

**REPOSITIONING THE YOUTH FOR SELF-EMPLOYMENT THROUGH
ENTREPRENEURSHIP EDUCATION FOR GLOBAL DEVELOPMENT.A CASE OF
TAI SOLARIN UNIVERSITY OF EDUCATION, IJAGUN, OGUN STATE.**

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Abstract

In Nigeria and other African countries, one of the socio-economic problems affecting growth and development is poverty, unemployment, crime, kidnapping and other social vices. Several measures had been designed and embarked upon in improving the social-well-being of the populace in which entrepreneurship education has been one of such. In line with this, the education sector has included entrepreneurship education in the curriculum thereby inculcating the spirit of leadership and risk-bearing into the students to be self-reliant and also to be job-providers and not job-seekers. This paper therefore examined entrepreneurship education as repositioned in the curriculum of a University in Ogun State. The aim of this paper is to analyse the contributions of entrepreneurship education to global development taking Tai Solarin University of Education, Ijagun as a case study. The paper found out that entrepreneurship training and education are significantly related to youth employment and social-welfare services, which is a learnable process that can be taught, nurtured and supported. The paper also suggested that tertiary institutions should imbibe TASUED model where the practical aspects of entrepreneurship are taught via vocational training which makes the students to be self-reliant and achieve desired goals.

The study recommends effective teaching of vocational education as a catalyst for global development which will make Nigerian graduates to be fulfilled, productive and committed as employees of labour.

Keywords: Entrepreneurship, Entrepreneurship education, Global development, Self-employment.

Introduction

Entrepreneurship education is not a new phenomenon. It has always been an age-long tradition, a culture and a habit that has been transferred consistently from one generation to another within the ethnic diverse that made up Nigeria. The Yorubas in the Western Nigeria, the Igbos in the East and the Hausas in the North provided informal entrepreneurship education, socialization, social services and village engagement prior colonialism.

The western type of formal education which Nigeria adopted through colonialism made the country to lose the culture of self – reliant and self – employment (Ananaba,1969). The major aim then was to turn–out Nigerians who could read and write, act as clerks, interpreters and inspectors (Garba, 2010). Nigerians were not impacted with professional or entrepreneurial skill in establishing and managing their own business ventures. Because of this, Nigeria educational institutions remained factories for producing white collar jobs with no special professional nor entrepreneurial skills envisage in the educational system. Unfortunately, the Nigeria education system does not equip the beneficiaries the need skill to face the challenges of 21st Century technology and scientific knowhow. Many of them roam about the streets seeking for government employment which are not available.

The current political, economic, and social influence of the global economic meltdown has made many countries of the world to resolve in focusing on their domestic economy in fostering a sustainable and virile domestic economy. This will resist the economic and financial strangling that may try to reoccur in the future.

In the light of this, it was therefore not surprise that the Federal Government of Nigeria, through the National Universities Commission (NUC), introduced Entrepreneurship Education (EE), which is aimed at equipping tertiary students with entrepreneurial skills, attitudes and competencies in order to be job creators and not just job seekers. This is to

improve the economic, technological and industrial development of the nation, as well as to reduce poverty to its minimum.

it is imperative that higher education programmes be repositioned to incorporate not only the philosophy of self – reliance but also studies equipping them with skill which will make them self-reliant. It is to this extent that Nigeria as a developing nation has decided to engage the mind of youths in tertiary institutions to entrepreneurial education through entrepreneurial practices and experiences. Hence the move by Federal Ministry of Education to make entrepreneurship education one of the compulsory General Studies for students in the Universities is a step in the right direction thereby inculcating the youths the spirits of self-reliance.

A major defect in the Nigerian educational system, inclusive of the universities, is its theoretical inclination. For instance, most Nigerian universities produce graduates who are at best only suited for white collar jobs and have little or no basic skills of any other vocational relevance. Naturally, such a situation will lead to high unemployment rate especially among university graduates (Ejere & Tende, 2012).

