

ENTREPRENEURSHIP EDUCATION AND TRAINING: AN IMPERATIVE TOWARDS EFFECTIVE SUSTAINABLE DEVELOPMENT IN NIGERIA ECONOMY.

¹ Aishatu Yahya,, ² Yakubu Bala, ³ Mahmud Aliyu Girei

¹²³Department of Business Management Education Adamawa State Polytechnic Yola, Adawawa State Nigeria

DOI: <https://doi.org/10.56293/IJMSSSR.2022.4503>

IJMSSSR 2022

VOLUME 4

ISSUE 5 SEPTEMBER - OCTOBER

ISSN: 2582 - 0265

Abstract: This paper emphasized on the needs and benefits of entrepreneurship education and training introduced at educational institution as a way forward in enhancing socio-cultural, political and economic sustainable development in Nigeria economy, based on the challenges facing the nation ranging from inflation, high rate of absolute poverty, youth, women and graduate unemployment worker's, lay off and retrenchment, flair for and over dependence on imported goods, weak economic Characterized by low per capita income, low gross Domestic Product, high interest rates, weak institutional support, and poor infrastructural facilities among others. This article therefore, debates that entrepreneurship through education and training will make some appreciable impact and equip students and youth at various educational level and training centers with the knowledge skills and attitude required to become self-employed and self-reliance to attained sound sustainable Development. The history, the objectives of entrepreneurship education and the strategic way for the implementation of entrepreneurship education and training for sustainable development were also discussed the paper also opined on the recommendation on the intensification of entrepreneurship of education and training programme at various levels to become significantly relevant providing the youth up to, date needed entrepreneurial competences for growth and development as well as the provision of Sound economic and stable political arena social harmony and environmental safety for sustainable development.

This paper emphasized on the needs and benefits of entrepreneurship education and training introduced at educational institution as a way forward in enhancing socio-cultural, political and economic sustainable development in Nigeria economy, based on the challenges facing the nation ranging from inflation, high rate of absolute poverty, youth, women and graduate unemployment worker's, lay off and retrenchment, flair for and over dependence on imported goods, weak economic Characterized by low per capita income, low gross Domestic Product, high interest rates, weak institutional support, and poor infrastructural facilities among others. This article therefore, debates that entrepreneurship through education and training will make some appreciable impact and equip students and youth at various educational level and training centers with the knowledge skills and attitude required to become self-employed and self-reliance to attained sound sustainable Development. The history, the objectives of entrepreneurship education and the strategic way for the implementation of entrepreneurship education and training for sustainable development were also discussed the paper also opined on the recommendation on the intensification of entrepreneurship of education and training programme at various levels to become significantly relevant providing the youth up to, date needed entrepreneurial competences for growth and development as well as the provision of Sound economic and stable political arena social harmony and environmental safety for sustainable development.

Keywords: Entrepreneurship Education, training, Entrepreneur, Imperative, Effective, Sustainable Development, economy.

Introduction

The role of entrepreneurship Education and Training in the Economic Development of any nation is so crucial and cannot be over emphasized the quest for entrepreneurship Education and Training in Nigeria started in the Mid 1980's this is because prior to this period the social evil of unemployment. Poverty and heavy dependence on foreign goods were not issues of national concern the economy of present Nigeria is not doubt characterized by

growing population and a general increase in quest of formal employment. The political instability characterized by inconsistencies in the socio-economic policies and unstable macro-economic environment led to the emergency of high level of youth and graduate unemployment in the country in the late 80's the country witnessed economic recession and thus unemployment raises with the structural adjustment policies and bad economic trends in the country. There was the issue of low Labour demand in both private and public sector of the economy which consequently resulted to large workers lay off early retirement. In challenge of this entrepreneurship through education and training which will have control the situation was not encouraged. It has been observed that the type of education which British bequeathed to Nigeria and other colonies was the production of those who are qualified to look for jobs rather than the job providers (entrepreneurs) the Nigerian educational institution has not properly enshrined the spirit and philosophy of self-reliance for creating a robust cultural and productive environment that will enhance and promote the need pride in primitive work and self-discipline encouraging individuals to freely and actively take participation in decision affecting their general wellbeing by promoting new set of abilities attitudes and culture for the attainment of future world challenges.

