

Creating Job Opportunities through Humanizing Entrepreneurship Education in Somalia

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Abstract: Educating youth to become entrepreneurs is a vital factor in creating employment and eradicating poverty. The primary concern of relevant and innovative entrepreneurial-ism is that it creates wealth for the entrepreneurs; creates job opportunities for the general population and also creates and sustains local economy growth. This paper examines the role of humanizing entrepreneurship education and how it could help in job creation in Somalia. Also this paper discusses on how educating youth to become entrepreneurs can contribute to enhancing the youth satisfaction and loyalty to their country, happiness and their well-being. Finally this paper provides the business models, strategies and plans to implement humanizing Entrepreneurship education in Somalia in order to nurture youths with the knowledge, skill and virtues. These youths can start their own businesses and create employment for others.

Keywords: well-being, entrepreneurship education, unemployment, job creation, SDG, Somalia, BMC.

I. INTRODUCTION

Providing occupations for the youth is critical, as the number of jobless youth is expanding in such a large number of nations especially in developing countries (Ali, 2017). In such this case the youth should be taught how to make their very own businesses so as to make employments for them self's. This paper focuses on suggesting on ways of creating job opportunities for the youth in Hargeisa by educating them to become entrepreneurs. This is because many youth find hard to get jobs, while the number of universities graduates have increase annually, and the possibility of getting jobs will diminish. These factors have created challenges and issues, both to the youth and to the nation and society. In this paper that focuses on Somalia, it is estimated that seventy percent of Somalia's population are under the age of 35 (Osman, 2015), where there are 16 higher education institutions registered with the Ministry of Education with a total student population of about 15,000. Annually, graduates produced from the universities are approximately 7 thousand students (Republic of Somaliland Education Statistics, 2014) and this has brought many challenges and problems to the Somaliland nation especially to the youth because of less job opportunities.

The youth make up to 70% of the total population with an unemployment rate of 65% according to the Ministry of Labor and Social Affairs (MoLSA) (Mohamed, Ahmed, & Sado, 2017) There are many youth who are migrating to the European countries and risking their lives by crossing long deserts and oceans in order to get jobs and have a better life. Many of youth fail to make it and lost their lives in the middle of nowhere. This paper is focusing on how to educate youth in Somalia to become responsible entrepreneurs who are able to startup their own businesses ideas and also contribute to their satisfaction, happiness and well-being.

II. PROBLEM STATEMENT

The youth make up to 70% of Somaliland population and a large portion of them do not have employments and the deficiency of job opportunities in the market. The unemployment rate for youth aged between 14- 29 is 67 per cent, one of the highest rates in the world (OCHA, 2014). Thus, it is difficult for a youth to find a decent job, also there is an urgent necessity to develop, implement and monitor integrated national policy frameworks, including national employment strategies with action plans focusing on youth employment, as well as coherent sectorial policies (Ali, 2017). Besides that, both in the high schools and colleges curricula do not include entrepreneurship courses. Another major problem is the growing number of youth who are migrating to the European countries and risking their lives in order to get a job (Ali, 2017).

III. OBJECTIVES

One of the main objectives of this paper is to nurture individuals who have the knowledge, skills, values, and the ability to make their own businesses, individuals who are able to face the business uncertainty and risks. This will be possible with humanizing education, training motivation, mentor-mentee, and orientation of entrepreneurs. Moreover to implement online e-market system in order for the entrepreneurs to showcase and buy their products through online. Also one of the objectives from this paper is to increase the number of skillful and ethical entrepreneurs, creating job opportunities. Furthermore to decrease the average of unemployment in Somalia.

IV. LITERATURE REVIEW

a) Sustainable Development goals

Of the 17 Sustainable Development Goals (SDGs), adopted in 2015, SDG4 is dedicated to education. Higher education is mentioned in target 4.4 of SDG4 which emphasizes “substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”. Higher education also forms an important part of other goals related to poverty (SDG1); health and well-being (SDG3); gender equality (SDG5) governance, and decent work and economic growth (SDG8). The SDG4, which has a purpose to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. (Winasis & Dahlan, 2019). It also offers to give the youth the required quality education in order to become entrepreneurs who can make employment for them self's and also create jobs for others.

b) Unemployment and wellbeing

There is correlation between unemployment and mental wellbeing. Unemployment leads to negative perception (Ishgaley & Anna, 2016). Unemployment is one of the most important factors affecting individual wellbeing, with negative impacts going beyond the effects on income. When measuring life satisfaction on a 0-10 scale, the unemployed report about 0.5 points lower compared to those who are in employment. However, the effects are different for different groups in different contexts. (whatworkswellbeing.org/, 2017) Youth entrepreneurship remains somewhat unaddressed in many countries while considerable attention has been made upon entrepreneurship in general (Dash, 2012) .

c) Entrepreneurship Education.

