

Integrating Entrepreneurship Education into the Nigeria School Curriculum

¹Vera Idaresit Akpan Ph.D & ²Ikechukwu Blessing Ijeoma Mpamah

¹Department of Adult and Continuing Education, Michael Okpara University of Agriculture, Umudike, Abia State

²Department Of Curriculum/Teacher Education, Abia State University, Uturu, Abia State

Abstract: *The aim of this paper is to present a curriculum framework developed for entrepreneurship education in Nigeria. This proposed curriculum is based on the premise that entrepreneurship education is not just the acquisition of skills but an orientation towards becoming a self employed business owner having the right attitude and capacity to function and sustain an enterprise in a society with a down-turned economy. To ensure the effective implementation of entrepreneurial education curriculum, this paper recommends among other things that students should be made to own pseudo enterprises while in school even if it is just in prints; schools should have scheduled times in a session when school trade fares and open days are organized for students to start from school to show case entrepreneurial competencies.*

Introduction

After going through the process of formal or non formal education the learner is expected to be able to contribute effectively to life activities in the society. This effective contribution includes the learner's ability to be gainfully employed in one job or the other. At the introduction of Western Education in Nigeria, emphasis was on the acquisition of the 3RS (reading, writing and arithmetic) with the overarching aim of preparing the learner for white collar job or for employment by the missionaries or colonial government. The national Curriculum Conference of 1969 resulted among other things in increase in the number of subjects studied in schools with the aim of making education more relevant to the Nigerian society and also for unifying the educational services in the different regions.

This conference gave rise to the National Policy on Education (NPE) in 1977 which has since been reviewed up to 2014. Despite all these reviews of the NPE and the fact that more Nigerians are acquiring formal education, the problem of unemployment is still facing the country. The fact is that before and after successfully completing formal education even to university level, the recipient or graduate is not sure of getting a job. Several factors ranging from urbanization to global economic crisis have lent credence to unemployment. Uddin and Uddin (2013) identified rural-urban migration, rapid population growth, low standard of education, corruption, rapid expansion of the education system and lack of sustainable power supply as causes of unemployment.

While lamenting on the incessant increase of unemployment in the country, the Minister of Labour and Employment in Nigeria Sen. Chris Ngige, predicted that unemployment rate in the country will reach 33.5 per cent by the year 2020 (Nigeria's unemployment rate, 2020). According to him, the high unemployment rate of 23.1 per cent, and underemployment of 16.6 per cent documented by the

National Bureau Statistics (NBS) of 2019 report was alarming. Suffice it to say that this high rate of unemployment must have contributed to a large extent to the high rate of crime which has graduated in this country from social disturbances, armed robbery attacks, to kidnapping. It appears that these unemployed youths are taking it back on a society that has failed to give them a proper sense of direction through sound education. It is no exaggeration to say that if the trend is not urgently reversed, the consequences may be better imagined than experienced.

The discussion in this paper shall be done under the following sub headings:

1. Entrepreneurship education
2. Entrepreneurship Education Curriculum
3. The Goals and Objectives of Entrepreneurship Education
4. Organization of Content and Learning Experiences
5. Fitting Entrepreneurial Education into School Programmes at all Levels
6. Recommendations

Entrepreneurship Education

Entrepreneurship education is not synonymous with vocational education nor does it mean the same thing as business education. Over the years people have erroneously linked entrepreneurship education with these two areas of study. Entrepreneurship education is in fact the fundamental aim of education. It is the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. Entrepreneurship education is indeed a critical resource for whole life education.

What distinguishes entrepreneurship education from other forms of education is its emphasis on realization of opportunity. These opportunities can be realized through starting a business, introducing new products or ideas or through doing something in a different way with the aim of achieving goals. It is in this regard that the 2007 European Commission presents entrepreneurship as an individual's ability to turn ideas into action. Gana (2001), defined entrepreneurship as willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on identified opportunities. Entrepreneurship is a process of creating wealth by activating innate potentials and ideas, transforming them to the overall benefit of humanity. Umsobomvu (2002) affirmed that apart from using the word entrepreneurship to refer to innovative business that the term is also associated with individuals who create or seize business opportunities and pursue them without regard to resources under their control. They build something from practically nothing and usually reinvest earnings to expand their enterprise or to create new enterprises. Ojeifo (2010), sees an entrepreneur as the owner or the manager of business enterprise who through risks and initiative, attempts to make a profit.