Nwaegwu (2007) opined that the failure of educational institution to inculcate entrepreneurship philosophy in students has led to wastages in terms of both human capital and natural resources. This is because the youth and out of school graduate from the educational institutions are not equipped with relevant skills with which to exploit and harness the natural resources available in Nigeria, also Hobert (1997) noted that the economic dislocations is having a devastating effect on young people who enter the labour market without any marketable skills and according to Gray (2002) there is a surplus of individual with degrees but also a shortage of Universities graduates with relevant skills all these factors have rendered the pursuit of the objectives of self-reliance among graduates difficult to retain in this contribution. Ayedele (2006) identified inadequate capital financing to be one of the principal factors hindering entrepreneurship development in the country other problems is the neo-colonial mentality of heavy dependence upon paid employment. The Nigeria macroeconomic environment encompasses a costly operating environment due to high inflation and high import dependency high debt burden. Limited access to technology and modern management techniques are challenges for a virile entrepreneurship development while the unstable and conducive political environment drives away investors that are planning to embark on entrepreneurial activities. Another problem is ambiguity in entrepreneurial activities. in addition low entrepreneurship activities in Nigeria are attributed by the fact that Nigeria exhibit the character of wealth acquisition and not capitalist accumulation behavior, individual place emphasis on unproductive pattern of investment and political forms of wealth accumulation in which the state is heavily involved Domestic capital in Nigeria has been oriented to trade and has lacked the capacity to organize capital production also level of expropriate facilities development provided by the government is inadequate and this to a great extent has affected the level of production and entrepreneurial activities in the country. It is against this highlight that this paper seeks to look into entrepreneurship education and training as imperative in another word as a vital tool towards effective sustainable development in Nigeria economy.

HISTORICAL CONTEXT OF ENTREPRENEURSHIP EDUCATION AND TRAINING

Katz (2003) developed the most comprehensive chronology of entrepreneurship education and training while he included an agricultural literature and experiences dating back to 1876, other have touted it to the Harvard courses taught in 1947. The reality of entrepreneurship education and training as a force in business school began in the early 1970's the University of Southern California launched the first master of Business Administration (MBA) concentration in entrepreneurship in 1971, followed by the first undergraduate concentration in 1972, from there the field of entrepreneurship began to take root by the early 1980's over 300 Universities were reporting courses in entrepreneurship and small business and by the 1990's that number grew to 1.050 school to this the real emergence of entrepreneurship took place in the 1980's.

Zeithmal and Rice (1987) renewed some of the pioneering Universities or entrepreneurship in the US conclude with several suggestions for the future of education training and research in the entrepreneurship domain to include the opportunity existed for entrepreneurship program to evolve in a manner that is consistent with recent conceptualization of entrepreneurship a compatible direction that some programmes may wish to take would involve a heavy commitment on research, a research direction on the teaching method community used in entrepreneurship programmes and the existence of evidence that entrepreneurship courses, programme and centres may be sources of funds for a university or collage.

Zeithmal and Rice (1987) concluded that education in entrepreneurship covered an entire scope of business administration and as such 'was the closest approach to the original concept of management Education available in Universities at that time with the continued increasing fragmentation of business education into narrow specialization, they believed that a field of study that takes a broad integrative, pragmatic and rational approach to business would find itself increasingly popular with those who aspire to be entrepreneurs Managers and top Executives.

Conceptualization

What is Entrepreneurship?

Entrepreneurship center at Miami University of Ohio has defined entrepreneurship as the process of identifying developing and bringing a vision to life the vision may be an innovative idea, an opportunity or simply a better way of doing something. Entrepreneurship According to Hisrich et al (2002) is the process of creating something new with value by devoting the necessary time and effort assuming the accompanying financial psychological and social risk and receiving resulting rewards Onmanyo (2011) sees entrepreneurship as a dynamic process of identifying opportunities creating something new a novel product or service new demand and satisfaction through continuous innovation bearing risk and reward of venturing and ownership however, the operational definition of entrepreneurship is the willingness and ability of person to explore and exploit investment opportunities establishing and manage a successful business enterprise.

Entrepreneurship Education and Entrepreneurship Training.