The concepts of entrepreneurship and entrepreneurship education are becoming popular in many countries. For this reason, it is stated that entrepreneurship education should be considered both as a learning method and as a learning content (Deveci & Seikkula-Leino, 2018). Initiatives that focus on entrepreneurship and creating employment opportunities share a great deal in common, as entrepreneurship can be seen as a special form of employability. Entrepreneurship has often been cited as a key factor to improving economic growth in developing countries. (Global Business School Network, 2017).

d) Entrepreneurship Education System in Developed Nations

For the past 30 years, entrepreneurship education has been incorporated and collaborated in formal programs in major countries in the world like the USA, Great Britain, Japan, and Singapore. Business schools like Harvard University (Aida, 2013). Also Entrepreneurship education had very important measures for meeting the national development goals and achieving Sustainable Development Goals (SDGs) program of the federal government of Nigeria. (Nwambam, Nnennaya, & Nwankpu, 2018).

e) Humanizing Entrepreneurship Education

Entrepreneurship education as a method for job creation is the way for preparing youth by becoming people who can make their very own organizations and furthermore make employment for other people. These business visionaries must give back to their general public in great habits and become people who are with zero defilement in terms of their businesses as regularly occurs in numerous nations particularly underdeveloped nations. Also they must be part of contributing back to their country in terms of boosting the economy of their nation due to their startup businesses. Amid these preparation understudies won't just be instructed how to move toward becoming entrepreneurs yet in addition to produce a decent individual with virtues. These virtues include, honesty, sincerity, purity of heart, self-sacrifice, trustworthiness, ethical, humility, virtuous, and respectful.

f) Global, Megatrend in Somalia

Industrial revolution presents opportunities for African countries to find new development paths. First, African entrepreneurs and SMEs can enjoy better access to new modes of production and to global networks, which they could not access before. Investments in activities using digital technologies can generate economies of scale at unprecedented levels compared to traditional manufacturing. (OECD, 2018). Another trend that is happening in Africa is the high growing number of birth in Africa. Somalia is the fourth in the high rate birth country in the world (Atkinson, 2016) and such that increase number of population can bring with increased number of unemployed youth. The government should think on how to increase their economy in order to tackle the poverty and of the most proficient ways that the government can do is to create decent jobs and empower youth to become entrepreneurs.

g) UCCE activities

Another significant point that need to be added to this project is to relate International Islamic University Malaysia (IIUM) understudies to consolidate similarly as with this project by sharing their insight, expertise and goodness to their brothers in Somalia. Also to incorporate with the University Center for Community Engagement (UCCE) office which has many rundown of clubs and pick the clubs that are identified with this project. UNESCO CLUB is a social and welfare based club which is in charge of organizing International Corporation in instruction, science, culture and correspondence particularly to the Muslim minorities in under-developed countries. A portion of the key exercises that this club is serving is towards the improvement of others, spread mindfulness on current encompassing issues, give stage to aptitude upgrade and advancement, and underline the significance of science and training and culture. With every one of these exercises joined with this project's exercises the outcome will turn out to be a good combination.

V. METHODOLOGY

The methodologies that is used in this project are Design thinking, Literature Review, analysis, hypothesis, validation, Business Model Canvas (BMC) and value Proposition Canvas (VPC) to support this project. After that it is validated via interview, the BMC and also the VPC is validated by Somali youth students and several offices in International Islamic University Malaysia (IIUM). Design thinking is a discipline that uses the designer's sensibility and methods to match people's needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity. (Brown, 2017).

