

Entrepreneurial Skill Acquisition Programmes in Tertiary Education Curriculum: Emerging Solution to Youth Unemployment in Nigeria and South Africa



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ABSTRACT

Both formal education and the acquisition of relevant entrepreneurship skills by young people are essential for the socio-economic and political progress of any country. African youths are deficient in adequate skills with formal education to become self-reliant and generate employment opportunities for others. The study utilised secondary sources of data and employed a qualitative research approach to examine the relationship between entrepreneurial skill acquisition initiatives and the academic curriculum in Nigerian and South African institutions. The data were collected from many sources, including textbooks, academic journals, online resources, and official documents on the subject matter. The data collected were examined using content analysis and suitable descriptive analysis techniques. The study uncovered a fundamental lack of vocational training and entrepreneurial skill development in the academic curricula of Nigerian and South African universities across all disciplines. Instead of taking advantage of numerous opportunities to acquire practical skills and become employers, the youth in these countries tend to wait until after graduation to pursue elusive white-collar jobs. The study concluded that the significance of vocational training and the acquisition of entrepreneurial skills by African youth is of utmost importance in the current era of rapid socio-economic growth. Universities in African countries should follow the trend in Japan, China, and South Korea's education systems by implementing and mandating vocational training and entrepreneurial skill development at all levels of educational programmes. The study contributes to academic discourse by contextualising entrepreneurial skill development within Africa's socio-economic landscape, delivering insights for curricular advancement, and presenting pragmatic strategies to mitigate youth unemployment.

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INTRODUCTION

Entrepreneurship skill acquisition programmes integrated into tertiary education curricula are increasingly recognised as a crucial remedy for global young unemployment. The government policy is continuously developing to promote self-employment and address the issue of youth unemployment, particularly in African countries. African nations have been grappling with sluggish socio-economic progress despite a significant number of university graduates, with just a mere 10 per cent being able to

secure jobs in the formal sector of the economy. To address the significant issue of youth unemployment and promote economic growth in Nigeria and South Africa, the respective governments have made it mandatory for higher education institutions to implement an Entrepreneurship Training Programme (ETP) and Entrepreneurship Development in Higher Education (EDHE). These initiatives aim to equip students with the necessary skills and resources to become self-employed upon graduation.¹

Within the African setting, particularly among the youth in Nigeria and South Africa, there is a significant problem of low productivity in acquiring entrepreneurial skills and vocational training. This issue has been widely observed and documented.² This factor is considered to be one of the main causes of the significant decrease in opportunities for productive entrepreneurship and the increase in unemployment rates. Economic development cannot be achieved when the factors of production and economic activities are not centred around acquiring entrepreneurial skills.³ Given that human resources play a crucial role in production and economic activities, universities need to design a curriculum that offers both theoretical knowledge and practical skills to familiarise students with the practical aspects of entrepreneurship. Researchers have highlighted that acquiring entrepreneurial skills enables students to develop the necessary abilities to establish their businesses and make a positive impact on economic progress.

The provision of entrepreneurship education, which fosters job creation, is crucial for rejuvenating sluggish economies, promoting expansion, and mitigating unemployment.⁴ In 1997, entrepreneurship education was officially incorporated into the South African curriculum for the first time. This was done through the inclusion of topics such as accounting, consumer studies, economics, and economic and management sciences in the new National Curriculum Statement. The CAPS curriculum still includes these disciplines, but they have gradually become more academic rather than practical. The development of entrepreneurship education in Nigeria occurred in 2006, but in 2007, entrepreneurship education was established, incorporating 34 disciplines related to trade and entrepreneurship into the secondary school curriculum. This initiative aimed to align with the evolving economic landscape of contemporary society and higher education institutions. Subsequently, the Federal Ministry of Education implemented entrepreneurship education in Nigerian universities, polytechnics, and colleges of education. This initiative aimed to enhance the self-sufficiency and resourcefulness of Nigerian graduates. The introduction of entrepreneurship education was carried out by the National Universities Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE), which serve as regulatory and supervisory bodies.⁵

It became imperative to provide a practical way to address the nation's unemployment issues. These initiatives by the Nigerian and South African governments aim to enhance the employability of youth while also addressing unemployment, mitigating youth crime, and fostering economic investment. To address the increasing unemployment rate, the government has made it compulsory for practical entrepreneurship training to be incorporated into all school curricula.⁶