Entrepreneurship Education and entrepreneurship Training they are two concepts that are interchangeably used they are widely used phrases often intended to take on generic meanings, Entrepreneurship education or training is a growing field of interest in tertiary institutions and business school. Kourisky (1995) viewed Entrepreneurship Education as learning about opportunities recognition Marshalling of resources in the presence of risk and building business venture Entrepreneurship Education has also been defined as a collection of formalized teaching that informs train and educates anyone interested in participating in socio-economic development through a project to promote entrepreneurship awareness Business creation or small business Management. Entrepreneurship Education Training is considered as the organized procedure by which individual learn knowledge and skills for a definite entrepreneurial purpose. Entrepreneurship Education and Training has been therefore defined in terms of creativity and innovation applied to social government and business arenas.

Therefore, entrepreneurship education and training can be viewed broadly in terms of the skills that can be taught and characters that can be engendered in students that can help them develop new and innovative plans. However, the operational definition of entrepreneurship education and training is the willingness and ability of a person or persons to acquire education or instruction skills to explore and exploit investment opportunities, establish and manage a successful business enterprise.

Who is an Entrepreneur?

According to Drucker (1985) sees entrepreneur as an innovator a person who develops new product or a new market or a new means of production Kirzner (1973) on the other hand view in entrepreneur as someone who recognizes profit opportunities as arbitrage act upon them and move the economy to a stable equilibrium Schumpeter (1934) referred to the entrepreneur as an innovator who revolutionized pattern of production develops un-tired technology, improved old product in new ways and alter the previous. Meredith (1983) defined an entrepreneur as a person or persons who possess the ability to recognize and evaluate Business opportunities assemble the necessary resources to take advantage of them and take appropriate action to ensure success. Entrepreneurs are people who constantly discover new market and try to figure out how to supply those markets efficiently and make profit. He is a person who searches for change responds positively to change and exploit change by converting change into business opportunity. Ohio (2003) defined an entrepreneur as an individual that identifies develops and brings vision to if under condition of risk and considerable uncertainty, the vision may be an innovative ideas or simply a better way to do something.

Objectives of Entrepreneurship Education and Training

According to Thomas H and Barra O. (1995) cited the following as the most commonly objectives of entrepreneurship education and training

1. To acquire knowledge germane to entrepreneurship.
2. To acquire skills in the use of techniques in the analysis of business situation and in the synthesis of action plans.
3. To identify and stimulate entrepreneurship drive talents and skills
4. To undo the risk-adverse bias of many analytical techniques.
5. To develop empathy and support for all unique aspects of entrepreneurship
6. To devise attitude towards change.
7. To encourage new start- ups and other entrepreneur ventures.

Similarly entrepreneurship Education and Training according to Paul (2005) is structured to achieve the

following objectives:

1. To offer functional education for the youth that will enable to be self-employed and self-reliance.
2. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying noble business opportunities in their society.
3. To serve as a catalyst for economic growth and development
4. To offer tertiary institutions graduates with adequate training in risk management, venture management to make certain bearing feasible.
5. To reduce high rate of poverty.
6. To Create employment generation
7. Reduction in rural -urban migration
8. Provide the young graduate with enough training and support that will enable them to establish a career in small and medium sized business.
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

Sustainable Development

Sustainable Development is defined by the Brunland report (1987) as "Development which meets the need of the present without compromising the ability of the future generation to meet their own". The sustainable development concept is concerned with defining and balancing the social, economic and environmental objectives of the society. These objectives are complementary and interdependent and form the basis for sustainable development. "The 2005 world summit outcome documents" refers to the interdependent pillars of sustainable development as economic development social development and environmental protection. Other aspects of sustainable development include good governance, peace, security, education, health and spiritual balance.

Sustainable development is aimed at creating and ensuring social harmony and at the same time ensuring environmental Sustainability that is economic development without environmental pollution and within acceptable level of world resource depletion as such sustainability includes intergenerational equity gender equity, Just and peaceful societies, social tolerance environmental preservation and restriction, poverty alteration and natural resource conservation. Sustainable development is a global issue even though it has become a global issue there is no best way of attaining to it a variety of strategies are used to teaching a sustainable development but a global strategies approach adopted by developing countries for attaining sustainable development is the millennium development Goals (MDG's) it is aimed at achieving considerable development particularly in developing countries by the year 2015, it has eight (8) point agenda accompanied by various targets and ranges of indicators the MDG's goals are ensure sustainable development include the following:

1. Improve the quality of universal education.
2. mount and re-design existing educational programmes to address sustainable development,
3. Develop public awareness and understanding.