VI. PROPOSED BUSINESS MODEL

(a) Initial BMC and VPC / Interview/Validation

The initial Business model canvas (BMC) that was built based on design thinking including literature review. Also an initial Value proposition canvas (VPC) that was built based on design thinking and literature review. For the validation process, interviews were conducted for validation of the BMC and the VPC, by interviewing 10 Somali youth students and also interviewed with several offices in IIUM.

I. BUSINESS MODEL CANVAS

The Business Model Canvas illustrates what the business does, for and with whom, the resources it needs to do that and how money flows in and out of the business (Robinson, 2016). Below is the validated BMC for the project based interviewing 10 and the office of Entrepreneurship Development Center of IIUM.

A). VALIDATED BUSINESS MODEL CANVAS

Key Partners <ul style="list-style-type: none"> • Ministry of Education • Non-Governmental Organizations NGO's • Graduate students • Donors • Sponsors • Interested companies • OIC/IDB/ISESCO 	Key Activities <ul style="list-style-type: none"> • Teaching Entrepreneurship & Islamisation • Create partnership • Enhance online facilities – eLearning & eMarket place 	Value Proposition <ul style="list-style-type: none"> • Educated & successful entrepreneurs • Provide employment • Enhance well-being • Trusted & capable institution for waqf 	Customer Relationship <ul style="list-style-type: none"> • Motivation Seminars • Online/Social media • Network of Mosques 	Customer Segment <ul style="list-style-type: none"> • Graduate Students <ul style="list-style-type: none"> - High school - Universities • Youth • Government • Community • Donors – Companies, Rich individual Muslim • Sponsor - IDB
	Key Resources <ul style="list-style-type: none"> • Education content • Lecturer/students • IT resources • Alumni Chapter in Somalia 		Channels <ul style="list-style-type: none"> • On campus • Social media • Online Learning • eMarket place • Network of Mosques 	
Cost Structure <ul style="list-style-type: none"> • Staff Salary • Sponsorship Expenses • Maintenance 		Revenue Streams <ul style="list-style-type: none"> • Sponsors • Government Fund • Tuition fee • Donation/Waqf/Zakat 		

Figure 1: Validated Business Model Canvas

1. Customer Segments

The Customer Segments is the society or the organization that involve and have a contribution in the project. The customer segments included: Graduate Students both (High school and University) graduates, Youth, Government, Community, Donors including (Companies and Rich individual Muslim) and finally Sponsors.

2. Value Proposition

The Value Propositions is the value of the services that provided in the project to satisfy the customer segments, and also what problem will you solve with your project, the value propositions included: Educate youth to become successful entrepreneurs, Reduce unemployment, and trusted & competent institution for waqf and enhance well-being.

3. Cost Structure

The Cost Structure defines as the amount of the cost that must be paid from the activities that utilized for the project. The Cost structure included: Staff Salary, Sponsorship Expenses, and Maintenance.

4. Revenue Streams

The Revenue Streams is the revenue that generates from the customer to cover the cost structure to implement the project. The revenue streams included: Sponsors, Investment, Government Fund, Tuition fee and Donation.

5. Key Activity

The Key Activities is the main activities that provide in the project to develop skillful entrepreneurs. The key activities included: Teaching Entrepreneurship, Islamisation, Create partnership, Enhance online facilities (eLearning, eMarket Place).

6. Key Partners

The Key Partner describes the people or group of people who that act as partners in order to run the project. The key partners include: Ministry of Education (MoE) Non-Governmental Organizations NGO's, Graduate students, Donors, Sponsors eg: OIC/IDB/ISESCO. IIUM Alumni Chapter in Somalia.

OIC: The Organization Islamic Corporation OIC is the second largest inter-governmental organization after the United Nations, with the membership of 57 Muslim states, covering four continents. OIC is the collective voice of the Muslim world to ensure and safeguard their interest on economic socio and political areas. The OIC has Institutions, which implement its program's. Its Headquarters is in Jeddah, Kingdom of Saudi Arabia.

IDB: The Islamic Development Bank is an international, a multi-lateral development financial institution. The purpose of the Bank is to foster the economic development and social progress of member countries and Muslim communities individually as well as jointly in accordance with the principles of Shari'ah i.e., Islamic Law.

ISESCO: The Islamic Educational Scientific and Cultural Organization (ISESCO) is one of the largest Islamic organizations. Its objectives include strengthening cooperation among its 52 Muslim member states in the fields of education, science, culture and communication.

