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ENTREPRENEURSHIP EDUCATION IN SECONDARY SCHOOLS IN CENTRAL SENATORIAL DISTRICT OF ADAMAWA STATE, NIGERIA: CHALLENGES AND STRATEGIES FOR IMPROVEMENT

Mr. Luka Lawson
Department of Educational Foundation
School of General Education
Federal College of Education, