

CHALLENGES AND PROSPECTS OF ENTREPRENEURIAL AND LIFELONG EDUCATION IN DEVELOPING COUNTRIES



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At times one is compelled to think and even ask considering the level of poor socio-economic development in Asian, African and some Latin American countries if the so-called developing countries were specially created by forces of nature for stagnation in terms of human advancement. Sadly enough, it is in this part of the universe that we have abundance of natural resources that are not being properly managed and utilized, in some cases, simply wasted by greedy, visionless and selfish men cum women holding various political offices and places, of authority. This problem has been brought to the fore in this era of economic recession where citizens migrate into Europe, America and other properly organized parts of the world in search of a better life. Thousands have died while trying to cross the Mediterranean Sea into Europe, hundreds in detention and many suffered all forms of human abuses by their host countries. Time and the objective of this paper will not allow us to mention countries where this human degradation are taking place but contemporary news lines in leading global media could easily be referred to.

However, permit me at this juncture to state categorically without mincing words, that those countries that are expecting to be salvaged from their socio-economic crises through International Aid Agencies are only being myopic and not realistic. Any form of assistance to another person can only reduce the problem and not fundamentally solve it. These are mere palliatives from the Developed World to buy cheap raw materials and sustain economic dependency of perpetual importation from them. There is no true charity in the world, challenge yourself to create sustainable wealth for your citizens and even export excess to others.

The state of development of any nation is a clear indication of the type of education given to her citizens, especially at the formative levels: primary and secondary levels. Education "is life; it therefore means that, there must be adequate investment, vision and sacrifice. We have sadly enough been observing a situation in the developing world, where greater part of the budgetary allocation goes to the defense sector and other security related agencies. It must be noted that none

of these countries are locally manufacturing armaments; this situation further deepens importation from the developed world, transferring funds resulting in economic stagnation. The issue here is the type of leadership; when the political elites are honest and transparent enough to themselves, all forms of security problem facing developing countries today will be drastically reduced to a minimal level, if not totally eliminated. However, it must be noted that even in societies where there are equity and justice, they still suffer some pockets of crime but not too devastating. No society is absolutely free from crime.

Please, despite the temptation, we must not be forced to deviate from our target in order to have a safe landing. Who is an entrepreneur? An Entrepreneur could basically be seen in the light of someone who undertakes to start and conduct a business, assume full control and take risk. Someone who originates and manages any form of business, trade especially production of any good(s) or services with the main objectives or motivation of making profit.

Entrepreneurial Education

Entrepreneurial education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings.

Variants of entrepreneurship education are offered at all levels of schooling from primary to secondary schools through graduate university programs.

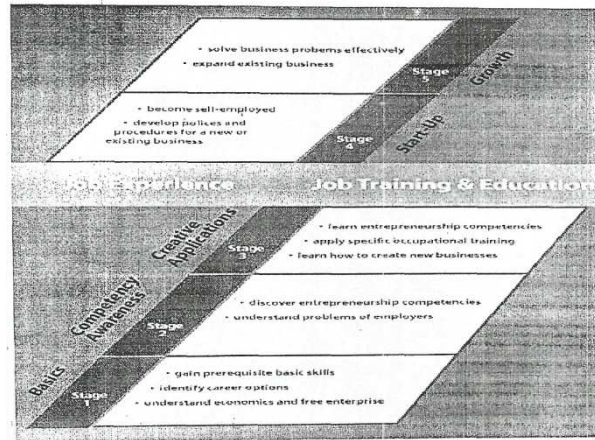
Entrepreneurship education focuses on the development of skills or attributes that enable the realization of opportunity, where management education is focused on the best way to operate existing hierarchies.

Entrepreneurship is a key driver of our economy. Wealth and a high majority of jobs are created by small businesses started by entrepreneurial minded individuals, many of whom go on to Create big businesses. People exposed to entrepreneur/ship 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 local, national, and global scales. It is with this in mind that the National Policy on Education for Entrepreneurship Education was developed: to prepare youth and adults to succeed in an entrepreneurial economy (NPC, 2014).

Entrepreneurship is also being developed as a way of developing skills such as risk-taking and problem solving that facilitate achievement of life goals and in education.

Stages of Entrepreneurial Education

Entrepreneurship is a lifelong learning process that has at least five distinct stages, of development. This lifelong learning model assumes that everyone in our education system should have opportunities to learn at the beginning stages, while the later stages are targeted at those who may specifically choose to become entrepreneurs. Each of the following five stages may be taught with activities that are infused in other classes or as separate courses.



Stage 1 - Basics

In primary grades, junior high and high school, students should experience various facets of business ownership. At this first stage the focus is on understanding the basics of our economy, the career opportunities that result, and the need to master basic skills to be successful in a free market economy. Motivation to learn and a sense of individual opportunity are the special outcomes at this stage of the lifelong learning model.

