

UNTAPPED ENTREPRENEURSHIP CHALLENGES: THE MISSING LINKAGES IN SUPPORTING THE GROWTH OF GRASSROOTS ENTREPRENEURSHIP IN DEVELOPING COUNTRIES

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Abstract

Investing at the grassroots level is an essential intervention to achieve the goals that the international and national communities have set in terms of sustainable development. However, substantial performance remains the concern of the many developing countries in establishing a strong strategy on education in supporting grassroots economies. The general objective of this paper is to engage in discussion on how the country's strategy is designed to meet the intended results in supporting Sustainable Development Goals (SDGs) through entrepreneurship at the grassroots level. The specific objectives first will focus on critical analysis on the level of matching of the designed strategy and the implementation and secondly on the role of social innovations and the motivations of social entrepreneurs in supporting socioeconomic progress and employment creation. The paper outlined key issues from Malaysia and Zanzibar experiences using a qualitative approach. The findings indicate that in Zanzibar the grassroots entrepreneurs were dominated by weak education, mindset, and traditional experiences in transforming their practices using emerged innovation initiatives, there is also a weak government initiative on innovative measures and a lacks policy initiatives. While in Malaysia the grassroots entrepreneurs failed to use the existing opportunities of the STI initiative to transform themselves into global and regional opportunities. It is suggested that to realize the effective role of entrepreneurship in supporting SGD's goals in employment, quality life, and poverty reduction, there is a need for a paradigm shift to support entrepreneurship education which will support socio-economic development at all levels.

Keywords: Untapped entrepreneurship Challenges; Grassroots entrepreneurship; Sustainable Development Goals (SDGs; Malaysia; Zanzibar

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■ 1.0 INTRODUCTION

Investing at the grassroots level is largely considered as a key intervention toward supporting rural development and sustainable growth, developing countries in particular. In many developing countries such as Malaysia and South-South countries, the majority of the citizen was found in the rural area and the majority engaged in agricultural production and other entrepreneurship ventures. Essentially, entrepreneurship plays a very important role in improving the living condition of people in poor communities and it is very important in creating employment opportunities and improving the life standard (United Nations [UN], 2014). Subsequently, entrepreneurship is an engine for poverty reduction, and it generates innovation for social, economic, and sustainable development, (Rashid, 2019). over the decades, many developing countries have tried to attempt several initiatives in developing different strategies that support entrepreneurship at both national and grassroots levels, however, the resulting to many grassroots is still unconvincing and the designed strategies are questionable the term of its delivery.

Strategically, the matter of entrepreneurship was highly emphases at the global level respectively, for example in attempting for achieving Sustainable Development Goals (SDGs) 1(No hunger) and 4 (Quality Education) specifically the focus is to promote possible initiatives to eradicate poverty in all its forms as one of the greatest challenges facing humanity. On the other hand, quality education is a matter of concern as means to an end in realizing societal progress with a quality life. The targets are creating sound policy frameworks at the national, regional, and international levels, based on pro-poor priorities, and substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship. The objectives of this paper are to engage in discussion and analysis on the level of matching of the designed strategy and the implementation of entrepreneurship interventions regarding the support of SDGs on enabling environment and secondly on the role of social innovations, quality education, and the motivations of social entrepreneurs in supporting socioeconomic progress and employment creation.

■ 2.0 LITERATURE REVIEW

2.1 Rural entrepreneurship and the supporting of development

Many scholars and researchers have emphasized the importance of rural entrepreneurship and its linkages in supporting job creation, socio-economic development, and poverty reduction. In recent years, we find that research on rural economic development has focused on the role of entrepreneurs (Lee, 2016). He further suggested that local empowerment in entrepreneurship skills and culture is the motivating factor that promotes local economies and sustainable development. Thus, rural regions of developing economies are the last support for new job creation in the nation as there are potential resources that are available in the local areas. However, because of the weak linkages of the interventions such as technology, innovation, entrepreneurship culture, and skills development needs are likely to be different from those of developed economies and thus, entrepreneurs with local knowledge are far poised to tap those opportunities.

2.2 Entrepreneurship Education

According to the United Nations Educational, Scientific and Cultural Education (UNESCO), entrepreneurship education has been defined as a collection of formalized teachings that informs, trains, and educates anyone interested in participating in socio-economic development through a project to promote entrepreneurship awareness, business creation or small business development. Several scholars have indicated a huge gap in entrepreneurship education in different institutions as a barrier to promoting entrepreneurship skills in most developing countries. In assessing the factors affecting the university graduates in having or establishing business ventures in Tanzania Urio and Lyimo (2021) observed that 66% of the respondents claimed that lack of entrepreneurial skills failed them to establish their ventures. This indicates that still there is a huge gap in the type of education and skills provided.

