

EXPLORING THE ASSETS IN ENTREPRENEURSHIP PROGRAMME IN PROMOTING UNIVERSAL BASIC EDUCATION FOR ATTAINING THE GOALS INTRINSIC IN NIGERIA'S VISION 2020

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Abstract

The infusion of entrepreneurship curriculum programmes into Nigeria's Universal Basic Education (UBE) represents an appeal designed to capitalize on the assets rooted in management designs in classroom situations for fostering and boosting knowledge acquisition amongst young learners. This development has become highly beneficial in getting these persons in our basic classes gain understanding in the task of acquiring knowledge components that are rooted in Nigeria's vision 2020. It is meant to explore the assets in integrating the conceptual frameworks and methods of knowledge forms and thought processes and channeling them to bear on human learning with a view to bringing about solutions to social problems. This management role of the teacher has to do not only with the art of coordinating resources and effort in a classroom – system but also entails a division of work, functions and responsibilities amongst members of this system for the purpose of achieving the aims that prompted the emergence of the scheme in 1999.

Introduction

A major development established in Obasanjo's administration in Nigeria is the pride of place it accorded Universal Basic Education (UBE). For about a decades, the programme has been with us; its major aim is geared at universalizing access to basic education; engendering a conducive learning environment and eradicating illiteracy in Nigeria within the shortest possible time. Other objectives of the programme include the following:

- a. developing in the entire citizens a strong consciousness for education and a strong commitment to its vigorous promotion;
- b. reducing drastically the dropout rate from the formal schools' system through improved relevance and efficiency;
- c. providing free, compulsory basic education to every Nigerian child of school-going age;
- d. caring for dropouts and out-of-school children and adolescents through various forms of complementary approaches to the provision and promotion of basic education; and
- e. ensuring an acquisition of the appropriate levels of literacy, numeracy, manipulative and life-skills needed for laying the foundation for life long learning.

Thus, the curriculum framework enshrined in Nigeria's Universal Basic Education (UBE) endorses that instructions in it should not only be governed by the principles of immediacy and utility but also should be channeled to a major purposes of enabling young learners acquire desirable attitudes and attributes characteristic of effective citizens who are expected to function with-in the framework of a democratic society. This philosophy emphasizes, among other things, that classroom dispensation of the curricular imperatives built into this Universal Basic Education should not only lay solid foundations for a perpetuation of democratic principles and a just society but could also

positively influence a fashioning-out of youths and students alike who are expected to be acutely aware of the characteristics of a democracy and be committed to its ideals thus, the curricular underpinnings of Nigeria's Universal Basic Education are expected to provide young learners with insight into the use of various knowledge structures and procedures that have relevance in modern civilization. It is concerned with fostering better understanding of the movements and personalities that have influenced the history of Nigeria. It does not only deal with the controls imposed on our lives by political, social and economic institutions, but also capitalizes on a fostering and improvement of human relationships through a better understanding of others. A major objective of this basic education impinges, therefore, on a development and improvement of living generally, not merely in the classroom but in the community, country and in the world as a whole. A curriculum programme of that nature is to be seen in terms of the development of intelligent, responsible and self-directing citizens.

Re-thinking and Reconceptualization of the UBE in the Task of Seeking Appropriate Answers to the Critical Issues it Raises

The foregoing considerations of the objectives and goals of Nigeria's Universal Basic Education raise tasks of no mean pedagogical importance and vitality. The issues, objectives and goals involved are not only seriously all-embracing in their curricular demands but are also no easy tasks to surmount. In other words, the emergence of the new Universal Basic Education implies, among other things, that teachers are being called upon to develop new approaches to teaching new courses and programmes. They are required to arm themselves with the necessary resources ad where-with-al that would enable them effectively function as pedagogical assets and or educational entrepreneurs who are committed to making the new scheme succeed.

The idea behind a re-thinking and reconceptualization of Nigeria's UBE and the expectations entertained in its objectives and goals are prompted by Obanya's (2002) thesis that if education is expected to serve its recipients optimally, we must be involved in seeking appropriate answers to a number of key and critical issues which bear on it. These key issues with reference to the UBE, according to Obanya (2002), rest on a number of tasks including the following: (a) re-examining education in its primary function of nurturing the mind, developing talent, inculcating values and attitudes before its secondary function of vocationalization (b) re-examining the symbolic relationship between education and the Nigerian society and restoring the notion of educating in society as well as for society and (c) re-examining the enculturation function of education, especially in a situation in which acculturation has been more prevalent.