Sound education equips students to challenge the status quo and proffer better alternatives out of the present economic quagmire (Aladekomo, 2009). Following this, the government of Nigeria decided to redress the situation by the reformation of the education sector. However, mere reformation of the education sector cannot result in job creation. Obanya (2009) opined that the solution is not increased vocational education, as is wrongly being canvassed, but a return to the basics. That is, returning to real goal of education, which is the cultivation of human talent and creative/imaginative potential through an all round development. This means making school graduates owners of small/big enterprises that actually use their vocational and technical skills to boost the economy of the nation in this regard. He insisted that

for Nigeria to respond to the changing needs of the world of work (not necessarily the world of direct paid employment), formal and non formal education in the country should be geared towards inculcating in learners the generic skills of knowledge, communication, adaptability, creativity, team spirit, literacy, information and communication technology (ICT) fluency and lifelong learning. These generic skills are necessary for effective life in the present ICT-dominated world. Their acquisition calls for the type of general education found in entrepreneurship. That is, the type of education that equips the learner not only with knowledge and skills but an orientation to desire, seek, recognize and utilize available opportunity to do something new to create wealth for self and others and consequently contribute effectively to the society in this era of global economic crisis.

Due to the much cry on unemployment in the country, so much is being said today on entrepreneurship education in tertiary institutions in Nigeria (Gana, 2001; Akeredolu-Ale, 1975). It has been observed over the years that the Nigeria educational system turns out graduates that are not trained to be self reliant. They come out from school looking for white collar jobs that are scarcely found at the end they roam the streets unemployed and take to anti-social vices in the society. This is because apart from the theories that they learnt, they have no requisite skills to make them self dependent. This is a big problem for a country with over 200 million people (Worldometers, 2020). The curriculum has a place for vocational and technical education with a sprinkling of entrepreneurship but indeed without any functionality. This paper is advocating the integration of entrepreneurship education into the Nigeria school curriculum at all levels not by the letters but by putting in place efficient tools and manpower that are functional and capacity loaded to produce graduate entrepreneurs from our institutions of learning.

Entrepreneurship education builds up desired attitudes and competences required to function in a competitive environment. Karmelic (2009) identifies these entrepreneurial attitudes as self-awareness and self-confidence, personal responsibilities, flexibility and adaptability, orientation to opportunity, pro-activity and persistence. Entrepreneurs are often found to be innovative, self motivated, confident, creative, dynamic, resourceful, ingenious, endurance, risk daring. They have pressure management ability and willingness to accept both positive and negative results of life ventures. Other entrepreneurial attitudes and skills are verbal and non verbal expression skills, problem solving skills, team skills, as well as listening and empathy skills. Akudolu, (2000) adds dedication to duty and willingness to accept positive as well as negative results of business ventures to the list. The question is, what type of curriculum should be developed and implemented in this regard?

Entrepreneurship Education Curriculum (EEC)

Curriculum is concerned with the why, what and how instruction. In other words, it is concerned with the goals and objectives of instruction, the content, organization and evaluation. These curriculum elements form the mould for the development and implementation of entrepreneurship curriculum. This should constitute a core curriculum for every learner at all levels of education in Nigeria. The Consortium for Entrepreneurship Education (2004) maintained that it is a lifelong process starting from elementary level to other levels of education and spanning to adult education. Brown (2000) among other educationist shared this view and opined that the principles of entrepreneurship are increasingly considered valuable for students at all levels. In this regard, all students at all levels of education in member States of the European Union such as United Kingdom, Cyprus, Ireland, Slovenia etc are exposed to entrepreneurial education (European Commission, 2007). There is no doubt that the effective implementation of entrepreneurial education curriculum will help learners in Nigeria to develop entrepreneurial

capacities and the ability to be self-reliant and self-employed.

Below is a proposed Entrepreneurship Education Curriculum that could be adjusted and broken down to the level of students at all school Levels.

Proposed Entrepreneurship Education Curriculum for all School Levels			
s/n	Content	Aim	Suggested Teaching methods/ Materials
1	Meaning	To differentiate between vocational education and owning a business.	Role play, simulation/ Pictures, videos, films
2	Examples/ models of successful entrepreneurs	To motivate students by showing them real life models.	Case study, simulation/ Pictures, videos, films, resource persons
3	Entrepreneurial mindset	To teach Entrepreneurial attitudes.	Case study, brain storming, simulation/ Pictures, videos, films
4	Personality traits, attitudes and entrepreneurial competencies	To teach acceptable entrepreneurial attitudes.	Guided discovery, enquiry/ Pictures, videos, films
5	Entrepreneurial integrity	To teach character and integrity as the hallmark for business sustainability.	Case study, drama, simulation/ Pictures, videos, films
6	Identifying personal entrepreneurial potentials	To enable students identify their potentials for economic survival.	Guided discovery, games and simulation, case study/ Pictures, videos, films
7	Optimism in entrepreneurship	To teach faith and self confidence.	Drama, group discussion, brain storming/ Pictures, videos, films
8	The world of work	To give room for practical experience (for adult students) or sightseeing (for lower basic education pupils).	Visit to real work places, exchange visits/Attachment to workplace for practical experience
9	Identifying entrepreneurial opportunities	To teach students how to identify opportunities for self employment.	Field trips, group discussion, brain storming/ Pictures, videos, films
10	Creating entrepreneurial opportunities	To teach students how to create opportunities for self employment.	Group discussion, brain storming/ Pictures, videos, films
11	Coaching & Mentorship	To teach the need for human tutelage and oversight.	Mentorship, Group discussion/ role play,
12	Setting a goal for business	To teach practical goal setting for functionality	brain storming/case study/ Pictures, videos, films
13	Starting a business/company	To teach the basics of starting a business.	brain storming/case study/ Pictures, videos, films
14	Drawing a business plan	To make the students have their own business plans.	Guided discovery, project work, enquiry, case study

15	Small beginning/Raising capital	To teach how to start with little or nothing.	Mentorship, resource person, circle the sage, others/ Pictures, videos, films
16	Creating entrepreneurial ventures	To put into practice skills taught in vocational and technical education.	Drill and practice/workshops
17	Marketing/publicity	To teach how to show case skills and competencies	Field visits, Drill and practice/ Pictures, videos, films
18	ICT and entrepreneurship	To expose students to jobs and skills available via ICT	brain storming, case study/ Pictures, videos, films
19	Collaboration	To teach how to partner with other entrepreneurs for progress	Mentorship, drill and practice/workshops/resource person
20	Subletting	To teach principles of subletting multi-skilled jobs.	Drama, games and simulation/ Pictures, videos, films
21	Growth and expansion	To teach how to grow a business and how to manage growth.	Mentorship, resource person/ Pictures, videos, films
22	Practicum/exhibition	To give room for practice in a pseudo world	Excursion and Mini trade fare

Fig 1. Source: Authors.

It worth reiterating that teachers will have to break down the above curriculum content to suit the learning needs and levels of their students. This should be done in terms of learning experiences, number of periods, teaching methods, instructional materials and any other relevant inclusions.

The Goals and Objectives of Entrepreneurship Education

The major goal of entrepreneurship education is to promote creativity, innovation and self-employment among the citizens through the inculcation of entrepreneurial knowledge, competences and attitudes in the learners. Akudolu (2001) affirmed that the goal of entrepreneurship education is for learners to acquire entrepreneurial capacities and skills that will make them to be self-reliant and self-employed. Entrepreneurial capacities include the undaunted commitment to achieve set goals, cope with change and generally act with entrepreneurial mindset.

The objectives of entrepreneurship education according to Paul (2005) are to:

1. Offer functional education to the youths to enable them to be self-employed and self-reliant.
2. Provide young 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 with adequate training in risk management, to make certain bearing feasible.
5. Reduce high rule of poverty.
6. Create employment generation.

7. Reduce rural – urban migration.
8. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
9. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
10. Create smooth transition from traditional to a modern industrial economy.

To achieve the major goal of entrepreneurship education there is need to ensure that instructional activities are directed towards the achievement of the following specific objectives.

Specific Objectives

According to Obanya (2008), the specific objectives of entrepreneurial education should be to:

- i. Demonstrate a good grasp of society – its functions, its economic demands etc.
- ii. Recognize socio-economic opportunities in environment
- iii. Acquire and deploy the skills necessary for turning opportunities into viable ventures. This includes developing enterprise plans, mobilizing and managing resources etc. (p. 1).

In addition to the specific objectives stated above, students who have gone through the curriculum should be able to:

- i. Demonstrate awareness about entrepreneurship
- ii. Create entrepreneurial ventures
- iii. Demonstrate ability to act entrepreneurially in different aspects of life.
- iv. Manifest positive attitude towards changes in life endeavors
- v. Demonstrate self-reliance irrespective of daunting challenges.
- vi. Analyze their strengths and weakness and be able to take advantage of their strengths while making effort to overcome the identified weakness.
- vii. Recognize their entrepreneurial interests and capability.
- viii. Demonstrate self-management and take responsibility for themselves and their activities.
- ix. Engage in lifelong learning so as to manage and enjoy innovations.
- x. Identify and exploit business opportunities.