Entrepreneurship education is also conventionally defined as education that teaches skills required to venture into a new business. Though, the definition of entrepreneurship education has been much discussed by the scholars depending on the entrepreneurship education objective and the method of implementation. Kourilsky (1995) define entrepreneurship education as the skill to recognize prospect, utilize resources with the existence of risk, and set up a business venture. Entrepreneurship education is also defined as formal teaching that comprises the criteria such as informing, trains, and educating potential entrepreneurs towards business creation and development by Berchard and Toulouse (1998). On the other hand, inadequate and unsustainable policies, inappropriate technologies, and insufficient rural infrastructure and institutions are among the factors which contribute to the achievement and attainment of international, regional, and national plans including education, poverty reduction, and socioeconomic (Swenya and Kabisama, 2014)

■ 3.0 METHODOLOGY

This paper used a qualitative approach in the collection and analysis of relevant information. The researchers interviewed the government officials and rural entrepreneurs using a semi-structured checklist to provide an understanding of underlying reasons, opinions, and motivations. The researchers also engaged in desk review of the related documents and reports to supplement the information of the designed objectives. The thematic and content analyses were used to formulate and analyses the key issues in the study.

■ 4.0 RESULT AND DISCUSSION

4.1 Malaysia experiences:

4.1.1 Education Policies and Action Plans

The Government's role in encouraging entrepreneurship through the national plans and policies as well as the establishment of several entrepreneurship-related agencies continued with the Ninth Malaysian Plan (9th-MP) with the strategy to encourage entrepreneurship to enhance innovation capabilities and increase the number of S&T-based companies that embedded under Thrust of Science, Technology, and Innovation (STI) development during the Ninth Plan period.

In line with the 9th MP thrust, Malaysia National Higher Education Action Plan 2007-2010 planned to develop entrepreneurial skills among students of higher learning institutes by transforming the teaching and learning syllabus of entrepreneurship. In addition, HLIs have arranged start-up centers to promote entrepreneurship teaching into universities' curriculum.

In 2010, the Ministry of Higher Education (MOHE) introduced the Entrepreneurial Development Policy of Institutions of Higher Learning (IPT) as a measure to encourage the development of human capital in producing entrepreneurial graduates. Subsequently, parallel with the Entrepreneurial Development Policy of Institutions of Higher Learning (IPT), MOHE had developed the Entrepreneurship Action Plan for Higher Education Institutions 2016-2020 to cultivate an entrepreneurial mindset throughout the higher education system to achieve

the comprehensive, entrepreneurial, and balanced graduates as job creators. the figure 1 below indicates the plan of actions from five (5) different experiences.

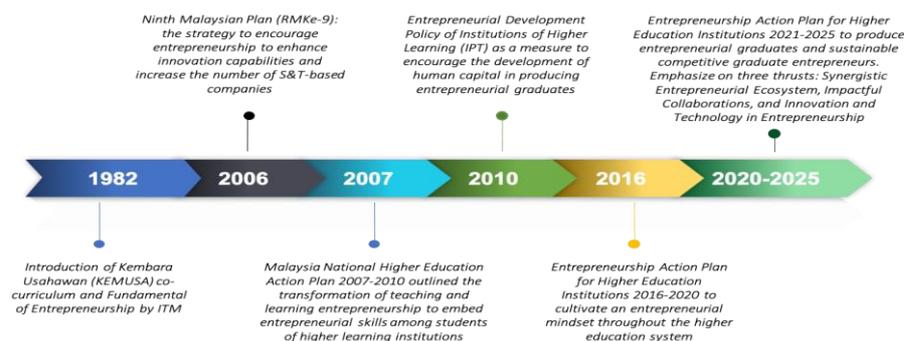


Figure 1 Malaysia Experiences of Entrepreneurship Plan of Actions

In 2020 through the MOHE, Entrepreneurship Education Action Plan 2021-2025 has been developed. The basis aspiration is to produce balanced and holistic graduates with entrepreneurial mindsets and to nurture job creators instead of creating job seekers. The future of entrepreneurship in Malaysia is promising where currently more Malaysian entrepreneurs including grassroots level are keen to strengthen their business ventures through innovation and technology while the government is placing more effort in transforming the country into an entrepreneurial nation.

Various entrepreneurship-related activities and initiatives, including strategic collaborations with four main stakeholders namely with government agencies, private corporations, academia, and community have been organized to promote entrepreneurship as well as produce entrepreneurial graduates and more graduate entrepreneurs. The objectives are to instill entrepreneurship awareness, catalyze action research towards improving conditions and practices of entrepreneurship education and environments.

In 2019 the government launched the National Entrepreneurship Policy 2020 (NEP-2030) which is designed to develop an entrepreneurial ecosystem in Malaysia that will enhance the country's competitiveness in the global economy amidst increasing competition and challenges emerging from Industry 4.0 as well as create an entrepreneurial culture in the Malaysian society. The road to realizing an entrepreneurial nation by 2030 as mentioned in the National Entrepreneurship Policy 2030 (NEP 2030) initiated from efficient cooperation, effective coordination, and all stakeholders giving a full commitment and support. In addition, to transform Malaysia as an economic bloc in Asia, NEP 2030 framework will guide all parties to act effectively as well as develop human capital as part of this target

The Ministry of Science, Technology & Innovation (MOSTI) launched the KUALA National Policy on Science, Technology, and Innovation (DSTIN) 2021-2030 which will intensify local technology development and application efforts to transform the country from being technology users to technology developers. By establishing a target of becoming a high-technology country, the efforts would be able to reduce dependence on foreign technology and labor. This new policy will also address the issue of innovation inefficiency, where the concept of Science, Technology, Innovation, and Economy (STIE) is introduced.