Thus a number of Nigerian scholars (Nwachukwu, 1998; Isyaku and Dairo, 2000; Akubudike, 2003; and Ojo and Umunna, 2007) revealed that the mismatch in each of the components of the foregoing challenges in our educational system, as portrayed by Obanya (2002), have created changing conditions in Nigeria's economic, political, social and environmental realities. These developments, according to these scholars, generally generate the need for the re-examination of our curriculum offerings with a view to subjecting them to re-engineering processes so as to improve them in order to cope with the changes and challenges of the times. The foregoing social realities and problems largely prompted Akanji's (2002: 103) remarks that our education has generally failed to serve its recipients and the society optimally in response to the changing conditions of the times. She reflects the problem thus;

*By all human-development indices Nigeria is one of the poorest countries.
By 1960, it was projected that by the end of the last century, Nigeria should*

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have moved to the level of medium income countries. One of the areas where this problem of under development is manifested is in her human resources utilization. Unemployment rate is high. Some graduates seek wage employment. This shows that by market force demand for labor, it (market) is by far below the supply.

In almost the same vein, Ojo and Umunna (2009: 254) remind us that in Nigeria, our unemployment rate has become a serious issue. They reflect further that as each year runs to an end with its attendant graduation of students at all levels of education; the fear is that the employment rate which is already sourly high will increase. They reveal ugly predicaments about the demise of our education system thus;

The 1996 UNDP Report on human development described economic growth in the developing nation as a jobless growth; this is a situation where the economy grows but does not expand employment opportunities. The same UNDP Report described youths in developing nations to be hardest hit by unemployment. To take years to search for a job after graduation is a common occurrence. This has become a serious threat to the Nigerian economy with its attendant social problems of armed robbery, youth restiveness, prostitution and female trafficking that have reached alarmingly heights in this country.

Akubudike (2003) remarks that it is very sad to observe that despite all the government efforts to provide qualitative and skill-oriented education, leading to the production of individuals with the needed innovative ideas and manipulative skills to embark on small and medium venture, the nation is still sagged with the problem of unemployment.

Nwachukwu (1998) discloses that Nigeria is one of the African countries faced with economic and political problems and these predicaments have given rise to the depreciation of the naira, high rate of unemployment and crime, poverty, hunger and frustration; he remarks further that the recent ethnic, religious and political crises witnessed in the past one decade may have been crystallized, not from the restless and frustrated minds of the uneducated and educated but from unemployed youths.

Nigerian's Vision 2020 Examined in the Context of the Tasks and Challenges Intrinsic in the UBE: Exploring the Need for Achieving Societal Self Reliance

The foregoing predicaments which largely bear on the problem of achieving effective classroom delivery in the Nigerian schools' system call for serious re-thinking and reconceptualization of our curriculum programmes from the grassroots level, including the recently introduced Universal Basic Education (UBE), to all the other levels. This development must necessarily derive from an embrace of quality instructional orientations which are geared towards inculcating an acquisition amongst all cadres of learners of competencies germane for self-reliance at all levels of education. If the educational curriculum, according to Hess (1997), represents an accepted and dynamic structure which is designed to bring in useful innovations in a society, then the needs of the Nigerian are expected to be met by this curriculum.

Thus Obanya (2002) reflected that the predicaments of the mismatch prevailing in our schools system, including the new UBE scheme, urgently demand the need for instituting reengineering designs and processes in order to improve the quality of our curriculum and learning in the task of

making the learner more predictably functional. It was largely this task-which impinges at “restoring the notion of educating in society as well as educating for society” that led to the birth and emergence of Nigeria’s vision 2020. The ideals in this philosophy are rooted in exploring and employing education as an instrument par excellence in hauling out Nigeria out of misery, promote human dignity and equality, achieve peace, democracy and environmental stability by 2020. This vision according to Boroffice (-2008), is designed to capitalize on the goals of Nigeria’s “Millennium Development Goals” (MDGs, 2000) and the “Seven-point Agenda” of Yar’Adua administration to achieve the foregoing envisaged objectives. Agbaje (2006) emphasizes that the major strategy is to build and groom skilled human capacities who would display organizational and management practices needed for developing Nigeria’s natural resources and manage the environment in a sustainable manner. Borroffice (2008) reveals further that the centerpiece of Federal Government’s Vision 2020 reform programme in attaining her MDGs is rooted in the National Economic Empowerment and Development Strategy (NEEDS) launched in 2004. The NEEDS constitutes a home-grown reform programme which is expected to lay solid foundations for sustainable poverty redaction, employment generation, wealth creation and value re-orientation. However, for the achievement of the objectives of vision 2020, Nigeria is expected to articulate policies, strategies and plans which will facilitate the achievement of the eight goals enshrined in the MDGs (Boroffice, 2008, Agbaje, 2006; Umar 2008). These goals include: (a) eradication of extreme poverty and hunger; (b) achievement of universal primary education; (c) promotion of gender equality and empowerment of women; (d) reduction of child – mortality; (e) improvement of maternal health; (f) combating HIV/AIDS, malaria and other diseases; (g) ensuring environmental sustainability; and (h) developing a global partnership for development.

