

INTEGRATING ENTREPRENEURSHIP SKILLS ACQUISITION IN THE UNIVERSITY CURRICULUM FOR NATIONAL DEVELOPMENT

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ABSTRACT

One of the weaknesses of the Nigeria's education system is its failure to prepare graduates for self-employment and business entrepreneurship. The system encourages the graduates to follow the tradition of job seeking. The general notion is that a good job is a government job, and not a job in the private sector. In Nigeria currently the economic environment has changed drastically so much so that the public sector is diminishing in job creation and economic liberalization is taking place to the extent that public enterprises are being privatized thus making the private sector an engine of economic growth. This article evaluates the introduction of entrepreneurship skills acquisition in the university curriculum. The article gives inputs on entrepreneurship skills acquisition by supporting its integration into the curriculum of universities as a panacea for self reliance. Besides extolling the benefits derivable from entrepreneurship education, the article equally points out the likely impediments of this innovative educational practice. Various affirmative action programmes for smooth implementation of entrepreneurship education in the university curriculum were adduced.

Keywords: *Entrepreneurship, self-employment, job seeking*

INTRODUCTION

Education is essentially an instrument per excellence for national stability and development. Education is a dynamic process that changes with the needs and aspirations of the society. For education to be functional there must be constant and careful evaluation of educational system. Evaluation is a generic term and it could be a value judgment based on quantitative data obtained from testing and measurement. It may be qualitative description of the behavioural traits inherent in an individual. Evaluation is also viewed as a systematic process of collection, classification, analysis, and interpretation of information to determine the extent to which the objectives have been achieved. Emaikwu (2010) affirms that evaluation is a systematic process of judging the worth, desirability, effectiveness, or adequacy of something according to definite criteria and purpose and it always answers the questions: (i) how good...? (ii) are the objectives realizable? (iii) what factors are hindering or facilitating the achievement of the desired objectives? (iv) to what extent are the objectives being achieved? (v) is the process appropriate as to lead to the desired objectives? It has been asserted that education operates on the fundamental understanding that it will

lead to changes in people's attitudes, skills, competencies, beliefs, and perspectives. There could be no meaningful development in any country where its educational system is bedeviled by crisis of confidence. Education in Nigeria today is crisis ridden. To catch a glimpse of it, UNICEF in its report in 1999 pointed out that about 4,000,000 Nigerian children have no access to basic education. Majority of those that are 'lucky' to enter schools are given sub-standard education. As at the time UNICEF made this assertion primary and secondary schools enrolment in Nigeria was at 23,210,576.

Today, Nigeria has more than 100 degree awarding tertiary institutions. Statistics shows that approximately 43% of the nation's population falls within the age bracket of 6-15. This means that out of 135 million population about 58.05 million are under the age of 15 years old, that is, school going age. Between 1999 and 2004 the average success rate of students in JAMB examination was 10.42%. In 2005, 1.5million students took the examination and 200,000 passed, that is, 13.3% while universities in Nigeria could only take 147,000. Had all students passed the examination the universities in Nigeria could have only accommodated 9.8%. Thus the tertiary education model is ridden with what is technically known as funnel syndrome. This means that we are educating only a fraction of the critical mass of the society, while neglecting a larger uneducated mass.

Moreover, a large number of children in primary school level gets drastically reduced at secondary school level and only a handful could make it to tertiary level. The consequences of these are that there is mass production of miscreants, the disaffected and the rejected, the misdirected, the unlearned, the angry, the wronged, agitated and hopeless. Of course the leaders we are producing cannot compete globally, and even our local market is rejecting our products. There has been a series of government activities geared towards ensuring the provision of education so as to develop the citizens in particular and the society in general. Despite the pragmatic reforms in educational system which include inter alia, policy formulation, encouragement of public-private sector initiative, setting of minimum standards and huge investment in education, the pertinent question that keeps begging for answer is that what type of education should be pursued to provide succour to the contemporary individual and the societal needs in line with realities of global best practices?

