

# **FUNDAMENTALS** of Educational **MANAGEMENT**

**VOLUME 2**



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## CHAPTER FOURTEEN

### Management of Entrepreneurship Education in Nigeria

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#### Chapter Objectives:

At the end of this chapter, the reader should be able to:

- i Explain the concepts of enterprise, entrepreneur and entrepreneurship.
- ii Discuss the principles of entrepreneurship, entrepreneurship education and the need for entrepreneurship education in Nigeria.
- iii Discuss the management of entrepreneurship education in the educational structure of Nigeria in relation to:
  - a) Basic Education
  - b) Post-basic education
  - c) Mass literacy and Nomadic Education
  - d) Tertiary Education.
- iv) Explain the considerations for successful management of entrepreneurship education in Nigeria.
- v) Attempt the review questions at the end of this chapter.

#### Introduction

Nigeria is currently facing economic upheaval due to sole dependence on oil and supports of advanced economies. It is glaring that the population of youths both in and out- of -school, seems difficult to be accommodated by the economic sector. White collar jobs are gradually becoming less available resulting in mass unemployment. Graduates of institutions roam the streets because they are unemployable due to lack of entrepreneurship skills. Holistic understanding of entrepreneurship education therefore becomes imperative. It is important to explain the concept of entrepreneurship education and how it could be managed in the schools system in Nigeria. This chapter is therefore designed to comprehensively provide the knowledge of:



1. The concept of enterprise, entrepreneur, entrepreneurship, principles of entrepreneurship and entrepreneurship education.
2. The need for entrepreneurship education in Nigeria.
3. Management of entrepreneurship education in Nigeria schools system.
4. Attempt the review questions at the end of this chapter.

## Explanation of Concepts

### *What is an Enterprise?*

An enterprise can be described as a business interest, an occupation, a concern, an undertaking or pursuit. It can further be explained as a life work, a calling, a career or livelihood. According to Ekong (2008) an enterprise is a venture a person undertakes or puts ones hands into in the expectation of a beneficial outcome. From the economic angle, an enterprise is a major production factor in addition to land, labor and capital which manipulates all the factor inputs for production and profits. It could also be explained as the cumulative involvement of an individual in the search for businesses of viable nature establishing and managing same for success. Technically, Akhuemonkhan (2005) defined an enterprise as a set of personal competencies that include independence, self awareness, initiatives, achievement, motivation, analytical ability, inter-personal skills among others.

### *Who is an Entrepreneur?*

An entrepreneur as described by Buoro (2007), is someone who is creating value, funding a venture as well as managing a venture. A person who has the ability to identify and evaluate business opportunities as well as initiating appropriate action to ensure success. It therefore means that an entrepreneur is a function of identity. He/she is a person who can translate entrepreneurial skills into business and increase productivity in all sectors. Ekong (2008) identified an entrepreneur that would be relevant to Nigeria to be a person who;

- has creative ideas,
- is business-like,
- takes initiative with self confidence,
- has the will of being independently focused towards set goals,
- has the courage to accept challenges as motivating elements,
- has good interpersonal relationship skills, as success in business is based on good relationships,

- has good analytical ability for situational analysis.

From these quality perspectives, an entrepreneur is a consciously responsible, business-like person who searches for investment opportunities, device measures of succeeding in such opportunities, maximizing profit with minimum cost implications. An entrepreneur is a business founder who manages the outfit successfully utilizing the resources at his or her disposal; create jobs and wealth to themselves and others, thereby adding value to societal standards.

### *Entrepreneurship*

Entrepreneurship is ability-linked, involving the prowess exhibited, action taken, the influence, management tactics and conduct of the affairs of a chosen enterprise by an entrepreneur. Entrepreneurship covers series of enterprise dexterity, proficiency, competence, adaptability, prowess of creativity, taking and bearing risks of an enterprise, managing, innovating and manipulating conditionality to derive sustained benefits. Akhuemonlkhan (2005) summarized entrepreneurship as the personal quality that assist people to start a new business or vigorously and innovatively expanding the existing one, thereby maintaining and vitalizing the functional growth of an economy.

Entrepreneurship functionally involves risk bearing, property rights and responsibility and freedom which are the power of independent decision making by an entrepreneur or groups of entrepreneurs without external interference. It also covers the possession of relevant skills and competencies for wealth creation, resource production and utilization and/or reinforcing the potentiality of available resource inputs for wealth creation. Entrepreneurship therefore operates on clearly defined principles.