The Federal Government’s tasks in achieving the foregoing goals have also been linked with her NEED reform programme – all in a bid to achieve the objectives intrinsic in Vision 2020. These tasks, according to Borroffice (2008), are geared at mobilizing the resources of Nigeria to make a fundamental break with the failures of the past and bequeath a united and prosperous nation to the generations to come; the NEEDS itself is anchored on the belief that Nigeria has all it takes to be one of the leading economies in the world and intended to break the nation away from its current rentier status (Boroffice, 2008). In the contexts of these strategic schemes, the Federal Government projects the “Seven Point Agenda” of the Yar’adua administration as a sustainable development vehicle aimed not only at achieving the MDGs but also tailored at preparing the necessary grounds, developmentally, for galvanizing and sustaining the goals established in Vision 2020. Thus the Yar’adua’s Seven-Point Agenda are geared at accomplishing the following tasks (a) a sustainable growth in the real sector of the economy; (b) physical infrastructure development including power; energy generation and transportation improvement; (c) agricultural boosting (d) human capital development, educational expansion and health management, (e) security, law and order provisions; (f) combating corruption; and (g) accomplishing Niger Delta Development programmes.

The challenges confronting Nigeria in the task of achieving the development goals presented in the foregoing strategic plans and agenda bear seriously on the problem of implementing all the objectives intrinsic in them so that the country could be portrayed as being on the verge or threshold of attaining sustainable development in all its ramifications by 2020. If our Universal Basic Education programme has to be employed as a foundational basis in achieving the foregoing developmental goals, it must be efficient. In particular, if it is to serve as a vital instrument for capitalizing on the human resources and capacity – building assets need for achieving the variegated objectives and goals recounted above, we need a re-orientation. We require a kind of UBE programme that has to be

tailored at recreating the necessary socio-economic and political values considered critical to the growth and consolidation of the country's democracy (Umar, 2008) Umar (2008) recounted these values thus: honesty, transparency, cooperation and respect for the rule of law, respect for the dignity of labour, discipline, industry, self confidence and moral courage. Umar endorses that these values are at the rood, in the tasks involved in the empowerment of individuals and in enabling the generality of a given populace in recognizing the vitality of education as a necessary foundation for life-long learning and human development on which an individual can build systematically further levels and types of education and training.

It has, therefore, become vital that new courses or programmes be deliberately introduced into our various-schools' curriculum, including the UBE, in order to revitalize them with a view to educating the country's youngsters. It is submitted that the foregoing values and the empowerment structures which are needed for facilitating the achievement of the goals entrenched in vision 2020 need to be compatible with the essence of the human capacity-building assets and skills required in the display of organizational and management practices needed for developing Nigeria's natural resources and managing the environment in a sustainable manner. It is considered that one of such programmes or courses that could be explored and employed in grooming and producing individuals characterized by a number of the afore-mentioned values and-skills and who could constitute the pillars for achieving the goals which bear on Nigeria's vision 2020 is entrepreneurship education.

Entrepreneurship education, according to Ozoro (2003), is expected to develop in the recipients the needed skills for self reliance and easy adaptation in the world of work, thus producing not just job seekers but job creators and employers of labour. Ozoro submits that this type of education emphasizes the dignity of labour, encourages diligence, proper means of gaining prosperity and of solving economic problems; it stimulates and encourages creativity, equips the school leaver with skills for earning a living. However, Akanbi (2002) cautions that entrepreneurship education should be seen as a short-term enterprise. She stresses that it has to be given on the perspective that the recipient will benefit from it and use it to become self-employed and self reliant apart from being productive in work and human affairs.