Stage 2- Competency Awareness

The students will learn-to speak the language of business, and see the problems from the small business owner's point of view. This is particularly needed in career and technical education. The emphasis is on beginning competencies that may be taught as an entire entrepreneurship class or included as part of other courses related to entrepreneurship. For example, cash flow problems could be used in a math class, and sales demonstrations could be part of a communications class.

Stage 3- Creative Applications

There is so much to learn about starting and running a business it is not surprising that so many businesses have trouble. We expect future doctors to learn their profession

through years of formal study, yet we have expected small business owners to learn everything by attending weekend seminars.

At this stage, students can take time to explore business ideas and a variety of ways to plan the business. Although, it is still only an educational experience, students must gain a greater depth and breadth of knowledge than they may have from previous stages. This stage encourages students to create a unique business idea and carry the decision-making process through a complete business plan. The best programs enable students to actually experience the operation of a business as well. ' This stage may take place in advanced high school career and technical programs, two-year colleges where there are special courses and/or associate degree programs, and some colleges and universities. The outcome is for students to learn how it might be possible to become an entrepreneur and to practice the processes of business.

Stage 4- Startup

After-adults have had time to gain job experience and/or further their education, many are in need-of special assistance to assemble a business idea. Community education programs focusing on business startup assistance are widely available in career and technical programs, community-based assistance programs, community colleges, 4-year colleges and universities. The U.S. Small Business Administration sponsors many of these training programs.

Stage 5- Growth

Often, business owners do not seek help until it is almost too late. A series of continuing seminars or support groups can assist the entrepreneur in recognizing potential problems and how to deal with them in a thorough and timely manner.

Many community colleges and continuing education programs at universities or colleges offer such seminars and workshops for their business communities. They recognize that the best economic development plan is to help the community's existing businesses grow and prosper.

Educators at each of these stages of entrepreneurship should focus on their own special outcomes, and reach out for partnerships with educators at other levels of this lifelong learning process. There is room for entrepreneurship in some way everywhere in our educational system (Wikipedia.com).

Lifelong Education

Lifelong learning is defined as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective". It is often considered learning that occurs after the formal education years of childhood (where learning is instructor-driven - pedagogical) and into adulthood, (where the

learning is individually-driven - -andragogical). It is sought out naturally, through life experiences as the learner seeks to gain knowledge for professional or personal reasons. The concept of lifelong-learning has become of vital importance with the emergence of new technologies that change how we receive and gather information, collaborate with others, and communicate.

A lifelong learning framework encompasses learning throughout the individual's lifecycle, from childhood to retirement, and beyond. In our common parlance it is referred to as learning from cradle to grave. This makes learning a continuum. And because it occurs at every moment, setting, environment, forms and for various motives such as economic, social, spiritual and basic survival of every individual, learning is ubiquitous. It takes place formally, non-formally and informally. Opportunities for learning throughout one's lifetime are becoming increasingly critical for countries to be competitive in the global knowledge economy.

From when a new born learns to sit, crawl, walk, understand and make speeches there you have informal learning taking place. And from learning the native craftsmanship' such as blacksmith, hunting, crop farming, mat weaving and fishing the Individual has non-formally learnt and acquired these skills. Or in the setting where the individual goes to study in the four walls of a school to read, write, and progress to specializing as a teacher, an engineer, a lawyer or a doctor formal learning is occurring there.

Lifelong learning goes beyond normal primary, secondary, higher, vocational and other formal levels. It is rather meeting learner's needs. Learners should be able to enter and leave the system at different points. The learning system should be inclusive of the players, such as learners, families, employers, government etc.

Lifelong learning is crucial to preparing workers to compete- in the global economy. But it is important for other reasons as well. By improving people's ability to, function as members of their communities, education and training increase social cohesion, reduce crises, and improve income distribution.

As lifelong learning is "lifelong, lifewide, voluntary, and self-motivated" learning to learn, that is, learning how to recognize learning strategies, and monitor and evaluate learning, is a pre-condition for lifelong learning. Metacognition is an essential first step in developing lifelong learning.

Lifelong learning is being recognized by traditional colleges and universities as valid in addition to degree attainment. Some learning is accomplished in segments or interest categories and can still be valuable to the individual and community. 'According to Whyte (2002), lifelong learners, including persons with academic or professional credentials, tend to find higher-paying occupations, leaving monetary, cultural, and entrepreneurial impressions on communities.

