

ENTREPRENEURIAL EDUCATION FOR SUSTAINABLE DEVELOPMENT



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Abstract

Using entrepreneurial education as the vehicle for sustainable development in Nigeria is the focus of this paper. This objective has been pursued theoretically by reviewing the different government policies on education and the place of entrepreneurship development in such policies. It is not a debate that economic development and sustainability are hinged on creativity and innovation, which are the defining features of entrepreneurial education. It also follows that if entrepreneurial education must be used to define the country's developmental efforts towards a sustainable future, the focus must be on school age youths, to whom the future belongs. This paper argues that, though certain policies on education like that for polytechnics emphasise vocational and technical education and skills, there remains a dire need for real orientation of concerned institutions towards building entrepreneurial mind-set in the youths. Certain theories on entrepreneurial education and development are considered, while often-encountered challenges of entrepreneurial education and their way out are highlighted. On the basis of this and other ancillary discourses, policy implication and recommendations are raised for consideration. These include, among others, a call on all relevant authorities to

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Economic development through entrepreneurial education has become a major concern of all well-meaning countries of the world. There are a number of programmes and policies tailored towards the development of entrepreneurial mind-set among people from all walks of life in these countries. These programmes include both structured and unstructured ones. Entrepreneurship is becoming a focal point for the various economies of the world as a result of its potency to greatly influence economic growth and development through entrepreneurial drive and persistence (Kuratko, 2009).

Nigeria cannot sit back and watch other nations make progress in the common quest for economic independence; being able to deal with the problem of unemployment, poverty and other related socio-economic challenges. The fact that Nigeria has remained a developing economy for this long has even made urgent, the need to fully embrace the 'letter and spirit' of entrepreneurship by all individuals and institutions. Accordingly, poverty eradication and employment generation have been top priorities of many governments and institutions in developing countries (MDGs report in Garba, 2010). These problems appear to be getting worse by the day as hundreds of thousands of graduates are churned out annually from the various Nigerian institutions of higher learning. As if to compound the problem, there appears to be a disconnect between the various theoretical knowledge accumulated in school and the practical realities of such knowledge. This paper addresses the need for proper tailoring of Nigerian education system towards a sustainable entrepreneurship development.

This paper does this under the following subheadings: introduction, meaning of entrepreneurship and entrepreneurial education with its objectives, history of entrepreneurship in relation to Nigeria, educational policy and entrepreneurship, various theories of entrepreneurship, entrepreneurship development efforts in Nigeria, examination of challenges and possible solutions to entrepreneurship education and development, policy implication, recommendations and conclusion.

Entrepreneurship Defined

Entrepreneurship has been defined variously by different authors. The concept is seen as the dynamic process of creating wealth by individuals who assume the risks involved in providing value for some products and/or services (Kuratko, 2009); "the process of performing the roles of planning, operating and assuming the risk of a business venture," (Inegbenebor and Igbinomwanhia, 2010); "the pursuit of lucrative opportunities by enterprising individuals... (being) inherently about innovation -

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creating a new venture where one didn't exist before," (Bateman and Snell, 2011); the process of creating value through the provision of some products or services for the benefit of the society, while learning the skills needed to assume the risk of establishing a business (Ahiazu, 2009 and Inegbenebor, 2006).

From the above definitions, it is clear that the concept of entrepreneurship development is a process which could be considered to begin with knowledge and skill accumulation to sufficiently predispose the individual learner to entrepreneurial pursuit. This, of course, is the focus of this paper - to establish the link between entrepreneurial education and sustainable development.

Meaning of Entrepreneurship Education

Entrepreneurial education is focused on developing youths as well as individuals with passion and multiple skills (Izedonmi and Okafor, 2010). It aims to reduce the risks associated with entrepreneurship thought and guide the enterprise successfully through its initial stage to the maturity stage. According to Brown (2000), entrepreneurial education is designed to communicate and inculcate competencies, skills and values needed to recognize business opportunity, organize and start new business venture. Gorman, Hanlon, and King (1997) pointed out that entrepreneurship education is an educational programme that is focused on impacting students with issues on entrepreneurship. Entrepreneurship education has to do with encouraging, inspiring children, youths and elders on how to be independent both in thinking and creativity in business (Samson, 1999 in Mandara, 2012).

