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## Entrepreneurship in Teacher Education: Issues, Trends and Prospects

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### **Introduction**

In this chapter, the concepts of entrepreneurship, the entrepreneurial teacher and teacher entrepreneur are the focal issues that will be discussed in relation to the contexts of public and private school systems and national development. Ample examples and excerpts from relevant literature will be presented for maximum clarity.

The Kauffman Report (2006) on the American entrepreneurship curriculum provides a very useful definition of the nature and goals of entrepreneurship and entrepreneurship education:

Entrepreneurship is the transformation of an innovation into a sustainable enterprise that generates value. An entrepreneur is 'any entity, new or existing, that provides a new product or service or that develops and uses new methods to produce or deliver existing goods and services at lower cost'. Entrepreneurs innovate new ways of manipulating nature, and new ways of assembling and coordinating people... The innovator shows that a product, a process, or a mode of organization can be efficient and profitable, and that elevates the entire economy. Entrepreneurs take risks to develop a novel, sustainable enterprise – a new or improved product, service, or mode of organization that can exist independent of its originator – that benefits the economy and society (Kauffman Panel 2006).

The defining trait of entrepreneurship is the creation of a novel enterprise that the market is willing to adopt. Hence, entrepreneurship entails the commercialization or its functional equivalent) of an innovation. New ideas,

products, or organizational schemes matter little until they achieve concrete reality in the marketplace – that is, until they are actually used. The market judges utility and need along with excellence. It does not value – and does not need to value – every good idea. The entrepreneur’s risk, therefore, is not a gamble but an informed calculation about the viability of the new enterprise in the market, about its capacity to meet a demand or need or others.

Divine 88 has also rightly observed that the need for entrepreneurship across the curriculum is very much under-emphasized and suggests that all students or learners across the different levels of education should be exposed to it: ‘It is not out of place to say that many business ideas emerge from non-business disciplines but are often waved aside or ignored because students are not sufficiently educated in the knowledge and skills’.

This statement is particularly important because the concept of entrepreneurship emphasizes the human spirit, attitudes, motivation and visions, skills and abilities that are universal and, therefore, applicable to all areas of human endeavour and disciplines. Whereas the term entrepreneur connotes contexts of socio-economic, industrial and technological development, as distinct from the humanistic contexts of teaching and learning, human qualities, entrepreneurial opportunities of demand and supply, market forces, needs and their satisfaction, also characterize the albeit conservative, traditional context of formal education systems. The most urgent demand on/expectation of education systems all over the world is to satisfy the existing and emerging socio-economic manpower gaps in business, industry and the vocations or professions for children, youths and young adults in the formal and non-formal contexts of learning. The entrepreneurial spirit, spurts of vision, creativity, foresight, innovation and informed risk-taking are the critical factors in entrepreneurship which often inform the design of appropriate goals and strategies for attaining them. For instance, this is the whole point about Goals 3 and 4 of the Education for All Dakar Framework for Action, which clearly focused on the needs of relevant target groups of children, youths and adults who make up the largest force of very inquiring, creative and innovative minds and unlocked energies.

The critical issue of innovation in entrepreneurship is in terms of new products, new production methods, new markets and new forms of organization: ‘Wealth is created when such innovation results in new demand ([www.quickmba.com](http://www.quickmba.com)). In other words, the twinning of innovation and entrepreneurship determines the competitive advantage that globalization demands of any product, service, business process or education system.

## Entrepreneurship Education and Education Entrepreneurs

Wikipedia, the online encyclopaedia, provides the following as the objective of entrepreneurship education:

... to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling (...). What makes entrepreneurship education distinctive is its focus on realization of opportunity whose management education is focused on the best way to operate existing hierarchies.

Entrepreneurship in education has received increased emphasis in the last decade – from basic and post-basic education to tertiary non-formal and special needs education – as a clear demonstration of political will.

