

INTERNATIONALIZATION OF EDUCATION: ENTREPRENEURSHIP EDUCATION AND TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING FOR SUSTAINABLE DEVELOPMENT

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Abstract

21st 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. Indicators rested with how much the education sector serves the society by providing functional education; ensuring that individuals acquired the skill through technical and vocational education and training (TVET). Entrepreneurship is viewed to tackle problem unemployment of the graduates in their inability to engage into business or job. Regions like Europe and the U.S. use entrepreneurship education to train students towards developing business. The paper reviewed how these countries develop and sustain entrepreneurship education by introducing it for study as well as a field of research and collaboration with entrepreneurship development centers. Based on this, the paper is of the view that to successfully prepare youths for life after school, Nigeria must gear towards developing entrepreneurship education as a field or an 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,

The initiation in 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 provide individuals with a sense of autonomy, independence and self-confidence, makes people aware of alternative career choices, broaden the horizon 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, Comfort (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 (2012) shared the same view that this ended with several graduates from Nigerian Universities today who are not gainfully employed.

These problems persist but Osalor (2013) as he posited 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 to 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).

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 (2014) declared 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) enumerated 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 (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) posited that 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. The yard stick for economic competitiveness of a country depends on the skills of its work force. The skills and competencies of the work force, in turn, which is reflected on quality of the country's education and training systems. Similarly, Bagale (2015) opined 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.” To realized this means that vocational and technical education must be 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 needs by establishing links with industries in order to produce graduates of vocational and technical education that are highly skilled and entrepreneurially oriented. This Cote in Osalor (2013) observed that “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.”

What is Entrepreneurship Education

European Commission (2012) considered entrepreneurship education as creativity, innovations, risk taking and the ability to plan and manage projects in order to achieve objectives. In

line to this 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 spirit, have greatly contributed to economic growth within the U.S. by creating and successfully managing countless venture companies.” Timmons in Lee *et al* (2005) posited 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. Thus 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, Saba 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”. Earlier United Nations Education Scientific and Cultural Organization (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, *et al*, 2013). In the same vein, the European Commission (2013) foresaw the need for entrepreneurship mind-set for the youth in the dynamic economy, which evident that

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. This made 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 in 2004 Denmark envisaged that 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” sector (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).

Developing 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 leading to enterprise development, entrepreneurship education is to provide guiding skills in business start-up. In view of this, Nigeria needs to rethink what measures must 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, Seborra and Digman (2008) observed that “the most common approach used by universities is the creation of business plans.” However, some quarters are skeptical in using this approach as an effective methodology in teaching of entrepreneurship education. Kolb in Sherman *et al* (2008) opined that ‘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”. Even though experiential method is effective than listening/watching, however, listening/watching is far better than writing method. To this approach, Sherman *et al* (2008) opined that

Listening to others describing their experiences gives the student a sense of what entrepreneurship is really like. Guest speakers may include entrepreneurs, lawyers and

accountants who can give a first hand view of the real world of entrepreneurship. The student also has a chance to interact with the speakers through a question and answer session.

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 and business plan and lecture series from seasoned entrepreneurs and entrepreneurship developers across all economic sectors. This will assist the students in skill, spirit, mindset qualities and move them to initiate and develop business of their choice. The new economic environment needs an educated, skilled, and motivated work force because economic growth and development are technology-driven and human capital-dependent. Indonesia faced low skilled entrepreneurs particularly university graduates. Therefore to attend to the issue, "entrepreneurship education is one of the programmes from government especially the ministry of Education that aims to build and develop creative people, innovative, sportive and create entrepreneurs" (Ghina, 2014) with the mission of developing small and medium scale business to larger ones.

Conclusion

TVET is the route towards industrialization by producing the skilled workforce. Similarly, TVET is playing the role in offering skills needed in 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 rested with entrepreneurial skill acquired to aid in start-up business. Entrepreneurship education is now seen as field of study and research in our higher institutions and entrepreneurship development centers across the globe; 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. Entrepreneurship education is the tool to reorient students in career choice at the end of their school life with insight knowledge in business initiation, development, perseverance and sustainability.

Recommendations

As the world is gearing the economy towards global market and entrepreneurially oriented developing both TVET and entrepreneurship education in our institutions of learning is imperative for the benefit of the youth. To this respect the manpower and skill progression can be achieved considering the following recommendations.

1. 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;
2. The respective industries should serve as assessors, while ITF continue to pay allowances to the apprentices;
3. There is need for collaboration in curriculum formulation in both TVET and entrepreneurship education between institutions, industries and entrepreneurs;
4. Nigeria need to consider teaching entrepreneurship education to involve practical learning including excursion and feasibility study of real life business plan setting;
5. Establishment of more private entrepreneurship development outlets;
6. Encourage private partnership with experts in business development;
7. Entrepreneurship programmes should include case study of any established venture from local community;

8. Government as a matter of policy should encourage potential entrepreneurs with tools, equipment and machineries within the incubation periods of 1 to 2 years;
9. Higher institutions should establish entrepreneurship skill acquisition centers for all graduating students for 6 months periods before graduation;
10. From above each student must initiate a prospective or true life venture, which will be assess and certificated.

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