The type of education a nation gives to her citizen determines the success of such citizen in the highly competitive global economy. With the fast changing economic trends as a result of globalization the educational system of a developing nation like Nigeria can not afford the luxury of producing manpower that is poorly equipped to grapple with the demanding market variables. The type of manpower such a country sincerely requires is one that is adequately armed with worthwhile skills that can readily ensure the survival of the citizens in the uncertain world of business and terribly saturated labour markets. It is only then that the right quality manpower would be produced by our institutions, armed with the right skills to be self-dependent and be able to contribute meaningfully and significantly to national growth and development. One of the major weaknesses of the Nigeria's education system is its

failure to prepare graduates for self-employment and business entrepreneurship. It encourages the graduates to follow the tradition of job seeking. The general notion is that a good job is a government job, and not a job in the private sector. In Nigeria the economic environment has changed drastically so much so that the public sector is diminishing in job creation, and economic liberalization is taking place to the extent that public enterprises are being privatized thus making the private sector an engine of economic growth. Higher education may have contributed immensely in raising the level of educated Nigerian youth but may have failed in giving them the necessary orientation for self-reliance in the absence of paid employment in the country on graduation. With the army of unemployed graduates roaming the street every day, one wonders how far tertiary institutions in Nigeria have contributed to the socio-economic growth and development of the country. It is quite indubitable that Nigeria is metamorphosing in all ramifications and education is expected to take a centre stage. Every positive development goes with change and change is always a dynamic process. Unemployment and poverty have become serious threats to Nigeria's development. These social vices have bred social ills such as armed robbery, youth restiveness, prostitution, hostage taking, and human trafficking.

These emerging issues call for education that will re-orientate the mindset of youths towards enterprises, job creation, and poverty alleviation. To meet the global challenges the curriculum of tertiary institutions needs to be overhauled to take care of some inadequacies. Ekong (2008) posits that institutions of higher learning in Nigeria have concentrated more on theoretical and abstract instructional deliveries, focusing only on cognitive development and consequently turning out non-entrepreneurial skilled graduates into labour markets. Curriculum experts have attested that there is the need to change from the hangover effects of theoretical liberal academics education which focused only on cognitive development to the utter neglect of entrepreneurship education that has its focus on practical occupational skills for self-employment, self-reliance, and sustainable development. It would only take innovative economic system built upon the entrepreneurship foundation to keep an edge in the new knowledge-based global market system in the 21st century and beyond. In recent times it is globally acclaimed that entrepreneurship education through creation of new venture is a major engine of economic growth or a panacea for the stagnating or declining economic activity (Matlay, 2005).

The clamour for entrepreneurship education is getting louder and persistent. It has become a dominant topic of discussion in very many conferences and training workshops. The heightened tempo of the discourse is attributable to high unemployment and poverty that have resulted to increase in crimes and social vices in Nigeria. Entrepreneurship education is a curriculum innovation for the school system designed to be a deliberate novel, specific change which is thought to be efficacious in accomplishing the goals of a system. This curriculum innovation is predicated by the increasing rate of youth unemployment and general lack of entrepreneurial culture in the country. Its adoption is aimed at producing graduates with the right mind-set

for starting business of their own and in the same vein, motivating others to start-up businesses for economic reliance. The introduction of entrepreneurship education in the curriculum of tertiary institution is looked upon as the most effective way to fast-track the transition of growing graduate population from theoretical education to the world of work. The government is optimistic and desirous of developing a concept of entrepreneurship education at all levels of education in the country.

The entrepreneurship education programme which originally was restricted to academic programmes of business schools is introduced as integrated academic offerings for all classes of learners irrespective of their disciplines in Nigerian tertiary institutions. The ultimate goal of this curriculum innovation is to prepare and develop entrepreneurs who will chart a new economic development course for the nation in the 21st century and beyond as well as to develop entrepreneurial minded individuals, many of whom will go to create small and big businesses which will drive economic competitiveness at the national and global levels. Entrepreneurship education is a new entrant into the university curriculum in Nigeria. From all indications, it is also a new entrant into the curricula of many nations' universities in the world. As new as the entrepreneurship education is in the various curricula, it is becoming topical in certain circles. This paper assesses the integration of entrepreneurship education in the university curriculum and its implication for national development.