4. Promote gender equality and empower women and youths.
5. Provide training for all sectors of private and good society.
6. Eradicate extreme poverty, hunger and diseases
7. Develop a global partnership for development

Education and Training for Sustainable Development

Education and training for sustainable development is the focus of educational systems today that seeks to equip people, society, nations towards creating a sustainable future, stakeholders in the Nigerian economy such as government business enterprises, educational institutions, political institutions, media, religious bodies, and other agencies plays an important role in achieving sustainable development each of these keys stakeholders has a unique view of sustainable development, some are concerned with environmental preservation and protection that is sustainable Bio-diversity. Some have vision for economic development i.e. extreme poverty eradication through increase productivity output and demand entrepreneurship and innovation, increase access to credit facilities corporate social responsibility etc. some have more interest on socio-cultural development that is the protection of world cultural heritage through the encouragement of social charter, promotion of gender equality Endanger Languages Human capital development etc. while other may be interested in political accountability and transparency. adequate and appropriate legislature, peace and security, respect of rule of law, policy stability etc., according to UNESCO (2000) the way each nation, cultural setting or group of individuals views sustainable development will depend on its own values and developmental challenges.

In many European and East Asian countries the universities technical colleges vocational schools and high schools trained students in sciences technical and vocational economics and business management, entrepreneurship and new venture creation skills that assist in building a more sustainable societies, Programmes such as piece education, conflict resolution, human right education, citizenship, moral and Civic education environmental education, youth entrepreneurship education, women entrepreneurship training poverty alleviation and other self- reliance schemes are

Carried out in many educational institutions and training centers hence such initiatives help students and teachers to gain an understanding of the inter-linkages needed for Sustainable development. The Asian tigers for instance have developed and equipped their human assets with orientation and capacity for spontaneous responses to opportunities of wide ranging both near and far. Because of the appropriate entrepreneurial education training and development every six out of ten people in Indonesia are entrepreneurs the truth is that entrepreneurship has become a culture of that country and indeed all the Asian Tigers and it is the reason behind their rapid economic growth and development has equipped the Asian Tigers with the competencies of turning their economies to a very dynamic course for national development the emphasis here has been on a country educational philosophy that will enhance the potentials of individual re-enforcing self-sufficiency and improving quality of life.

Entrepreneurship Education and Training for Sustainable Development in Nigeria Economy.

In terms of sustainable development a more sober-reflection would reveal Nigeria that since independence in 1960 despite its endowment with a large number of population abundant natural resources (Including large deposits of oil and gas) has disappointingly failed to provide the world with a global branded products from its indigenous knowledge and industrial efforts, multinational companies with output based on local materials global technical and managerial expertise bred from its knowledge system and applicable in international industry world wide range of intellectual property exploited globally to add value and generate revenue. etc Nigeria cannot be argued that is has attained her level of development according to Kolawale and Omolayo (2006) many individuals have difficulties in translating their business vision and ideas into realities by creating new ventures because of insufficient information, skills and attitudes to achieve their target the educational system in Nigeria is job oriented students are trained to work in state owned establishment or established private enterprises. This indicates why millions of youth and University graduates roam the street in search of wage employment. It is therefore necessary to position and re-position Nigerian Universities, Polytechnics technical colleges and other training institution to stimulate economic growth and development through restricting the system towards, entrepreneurship education training and development.

The role of entrepreneurship education and training in the economic development of any nation is so crucial that it cannot be neglected. Entrepreneurship via Education and training prepared the individuals not only to be gainfully employed but also to be self-employed and be employer of labour. Thus poverty is reduced and the general living conditions and human right is improved. In many countries including US, Canada, China, Indonesia high school offer entrepreneurship Education and training for lifelong trade and many offer courses that enable students to meet their general academic while learning a trade. It is pertinent to note that countries like Japan, Taiwan and Korea become highly industrialized mainly due to their strong and deep entrepreneurial culture one of the essence of sustainable development strategies is to reduce poverty entrepreneurship education and training will led to the creation of micro and small business increase in production encourages innovative activities empowers the individual business persons, ultimately, resulting in increased output wealth and affluence as entrepreneurship development. Additional values are treated through entrepreneurial education and training as value increase demand also increases the entrepreneurship earn more employ more resources and for its usages, pay taxes to the government and contribute to social or community development effort. The corporate affairs commission (CAC) in Abuja estimated that 90% of all Nigerian business in 2001 are small scale ventures employing less than 50 people as the new ventures grows its contribution towards economic and social development also increases. The new venture employs and train many other entrepreneurs as this process continues poverty reduces and more society becomes both entrepreneur and employers contributing to further wealth creation and general prosperity of a nation and a considerable sustainable development is attained.