The high incidence of limited development of entrepreneurial skills in Africa prompts the inquiry into whether our educational system is responsible for this phenomenon. It is important to change the curriculum to include entrepreneurship education as a fundamental course at all academic levels to develop a knowledge base. The most effective initiatives in Africa are those that offer practical direction for entrepreneurial education through a curriculum that focuses on acquiring functional skills. Various factors influence the acquisition of entrepreneurial skills among university students. These factors

¹ Adewale A Adekiya and Fatima Ibrahim, "Entrepreneurship Intention among Students. The Antecedent Role of Culture and Entrepreneurship Training and Development," *The International Journal of Management Education* 14, no.2(2016):116–32.

² Christian M Rogerson, "In Search of the African Miracle: Debates on Successful Small Enterprise Development in Africa," *Habitat International* 25, no. 1 (2001): 115–42.

³ Evren Tok, "The Incentives and Efforts for Innovation and Entrepreneurship in a Resource-Based Economy: A Survey on Perspective of Qatari Residents," *Sustainability* 12, no. 2 (2020): 626.

⁴ Chinwe Gloria Obananya, "Skill Acquisition of Students and Entrepreneurship Education in Public Universities Anambra State, Nigeria," *International Journal of Business, Economics and Entrepreneurship Development in Africa* 10, no. 5 (2022): 146–62.

⁵ John Peter Okoro, "Transforming Higher Education for Socio-Economic Development and Peacebuilding in Africa," *Addaiyan Journal of Arts, Humanities and Social Sciences* 2, no. 6 (2020): 20–34.

⁶ Obananya, "Skill Acquisition of Students and Entrepreneurship Education in Public Universities Anambra State, Nigeria."

include: inadequate content of the syllabus for entrepreneurial skill development, a lack of support for entrepreneurship, a weak entrepreneurial culture, limited opportunities for skill acquisition, lack of entrepreneurial networks, ineffective training methods, a focus on theoretical aspects of teaching and learning, family influences, and the lack of mentoring and coaching.⁷

Entrepreneurship education is a form of education that aims to rebrand and improve the present educational system by addressing its shortcomings and ensuring a full overhaul of the system.⁸ Entrepreneurship skills are expected to become the primary academic field for education in the 21st century due to the widespread and expanding global presence of entrepreneurial programmes.⁹ Hence, it is crucial to establish the long-term viability of the academic curriculum for entrepreneurship and skill acquisition programmes targeted at students in higher educational institutions.¹⁰ The study investigates the effectiveness of entrepreneurial skill acquisition programmes in higher education curricula as a potential solution to the widespread issue of youth unemployment in African nations.

The level of youth unemployment in South Africa has significantly elevated, as reported by Marumo and Sebolaaneng.¹¹ According to Statistics SA, the unemployment rate in the second quarter of 2020 was 23.3%. This figure specifically includes those between the ages of 15 and 34 who are not employed and are also not participating in any form of training. The employment rate for young Nigerians aged 15-24 was highest among individuals who had completed tertiary education, according to the National Bureau of Statistics in 2023. This indicates a deficiency in the acquisition of intermediate skills throughout formal education, which adversely affects the progress of the nation, as institutions are not producing a sufficient number of qualified graduates. The decline in the number of these skills can be linked to limited access to skill development programmes¹² and an insufficient curriculum content that includes activities for acquiring skills among young people during their academic years. This study emphasises the need to modify the curricula of postsecondary institutions to align them with national socio-economic development goals by incorporating skill acquisition, empowerment activities, and training. By engaging in this activity, a significant number of youths would be involved in productive work, hence reducing the elevated levels of unemployment among the youth by transitioning from being job seekers to becoming employers.

