

KILIMANJARO VET



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Teacher training for implementing the entrepreneurship module

Event and evaluation report

February 2025

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Overview and methodology

The team of Kuressaare Ametikool (Estonia) conducted train the trainers training at Moshi area for local area VET teachers and educators. Training was part of Kilimajaro VET project activity. The training took part from 11th to 19th of February 2025.

Goal

The goal of this report is to document the training, evaluate it's impact and outline the feedback from the three Estonian facilitators and 20 Tanzanian participants.

Method

Information for the report was collected by the feedback of the facilitators and participants.

Each of three facilitators has added her/his viewpoints to the report based on the first-person experiences from the training and informal discussions with the Tanzanian participants.

At the end of the training Tanzanian participants completed written feedback questionnaire with pen and paper. This was because 4-5 participants did not have smartphones with internet connection. Qualitative (open-answer) questions were preferred to get more useful insights instead of closed-answer choice questions.

Feedback was gathered anonymously in order to retain privacy of the participants and promote honest answering.

The questionnaire consisted of three open-ended topics. The aim was threefold:

1. gather feedback on the organisational aspects and content of the training
2. make participants self-reflect their experience and use it as additional learning experience
3. gather insights for possible impact of the training and help participants find ways how to use the experience in their future professional activities

Questionnaire

1. COURSE EXPERIENCE

Meals, venue, program, methods, activities, facilitators, other participants etc.

What worked really well for you?

What could be improved?

2. TAKEAWAYS & LESSONS LEARNED

What specific skills, tools, or ideas did you gain?

How has this training changed the way you think about entrepreneurship and future thinking?

3. FUTURE APPLICATION

Which specific concepts or methods will you use?

How will this training impact your students, colleagues, or community?

Can you give a concrete example of a change you'll make?

Feedback is outlined in the following chapters of this report.

Event report

Participants

The participants for the training were from 6 different organizations in Kilimanjaro region:

- Moshi RVTSC
- Mawella VTC
- Hai VTC
- Kibosho VTC
- St. Francis of Assis VTC
- Tanzania Volunteers

Altogether, 20 persons took part. Among them were teachers from different fields (incl. entrepreneurship), one principal and one employee of project partner. Teacher's experience varied from beginners (1 year) to expert (more than 10 years)

Participants were invited by Tanzanian partners of the project.

Program

The program of the training was developed based on:

- Kilimanjaro VET project application
- input gathered from project kick-off meeting (in Moshi area in Dec 2023) documented in the Entrepreneurship Field Study
- online meetings and trainings with Tanzanian project partners (from Jan-Dec 2024)

Training consisted of:

- Overview and discussion of Estonia and VET in Estonia
- Overview of entrepreneurship training in Estonia and Kuressaare Ametikool
- Overview and group work of the draft of entrepreneurship module
- Testing of the entrepreneurship module and topics by Tanzanian teachers to gather feedback and insights for improvement
- Design sprint to generate business idea applicable in Tanzanian context and practice variety of learning methods suitable for entrepreneurship studies

Based on the suggestions of Tanzanian project partners the training took part in Mawella Vocational Training Centre, Moshi area, Kilimanjaro region.

Training took part on workdays from 9-16. Each day included coffee breaks and lunches.

All participants were randomly divided into four groups. Estonian teachers gave randomly out 4 different selections of Estonian candies. Tanzanian participants who got same candy, joined same group.



All group work took place in the same groups. The tables in the class were placed so that groups had their own working area throughout the training days.



Erik Riige is talking with one group during the training session.

The program included a variety of different activities. It involved many different active methods.

Each day consisted of:

1. Ice-breaking and evocation phase
2. Active learning and groupwork phase
3. Evocation and feedback phase



Human scatterplot was one of the icebreaking and evocation activities that started training days.

The aim was to increase teachers' toolbox of teaching methods via experiencing themselves. Instructors explained why a specific method was used.