### **The Principles of Entrepreneurship**

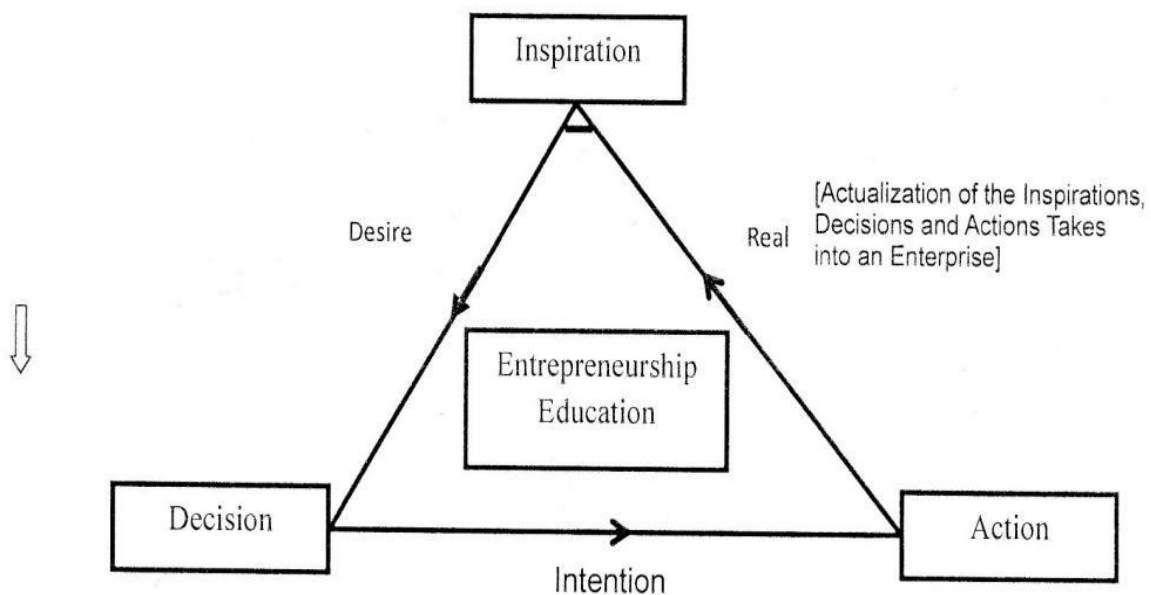
The general principle of entrepreneurship operates on the premise that human resource inputs are persistent and offer practical guidelines that put developmental ethics into action. It is a three prong principle of;

- (I) **Conservation:** This ensures the preservation and protection of the natural resources to stem extinction and guarantee continuity.
- (ii) **Re-cycling:** The transformation of products or by-products to some other utilizable forms.
- (iii) **Restoration:** Refurbishing and putting back to use the resources that

have broken down through turn around maintenance. These are very crucial for successful management of businesses in a changing economy for sustained benefits.

### Entrepreneurship Education

The concept of entrepreneurship education bothers on knowledge, acquisition of skills and attitude development for self reliance. It also involves the knowledge of designing and successfully managing business organizations. It hinges on the words of Joe Vitali which are “Inspiration, Decision and Action”.



**FIGURE 1:** Representation of Entrepreneurship Education adapted from Vitalis

**Inspiration** gives rise to desire which results in making decisions which explain the intentions. The intentions are put into action and action leads to actualization. Entrepreneurship Education seeks to provide youths at different levels of education with appropriate knowledge, skills, attitude, competencies and motivations to ensure success in a business enterprise, venture or engagement. It is a lifelong learning process that could start from early childhood to the Basic, Post Basic and Tertiary levels of education including Adult and Non-Formal education with the aim of providing relevant knowledge, skills and attitude for sustained living. With such acquisitions, the individual will be useful to himself/herself and the society at large. He/she will be self sustaining and less dependent on the government and political system for survival.

Ekong (2008) defined entrepreneurship education as education that is provided to develop an individual in skills, attitude, competencies, and beliefs in the perspective of conceiving, planning, starting and managing business outfits for sustained benefits. Such skills to be provided and developed include:

- (i) Skills of developing entrepreneurial spirits in character and personality
- (ii) The competencies in technology and other technical know-how to ensure productivity
- (iii) The business skills in terms of building of small and large scale business capacities and
- (iv) The development of entrepreneurship capabilities to manage business enterprises successfully.

