

# 21<sup>ST</sup> CENTURY GLOBAL CHANGES IN EDUCATION: ENTREPRENEURSHIP EDUCATION AND TVET FOR SUSTAINABLE DEVELOPMENT

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## **ABSTRACT**

*21<sup>st</sup> century witnessed hope in many respects towards human development. Education witnesses transformation in this respect too by reflecting the needs and aspirations of the society. The developmental indicators rested with how much the education sector serves the society by providing functional education; ensuring that individual acquired the skill through technical and vocational education and training (TVET) can support one. Entrepreneurship is view to tackle the problem of the school leavers of the dilemma after graduation in their inability to engage into business or job. Countries around the world perceive the importance of entrepreneurship education as a means to train and build the skill and mindset toward developing business. The paper reviews how countries develop and sustain entrepreneurship education by introducing it for study as well as field of research and collaboration with entrepreneurship development centers. Base on this, the paper is of the view to successfully prepare youth for life after school, Nigeria must gear towards developing entrepreneurship education as field or in depth research and there is need to have body charged with formulating and monitoring entrepreneurship development and progress; there should be links between schools, industrial sector and entrepreneurs to contribute by engaging the students to share experiences.*

*Keywords: entrepreneurial, entrepreneurship education, TVET, sustainable development*

## **1.0 INTRODUCTION**

The initiation of developing education as a tool for human advancement is seen as the root in total social upgrading. Raposo and do Paço (2011) perceived that education “provides individuals with a sense of autonomy, independence and self-confidence, makes people aware of alternative career choices, broader the horizons of individuals, thereby making people better equipped to perceive opportunities and provides knowledge that can be used by individuals to develop new entrepreneurial opportunities”. However, in Nigeria Comfort in 2012 observed that “the education reforms/policies of 1970s and 1980s which focused more on the acquisition of certificates instead of the needed vocational skills have caused many Nigerian youths and

adults to move into the education industry in pursuit of certificates”. This retarded the dream of making the youth business oriented rather roam about the streets of the major cities and towns in search of white-collar jobs (Bukola, 2011). The underlying reason was that the university curriculum was in the past oriented towards making graduates suitable only for white collar jobs, he concluded. Ojeifo in 2012 shared the same view “this ended with several graduates from Nigerian Universities today who are not gainfully employed”.

To address the problem above, Osalor in 2013 posit that “it is important for these students or graduates to have skills in innovation in technology education and entrepreneurship to be ready to fit into the global market place on which today’s economy depends on”. Neglecting entrepreneurship education from school curriculum has been relegating nation of the contribution the graduates would make on the economy. Lacking such quality led to wastages in terms of both human and natural resources. This is because the youth and graduates from tertiary institutions are not equipped with the skills with which to exploit the natural resources that abound in Nigeria, observed by Nwagwu in Bukola, 2011.

## **2.0 WHAT IS TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING?**

Technical and Vocational Education and Training (TVET) is one of those avenues to achieve the objectives of education for sustainable development. Following this, Majumdar in 2014 declares that “since education is considered the key to effective development strategies, technical and vocational education and training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development”. In the same vein John, Cryton, Xavier and Chiweshe (2013) posited the objective of TVE as providing training to acquire relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area after school. Ugwuja in 2010 observed that the absence for opportunities for works is one of the causes of much of the present social and industrial unrest. For this Nigerian society requires vocational and technical education at all levels of our education system, which will recognize the different skills and abilities and give an equal opportunities to all children to prepare for work (Ugwuja, 2010).

The reason for the above view is in connection to the objectives of TVET forwarded from many quarters, including Uwaifo, (2011) that “it was introduced to satisfy the need to make the educational process and enterprise relevant to the individual and societal needs”. Majumdar (2014) posit “TVET is faced with exquisitely expanding requirements.

According to new employment trends, training must reflect modern technology, which the workers with new and emerging operating techniques and technologies will improve their skills and performance and prepare them for lifelong learning. Earlier Mustapha and Greenan (1999) opined that “the economic competitiveness of a country depends on the skills of its work force. The skills and competencies of the work force, in turn, are dependent upon the quality of the country's education and training systems”. Similarly, Bagale (2015) view that “technical and vocational training comprises formal, non-formal and informal learning for the world of work and the emphasis of the curriculum on the acquisition of employable skills and will help for the fulfillment of the demand of skilled workers in the market”.