Entrepreneurship Role of the UBE Teacher Examined in the Context of the Goals Intrinsic in Nigeria's Vision 2020

The place of entrepreneurship, in the task of achieving the goals and objectives of Nigeria's vision 2020 through the curricular imperatives of our UBE programmes, is not merely an issue of classroom delivery of subject matter of content alone. It also embraces and places a good degree of premium on the employment of requisite methods, knowledge of curriculum content and a display of a number of skills including the following: (a) acquisition of human resources and capacity building skills; (b) promotion of human dignity and equality (c) promotion of peace, democracy and democratic governance (d) promotion of environmental stability and sustainability; (e) technological development and the necessary skills acquisition; (f) natural resources management; (g) infrastructural development; (h) public private partnership orientation; (i) sustainable poverty reduction; (j) employment generation; (k) wealth creation; and (l) value-orientation. The teacher is expected to be vast in a variety of learner – centered classroom delivery methods such as inquiry and problem-solving, discussions and role-playing. He operates as a teacher-manager of classroom situations; he visualizes his classroom as an organization which has to function effectively to achieve certain designated goals (goals established in Nigeria's vision 2020). He has to display excellent human

relationship skills in order to commit every component of a given classroom situation in the task of achieving set goals and objectives.

Davis (2000) endorses that the concept of “method” considered in context of “entrepreneurship” programmes largely implies an approach or path which encourages not only progress but also continuity. He expatiates that every journey along this path derives and depends upon a master thought, a plan or idea which imparts direction as well as an anticipation of probable results on the part of both teacher and learners. Thus the entrepreneurship role of the UBE teacher presupposes that he willy-nilly assumes the function of a teacher – manager of curricular imperatives of UBE programmes, tailored in terms of achieving the sustainable development goals and objectives established in Nigeria vision 2020. He is portrayed and projected as an organizer of learning resources (content areas, methods and procedures, instructional materials) rather than himself being the sole source of learning. He is meant to stimulate appropriate situations in which a variety of skills (human resources skills, capacity – building skills, democratic values, technological skills, poverty reduction skills, employment generation skill, wealth creation skills) will be acquired by the learner rather than “stamping in” these skills into the learners through “behaviouristic steps”. The teacher has to make explicit the principles by which effective planning is achieved; he has to commit these principles into the minds of students/learners in designated teaching-learning situations; these principles are meant to constitute part of the professional expertise of a resourceful teacher – manager of UBE programmes including other entrepreneurship instructional designs established in it, in the task of achieving the objectives and goals of Nigeria’s vision 2020. These principles largely involve the processes in which learning units are executed and in which students are expected to play active roles. In his display of his entrepreneurship skills in the classroom, the planning process is bound to involve the UBE teacher –manager in the tasks of defining, directing and coordinating what learners are meant to study and learn; he is also expected to provide purpose and coherence to the learners’ learning experiences. In these contexts, the teacher-manager of UBE entrepreneurship programmes has to demonstrate interest in a number of vital issues and activities which bear on the attainment of the goals established in Nigeria’s vision 2020. The major ones include:

- (a) an execution of planning in terms of a display of effectiveness of classroom dispensation of UBE entrepreneurship programmes in respect of the sustainable development goals and objectives established in Nigeria’s vision 2020 programme;
- (b) determination of the criteria employable for selecting or deciding between alternatives possibilities in the methods, procedures and processes for achieving the goals and objectives of Nigeria’s vision 2020 through UBE entrepreneurship curriculum programmes and
- (c) a provision of some judgmental activities and evaluation devices or procedures regarding the effectiveness of the planning process in terms of determining the extent to which the aims and objectives established in Nigeria’s vision 2020 programme, which prompted the planning exercise, are achieved by learners.

The significance of employing “entrepreneurship” perspectives in classroom dispensation of curricular programmes in the UBE by the teacher – manager is inextricable linked up with a variety of processes and activities used in providing far-reaching solutions to educational problems generally (Akanbi, 2002; Ozoro, 2003; Okam and Sule, 2000). There is an implication that a display of entrepreneurship skills by the teacher-manager of UBE programmes in the classroom context represents an appeal for increased professionalism on his part. He has to recognize that this appeal and

development must necessarily capitalize and derive nourishment and sustenance from the “process-centered approach” to the business of education. This approach, according to Joof and Okam (1992), is not only “inquiry-based” and “experience-centered”, it also involves a conception of “flexible grouping”, and “doing-things-with” and a host of other “functionality principles and ideals” which are designed to protect the interest of the learner-and commit him seriously to the learning process.