The result of entrepreneurship education therefore would be the development in the individual's self confidence, capacity for independent thinking that will better arm a person in the discovery of current information and technologies to support economic diversification for sustainable living. In simple terms, entrepreneurship education is focused on training, planning, setting up and managing business ventures for meaningful and effective living.

### **The Need for Entrepreneurship Education in Nigeria**

The need for entrepreneurship education in Nigeria is to the extent of providing youths in school and out-of-school as well as adults with the right skills for establishing and managing business concerns for self sustenance and providing employment opportunities for those who desire. Records available by the United Nations show that there is shortage of well trained and skilled manpower to fill in the various entrepreneurial sectors (UNESCO, 2004). For instance, Ekong (2001) observed that institutions of learning in Nigeria deliver instructions more theoretically and in abstract forms with focus on cognitive rather than psycho-productive development. The concomitant effect therefore is the production of non-entrepreneurially skilled products (graduates).

The economic situation currently in Nigeria calls for entrepreneurially prepared products from the school system. It is noted that the school, is the major industry of the society that should prepare the youths who are the raw materials of the society into finished products with the relevant knowledge, entrepreneurial skills and positive attitude for self employment thereby becoming less dependent on the government. For an individual to become entrepreneurially



oriented, he/she has to be entrepreneurially developed that would provide him or her with relevant abilities and vision to utilize available opportunities. The abilities involve knowledge, skills and values. Ultimately, entrepreneurial education should develop in the learner;

- (i) The right attitude, high quality aptitude that better prepare the learners for critical thinking and decisive decision making.
- (ii) Creative and innovative abilities, courage and self confidence.
- (iii) Ability to convert dreams to concrete realities.
- (iv) Ability to generate ideas, sustainable drive and passion to succeed in ventures embarked upon.
- (v) Motivate up the learners' industrious spirit as indispensable tools for success in business ventures.
- (vi) Exposing the learners to business need assessment, business plan development, implementation, management and success evaluation and so on.
- (vii) Exposing learners to options of vocations available for teaming population of youths in schools, those out -of- school as well as adults from public and private institutions.

On the whole, the need for entrepreneurship education is predicated on the need to change from the effect of theoretical, liberal academic education to practical skills development education for self employment, self reliance and sustainable development. It becomes imperative therefore that entrepreneurship education be emphasized and be expansively provided and effectively managed in the Nigerian education system to keep abreast with the current global trends in occupational competition.

### **Management of Entrepreneurship Education in Nigeria**

For successful implementation and operation of entrepreneurship education in the Nigerian education system, it becomes imperative to discuss the structure of education in Nigeria based on the documentation in the educational policy (FRN, 2013) as follows as well as the type of entrepreneurship education that would be suitable for the different levels of education.

The Nigerian education policy document broadly categorizes the education system into:

- (A) Early Childhood Care and Development Education
- (B) Basic Education

- (i) Kindergarten
- (ii) Primary education
- (iii) Junior secondary education
- (C) Post Basic Education and Career Development comprising.
  - (i) Senior secondary education
  - (ii) Technical, Vocational Education and Training (TVET)
- (D) Mass Literacy and Nomadic Education comprising:
  - (i) Mass literacy, Adult and Non-formal education
  - (ii) Nomadic education
- (E) Tertiary Education which comprise:
  - (i) The University
  - (ii) Teacher Education offered at Universities and Colleges of Education
  - (iii) Technology education offered at universities, Colleges of Education, Polytechnics and Mono-techniques
- (F) Innovation Enterprise Institutions.

### **The Early Childhood Care and Development Education (Ages 0-4 years)**

The early childhood care and development education is focused on caring, protecting, stimulating and providing learning for children aged 0-4 years, provided in crèche, nursery and the kindergarten. Specifically, the early childhood care, development education is directed toward achieving the following objectives as articulated in the National Policy on Education, paragraph 15, subsection A-H (i-viii) which are:

- (i) To effect the smooth transition from the home to the school.
- (ii) To prepare the child for primary education.
- (iii) To provide the child adequate care, supervision and protection while the parents are at work.
- (iv) To inculcate the social, moral norms and values in the child.
- (v) To develop in the child the spirit of inquiry and creativity through exploring nature, environment, art, music through the use of toys and other improvised materials within their environment.
- (vi) To develop in the child the spirit of co-operation and teamwork.
- (vii) To stimulate in the child, good habits e.g. good health habits like eating, drinking exercise and playing etc.