4.1.2 Institution engagement in entrepreneurship in Malaysia

The government's role is crucial in nurturing the culture of entrepreneurship across the nation including grassroots. The Ministry of Higher Education (MOHE) through Higher Education Institutions and relevant agencies spearheads the commitment to implement initiatives under the job creator framework formulated under this Action Plan to the employability rate of graduates will continue to increase over time. The government is always striving to enhance and develop relationships and a combination of entrepreneurship and education to produce resilient human development, entrepreneurial, holistic, and balanced from aspects of knowledge and morals.

Beginning from the 9th Malaysia Plan (2006-2010), the Federal Government through the Central Agency has formulated the ultimate long-term policy as stated in the Malaysian plan's which emphasizes strategies to increase employability through entrepreneurial culture among graduates, especially STEM graduates. The long-term objective of this policy is to produce techno-entrepreneurs and new technology-based companies. Apart from the central agency, The Ministry of Entrepreneur Development (MED) was established in 2007 which plays a leading role in leading efforts to develop a comprehensive, encouraging entrepreneurial environment and inclusive to support the national entrepreneurial development agenda.

Apart from that, a dedicated entity namely SME Corporation Malaysia (formerly known as SMIDEC) has been established to coordinate and execute the responsibility of planning and implementing all the projects and programs related to small and medium industries (SMEs). This agency plays a major role in the development and implementation of development programs for SMEs cutting across ministries and agencies. SME Corporation Malaysia's responsibilities among others are to handle, supervise and streamline the vendor upskilling programs and franchising, financing, incubator facility, providing and provisioning the factory sites,

training and technology adaptation program.

4.1.3 Malaysia Untapped Challenges

The public and private sectors become the first option for most of the graduates to get high salaries after graduation. There is the assumption that both of the sectors would offer them higher income in comparison with the entrepreneurship field. Apart from that, most of the graduates assumed that entrepreneurship needs a lot of experience, knowledge, and particularly difficulty in getting for the startup capital. Becoming an entrepreneur is indeed very challenging because it needs a lot of effort, sacrifice, and high commitment to become a successful entrepreneur. Due to this, the graduates are more prefer to search for the best position in the public and private sectors that in reality now a day is very competitive rather than venturing into the entrepreneurship field.

In reality, now day, working in the private and public sectors required a high commitment and effort with there is a case where the workload is not proportionate with the fixed-wage given by the employers. They are lacking awareness that entrepreneurship can generate more income commensurate with the effort, hardship, and commitment given. Based on the Entrepreneurship Action Plan for Higher Education Institutions 2016-2020 report, showing an increasing trend in the number of HLI graduates embarking into the business immediately after graduation, but the percentage is only about 2% of the total graduate every year. This small number might be due to various reasons particularly when it is getting opposition from parents and families that prefer their children to work with the public and private sector.

Access to financing is one of the major issues for a graduate to venture into the entrepreneurship field. Several agencies may have provided financing access specifically to the graduate, but the process of obtaining the loan is can be considered tedious for the graduate. Apart from that, another financial assistance provided to the graduate is a seed capital or a soft loan by the HLIs. The small size of the funds and it is managed as a revolving fund makes the fund vulnerable to the shortage due to slow repayment and non- performed loans (Yusoff et al., 2014). In another case, the access and procedure of securing the loan are available and easy, but low awareness or 89% of students in HLI are not alert with the availability of microfinancing (Hamidon, 2015). Promotion and awareness programs need to be enhanced to convey the information to the student regarding the availability of the fund.

Proper training for the educators and qualification to teach the entrepreneurship subject is crucial to make entrepreneurship education successfully implemented at the HLI level. Proper entrepreneurship training to the educators before teaching entrepreneur subjects must be provided. This is due to the situation where educators have irrelevant educational qualifications and backgrounds to conduct entrepreneurship programs (Yusoff et al., 2014). HLIs in Malaysia are still dependent on government funds to implement entrepreneurship programs and activities. Though there are efforts for local HLIs to generate income as outlined under the IPT Entrepreneurship Strategic Plan 2013-2015, it is still at a minimum level compared to HLIs in developed countries such as the Germany and United States. (Entrepreneurship Action Plan for Higher Education Institutions 2016-2020)

The existence of restraining policies, procedures, or regulations might become a barrier to the implementation of strategies to achieve the entrepreneurial agenda. When entrepreneurship is placed as an important agenda that needs to be implemented by HEIs, there is a possibility of conflict between the policy implementers and administrators who carry out their duties under policies and regulations existing without flexibility and justification. Implementation of strategies such as lending capital to businesses students, allowing the establishment of student's companies and cooperatives to be suppliers to HEIs, allowing academics and administrators to venture into business is examples of matters involving rules that require consideration and evaluation.