These objectives can be achieved at different levels of education. Lesko (2010) shares this view and maintains that for pupils below age 14, awareness should be based on the benefits of basic entrepreneurship education to pupils and then to society at large.

Content

Entrepreneurship education is based on personality traits. It is a way of behaviour and in this regard belongs to the effective domain of learning. Consequently, the content is not text book or document – based. Rather the issues in the content of entrepreneurship education are found in the following three dimension of human behavior:

1. Attitudes and values
2. Knowledge
3. Skills

Attitudes and values dimension

Finland Ministry of Education (2009) stated the Commission of the European Communities as stating that an entrepreneurial attitude is characterized by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals or aims held in common with others, and/or at work. Following this, the attitude and values dimension of entrepreneurship education covers the demonstration of: a) Interest and enthusiasm b) Hard work and perseverance c) Orientation to change d) Intra-personal skills (knowledge of self) e) Positive disposition of lifelong learning f) Initiative and g) Creative thinking

Knowledge Dimension

The knowledge dimension includes:

- a. Understanding of concepts and manifestation of appropriate processes in entrepreneurship.
- b. Understanding and manifestation of appropriate personal traits/behaviours for successful entrepreneurial performance
- c. Understanding and application of concepts and strategies for effective communication
- d. Understanding and application of basic economics, management and accounting knowledge.

Skills Dimension

The Consortium for Entrepreneurship Education (CEE-2004) categorized the learning content of entrepreneurial education into Entrepreneurial skills and Ready skills. The ready skills comprise the themes of business foundations, communication and interpersonal skills, digital skills, economics, financial literacy, professional development, financial management, information management, marketing management, operations management, risk management, and strategic management. In fact, the skills dimension is concerned with specialized skill in any area of human endeavor. Consequently, Anyakoha (1997) classified entrepreneurial skills into personality skills and management related skills. Entrepreneurship education should equip learners with skills not only for understanding their capabilities but also for coping with different situations in life.

Organization of Content and Learning Experiences

For the achievement of goals and objectives of entrepreneurial education, the strategies for organizing content and learning experiences should be learner-centered. In this regard effort should be made to help the learner understand the entrepreneurial dimension of the learning content. While making a case for the adoption of special methodology for entrepreneurial education, Anowor (2001) argues that since the underlying ingredient is to be located in the effective domain of the human mind, only learning experiences which touch that attitudinal abode will produce the desired outcome.

Among the commonly adopted instructional strategies for entrepreneurship education are group work, role play, projects, games, and simulations, field visits, traineeship, case studies, mentoring, brainstorming, exchange visits and other forms of practical and learner-driven methodology. Effort should be made to introduce creativity, risk taking and other entrepreneurial trait into any entrepreneurship curriculum as proposed in this paper involves virtually no lectures. Instruction is almost total project-oriented (learning by doing). Effort should be made to

encourage self-directed learning. Creativity should be built into every student activity so as to challenge learners to think out of the box. Emphasis should be on experiential learning, interactive learning and cooperative learning. It is in this regard that the Finland Ministry of Education (2009) observed that: the learning environment in entrepreneurship education gives responsibility to learners, encourages them to do things themselves, guides them towards recognizing opportunities and seizing them, bolsters insightful and inventive learning, reinforces learners' confidence in their capabilities, gives scope for risk-taking and guides towards goal-oriented collaboration with others. Items in the attitude and values dimension should also be integrated into teaching-learning activities at the different levels of entrepreneurship education.

Industrial training while in school as a school/world of work collaboration is another important entrepreneurship education instructional strategy. With this learning strategy, students are given the opportunity to have a practical experience of what happens in the society or in the world of work. Consequently learners are exposed to entrepreneurship-in-practice through the use of life case studies and real life testimonies of successful entrepreneurs as well as actively working with entrepreneurs at the given periods. These periods are interspersed with school-based learning and each student is assigned to an entrepreneur for about three months (depending on institutional arrangement) at the end of which the student submits a report to his/her supervisor.

The teacher's role in the implementation of entrepreneurship education as proposed in this paper changes from that of disseminator of knowledge to that of an organizer, planner, motivator, counselor or coach. The teacher spends time listening to and observing the learner. He/she engages the learner in a constructive feedback.

