



STRATEGIES FOR ACHIEVING ENTREPRENEURSHIP EDUCATION FOR SUSTAINABLE DEVELOPMENT IN DEVELOPING COUNTRIES

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Abstract

Achieving the objectives of entrepreneurship education for sustainable development in developing countries is an international commitment that aims at lifting the standard of education in underdeveloped nations by the year 2020. Various developing countries had tried to translate

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difficulties. The paper suggested some strategies that would

INTRODUCTION

Entrepreneurship education as a catalyst in achieving sustainable human development in the society in general is more apt when applied to developing countries. Education has been known to facilitate knowledge acquisition that improves human existence without jeopardizing future development.

Chukwu (2020) defined Entrepreneurship Education as a related and integral part of the process of facilitating learning such as a total program of education which deals with self reliance necessary for an individual to comprehend the social institution of business sustenance. It is considered to be a stepping stone for the economic growth transference of these

enhance the efforts of establishment of teacher training these nations to realize businesses, recruiting institutions should be education for qualified teachers with upgraded for sustainable appropriate production of more development. These knowledge, quality teachers factors among others supervision and among others and include effective monitoring and effective utilization of ICT, adequate teacher ICT for instructional implementation of preparation. It was purposes should be technical and recommended that introduced into all vocational education adequate fund should entrepreneurship system, funding of be provided for educational systems. entrepreneurship financing educational educational systems, system, materials,

Qualities from a group of people to other people. Thus, Entrepreneurship Education brings development of human resources that sustains economic progress and balance. A reliable development stands for advancing the needs of a particular generation without causing harm to subsequent generation. The author suggests that sustainable development is that which supports the availability of security, generation of viable economic activities, human and social resources. Ogwa (2015) pointed out that available resources should be employed through entrepreneurship education to develop other resources. The developed nations in the world had extensively utilized this assertion in developing their resources to meet human needs.

Thus, developing nations require to apply entrepreneurship education to achieve sustainable economic development in developing countries, also called a less developed country or underdeveloped country is a country with an undeveloped industrial base, and a low human resources.

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Wikipedia, 2013). It is made of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds Chukwu, (2018). It goes beyond business

education. It is about increasing student's ability to anticipate and respond to societal changes. It is also seen by UNESCO as education and training which allows students to develop and use their creativity and also to take initiative, responsibilities and risks.

Developing nations had earlier realized that entrepreneurship education is imperative for their successful existence. Chukwu (2018) reported that the world forum on education held in Duruham University Business School, that the educational achievement should fulfill the following objectives;

1. To provide meaningful education for the youths which could make them self-reliant and subsequently encourage them to derive profit and be self independent.
2. To provide small and medium size companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to the management of the small business center.
3. To provide graduates with the training and support necessary to help establish a career in small and medium size business.
4. To provide graduates with training in skills that will make them meet the manpower needs of the society.
5. To provide graduates with enough training in risk management to make uncertainty bearing possible and easy.
6. To stimulate industrial and economic growth of rural and less developed areas.
7. To provide graduates with enough training that will make them creative and also innovative in spotting new business privileges.

The implication of the world forum insisting on achieving these objectives rests on the premise that knowledge is power. Nigeria being one of the developing nations saw the need for embarking on mass literacy of her citizens. In the national policy on education, (FRN, 2004), it was stated that the success of any system of education is hinged on proper planning, efficient administration and adequate financing. However, Ogwa (2015) pointed out that Nigeria's endemic miscarriage of policy trusts could be blamed on implementation stage; for instance, the government went all out to implement the 6-3-3-4 system of education without adequate plan for such implementation. The result of this implementation problem was that

the programme became unsuccessful as the machines and equipment procured for their implementation was not utilized because manpower was not available for such implementation.

The education for all Global Monitoring Report evaluated 129 developing countries of the world notes the position of their educational achievement readiness as follows;

- a) That out of the 129 developing countries, 51 countries have achieved or about to achieve the four most quantifiable education for all.
- b) Twenty five countries are in the intermediate position.
- c) Twenty five other countries of which Nigeria is one are far from achieving education for all.
- d) Nigeria belongs to the four countries with Cote d'Ivoire, Namibia and Rwanda having no hope of achieving education for all objectives by 2020.
- e) Tanzania, Sao Tome and Principe and Seychelles have already met the target.
- f) Benin Republic, Lesotho, Madagascar, Malawi, Zambia have high hope or chances of achieving the goals by 2020 (Ogwa, 2015).

Since the target of realizing sustainable entrepreneurship educational system in the developing countries of the world is expected to end this year, it is imperative from the foregoing that it is an elusive expectation that these countries would meet the expectations. The challenges hitherto faced by these countries are many and varied. The challenges range from poor funding, learning environment and ignorance to lack of qualified teachers. This paper examined the strategies that would be applied to achieve entrepreneurship education for sustainable development in developing countries. They include provision of adequate fund, revitalization of technical and vocational education, improving of teacher training scheme, poverty reduction, provision of adequate learning facilities and improvement in school supervision among others.

