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**ENTREPRENEURIAL EDUCATION
AND SUSTAINABLE
NATIONAL DEVELOPMENT**

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NATIONAL DEVELOPMENT

Conference Proceeding

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FROM THE EDITOR

The international conference of the faculty of education, Lagos State University is a major conference that holds every year bringing together stakeholders in areas of Education from around the world to debate, discuss, and exchange information and experiences.

The theme for the 2012 conference "Entrepreneurial Education and Sustainable National Development" with several sub-themes brought together Educators, business, engineering and design faculty from around the world, interested in building leading-edge entrepreneurship programs, researchers, experts in the entrepreneurial field of study as well as numerous successful entrepreneurs under one roof to share their knowledge base, experiences in the field of entrepreneurship and many other key understandings about this field. Specifically, the guests at the conference focused on entrepreneurship Education and National development and how to maximize this growing economic sector so that it will be able to compete in the global business place. The results of the conference as represented by the various papers presented will benefit entrepreneurs, students and educators in this field of study at institutes such as the Centre for Entrepreneurship and Enterprise Development.

The conference also provided the following:

- An opportunity to learn best practices for developing entrepreneurship
- A way to discover the latest strategies in experiential entrepreneurship learning
- The ability to meet and collaborate with leaders and peers within the field
- A chance to participate in interactive workshops on innovation, creativity and entrepreneurship curriculum development
- Create pathways for entrepreneurship through education and advocacy, helping today's youth gain the entrepreneurial skills and knowledge that can make them more successful in tomorrow's economy as workers, business owners and creators of new jobs.
- Develop strategic partnerships with all organizations and institutions that focus on education and/or workforce or economic development in order to assist in creating an environment that is conducive to the growth of entrepreneurship with an emphasis on underserved and disadvantaged populations.

I wish you all an enjoyable reading

Akeredolu, O. A.

Chairman, Conference Committee

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ENTREPRENEURSHIP IN PRIMARY EDUCATION: PROSPECTS AND CHALLENGES

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Introduction

Children and young people are by nature inquisitive and curious. These qualities are also characteristic of prominent researchers and energetic entrepreneurs. Curiosity must be stimulated if it is to develop further. The education and training system is vital for the development of a culture for entrepreneurship and a creative society in which people's search for knowledge and their creative urge are appreciated. Training in entrepreneurship provides pupils with an opportunity for using their knowledge and their abilities in untraditional ways.

Definition of Entrepreneurship in Education

"Entrepreneurship is a dynamic and social process where individuals, alone or in collaboration, identify opportunities for innovation and act upon these by transforming ideas into practical and targeted activities, whether in a social, cultural or economic context" (Djupeidal, Haga & Andersen, 2002). This definition indicates the objective of entrepreneurship in education. Entrepreneurship in education includes:

- Thus development of both personal qualities and attitudes and of formal knowledge and skills: work on entrepreneurship in education must primarily place emphasis on development of personal qualities and attitudes. In that way a basis is laid for later utilization of knowledge and skills in active productive work; and
- Knowledge and skills concerning what must be done to establish a new enterprise, and how to be successful in developing an idea into a practical, goal-

oriented enterprise. Entrepreneurial education is focused on developing youth with the passion and multiple skills. It aims at reducing the risks associated with entrepreneurship, and guide the enterprise successfully through its initial stage to the maturity stage. According to Brown (2000) entrepreneurial education is designed to communicate and inculcate competencies, skills and values needed to recognize business opportunity, organize and start new business venture. Gorman, Hanlon, and King, (1997) point out that entrepreneurship education is an educational program that is focused on impacting students with issues on entrepreneurship.

Entrepreneurship is concerned with establishing new activities and about being able to perceive new opportunities, and taking risks to making them work. Entrepreneurship has been recognized as an important aspect and functioning of organization and economies (Dickson et al, 2008). It contributes in an immeasurable way towards creating new jobs, wealth, poverty reduction, and income generating for both government and individuals. Entrepreneurship competence is relevant for all areas of work and business life, in both new and already established business activities. Entrepreneurship in education and training may be both theoretically and practically oriented. Entrepreneurship can be a tool and a working method to stimulate learning in different subjects and in basic skills. Entrepreneurship in education and training may also further develop ones personal characteristics and attitudes.