METHODOLOGY

The study utilised a qualitative research approach to analyse the relationship between initiatives for acquiring entrepreneurial skills and the academic curriculum in higher education institutions in Nigeria and South Africa. A qualitative approach was considered appropriate as it facilitates the examination of views, policies, and curricular content via a comprehensive analysis of secondary data. The study utilised secondary data obtained from many reputable sources, including academic textbooks and journal articles focused on entrepreneurship education, skill development, and youth empowerment. Official reports and statistics from the National Bureau of Statistics (Nigeria), Statistics South Africa, the National Universities Commission (NUC), the National Board for Technical Education (NBTE), the Council on Higher Education (CHE), and the Department of Higher Education and Training (DHET). The study also used web materials, conference papers, and institutional reports about entrepreneurship development. The secondary data were methodically collected by selecting pertinent documents published from 2000 to 2024. A purposive sampling strategy was employed to identify literature that focused on significant issues, including entrepreneurship education policies, curricular integration, vocational training programs, and young unemployment patterns in Nigeria and South Africa. The data

⁷ A O Omotosho et al., "Is South Africa's Entrepreneurship Education Program Successful?: A Framework for Policy and Practice," *Journal of Entrepreneurship Education* 25, no. 4 (2022): 1–17.

⁸ Donald Bette Enu, "Enhancing the Entrepreneurship Education in Nigeria," *American Journal of Social Issues and Humanities* 2, no. 4 (2012): 232–39.

⁹ Marc Grünhagen and Christine K Volkman, "Antecedents of Academics' Entrepreneurial Intentions—Developing a People-Oriented Model for University Entrepreneurship," *International Journal of Entrepreneurial Venturing* 6, no. 2 (2014): 179–200.

¹⁰ Rikke van der Veen and Simone Datzberger, "The Peacebuilding Potential of Technical and Vocational Education and Training Programmes in Post-Conflict Sierra Leone," *Journal of Education Policy* 37, no. 1 (2022): 126–44.

¹¹ Phemelo Olifile Marumo and Motheo Emmanuel Sebolaaneng, "Assessing the State of Youth Unemployment in South Africa: A Discussion and Examination of the Structural Problems Responsible for Unsustainable Youth Development in South Africa," *Gender and Behaviour* 17, no. 3 (2019): 13477–85.

¹² Statistics South Africa, "Quarterly Labour Force Survey. Statistical Release P0211" (Pretoria: Statistics South Africa, 2019).

underwent examination through content analysis and descriptive qualitative methodologies. The content analysis method allowed the researcher to pinpoint persistent themes, concepts, and deficiencies in entrepreneurial education courses in both countries. The study relied exclusively on secondary data, thereby precluding direct human involvement. Nonetheless, ethical research norms were upheld via appropriate citation, recognition of intellectual property, and the prevention of plagiarism.

PRESENTATION OF FINDINGS AND DISCUSSION

According to the search results, curriculum development for entrepreneurial skill acquisition among university undergraduates in Nigeria and South Africa should prioritise several key areas. It is vital to investigate the factors that influence entrepreneurial skill development among students at Sub-Saharan African universities, notably in Nigeria and South Africa.¹³ This can help build a curriculum that addresses the students' specific requirements and barriers.¹⁴ In Nigeria, skill acquisition and entrepreneurship development are closely intertwined, with the development of entrepreneurial skills essential for undergraduate education. As a result, the curriculum should try to incorporate practical vocations alongside academic information to expose students to the practical side of entrepreneurship. To enable graduates to transition into a varied society economy, the curriculum should contain general education components that provide broad knowledge and abilities, such as ICT courses.¹⁵

The curriculum should be designed to give students skills that will allow them to function as competent and acceptable members of society, making the curriculum more valuable. The inquiry-discovery-application cycle should be emphasised in the curriculum, enabling students to see hurdles as opportunities to generate commercially useful items and services. The curriculum should prepare students with the motivation and diverse skills needed to run a business, changing them into job creators rather than job seekers.¹⁶ The curriculum should be designed to maximise opportunities and make students self-sufficient, with a focus on practical vocations that may be integrated into the entrepreneurship education curriculum.¹⁷ The curriculum should provide students with opportunities to gain practical skills for real-world situations, with an emphasis on practical (entrepreneurial) abilities that they can use to launch their firms.¹⁸ As a result, curriculum development for entrepreneurial skill acquisition for university undergraduates in Nigeria and South Africa should prioritise practical vocations in addition to theoretical knowledge, emphasising the practical dimension of entrepreneurship and equipping students with the passion and multifaceted skills required to run a business. The curriculum should also be structured to teach students skills that will allow them to function as competent and acceptable members of society, making it more functional and providing them with practical skills for real-world circumstances.¹⁹

Consequently, scholars have identified multiple reasons that have impacted the efficiency of entrepreneurial and skill acquisition programmes in underdeveloped countries worldwide. The impending problems mentioned are the main obstacles in the effort to decrease or eliminate the degree of youth unemployment for national growth and development. These encompass various items, without being restricted to the ones mentioned below:

¹³ O B Umo and E E Okon, "Components of Business Education Curriculum and the Development of Entrepreneurial Skills among Undergraduates in Nigerian Universities," *Journal of Entrepreneurship Education* 26 (2023): 1–25.