A major challenges now confronting entrepreneurship education in Nigeria is identifying and recruiting qualified teachers who have the appropriate knowledge and pedagogy to impart enterprise skills and competence in the students. Entrepreneurship education requires the use

of active learning methods that place the learner at the centre of educational process and enable them to take responsibility for their learning environment and learn about themselves. Such learning methods have been shown to make learning experience richer and have positive benefits for students in terms of improving their motivation. Thus, teachers need the professional competences to be able to guide students through the learning process.

There is also the challenge of raising funds to begin business by the graduates of entrepreneurship education because of economic problems in the nation. Most business owners hardly can access loan facilities from banks and, are therefore left to raising money either by personal savings or their nations. This is because there has been proven difficulties in assessing bank loans in this nation owing to some strident conditions that exist in all the banks (Okeke, 2018). On the other hand, inadequate funding of schools has often affected the teaching and learning of the course. It is therefore the major cause of inadequate facilities and equipment in the institution. Hence, chukwu (2020) stated that there is need for substantial funds for teachings in practical terms for entrepreneurial education; for financing start ups and expansion of business ventures in order to produce successful entrepreneurs. According to the writer, these funds could come from internal sources like personal savings, financial support from friends, relatives, traditional cooperative groups' society or externally from credit institutions like banks, government agencies and non-governmental organizations. The writer further stated that these sources do not guarantee funds for youths to start their own business for some reasons.

Information and Communication Technology (ICT)

ICT depicts a comprehensive term used for various types of technologies that help the users to have access and carryout manipulation of necessary information and communication in diverse fields. Akinyemi (2012) presented ICT definition by the information technology association of America as the study, development, implementation, support or management of computer based information systems, particularly software application and computer hardware. Consequently, ICT encompasses the utilization of diverse or varied forms of communication

and information devices such as media development, broadcast, radio processing of various kinds, video processing and manipulation, transmission, networking and monitoring systems. The emergency and adoption of ICT has given credence to widened scope of computer operations and widened the frontiers of design and various complex operations. With ICT, information collection for purposes of enhancement of education and even curriculum implementation can easily be established. FRN (2004) identified that ICT should exist as complement of any courses in many trades and disciplines, as well as independent professional areas including technology and vocational education training. It is therefore obvious that ICT application in the present entrepreneurship educational system would undoubtedly enhance its quicker improvement for achieving sustainable development in the contemporary developing nations.

Instructional Application of ICT

Instructional application of ICT could undoubtedly enhance high entrepreneurial educational attainment for the realization of sustainable development. The outburst of ICT knowledge is more a fresh news in all spheres of the society, especially in educational system of the world both in developed and developing countries. Ogbonaya (2007) noted that the conventional teaching strategies or techniques no longer satisfy students learning needs. Educators are now expected to explore and utilize for more effective instruction information technology (IT) to enrich their pedagogy. Ogwa (2015) explained information technology (IT) as any equipment interconnected equipment, that is used in the automatic acquisition, storage, manipulation, management, movement, control, display, switching, interchange transmission reception of data or information. Therefore, it is obvious that IT can be utilized to enhance student's learning in schools. The entire range of technologies involved and utilized in information processing and electronic communications are termed information and communication technology (ICT). The teacher would make his instruction easier by utilizing ICT instruments such as radio, television, videos, computers, sensors, boxes, e-mail, satellite connections, internet and software. ICT facilitates the pedagogical skills of teachers.

Ogwa (2015) identified that educators throughout the world are accepting the fact that ICT plays and will continue to play a significant role in the world. This implies that even in the developing world, ICT is being welcomed as a relevant catalyst that would enhance the achievement of entrepreneurship education for sustainable development. Mumah (2004) asserted that the synergy of new information and communication technology with human skills has drastically altered job content and skills requirement at workplace. Hence, the utilization of ICT possesses the full potential of enhancing the achievement of entrepreneurship education for sustainable development in developing nations.

The availability of internet is one of the newest offshoot of ICT that aid in effective teaching in numerous disciplines. Nwakezi and Nwosu (2012) maintained that internet is no more a future science fiction concept, its already here around us and will profoundly be used in all existing social, political, economical and most importantly educational institutions. ICT will also be used to conduct largest business activities on earth and anyone who does not know to use the internet will be considered global illiterate, and on part of students, find it difficult in learning. Availability of internet in entrepreneurship education system would definitely enhance developing countries race faster in catching up with developed nations and achieving sustainable development.