In this regard, the Nigerian government in 2006 adopted a top-down approach to develop the entrepreneurial spirit through education when it directed the National Universities Commission (NUC) to include entrepreneurship education as a compulsory course in the higher education curriculum. The reasons are obvious. Whereas Nigerians are known to be part of the most enterprising people on the African continent, entrepreneurial activities have mainly been in the hands of the private and large informal sector operators. Furthermore, the considerable success of the informal sector, in terms of economic return, has proved to be a powerful attraction to a very large number of children and young people who would rather avoid the tedium of basic and secondary education, and would eventually drop out of school. Consequently, the government's mainstreaming initiative – known as entrepreneurship education (EEd) – aims to inculcate in all trainees the ability to:

- identify and solve problems, using critical and creative thinking;
- work effectively with others as proactive team members and cultivate the ability to resolve conflict;
- organize and manage oneself and one's activities;
- collect, analyze, organize and critically evaluate information to make decisions that must be carried through;
- communicate and negotiate effectively;
- reflect on experiences and explore various strategies for effective learning – learning to learn at all times;
- become curious leading to readiness to experiment and innovate (being never satisfied with the status quo); and
- consider self-employment as a viable option upon graduation from their institution.

### Support for Entrepreneurship Education and Training

In recognition of the political will and initiatives of the government, international partners have recently provided support for entrepreneurship education and training. For instance, Hewlett-Packard, in partnership with the United Nations Industrial Development Organization (UNIDO) has launched GET IT training centres in Africa, including two centres in Nigeria located at the University of Uyo and the Africa Leadership Forum, Ota, Ogun State respectively. The GET IT programme is appropriately targeted at 'unemployed youth and graduates between the ages of 16 and 25 and helps potential entrepreneurs acquire IT skills with the aim of becoming better placed to create and run their own businesses'. ([www.uni.unienna.org/unis](http://www.uni.unienna.org/unis)). The strong emphasis of the policy is on the largest potential group of present and future labour force and leaders that need to be harnessed within the formal and non-formal education system. The teacher education factor is equally critical in every context of learning.

Against the backdrop of the crucial importance of employment generation and self-employment through entrepreneurship education, the National Youth Entrepreneurship Summit lays great emphasis on entrepreneurial development as a crucial strategy for investing out of poverty, youth unemployment and the attendant social crises. Accordingly, this informs the mission statement of the (Nigerian) National Youth Entrepreneurship Summit (2008):

To create sustainable and productive livelihoods for 1 million young people by the year 2020, with emphasis on using locally available resources to institute partnership, policy change in favour of youth participation and adoption of technologies that foster economic and social development.

In summary, the worth of entrepreneurship education as part of reinforcing the existing national and global frameworks, lies in the well acknowledged facts that: 1) entrepreneurship is a key driver of the economy; 2) entrepreneurship education is a lifelong learning process; and, 3) it focuses on 'developing understanding and capacity for pursuit of entrepreneurship behaviours skills and attributes in widely different contexts' (Divine 88).

The following excerpts, therefore, provide some clear insights into the factors that must drive and sustain the implementation of the respective provision of Nigeria's Roadmap for the Education Sector and Nigeria's National Standards for Entrepreneurship Education.

Entrepreneurship as a key driver of the economy asserts that:

Wealth and a high majority of jobs are created by small businesses started by entrepreneurially-minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they

have more opportunity to exercise creative freedoms, higher self-esteem and an overall greater sense of control over their own lives. As a result, many experienced business people, political leaders, economists and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local national and global scale (Divine 88).

Entrepreneurship education, as a lifelong learning process, starts at elementary school and progresses through all levels of education, including adult education. The standards and their supporting performance indicators are a framework for teachers to use in building appropriate objectives, learning activities and assessments for their target audience. Using this framework, students will have progressively more challenging educational activities, experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities and the expertise to successfully start and manage their own businesses to take advantage of these opportunities (Divine 88).

Competencies such as entrepreneurial skills and creativity will be crucial in an economy that needs to be enriched by more adaptive and innovative education and training system (Hugonnier 2009:12).