Identifying and nurturing entrepreneurial potentials among students and youth can have long term implication for economic development more specifically effective youth entrepreneurship education and Training prepares young people who carry majority of the society population to be responsible, enterprising individual who became entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities because entrepreneurship education and training is an important component of economic strategies for fostering Job creation.

Entrepreneurship and vocational Education Training programmes provide a variety opportunities to students there is evidence that if these programmes are well organized they can work to positively benefit the youth and the society. It is clear these programmes provides many opportunities or youth the incorporate training and other learning experiences that forms on the present employment needs in young people lives, entrepreneurship training intervention also nurture other skills in youth including leadership skills, self –esteems, efficiency and team work it is important to note that educators have come to recognized that starting a business is a natural outgrowth of entrepreneurship education and training. Experiences from the field have shown that youth who are involved in vocational and entrepreneurial activities through training programmes or education setting may experience a variety of positive outcomes such as positive risk-taking, increased problems solving ability, educational attainment, practical skills growth in the development of leadership. Job-readiness, improvement in students' knowledge of entrepreneurship and entrepreneurial attitudes short-term economic advantages social development etc. in sum there is substantial evidence that entrepreneurship education school to work, vocational training programmes can positively influence and promote positive economic intellectual social and psychological outcomes which can have a tremendous impact on the economy and on the society.

Thus knowing its merits and contribution to sustainable development there is the need to teach and encourage entrepreneurship among students at all levels of education and training institutions, in order to stimulate the spirit of resourcefulness among youth. The question is how feasible is entrepreneurship education and training in Nigeria, educational institution" Where is Nigeria in the history of entrepreneurship education training and development? These posed a challenge the inadequacy of entrepreneurship education and training is rubbing the nation of the contribution their graduate would make to economic, social and political development because it is a clear scene that youth can contribute to create competitive efficient and innovative enterprises as such youth empowerment through entrepreneurship demands greater attention, although it is the current system of education that does not adequately prepare students to self-employed. This could be mainly due to lack of educational and training programme in those lines. But the Nigerian youth of today want to have focused education and training that have the potential to be applied in real life situation empower them to take on the challenges of life especially work related issues that will give them satisfaction as well as income for their living for instance take the case of the youth population that wants to set up their own business establishment. The challenges are how far today Nigeria education is and training system are geared to train and assist them towards realizing their target:

According to Adavbiele (2006) Entrepreneurship training will have cheek the imbalance in the educational system which seems to be producing the wrong mix of manpower stock with the production of graduates from various disciplines without monitoring the required manpower needs of the nation coupled with poor state of Nigeria economy are identified as largely responsible for high rate of unemployment. It is also argued that though graduates of vocational training and technical education programmes may possess the skills necessary for a better of success in self-employment yet they may have tough time in succeeding in business because they have not been exposed to entrepreneurial culture. They require a lot of rigorous exposure in both theoretical and practical terms. In the study of Adavbiele and Imeokparing (2006) it is revealed that students were not enterprising enough to set up their business. The study further revealed that despite student's claim of being skilled practically to enter into new venture creation management, their responses showed that they are afraid to be involved in risk-taking which signified that they had no entrepreneurship education or training.

Despite the importance of entrepreneurial and business skills the need for developing such skills is over looked in a study of world Bank assistance for small enterprise development shows that 96% of the world Bank lending in developing countries has been financial assistance and a negligible portion of the remaining 4% has been spent for developing technical and entrepreneurial business capability of the entrepreneurs. It is inadequate and hence there is the need for effective strategies for entrepreneurship education and training in Nigeria.