THE CONCEPT OF ENTREPRENEURSHIP EDUCATION

Entrepreneurship education is the education provided to develop the individual in the skills, attitudes, competencies, beliefs and the perspective of conceiving, planning, starting an enterprise for sustained benefits. Entrepreneurship involves risk-bearing, property right and responsibility as well as freedom which is the power of independent decision making by an entrepreneur or groups without external interference. It also covers the possession of relevant skills and competencies for wealth creation, resource production and utilization or reinforcing the potentiality of available resource inputs for wealth creation. Entrepreneurship also covers the series of enterprise dexterity, proficiency, competence, adaptability, prowess of creativity, taking and bearing risks of an enterprise, managing, innovating and manipulating conditionality to derive sustained benefits. The infusion of the entrepreneurial skills, competencies, knowledge, attitudes, values and ethics into students is what is commonly referred to as the entrepreneurship education.

Ojo and Gbinigie (2006) opined that an educational system that helps the youth to develop a mind set on creation of jobs at an early time in life may just be the solution. This can be achieved through the designing and teaching of a combination of courses usually drawn from the social and management sciences comprising Economics, Psychology, Sociology, Law, Management courses, Computer and Information Technology. Entrepreneurship education involves opportunity recognition, commitment of resources and creation of a business of value to deliver the goods and services (Nwosu, 2004). Entrepreneurs often manage aggressively and invoke innovative strategies and practices to achieve their motives. Entrepreneurship

education operates on three major principles namely: the principle of conservation, recycling and restoration. The conservation principle is based on conservation and protection of resources from extinction and to make sure that there is continuity in such resources. Recycling principle believes in the transformation of products or by-products to something new that can be used for other purpose.

It is a principle of 'nothing is a waste'. Restoration principle is based on refurbishing and putting back to use the resources that have broken down through turn around maintenance. The essence of these principles is the creation of vocational awareness at all levels of human undertakings through entrepreneurship education. Entrepreneur is one who assumes the responsibility and the risk for business operation with the expectation of making profit. Entrepreneur generally decides on the product, acquires the facilities and brings together the labour force, capital and production materials. If the business succeeds, the entrepreneur reaps the reward of profit, but if he fails, he takes the loss (Encarta encyclopedia, 2002). The roles of entrepreneur include innovation in terms of who develops a new product, a new market, or a new means of production.

In compliance with the federal government's 2007 directives to National Universities Commission (NUC), National Commission for Colleges of Education (NCCE), and National Board for Technical Education to ensure that institutions under them establish centres for entrepreneurship development as a matter of urgency, some universities have fully complied. The strategic objectives of this national policy are improving the capacity of youths to develop positive independent and innovative thought process and overall entrepreneurial mindset and the development of vocational skills as a way of stimulating future graduates towards venture creation. At the national scene, youth unemployment, economic stagnation, abundance of low quality unemployed and under-employed graduates' lack of commercial awareness, or lack of understanding of management and business environment, etc. are becoming challengeable events for entrepreneurship education to be imbibed as a key driver of the economy and hence needs to be included in the curriculum of all tertiary institutions.

THE CONCEPT OF NATIONAL DEVELOPMENT

The term 'development' relates to the stages of economic progression reached by any country and is usually measured in part by the gross national product (GNP) per head of country's population. For the purpose of considering the relationship between state of development of a nation and its educational performances, UNESCO (1995) report uses the level of literacy as a key indicator. The reason for doing so is that the connection between the levels of literacy a country achieves and its level of economic development has in recent years become increasingly important. Illiteracy is the single most important factor inhibiting economic development in developing countries but even the relatively prosperous countries find that their economic performance held back by a work force lacking in vocationally oriented skills (Encarta encyclopedia, 2002). The bottom line of national development is growth in human and material resources of a nation. When there is an improvement in the peoples' living condition

in areas like food, water, shelter, roads, transportation, medical care, we say there is development. Hence the target of development is the society or the people. According to Eriba (2006), national development is viewed in terms of the absolute structural transformation of the socio-economic, political, cultural, scientific and educational set up of a nation. It is highly advocated that development must not only be brought about but it must be sustained (Emaikwu, 2010). Sustainable development itself is an improvement in the way resources are distributed at this time and through time.

Sustainable development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the ways in which things should be done collectively either locally or globally that will invariably improve the quality of life now and in the future. Sustainable development can be attained through the integration of human and material resources. Human development focuses on the development at the service of people's well-being which is concerned with the building of human capital while sustainable development ensures the harmonious interaction of changes due to utilization of resources, direction of investment, technology orientation as well as institutional changes. Poverty which has no geographical boundary is seen in all parts of the country (Osimibi, 2003). Although Nigeria is regarded as the giant of Africa, it is not reflected in the living standard of its citizens. This situation is traceable to unemployment. It is universally acclaimed that the most potent cure for poverty is education.

