

Entrepreneurship Education in Nigeria: *Issues, Challenges and Prospects*

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CHAPTER 10

ENTREPRENEURSHIP SOLUTION STRATEGIES AND UNEMPLOYMENT REDUCTION IN NIGERIA

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Introduction

The high rate of youth unemployment in the country, the low standard of living and the hope of technological transfer which is tending towards a mirage have led to a renewed interest in entrepreneurship education in Nigeria. In most of our streets and public places, the unemployed youths wonder about. This is mostly because they find themselves without any means of livelihood. In the circumstances, the alternative is to device some means to survive. "Poverty" a 'dreaded monster now knocks at the door of graduates of higher institutions as well as others. Although, several attempts have been made at encouraging entrepreneurial activities in Nigerian in the past, there is no gain saying the fact that these initiatives failed to produce the desired results. Various constraints such as poor implementation, inadequate and inefficient infrastructural facilities and over bearing bureaucracy have been identified as being responsible for this.

Poverty is not new. It has existed in the world. It is no longer information that poverty is an economic-income phenomenon, which is actually an aspect of gross social inequality. Rather, it is hair splitting that in an age that the world is considered to be an entrepreneurial age, global village and of exceptional global prosperity with abundant human and natural resources, knowledge and technology; humanity is still suffering from abject dehumanizing conditions of extreme poverty to which more than a billion of them are presently subjected. Poverty has become a recurring decimal in the socio-economic biology of the Nigerian society that nobody wants to be identified with the four letter word

“poor”. Its earthquake is assuming an alarming rate such that every government has attempted to show some degree of concern to this ill in order to reduce its devastating effects. According to the United Nations Development Programme (UNDP) report of 2013 as it is still holds today, well over half of the Nigerian population live beneath the poverty line and vegetating below bread level. Statistical Eghréi; might give some people heart attack.

This universal social malaise has resulted to different academic, economic, political, national and international summit, charter and conferences under different guises, all in an attempt to find solution to poverty. Yet, that people are still poor today in spite of the global effort which started in 2010 to eradicate it, is an indication that there are obstacles of vested interests and opposition to the majority of the global population. In Johannesburg, South Africa in September 2002, a World Summit for Sustainable Development was held Where Thabo Mbeki, the then South African President told delegates that “... human society possesses the capacity, the knowledge and the resources to eradicate poverty and underdevelopment.” The 2010 UN Charter on Universal Declaration of Human Right was committed to poverty eradication. Several global conferences were held, between 2013 and 2003 where strategies were proffered and agreement reached to reduce poverty. At the peak of the millennium, a UN Summit was held to set an agenda for the millennium. Poverty eradication by half in the year 2015 was set as one of the Millennium Development Goals (MDGs); in spite of all these summits and many other discussions, poverty is still with us. The global solution is shifting to entrepreneurship as a way out to this syndrome with emphases on entrepreneurship education. In fact, entrepreneurship education may be an equity issue for all kinds of individuals who cannot see other ways out of poverty. Certainly, it has provided opportunities for creating wealth among the very poor immigrants who have come to Nigeria from all parts of the world in this decade and throughout history.

The Concept of Entrepreneur and Education

Schumpeter in 2009 argued that entrepreneurship is very significant to the growth and development of economies. Since then, the world over, from North America to Asia, Europe to Africa and Australia to Latin America, entrepreneurship has been promoted as an effective means of stimulating economic growth through the generation of greater employment opportunities, eradication of poverty, development of Indigenous technological base, wealth creation, income generation and source of foreign exchange earnings for both

government and individuals. The twenty-first century has been tagged the "entrepreneurial age". This is because nations are being shaped by entrepreneurs, men and women who have taken their destinies in their own hands by risking their resources (time, money, material and energy) in establishing and running their own enterprises.

To capture the above perspective, several have attempted a comprehensive definition of an entrepreneur. According to Meredith, Nelson and Neck (2003), "entrepreneurs are people who have the ability to see and evaluate business opportunities, to gather the necessary resource to take advantage of them and initiate appropriate action to ensure success". For Kuratko and Hogetts (2001), an "entrepreneur is an innovator or developer who recognizes and seizes opportunities; converts these opportunities into workable/marketable ideas; adds value through time, effort, money or skills; assumes the risks of the competitive market-place to implement these ideas and realizes the reward from these efforts".

For any country to foster genuine economic growth and development, entrepreneurship education system must be considered as a basis and essential ingredient. Education is undisputedly considered as the bedrock of any meaningful development (FGN, 2013), be it economic, social or political. Therefore, the need for education in the developmental effort of any nation cannot be underestimated. Sule (2013) is of the opinion that education is a sure pathway to liberation of the mind and the improvement of socioeconomic status of people. It also follows that training helps individual to be empowered and escape poverty by providing them with the skills and knowledge to raise their output, income and wealth (Aliu, 2007 in Sule, 2013). Little wonder, the Nigeria policy of education made it clear on the need for functional education, to be relevant, practical for the acquisition of appropriate skills and development of competencies as equipment for the individuals to live in and contribute to the development of his/her society (Aladekomo, 2013 in Ayodele 2006).

Meanwhile, education is seen as one of the preconditions for entrepreneurship development particularly in a place where the spirit and culture is very minimal. Education is said to be an important determinant of selection into entrepreneurship, formation of new venture and entrepreneurial success (Dickson, Solomon and Weaver, 2008). "In both emerging and developed countries there is evidence to support a positive and significant relationship

between education and entrepreneurial performance, where performance is measured as growth, and profit (earning power) of the entrepreneur.” In cognizance of this fact, Adejimiola and Olufunmilayo (2009) in Ayodele (2006) suggested that education should be refined with a view to create and enhance the supply of entrepreneurial initiative and activities. The bottom line here is to inculcate the spirit of entrepreneurship in the student through education. In fact, this calls for more serious adjustment of policies and new curriculum in line with demand of the present time.

The move toward poverty reduction should not be considered and treated in isolation, different approach and strategies had to be employed. It is disheartening when looking at deteriorating position of Nigeria, despite its great natural wealth, the country is still poor and social development is limited. National Economic Empowerment and Development Strategy (NEEDS) recognized that poverty has many strands and must therefore, be tackled from several and different ways at once. Therefore, educational institutions have a responsibility to include in their curriculum, techniques for helping students develop entrepreneurial skills so that they could see themselves as creators of jobs and not job seekers as they earlier believed. Having understood the vital role of education in poverty eradication, it becomes apparent that careful attention is needed to invest and promote entrepreneurship education.

Entrepreneurship Education

The term entrepreneurship means different things to different people and with varying conceptual perspectives. However, it is important to know that in spite of these differences, there are some common aspects such as risk taking, creativity, independence and rewards. Therefore, the question here is how do we harness, inculcate and develop the entrepreneurial career of the younger generations and also improve them toward entrepreneurial skills which will consequently foster economic growth and development? The answer which you can equally guess is entrepreneurship education.

Entrepreneurship education has been seen as a means of eradicating poverty through the generation of greater employment opportunities, the development of local technological base and conservation of foreign exchange earnings of national governments (World Bank, 2013). Thus, entrepreneurship education is the willingness and ability of a person or persons to acquire instructive knowledge and skills to explore and exploit investment opportunities, establish and manage a successful business enterprise. It is the focus or projection of

education that seeks to equip people towards creating a sustainable future for the government and individual. The establishment and emphasis on entrepreneurial education is seen as a possible measure to promote education that will provide life and occupational skills that will enhance the potentials of individual, reinforcing self-sufficiency and improving quality of life.