- (viii) To teach the child the rudiment of numbers, shapes, forms using play way approach.

### **Entrepreneurship Education at the Childhood Care and Development Education Level**

The ultimate objective of entrepreneurship education is the provision of utilizable knowledge, relevant occupational skills, and the development of interest and attitude. The foundational entrepreneurship education for this level therefore, should aim at leading and directing the children towards achieving such objectives as:

- (i) To identify occupational engagement of the citizens within the environment of the child.
- (ii) Role-playing of the identified occupational practices within the environment of the child.
- (iii) Harnessing the spirit of enquiry, creativity, art, music, through exploration of the environment.
- (iv) Introducing the children into creative art skills through molding and drawing of objects such as pots, houses, trees, as well as common features within the environment.
- (v) Develop foundational critical thinking through exposures to numbers, letters, colours, symbols and shapes as rudiments of entrepreneurship development.

The entrepreneurship education strategies for early childhood education could be through awareness by use of videos, pictures, role play, TV graphics of various occupations, enterprises and practices involved. This saves as initial introduction into the various occupations and careers as well as their involvement in them at the foundation level.

### **Basic Education**

Basic education is the education provided for children aged 0-15 years. It is made up of early childhood care 0-4 years and ten years of formal schooling (1 year kindergarten, 6 years primary, 3 years JSS). Basic education is to be provided by government free, compulsory, universal and qualitative. It has such goals as:

- (i) To provide the child with basic knowledge and skills for entrepreneurship, wealth generation and educational advancement.
- (ii) To develop patriotic young people, equipped to contribute to social

development and performance of their civic responsibilities.

- (iii) To inculcate values and raise morally upright individuals who are capable of thinking independently and appreciate dignity in labour.
- (iv) To inspire national consciousness and harmonious co-existence despite differences in endowment, religion, ethnic and socio-economic background.
- (v) To provide opportunities for the child to be able to develop manipulative skills that will enable him/her to function effectively in the society.

Basic education is made up of three levels specifically;

- (i) One year kindergarten
- (ii) Six years of the primary schools and
- (iii) Three years Junior Secondary School education

### **(i) The Kindergarten Education.**

The Kindergarten education is the education given to children aged 5 years prior to their entrance into primary school. It takes one year and is aimed at effecting a smooth transition from the home to the school from the early childhood care development education to the organized school system starting from the primary school. Specifically, it prepares the child for the primary level of education with such objectives as;

- (i) To inculcate in the child, the social, moral norms and values of the society.
- (ii) To inculcate in the child the spirit of inquiry and creativity through nature exploration of the environment, art, music and use of improvised resources.
- (iii) To develop in the child a sense of co-operation and team spirit.
- (iv) To develop in the child the practices of good health habits e.g. waking up early, bathing, brushing and appropriate use of the toilet.
- (v) To guide the child on the rudiments of numbers, letters, shapes, colours and forms etc.

### **Entrepreneurship Education in the Kindergarten**

At the age of five years, with some elements of maturity above the early childhood care development, the suitable entrepreneurship education programme would be in terms of basic practical involvement in the entrepreneurship activities of the parents such as; following of parents to farms, shops, markets etc. Here, they observe the various activities, ask questions that

require answers from parents. It should be noted that by observation and questioning, children develop critical thinking, retention ability and the spirit of inquiry. The advantage of this is gradual adaptability to the entrepreneurial activities of the environment and therefore facilitating the ability of the children to imitate. They could be exposed to the basic entrepreneurship skills like observation, association, identification, grouping, or classification and participation. These various skills would lead to developing in the kindergarten children, co-operation and team spirit.

For the development of the Kindergarten children's mental ability, it is imperative that they are exposed to mathematical-plays through counting, addition, multiplication and subtraction, identification and drawing of shapes, objects and animals. They can be taught improvisation of simple objects. Generally, the entrepreneurship programme at this level is more of awareness creation, demonstration by practices through role playing, dramatizing of various occupational enterprises and careers. Foundationally, it is interest development.

Based on the current global conditions affecting the Nigerian economy and of other countries, there is a need to apply education through the entrepreneurship education model. For entrepreneurship education therefore, to be meaningful in providing the citizens at every level of education with the relevant knowledge, skills and attitude for sustained development it should be tactically and carefully implemented and operated starting from the kindergarten level.

