**

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Cable: "ELIMU" DAR ES SALAAM
Telex: 41742 Elimu Tz.
Telephone: 2121287, 2110146
Fax: 2127763

Post Office Box 9121
DAR ES SALAAM



In reply please quote:

Ref. ED/EP/ERC/VOL.IV/ 57

Date: Wednesday, August 03, 2011

The Director,
Higher Education Division-Ministry of Education and Vocational Training (MoEVT)

RE: RESEARCH CLEARANCE FOR MS. PERPETUA KALIMASI KILASI

The captioned matter above refers to.

The mentioned is bonafide PhD student at the **University of Pretoria** who is conducting research titled "**The Role of Universities in Promoting Entrepreneurship Education, the Case of Public Universities in Tanzania**" as part of her course programme for the award of PhD in Education Management Law and Policy.

For the purpose of accomplishing this study, the student needs to collect data and necessary information related to the research topic from your office.

In line with the above information you are being requested to provide the needed assistance that will enable her to complete this study successfully.

The period by which this permission has been granted is from **August 03 to October 30, 2011.**

By copy of this letter, **Ms Perpetua Kalimasi Kilasi** is required to submit a copy of the report (or part of it) to the *Permanent Secretary, Ministry of Education and Vocational Training* for documentation and reference.

Yours truly,

A handwritten signature in black ink, appearing to read 'Abdullah S. Ngodu'.

Abdullah S. Ngodu
For Permanent Secretary

✓ CC:Ms. Perpetua Kalimasi Kilasi- University of Pretoria, 0002, Republic of South Africa

(09)

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF LABOUR AND EMPLOYMENT

Telegraphic Address "KAZIAJIRA"
Telephone No. 2110877
Fax 2112054
E Mail: ps@kazi.go.tz



10441523
P.O. BOX 1422,
DAR ES SALAAM.

In reply please quote:

Ref. No. AB.250/368/01/81

9TH May, 2011

Perpetua Kalimasi Kilasi,
University of Pretoria,
Pretoria,
0002,
Republic of South Africa,

**Re: REQUEST TO CONDUCT A STUDY IN OUR MINISTRY AND
ASSOCIATED AGENCIES**

Your letter dated 18th April, 2011 refers.

I am happy to inform you that your request to conduct a study in
the Ministry of Labour and Employment has been accepted.

Expect to get enough cooperation from our staff.

M. F. Rweyemamu

For: **PERMANENT SECRETARY**



INTERNATIONAL LABOUR ORGANIZATION
Country Office for
The United Republic of Tanzania, Kenya, Rwanda
& Uganda



ORGANISATION INTERNATIONALE DU TRAVAIL
Bureau de pays pour
la République-Unie de Tanzanie, le Kenya, le Rwanda,
& l'Ouganda

P. O. Box 9212, DAR ES SALAAM, United Republic of Tanzania

Telephone Lines: 255-22-2196700 (General Line)
Facsimile: 255-22-2126627
255-22-2134167
Email: daressalaam@ilo.org

Ref No.

YEF-2-11-125

Perpetua Kalimasi Kilasi
University of Pretoria
Department of Education Management and Policy Studies
Pretoria 0002
Republic of South Africa

5 May 2011

Dear Ms. Kilasi

**RE: PERMISSION TO CONDUCT RESEARCH AT THE OFFICE OF THE
INTERNATIONAL LABOUR ORGANIZATION IN DAR ES SALAAM, TANZANIA**

The International Labour Organization (ILO) is pleased to inform you that you have been granted permission to conduct research the ILO offices in Dar es Salaam and interview ILO staff and experts from relevant units/departments with regard to your topic: *"The Role of Universities in Promoting Entrepreneurship Education: The case of Selected Public Universities in Tanzania"*

You will be allowed to access the library and make use of resources and policy and other documents relevant to your study according to ILO rules and regulations. We will also do our utmost to put you in touch with national partners with whom the ILO is collaborating in the promotion of entrepreneurship education in Tanzania.

Please do not hesitate to contact me for any further queries or assistance.

Yours sincerely,


Jens Dyring Christensen
Manager, Youth Entrepreneurship Facility

**Taasisi Ya Elimu Tanzania (TET)
Tanzania Institute of Education (TIE)**

Telephone: +255-22- 2773005
Fax: +255-22- 2774420
Telex
E-Mail: director_general@tie.go.tz



P.O. Box 35094
DAR ES SALAAM
TANZANIA

Ref. No. TIE/SRA/570/III/121

01.11.2011

Dr. Stella M. Kinemo
Department of Postgraduate Studies
Mzumbe University
P.O.Box 63
Mzumbe-Morogoro

RE: INTRODUCTION OF MS. PREPETUA KALIMASI

This is to acknowledge the receipt of your letter dated 25/10/2011 with the heading above.

I am pleased to inform you that your request for permission for Ms. Kalimasi to collect data from Tanzania Institute of Education is accepted.

However she is advised to see the Director for Research, Information and Publications, Mr. Makoye Wangeleja preferably on 08/11/2011 at 11.00 am respectively for further guidance.


Almond Sayungwe
For: Director General
Tanzania Institute of Education