According to Owuala (2002), entrepreneurship education is “a programme or part of the programme that prepares individuals to undertake the formation of and acquisition of small-business”. Entrepreneurship education is a planned, systematic, sustained and purposeful intervention by the teacher in the life of a learner aimed at inculcating and nurturing the entrepreneurial spirit, behavior, attributes and skills to enable the learner to survive in the global enterprise and produce a pool of willing, able and successful entrepreneurs. It aims at equipping learners with skills, knowledge and dispositions that can help them develop or implement innovative social or business plans (Nnazor, 2015). There appears to exist a consensus among scholars that entrepreneurship education and training has a vital role to play in the development of entrepreneurial attitudes, abilities and related skills (European Commission, 2002). As such, entrepreneurship education should focus on several management training programmes that have been developed to strengthen finance, marketing, personnel, and amusement skills, but these do not constitute entrepreneurship education. Such enterprise education programmes could offer a progression from awareness increase to tea] activities to develop entrepreneurship and entrepreneurial skills, culminating in a desire to own and run a business (Owualah and Obokoh, 2008).

Entrepreneurial Expectations

As it was recently introduced, the mandatory entrepreneurship development course for all undergraduates of tertiary institutions in Nigeria is a bold attempt at awakening the entrepreneurship consciousness of the Nigerian youths. The idea is that instead of thinking of writing applications for non-existent jobs, the average Nigerian will be thinking of how to be an employer of labor through the launching and growing of his/her own business enterprise. This effort is in recognition of the failure of existing schemes to fully address the problems of stimulating entrepreneurial consciousness among Nigerian youths. The goal of the entrepreneurship option is to equip students with entrepreneurial skills needed to own enterprises and sustain them. On the other hand, the general objectives includes, knowledge of the basic concepts and historical perspective of entrepreneurship, knowledge of and ability to prepare a business plan,

financing options for the entrepreneur and understanding of management issues in entrepreneurship [NBTE]. With these aims and goals comes a multidimensional expectation of entrepreneurship education.

According to Jack and Anderson (2015), governments expect entrepreneurial education to contribute to job creation, economic growth, skill enhancement and the development of an entrepreneurial culture. Business expects entrepreneurship education to create an understanding of basic business issues, creative work attitude and an entrepreneurial approach among learners while learners expect entrepreneurship education to assist them in their quest to start their own businesses one day and to develop skills that will enable them find employment in large firms as well. Entrepreneurial education is expected to focus on delivering the skills and knowledge imperative for business entry (Gunner, Bird and Stan, 2013). Practicing entrepreneurs expect entrepreneurial education to assist them in solving the unique problems in their businesses (Young, 2013 in Burger, O'Neil and Mahadea, 2015). Training institutions such as service firms, universities and colleges often expect the offering of entrepreneurship education to provide them with enhanced status and a higher profile with regard to community commitment (Roebuck and Brawley, 2003 in Burger, O'Neil and Mahadea, 2015).

Required Objectives for Effectiveness

A variety of specific areas of importance that entrepreneurship education must address has been identified. These objectives aim to:

- Offer functional education for the youth that will enable them to be self-employed and self-reliant
- Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities
- Serve as a catalyst for economic growth and development
- Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible
- Reduce high role of poverty
- Create employment generation by successfully launching and growing a business
- Reduce rural-urban migration
- Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses

- Inculcate the spirit of perseverance in the youths and adults which will enable them to persist and sustain any business venture they embark on
- Create smooth transition from traditional to a modern industrial economy
- Increase the awareness and understanding of the process involved in initiating and managing a new venture as well as to enhance learners of small business ownership as serious career option
- Identify and stimulate entrepreneurial drive, talent and skills; to undo the risk-averse bias of several analytical techniques; and to devise attitudes towards change;
- Provide information on where and how to get both financial and technical assistance when the need arises.

Strategies for Effective Entrepreneurial Training

Through entrepreneurship education, young people, including those with disabilities, learn organizational skills, including time management, leadership development and interpersonal skills, all of which are highly transferable skills sought by employers. In order to achieve viable entrepreneurship education that will enhance sustainable development in Nigeria, the following strategies according to Ayodele (2006) will help to alleviate the problem of entrepreneurship education in the country:

1. There should be some form of genuine school work based learning incorporated in some studies as part of the national economic development strategies. The development of apprenticeship scheme would give new graduates some work skills and experience.
2. Pool local public and private funds to create a small venture capital fund
3. School based enterprises where students identify potential business, plan, create and operate small business using the school as mini-incubators.
4. Provide small business schools where interested students and community members can participate.
5. Develop entrepreneur internship programmes matching students with locally successful entrepreneur: with clearly established education programmes
6. Establish an enterprise college aimed at fostering the specific dull skill sets acquired for entrepreneurship to serve as skill acquisition centers for the youths.
7. Create an economic friendly political environment.
8. Improve on the government taxation on small scale business