### **Primary Education**

Primary education is that provided for children who have completed the kindergarten. It is for six years before proceeding to Junior Secondary Education. The objectives of primary education include:

- (i) To inculcate permanent literacy, numeracy and the ability to communicate effectively;
- (ii) To lay a sound basis for scientific, critical and reflective thinking;
- (iii) To promote patriotism, fairness, understanding and national unity;
- (iv) To instill social, moral norms and values in the child;
- (v) To develop in the child the ability to adapt to the changing environment and;
- (vi) To provide opportunities for the child to develop life manipulative



skills that will enable the child function effectively in the society within the limits of the child capacity.

The primary education level is structured to be free, universal, compulsory and qualitative. The curriculum structuring, primarily indicate the materials, methods of instruction, learners' activities and evaluation. The pupils are to be exposed to the basics and benefits of the various vocations and careers. The instructional strategies at the primary school level are by acting, demonstrating and competition. During acting, assessment is by demonstrating the skills they are exposed to, answering simple questions and improvement suggestions made.

### **Entrepreneurship Education at the Primary School Level**

Entrepreneurship programmes at the Primary School level will be of exploratory, demonstrations of the occupations of parents as well as the dominant occupational engagements of the communities of school location. The demonstrations are more of daily hands -on practices for perfecting manipulation of skills. The pupils should be drilled on the acting of trades, commerce as merchants of various enterprises such as farming, distribution of goods, processing raw materials into finished products, storage of products and so on.

By the instructional strategy of primary level of education which are participatory, exploratory, experimental and child-centered. Entrepreneurship education at this level should also be participatory in groups, exploratory in nature, by exploring their natural environment for occupational identification as well as the practices involved. Primary education pupils could be put through simple entrepreneurship experiments such as feeding poultry birds, construction of mini storages, processing of commodities for market thereby exposing them to market strategies and functions.

### **Junior Secondary Education**

The Junior Secondary education is provided for children immediately after the primary education and it last for three years. It has such objectives as:

- (i) To provide the child with diverse basic knowledge and skills for entrepreneurship and educational development.

- (ii) To develop patriotic young people well equipped to contribute to social development and performance of civic responsibilities.
- (iii) To inculcate values as well as raising morally upright individuals who can think independently and appreciate dignity in labour.
- (iv) To inspire national consciousness and harmonious co-existence irrespective of varying endowment, religion, ethnic or socio-economic background.

### **Entrepreneurship Education at the Junior Secondary Level**

By the objectives of the junior secondary level, the students are to be provided with diverse basic knowledge of entrepreneurship and the curriculum content has elements of pre-vocational studies of home economics and agriculture which are entrepreneurial. The curriculum is more of hands-on experiences to expose the students to basic entrepreneurship areas such as basic technology, information technology, business studies, cultural and creative arts in addition to pre-vocational subjects.

At this level the students are to be exposed to the basic management skills, business management skills like planning, budgeting, coordinating, supervising, assessment of successes and failures. In the pre-vocational skills, they should be exposed to skills of marketing functions, processing and storage, home management, fashion and designing, confectionary production etc. Since the junior secondary level of education is directed towards producing young people well equipped for social development and performance of civic responsibilities, the entrepreneurship education at this level should primarily be holistic to prepare them towards achievement of these objectives.

### **Post Basic Education and Career Development**

Post basic education and career development is the education provided to children after successful completion of ten years basic education and passing the basic education certificate examinations and others. It is made up of three levels:

- (i) The senior secondary education.
- (ii) The higher school (which is no more in the Nigerian educational system).
- (iii) Technical/ Vocational Education and Training (TVET).

The objectives of post basic and career development education are numerous, some of which are entrepreneurial are as follows:

- (i) To provide entrepreneurial, technical and vocational job specific skills for self reliance and for agricultural, industrial, commercial and economic developments.
- (ii) To inspire students with the desire for self improvement and achievement of excellence.
- (iii) To offer diversified curriculum to cater for the differences in talents, opportunities and future roles in the society.

### **Senior Secondary Education**

The senior secondary education is provided for children after the junior secondary education and takes three years ranging from senior secondary one, two and three. The curriculum are categorized into four areas of specialization-

- a) Science and Mathematics.
- b) Technology.
- c) Humanities and
- d) Business studies.