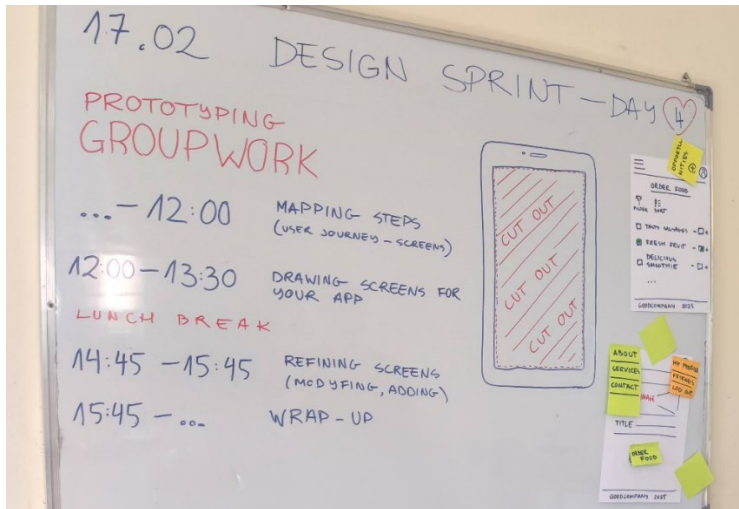
Each day started with different ice-breaking and evocation activity: sociometric rows, human scatterplots, mentimeter.com word cloud creation and survey, brain mining (free remembrances from previous days), entrepreneurship assets assignment.



Groupwork on future thinking assignment "Tanzania 2035."

For presentations both whiteboard and projector were used. Due to electricity failure on one day using the projector was not possible for a short period. Thanks to the quick reaction by Mawella VTC teachers it was solved quickly and alternative power cord was set up.

To measure time, desktop (offline) timer app Free Timer was used.



Example from the text and illustrations on the board.



In addition to classroom the outer area was used for learning activities. The aim for the location change show that teacher can use the space flexibly and raise participants attentiveness and make them stand in addition to sitting.



Coffee breaks and lunches offered a possibility for the teachers from different VET centers to get to know each other more and exchange ideas

Each day ended with reflection: each participant, but also facilitators, had 2 post-it notes to reflect personally on day's activities:

1. One thing I learned today
2. One takeaway from today

Post-it notes were collected on the wall throughout the days. At the end of the training all the participants collected their notes to use them for final reflection and feedback.

Detailed program is attached.

Certification

At the end of training each participant received a certificate



Example of the certificate.



With each participant a photo was made during the awarding of the certificate.

After all participants received the certificate and gift bag (“starter kit for design thinking” with post-it notes, markers etc.), a festive lunch was held and several group photos made.



Group photo with some of the participants to celebrate the successful finish of the training.

Evaluation and feedback

Program

Participants said that they were satisfied with the training overall and the activities, including the amount of groupwork and collaborative learning:

“Well technique arranged and group work is more efficient and understandable.”

“All things worked well for me but learning program and methods of learning are the best.”

“Everything went real well, teachers programs weas real interested and has made us to improve a lot, the team of all teachers was amazing.”

Trainers were praised for their usage of different methods and support, including the different icebreaking and evocation methods, use of visual aids (post-it notes, posters).

“The interactive nature of the sprint sketching training was highly effective. Which helped to solidify/improve my understanding. The facilitators were knowledgeable and use collaborative learning.”

“Facilitators were very good in teach as they used various way to make sure we understand.”

It was mentioned that the handouts provided are valuable. Teachers can use these in their future teachings of their colleagues and students.

It was mentioned several times that the group assignments were interesting.

Some mentioned that that they would like to learn more:

"..nothing could be improved but if possible we ask for more training course since from the current training course I learned a lot especially modern new teaching methods."

One thing that could be improved next time is time discipline. Participants were often late in the morning and the training did not start exactly at 9:00 as planned. It was also mentioned by some participants:

"We have to improve the management of time especially participants (most were coming late)."

Participation

The commitment of the both participants and organizations can be considered very high. It is not easy for the training centers to commit their staff for several days. Having international trainers from Europe it is not too common in Tanzania.

The Tanzanian participants were eager to take notes through the training. Every day handouts were given to all participants to support them to use these methods in the future. All the steps were explained and participants were actively asking, when they dint understand the task.