Arogundade (2011) citing Nwangwu (2007) opined that the failure of higher education in inculcating the philosophy of self-reliance in students has led to wastage in human and natural resources. This is because youths and graduates from higher institutions are not equipped with the skills with which to exploit the natural resources in Nigeria which had rendered the pursuit for self-reliance amongst the youth-graduates difficult to retain.

This paper therefore examines entrepreneurship education as it is being practiced at Tai Solarin University of Education as a way of repositioning the youth for self-employment for global development.

The concept of Entrepreneurship

Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities, to establish and to run an enterprise successfully (Solomon, 2007), it is also seen as the use of human courage to seek investment opportunity and establish a profit-oriented enterprise (Ikeme and Onu, 2007). Entrepreneurship is generally review as process of creating something new which involves a lot of time and effort devoted to it .It contributes in creating new job, wealth creation, poverty reduction and income generating for individuals and government. Ile (2000) explained that entrepreneurship is associated with a lot of activities geared towards the establishment and operation of business enterprises. That is why Nigeria education needs to incorporate and encourage entrepreneurship education in the programmes of tertiary institutions so that the graduate of these institutions can be self-reliant and useful member of the society .This made Olusegun Obasanjo, a one-time president of Nigeria, mandated that all University students in Nigeria regardless of their course of study be exposed to entrepreneurship development study. This made Tai Solarin University of Education, Ijagun, Ogun State to be unique in making sure that the entrepreneurship development study is included in the curriculum vis a-vis the vocational aspect of the programme.

What is Entrepreneurship Education?

Entrepreneurship Education as defined by Commission Communication (2006) is the individual ability to turn ideas into action which includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. UNESCO (2008) explained that entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. This goes beyond business creation but about increasing students` ability to anticipate and respond to societal changes. Furthermore, entrepreneurship

education is seen as education and training which allows students to develop and use their creativity, take initiatives, responsibility and risks. With these, it is seen that entrepreneurship education by its scope, nature and characteristics is rebranding education culture arising from the deficiencies from the existing education system. The aim of entrepreneurship education therefore is to equip the students with requisite skills and capacities needed in the world of work

Objectives of Entrepreneurship Education

Entrepreneurship education is oriented towards different ways of realizing opportunities. This is what makes entrepreneurship education distinctive in its focus on realization of opportunities. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurship success in a variety of settings. Entrepreneurship education according to Paul (2005); Ojeifo (2013) is structured to achieve the following objectives.

1. To offer functional education for the youth that will enable them to be self-employed and self-oriented.
2. Provide the youth graduate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. To serve as catalyst for economic growth and development.
4. Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
5. To reduce high rate of poverty.
6. Create employment generation.
7. Reduction in rural- urban migration.

8. Provide the young graduates with enough training and support that will enable them to establish 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.

Benefit of Entrepreneurship & Entrepreneurship Education

The major challenges that the world is confronted with has made entrepreneurial education to be important globally. Some of the profound benefits of entrepreneurship education include the following (Araba, 2012):

1. Improving Academic Performance of Students
2. Enhancing Performance and quality of Schools
3. Aids the Realization of Goals of Education
4. Increasing Economic Competitiveness
5. New Programme of Study
6. Poverty Alleviation and Economic Growth

Rationale for Entrepreneurship in Nigeria Universities

Nigerian educational system during the colonial period was geared towards the interest of the colonial masters in supplying manpower for effective administration of Nigerian colony and protectorate (Aladekomo, 2004). The aim then was to produce Nigerians who could read and write and be clerks and interpreters. By this, there were no professional skills in enabling them stand on their own in establishing and managing their own ventures. This affected entrepreneurship and economic growth and development in the country. Moreover, majority of the graduate were looking for white collar jobs .

In a survey sponsored by NUC and Education Trust Fund (ETF) on need skills such as literacy, information technology, entrepreneurship, oral communication, it was seen that Nigerian graduates were rated poor (Oviawe 2010). This explains why there is an increase in the unemployment rate of Nigerian graduate.