The sustainability of the business needs a graduate that passionate about entrepreneurship and well equipped with the knowledge and skills. Entrepreneurship shall not be the last resort for the graduate to involve after failing to secure a job in both the public and private sectors. Policy monitoring is one of the main aspects that must be emphasized in entrepreneurship education policy to ensure the graduate involved in the business is sustained particularly during the economic turndown. Figure 2 below provides the trends of entrepreneurship intentions and entrepreneurial activity.

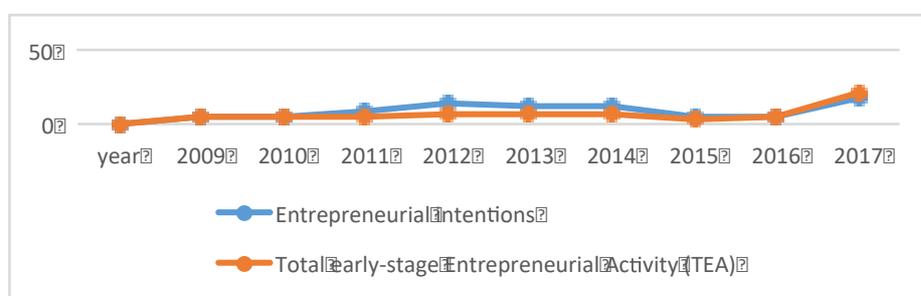


Figure 2 Malaysia experiences of entrepreneurial intentions vs entrepreneurial activity (Source: Global Entrepreneurship Monitor (GEM)- 2017)

The trend continuously fell from the year 2012 until 2016. However, the percentage showed a significant increment in 1 year from 2016 and 2017 and the factor that influenced the increasing trend will be discussed in data analysis and interpretation. Malaysia's percentage indicates that Malaysia's effort to develop entrepreneurship is in good progress. However, the writer's opinion is that the quantity does not show the real performance for these indicators but the most important is the quality that does show the actual achievement of such implemented policy. Contribution to GDP is one of the indicators to show the quality of the entrepreneur.

Another indicator that shows the quality of entrepreneurship is The Global Entrepreneurship Index (GEI). GEI is an annual index that measures the health of the entrepreneurship ecosystems in each of 137 countries. It then ranks the performance of these against each other. This provides a picture of how each country performs in both the domestic and international context. Based on the 2018 record, Malaysia's position is at 58th. 14 major indicators are presenting the performance of entrepreneurship in a particular country by GEI.



Figure 3 Number of Employed Malaysia Graduate (Source: Graduate Tracer Study, MOHE)

Self-employed graduate data has shown an increasing trend from 2009 to 2013. The impact of the economic crisis that hit Malaysia in the year 2008 is not a barrier to the involvement of graduates in the field of entrepreneurship at that time. However, the trend of graduates' involvement as self-employed has declined from 2013 to 2015. The general election factors that were held in 2013 have hindered graduates to venture into entrepreneurship by taking into account uncertain new government economic planning and environment.

Several factors may contribute to the significant increment number of self-employed graduates beginning from the year 2015 until 2019. The establishment of Malaysia Global Innovation and Creativity Centre (MaGIC) in 2014 might be one of the factors that attract the graduate to venture into the entrepreneurship field through creativity, innovation, and technology adoption. Parallel with the function of MaGIC in developing the entrepreneur, Graduate Entrepreneur Fund (TUS) is a financial facility designed especially for graduates to venture into innovative and creative entrepreneurship.

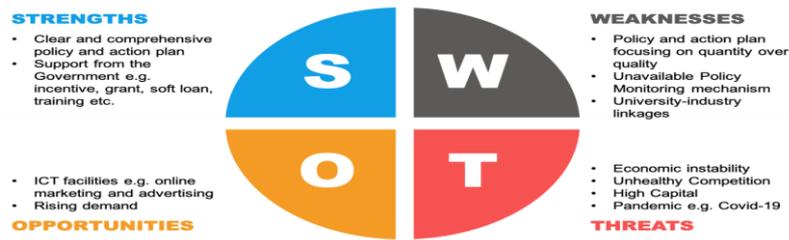


Figure 4 Malaysia Global Innovation Index (Source: Global Innovation Index (GII) 2020)

The Global Innovation Index (GII) ranks world economies according to their innovation capabilities. Comprising of approximately 80 indicators, grouped into innovation inputs and outputs, the GII objective is to capture the multi-dimensional aspects of innovation. The ranking of Malaysia in the GII was consistent between ranks 28 and 35 except in the year 2017 recorded at 37th position.

Based on Figure 4, Malaysia has shown a consistent performance from 2010 until 2020 except for 2017. This performance is due to the effective implementation of Malaysia National Higher Education Action Plan 2007-2010 in 2016, Entrepreneurial Development Policy of Institutions of Higher Learning (IPT) in 2010, and the Entrepreneurship Action Plan for Higher Education Institutions 2016-2020. These three policy and Action Plan was supported by the Government initiative to establish MaGIC with the aims to cultivate an entrepreneurial mindset throughout the higher education system to achieve comprehensive, entrepreneurial, and

balanced graduates as well as job creators.