¹⁴ Emmanuel Edoja Achor, Peter Agogo, and Emmanuel Dodo, "Curriculum Contents of Entrepreneurship Programme and Its Impact on Basic Students' Skills Acquisition in Entrepreneurship in Benue State Nigeria," *International Journal of Vocational and Technical Education Research* 6, no. 2 (2020): 11–34.

¹⁵ Samuel O Olutuase, Pradeep Brijlal, and Bingwen Yan, "Model for Stimulating Entrepreneurial Skills through Entrepreneurship Education in an African Context," *Journal of Small Business & Entrepreneurship* 35, no.2(2023):263–83.

¹⁶ Olutuase, Brijlal, and Yan, "Model for Stimulating Entrepreneurial Skills through Entrepreneurship Education in an African Context."

¹⁷ Umo and Okon, "Components of Business Education Curriculum and the Development of Entrepreneurial Skills among Undergraduates in Nigerian Universities."

¹⁸ Umo and Okon, "Components of Business Education Curriculum and the Development of Entrepreneurial Skills among Undergraduates in Nigerian Universities."

¹⁹ Abiodun Isaac Oyebola, Saac Adeyemi Ireferin, and Titilayo Olubunmi Olaposi, "Evaluation of Entrepreneurship Education in Selected Nigerian Universities," *Journal of Entrepreneurship and Innovation Management* 4, no. 2 (2015): 49–75.

Institutional Framework

Existing literature has demonstrated that the institutional framework plays a crucial role in determining the success and efficacy of entrepreneurship and skill education in Africa.²⁰ Hence, it is imperative to consider institutional attributes such as culture, structures, mechanisms, resources, and financial/network support initiatives when designing and implementing entrepreneurship and skill education programmes in tertiary institutions.²¹ The effectiveness of entrepreneurship education and skill development in promoting entrepreneurial skills in students depends on the availability and use of certain institutional elements.

Political and Administrative Corruption

Corruption is prevalent in numerous developing nations.²² Political and administrative corruption hinders the growth and development of developing nations. The cankerworm devours the cultural, political, and economic foundations of the global south, causing the vital organs of these regions to cease functioning. Although Nigerian and South African institutions have implemented entrepreneurial skill acquisition programmes, corruption hinders their efficiency by causing mishandling and theft of funds allocated for this purpose. Therefore, in both Nigeria and South Africa, corruption acts as a barrier to achieving entrepreneurial education and skill acquisition, which are crucial for driving economic development. Additionally, corruption hinders innovation and the introduction of new activities in the market, while also impeding efforts to reduce youth unemployment.

Absence of Capital, Skills, Support, and Market Opportunities

Lack of initial funding, assistance, and market prospects for new entrepreneurs hinders the progress of entrepreneurship programmes in higher education curricula. The lack of financial support for start-up businesses and the limited market opportunities for selling products after acquiring skills in school have intensified the challenges faced by entrepreneurship education in tertiary institutions. Brixiova et al argue that young entrepreneurs in Southern Africa identify the absence of capital, skills, support, and market prospects as significant barriers to their entrepreneurial aspirations. Another significant barrier was the absence of connections to professional networks.²³

Lack of Entrepreneurship Professionals in Academia, Materials, and Equipment in the Tertiary Institutions

Due to the novelty of entrepreneurship as an academic discipline, the connection between human capital and productive entrepreneurship poses a limitation on the implementation of entrepreneurship skills courses in higher education curricula. The lack of materials and equipment for school-based courses impeded the achievement of entrepreneurial education. TVET colleges and institutes in Nigeria and South Africa have poor student admission rates because they lack current teaching materials and equipment. Rudhumbu argues that the primary obstacle to establishing entrepreneurship education in Africa is the scarcity of resources and equipment for skill training initiatives.²⁴