Because of this, Min in Mustapha and Greenan (1999) believed that vocational and technical education is perceived as one of the crucial elements in enhancing economic productivity.

Technically, the world is shifting towards modern industrial business by working closely with willing industries to establish curriculum and programmes to meet their skill demand. This is the type of approach that Nigeria need by establishing links with industries in order to produce graduates of vocational and technical education that are highly skilled entrepreneurs. This is as Cote in Osalor, 2013 observed “with the economy being more globalized than ever, it is important to have a background and a skill set that allows graduates to become immersed in the global economy right from graduation”.

## 2.1 Entrepreneurship Education and Development

European Commission (2012) considers entrepreneurship education as creativity, innovations, risk taking and the ability to plan and manage projects in order to achieve objectives. In this line entrepreneurship is viewed as a catalyst in promoting business considering its role in developing people with skills to initiate and be persevering enough to remain in it. Raposo and do Paço (2011) observed that “entrepreneurship education seeks to propose people, especially young people, to be responsible, as well as enterprising individuals who became entrepreneurs or entrepreneurial thinkers who contribute to economic development and sustainable communities.”

Lee, Chang and Lim (2005) opined that “American entrepreneurs, great cultivators of entrepreneurial sprit, have greatly contributed to economic growth within the U.S. by creating and successfully managing countless venture companies.” Timmons in Lee *et al.*, (2005) posit that “Entrepreneurship-oriented education and culture in the U.S. have been the foundation of strong infrastructures for creating many world-class organizations such as: Microsoft, Oracle, Dell, and Wal-Mart—as well as 36 million new jobs.”

However, the technical know-how in technical and vocational training stands out to impart the production competency in the technological world of today. Therefore marrying the two together will provide the platform in skill acquisition and knowledge in business and the mindset of what business entails. Entrepreneurial skills required by entrepreneurs, include technical skills, business management skills, and personal entrepreneurial skills. Elmuti, Khoury and Omran (2012) are of the believed that “students can learn these skills through effective entrepreneurship education to become successful entrepreneurs”.

In this respect Maigida and Namkere (2013) opined that “many countries of the world including Nigeria have considered Technical Vocational Education and Training (TVET) as relevant in equipping young people with technical skills that would enable them engage in productive lively hoods”. But United Nations Education Scientific and Cultural Organisation (UNESCO) section for Technical and Vocational Education and Training (TVET) in 2006 observed that TVET programmes have not lead to increased employment, despite the obvious need for technical and vocational services.

Many reasons could be behind this setback including lack of entrepreneurial training. This is because the new world economy requires innovation, training, reinventing in vocational education and entrepreneurship training that will significantly favour the youth (Maigida and Namkere, 2013). In the same vein, the European Commission in 2013 foresaw the need for entrepreneurship mind-set for the youth in the dynamic economy. Because of this,

*The European Commission has long supported and helped further the cause of entrepreneurship education. Within the education and training agenda, the strategic framework for European cooperation, Education and Training 2020 has, as its fourth long-term strategic objective, to enhance creativity and innovation, including entrepreneurship, at all levels of education and training.*

The idea behind this step is the belief by the commission that entrepreneurship is the key to developing mindsets, generic attributes, skills and knowledge about business. Therefore the European 2020 agenda is to fully embed creativity, innovation and entrepreneurship into education systems. Based on this plan, entrepreneurship education has received the required attention across Europe between 2000 and 2011 within the following specific approaches, (European Commission, 2013):

- Specific strategies/action plans focused exclusively on the integration of entrepreneurship education;
- Broader educational or economic strategies which incorporate objectives for entrepreneurship education;
- Individual or multiple initiatives related to entrepreneurship education.

Nigeria needs this type of holistic approach equivalent to European format in developing entrepreneurship education. Ojeifo (2012) opined that “entrepreneurship education in Nigeria amongst other things seeks to provide students in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures.” The need for real life, case study and partnering with private organizations are to be part of the teaching this concept and so will equip the students with first hand knowledge and skill towards business life. Hence, the introduction of entrepreneurship education as a course in tertiary institutions is a good step towards inculcating the spirit of self-reliance.