Due to the growing number of graduates coming to the labour market, policy makers and the government pondered on what kind of education would be suitable in reducing unemployment rate amongst the youth-graduate from our Universities, there arose the need for entrepreneurship education. There was reorientation amongst students and their teachers in believing that they can be self-employed instead of being employed. This will make students in the University acquire the necessary skills and training in identifying opportunities for their development. In making our youths to be self-employed, there is need to fight poverty and this can be done through education in the education environment in preparing the mindset of self-reliance, creativity and high productivity.

Therefore it is necessary to allow the system in University education to be repositioned in creating enhancing entrepreneurship initiatives and activities. By this, our Universities will become centers for inculcating the spirit of entrepreneurship rather than just passing examinations to get white collar jobs.

Entrepreneurship Education in Nigeria Universities

In the year 2003/2004, Universities of Lagos and Ibadan started the entrepreneurship programme with organisation of two workshops which eventually transformed into centre for entrepreneurship and innovation (Adejimola and Olufunmilayo 2009). As at 2012, the Universities programmes on entrepreneurship could be said to have minimal impact. Federal

Universities such as University of Nigeria, Nsukka, and University of Ilorin who embarked on the entrepreneurship programme had nothing to show for it. University of Benin established entrepreneurship Development centre whose mandate is to develop and offer courses, seminars, workshops conference on entrepreneurship amongst other things.

The National Universities Commission (NUC) formulated a policy in encouraging Nigerian Universities to provide entrepreneurship education for undergraduates so that they can be self-employable after graduation. In line with this, NUC has taken a step further in addressing the challenge of graduate unemployment by designing an entrepreneurship course titled Graduate Self Employment that has the theory and practical components to be taught in Nigerian Universities.

It appears that most state-owned Universities are yet to embrace the idea of integrating entrepreneurship into their curricula. Nevertheless, the story is different in a state-owned University in Ogun State i.e. Tai Solarin University of Education, Ijagun, Ogun-State. The idea of entrepreneurship education has been used as a strategy to boost enrolment and also to engage youths.

Repositioning Curriculum with TASUED model

Tai Solarin University of Education is a specialized University established in 2005 to produce highly professional and academically sound teachers that are well grounded in their teaching subjects. In line with global trend and in realization of the fact that white collar jobs are gradually getting out of reach, integration of entrepreneurship and vocation centre was part of the curriculum. All the students in the University must register and pass courses in the entrepreneurship and vocational centre, which is a centre in the University to further equip

students against unemployment challenges. Entrepreneurship as a general education as well as a professional education component in TASUED is meant for all categories of students in the University. Thus, the university integrates entrepreneurship education for all students irrespective of initial course admission and expects them to start their own business after graduation either on vocational or professional level to alleviate poverty and join in the scheme of improving their social-economy environment in particularly and beyond for self-economic emancipation. By this, they can fit to work closely with entrepreneurs with Small and Medium Enterprises (SME). The overall mission statement of the Centre is to produce graduates who, in addition to their academic achievement, will be skillful in one vocation in which they will rely on for self-sustenance and empowerment. This, in future, can make them employers of labour rather than job seekers. Apart from this, the objectives of the centre, through the various courses designed and approved by NUC are to:-

- Make the students master at least one vocational that can guarantee self-reliance
- Equip the students with the needed knowledge to make them successful entrepreneurs.
- Create in the students the necessary awareness, understanding and appreciation of Nigeria Culture and politics and hence guarantee responsible Citizenship.
- Provide the students the opportunity to acquire necessary knowledge in English Language that will make them highly proficient in communication skills for their present and future academic pursuit and the world of work.
- Inculcate in the students, knowledge of the modern information, communication and technology (ICT) that will enable them to interact effectively with their immediate and distant environment
- Develop the students' ability to observe and study the environment to which they belong and hence be able to adjust accordingly.

In pursuance of the realization of the above objectives, the University approved the following courses as necessary requirement before graduating. All students must therefore register and pass these courses.