Entrepreneurship can promote practical learning methods in educational situations and so help the individual achieve increased learning outcomes. This is important

for providing the country with the knowledgeable and competent work force that is crucial for innovation and wealth creation. In other words, society depends on creative people who turn ideas into new enterprises or make improvements within existing enterprises. Considering the current financial recession all over the world, it is essential to facilitate wealth creation and innovation. Training in entrepreneurship can help pupils become acquainted with their local working and business life and the ability to proffer solutions to the challenges the local community is facing. Activating children and young people's entrepreneurship powers within the community builds local identity and commitment. These young people when exposed to such training can also experience the demands of world of work and business life and can see its inherent opportunities. The education and training system and work life must therefore become better at seeing the opportunities that lie in interaction and collaboration. Nigerian children are exposed to different types of curriculum from primary through tertiary levels. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education could be offered at all levels of schooling from primary to secondary schools through graduate university programmes.

What makes entrepreneurship education distinctive is its focus on realization of opportunity. Entrepreneurship in primary education is about exposing Nigerian children from the very beginning to creative, innovative and activity based processes. Objective of primary education states that the child will be given opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity (FRN, 2004). The pupils will hereby attain valuable competencies and skills for further learning, their personal lives, as well as adapt favourably to the world of work. The educational system should lay a solid foundation for Nigerian pupils to equip and expose them for work life, adapting favourably to the world of work. It is of supreme importance to develop knowledge not only to understand, but also to change and further develop society. A strategy for entrepreneurship in education and training should be such that can strengthen the individual's ability to see and exploit opportunities in an economic, social and cultural context. Thus, the way will be paved

for future work creation, innovation and reorientation throughout Nigeria.

A deliberate, goal-oriented focus on entrepreneurship will contribute to development of an innovative culture in all parts of the country. This innovative culture will promote self-reliant graduands, thereby promoting innovation and rethinking, as well as the ability to take the initiative and calculated risks. The educational system has a role to play in stimulating attitudes and behaviour that promote the capacity for creativity and innovation in children and young people. Thus, Nigerian young ones must be trained to believe in their own creative powers and the ability to see and utilize local resources as a basis for creating values, developing workplaces and taking responsibility in their local community.

Primary education and entrepreneurship

Entrepreneurship education at this stage shall have its main focus on developing the pupils' ability to take responsibility, permit trial and error and develop creativity and the desire to find things out. Further, development of social skills and the ability to collaborate should be at the very centre. The following learning tips should be entrenched in the teaching of the pupils:

- give all pupils, the same opportunities to develop their abilities and talents individually and in collaboration with others;
- stimulate pupils' stamina, inquisitiveness and desire to learn;
- stimulate pupils to extend their own learning strategies and critical thinking ability;
- stimulate pupils in their personal development and identity, in developing ethical, social and cultural competence;
- pave the way for pupil participation, so that they can make conscious choices of values and choices of education and future occupations;
- promote adapted education and training and varied work methods;
- pave the way for the local community to be involved in instruction in a meaningful way.

Entrepreneurship and entrepreneurial thinking are found at the base of many subject curricula for primary school subjects and in the continuing subject curricula. Examples of these are subjects like Basic Sciences, Agricultural Science, Social Studies, Arts and Crafts, Health, Food Nutrition and in preparation of local curricula in optional programme subjects.

Reasons why entrepreneurship education should be promoted at the primary level

In order to promote entrepreneurship education at the primary level, the following reasons should be considered:

- ❖ **Collaboration with the local community:** Entrepreneurship education requires close collaboration between schools and the local business sector. There is therefore a need for more arenas for contact between educational institutions and various players in society. In such arenas educational institutions and the local business sectors will get to know one another better, and cultural barriers may be dismantled. This will result in mutual benefit in as much as it will increase the quality and relevance of education and strengthen recruitment to the local business sector and development of competence. Proper interaction between schools and business and working life, art and culture and other parts of the local community can make training in the subject curricula concrete and realistic, thus increasing pupils' ability and desire to learn.
- ❖ **Teachers' competence:** Teachers are important role models. A positive attitude among young people in schools toward entrepreneurship, innovation and reorientation requires that teachers have knowledge and competence to inculcate this. It is therefore important to focus on entrepreneurship in teacher training, and also provide courses in competence development to working teachers. The teacher is the most important prerequisite for solid, meaningful instruction. The teacher and the instructor can mean all the difference to many pupils and apprentices.
- ❖ **Change in pupils' orientation:** Pupils should be seen as the major beneficiaries of the entrepreneurship programme because at this level they see white collar jobs as the bases of their being in school whereas what used to be has changed drastically due to global economic recession. It is therefore imperative that a sound foundation be laid to change pupils' orientation and make them focus on self reliance as the National Policy on Education (2004, p.6) stipulates.