Fitting Entrepreneurial Education into School Programmes at all Levels

As already stated, entrepreneurship education should be a school-wide programme covering basic education through tertiary education. It can fit into any of the various school programmes as follows:

Basic Education: Basic Education is a nine (9) year educational programme, designed by the Federal government for Nigerian children. It covers six (6) years Primary Education, and three (3) years of Junior Secondary Education. These levels are designated Lower Basic (Primary 1-3), Middle Basic (Primary 4-6) and Upper Basic (Junior Secondary 1-3). It is a programme of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. The goals of Basic Education as enshrined in the National policy on Education (Federal Republic of Nigeria [FRN], 2013) are to: (a) provide the child with diverse knowledge and skills for entrepreneurship, wealth generation and educational advancement; (b) develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; (c) inculcate values and moral upright individuals capable of independent thinking and who appreciate the dignity of labour; (d) inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socio-economic background; and (e) provide opportunities for the child to develop manipulative skills that will enable the child function in the society within the limits of the child's capability. These goals are expected to be attained after a nine year UBE programme of instruction and they lend credence to the objectives of entrepreneurship education.

Entrepreneurship education should be in-built into all basic school activities. Emphasis

should be laid on the attitudes and values dimension as well as on basic lifelong learning skills. All basic education teachers are expected to use entrepreneurship-driven methodology as already presented in this paper in teaching all school subjects. They should use every opportunity to create entrepreneurship awareness and develop in the pupils' positive attitude towards entrepreneurship.

Senior Secondary Education: Secondary education is a post-basic education given to graduates of the nine-year basic education after a successful attempt of the Basic Education Certificate Examination. The objectives of this level of education is embedded in Post-basic Education and Career Development Programme an umbrella name covering (i) Senior Secondary Education (ii) Higher School and (iii) Continuing Education given in Vocational Enterprise Institutions (FRN, 2013).

The curriculum for senior secondary education is divided into four (4) broad fields, namely: (1). Science and Mathematics (2). Technology (3). Humanities and (4). Business Studies. From these broad fields there are four compulsory subjects, namely: (i) English Language (ii) General Mathematics (iii) Trade/ Entrepreneurship Subject and (iv) Civic Education. The list of subjects for entrepreneurship education are: (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 (ix) Block laying, brick laying and concrete work (x) Painting and decoration (xi) Plumbing and pipe fitting (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 repair (xxvi) Stenography (xxvii) Data processing (xxviii) Store keeping (xxix) Book keeping (xxx) GSM maintenance and repairs (xxxii) Animal husbandry (xxxiii) Fishery (xxxiv) Marketing (xxxv) Salesmanship (FRN, 2013).

This list shows various skills the students are expected to be equipped with for job employment but entrepreneurship education is that education that will create intrinsic willingness and confidence coupled with assurance to work out investment opportunities in any environment with a mindset to run and establish a personal business enterprise. This is lacking and this is the fulcrum of the discussion in this paper which is highlighted in Fig 1.

Entrepreneurship education at this level should not be a formal lecture but a systematic use of entrepreneurship-driven methodology. Students should be motivated to doing something on their own order than seeking for employment. Fundamentals issues in attitude and values dimension are integrated not only into all subjects and learning activities but also into guidance and counseling activities presented to students. Emphasis should be on creating entrepreneurship environment.

Tertiary Education: At this level of education, all entrepreneurship education instructional activities should take place in a strategically planned entrepreneurship environment. This should be a compulsory course for all the students and taught in creative/non-conventional ways. The course titles should show the goal of this type of course, Figure I shows the entrepreneurship education curriculum which should be adapted to ensure that graduates actually come out of school entrepreneurs and not as job seekers.

Conclusion

Effective implementation of entrepreneurship curriculum in Nigeria requires a transformation of Nigerian's education ideology. The integration of entrepreneurship education in to the Nigeria School Curriculum will go a long way to reducing unemployment and in providing the necessary impetus for economic growth and development. It will be crucial in boosting productivity, increasing competition and innovation, creating employment and proprietorship for the revitalization of our economy. It will create an entrepreneurial learning environment in the country and consequently in the development of confident, empowered, innovative entrepreneurs and employers of labour.

Suggestions

The following suggestions are made based on the study:

1. Entrepreneurship education as general education across all levels of education should be made a policy issue.
2. Entrepreneurship education should be a general course in every educational institution in Nigeria.
3. Students should be made to own pseudo enterprises while in school even if it is just in prints.
4. Schools should have scheduled times in a session when school trade fairs and open days are organized for students to start from school to show case entrepreneurial competencies.
5. Dimensions of entrepreneurship should be a component of teacher preparation curricular.
6. Federal and State Ministries of Education should build resource centers and networks for exchange of good practice.
7. School administrators should establish linkages with entrepreneurs and connect their students to them.

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