### **A Global Perspective of Teachers as Entrepreneurs: New Mandate and Trends**

The communiqué of the 2009 World Conference on Higher Education (WCHE) re-emphasizes the serious gaps in teacher supply or availability and its implications for fulfilling the mandate of higher education to drive qualitative and inclusive reform and sustainable development at all levels.

Higher education, especially teacher education and training, has been a focal point of development within the national, regional and global Plans of Action since the World Conference on Higher Education in 1998 and subsequent ones, including the 2009 edition. The implications are clear for the welfare of nations in the face of global challenges and competition.

Higher education is strategic for all education and the basis for research innovation and creativity (for nation building and national development). At no time in human history has the welfare of nations depended in such a direct manner on the quality and outreach of their higher education systems and institution (UNESCO 2009).

Furthermore, the emphasis, especially for Africa, is not only one of access, but of social responsibility of higher education to discharge its renewed mandate as the driver of qualitative reform through a comprehensive transformation of its

traditional structure, organizational profile and core mission of teaching, learning, research and development, and service. Specifically, the 2009 WCHE reiterated the following critical needs of African universities:

- Special focus on the challenges and opportunities for the revitalization of higher education in Africa – an important tool for the development of the continent;
- How to effectively confront emerging challenges relating to gender and racial inequality, academic freedom, brain drain and the lack of graduates' preparedness for the labour market;
- The urgent adoption of new dynamics in African higher education that work towards a comprehensive transformation to sharply enhance its relevance and responsiveness to the political, social and economic realities of African countries.

The issue of teachers as entrepreneurs first needs some clarification; a teacher imparting knowledge and skills as a course component within a programme may not necessarily be a practicing or successful entrepreneur in his order or own right. The State of Maryland (USA) Policy Report presents interesting perspectives on the entrepreneurial teacher: 'What would he or she look like? Who, generally, is considered to be an education entrepreneur?' The Maryland Policy Institute states that: 'Education entrepreneurs are individuals who develop new approaches to tackle society's greatest challenges in radically new ways. They are driving the most compelling improvements in educational outcomes for chronically underserved students'. More importantly, it affirms that education entrepreneurs have indeed created successful ventures such as: Teach for America, Challenge Summit, New Leaders for New Schools, The New Teacher Project and the Knowledge is Power Programme (KIPP), and that, 'the leaders of these organizations have transformed education for thousands of children and have changed our very ideas about what is possible in public schools... All of these initiatives have looked outside the traditional public schools for sources of new ideas, talent and school management' (Maryland Policy Institute 2009).

Furthermore, the profile of teacher entrepreneurship in the Maryland school system revolves around whatever rights teachers could claim, negotiate, enforce or outsource. Several factors, such as unionism, specialization, class size, merit pay, differentiated pay, retirement plans and political activity are steps that could be taken to 'provide teachers with the freedom to be entrepreneurs' (Maryland Policy Institute 2009:5).

However, for the purpose of this discussion and against the backdrop of the trend in developing countries, what is emphasized here is the social entrepreneurship perspective rather than the business entrepreneurship dimension which the second profile of the Maryland schools illustrates.

Who, then, are social entrepreneurs and education social entrepreneurs? The teacher as social entrepreneur ‘recognizes a social problem and uses entrepreneurial principles to organize, create and manage a venture to make social change (rather than to make a fortune or money). The main aim of social entrepreneurship as well as a social enterprise is to further social and environmental goals for a good cause (often based on a progressive business model). Whereas a business entrepreneur typically measures performance in profit and return, a social entrepreneur assesses success in terms of the impact he/she has on society as well as in profit and return’ (Wikipedia).