Earlier Denmark envisaged that in 2004 and presented a document to European Union (EU) called “Improved Competitiveness in Europe-as a prerequisite for growth and employment”. The message is “an increased commitment towards knowledge service, and that this should be realized through an enhanced focus on research, education, innovation, and cooperation between public and private” (Blenker, Dreisler, and Kjeldsen, 2006).

The focus of the document is a reflection of EU lagging behind in what is known as “global knowledge economy”. In this respect, EU shouldered universities across the region with the task of developing new knowledge in entrepreneurship to generate innovation and growth. Following the political focus on innovation and growth in the economy sector, Denmark consider substituting local “term ‘iværksætteri’ with the internationally known and applied concept ‘entrepreneurship’ because it has far more widespread denotation than the Danish term” (Blenker *et al*, 2006).

## **2.2 Nigeria's Need for Entrepreneurship Education and TVET**

Nigeria being a developing country is facing a lot of challenges directly to social development particularly among the youth. At their school life, these youth need all preparations to move into the market. While TVET will provide them with technological skills in different trades of their choice, entrepreneurship education is to provide a guide in business start-up. In view of this, Nigeria needs to rethink what measures most to employ in developing entrepreneurial businesses. Elmuti *et al.*, (2012) believed that “entrepreneurial firms including small and medium-sized enterprise (SMEs) make indispensable contribution to the market economics. They are essential parts of the renewal process that encompasses and defines the market economies.” They reaffirm the vital role of entrepreneurship education to innovations that lead to technological change and productivity growth.

Although many entrepreneurship courses include activities such as visits from experts, case studies and special projects related to the development of a business, including some limited hands-on approaches, but Sherman, Sebor and Digman (2008) observed that “the most common approach used by universities is the creation of business plans.” However, some quarters are skeptical in the using of this approach as an effective methodology to the teaching of entrepreneurship. Kolb in Sherman *et al.*, (2008) opined the ‘Experiential Learning Theory’ is rather more realistic in the teaching of entrepreneurship to students. This is on the basis that “experiential learning actually occurs when students engage in some activity, reflect upon the activity, derive insight from the analysis, and incorporate the result through a change in understanding”.

To the above perspective, Nigeria can derive many techniques in teaching entrepreneurship education to the students, including lectures but with more of students’ excursion, real life business modeling, developing business plan and lecture series from seasoned entrepreneurs across all economic sectors will assist the students in skill, spirit, mindset and force to initiate and develop business of their choice. The new economic environment needs an educated, skilled, and motivated work force. Based on this assumption the economic growth and development are technology-driven and human capital-dependent (Mustapha and Greenan, 1999).

## **3.0 CONCLUSION AND RECOMMENDATIONS**

It is globally agreed that TVET is the avenue towards industrialization by producing the required workforce. Similarly, TVET is playing the role in providing the required skill needed in both formal, informal and non-formal enterprises, which are very vital in moving the economy and enhancing the social changes in the dynamic and technological world. However, successful enterprising rests with entrepreneurial skill to aid in start-up business. Entrepreneurship is now seen as a field of study and research in our higher institutions; as a link between market and industries. The approach in entrepreneurship of using case studies and practical in simulating market situation is helping students while in school to acquire the skill in establishing business. Also entrepreneurship education will reorient students in career choice at the end of their school life.

It is essential to gear up towards developing both TVET and entrepreneurship education in our institutions of learning. To this respect the manpower and skill progression can be achieved considering the following recommendations.

- ❖ Industrial attachment should be extended to apprenticeship for not less than 6 months for secondary and 1 year for all tertiary students with full participation in all respect;
- ❖ The respective industries should serve as assessors, while ITF continue to pay allowances to the apprentices;
- ❖ There is need for collaboration in curriculum formulation in both TVET and entrepreneurship education between institutions, industries and entrepreneurs;
- ❖ Nigeria need to consider teaching entrepreneurship education involving practical approach through real life business plan setting;
- ❖ Establish more entrepreneurship development outlets
- ❖ Encourage private partnership with experts in business development
- ❖ Entrepreneurship programmes should include case study of any established venture from the local community;
- ❖ Government as a matter of policy should encourage potential entrepreneurs with tools, equipment and machineries within the incubation periods of 1 to 2 years.
- ❖ High institutions should establish entrepreneurship skill acquisition centers for all graduating students for 6 months periods before graduation.
- ❖ From above each student must initiate a prospective or true life venture, which will be assess and certificate issued.

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