Strategies for Effective Entrepreneurship Education and Training

In 2002 a report by global entrepreneurship monitor stated that the national level of entrepreneurial activity has a statistically significant association with the national level of economic growth therefore in order to achieve a viable entrepreneurship education and training that will promote and enhance sustainable development in Nigeria the following strategies according to Ayodele (2006) will help to alleviate the problem of entrepreneurship education and training in the country.

1. There should be some form of genuine sound school work based learning incorporated in some studies as part of the national economic development strategies. The development if apprenticeship scheme would give new graduates some work skills and experience
2. Pool local, public and private funds to create new venture capital funds.
3. School based enterprises where students identify potential business plan. Create and managed/operate small business using the school as mini incubators.
4. Provide small business schools where interested students and community can participate interchangeably.
5. Develop entrepreneur intensive programmes matching students with locally successful entrepreneurs with clearly established education programme.
6. Establishing an enterprise college aimed at fostering the specific sets required for entrepreneurship to serve as skill acquisition centres for the youth.
7. Creating an economic political and socio-cultural friendly environment.
8. Improving on government taxation and flexible regulation on small scale business and new venture creation.

Other relevant action and strategies towards effective entrepreneurship education and training according to Amber Crombic et al (2002) are:

1. A company accepted slogan on dignity of owing your own business should be developed from basic to tertiary level.
2. The mass media should be actively involved in mobilizing the masses for effective entrepreneurial activities to promote National Development and this should be propagated in all the major Nigeria languages.
3. E-Commerce to be positively employed in schools and training institutions to achieve greater strides in taking advantages of globalizations and its attendant competition.
4. Government to concentrate more on infrastructure development at all level local state and federal for rapid entrepreneurship development.

Recommendations

Based on the study for effective entrepreneurship Education and training in Nigeria and other developing countries Africa the following recommendations are made:

1. Government and other stakeholders in the educational sector should ensure that educational programme and training at all level are made relevant to provide the youth graduate the needed entrepreneurial skills. At the primary level catch them young concept" should be the central objectives at the secondary and tertiary level students are to be provided with some form of background knowledge on entrepreneurs and entrepreneurship.
2. The method of implementing entrepreneurship Education and Training and the course content in tertiary institutions need to be refocused and up-graded with a view of producing technological innovation and result oriented entrepreneurs who have practical training in relevant industrial sector of the economy.
3. Women and youth should be used as a special agent in proposed entrepreneurship education and training programme they are in the majority of the population of Nigeria and constitute the less privilege.
4. Support should be given to organization that Wish to improve and promote understanding of the needs of entrepreneurs through activities such as exchange visits training programmes, seminars, workshops and other monitoring programmes.
5. Development of a websites for entrepreneurs providing information about specific support that is available. a date base of business interested in co-operation and a discussion forum to exchange views experiences and information between entrepreneurs.
6. Government should focus in developing indigenous technology by establishing learning and research centres that are relevant to the need of the economy.
7. Business incubators centres in educational setting or communities to be established for importing practical lessons on starting managing and pursuing the growth enterprises and ventures that entrepreneurs could launch.
8. Government should create a funding agency to assist genuine graduate entrepreneurs after graduating from educational institution or training centres or schemes and the agency will be responsible for financial management training to entrepreneurs and also give other financial advisory service.
9. Entrepreneurship Education and training programmes should not be an urban affair rural areas must be properly integrated in the programme.
10. Government to encourage and massive awareness on entrepreneurial education training and development in various forms of social institutions e.g. clubs, cooperative society, mosques, churches etc.
11. Government should seek global partnership in entrepreneurship education and training programmes.
12. it is also recommended that the government should give adequate attention to entrepreneurial development in the country through the passion to good political and economic environment to encourage individual participation in business.

While this guaranteed entrepreneurship will thrive and consequently improved the economic growth that will lead to effective sustainable development.