A third dimension is the potential scenarios of teacher entrepreneurship based on the economics of school systems that may well represent untapped opportunities that professional teachers could explore and become part-time entrepreneurs. Hurley (2010) draws the attention of conservative, hardworking and effective teachers to the need to explore their environment and put themselves first for a change, because they deserve to maximize their output by leveraging their social entrepreneurial potential:

You encouraged, taught and showed them exactly what it takes to learn and to be the best they can be. But now it’s your turn – time to put yourself first and start on your journey to do what’s right for you; time to finally begin your entrepreneurial dream of starting your own business or perhaps adding a supplementary income to your teacher’s salary; time to do something – just for you. And with summer right around the corner, the timing couldn’t be better. Parents will spend over \$4 billion nationwide this year on academic tutoring, with a predicted growth of 12 to 15 per cent a year. You can see that now is the perfect time for teachers and others to consider starting their own home-based business in the hot educational industry (Laurie Hurley:/www.hometutoringbusiness.com).

Furthermore, a graphic picture of the scale of private tutoring is presented by Bray (2007:17) for selected countries, involving millions of children and billions of dollars spent per annum in what he calls ‘the shadow education system’:

Private supplementary education exists because the mainstream education exists... as the size and shape of the mainstream system change, so do the size and shape of supplementary tutoring... In almost all societies, much more public attention focuses on the mainstream than on its shadow ... the features of the shadow system is much less distinct than those of the mainstream system.

The huge scale of private tutoring in developing countries is shown as follows for public schools: Brazil, 50 per cent; Egypt, 65 per cent of urban primary children and 53 per cent of rural ones as at 1994. In 1993, Hong Kong had 41 per cent of Grade 3 and 39 per cent of Grade 6; Japan had 24 per cent of

elementary and 60 per cent of secondary; and nearly 70 per cent of all had received tutoring by the time they had completed middle school. In Mauritius – a country that has attained the six EFA goals, 78 per cent of Grade 6 learners take extra lessons, while 98 per cent in Forms 3 and 4 and 100 per cent in Forms 5 and 6 had tutoring. In 1996, Tanzania had 70 per cent of Grade 6 pupils in selected urban and rural schools, 70 per cent of Grade 6 pupils in selected urban and rural schools, and 70 per cent of Grade 6 in a Tanzanian school. In 1995, Zimbabwe had between 36 per cent and 74 per cent of children taking extra lessons (Bray 2007).

The volume of cash spent by Japanese parents on tutoring is put, as at 1997, at \$14 million; \$200 million for Singapore; 20 per cent of total household expenditure per child in urban Egypt in 1994; and \$25,000 million in Republic of Korea during 1996 – which was ‘equivalent to 150 per cent of the government’s budget’. In other words, such a highly lucrative shadow industry – which is more or less a cross between social entrepreneurship and business entrepreneurship – has underscored the current challenge of meeting the insatiable demand for tutorial support. This translates to a huge monopoly of a minute per centage of entrepreneurial school curriculum subject teachers and agencies. Where there is such a huge demand and low supply gap, social entrepreneurship may easily be interchangeable, with economic entrepreneurship involving extrinsically motivated teachers and education service providers.

Several crucial questions arise: What is the difference between entrepreneurship as defined and moonlighting, divided loyalty, and breach of professional ethics? Are class teachers who give tutorials for a fee after school hours to learners who are also their students at the same school during school hours culpable? At what degree of disadvantage do they put the other learners who do not attend their lessons? The moral issue of such a large-scale practice is that such teachers may not be rendering good and essential service in the social entrepreneurial sense defined earlier, but a clear case of professional misconduct: ‘robbing Peter to pay Paul’, as it were. Whereas in most education environments in developing countries, the cost of tutorial support for school children has been estimated to constitute a parallel industry or economy, moonlighting by teachers in public employment is regarded as unprofessional, unlike the academic lawyer or doctor in public institutions.

Jayachandran (2008) raises core issues of equity, social justice and professional ethics that such entrepreneurial services generate:

On the one hand, wealthier families or those who put a higher value on education compared to a scenario where all education is publicly funded. On the other hand, tutoring might be most helpful for the weakest students, enabling them to catch up with their peers. Even if tutoring increases inequality,



the popularity of tutoring suggests that the demand for education is not being adequately met by public schools; so, greater inequality might be the price to pay for greater choice and efficiency in the market of education.