The compulsory cross cutting subjects include;

- (i) English Language
- (ii) General Mathematics
- (iii) Trade / Entrepreneurship subjects
- (iv) Civic Education

It is noted that entrepreneurship education has been emphasized in the curriculum of senior secondary school because of the integration of trade and entrepreneurship subjects which are thirty four in number as listed in Paragraph 38.2.5 of the National Policy of Education (FRN, 2013). They include;

- (i) Auto Body Repair and Spray Painting
- (ii) Auto Electrical Work
- (iii) Auto Mechanical Work
- (iv) Auto Parts Merchandising
- (v) Air Conditioning and Refrigeration
- (vi) Welding and Fabrication Engineering Craft Practice
- (vii) Electrical Installation and Maintenance Work
- (viii) Radio, TV, and Electronic Servicing.



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- (ix) Block Laying, Brick Laying and Concrete Work
  - (x) Painting and Decorating
  - (xi) Plumbing and Pipefitting
  - (xii) Machine Woodworking
  - (xiii) Carpentry and Joinery
  - (xiv) Furniture Making
  - (xv) Upholstery
  - (xvi) Catering Craft Practice
  - (xvii) Garment Making
  - (xviii) Clothing and Textile
  - (xix) Dyeing and Bleaching
  - (xx) Printing Craft Practice
  - (xxi) Cosmetology
  - (xxii) Photography
  - (xxiii) Mining
  - (xxiv) Tourism
  - (xxv) Leather Goods Manufacturing and Repairs
  - (xxvi) Stenography
  - (xxvii) Data Processing
  - (xxviii) Store Keeping
  - (xxix) Book Keeping
  - (xxx) GSM Maintenance and Repairs
  - (xxxi) Animal Husbandry
  - (xxxii) Fishery
  - (xxxiii) Marketing
  - (xxxiv) Salesmanship

### **Entrepreneurship Education in the Senior Secondary Level**

It is expected that, to prepare the students in senior secondary school effectively to acquire entrepreneurship skills, they are to choose a minimum of one entrepreneurship area from the thirty four trade and entrepreneurship subjects. To manage the trade and entrepreneurship subjects effectively, the government should train specialized trade/ entrepreneurship teachers particularly in areas that such teachers are not available for effective training and development of the students in the relevant entrepreneurship skills.

The informal artisanship industry is to play vital role in the provision of training

opportunities for students' hand-on-experiences in the process of entrepreneurship development of Senior Secondary School students. The education providers should also harness the school- industry relationship strategy for entrepreneurship curriculum development and training of the youths in the senior secondary school through cooperative education model of schooling and working. This synergy is very vital and significant in the management of entrepreneurship education in Nigeria at the senior secondary schools.

### **Higher School Education**

This level of education is no more tenable in Nigeria educational system. However, Preliminary Studies in universities seem to take the place of higher school education.

### **Technical and Vocational Education and Training (TVET)**

The term TVET comprehensively refers to those aspect of educational processes that involve the study of technologies, related sciences, the acquisition of practical skills, attitudes, understanding and knowledge that relate to occupations in the different economic sectors and social life (FRN, 2013).

The TVET programme has such objectives as:

- (i) To provide trained manpower in the applied sciences, technology and business particularly at the craft, advanced craft and technical levels.
- (ii) To provide the technical knowledge and vocational skills that is necessary for agricultural, commercial and economic development.
- (iii) To provide training and impart the necessary skills to individuals for economic self reliance.

From the general goals of TVET as listed above, it indicate that this level of education is more or less entrepreneurial in nature which is to be provided in

- (i) Technical Colleges and
- ii) Vocational Enterprise Institutions

### **Technical Colleges and Entrepreneurship Education**

1. The curriculum of the Technical College is structured in the Foundations and Trade Modules taking care of entrepreneurship components

2. The curriculum of each of the trade has four specific components:
  - (i) The general education.
  - (ii) The theory and related courses.
  - (iii) Workshop experience/ practice.
  - (iv) Industrial training / production work.
  - (v) Entrepreneurial training.

By the structuring of Technical College curriculum and the implication of this level of education to skills development and applications, the management of entrepreneurship education here is on course. It is expected that the products of Technical Colleges become self employed in a chosen module of employable skills which they have been exposed to. They are also expected to set up, own, and run businesses and become self employed and employ others in the chosen venture.