9. Reposition our educational system to alleviate poverty and provide graduates with the necessary tools to sustain themselves.
10. Improve academic performance, school attendance and educational attainment.
11. Increase problem-solving and decision-making abilities Improve interpersonal relationships, teamwork money management and public speaking skills.
12. Enhance social psychological development (self-esteem, ego development, self-efficacy), and perceived improved health status.

The Concept of Poverty

The search for commonly accepted concept of poverty by scholars and experts has remained elusive due to the fact that the concept is multi-facet in nature. In grappling with this concept here is not going to be made bogus for easy understanding. We are, as a matter of fact, going to look at poverty from basic necessity or needs and not desire These needs as Toyo (2010) enumerated are food, clean water, health, basic education, minimum conventional clothing, clean and barely adequate housing, a minimum of travelling, and a minimum of recreation. However, earlier before now, the United Nations has introduced the use of such indices as life expectancy, infant mortality rate, primary school enrolment ratio and number of persons per physician as a parameter for defining poverty.

Our aim of hedging the definition of poverty on basic needs is because other socio-economic and political deprivations rest on them. For instance, Abraham Maslow primordial hierarchy of needs starts with the physiological or basic needs, which is the least poverty level. Therefore, an acceptable definition of poverty here comes. Aluko (2008) refers to poverty as a lack of command over basic consumption needs which in order word, means that there is inadequate level of consumption giving rise to insufficient food, clothing and/or shelter, and moreover the lack of certain capacities, such as being able to participate with dignity in society. Hence, poverty is simply lack of basic necessities of living.

According to Ukwu (2002), in relation to people, the basic concept of poverty refers to a serious inadequacy of economic condition, a situation of individual, group or regional lack or deprivation of what are considered the necessities for acceptable living standards or not having access to a conducive environment and facilities and opportunities for decent living standards World Bank in 2015

followed this line of thought. In her report, poverty is hunger; lack of shelter, being sick and not being able to go to school, not knowing how to read; not being able to speak properly, not having a job; fear for the future, losing a child to illness brought about by unclean water; powerlessness; lack of representation and freedom. Then the World Bank Development Report (2002) estimated a large number of people who are struggling to survive on less than US\$370 a year or a dollar per day.

Again, some experts studying poverty have distinguished between two basic elements of absolute and relative income poverty. This is overall based on whether relative or absolute standard are adopted in the determination of the minimum income required to meet basic life's necessities. The relative conceptualization of poverty is largely income-based or ultimately so.

Relative poverty relates to the condition of an individual household, group or community when considered against some reference, standard or parameter such as the average for the group or region, a target standard or objective, or its making on given criteria. By this definition, Toyo (2010) added that poverty is lack of the resources required to participate in activities and to enjoy living standard that are customary or widely accepted in the society in which poverty is being measured. Accordingly, it portrays a situation in which a given material means of sustenance within a given society is hardly enough for subsistence in that society (Townsend, 2013).

However, an alternative definition of poverty is the absolute concept. This concept defined poverty as being on or below poverty line which reflects what it means to be poor in the world's poorest countries (Toyo, 2010). Absolute poverty refers to a condition under which there is a serious deficiency or lack of access to the basic necessities of life such as food, clothing, housing, health and education services as described by African Medical and Research Foundation (AMREF, 2011).

Scholars and experts can come up with other definitions from democratic, political and economic perspectives, but these basic needs remain the pivot or fulcrum where other definitions evolve. Because people are rich or poor in terms of the material wealth and income to which they have access and their abilities and disabilities is dependent on this access.