Context of Lifelong Learning

There are several established contexts for lifelong learning beyond traditional "brick and mortar" schooling:

Home schooling involves learning to learn or the development of informal learning patterns

Adult education or the acquisition of formal qualifications or work and leisure skills later in life

Continuing education which often describes extension or not-for-credit courses offered by higher educational institutions

Knowledge work which includes professional development and on-the-job training

Personal learning environments or self-directed learning using a range of resources and tools including online applications.

E-learning is available at most colleges and universities or to individuals learning 'independently'. There are even online courses being offered for free by many institutions.

Massive Open Online Course (a MOOC): this is a 2008 and beyond expression of lifelong learning in which a teacher or team offers a syllabus and, some direction for the participation of hundreds, sometimes thousands, of learners. Most MOOCs do not offer typical "credit" for courses taken, which is why they are interesting and useful examples of lifelong learning (Wikipedia.com).

A lifelong learning system must reach larger segments of the population, including people, with diverse learning needs. It must be competency driven, not age related. Within traditional settings, new curricula and new teaching methods are needed. At the same time, efforts need to be made to reach learners who cannot enroll in programs at traditional institutions.

Providing people with the tools they need to function requires adoption of new pedagogical models. Teachers and trainers serve as facilitators rather than transmitters of knowledge and more emphasis is placed, on learning by doing, working on teams, and thinking creatively.

In life-long learning model

- Educators are guides to source of knowledge
- People learn by doing
- People learn in groups and from each other

- Assessment is used to guide learning strategies and identify pathways for future learning
- Educators develop individualized learning plans
- Educators are lifelong learners. Initial training and, ongoing professional development are linked
- People have access to learning opportunities over a lifetime
- Learners are taught through active learning, where learning is collaborative with other learners and teachers, learners seek out information for themselves (Wikipedia.com).

Entrepreneurial and Lifelong Education in Developing Countries

Developing countries could be seen or defined in the light of those nations in the world with weak and irresponsible political leadership, who have refused to utilize their domestic, favourable economic resources to the advantage of greater number of their citizens but always, looking outside for assistance, at times even for the basics of life.

Challenges to Entrepreneurial and Lifelong Education

1. The case study in the social media
Ostentatious life of kids of the rich in the name of love by parents.
2. Parents paying people to write exams for their kids.
3. Not allowing children experience life by themselves.
4. Non-creative lifestyle of the youths (Politics and Religion)
 - **Politics** - thuggery, gansterism, ballot box snashing, praise singing (My leader, your boys are here oh)
 - **Religion** - exploitation of youths by adults .In the name of the Lord (killing initiatives). Formation of band boys and choir groups. Today, ipost government ministries and parastatals have choir groups for solemn assemblies, even the ministry of works. But no group for creative inventions that could lead to productivity and therefore economic growth of the nation.
5. Our today's industries are:
 - Proliferation of churches (the easiest way to wealth, no sweat, but "sweat"). Establishment of fee collection centres in the name of "schools".
 - Tee-shirts and posters printing (you know why? Uniforms). Look at the difference between establishing a production line and opening up a "school" and you can see why the rush.
6. Total absence of skill for meaningful production
 - No more masons, carpenters, welders, electricians, tilers etc. Nigeria now depends on neighboring countries for these services.

7. A reverse of the Engineering Cone
- More Engineers than Technologist, Technicians and Craftsmen.

Prospects of Entrepreneurial and Lifelong Education

1. Knowledge is our most powerful engine of production-Alfred Marshall, 1890
2. All agree that the single most important key to development and to poverty alleviation is education .- James D. Wolfensohn, President of the World Bank, 1999. Developing countries risk further marginalization in a competitive global knowledge economy because their education and training systems are not equipping learners with the skills they need. To respond to the problem, policy makers need to make fundamental changes. They need to replace the information-base, teacher-directed rote learning provided within a formal education system governed by directives with a new type of learning that emphasizes creating, applying, analyzing and synthesizing knowledge and engaging in collaborative learning throughout the life span (World Bank Report, 2002).

It simply therefore means that for an Entrepreneurial and lifelong Education to be achieved in the Developing countries in order to bail us out of the present crisis, it is imperative for our education at the primary and secondary school levels to be skill and technology based. Knowledge at this critical level of learning must be practically, physically and[^] productively focused to encourage pupils/students to come out with the consciousness of not depending on others to create jobs but an atmosphere of being a master that directs human and other factors of production. Let the true change start from all these important levels of education, reducing much story and paper work to create employment and generate wealth for our people.

Children should be allowed in their early years in school to be physically involved in the process of learning to help develop their inborn or natural talents and skills. This will make a child to be discovered early enough in his or her area of strong performance leading to efficiency.