Postigo and Tamborini (2007) in their study reviewed and analyzed four lines of research that described in details the phenomenon of developmental stages of entrepreneurship education in different countries. These are:

1. the study of the impact that entrepreneurship education has at the tertiary education level;
2. the analysis of the pedagogic instruments and methodologies used to teach entrepreneurship;
3. the research related to the state-of-the-art entrepreneurship education; and
4. a report on practical experiences at different educational levels.

Objectives of Entrepreneurship Education

Entrepreneurship education is important because it is an education and training that empower students to develop and use their creativity to initiate responsibilities and risks. According to Paul (2005), entrepreneurship education aims at achieving the following objectives; to:

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1. offer functional education to the youths that will enable them to be self-employed and self-reliant;
2. provide the youth or graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities;
3. serve as a catalyst for economic growth and development;
4. offer tertiary institution graduates adequate training in risk management;
5. reduce high rate of poverty;
6. create employment opportunities;
7. reduce rural-urban drift;
8. provide the young graduates with enough training and support that will enable them to establish careers in small and medium sized businesses;
9. inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on; and
10. create smooth transition from traditional to a modern industrial economy.

Brief History of Entrepreneurship

The term ‘entrepreneur’ is said to have been introduced by the early 18th century French economist, Richard Cantillon, who defined the entrepreneur as the agent who buys means of production at certain prices in order to combine them into a new product. Yomere (2009) opined that when the concept of entrepreneurship first appeared, it was understood to have special characteristics and requires exceptional ability of special people. The phase championed by Jean-Baptist Say described an entrepreneur as someone who shifts economic resources out of an area of lower and into an area of higher productivity and greater yield (Say, in Yomere, 2009). Kuratko (2009) has asserted, with respect to America, that from the little beginning of those early days, “... academic field of entrepreneurship has evolved dramatically over the last 35 years”

Here in Nigeria, entrepreneurial prowess of notable personalities was well recognized early enough. Some pre-colonial commercial heroes and entrepreneurial gurus in the Niger Delta, such as King Jaja of Opobo and Governor Nana Olomu of Itsekiri dictated business tune for that era (Siaka, 2010). It was in reaction to their policies that the African Association was formed in 1889, which was to become the United African Company (UAC) in 1929. Since then, a number of successful entrepreneurs have emerged in Nigeria among whom are: Chief Obafewo Makun Joseph, Aliko Dangote, Mike Adenuga, Frank Nneji owner of ABC Transport, Isaac Durojaiye founder of DMT, Ekenedili Chukwu, Olorogun Michael Ibru, Chief F. Edo-Osagie, John Edokpolor and others. However, in the midst of this huge expansion in entrepreneurial principles and practice, there remains the challenge of teaching entrepreneurship more effectively.

Educational Policy in Nigeria and Entrepreneurship

Expectedly, the history of Nigerian education system is traceable to the colonial era. According to Aladekomo in Garba (2010); "... the educational policy then was geared towards serving the interest of the colonial masters in terms of supply of manpower for their effective administration of Nigeria Colony...." The policy was, undoubtedly, aimed at producing Nigerians who could read and write to become clerks, inspectors and the likes without any entrepreneurial skill to stand on their own or even establish and manage their own ventures. It has been asserted that there was a neglect of entrepreneurial development, especially at the micro level as the education policy of colonial and the immediate post-colonial governments emphasized a fitting for 'white collar' jobs (Garba, 2010). Incidentally, getting these jobs was not a problem then, as numerous job openings awaited the yet-to-graduate Nigerians.

However, as economic realities began to unfold, the Nigerian government decided to encourage the informal industrial sector by establishing institutions like Nigeria Industrial Bank (NIB), Nigeria Agricultural and Cooperative Bank (NACB), and many others. Two of such policies worth-looking at are discussed below:

National Policy on Education (1981): No doubt, Nigeria was beginning to grapple with the reality of insufficient placements for the emerging vast army of unemployed youths. Hence, the attempt was made to link the 1981 policy with emphasis on self employment. However, this policy has been criticized for having a focus only on the primary and post-primary education. What this meant was that Nigerians who could proceed to tertiary institutions were not to be so shaped for self development. The higher education policy was left to develop both middle and higher levels manpower for the 'supposed' industries. In an attempt to find solution for the lingering problems, technical and vocational studies received a boost from the government in recent times.

National Policy on Education (2004): Emphasis was focused on technical and vocational education in this policy. Attention was given to these areas by the Federal and State governments. Garba (2010) observed that this commitment was demonstrated by the establishment of different institutions to offer programmes leading to the acquisition of practical and applied skills. He summarized the aims of technical education as follows:

1. providing trained manpower in applied science, technology and commerce, particularly at sub-professional grades;
2. providing the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development;
3. raising people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man;
4. giving an introduction to professional studies in engineering and other technology;

5. giving training and impacting the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant;
6. enabling young men and women to have an intelligent understanding of the increasing complexity of technology.