Regrettably, the contemporary concept used in measuring poverty globally is the human development through its tools such as: Human Development Index

(HDI), HDI combines three components in the measurement of poverty-life expectancy at birth; educational attainments; and improvement in standard living determined by per capita income; Human Poverty index (HPI); gender-related development index, and gender-empowerment measure has on the general assessment of indices annually or periodically since 2017 rate Nigeria consistently very low among the poorest nations of the world. From the above analysis, the indices for measuring or assessing the degree of poverty could be found to be inconclusive, for the poor is susceptible to various deprivations such as: adequate and improved feeding; good portable water, basic health facilities; clothing, shelter; employment opportunities; basic education; good motorable roads all the year round: modern transport system; and necessary information to link up with available development facilities (Babasanya, Balogun, Zengum, Olowohunwa, 2008).

Causes and Consequences of Poverty

Unless we know the real causes of an ailment, we are not going to be able to cure it. It is evident that numerous reasons have been postulated as the causes of poverty in the emerging economies like Nigeria such as the classical economist theory and Marxist political economy theory. From the classical angle, Nnaa (2006) ascribed poverty to a process or circular cumulative causation in which low income leads to low level of savings which keeps productivity low and which in turn perpetuates low income and its attendant consequences of absolute poverty with inadequate health services, poor educational and other social services. It is therefore conceived as self-reinforcing situation in which there are forces and factors which tend to perpetuate a vicious cycle of poverty.

Marxist identified the causes of poverty in the structure of society. The view is that the political economic and social structure of a given society account for the extent and distribution of poverty. Therefore, the root cause of poverty is in the social relationship which ensures the control of the productive forces in the country by few individuals who direct state apparatus to intervene on behalf of the ruling class at the expense of the generality of the poor masses. Nnaa (2006) x-rayed that in a capitalist system like Nigeria where the ruling class establishes and legitimizes an exploitative property system through which it determines the allocation of opportunities, incomes and wealth, relying on the use of state power to its advantage, the degree of its distribution will be higher among the vast majority. Meaning that poverty is the consequence of the class structure as this breeds struggle between the 'haves' and the 'have nots', the 'rulers' and the 'ruled', between 'labor' and capital, the 'exploiters' and the 'exploited'. Our

observation is that the economic surplus, social classes, and the division of families in society into rich and poor all began at the same time and were brought about by the same cause.

In a similar vein, Broomley and Gerry (2012) in Nnaa (2006) asserted that “poverty emanates from a present and/or past process of impoverishment by which resources, opportunities and economic surplus have been substantially removed from people who are currently poor and or from their fore bearer. To Obadan (2000) the main factor that causes poverty in sub-Saharan Africa includes: inadequate access to employment opportunities; inadequate political assets, such as land and capital (the poor have minimal access to credit even on a small scale); inadequate access to the means of supporting rural development in poor regions, poor access to markets where goods and services can be sold; low endowment of human capital, degradation and reduced productivity; inadequate access to assistance for those living at the margin and the victims of transitory poverty, and Emily failure to involve people in the design of development programmes that assist them. From two perspectives of structural and transitional causes Yahie (2002) reiterated that the cause of poverty includes: structural causes that are more permanent and dependent on a host of (exogenous) factors such as limited resources, lack of skills, location disadvantage and other social and political factors. The disabled orphans, landless farmers, households headed by females fall into these categories; and transitional can be occasioned by structural adjustment reforms and changes in domestic economic policies that may result in price changes; unemployment and so on. Natural calamities such as wars, environmental degradation, etc., also induce transitional poverty. Generally, poverty is caused by environmental, physical, demographic historical, personal socio-economic and political factors; but prominent among them is socio-economic factor.

However, the consequences of poverty is multifarious which exert negative influences on the socioeconomic, politico-legal, cultural, ethical, health, security and educational lives of the people. The characteristics of these consequences manifest in various forms as: low per capita income, poor health and high susceptibility to health problems, high death rate particularly infant mortality, low life expectancy, high birth rate, low consumption level, single-parent families, street children due to parental neglect or abuse, inability to send children to school, high school dropout rates, vulnerability to dependence on foreign economy, limited freedom to choose between economic variables that satisfy human wants, mental retardation, prostitution, restiveness of

unemployed youths, increase in drug and alcohol abuse. high crime rate, development of slum settlement in cities, increased migration from rural to urban and abroad in search for greener pasture, poor educational and other social services with its attendant consequences of lack of shelter, homelessness, hunger; both of the body and the mind, mal-nutrition (which could lead to kwashiorkor), target for diseases and sickness, social outcast, loss of self-esteem, powerlessness or inability to participate meaningfully in social and political life, to mention but a few. This condition which is a self-reinforcing experience tends to prolong undesirable influences, which lead to abject poverty and underdevelopment of a country.