Entrepreneurship Education in some Foreign Countries

The European Commission is of the view that entrepreneurship must be embedded into the education system and that it should be available to all primary, secondary and third-level students. Furthermore, the Commission has advocated that two sets of complementary actions be incorporated into entrepreneurship education. The first should aim at developing attitudes and behaviours, particularly traits such as personal responsibility, creativity, leadership, problem solving, and being

proactive. The second set of actions should focus on the technical and managerial competences required to start and run an organisation.

The publication of the Lisbon Agenda in 2000 advocated economic growth and employment as priorities for the European Union. The European Commission recognised that to truly embed entrepreneurial behaviour across its Member States, it needed to ensure that entrepreneurship education be made available to all students at all levels across all countries. Towards this ambition, it has published a series of thoughtful reports and recommendations for Member States to act upon. Indeed, the 2006 EU Conference on "Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning" detailed a wide range of possible actions that could be taken by different stakeholders, with the development of entrepreneurship education strategy being at the heart of any set of initiatives. A number of countries have already recognised the benefits of an entrepreneurship education strategy and have implemented policies to ensure that all students receive some form of entrepreneurship education during their formal schooling years.

For instance, in **Finland** entrepreneurship education is a thematic entity, not a subject. In 2004, the Finnish Ministry of Education produced an Action Plan for Entrepreneurship Education that covered all levels of the education system, and working together with the Ministry of Trade and Industry appointed a working group entitled 'From Higher Education Institutes to Entrepreneur'.

Also, in **Norway** entrepreneurship is included in the curricula at all levels, and three government departments are involved in its delivery (Ministry of Education and Research, Ministry of Trade and Industry and Ministry of Local Government and Regional Development). In addition to co-operation between ministries and directorates, there are also partnership agreements with businesses as part of the action plan. The primary goals of the Norwegian strategy are to develop knowledge and competences in students related to entrepreneurial activities, strengthen young people's belief in and capabilities of their own creative forces, and foster a culture for entrepreneurship (Aasland, Solhjell, Brustad & Kleppa, 2010).

Further, in **Scotland** a policy was launched called 'Investing in Scotland's Future: Creating a Culture of Enterprise in Our Schools' which details the actions that will be taken by the

Scottish government to embed entrepreneurship into the national schooling system. As part of its action plan, it contains a section entitled 'What success will look like' which highlights how the programme will be measured. Obviously, the more important indicators cannot occur in the early years of the programme but it demonstrates a political commitment to long-term planning and the future development of the country.

Prospects of Entrepreneurship Education in Primary School

One of the most common misconceptions about entrepreneurship is that it deals only with starting a business and that it promotes capitalistic greed. But entrepreneurship is not just about starting your own business, it is also about a way of thinking and behaving that can be applied in many different contexts. People starting up charities or organising charity events are behaving entrepreneurially, while people in sports and social clubs across the country behave entrepreneurially on a weekly basis as they struggle to get the resources together through church gate collections and other fundraising events to keep their club afloat or to build new facilities that the members can use. Furthermore, we live in a time when we urgently need our public sector employees to behave entrepreneurially as government funding is being pruned across government departments to take account of the economic challenges that the country faces.

Entrepreneurship education in primary school will expose the pupils to develop self esteem, ego and self-efficacy. At this stage of learning, pupils can decipher between self reliance and job seeking. Pupils can develop the ability to be job creators and not job seekers. The reason that students achieve these benefits is because the primary goal of entrepreneurship education is not to get everyone to start their own business but to give our young people the ability to think positively, to look for opportunities to make things happen, to have the self-confidence to achieve their goals, and to use their talents to build a better society (economically and socially). It also recognises that students of all academic abilities can be part of this process and that success is not dependent upon the number of points that one gets in the Leaving Certificate but on how one lives their life.