7. Key Resources

The Key Resources describes the most necessary assets required to process the project. The key resources such as: A teaching area, (campus and platform), Lecturer's, IT resources and also Alumni in Somalia who have the requirements and also able to convey the instructions from the lecturer's to the students.

8. Customer Relationship

The Customer Relationships is the type of relationship that used to develop with your customer in order the project run smoothly, the relationship can be motivation seminars. Network-of-Mosques (NoM) - The NoM members, digitally connected, function as the avenue in capturing and updating data on the poor families as well as encouraging active entrepreneurs/providers in Government-led "Poverty Eradication". (Dahlan, H. Osman, Jamaludin, & Othman, 2014)

9. Channels

The channels is through which channels do your customers segments want to be reached and in this project it is included: on campus training, social media platforms and through E-market place. There are two types of customer relationships. The main aim is to acquire, retain, develop entrepreneurs/providers, and customers/buyers physically as well as virtually. Also Network of Mosques (Dahlan, H. Osman, Jamaludin, & Othman, 2014)

II. Value Proposition Canvas

Value proposition canvas starts from understanding the customer needs gains, pains and job, it is used to capture needs and expectation of the customers.

A. VALIDATED VALUE PROPOSITION CANVAS FOR YOUTH:

The Value Proposition Canvas helps you to create a fit between what customers want and what your business offers (Envision, 2016), this value proposition canvas is validated by interviewing 10 Somali youth students.

➤ Key findings

- Primary research has been conducted through interviewing to gather more information from specifically target desired groups which are the customer segment which was 10 Somali youth students.

- From the interview conducted, results shows that 90% of respondents do want to get humanizing entrepreneurship education in order to enhance their entrepreneurship skills. This big majority proved that entrepreneurship education is a preferable thing among the youth in Somalia. Most of the time, the respondent complaint about unemployment and most of them approve that this is one of the alternative ways to create employment for the youth in Somalia.

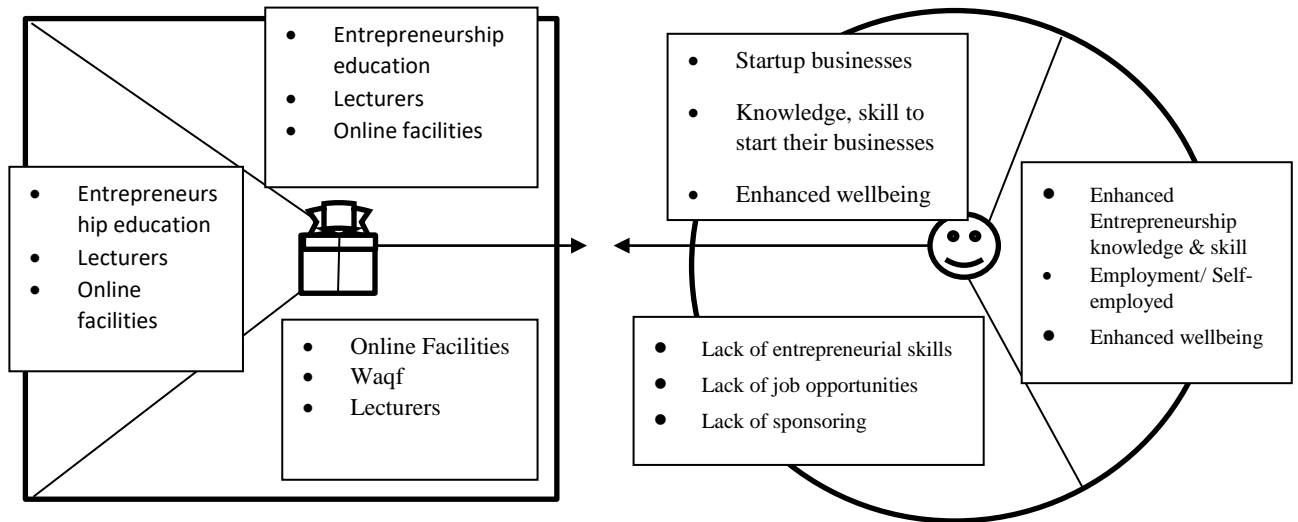


Figure 2: Validated Value Proposition Canvas – Youth

B. VALIDATED VALUE PROPOSITION CANVAS FOR THE DONORS:

The Value Proposition Canvas is for the donors who are willing to pay their donation for this project and this VPC illustrates the Value for the donors, this value proposition canvas is validated by IIUM Endowment Fund office [IEF].