By the need for upward educational mobility, the Technical College graduates have opportunities for further education in advanced craft, technical programmes or proceed into the tertiary technical institutions such as the Polytechnics, Colleges of Education (Technical) or Universities for professionalization. This pattern of entrepreneurship development at the Technical College strengthens the management of entrepreneurship education in Nigeria at this level of education.

### **Vocational Enterprise Institutions and Entrepreneurship Education**

The major objective of establishing Vocational Enterprise Institutions is to educate students to think creatively and transform knowledge through technological processes into wealth and broader economic base. It is meant particularly for various end users particularly the senior secondary school graduates who are deficient in the required number of credits for admission into high institutions and which may be delayed for at least one to two years before gaining the desired admission. To avoid human wastage and memory decay, the vocational enterprise institutions (VEI) is provided as a substitute. The vocational enterprise institutions have such general objectives as;

- (i) To train post-basic and senior secondary students who have the desire to obtain some specific skills, knowledge and relevant certification to pursue a chosen trade and career.
- (ii) To educate post basic and senior secondary students to think creatively



and transform knowledge through technological processes into wealth and have a broader economic base.

- (iii) To provide training that enable students acquire continuous education that makes them self reliance, creators of wealth and employers of labor etc.

By the provision of VEI the National Policy of Education (FRN,2013) paragraph 58 specifies that their programmes shall cover all vocational and craftsmanship areas such as *Adire*, and other indigenous fabric making, artisans, apprenticeship etc as follows:

- a. *Adire, Aso-Oke, Akwaete*, and other indigenous fabrics and products;
- b. *Gwado* (local blanket), Mats, Drums;
- c. Welding, Sheet Metal Work;
- d. Motor Vehicle Repairs ( Auto- Mechanical, Panel Beating, Auto-Electrical, Vulcanizing etc);
- e. Electrical Wiring- Domestic and Industrial;
- f. Construction( Plumbing, Painting, Bricklaying, etc)
- g. Catering;
- h. Performing Arts (Dance, Drama, Film Production, Media, etc;)
- i. Hairdressing and Beauty;
- j. Art;
- k. Agriculture;
- l. Fashion Design;
- m. Sport;
- n. All other Vocational Skills.

These provisions strengthen the management of entrepreneurship education in Nigeria at this level and for the clientele specified.

### **Mass Literacy, Adult and Non- Formal Education Level and Entrepreneurship Education**

Mass literacy adult and non formal education is the equivalent of basic education given to adults, children and youths of formal school age outside the formal school system. In other words, it is provided to those who do not have the privilege of formal school system, for them to acquire the basic general knowledge and skills to make them better members of the society.

This level has such objectives as;

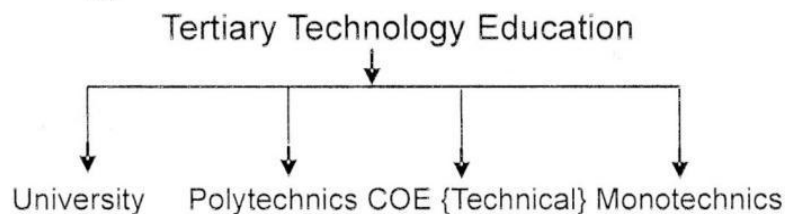
1. To provide remedial and lifelong education for adults and youths who do not complete the secondary education.
2. To provide in-service, vocational and professional training for different categories of workers and professionals in order to improve their skills.

The entrepreneurship education at this level should be the type provided at the basic education level with the relevant strategies for achievement of set objectives.

### **Tertiary Technology Education and Entrepreneurship Education**

Tertiary technology education is that provided at the Universities, Polytechnics, Colleges of Education (Technical), Monotechnics and other specialized institutions (see figure 2).

Tertiary Technology Education



**Figure 2:** Tertiary Technology Education Levels in Nigeria

The tertiary technology education in Nigeria has such general objectives as listed in Paragraph 102 of the 2013 National Policy in Education as:

- (i) To provide courses of instruction and training in engineering other technologies, applied science, business and management, leading to the production of trained manpower.
- (ii) To provide the technical knowledge and skills necessary for agricultural, industrial, commercial and economic development of Nigeria.
- (iii) To provide training that impact the necessary skills for the production of technicians, technologists and other skilled personnel who shall be enterprising and self-reliant.
- (iv) To train people who can apply scientific knowledge to solve environmental problems for the convenience of man;
- (v) To give exposure on professional studies in the technologies.