Perhaps more critical is the finding that ‘when teachers offer for-profit tutoring, they teach less during the regular school day, causing students to do worse on the national secondary school exam. Tutoring increases inequality in test scores among classmates. In this context, banning teachers from tutoring their own students or reducing entry barriers for third-party tutors could increase student achievement. No one expects that freelance teaching will ever come to dominate the profession (Applebone 1995).

Entrepreneurship in the teaching and learning environment in developing countries presents another interesting perspective, and the question that needs considering is: What type of entrepreneurship education should initial teacher education curriculum contain – the social entrepreneurship or the business entrepreneurial education? What would be the end purpose of teaching the course? To encourage would-be-teachers to avoid the constant stress and sacrifice of the classroom for which they are being prepared? What are the attendant risks in terms of braindrain and potential turnover among qualified teachers who practice in difficult economic and professional environments, especially in developing countries? What are the contents of entrepreneurial education and how does entrepreneurship show itself in paradigms of education? (Remes 2000). The answers to the first three questions seem fairly obvious, against the backdrop of low status, poor motivation, poor remuneration, increasing personal and family commitments and responsibilities and cost of living. Most teachers’ would naturally choose the business entrepreneurial option to survive.

Perhaps of more practical relevance are the contents of entrepreneurship education curriculum through which the teacher entrepreneur is made. In the European, American and Nigerian education systems, entrepreneurship is a core subject at different levels. In the United States, elements of entrepreneurship education are strongly entrenched in the syllabi of secondary education and the majority of higher schools offer compulsory or optimal courses in entrepreneurship (Wach 2010).

The European Union has developed a policy to promote entrepreneurship in basic schools, secondary and post-secondary institutions although it is an optional course in universities. Furthermore, the European Union, within the framework of OECD and the Community Lisbon Programme, urges that the ‘curriculum for all level of education should include, directly, entrepreneurship as the aim of education; therefore, all educational institutions should integrate entrepreneurship into their curriculum, especially in technical and hard sciences majors’ (Wach 2010).

**Table 17.1:** Theoretical Framework of Entrepreneurial Content

	<b>Behaviourism</b>	<b>Cognitive Thinking</b>	<b>Constructivism</b>	<b>Post-modernism</b>
Learning ways	Entrepreneurship from the environment, teaching facts of business and entrepreneurship	Processing facts towards evaluation gained from the environment (e.g. ethical solutions in different business)	Building one's knowledge in entrepreneurship (portfolios of one's business knowledge also into net- environments)	Creating one's own business and practicing it, e.g. making products and markets for them, mainly in schools but also outside-learning environments

**Source:** Remes 2000

The point about technical and vocational education and training has been made elsewhere (Owhotu 2008) in terms of the high potential for self-employment and employment generation, especially for the youth, and teacher education also has a critical role in this regard. Nigeria's score-card in technical vocational education is impressive and attests to the considerable strides that the National Board for Technical Education (NBTE) has made in the last couple of years.

In this regard, The African Union Fourth Ordinary Session of the Conference of Ministers of Education (COMED AFTV) observes as follows:

The Third Conference of Ministers of education held on 17-20 March, 2009, acknowledged the tremendous improvement in the Nigerian TVET delivery as a result of eight years collaboration (since 2001) with UNESCO on development of about 57 TVET modules that will adequately equip students with employable skills and with cognitive skills for further studies. The Ministers also charged UNESCO with the responsibility of replicating the Nigerian experience in other countries of the region (African Union 2009:10).

The implications for youth engagement, employment and employment generation through the TVET-entrepreneurship orientation are also clearly reiterated by the ECOWAS programme, which seeks to place TVET at the centre of access at all levels of the educational system, to strengthen the training capacities of TVET and to 'forestall the current desperate attempt being made by youths and their parents for employment' (p. 12).