On the basis of this policy, Fakae in Garba (2010) stated that “emphasis is on skill-acquisition and sound scientific knowledge, which gives ability to the use of hand and machine for the purpose of production, maintenance and self-reliant [sic].” It is noteworthy that these policies, notwithstanding, the Nigerian problem of unemployment has remained largely unabated. To this end, it appears that emphasis on technical and vocational education may not be the ‘glorified’ panacea to the problem. Hence, entrepreneurship education, as a way out, has spread rapidly in Universities and Polytechnics across the world and Nigeria is not left behind. In the words of Inegbenebor (2012), “Nigerian Universities have committed themselves to producing entrepreneurial graduates as their contribution to stimulating private sector growth in Nigeria.” The summary of objectives pursued by these various institutions, as stated by Inegbenebor (2012) include; to:

1. change the perception of students of entrepreneurship by introducing them to the nature, role and scope of entrepreneurship;
2. show students how to behave entrepreneurially; and
3. build skills in various areas such as negotiation, networking, new products development, creative thinking, sources of ventures capital, entrepreneurial career options and the likes.

This points to the fact that there is a growing role education is expected to play in building entrepreneurial capacity, especially in Nigeria. This is corroborated in Yomere (2009) thus: “there is agreement among scholars that entrepreneurship education is vital in developing entrepreneurial attitudes, abilities and related skills in youths.” What is left is tailoring the various curricula to deliver the much needed results.

Theories of Entrepreneurship

There have been various theories that explain the principles and practice of entrepreneurship. Most of these theories represent the main thrusts of the entrepreneurial views of the proponents.

In all, they represent how entrepreneurship may be considered for teaching, research and practice. As presented in Abdullahi (2009), some of these theories are briefly discussed, hereunder:

1. **Schumpeter's Theory:** This approach, developed by David Schumpeter in 1934, identified innovation as a function specific to all entrepreneurs. This theory opined that economic activities occur through a dynamic process of the business cycle. The supply of entrepreneurship, according to this theory is a function of the rate of profit and the social climate, which is to say that a vibrant profitable economy encourages entrepreneurship while a depressed economy discourages entrepreneurship. Mbaegbu in Abdullahi (2009) considered social climate as comprising educational system, the social values, the class structure, the nature and extent of prestige and other rewards that accompany business success and the attitude of society towards business success. One important thing here is that, if a purposeful and qualitative policy on education is pursued for skill acquisition, Schumpeter's Theory will encourage entrepreneurship.
2. **Inkele's and Smith's Need to Improve Theory:** This theory identifies disposition to accept new ideas and try new methods, a time sense that makes a person more interested in the present and future than in the past as altitudes which directly or indirectly affect entrepreneurship development. People with these characteristics are considered more disposed to entrepreneurial activities than those without such characteristics.
3. **Drucker's Creative Imitation Theory:** The approach views entrepreneurship differently from the Schumpeterian view. To the creative imitation theorist, entrepreneurs in the less developed countries merely imitate the products and production process that have been invented in the developed countries rather than being truly innovators. The underlining factor in this theory is change - a search for response to and exploitation of it as an opportunity.
4. **The Economic Survival Theory:** The theory explains that entrepreneurship is favoured by those affected by certain unpalatable situations of life. This is also in line with the Shapero's life path change model of new venture creation, which considers these situations as push factors. Hence, for survival, such people whose jobs are terminated, are victims of discrimination, are widowed/divorced or are dissatisfied take easily to entrepreneurship.

A critical look at the theories reveals that the Economic Survival Theory is the most applicable in Nigeria where government is vigorously pushing the idea of entrepreneurship to solve the incessant problem of unemployment bedeviling the country. Although it is good to use the teaching and practice of entrepreneurship as a tool for tackling the problem of unemployment, greater effort should be made to instil the spirit of innovativeness and creativity in individuals in all sectors of the economy

which is the hallmark of entrepreneurship so that they can perform optimally in their various endeavours.