Implication of entrepreneurship skill acquisition in the university curriculum

If entrepreneurship education forms an integral part of the general education, then the total "vocalization" of education will be achieved. "Vocalization" is seen as the introduction of skill development into school programme based on identified occupational area with a view to making the recipient of the training self-employed and self sustained. The introduction of the entrepreneurship skill acquisition into educational system will enable the youth to become enterprising, innovative and creative. They will be job creators rather than job seeker in the economic system of any country. The introduction of the entrepreneurship education in the educational system will naturally consolidate developed partnerships that will promote the possibility of harnessing diverse ideas, knowledge, expertise, experiences and skills for national development. The resultant effect will be effective and efficient resources management, sustained economic development as well as scientific and technological breakthrough (Ekong, 2008).

Entrepreneurship skills acquisition could lead to viable economy with more employers rather than employees thereby having a cream of capable men and women who will positively influence the national economy and who could participate in the development process. The national environment will become a business economy, rationalizing social inequalities in pursuant of the human-centred socio-economic development and reforms. Recent reports released by national university commission

(2004) confirm that only about 40% of our university graduates are able to get paid employment in the public sector within five years of graduation. Entrepreneurship education offers students the opportunity of helping them to anticipate and respond to changes. Students learn that though a job may be successfully accomplished today by performing certain task, tomorrow entirely new set of skills may be required and because businesses are always changing, workers need to find out ways of doing a given job (Bettina, 1991). Entrepreneurship education is bound to provide graduates with competencies that enhance enterprising skills, competencies of being a manager and those of a business owner (Dixon, Meier, Brown and Custer, 2005).

The introduction of entrepreneurship skills acquisition in the university curriculum will also have implication on the youth transformation, reducing youth restiveness, robbery, political thuggery, unemployment, etc. The problem of resource wastage, wastage of capital and corruption will be a thing of the past. The tendency of greed will be reduced, as this form of education will ensure transparency in financial management among entrepreneurs and subsequent transfer to the public life, transparency will of course become a living principle which will consequently be a culture in the wilder sector of the economy, national development will become an assured project (Ekong, 2008).

The inculcation of entrepreneurship skills in the students of tertiary institution will lead to the creation of awareness and understanding of the socio-economic and environmental situation for sustainable national development. It will ensure stable national growth in the provision of employment options for Nigerian graduates. Entrepreneurship education could lead to capacity building of the beneficiary mentally, physically and intellectually thereby placing them on the advantage of acquiring, interpreting, extrapolating information and consequently applying such capacities in building self in particular and the nation in general. The inculcation of entrepreneurship skills acquisition in the university education could provide the needed solution to the complex developmental problems of the nation such as resource wastage, hunger, disease control, etc. It will lead to opportunities for individual and collective development of latent potentialities for self fulfillment and actualization. Moreover, the general avoidable ignorance and poverty will be reduced if not totally eliminated among graduates in as much as entrepreneurship skills acquisition is embraced.

The importance of entrepreneurship education lies in creation of jobs, stimulation of innovation, and provision of opportunities for diverse people in the country (Gomez-Mejia and Balkin, 2002). Entrepreneurship according to them begins with the choice of an idea for a business, followed by the development of a business plan, the selection of the most appropriate type of legal structure to operate under, obtaining the necessary financing and dealing with growth and expansion which leads to involvement of more people as employees and creation of new markets. This goes a long way to controlling some social problems which the society would have been battling with. The benefits of entrepreneurship according to Manu, Nelson and Thiongo (2005) are increment in the value of local resources, promotion of technology,

increment in capital formation, and investment, and promotion of entrepreneurship culture. The integration of entrepreneurship education in the programme of university may hopefully bring about the desired brand of indigenous entrepreneurs who will be capable of establishing and managing business for job creation, goods production, service rendering, profit making and general national development. The small scale business that may spring up as a result of motivation given to learners at various levels of education in the country will impact positively on the Nigerian society and accelerate the development process in the country in many ways. The social benefits derivable from the activities of small scale businesses include transformation of traditional or indigenous industry, stimulation of indigenous entrepreneurship and technology, creation of jobs, redistribution of wealth and income.