➤ **Key findings**

- Also an interview was conducted for the donors in order to gather more information and to know what their desired values. And the interview was conducted for the IIUM Endowment Fund [IEF]. The respondent complaint about having issue on trust when they are making such these donations. And the result that we get is that one of the most values that the donors want is to get a trusted institutions in order to donate.

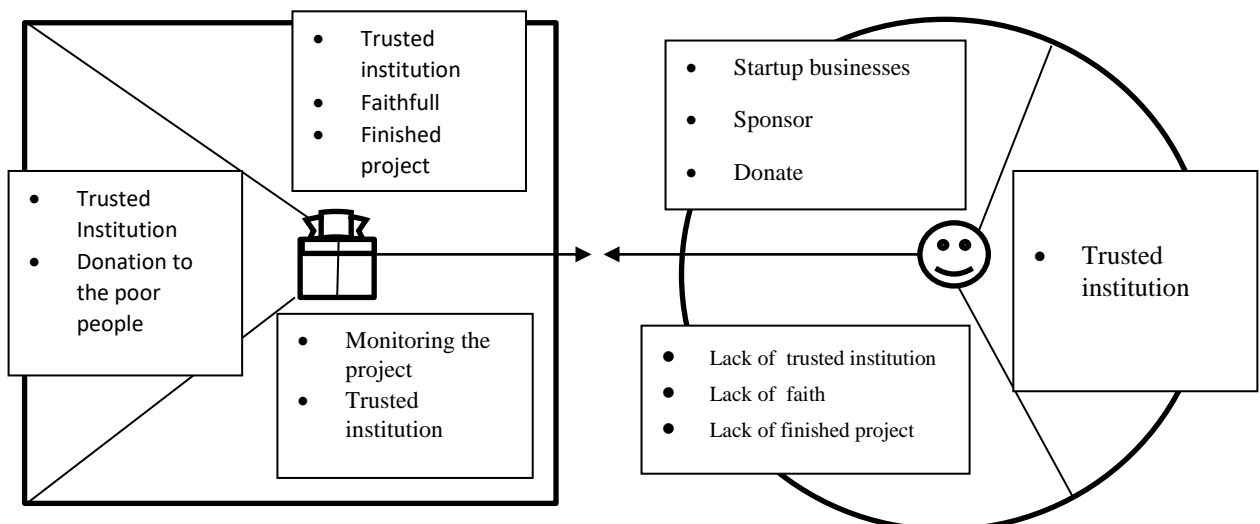


Figure 3: Validated value proposition canvas for donors

VII. CONCLUSION AND FUTURE WORK

This paper suggests the idea in order to educate youth to become entrepreneurs who are able to start their own businesses and also helps reduce unemployment rate in Somalia for the upcoming years. Moreover enhance the youth's satisfaction to their country, happiness and wellbeing. This paper suggests the most proficient method to create people who have the learning, aptitude and the capacity to make their businesses, this will be conceivable with appropriate instruction, preparing and motivation during this project. This finding includes Business Model Canvas (BMC), and Value Proposition Canvas (VPC) that can be used as a conceptual solution to realize this paper.

For future works, there must be other investigation led in the bigger region to discover and assemble all conceivable plan of action to figure it out this paper. To implement this paper, we will begin understanding and finding all potential outcomes viewpoint that can support initiate, this include the way of gathering the cost, students and also planning their training environment. Secondly we find out how to facilitate their learning tools. This paper also focuses on the ways of enhancing the youth's happiness wellbeing and satisfaction to their country by building their morals. In conclusion, and as mentioned in the paper entrepreneurship education is one the most best ways to create employment for Somali youth by educating them to become entrepreneurs who have the knowledge, skill and the ability to start and run their business. There are many youth who are risking and losing their lives due to unemployment and migrating overseas every year. And the suggestion that presented in this paper could be one of the alternative ways that can help youth in Somalia get decent jobs and employments by initiating this project in the near future. Also there will be a change management plan in the future.

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