Technical and Vocational Education

Technical and Vocational education prepares individuals for good and reliable career chances both in the professions in education and world of business by providing students with skills, knowledge, attitudes and requisite competences for gainful employment in industries, civil service and as proprietors of business ventures. Jonathan (2011) posited that education is core to sustainable national transformation and that developing countries cannot make much progress towards the attainment of achievement of meaningful education unless it includes business and entrepreneurship education strengthened for practical research and skills development. The development of vocational technical education can pose positive impact to development of education in general. UNESCO (2012) recognizes the modern education and training needs of industries, the

household and individual progression, as well as inculcation of industrial best practices including ICT. Akinyemi (2012) noted that Germany's rapid rise in international economic power depended on her elaborate system of trade and industrial schools which were designed closely with specialized needs of the industry and commerce. The World Bank (2011) earlier showed that the advanced economies have substantial number of technicians in research and development as against the low status in the developing economies. The developed economies had earlier backed their technical education with functional legislation unlike their developing counterpart. TVET is the pivot of every development in the world economy, manufacturing and production systems. TVT therefore propels growth and development through technology diffusion through entrepreneurship education. TVET is significantly employed in production of teaching facilities that is utilized to improve pedagogy in diverse facets of education.

Funding

To achieve entrepreneurship educational enterprise for sustainable development, maintenance of sustainable national economy is imperative. Nwokoji (2000) maintained that a sustainable national economy is an economy with the capacity to serve the full needs of the present population without negatively impacting on the growth and development needs of the future generations. This implies in part that sustained economy should possess long lasting potentials for proper socio-economic growth and development and should be fully integrated into global prevalent economy. Sustainable development cannot be achieved in isolation. The Nigerian National Policy on education (FRN, 2004) categorically stated that entrepreneurship education is an instrument par excellence for effecting national development. Such national development through education fiat cannot be realized without adequate funding. In relation to developing nations under discussion, Chukwu (2016) reported the human development report of 2008 which stated that no developing nation overcomes poverty and achieves economic growth without successfully developing its human resources. Human resources can be substantially developed through entrepreneurship education.

Supervision and Monitoring of Schools

Human being by nature need some measure of supervision to function effectively in tackling assigned duties. It might be feasible to provide adequate entrepreneurship educational facilities and teachers to man educational system, but without corresponding monitoring, it would be impossible to make the concerned entrepreneurship education system relevant. Igboke (2011) referred the term “monitoring” as the process of checking whether individuals or firms are actually behaving as they should and this is applicable to seeing whether laws imposed by the government are being obeyed; whether instructions issued by regulating agencies to firms are being complied with; and if orders from employers to their employees are actually being carried out. In the context of this paper, supervision is the process of observing teachers in schools to ensure that students benefit from effective instruction. A supervisor thus guide teachers to achieve entrepreneurship educational goals set out in the curriculum.

The function of supervision may be performed by the officers delegated or employed as supervisors in ministries of education and schools management board, principals, vice-principals, heads of departments or the head of academic units. Generally, the supervisor helps the teacher to perform his instructional roles and develop better satisfaction in their work as teachers. Okoro (2008) enumerated the tasks that should be accomplished by most supervisors to include among others;

- Selecting appropriate textbooks to be used by students.
- Planning course of study guides and outlines
- Preparing the lists and specifications of necessary equipment, tools and supplies.
- Monitoring the effectiveness of teachers in the use of machines and teaching aids.
- Being involved in selection and interviewing of teachers for recruitment.
- Assessing the effectiveness of teachers while they are teaching.
- Recommending teachers for promotion.
- Holding demonstration teaching sessions in which teachers watch the supervisor teach.

- Maintaining contact with the community and providing services to the community where necessary.

To help the teacher achieve the objectives in his profession, he undoubtedly needs the assistance of educational supervisors who had been trained in the skills of planning, implementing and evaluating instructions. Supervisors should not work by trial and error.

Recommendations

The strategies for achieving education for sustainable development in developing countries have been discussed. The following recommendations are therefore made as enhancement strategies.

1. Government should make more funds available to education sub-sectors. They should be done through practical release of such amount dedicated for entrepreneurship educational system in consonance with the required percentage allocation in the budget.
2. Teaching profession should be made more attractive by providing incentives for teachers and provision of requisite teaching facilities.
3. ICT should be effectively utilized for entrepreneurship educational instructional purposes.
4. Supervision of instruction should be stepped up by the relevant agencies mandated to undertake such responsibilities to enable teachers receive clear guidance for efficient performance of their duties.

Conclusion

It is obvious that no nation can achieve sustainable development without the development of human resources through efficient entrepreneurship educational system. Every member of the society should be exposed to efficient entrepreneurship educational system in the society to enable the individuals imbibe the culture of development and its sustainability. With full implementation of efficient entrepreneurship system, the nations will be provided with the right quantity and quality of trained manpower that can push further the developmental strategic steps discussed. It is hoped

that if these strategies are employed, developing nations would soon achieve sustainable development.

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