Entrepreneurship Development in Nigeria

Entrepreneurial development may be conceived as a programme of activities to enhance the knowledge, skills, behaviours and attitudes of individuals and groups to assume the role of entrepreneurs as well as efforts to remove all forms of barriers in the path of entrepreneurs. It is anchored on the firm belief that entrepreneurship involves a body of knowledge, skills and attitudes which can be learned and applied by most people who are sufficiently motivated. In contrast to the idea that entrepreneurs are born, entrepreneurship development recognises that many individuals have latent potential to fit into the role of entrepreneurs. Such potentials can be actualised through training programme (Inegbenebor, 1999). Entrepreneurship development assumes that through the process of learning, these characteristics or pattern can be acquired by anyone who is adequately motivated. Similarly, individuals can learn to deal with socio-cultural constraints and inhibitions prevalent in growing economies. Entrepreneurs can be trained also on how to establish and maintain effective relationship with financial institutions, suppliers, government agencies, and other critical institutions upon which they depend for information, guidance and inputs. It is possible to achieve all these through business counselling and by providing relevant information (Inegbenebor, 1999).

Entrepreneurial Development Teaching Focus

The focal point of entrepreneurial education around the world will definitely assume different perspective. However, certain aspects of learning entrepreneurship appear to be favoured everywhere and by virtually all scholars. Yomere (2009) asserted that “entrepreneurship education in higher institutions is based on the formulation of course structures whose learning methods vary considerably from lectures, presentations, hand-outs and case study.” He identified teaching and monitoring students on how to write a business plan as one of the firmly entrenched curriculum formats.

However, the nature of entrepreneurship, especially the level of complexity and ambiguity with which entrepreneurial activities are carried out, demands a total immersion of the entrepreneur, which goes beyond and is more involving than the conventional business planning. To this end, factors such as: the entrepreneurial mindset, environmental opportunities, precipitating events, unique business concept, support from others and resource accessibility are critical and should be the focal point of entrepreneurial development teaching. Therefore, teaching should be focused on developing entrepreneurial characteristics such as creativity, resourcefulness, drive to achieve, ability to take calculated risks among others. Environmental scanning for opportunity identification and ability to access and assemble the needed resources

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should be given priority in the same vein. Attention is then shifted to skill acquisition which, when applied, will enable the intending entrepreneur differentiate business idea from business opportunity. This will help to reduce the stagnation encountered by many who are unable to appreciate this important difference to determine the feasibility of their ventures. In practical terms, however, there seems to be inadequate hand-on experiences in entrepreneurship teaching structure.

Contribution of Entrepreneurship in a Developing Economy – Nigeria in Focus

The overriding attribute of a developing economy is poverty and the inability to provide for the basic needs of the population. Other characteristics of such economy are: low average real income and a low growth rate of per capita income, low level of technology, low level of productivity, low life expectancy, inadequate health services among others (Inegbenebor and Igbinomwanhia, 2010). In this kind of economy, catering satisfactorily for the economic, social and other basic needs of the population is a dire challenge.

Entrepreneurship which can be described as a process of planning, operating and assuming the risk of a business venture plays critical roles in economic development. According to Inegbenebor and Igbinomwanhia (2010), the role of entrepreneurship in a developing society is presented as follows:

1. **Employment generation:** Unemployment is a major problem facing all nations of the world and solving this problem that has become endemic, is the quest of all nations. Entrepreneurship has remained the most important tool for solving them. Those, who take to entrepreneurship immediately, succeed in providing jobs for themselves, as well as others. Many Nigerians are very resilient in this regard in establishing and managing business profitably.
2. **Increase in productivity through innovation:** Innovation which has been described as a process by which entrepreneur convert opportunities (ideas) into marketable solution (Kuratko, 2009), is crucial in raising productivity. Innovation is a key aspect in entrepreneurship. Because of the resourcefulness and ingenuity of entrepreneurs, they are able to contribute innovatively through productivity. Nigeria can become a producing nation instead of the present situation of being a consuming nation.
3. **Facilitation of technological transfer/adaptation:** Opportunities for developing and adapting appropriate technological approaches are provided by entrepreneurs. This facilitates the absorption of all kinds of workers - skilled, semi-skilled and unskilled.