- General Studies courses
- Entrepreneurship courses
- Vocational courses

Under the vocational Education Programmes, the University allows its students to choose any of the following from 100Level to 400L and pass as criteria for graduation.

They are:-

- Fashion Design
- Catering and Hotel Management
- Textiles Design
- Computer Maintenance
- Furniture/Woodwork
- Fruit Juice Production and Custard Making
- Fish Farming
- Poultry -Layers, Broilers, Turkey and Rabbit Production
- Bee-Keeping
- Hair Dressing and cosmetology.
- Shoe Making

Challenges Facing Entrepreneurship Education in Nigeria

In Nigeria like most developing countries of the world is faced with myriads of problems and harsh realities which include poverty, unemployment, conflicts and disease (Baba 2013). More than half of Nigerian populations are under the age of 30 according to the National

Population Commission (2001). Therefore it is assented that the economy of Nigeria is a youth economy. This reality leaves them without any meaningful means of sustenance livelihood. To make ends meet, they simply indulge in armed robbery, kidnapping and so on. Despite the profound benefit of entrepreneurship education, a number of challenges have been observed to hinder the growth and development of entrepreneurship education in Nigeria. They include :-

- a. Ineffective implementation of entrepreneurship curriculum (Okebukola, 2004).
- b. Inadequacy of competent lecturers in the field of entrepreneur to make the course practically interesting and goal oriented (Gabadeen&Raimi,2012).
- c. Inadequate facilities and equipment for teaching and learning.
- d. Poor funding of entrepreneurship education in particular and the education sector in general (Gabadeen&Raimi,2012).
- e. Poor access to vocational and skills development training for youths.
- f. Insensitivity of government to enterprise creation and expansion strategy.
- g. Absence of a pro-active regulatory environment that encourages innovative enterprise development at the grassroots level.
- h. Poor knowledge based economy and low spirit of competition.
- i. Unpleasant experience of self-employed graduates such as multiple taxes, harsh businesses, high rate of inflation, labour regulation and stringent laws on starting/running a business.
- j. Insufficient books, hand-outs and other learning materials (Ifedili&Ofoegbu 2011).

Other unpleasant challenges facing individuals that opted for self-employment after receiving entrepreneurship education/training in Nigeria include: denial of access to bank credits, lack of stable power supply, lack of government interest in promoting small businesses, incidences of harassment/extortion etc.

Strategies for Effective Entrepreneurship and Youth Empowerment in Nigeria

In order to achieve viable entrepreneurship that will enhance youth for self-employment in Nigeria, the following strategies will help to solve the problem of entrepreneurship education in country (Nwangu (2006); Akpomi (2009) and Baba (2013).

- 1 There should be some forms of genuine school work based learning incorporated in some studies as part of national economic development strategies. This implies enriching the curriculum to incorporate more vocational and technical training. The development of apprenticeship scheme would give new graduate some work scheme and experiences.
- 2 Government should establish small business schools were interested students and community members participate. This will make student self-reliant.
- 3 Government should create friendly environment. This centres on reduction of taxes on small scale businesses.
- 4 There should be school-based enterprises where students identify potential business, plan, create and operate small business by using the school as mini-incubators.
- 5 Government should develop entrepreneur internship programme by matching students with locally success entrepreneurs with clearly stated education programmes.
- 6 The government should establish an Enterprises College aimed at fostering the specific skills required for entrepreneurship. This will serve as skill-acquisition centre for the youths.
- 7 There should be enough incentives for students of vocational and technical schools. This will motivate them to establish their business after school.

Conclusion

This paper has examined the relevance of entrepreneurship education in the Nigerian society fully appreciative of the in-built potentials. Having lost faith with the traditional school system due to its inability to equip the youths with the capabilities of adult life, the paper strongly solicits for the strengthening of the teaching of entrepreneurship education at the tertiary institutions level. The teaching of entrepreneurship education at this level will be seen as an added impetus tailored at re-engineering the overall tertiary school curriculum for maximum national productivity. When youths are trained, they explore opportunities in their immediate rural environment instead of chasing shadows and uncertainties in the urban centers. The development of entrepreneurship education will go a long way in creating employment; give young people the opportunity to develop their enterprising skills and knowledge to raise their output; income and wealth.