The focus of entrepreneurship in general teacher education is more on capacity building, awareness creation, general knowledge and skills orientation rather than on a specialization in the economic and management sciences that would be teachable and practiced by teachers across the subject curriculum. However, teachers who participate in general training programmes are usually expected to be able to 'apply the skills and knowledge... to venture-related decision making, including how to raise finance, the legal and tax framework, marketing and recruitment' (Lee and Wong 2001:1).

It is, therefore, assumed that greater understanding and effectiveness of teachers would be more likely achieved if the same teachers had been exposed to entrepreneurship education much earlier, e.g. during their primary and secondary school education, as is the case in Poland.

A typical entrepreneurship education syllabus which is compulsory in schools in Poland provides the first building blocks that class teachers and students who take teacher education options later on should find a useful preparation (Wach 2008).

**Table 17.2:** Entrepreneurship Education Syllabus in Secondary Schools in Poland

<b>Education Aims:</b>	Active and conscious participation in economic sphere. Moulding the ability in team working. Moulding entrepreneurial attitudes. Developing the interest in running own business.
<b>Education Content</b>	Entrepreneurial attitude and personality. Team working. Profit and risk. Professional and economic activities. Market and market economy. Economic growth and its measures. Stock exchange. Household. Polish system of Insurances. Enterprise – its forms and role in the economy. Costs and incomes of enterprises. Investing and financing. Money and banks. Procedure of setting up a firm. Employing employers. Labour market and unemployment. Economic globalization. Foreign trade. Business ethics.
<b>Education effects:</b>	Ability for team working and negotiating. Distinguishing between different forms of investing. Ability for predicting and forecasting the profitability of economic ventures. Identification of basic forms of enterprises. Preparing documents for setting up own business. Preparing basic tax documents.
<b>School tasks:</b>	Help in developing the interesting running of own business. Supporting pupils in gaining the knowledge and skills for entrepreneurship. Supporting pupils in choosing the future career.

**Source:** [www.upm.ro/proiecte/EEE/Comnferences/papers/S605.pdf](http://www.upm.ro/proiecte/EEE/Comnferences/papers/S605.pdf))

The situation of entrepreneurship education in sub-Saharan Africa is graphically reflected by Kabongo's 2008 study, which shows that entrepreneurship education in tertiary education is marginalized and does not constitute a force in business programmes. Of the 57 institutions studied, 50 per cent offer a course dedicated to the topic of small business scale management. Of these, 14 per cent offer a combined course titled 'Entrepreneurship and Small Business Management'. The descriptions and titles of courses demonstrate that entrepreneurship, or a part of it, is taught or at least encouraged in the majority of colleges and universities offering business administration in sub-Saharan countries. However, one thing was consistent in the data. The majority of schools offering a course in entrepreneurship/small business management do not require the course for the completion of the business programme, with exception of students specializing in entrepreneurship. Looking at the remaining courses offered in the area of entrepreneurship, the results indicate that 21 per cent of the institutions studied list a course in investment analysis, 19 per cent in project management, and 12 per cent in venture capital and leadership development. Of the 57 colleges and universities studied, only 10 per cent offer a course in innovation and technology,

9 per cent offer a course in brand management, and 5 per cent offer a course in business planning/growth and creativity management. However, based on both course titles and course descriptions, courses with leadership and innovation or some close variant are treated as regular entrepreneurship courses without much emphasis on leadership or innovation (Kabongo 2008).

We have earlier in this chapter presented the political will of the Nigerian government in introducing the compulsory course on entrepreneurship education in Nigerian universities. In this regard, the University of Lagos entrepreneurship core courses – General Studies (GST 307 and GST 308) – are coordinated by the Centre for Entrepreneurship and Corporate Governance and taught by selected tutors with business and management expertise drawn from the relevant faculties of the university. The contents are approved by the Senate of the university in collaboration with a representative of business and industry who also chairs the Centre's Management Board. It is designed to inculcate in every degree-level student the values and skills that make for a balanced would-be and future entrepreneur: sound work ethics, integrity and business ethics; corporate accountability and transparency; corporate social responsibility (to society) to be efficient, effective and economic in the use of resources (CECG 2002).