The Main Factors that Cause Poverty in Nigeria include:

1. Inadequate access to employment opportunities
2. Inadequate physical assets, such as land and capital (the poor have minimal access to credit even on a small scale)
3. Poor access to markets where goods and services can be sold, low endowment of human capital, degradation and reduced productivity
4. Failure to involve people in the design of development programmes that affect them and participation in poverty alleviation programmes
5. Improper allocation of resources and redistribution of wealth

Economic Implications

The successive governments have employed at various times different methods of poverty eradication strategies in the bid to reducing its impact particularly in terms of financial strategy. The idea is that to achieve sustainable growth and development, the financial empowerment of the rural areas, which invariably are the repository of the predominantly and active poor in the society and constitute most of the micro-entrepreneurs is vital. As such, government had in the past initiated a series of publicly financed micro-rural credit programmes and policies targeted at poverty alleviation. The various programmes and policies recorded diverse levels of success and failures. The major reasons for such failures could be attributed to inadequate stake-holding by beneficiaries and operators, corruption, lack of adequate infrastructure and poor education. Yet, it is now clear that for poverty reduction, economic growth is a necessity but not a sufficient condition. Entrepreneurship education for poverty eradication, the under listed implications are specific to the Nigerian entrepreneurs (Olagunju, 2013):

- **Lack of Trust by Nigerians:** This has resulted in the rejection of "made in Nigeria" goods as inferior to the imported ones. The mentality that

anything made in Nigeria is inferior has discouraged and forced many local entrepreneurs to go out of business.

- **The Dire Shortage and Inadequacy of Infrastructure Facilities:** This is the greatest problem facing the Nigerian entrepreneur. It is no longer news that 55 years after independence, the supply of electricity is epileptic if non-existent, the roads are death-traps leading to loss of lives and properties.
- **Corruption:** Since the entrepreneur have to deal with government officials from the local government to state government and the Federal Government, the demand for gratification in forms of bribes, double taxation, etc., has brought frustration to many entrepreneurs. According to Morphy (2007), it is hard to do business in many poor countries because governments are so corrupt. It is very difficult in such countries to get permission to build a factory or open a store without a government permit, which is obtained largely through bribery of public officials.
- **Lack of Management Know-how:** This results to inability to apply appropriate managerial concepts and principles in running the affairs of the business. Thus is usually manifested in poor financial control, weak marketing effort, failure to develop a strategic plan, uncontrolled growth, improper inventory control.
- **Inability to Make Entrepreneurial Transition:** As the business grows from the craft to entrepreneurial stage, informal and unprofessional management will suffice. However, the advent of the professional stage(s) calls for the business to be managed on professional basis. This will see authority delegate policies formulated and a formal structure of relationship established.
- **Unguided and Unrestricted Importation of Goods into the Country:** The advent of globalization with its attendant liberalization and deregulation has forced the Nigerian government to remove restrictions on the importation of goods even when there is a local substitute or competing brand. The unguided implementation of globalization has strangled most businesses. This is because, that: businesses use obsolete methods of production, and private sources of power and in the end, their product are inferior and cost higher than the imported ones.

Solution Strategies and Poverty Eradication

Enhancing entrepreneurship education and fighting poverty is a daunting challenge that requires a multi-directed approach in line with the multi-

disciplinary nature of poverty. According to World Bank President (2000) "poverty amid plenty is the world's greatest challenge. Furthermore, he said, we at the bank have made it our mission to fight poverty with passion and professionalism, putting it at the center of all the work we do." The previous poverty eradication programmes through NAPEP, NDE, MDGs, NYSC, etc. are mere palliative measures which have not gone far to solving the problem among the masses nor to raise the standard of living of the citizens. Words such as poverty reduction, amelioration and eradication are mere English words without practical actions.