A visit to many public and private, primary and secondary schools in the developing countries have conspicuously shown empty classrooms, dilapidating structures and in many cases non-existing at all or poorly equipped science laboratories for innocent children of the poor who are the majority in these societies. What, type of learning can take place under this atmosphere? The word way forward here is very mild, I plead to use the word revolution in order to create impact¹ and clearly demonstrate its necessity and urgency. I know that the few parasitic elites will hide under the canopy of human rights, economic freedom, choice and free society to resist any such moves. But can we continue to proceed this way? Certainly, No. out of frustration, my opinion is that there should be a law with its validity for a century and a half, (150 years) where all children of political office holders both elected and appointed will not be allowed to attend so-called private primary and secondary

schools. It is a necessary sacrifice for the society to move in the right direction. This will motivate funds and public institutions to be properly managed. The bitter truth is that few privileged elites are just trying to create non-existing and imaginary royalty for their children in our hard fought and achieved republic. We must collectively say No by making schools funded from public money to be conducive for qualitative learning, where all citizens will be proud to send their children to, apart from the unfortunate children of the poor and the exploited ones.

Still, the way forward to this lifelong education process will demand boldness, a clear departure from rhetoric but action. Let us be more specific in the use of developing countries, to boldly say Nigeria, in order to attract immediate action and commitment for others to follow as an example.

Another angle to the real way forward to Entrepreneurial Lifelong Education is the quality of the giver of knowledge which is the teacher. Teaching is giving, sharing and projecting into the future, if you don't have, you don't give, not everybody can teach because they don't have the idea and perception wide enough to share with others.

Teaching must be professionalized and made attractive to people to be proud of. What other professions are earning to make them attractive should be given to teachers of all levels of education. It is noted with sadness and concerns that pension and gratuities of teachers are being owed by various State governments of the Federation now, which should not be so.

Teachers Training Needs to Change

This new learning context implies a different role for teachers and trainers. Teachers need; to learn new skills and become lifelong learners themselves to keep up to date with new knowledge, pedagogical ideas, and technology. As learning becomes more collaborative, so too must, teachers' professional development, which need to, promote professional networks and learning organizations within schools and institutions.

Information Communication Technologies (ICTS) can support changes in pedagogical and teacher training-given the appropriate policy framework. They can facilitate learning by doing, such as computer simulations. They can vastly increase the information resources available to the learners, thereby changing the relationship between teacher and student, facilitate collaborative learning and provide rapid feedback to learners.-An appropriate policy framework is needed to make ICTs useable to tackle educational problems; significant investment is needed in training teachers and managers to change their "knowledge and behaviour; qualified technicians .and support staff are to be made available, and funding for maintenance, access to the Internet, and upgrading are necessary to ensure sustainability. These conditions are rarely met especially in developing countries (World Bank Report, 2002).

An increasing number of tertiary institutions are offering part-time, evening, weekend, and summer courses to meet the needs of working adults. Distance education is one way in which countries can offer more flexible learning

opportunities. Merely purchasing computers and installing them in the classroom will not improve learning outcome. Extensive teacher training in the new technology, especially computer uses in the classroom is highly required for effective utilization and positive learning outcome.

To increase effective lifelong learning systems, countries need to make significant changes to both the governance and the financing of education and training. There is a great need for industries and the public to come together in funding. The state will have to increase its cooperation with the private sector and civil society. The private sector can provide education in both traditional and novel ways.

The traditional educational systems, in which the teacher is the sole source of knowledge, are ill suited to equip people to work and live in a knowledge economy. Some of the competencies such as a society demands-teamwork, problem solving , motivation for lifelong learning-cannot be acquired in a learning setting in which teachers dictate facts to learners who seek for them only in order to be able to repeat them.

The Change We Need

1. Establish special technical colleges, fully equipped with facilities for Entrepreneurial Studies as enshrined in the National Policy on Education, philosophy and goals.

2. The Colleges should be very practical oriented by focusing on solutions to real life industrial problems. (We don't need space technology for now) start with focus on

- Provision of clean water
- Simple shelter
- Basic electricity
- Road maintenance and repairs
- Food production
- Auto repairs
- Basic electronics and ICT
- Clothing and footwears
- How to start and manage small businesses

3. Admission Policy

- Draft in the unemployable graduates on the streets and create in them the needed skills and they will be self employed. We can even export the excess to other countries for the much needed foreign exchange.

4. Train and retrain teachers for effective teaching and learning.

5. Pay monthly stipends in the special technical colleges to attract patronage for

now.

There is hardly any resource that contributes to positive human development that is not available in Nigeria, What remains is right leadership and commitment, I stand to be corrected. The foregoing, it is hoped, will address the production needs of developing countries, pave way for economic growth and reduce poverty to a minimum level as consumption without .production is poverty for life. Implementation is of essence and the time to start, is now. Thank you.

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