Impediments to entrepreneurship education in Nigeria

One of the major obstacles likely to impede the entrepreneurship education is that teachers lack motivation and specific training. The efforts that teachers devote to practice-based activities, sometimes even outside their normal working hours are not recognized as official task. Nigeria government has not thought it necessary to establish an entrepreneurship education centres to develop and coordinate entrepreneurship at different ministries, organizations, and educational administration. In the few areas where the centres are established, these centres are not adequately funded by relevant authorities. Sourcing of project capital has always been the bane of the new ventures in Nigeria. Private partnerships are crucial to the development of entrepreneurship education. The establishment of school-business community link is a key element of successful programmes. This process is not encouraged in Nigeria thereby hindering the effective development of entrepreneurship education.

Private actors are becoming more involved in education by sponsoring specific initiatives and participating directly in teaching as mentors. This involvement is not seen as by firms as a long term investment as well as important aspect of their corporate social responsibility. Students pursuing higher education are not often encouraged to be involved in one profit yielding venture or the other as way of preparing them for the world of work on graduation (Ekong, 2008). Entrepreneurship skill acquisition course is often housed in general studies department in many universities and taught by lecturers who do not possess any basic training in entrepreneurship education and hence lack the skills to impart the knowledge effectively. It is only trained teaching personnel that can understand and impart entrepreneurial subject matter in an inspiring manner to develop entrepreneurial minded students who will meet the nations' economic goals (Matlay, 2005). Government tax policies on small businesses could discourage entrepreneurial industrial development. Government hardly creates enabling environment under which entrepreneurship would flourish. The presence of legislative constraint often leads to imposition of multiple taxation and levies on small business.

CONCLUSION AND RECOMMENDATIONS

The challenges of curbing unemployment in the country are enormous. The fire brigade approaches often embarked upon by various administrations in Nigeria hardly addresses the problem. The global economy which Nigeria is a major participant does not encourage idleness in any form. Nigerian youths are virtually idle and this has deleterious effect on our economy. Politicians are happy about this high rate of unemployment because of the opportunity it offers them in getting thugs with ease. Entrepreneurship education in university curriculum is a panacea for this awful situation in the country in the 21st century. A weak economy leads to under development of a country. The weakness of any nation results mainly from lack of entrepreneurial skills among the citizenry. It is the level of development of entrepreneurship that largely determines the growth and development of a country.

Entrepreneurship is a rare attribute in any community and the success and failure of any society depends on it. Entrepreneurship is the oil that lubricates the national economy. Skillful business activities make a nation to survive. It involves having the energy, patience, the hard work, the courtesy, the honesty, the foresight, that makes for success in business. Entrepreneurship skill acquisition has become a high priority area in Nigeria today because government has implicit faith and confidence in it as a solution to the problem of unemployment and under-utilization of the human resources. The integration of the entrepreneurship skill acquisition in the university curriculum will give students an opportunity to combine and coordinate all the elements of business management and it will also inculcate entrepreneurial mind-set as well as motivate the students to setup their business ventures on graduation. Conclusively, entrepreneurship education is an innovation that is long overdue to be completely integrated in the national goals as well as educational philosophy of Nigeria. This innovation if implemented is sure to cause changes in the educational landscape, unemployment, poverty and improves national development. No further time should be wasted in making entrepreneurship education a core curriculum in all Nigerian tertiary institutions.

Tertiary institutions should be given practical support and incentives to encourage take-off of entrepreneurship activities and programmes through a range of different instruments. Special training should be given to teachers through initial and in-service training as well as practical experiences through the raising of the awareness about the entrepreneurship education. Teachers of entrepreneurship education who have no formal education in entrepreneurship should be encouraged by their institution to undergo in-service training in entrepreneurship in universities. University curriculum should be modified to include entrepreneurship education as one of the core course units to be offered then followed by implementation guidelines. No further time should be wasted in making entrepreneurship education a core curriculum in all Nigerian tertiary institutions. The use of students' mini-companies on campuses should be promoted. In that context the activity of organization promoting these programmes should be recognized and their initiatives should be

systematically supported. Students pursuing higher education should be encouraged to be involved in one profit yielding venture or the other as way of preparing them for the world of work on graduation. Specifically, students should be assisted to start businesses while in school or in training institutions. There is the need for a strengthened link or collaboration between the classroom teachers, students and local entrepreneurs. National annual conferences should be arranged with a view to developing knowledge through subject-related lectures. The conferences should exploit experiences from other countries' work on entrepreneurship in education. Collaboration with other players in the implementation of the annual entrepreneurship conference must be considered each time. The entrepreneurship education policy must be anchored in specific skills and pedagogy methods of the different academic disciplines with teachers building up their skills through developmental work, practical research work and experiences. Cooperation between educational institution and business community should be encouraged. Involvement in education should be seen by firms as an investment and also an aspect of their corporate social responsibility.