Each of the tertiary technology education level has its philosophy and objectives. They operate on benchmark provided by the operating agencies such

as National Universities Commission (NUC) for the universities, National Commission for Colleges of Education (NCCE) for colleges of education and National Board for Technical Education (NBTE) for polytechnics and monotechnics.

The entrepreneurship programmes of the tertiary technology education are mainly components of general study courses (GST) to provide entrepreneurship experiences to all the students not minding the program or course of offer. The focus of entrepreneurship education is the applicability of the skills after graduation for self sustenance and self-reliance in occupational engagements.

### **Considerations for Successful Management of Entrepreneurship Education in Nigeria**

There are a number of considerations that are vital for successful management of entrepreneurship education in Nigeria. They include

- (i) Philosophical considerations.
- (ii) Development processes of the individual.
- (iii) Human and Material Resources Available.
- (iv) Vocational needs of individuals based on catchment location.
- (vi) Funding

#### **(i) Philosophical Considerations**

To achieve success and the realization of the full objectives of entrepreneurship education, the programme should distinctly be implemented and operated giving considerations to specific philosophy and development processes of the individual at the various stage of education. Philosophical, considerations for entrepreneurship education predicates on curriculum reviews and development philosophy of the clientele. It provides the bases for embarking on a project. When answers are provided to philosophical questions such as: why?, for who? when? what materials are on ground? When is it going to be done? etc as per entrepreneurship education. It will therefore be easy to develop the curriculum content, specific objectives, identify instructional materials and methodologies as well as assessment and evaluating techniques for a successful implementation at any of the levels of education specified in the National Policy of Education.

#### **(ii) Development Processes of the Individual**

Even though there are individual differences in the growing process of learners based on natural endowment. It is generally believed that individuals of the same age range, developed together in an instructional situation are assumed to grow at the same pace. It therefore means that, the implementation and operation of entrepreneurial education in the school system should be on clientele basis and knowledge, based on their developmental processes. In effect, entrepreneurship education should be different for levels of basic, post basic and tertiary education.

**(iii) Human and Material Resources Available**

The availability in terms of quality and quantity of human and material resources for successful implementation and operation of entrepreneurial education in Nigerian education system is an imperative. No educational program can succeed without quality teachers as well as material resources such as infrastructure in terms of classrooms, conducive learning environment, and instructional materials and so on. A successful implementation and operation of entrepreneurship education in Nigeria education system is therefore synonymous to the availability of relevant, skilled, human and material resources.

**(iv) Vocational Needs of Individuals Based on Catchment Location**

Naturally and geographically, various locations in Nigeria are endowed with various occupational dominance and people in a particular geographical location, will be prone to adaptation to the occupational dominance of the location. For instance, the riverine ecology is fishing in terms of farming, harvesting, processing and marketing. For successful implementation and operation of entrepreneurship education, it becomes relevant to structure the curriculum based on identified occupational dominance of a geographical location to suit the vocational needs of the people. Within a particular catchment location with a particular occupational dominance. The people there will develop interest and passion for such occupations. The role of entrepreneurship education therefore is to build on the interest and passion based on identified skills through development of expansive and relevant curriculum content beyond and through practices to industrial applications for sustainability

**v) Funding**

There is no educational activity or programme that can succeed without



adequate and consistent funding and financing. Funding entails the provision of cash that could be used by the operating agencies, institutions and individuals for the provision of the requirements for successful management of entrepreneurship education. Financing involves the provision of the necessary facilities and other requirements in place of cash for successful management of entrepreneurship education in Nigeria

It becomes imperative therefore, that government and private providers of education vis-a-vis the entrepreneurship education should improve on funding and financing of entrepreneurship education to produce entrepreneurially balanced graduates who would be less dependent on government and be self reliant and self sustaining.

### Review Questions

- (1) Explain the concept of management of entrepreneurship education.
- (2) Define the following terms:
  - (i) Enterprise (ii) entrepreneur (iii) entrepreneurship (iv) entrepreneurship education.
- (3) Justify the need for inclusion of entrepreneurship education in the Nigerian school system
- (4) Articulate and discuss the type of entrepreneurship education that could be appropriate for basic and Post-basic education levels in Nigeria.
- (5) What are the considerations for successful management of entrepreneurship education in Nigeria?

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