4. **Increase in resource utilization:** In many nations, resources could be left fallow but entrepreneurs harness these resources, which might otherwise remain idle, and put them into productive and profitable use. They contribute to the mobilization of domestic savings and utilization of local resources including human resources.
5. Stimulation of growth in the sectors which supply it with inputs: Generally, entrepreneurship is a tool for the stimulation of growth in the factor market. This is more apt in its factor supply market for a particular business/venture. The greater the number of small-scale entrepreneurs that exist in the downside of a particular sector, the greater the market, and by extension, the greater the capacity utilization.
6. Reinforcement of large-scale enterprises and public enterprises: Entrepreneurs principally produce raw materials in the form of semi-processed goods for the use of bigger enterprises. This is clearly depicted by the synergized relationship existing between them and large-scale enterprises, in terms of supply of inputs and assistance in the distribution of the finished goods to the final consumers.
7. Encouragement and sustenance of economic dynamism that enables an economy to adjust successfully in a rapidly changing global economy: Due to their nature, small-scale entrepreneurial ventures are usually flexible and capable of responding quickly to global economic changes. Entrepreneurial ventures have, thus, accounted for a large percentage of all businesses and a favourable percentage of Gross National Product of many countries.
8. It enhances effective and efficient use of individuals' potentials and energies: Entrepreneurship is making individuals to use their potentials and energies to create wealth, independence and status in the society. Most successful businesses in Nigeria today started small. As a result of opportunity to display potentiality and independence, some entrepreneurs are able to work on their ventures and growing them to become big businesses that bring them fulfilment for the growth and ability to create jobs for others.

Challenges of Entrepreneurial Education in Nigeria and Possible Solutions

1. As may be expected of this veritable tool for development, entrepreneurship in Nigeria is tainted with a plethora of problems. These problems, as highlighted in Inegbenebor (2012) and Kuratko (2003), are presented below together with the perceived solutions.
2. **Students' Orientation:** The place of passion is critical in cultivating and promoting entrepreneurial spirit in students. This follows that a passionate and committed student of entrepreneurship may end up taking the course as a career goal.

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Entrepreneurship, as it is today, is not taken by many as a vocational course of study in Nigeria, rather, wage earning is favoured. This is a challenge to the field. But to stimulate students' interest in this line, a design of entrepreneurship education with significant promotional content as well as an enabling environment is needed for that purpose.

3. **Orientation of Schools Administration:** At present, many schools' administrators are yet to appreciate the value and potential of entrepreneurship education in the development of the nation, hence, no real support is articulated by them. There is, therefore, a need for the leadership of schools to reorient themselves towards entrepreneurship development. Practical steps towards result-oriented entrepreneurship can only be achieved in schools only when school administrators themselves know and promote activities of entrepreneurial development. The National Universities Commission (NUC) and National Board for Technical Education (NBTE) should go beyond prescribing the minimum academics standards with respect to entrepreneurship education to organizing seminars and workshops with the aim of enhancing the knowledge of school administrators in this area.
4. The fundamental question of who to be the target in entrepreneurship education is another fascinating aspect of polytechnic and university administrators' orientation. Should entrepreneurship be an elective or a compulsory course? Should students be allowed to self-select themselves for entrepreneurship education? Whatever the answer to these questions may be, it is important that entrepreneurship is promoted heavily among young people. Special effort should be made to promote entrepreneurship education among students in science, engineering and agriculture where the potential for growing innovative, high growth firms is high (Inegbenebor, 2012).
5. **What to Teach:** What to teach depends on the overall aim that a given entrepreneurship education programme seeks to achieve. At the initial stage of entrepreneurship education, it was believed that the best that can be achieved by educators was to seek to change the perception of students by making them aware of the nature and scope of entrepreneurship, the characteristics and the role demands of entrepreneurs and the impact of social, economic and political environment on new ventures creation (Loucks, 1982 in Inegbenebor, 2006). According to Kuratko (2003), entrepreneurship education includes skill building in negotiation, leadership, new product development, creative thinking and exposure to technological innovation. Other areas considered to be important for entrepreneurial education are sources of venture capital, idea protection, characteristics of entrepreneurs, challenges of each stage of venture development and awareness of entrepreneurial career options. In relation to Nigeria, guidelines have been provided by the

concerned regulating bodies. In spite of this, there is need for entrepreneurship teachers, educators and practitioners to brainstorm for the purpose of generating ideas about what to teach given the socio-economic peculiarity of Nigeria.