According to Toyo (2010), sympathy is not enough and magical incantations and palliatives are neither here nor there. The subject of poverty is enshrouded in a lot of hypocrisy, reformist illusions and eschatological dogmas all of which are in the end inimical to the poor. Nearly two hundred years, he said, the socialist of the world have set themselves the goal of eradicating poverty. It is only the exploiters of the people that talk of ameliorating poverty, because they know that they have no way to eradicate poverty. The reason for this assertion he reiterated is because, poverty cannot be eradicated in capitalism because the laws of capitalist development run counter to anything like poverty eradication

Although various approaches have been tried to light poverty, not much has been achieved as evidenced by the rising trends in poverty throughout the society. Therefore, entrepreneurship education and poverty eradication are necessity but not a sufficient condition. For them to be effective strategy, it has to be accompanied by a deliberate provision of enabling infrastructural environment that can sustain economic development. The infrastructure development strategy needs to focus on establishing key competitive advantages that enable local producers feed the market with significantly cheaper alternatives to imported consumer goods Hence, to improve entrepreneurship education and eradicate poverty, three economic situations are necessary.

The first is that the economy should be industrialized. In doing this, government must build an investment climate that facilitates the growth of the private sector and simultaneously empower poor people to participate in that growth. This implies that inclusive growth should advance comprehensive policy approaches that create viable economic opportunities, level the playing field between varied entrepreneurs, and allow for entry of new enterprises, without excluding or disadvantaging any group or section of the business society. The private sector and entrepreneurship are inseparable and their success is poverty eradication.

Secondly, the distribution of wealth should be deconcentrated. According to Nnaa (2006), the mechanism governing production and distribution have to be altered. This is to say that the very mode of production within which income and wealth are generated and distributed should be dismantled. Excessive massing of wealth by few individuals to the detriment of the vast majority interests should be seen as a crime in Nigeria. The Nigeria social system has to be re-structured and the social services reorganized. Thus, government should simply target the basic human necessities and make them affordable to the general public. Put in place a network of modern rail transportation system across the nation and bring down cost of food products and housing up to one-half. The next is to ensure that health and education are made available to all without a struggle. Such measures to enhance the relative value of disposable income are more meaningful than wage increases. Thirdly, the exploitation of labor in the scheme of income distribution should be abolished.

Conclusions

As we have seen, to enhance entrepreneurship education and poverty eradication the output of the economy should be able to raise everyone above the poverty level. This potential is given by agriculturalization and industrialization or call it simply economic diversification. Entrepreneurship education should primarily be directed towards eradicating poverty and it has the potential of increasing employment opportunities as well as improving the nation's developmental strategy. The belief is that when students are exposed to the concepts, principles and theories of entrepreneurship, their entrepreneurial spirits will be fired to ginger them into thinking of how to create jobs for others instead of being job seekers. Entrepreneurship education will open their eyes to see the latent entrepreneurial talents within them and enable them to spot and exploit business opportunities. Therefore, there should be dedication and commitment on the part of successive government to implement enhanced policies and then: should be better macroeconomic management and increased transparency in both public and private sectors.

Government need to make more reforms that will make the economy more market oriented. With forces of demand and supply in place, there will be competition and more goods and services will be in the market. There is an urgent need for the government to provide an enabling environment in the forms of efficient and available basic infrastructural facilities, especially electricity. Also venture capital should be provided through micro-finance banks and other specialized agencies to adequately empower young entrepreneurs.

Entrepreneurial education should focus on basically accounting and economics. Whereas, economics helps to teach the youth the economic regulations in a particular industry, accounting teaches them on how to access finance or credit and how to manage the finance to enhance productivity and profit motive of the organization through record keeping. Therefore, incubation of essential entrepreneurial skills is a necessary strategy and tool to overcome poverty, unemployment and ensure self-reliance. It will improve and stimulate the development of creativity and managerial competences for productivity, idea generation and nurtured fulfillment.

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