The current revised syllabus/course contents are in modules written by the tutors.

#### 1<sup>st</sup> Semester

- A1: Module 1: Knowing Your Business Environment
- A2: Module 1: Starting Your Own Business
- A3: Module 1: Managing Your Own Business
- A4: Module 4: Financing Your Own Business
- A5: Module 5: Corporate Governance

#### 2<sup>nd</sup> Semester: Setting up a Business Venture in a Discipline

These optional courses are in various disciplines. In addition to a compulsory requirement for group preparation for Writing a Business Plan, the discipline-based options in the second semester are:

- B1: Business Venture in Health Services
- B2: Business Venture in Legal Services
- B3: Business Venture in Industrial Services
- B4: Business Venture in Engineering Services
- B5: Business Venture in Building Services
- B7: Business Venture in Information & Communication Technology Services
- B8: Business Venture in Educational Services.

The entrepreneurial awareness creation, the innovative and bankable ideas generated, and the incubation strategy and venture portfolio creation are expected to equip every undergraduate with the attitudes and skills to become an entrepreneur.

Recalling that Objective 8 of the Nigerian Entrepreneurship Education Programme (EEEd) – a general entrepreneurial capacity building – is to consider self-employment of students as a viable option upon graduation from their institution, a conservative reaction to option B8 above from a good number of teacher educators would likely be that the teachers they are training would more likely choose, at best, the business entrepreneurship or educational service track upon graduating rather than take up classroom practice in the public or private institutions. While there may be a dearth of qualified teachers as is often reported, there might well be no lack of qualified teachers but teachers who are not motivated, who lack job satisfaction due to the prevailing uncondusive environment – economic and professional – in which they work. If graduates opt to remain in the public or private school system, then it is expected that professional ethics should drive their involvement in private tutoring services or offer private tutoring at home, or run such tutoring ventures subject to the regulations governing their full-time employment. Academic medical doctors in university teaching hospitals and public research institutions and law teachers in the university system have succeeded, after some protracted negotiations with their employers, to use private practice or consultancy as a necessary element of social entrepreneurship that adds value to and enhances their core functions of teaching, research and service to the community. However, can school teachers' unions argue for the same margin of strategic flexibility with their employers? Probably not; but depending on prevailing economic realities, nothing stops dedicated classroom teachers from augmenting their income through small-scale to medium-scale involvement or engagement in social entrepreneurship with satisfactory levels of income to enable them to meet the myriad of needs and attain a sustainable life style. Such part-time activities or opportunities in educational entrepreneurship can be located in primary, post-basic and post-secondary institutions, as part of the institutions' business ventures or social entrepreneurship curriculum. For example, the South African Institute for Entrepreneurship is a good case study of how institutional and professional interests can be carefully harmonized into a win-win situation. The experiential training has been found to enrich both teachers and learners and prepare them for life after school, as the following excerpts illustrate:

- The project follows an example of good practice in enterprise development by supporting the teaching of entrepreneurship skills in school through training teachers and providing support materials that allow for experiential learning. Studies in South Africa for Global Entrepreneurship Monitor have identified education and training as the key factor limiting the growth of entrepreneurialism, including the fact that 'schools are not providing

adequate instruction in entrepreneurship and economic principles, nor encouraging creativity, self-sufficiency and personal initiative' (GEM Report 2004).

- Using creative simulation, the programme targets this need by enabling participants to discover the ideas within themselves.
- An investment of R81 072.83 will provide the Business Ventures programme materials for Grades 5 and 7, and provide educator training to 20 educators in five primary schools in the Eastern Cape Province. Expected life change:
  - 20 educators will receive accredited training that equips them to take learners through the Economic and Management Sciences curriculum in these grades with confidence, while teaching meaningful entrepreneurial skills.
  - Over a three-year period during which the Business Ventures resource kits remain in good condition, a total of 1,200 learners will benefit directly from the programme and be better equipped to start their own business one day.
- Direct life change at R66, 46 per person.
- The project has the potential to make a lasting contribution to the development of entrepreneurialism amongst learners and, eventually, to the economic growth of the region (SASIX 2010).