Exploring Entrepreneurship Skills in Ensuring Quality Classroom Delivery in UBE Curriculum Programmes which bear on Nigeria's Vision 2020

Assets derivable in exploring entrepreneurship skill in ensuring quality classroom delivery in the interest of learners in UBE curriculum programmes which bear on achievement and attainment of sustainable development goals of Nigeria vision 2020, call for a display of expertise, adroitness and mastery at a number of levels by the teacher manager.

The teacher has to display leadership and entrepreneurship skills in the classroom which he regards as a functioning system which also has a number of components including students or learners. He has to display resourcefulness and creativity in assigning tasks to learners in the pursuit of envisaged aims and objectives. He has to display the ability to motivate all the operators, including the learners themselves, who constitute components of his system, the classroom. He has to display a high level of productivity skills which he expects the learners to capitalize upon in order to ensure growth and development which are manifested in the attainment of instructional effectiveness that bear on the attainment of objectives and goals established in Nigeria's vision 2020.

The teacher's display of management skills implies that he necessarily possesses the ability of plan, organize, develop; supervise both human and material resources for the purpose of achieving the aims and objectives which prompted the emergence of Nigeria's vision 2020 in a teaching-learning situation in a classroom. The teacher has to display effective and meaningful human and public relationship skills; he has to display ability to communicate and persuade the operators, in his classroom, about the issues at stake in the teaching-learning situation to the extent of ensuring a prevalence of an excellent “rapport. A possession of effective human and public relationship skills calls for the ability to identify new methods and approaches for exploring new curriculum designs and programmes for effective classroom delivery.

Thus Davis (2000) reveals that an exploration and employment of entrepreneurship skills in ensuring quality classroom delivery is inextricably linked –up with a number of and skills/values such as “self-actualization”, “responsibility”, “growth”, “probability”, “participation” and “liberalism”. He elaborates further that entrepreneurship programmes are introduced into curriculum design issues in education in order to embrace and capitalize on such learning resources as “independent study”, “discipline emphasis”, “instructional system” and “instructional technological practices” to ensure effective classroom delivery in the interest of the learners. David (2000) discloses that the distinctive features that commend the exploration and employment of “entrepreneurship philosophy” in classroom practice largely derives from the need for the classroom manager (the teacher) to capitalize on the relevance of “curriculum synthesis” and “instructional technological system” to achieve instructional effectiveness, in the interest of the learner. Thus, rather than thinking about a variety of educational phenomena (learner, teacher, curriculum, parent, methods, school classroom, community society etc) as separate entities, they are viewed in totality-each dynamically relating to the other within the framework of entrepreneurship education for the purpose of building a “well grounded learner”.

Challenges of Quality Vision 2020 Goals through Entrepreneurship UBE Curriculum Programmes in Nigeria: The Teacher's Task

The challenges of “entrepreneurship” examined in the context of exploring and employing the curricular imperatives, of UBE in achieving the goals and objectives established in Nigeria’s Vision 2020 are very central to the demands and requirements of the “systems approach” to teaching and learning considered as a total process. Lambert (2002) submits that this approach emanates from the view that the isolated parts of a system can rarely provide adequate information about that system; but that knowledge about the system can provide valuable information about the functioning of its component parts. The approach enables the teacher-entrepreneur to isolate and identify problems and select optional strategies and evaluate both their effectiveness and effects on the working of the overall education or training system with particular reference to the curricular imperatives of Nigeria’s UBE. Thus the systems approach to planning instructional programmes in the context of the curricular imperatives of the UBE provide a useful framework which capitalizes on an application of communication media resources and tools for the process of teaching and learning visualized as totality. This goal is directed at assisting the teacher-entrepreneur of the UBE and its accompanying curricular programmes improve instruction and stimulate learning by increasing the effectiveness of his work, right from a development of Instructional objectives to an evaluation of instructional outcomes and results.

The teacher-entrepreneur of Nigeria’s UBE and its associated programmes, therefore, fulfils his role performance in a way distinct from those of an instructor. In this perspective, he has to regard himself as only a single resource amongst many; he has to capitalize on a combination of resources. He is aware and knowledgeable about the various processes involved in systems planning. He has to project the classroom in which he operates as an organization, a large system which commits all its members and all other resources for the attainment of goals for the benefit of all concerned. In other words, the teacher – entrepreneur of UBE programmes capitalizes on a general identification of functions and roles which bear on the smooth functioning of his organization, the classroom (Joof and Okam 1992).