Existing and potential entrepreneurs need to equip themselves with basic knowledge related to entrepreneurship before venturing into the field of entrepreneurship. Failure to master knowledge and technology will lead to less resilience especially during the economic downturn for instance.

Instability of economy, competition, and the latest pandemic Covid-19 are the external factors that influenced entrepreneurship resiliency. Entrepreneurs have to equip themselves with the knowledge to be resilient to face these challenges. The government is also responsible for facilitating the entrepreneur during a hard time for instance during the pandemic Covid-19 to ensure the entrepreneur can endure and sustain the business.

4.2 Zanzibar experiences

Zanzibar as among South-South Country has tried to initiate several interventions in attempting the support of entrepreneurship. According to the interview conducted to the senior officer of the Ministry of Labor officials say there is a wide range of initiatives available entrepreneurs, set up by the government, non-governmental organizations, and intergovernmental organizations, these include apprenticeship partnerships, entrepreneurship forums, incubator programs, and business idea competitions (Director of Youth Development, 2018). However, Zanzibar facing several untapped challenges that are undermining the development of entrepreneurship particularly at the grassroots levels. According to Ann Babe from the global post commented that while it's true some interventions do exist, many of them doesn't make their way to the islands' most marginalized population such as grassroots people. From a broad perspective, several initiatives are implemented to support the entrepreneurship and employment creation of the general population, for example, Zanzibar Development Vision 2020 provides the overall framework for the promotion of youth in job creation by putting into consideration the promotion of innovation and entrepreneurship in the country. As national broad policy strategy underscores the need for eradicating absolute poverty in the society by empowering people in creating several initiatives of socio-economic development.

Specifically, the Zanzibar employment policy of 2009 was designed in trying to stimulate employment growth in the economy as a measure of reducing unemployment and underemployment rates among citizens. The policy advocates for the attainment of productive and decent employment among youth by reviewing training curriculum to reflect the labor market demands and widening access to labor market information. Moreover, the Zanzibar Youth Development Policy (2005) aimed at promoting the development of youths, taking into consideration people with special needs. The policy was then revised in 2010 to accommodate new development affecting youth. The policy proclaims a need for the provision of life skills and vocational training, financial resources, and experience for enhancing youth's employability. Most of these interventions were derived from the Zanzibar education system of 2006 emphasizes the need for the provision of training in entrepreneurship to stimulate job creation and self-employment and provide employment opportunities for people with special needs.

Likewise, Youth Employment Action Plans were created to create a more favorable environment for self-employment and employment among youths in Zanzibar. The first generation of Youth Employment Action Plan was implemented from 2007 to 2012 aimed at promoting youth employment. However, the plan failed to adequately stimulate employment creation among young people because the plan got less support from different stakeholders during the implementation. The second generation of youth employment action plan covered the period of 2014 to 2018 was also adopted to foster youth employment and employability.

4.2.1 Zanzibar Untapped Challenges

It was revealed that although there were several attempts in trying to improve and promote the entrepreneurship sectors in Zanzibar, still the delivery of the initiatives is not convincing. Babe, 2018 indicated

that there is a widening gap between the skills provided in training institutions and those required in the practical field for entrepreneurship engagement in several sectors that are fastest-growing economic sectors such as tourism, agriculture, and services whereby the gap has left 21.3 percent of Zanzibar's 15- to 35-year-olds jobless, according to the government's latest data from 2014 and In 2016, the World Bank reported the rate to be 10 percent higher respectively. According to the report, the grassroots areas are most affected in which most of the young women and men have no job or job with less productivity. Additionally, in the unexpected notification, Zanzibar has yet to develop an entrepreneurship policy, something that jeopardizes the success of initiated efforts.

Remarkably, the finding of this study reveals that there is a very weak and insignificant effort to the grassroots level to promote and support entrepreneurship skills and culture. Most of the rural entrepreneurs who majority engaged in agricultural production and petty business were lacks basic entrepreneurship skills and knowledge; weak institutional support; innovation and technology gap as indicated in Figure 5 below

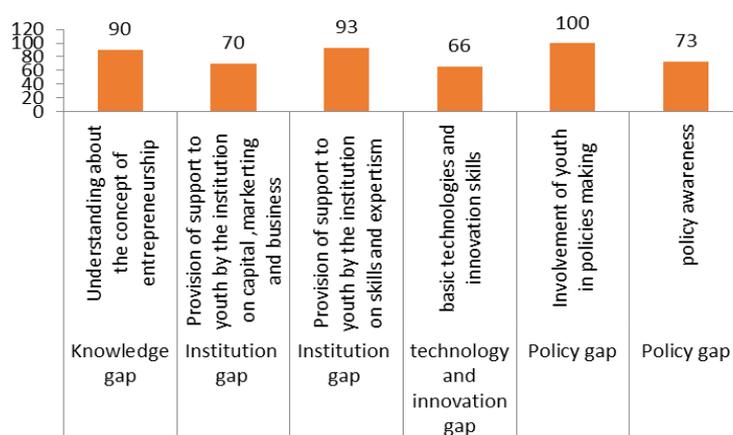


Figure 5 Zanzibar experiences of grassroots agro entrepreneur's gaps (Source: field 2019)