The South African experience seems to offer a viable and sustainable set of conditions for building conducive environments for educational entrepreneurship to incubate, thrive and have the desired impact on the individual participants, the wider community and national development. The challenges are multifaceted, even for education systems that have long adopted the entrepreneurship education right from primary school due to conservatism, structural inflexibility and the primary focus of examination-centred curricula. Hess and Hassel (2010), for example, identify some of the challenges of conservatism and stiff policy environment that threaten the emerging entrepreneurial education imperative: 'the unmanageability of school systems, the lack of rewards and recognition for excellence (including the absence of monetary rewards for entrepreneurial success and the lack of prestige associated with education); lack of ready sources of venture funding for promising ideas and individuals ... the limited autonomy afforded to public education institutions'.

What then is the future of educational entrepreneurship and entrepreneurial ventures in view of the social entrepreneurial vocation that education as public good number one should pursue and that teacher education should deliver? The answer(s) must emerge from the prevailing and emerging models of education

in relation to social needs and national economic and technical-vocational imperative that should ensure a smooth transit point for children, youth and young adults to the world of work, self-employment and employment creation (Owhotu 2008). In other words, the demand side of social, economic and industrial framework or environment should dictate the supply profile of educational institutions to prepare learners or students to meet the skill gaps which are often very glaring in developing countries, especially in sub-Saharan Africa. Education systems will continually be the focal point for training teachers to teach entrepreneurship and entrepreneurial skills and knowledge, and for preparing learners to make a difference in this regard.

An important need at this point in the global trends is for scholars to carry out national situation analysis and impact studies of entrepreneurship education. There is no doubt that it has, like ICT, become the global imperative of the 21<sup>st</sup> century and will more likely grow exponentially in the years to come.

Lee and Wong (2004) predict the emergence of 'a highly tumultuous economy that pressurizes government policy makers to increase the current stock of businesses:

Job seekers too are not spared from this potential change. Flexibility and innovativeness will be critical survival skills in the highly competitive job market. Hence, it is vital that societies are encouraged to pursue entrepreneurial careers, and what is even more crucial is for universities and institutions of higher learning to provide courses and support to these potential entrepreneurs.

## Conclusion

In this chapter, an overview of issues, perspectives and trends of entrepreneurship education has been discussed, drawing a number of insightful illustrations from the literature and trends in some regions of the world, including sub-Saharan Africa. The challenges facing formal education at all levels have provided the entrepreneurship teacher in the public and private sectors with a gold mine of opportunities to provide tutorial and other educational services without necessarily facing issues of professional misconduct or unethical practice, if he or she is in paid employment. Entrepreneurship or entrepreneurship education is the driving force of youth employment and employment generation, wealth creation and poverty reduction. The next step for African countries is to pay more than lip service to this urgent need and ensure its integration as a compulsory programme at all levels and contexts of learning. Global frameworks such as Education for All and the Millennium Declaration/Development goals have the least chance of being achieved by 2015 in most African countries. The implications for the children, youth, young adults and other target groups are telling. Sub-Saharan Africa has a



poverty rate exceeding 70 per cent and the highest rate of unemployment at 9.1 per cent hits the young people the hardest. The World Bank Info Dev Business Incubator Network in Africa provides examples of best practices that education institutions should share, as well as avenues for small business programme support for disadvantaged groups, such as women and young people. Since the emphasis is on support for small business enterprises, education systems can easily scale up the often theoretical entrepreneurship education programmes to the contexts of the real world of business. Furthermore, business incubators in Africa 'provide support for small enterprises to overcome business skills, infrastructure, market linkage, financing and «people connectivity» constraints, and expose entrepreneurs to information and communication technologies (ICTs) that help increase the productivity and market reach of enterprises across sectors' (InfoDev/World Bank).

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