Adamu (2001) in Barnabas and Durkwa (2007) asserted that "development in any society is anchored primarily to education process". Sule (2004) is of the opinion that education is a sure pathway to liberation of the

mind and the improvement of socio economic status of people. It also follows that education and training help individuals to be empowered and escape poverty by providing them with the skills and knowledge to raise their output, income and wealth (Aliu,2007).

Challenges of Entrepreneurship Education in Primary School

It is pertinent to note that education can be a means to an end. It can also be a tool for securing employment and emancipation of people through the provision and acquisition of necessary knowledge and skills to make lives more flourishing. It should be noted that any entrepreneurship education strategy would require teachers to understand business and be trained in its different approaches, a proposition that may not find favour with everyone concerned. Undoubtedly there will be resistance from many quarters to such an initiative as introducing any new syllabi or culture can be a difficult and lengthy process. However, because it is challenging does not mean it cannot be achieved!

Entrepreneurship education has not been fully integrated into the Nigerian primary school system. Emphases are laid on the conventional subjects like the languages, mathematics, social studies, arts, basic science etc. Hence, both teachers and pupils have little or no knowledge about it. This is contrary to the stipulations of the national goals of education in Nigeria which says 'the building of a united, strong and self-reliant nation; a great and dynamic economy' (FRN, 2004).

Curriculum development: Searching through the National Policy on Education (FRN, 2004), the provision for entrepreneurship education is conspicuously missing. One wonders the place of entrepreneurship education in Nigeria; hence the curriculum for it cannot be traced if it exists at all.

Lack of awareness by the society is a challenging factor that is inhibiting the success of entrepreneurship education in primary schools. It is the belief of the society that entrepreneurship is for the working class or the drop-outs from school, whereas reverse is the case.

Poverty level of Nigerians: People believe that entrepreneurship education is capital intensive hence their inability to venture into it. Ironically, this is one of the surest ways by which the country can develop economically.

Conclusion and Recommendations

From the foregoing, it could be deduced that entrepreneurship education at the primary level of education in particular and at other levels in general is a concept that has been embraced internationally especially the European Union. It then behooves on Nigeria, to borrow a leaf from this developed world to improve on our economy. If primary education is the foundation of the education system upon which other levels are built upon, then the key to the success or failure of the whole system rest on it hence, both private and the public sectors should be encouraged to expose learners to such curriculum that will make them self-reliant at graduation as well as solidify the nation's economy.

Recommendations

There is a need to increase research on entrepreneurship in education at all levels. Research will bring in knowledge of the subject matter and thus an important and necessary foundation for further development and implementation of entrepreneurship practices.

To ensure the broad foundation of entrepreneurship it will be important to create awareness on what entrepreneurship education is all about to all parts of the country.

To reinforce entrepreneurship in education key persons such as teachers, students, pupils, school managers and school-owners must develop conscious attitudes regarding the value of entrepreneurship. Establishment and maintenance of networks within and between the various groups will be an important contribution to raising awareness and developing competence and dissemination of knowledge.

Managers and owners of educational institutions must ensure that what learners are exposed to conforms to international standard as well as ensure that such curriculum will help learners attend to the needs of the immediate environment.

Competence must be raised both in students in teacher training and in teachers who already have jobs. To achieve this, competence in entrepreneurship must also be raised in the providers of training.

Local enterprises and other players in community life must be brought in as collaborating partners. Encouragement of such collaboration will increase knowledge about what collaboration on entrepreneurship would mean for both schools and business and

community life, and increase motivation for establishment of partnerships.

Other recommendations are: that conferences and seminars should be organized for primary school teachers and their pupils on entrepreneurship education such that they may develop positive attitudes towards this aspect of education. Also, government should allocate funds to support training of pupils in entrepreneurship education as well as provide guidance counselors in the field of entrepreneurship education to enhance professional advice to primary school pupils. Education planners should revise the National Curriculum to include entrepreneurship education in primary schools. Finally, government can also establish continuing education centres to train teachers in entrepreneurship education.

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