Implications of Entrepreneurship Roles of the UBE Teacher in Classroom Dispensation of Objectives and Goals Established in Nigeria’s Vision 2020

The entrepreneurship roles of professional teacher of the UBE and its curriculum underpinnings has to relate his management skills very effectively to the demands of the “systems approach” considered in terms of achieving the objectives and goals intrinsic in Nigeria’s vision 2020. This task represents a compromise. The tasks call for instituting a compromise between the processes of applying available knowledge and a variety of instructional resources and materials in a systematic way on the one hand and solving problems in education and training in a given system-the classroom. In other words, a display of entrepreneurship skills by the teacher implies that he has to employ effective management – role in exploring the curriculum underpinnings of the UBE in the tasks involved in problem-solving (Okam and Sule 2000).

As the entrepreneurship – teacher of UBE curriculum is looked upon as a problem-solver in any given teaching-learning situation, his “management role” in the classroom implies that events must be organized to conform to plan since they are not self-effecting. On the part of this teacher, this development involves looking ahead and taking steps to predict and to control events rather than being controlled by them. Teacher entrepreneurship in the context of effective classroom dispensation of the UBE curriculum demands a high degree of expertise and a sound knowledge by the teacher; of

a synthesis of two major issues which bear on the curriculum context and methods of UBE, as follows:

- (a) an acceptance of the view that broadly – based social issues and problems cut across the boundaries of academic disciplines. Thus the relevance of *curriculum integration* in basic education derives from the view that a single subject is not enough to adequately enable us understand the interaction between man and his environment; and
- (b) an effective implementation of the curriculum underpinnings of basic education programme largely depends on teacher – entrepreneurs whose expertise do not necessarily derive from their subject matter knowledge and background but rather on their rational application of methodologies and styles of teaching which can contribute significantly in bringing about innovations and developments established in *curriculum integration*.

Thus in his application of entrepreneurship skills, the professional teacher has to recognize that a major aim that bears on the classroom dispensation of basic education is to create more meaningful experiences and challenges for young learners than would be the case if the content or subject matter involved is presented as single disciplines. It is considered that a successful implementation of basic education and its incorporated entrepreneurship programmes by the professional teacher could involve him in the execution of five fold tasks and roles in terms of an attainment of the goals and objectives established in Nigeria's vision 2020 namely: (a) possessing an awareness and knowledge regarding the organizational patterns of entrepreneurship curriculum programmes in basic education in the context of goals and objectives established in Nigeria's vision 2020; (b) committing young learners to the unique characteristics of basic education considered in terms of the demands of Nigeria's vision 2020; (c) fostering independent work study amongst young learners regarding the objectives enshrined in Nigeria's vision 2020; (d) creating an awareness amongst young learners regarding their roles in entrepreneurship curriculum programmes in basic education in reference to the ideals established in Nigeria's vision 2020; and (e) initiating extensive testing and evaluation schemes for dealing with learners' progress in terms of mastering the issues at stake in the ideals of Nigeria's vision 2020 as rendered through entrepreneurship curriculum programmes in basic education.

Conclusion

The infusion of entrepreneurship curriculum programmes into Nigeria's Universal Basic Education (UBE) is meant to capitalized and explore the assets intrinsic management of learning in order to bring about new dimensions in the organizational structure in the context of teaching – learning situation in schools in the interest of learners. It is becoming a common feature in many of our instructional settings for teachers to employ assets intrinsic in entrepreneurship programmes to proffer solutions to a number of pedagogical issues and problems. Indeed, the usefulness embedded in entrepreneurship curriculum programmes could be employed in getting learners in our basic classes gain awareness and understanding regarding a sound knowledge of the various components of the objectives that are rooted in Nigeria's vision 2020.

We are now aware that teaching does not only involve instructions but has much to do with the arrangement of resources for classroom accomplishment of a set of given objectives. Although this arrangement design, which is usually rooted in entrepreneurship curriculum programmes, is not a panacea for maximizing efforts in a teaching – learning situation, it has the ultimate purpose of

offsetting those forces which undermine collaboration on the part of the teacher and the taught. Entrepreneurship curriculum programmes involve much more than instruction. They have to do not only with the art of coordinating resource materials and effort in a classroom setting, but with dividing work and functions among participants. Above all, they capitalize on the use of a hierarchy of responsibility. The teacher – manager has to cope with these demands effectively in a classroom situation if he is to worth his salt.

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