²⁰ Paul Jones et al., "Entrepreneurship in Africa, Part 2: Entrepreneurial Education and Eco-Systems," *Journal of Small Business and Enterprise Development* 25, no. 4 (2018): 550–53; Michael James Mustafa et al., "Entrepreneurial Intentions of University Students in an Emerging Economy: The Influence of University Support and Proactive Personality on Students' Entrepreneurial Intention," *Journal of Entrepreneurship in Emerging Economies* 8, no. 2 (2016): 162–79; Alain Fayolle, Benoît Gailly, and Narjisse Lassas-Clerc, "Assessing the Impact of Entrepreneurship Education Programmes: A New Methodology," *Journal of European Industrial Training* 30, no. 9 (2006): 701–20; Galina Shirokova, Oleksiy Osiyevskyy, and Karina Bogatyreva, "Exploring the Intention–Behavior Link in Student Entrepreneurship: Moderating Effects of Individual and Environmental Characteristics," *European Management Journal* 34, no. 4 (2016): 386–99.

²¹ Jones et al., "Entrepreneurship in Africa, Part 2: Entrepreneurial Education and Eco-Systems."

²² K.B. Esmail, M. Mohammadhossein, and B. Reza, "Administrative Corruption and the Challenges of Entrepreneurship Development," *UCT Journal of Management and Accounting Studies* 6, no. 4 (2018): 1–10.

²³ Zuzana Brixiová, Mthuli Ncube, and Zorobabel Bicaba, "Skills and Youth Entrepreneurship in Africa: Analysis with Evidence from Swaziland," *World Development* 67 (2015): 11–26.

²⁴ Norman Rudhumbu, "Implementation of the Technical and Vocational Education and Training Curriculum in Colleges in Botswana: Challenges, Strategies and Opportunities," *International Journal of Training Research* 20, no. 2 (May 4, 2022): 160–77, <https://doi.org/10.1080/14480220.2021.1990106>.

Over Over-theoretical-based Curriculum

The general entrepreneurial skills acquisition training programmes conducted in higher education institutions, excluding TVET centres, were ineffective due to their predominantly theoretical learning techniques. The entrepreneurship education provided in the CAPS South African curriculum and the CCMAS (formerly BMAC) curriculum in Nigeria is primarily theoretical, with a focus on acquiring knowledge rather than practical skills. However, there is a general entrepreneurship practice class offered to all undergraduate students, which provides some practical skills. It is worth noting that this class is not mandatory in some public institutions.

Lack of an Integrated Approach to Entrepreneurship and Innovation Programmes

The absence of a comprehensive methodology has been acknowledged as another hindering factor impacting entrepreneurship education in Africa. To counterbalance the excessive emphasis on core courses, higher education programmes and disciplines need to adopt an integrated approach that incorporates entrepreneurial education into the primary and secondary levels of the curriculum. This response would have provided a more comprehensive analysis of the importance of entrepreneurial education for both students and educators in higher education institutions. Hence, computer science must be included as a fundamental component of primary school curricula, as it has been implemented in the United States of America²⁵ and various European countries, both as a topic and as a way of thinking.²⁶

Furthermore, existing literature revealed that to effectively reduce youth unemployment in Nigeria and South Africa, higher education lecturers, industry-based employers, and undergraduates must be involved in the design and review of the curriculum for entrepreneurial and skill acquisition. This will ensure that the curriculum meets the requirements for developing entrepreneurial skills, as stated by Umo and Okon.²⁷ In addition to Technical and Vocational Education Training (TVET) colleges in South African provinces and the Centre for Skill Acquisition and Entrepreneurial Development (CSAED) in Nigeria, it is proposed that fully-funded and well-equipped model entrepreneurship centres be established in all tertiary institutions in both Nigeria and South Africa. These centres will prioritise practical exposure and the acquisition of functional skills. This recommendation is supported by Jacob et al.²⁸

The study also discovered, through existing literature, that the pre-vocational studies curriculum should be revised to include more practical-focused material across all fields in all higher education institutions. Furthermore, it is essential that teachers in entrepreneurship education, regardless of their level of teaching, have thorough training and motivation to guide students through the necessary internship training, as suggested by Achor et al.²⁹ Moreover, the literature research revealed that entrepreneurial education that does not adequately consider contextual features may not effectively produce the desired results.³⁰ Hence, there is a necessity for a well-tailored curriculum that encompasses national, local, and particularly, institutional factors.