On the other hand, the study explored several intrinsic and extrinsic challenges facing the entrepreneurship sector at the national and grassroots levels. table 1 below indicates Intrinsic and Extrinsic challenges experienced by the grassroots entrepreneurs in Zanzibar

Table 1 Intrinsic and Extrinsic Challenges of grassroots entrepreneurs in Zanzibar

| Intrinsic Challenges | Extrinsic Challenges |
|--|---|
| Shortage of start-up and expansion capital | Low government support on technology, innovation, and business environment |
| Low marketing and branding skills | Low family support |
| Negative attitude towards entrepreneurship | The difficulty for accessing business premises and business capital |
| Poor management practices | weak of an entrepreneurship policy, strategic interventions, and plans |
| Low entrepreneurial and business skills | Excessive taxation from multiple authorities |
| Low innovation and creative skills | Low business development support services |
| Limited knowledge of regulatory issues, in particular of copyright, patent, or trademark regulations | Higher cost of business services such as packaging materials, standard regulations, licensing |
| Lack of dedication and hardworking | Multiple regulations from different local and central government authorities |
| Negative mindset on changing the practices | Over-dependence on imported raw materials and spare parts |
| Weak commitment and engagement level | Low capacity of government officers to handle entrepreneurship program |
| Motivated by financial gain instead of skills and knowledge during the training support | weak curriculum for entrepreneurship skills development |

Source: Filed Data 2019

It was further revealed that these challenges have made most of the rural population not only fail in grasping the existing opportunities but also lead to poor employment creation baseline and therefore increasing the chance of widening the gap of poverty and standard life in the rural areas.

Based on the existing gaps and challenges, the study estimating almost 70 percent of start-up ventures have failed and therefore the business collapsed and only 30 survived with very few entrepreneurship venture features. Further analysis indicated that almost 95 percent of the operating ventures in the rural areas have lacked the basic and required features of business components such as business plan, model, and marketing strategy which make most of them fail to have positive progress and hence fail to grow. This tendency results in weak income generation and weak employment support because of weakness in risk management, low progress, lack of profit, and capital insufficiencies. Figure 6 below indicates the trend of startup vs survival rate in rural areas in Zanzibar.

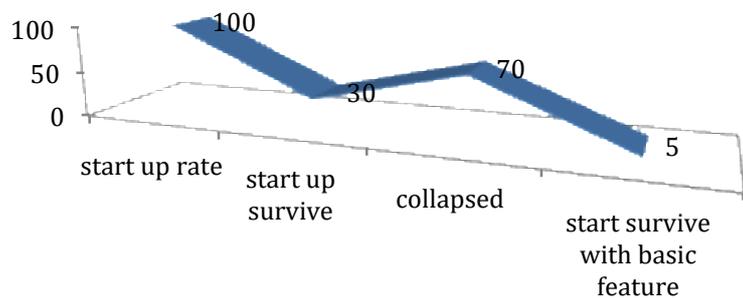


Figure 6 Percentages of Start-up and Survive Rate at Rural Areas of Zanzibar (Source: Field data 2019)

Technology and innovation were also explored as the principal barrier to entrepreneurship development in Zanzibar. The study reveals that there is a lack of specific interventions which focus and are aligned to the promotion of technology and innovation not only to the grassroots but also at the national levels. This is a very critical concern to the rural growing entrepreneurs, especially in the agro sector. The majority of respondents who are interviewed revealed that they did not have the correct understanding of the use of agro-technologies because they did not attend training about the use of agro-technologies. Additionally, the analysis reveals that they even don't understand the existing technologies and innovation packages or design useful for their activities. This observation indicates that there is a serious untapped challenge on technology and innovation in promoting entrepreneurship development. Figure 7 below indicates the summary of findings;

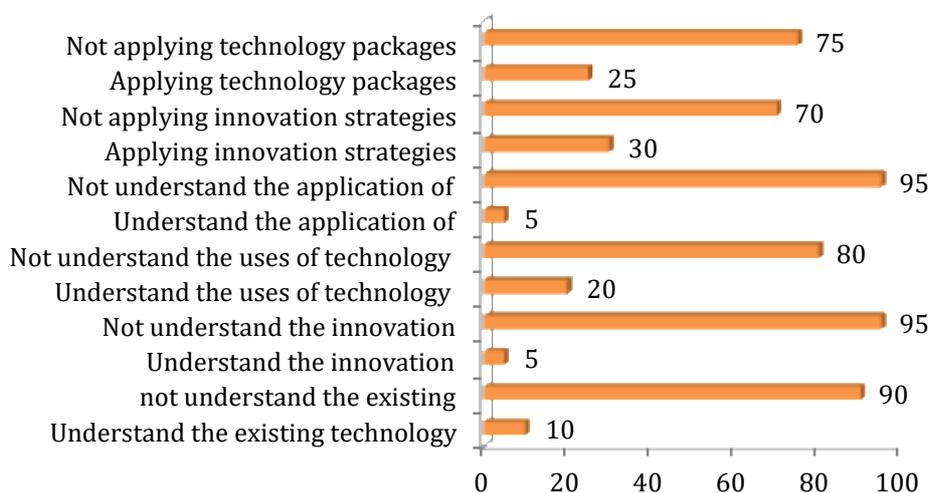


Figure 7 Technological and Innovation gaps in Grassroots Entrepreneurs in Zanzibar (Source: Field data 2019)

The above findings indicated the huge gap in technology and innovation among grassroots entrepreneurs. This gap to the large extent catalyzing the inefficiency and weak growth of the rural entrepreneurship sector. Thus, the interventions are required to at least narrow the gap and promote the technology and innovation

strategies at the lowest level to support the productivity among the growing business in the service and agro sectors.