6. **How to Teach:** How to teach entrepreneurship addresses the issues of how best to stimulate students' interest in entrepreneurship, how best to transfer information, skill and attitudes relevant for successful venture creation and sustenance. Researchers have found widespread use of experiential learning in entrepreneurial education in most schools (Inegbenebor, 2006). Experiential learning is an effort to integrate real world experiences with conceptual learning. It involves various techniques as case analysis, business plans, consulting with practicing entrepreneurs as guest speakers, internship in entrepreneurially-run businesses, student involvement in product development teams, simulation, field trips, use of video and films and so on. The major advantage of this method is that the students are actively involved in the learning process. Also, the lecture method which is suitable for providing information, explaining concepts and theories is widely used where necessary.
7. **Who is to Teach Entrepreneurship?** No doubt, special training and experience are required for the purpose of teaching entrepreneurship. Entrepreneurship teachers and facilitators should, as a matter of policy, be made to acquire the requisite knowledge, skills and expertise for this purpose. Inegbenebor (2006) opined that one technique that can be used in improving the teaching of entrepreneurship is to encourage the educational institutions involved to share resources, knowledge and experience in this area through seminars, conferences and workshops. Also, business experts and practitioners should be invited as speakers to share their practical experiences in the course of managing their businesses or rendering consultancy services.
8. **Teaching Facilities:** Materials to aid the learning process of entrepreneurship in Nigerian institutions are not adequate, in the real sense of it. Entrepreneurship has, to this day, remained largely the same as other subjects in terms of delivery. There should be hand-on teaching materials and equipment to aid learning process in the various institutions.
9. **Capacity Building Centres:** As alluded to in the point above, centres for capacity building, where the intending entrepreneur is made to have hands-on experience are not adequate, if they ever exist in Nigeria. Incidentally, entrepreneurship is better appreciated in practical experience than in being theoretical. It is important, therefore, that the knowledge gathered in theory be backed by real life practical

experiences in laboratories, workshops and business incubation sites (Okhakhu and Adekunle, 2012).

Policy Implication and Recommendations

There are certain implications of the various fall-outs of this paper, to which attention must be shifted if entrepreneurial thought must be promoted among Nigerians especially, the youths.

To start with, the study has identified the place of entrepreneurship in the growth and development of developing countries, to which Nigeria belongs. Therefore, government at all levels should as a matter of urgency, make fresh commitment towards entrepreneurial development by refocusing the education policy to be entrepreneurial-oriented to ensure the generation of a ready pool of young men and women who take to entrepreneurship. Moreover, teaching materials and well-equipped capacity building centres should be provided in our institutions.

Secondly and very fundamentally too, the way of life of the youths through their basic beliefs and values, should be watched by relevant agencies for re-orientation. In this line, the National Orientation Agency (NOA), with this primary responsibility, should partner with schools at all levels, religious bodies and socio-political organizations to create youth vanguard groups for beliefs and values re-orientation. Dignity of labour, value for locally made products and individual contribution to nation building should be inculcated as virtues to live by.

On the other hand, Nigeria is yet to gain sound footing on entrepreneurship by reason of the absence of capacity building centres. Therefore, the study recommends that establishing entrepreneurial development centres in each of the six geo-political zones of Nigeria, with adequate attention in providing necessary inputs by government is a necessity.

Government and other education stakeholders should make sure that educational programme at all levels of education are made relevant to provide the youths and graduates with the needed entrepreneurial skills. The same goes for the creation of a friendly political and economic environment by government conscious effort.

Finally, the study proposes a merger of National Directorate of Employment (NDE) and National Poverty Eradication Programme (NAPEP) in order to deliver efficiently. These programmes may have been well-thought of by those who pioneered them but they have probably lost their flavour, having been hijacked by the powers that be and politics. If merged, the new agency should be restructured and reoriented for vigorous development of the informal sector. To do this, there should be partnership with identifiable small scale entrepreneurs to encourage them for more productivity.

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Instead of clapping down factories which are considered producing sub-standard products, government should key into the ingenuity of the entrepreneurs, bring them out, empower them through capacity building, capital and input and give them the enabling environment to thrive.

Conclusion

Development through entrepreneurship has become the focus of all the nations of the world. This is better appreciated by the less-developed and developing countries of Africa, Asia and South America which need urgent transition to developed economy. However, economic development through entrepreneurship can very well be sustained with a focus and investment in entrepreneurship education. It has become clear that entrepreneurship can be taught and learned. Business educators and professionals have evolved beyond the myth that ‘entrepreneurs are born, not made.’ Certainly, the future belongs to the nations who are willing to pay the required sacrifice today and for us in Nigeria, there is no better time to do this than now if the economic fortune of generations to come will not be further jeopardized! The identified challenges of entrepreneurship education in Nigeria could be ameliorated with real commitment by all concerned government, educational institutions, students, and other agencies. It is hoped that, given this shared responsibility, entrepreneurship will take its place and be used as the viable vehicle for Nigerian economic growth and development.

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