In conclusion, the study found that various education agencies, including primary and secondary school boards, the Department of Basic Education, the Department of Higher Education and Training, the Council on Higher Education, the National Board for Technical Education, the National Commission for Colleges of Education, and the National University Commission, are working together to identify additional entrepreneurship and skill development programmes. The goal of these efforts is to minimise graduate unemployment upon completion of education. The study also discovered, based on the previous research conducted by Emeribe et al., that an adequate allocation of human and material resources is

²⁵ Sang M Lee, Daesung Chang, and Seong-Bae Lim, "Impact of Entrepreneurship Education: A Comparative Study of the US and Korea," *The International Entrepreneurship and Management Journal* 1, no. 1 (2005): 27–43.

²⁶ European Commission, "Effects and Impact of Entrepreneurship Programmes in Higher Education," 2012, <http://ec.europa.eu/DocsRoom/documents>.

²⁷ Umo and Okon, "Components of Business Education Curriculum and the Development of Entrepreneurial Skills among Undergraduates in Nigerian Universities."

²⁸ S. Jacob and A. Ariya, "Teaching Entrepreneurship Education in Tertiary Institutions and the Disposition of Social Studies Students towards Self-Reliance in Plateau State, Nigeria," *Int. J. Educ. Res.* 3, no. 95 (2020): 108.

²⁹ Achor, Agogo, and Dodo, "Curriculum Contents of Entrepreneurship Programme and Its Impact on Basic Students' Skills Acquisition in Entrepreneurship in Benue State Nigeria."

³⁰ Olutuse, Brijlal, and Yan, "Model for Stimulating Entrepreneurial Skills through Entrepreneurship Education in an African Context."

necessary for entrepreneurship education to facilitate the transfer and acquisition of information, skills, and competencies.³¹ The objective is to incorporate and enhance entrepreneurial skill training in the school curriculum while ensuring sufficient awareness through classroom lectures, development programmes, seminars, conferences, symposiums, and workshops.

RECOMMENDATION

It is therefore recommended from the findings of the study that;

- All educational stakeholders should intensify and sustain their efforts in the implementation of inclusive entrepreneurship education programmes into tertiary institutions' curricula.
- As finance is the bedrock of every aspect of human endeavours, the government should initiate a youth enterprise fund to serve as a motivator while in training and as start-up capital for emerging graduate entrepreneurs.
- Incorporating school-based training within the curriculum is essential for trainees to develop practical skills. This pragmatic approach, whether used in educational settings or training sessions, could have enabled the participants to acquire the necessary competencies and aptitudes demanded by the job market.
- It is also recommended that all tertiary institutions establish a model entrepreneurship centre that is adequately endowed and equipped. While the existing and dilapidated centres across the country are being renovated and are ready for use.
- An institution setting to accommodate the enabling operating system must be prioritized.
- For the effective actualisation of entrepreneurial education and skill acquisition and to drive the national economy for development, all acts of corruption should be shunned by both the political officeholders and the bureaucrats.

CONCLUSION

The formal education system is necessary for acquiring entrepreneurial skills and is crucial for national growth and development. Multiple stakeholders in the education sector, private sector, and civil society have lobbied for the incorporation of entrepreneurship as an independent subject in the official school curriculum. The necessity for acquiring entrepreneurial skills arises from the inadequacy of formal education to satisfy the current demands of the global industrialised economy, particularly in light of the increasing number of graduates in Nigeria and South Africa each year. Therefore, it is necessary to modify the curriculum of tertiary institutions to prioritise practical rather than theoretical education in entrepreneurial skill acquisition across all disciplines and educational levels. The skills and information they gain will enable them to become entrepreneurs and employers, rather than job seekers in a market with limited work opportunities. Integrating entrepreneurial skill development initiatives into tertiary education curricula might successfully address the problem of joblessness and youth unemployment in Nigeria and South Africa. However, it is necessary to take into account other factors to ensure the efficacy of these activities. These characteristics encompass providing tangible support, correcting inappropriate curricula, and allocating ample financial resources and motivation to pupils.

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³¹ Kelechi Victoria Emeribe and Michael Ekpenyong Asuquo, "Inclusive Entrepreneurship Programme: Implications for University System Effectiveness." *Online Submission* 3, no. 1 (2020): 229–37.

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