Successful entrepreneurs should be involved in entrepreneurship education as role models, resource persons from time to time in the business of entrepreneurship education in our universities. Teacher trainers should use appropriate training methodologies such as use of guest-speakers drawn from local business community, banks, past-graduates who have set their own businesses, small enterprise development organizations, etc. Teacher trainers should prepare training materials and aids such as teachers' guide, trainee's manuals, book of case studies, book containing profiles of successful men and women in the society. Entrepreneurship education sensitization and awareness programmes should be created. This is expedient for the people to know about self-employment and business in their environment.

In order to enhance self-employment, entrepreneurship education should be integrated in the curricula from secondary to tertiary levels of education in the country. This infusion will invariably strengthen the weakness of the current university educational system. New business creation programmes should be organized for pass-outs in order to reinforce the vocational skill programmes initiated by various administrations in Nigeria. Entrepreneurship education should be made a new focus of the National Youth Service Corps (NYSC) scheme so that the NYSC year should be seen as a period of internship. The vision of entrepreneurship education should be that of teaching it in all tertiary institutions in all disciplines. Entrepreneurship skills acquisition should be made compulsory for all tertiary education students who wish to survive and thrive far into this 21st century. Every body needs entrepreneurship education. The management of a law chamber, hospital, a supermarket, a poultry farm, a fishery, a carpenter workshop, a GSM outfit, a restaurant, a textile shop, a tailoring outfit, etc. all need entrepreneurship skills to be successful in their businesses. Government tax policies on small businesses should be reviewed to encourage entrepreneurial industrial development. For effective management and implementation of entrepreneurship skills acquisition in the university system, there is the urgent

need to establish a functional centre for entrepreneurship development (CED) and a director who has the requisite training in entrepreneurship should be appointed to coordinate the activities of the centre. The operational structure of the centre for entrepreneurship development is presented and the major responsibilities of its units appear thus:

1. Entrepreneurship education unit

- i Selection of teaching staff and course allocation
- ii Liaison role with all faculties for entrepreneurship teaching effectiveness
- iii Monitoring and control of entrepreneurship education
- iv Academic planning for centre
- v Registration of students for entrepreneurship courses, and
- vi Other responsibilities

2. Students' entrepreneurship activities unit

- i Coordination of all students' entrepreneurship organizations
- ii Organization of excursions and field study exercises to SMEs for entrepreneurship education purposes
- iii Organization of seminars and workshops on entrepreneurship for student population
- iv Entrepreneurship counseling to students
- v Delivery of academic papers on entrepreneurship at students' activities fora
- vi Other related responsibilities

3. Vocational skills acquisition unit

- i Identification and organization of vocational skill areas
- ii Development and management of skills inventory
- iii Coordination of activities of skills acquisition workshop
- iv Identification and management of skills acquisition centres
- v Ensuring the effectiveness of all skill training exercise, and
- vi Other related responsibilities

4. Entrepreneurship extension service and venture development unit

- i Organization and delivery of workshops/seminar for MSMEs
- ii Development of an inventory of workshop issues
- iii Vocational skills training
- iv Provision of consultancy to MSMEs
- v Assistance/consultancy in venture creation for MSMEs
- vi Development and management of agro-based companies for the University
- vii Technology/business inculcation and marketing, and
- viii Other related responsibilities

5. Entrepreneurship research, linkage and staff development unit

- i Engagement in entrepreneurship research and publications
- ii Organization of academic seminars, workshops and conferences on entrepreneurship
- iii Engagement in collaborative research, linkages and networking
- iv Staff training and development, and
- v Other related services

The above strategic plan will invariably foster effective and efficient entrepreneurship skills acquisition in the university system.

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