4.3 Malaysia and Zanzibar Comparison

Both countries have invested to ensure their communities enjoy the quality of life by emphasizing implementing related SDGs in attaining quality life and decent jobs. Several interventions of entrepreneurship have been initiated to promote quality education to support employment creations and the introduction of various programs to reduce poverty and hunger. The findings indicate that both countries have positive progressive, however, Zanzibar progress is less convincing compared to Malaysia as indicated in figure 8 below

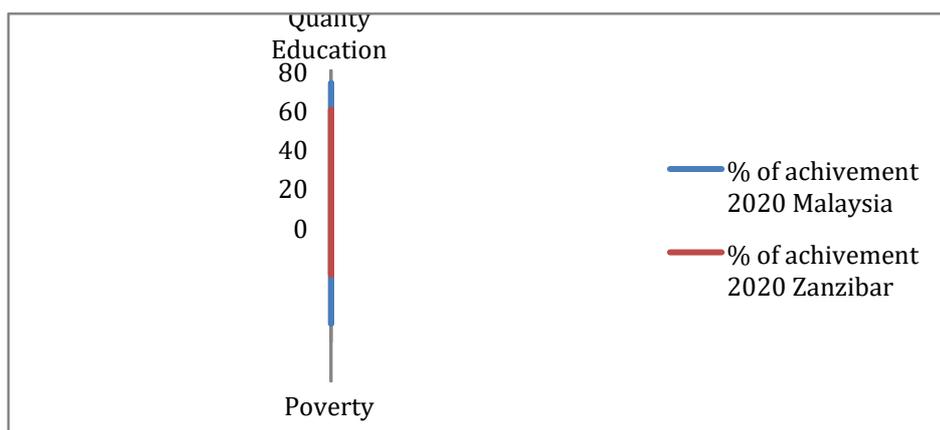


Figure 8 Malaysia and Zanzibar educational Quality and Poverty Reduction regarding Entrepreneurship Intervention (Source: Field data 2020)

The analysis shows that Malaysia has more positive progress in quality education that supports entrepreneurship performance and job creation while Zanzibar is less. On the side, the level of progress in poverty reduction and overcoming of hunger in Malaysia is much ahead of Zanzibar. The further analysis indicates that Malaysia has more strong plans such as the 11th Plan of action 2015-2020 and 12th Plan 2021-2025 while Zanzibar has yet to formulate a specific Plan of action as Malaysia regarding the entrepreneurship initiative. Zanzibar has a broad Plan of Zanzibar Strategy for Growth and Poverty Reduction of 2015-2020 and now has not yet finalized the Mid-term Plan of 2020-2025. Both Zanzibar plans have fewer features of promoting entrepreneurship and innovation in the specific while Malaysia has strong emphases. These tendencies have a great impact on other interventions of supporting employment creation and quality life and wellbeing among the people.

■ 5.0 RECOMMENDATIONS

5.1 Inter-Organization Cooperation

Stakeholders from various sectors such as government, private, Non-government Organizations (NGO's) at the local, state, and federal levels must take joint action and work together to achieve the objectives of the initiated action plan. Cooperation among the stakeholders is important to ensure the effectiveness of the policy. The entrepreneurship policy drafted should be based on the issues and challenges faced by the entrepreneurs particularly small and medium enterprises and too grounded from the grassroots. All stakeholders should create an integrative approach in human capital, resources, and strategies and create close cooperation and network can be classified as a policy instrument that can contribute to the success of the policy.

5.2 Developing Systematic Monitoring System in Implementation

Policies and strategic plans monitoring are crucial aspects that have to be emphasized in implementing entrepreneurship interventions. Monitoring System is a tool that can be considered as a policy instrument that supports the policy implementation through systematic surveillance and evaluation. The SWOT analysis highlighted the policy monitoring as a weakness in entrepreneurship policy particularly on the issue to identify the sustainability of the entrepreneur as observed. Investing in a monitoring system will ensure proper implementation of policy particularly when the monitoring process involved various parties and agencies. In addition, corrective action is important in the monitoring process when there is any deviation from the target of

the policies and plans. additionally, conducting impact analysis of previous and current implementation to understand where efforts can be scaled-up should not underemphasize.