Moreover, this paper has shown that university products are most affected in the world of work, . To keep pace with transformation, it calls for re-positioning of university of education and re-orientation of university products to develop knowledge, skills and behaviors through entrepreneurship education that are on demand by different employees. They should co-operate to make university products successful in the world of work that is becoming highly disseminative and sophisticated.

Globally, the public sector is under intense pressure to reposition its operations to become relevant in this ever changing world. It is thus necessary for both developed and non-developed countries to search for result-oriented ways of undertaking, organizing and making public services and ultimately, redefining the role of modern states. Tai Solarin University of Education is an institution which other Universities and other tertiary institutions should

emulate by imbibing the entrepreneurial courses and vocational training in making the students to be self-reliant and not job seekers.

Recommendations

This paper makes the following recommendations for effective entrepreneurship education as a way forward towards realizing a full blown entrepreneurship education and effective practice of entrepreneurship by youths of tertiary institutions in Nigeria.

1. The National Universities Commission (NUC) should as usual set the minimum benchmark of courses in Nigerian universities. The development should be politicized, rather, the entire policy frameworks needed for its sustainability and improvement should be provided so as to salvage Nigeria from the clutches of poverty.
2. To be effective, educational system in Nigeria also must ensure the entrepreneurship training and knowledge transfer become an integral part of their culture, highly valued by National Universities Commission and Vice-Chancellors and their Senate.
3. Entrepreneurial teachings have to go beyond the traditional teachings in the classroom. This implies the need to involve the youth in experimental training. This could be through involving the youths in internships in industries as well as involving experienced entrepreneurs in their training. These experienced entrepreneurs will complement efforts of the instructor by functioning as mentors and role-models.
4. There is need to provide opportunities for youths to raise funds to enable start up and expand their business enterprise in a manner that will be significant to them. This may be achieved through bursary awards and other such in school assistance to enable youths acquire savings before they are out of school or through grants on them on graduation.
5. The government should mandate financial institutions like commercial banks to produce and issue more age-friendly loans. Such loans would have low interest rates and long duration for repayments.

6. Every student regardless of discipline should be allowed to pass through the study of entrepreneurship before leaving the university/
7. The current system of education in Nigeria should be redefined and focused to create and enhance the supply of entrepreneurship initiatives and activities. Educational institutions should become centers of training entrepreneurs rather than preparing and processing students for white collar jobs.
8. The Nigerian model where 34 vocational subjects are introduced at the senior secondary school (SSS) level is a laudable idea that other African countries can emulate. More efforts should be put in place for participatory pedagogical approaches to make teaching and learning of these vocational subjects very interesting with the expectation that youths can develop interests and take up to such vocations to empower themselves in the society.
9. The various national governments should consider the establishment of functional training institutes and the need to link training to employment (either self or paid employment). In Nigeria, there are institutes or centers of entrepreneurship and vocational studies in some tertiary institutions where vocational trainings are given to students with at least a vocational skill so as to be job creators rather than job seekers upon graduation. This will ensure sustainable livelihoods in the future.
10. Rigorous efforts should be made to give entrepreneurship education prominent priority in education policies.
11. Internship programmes for all graduates to acquire skills and training self-reliance should be part of the policies and legislation. This programme should be a year duration for all students in tertiary institution.
12. Successful entrepreneurs should be encouraged to participate in assisting the youth in tertiary institutions.

13. Infrastructural facilities that will accommodate entrepreneurship education should be provided by government.
14. Adequate funding of tertiary institutions is necessary.
15. Curricula reform which is geared towards equipping the beneficiaries of higher institutions with skills to be self-reliant is necessary for sustainable development of the country

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