Practical aspects

Participating teachers were satisfied with the food provided and the learning facilities:

"Facilities were good, program well arranged. Venue was good, other participants well participated."

There was no negative feedback of the practical arrangements of the training.

Impact

Information on the impact of the training was gathered from the participants via the final reflection and instructors' estimates.

All the participants unanimously praised the training and their personal development. Here is the list of things they mentioned in feedback:

- *I will teach my students in a technical way.*
- *Brainstorming*
- *I will change my method of teaching.*
- *Engaging others in their work or studies.*
- *Helping others and collaborating with others.*
- *I will train others to use design sprint.*
- *The training enhanced my thinking.*
- *How teaching sessions can be varied or designed to fit a particular group of participants.*
- *Apply new methods.*
- *I plan to use prototyping and feedback loop in my product development process.*
- *I will start teaching my students to learn with others that can help them to get more ideas from each other.*
- *Testing will be the method I will start using in my class.*

- *Classroom arrangement.*
- *Interactive classroom.*
- *I will use in the future: Crazy 8, Journey Map, testing, group discussions.*

They listed the following lessons learned:

- *How to assess students.*
- *How to do design sprint.*
- *Cooperation between teachers and students.*
- *Grouping techniques.*
- *How to be more specific.*
- *The importance of SWOT analysis.*
- *How to generate a business idea.*
- *The use of challenges as an opportunity.*
- *The use of a tablet which is controlled by a pen.*
- *Use of group discussions for more ideas.*
- *Digital tools (computer and projector) help save time.*
- *I see the importance of learning in deep every aspect in business to avoid the risks.*
- *Using of take away and lessons learned method helps students memorise what we learned. Also it put students to concentrate.*

Conclusion

The training conducted in the Moshi area as part of the Kilimanjaro VET project was a valuable and impactful experience for both the facilitators and the Tanzanian participants. The overwhelmingly positive feedback indicates that the training introduced modern, interactive teaching methodologies that can be effectively applied in Tanzanian VET centres. Participants gained new insights into entrepreneurship education, collaborative learning, and student engagement, which they are eager to implement in their classrooms.

One of the strengths of the training was its practical and hands-on approach. The participants actively experienced different teaching methods, which helped them internalize the concepts more effectively. Structured group work, ice-breaking activities, and reflective exercises ensured that learning was both engaging and memorable. The use of real-life business development exercises made the content relevant and applicable to the Tanzanian context.

The methods experienced during training don't require any extra funding or arrangements from VET centres and that's why it is easy to adapt them.

The commitment and enthusiasm of the participants were evident throughout the training. Overall organization was well-received, and the learning environment was supportive and collaborative. The provision of printed handouts and structured materials further enhanced the participants' ability to apply their learnings beyond the training itself.

Given the strong interest expressed by the participants, additional online training sessions are planned within the Kilimanjaro VET project.

Appendix

Training program

11.02	INTRO TO ENTREPRENEURSHIP
9:00	Training starts
	Introduction to training. Ice breaking activities.
10:00	Intro to Estonian VET, Kuressaare Ametikool and entrepreneurship. Intro to Junior Achievement and JA Africa
11:00	Workshop on entrepreneurship module. Aim is to introduce the module and topics, importance of soft skills. Workshop to generate new topics ideas
	Lunch and tea breaks flexible at Mawella
	Workshop (SWOT analysis) on entrepreneurship module and topics
16:00	Training ends
12.02	DESIGN SPRINT: MAPPING
9:00	Design sprint
10:30	Tea break
13:30	Lunch
16:00	Training ends
13.02	DESIGN SPRINT: SKETCHING
9:00	Design sprint
10:30	Tea break
13:30	Lunch
16:00	Training ends
14.02	DESIGN SPRINT: DECIDING
9:00	Design sprint
10:30	Tea break
13:30	Lunch
16:00	Training ends
17.02	DESIGN SPRINT: PROTOTYPING
9:00	Design sprint
10:30	Tea break
13:30	Lunch
16:00	Training ends
18.02	DESIGN SPRINT: TESTING
9:00	Design sprint
10:30	Tea break
13:30	Lunch
15:00	Awarding the certificates for participants
16:00	Training ends

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