5.3 Strengthening the HEI-Industry linkages

HEI need to be more open in term of cooperation with the business community to strengthen linkages between research and private industry. Thus, this linkage will make the entrepreneurship activity on campus more effective and facilitate the development of a positive perception of the entrepreneurship field. Furthermore, the linkages can be used by the HEIs to provide students with higher quality and more relevant start-up support services, including coaching and mentoring. This can be achieved by:

- i. Developing regional networks between HEIs and the business community with support from the Government.
- ii. Involving the business community in the development of teaching content and methods, as well as business start-up support services;
- iii. Increasing the opportunities for students to interact with the business community through course work, short-term projects, and business competitions; and
- iv. Increase the number of incentives and grants from the Government (e.g., research funding for multidisciplinary projects) for HEIs and the business community to cooperate.

5.4 Transforming educational System

The education system is required to consider the context of society. The responsible authorities among other things should invest more in research and development in education to support more transformation of educational intervention. The fundamental changes are required at all levels to promote and develop entrepreneurial skills, attitudes, and positive behaviors in building creativity and innovation capabilities toward entrepreneurial activity. The new approaches and perspectives should be realized to entrepreneurship education to enable policymakers to engage, formulate, monitor, and evaluate national policies to inspire and enable grassroots to start and to grow entrepreneurial ventures to their socio-economic context

5.5 Developing Conceptual Framework

Having a country conceptual framework in entrepreneurship development will provide a priority linkage to the grassroots. One among the key success factors for entrepreneurship development is an effective formulation of the entrepreneurial ecosystem which articulates multiple factors in facilitating entrepreneurship progress. Using the conceptual framework, the entrepreneurship ecosystem will indicate the required context of mutually beneficial and self-sustaining relationships involving institutions, resources, skills, and processes that work together in creating entrepreneurial platforms.

5.6 Strengthen the role of different stakeholders

In realizing the intended result of the entrepreneurship interventions and initiatives the role of stakeholders should be re-structured and provide a new perspective towards promoting entrepreneurship development at grassroots and national levels. Below are recommended roles.

| # | Stakeholders | Roles |
|----|---|--|
| 1 | The central government and local government | <ul style="list-style-type: none"> • managing entrepreneurship policy and strategy • promoting entrepreneurship education and skills development at all levels • Supporting public-private partnerships aimed at building the financial sector's capacity to serve start-up • creating a conducive business environment • promote science, technology, and innovation at all levels • promoting incubation and innovation hubs • promoting entrepreneurship culture |
| 2. | Government agencies and authorities | <ul style="list-style-type: none"> • Mainstreaming entrepreneurship in the education system • Enhancing ICT-based procedures for business registration and reporting • Support youth entrepreneurship competitions and awards • Balancing regulation and standards with sustainable development |

| | | |
|----|--|--|
| | | objectives <ul style="list-style-type: none"> • Supporting capacity building program • promoting entrepreneurship culture |
| 3. | International Organizations/NGOs | <ul style="list-style-type: none"> • Capacity building programs • Supporting seed funding to start-ups • Promoting youth-oriented financial literacy training • promoting incubation and innovation hubs • promoting entrepreneurship culture |
| 4 | Private Sector i.e., Chamber of Commerce | <ul style="list-style-type: none"> • Strengthening business development services • Credit linkages • Facilitating the development of youth-friendly financial products, including mobile banking technologies • Promoting awareness and networking • promoting entrepreneurship culture |
| 5 | Higher Learning Institutions and Vocational Training Centres | <ul style="list-style-type: none"> • Establishing entrepreneurship programs and course • Establishing technology business incubators and innovation hubs • Promote vocational training and apprenticeship programs • Encourage entrepreneurship training for instructors • promoting entrepreneurship culture |

■ 6.0 CONCLUSION

Higher Education Institutes (HEIs) are moving are heading towards the right way in entrepreneurship education through the introduction of the Entrepreneurial Development Policy of Institutions of Higher Learning in 2010 and the development of the Entrepreneurship Action Plan for Higher Education Institutions 2016-2020 to cultivate an entrepreneurial mindset throughout the higher education system. The concerted effort by the government to inculcate entrepreneurial culture in HEIs is very high with the entrepreneurship curriculum offered in almost all of HEIs in countries. In addition, this effort is further enhanced with an example of having University Malaysia Kelantan that specialized in entrepreneurship and business program where the same is required for Zanzibar as a South-South country. This effort should be a long-term commitment with sustainability being a key issue. The monitoring aspect also should be emphasized and the progress of graduate entrepreneurs be regularly evaluated to achieve the intended result.

The effectiveness of the EEP and action plan that is currently in progress only will reach great achievement with the high commitment from the HEIs and the graduate. Malaysia HEIs can expand the effort to inculcate entrepreneurship culture among graduates by learning and integrating the relevant and good practices from the other models around the world into countries' HEIs entrepreneurial curriculum. Both Malaysia and Zanzibar's competitiveness, innovation, and economic growth depend on being able to produce entrepreneurs with the skills and attitudes either venturing into their own business or performing an innovation in the big company. Thus, entrepreneurship education is the most crucial step to inculcate an innovative culture in the countries.

Acknowledgment

This paper is the result of efforts by different partners. The Authors are proudly and sincerely thank Universiti Teknologi Malaysia for funding the research under the TDAR Grand on Entrepreneurship Education Policy within Industrial Professional Practice Workforce.

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