Conclusion

The importance of entrepreneurship in the economic development of any nation is crucial that it cannot be over emphasized the economies of Nigeria is no doubt characterized by growing population and general decrease in formal employment. Full employment guarantees stability security, balanced economies and Sustainable development However. This full employment cannot fully be realized under the public sector driven economy hence there is the need for entrepreneurship education Entrepreneurship education and training is globally accepted to be critical to economic growth and development in an emerging economy like Nigeria. It is a veritable tool for the size and quality of citizens in any given nation it is seen as the driving force behind full employment and subsequently sustainable development. Evidently, Nigeria is lagging behind in preparing her workforce for the challenges of the rapidly changing global economy This in the context of growth in population and the challenges of providing full empowerment opportunities and rapid economic development, Nigeria educational institution and training programs. Have to prepare students to be entrepreneurs. This can be addressed by churning out graduates who can be self-employed with entrepreneurial and enterprise management skills. The way forward here is to have an oriented educational systems that could combines education. Learning and training with self-

employment and enterprise creation for rapid industrialization and economic growth. This paper therefore concludes that improved global economy and sustainable development depends on a strong entrepreneurship education and training.

References

1. Adarbrcle, J. A. & Imeokparia, P.O. (2006).“Students Insight into Entrepreneurship in Vocational and Technical Education. Journal” of Academics 1(1). 20-209
2. Anih, B. (2009).“Entrepreneurship in Vocational Education” Enugu Ozybel Publishers.
3. Awe, C. & Adaramola, G.(2010). “Introduction of Entrepreneurship Development in Nigeria”. Ado Ekiti Uwad Press Onmanya L (2006) Business Development: Workshop paper IDAN Abuja P 3
4. Ayodele, J. B. (2006).“Obstacles of Entrepreneurship Development in Nigeria” in Omotosho T.K.O. alnko O.T. Wale Awe and Go adkmola (eds) introduction to Entrepreneurship Development in Nigeria Ado-Ekiti UNAD Press.
5. Brundland, R. (2007). In Barry D.C and Bass (2002) “Sustainable Development Strategies” Earth scan Publication London pp 10-13
6. Drucker, P. (2005).“Entrepreneurship and innovation”, Harper and row, New York.
7. Gray, K. (2002).“Skills shortage under employment and youth”: the quiet international Dilemma paper presented at the international conference on Technical and vocational education.
8. Developing skills for the New economy sponsored by the Canadian vocational association UNEVOC – CONADO Ninnipeg, MB CONDA Oct. 17-19 2002
9. Hirich, R. D. & Peter, M.P. (2002). “Entrepreneurship” MC Grand hill New York P 8
10. Hobart, R.B. (2007).“Introductory Statement in: Under the sun or in the shade? Jua Kali in African Countries: National Policy definition in technical and Vocational Education beyond the formal section. P7 UNEVOC Berlin Rermay.
11. Katz, P. (2003). in Mainoma m and Aruwa S.A “Entrepreneurship the root of enterprises” Entrepreneurship Academy Publishing Kaduna Nigeria.
12. Kiraner. I. (2003).“Competition and Entrepreneurship”. The University of Chicago Press
13. Kourisky, M.L. (2005).“Entrepreneurship Education”: Opportunity in Search of Curriculum Centres of Entrepreneurship. Leadership city. New york.
14. Mercdith, O. (1983).“The practice of Entrepreneurship” Geneva International Labour Office.
15. Nwangwu, I.G. (2007).“Higher Education for Self-reliance”: An imperator for the Nigerian Economy NEAP publication pg 1-8
16. Omokyo, B. (2006), “Entrepreneurship in theory and practice” in F Omotosho T.K.O. Aluko. O.I. Wale
17. Paul, F.O (2006). “Entrepreneurship Education in Exma”in Priscilla N Paul. Elizabeth, O. Anioke, Beatrice O. Godwin A.G Okwolise Chickwe. A. Ehek. Henry U.
18. Schumpeter, J.A. (2004).“Theory of economic Development” Cambridge M.A. Harvard University Press.
19. Thomas, N. & Bara, O. (2005).“Entrepreneurship Education and Training Programme”. A Review and Evaluation Journal of European Industrial training. 1 (2). 21-30
20. UNESCO (2000) “World Education Report” 200 parts UNESCO 178 pages.
21. World Bank (2006) “Development and the Next Generation World Development Report” 2007. IBRD/World Bank Washington DC P. 114
22. Zeithmal, D. & Rice, O. (2007). In mainoma MA and Anuwa SA (2008) “Entrepreneurship the Root of Enterprise”. Entrepreneurship Academy publishing Kaduna Nigeria.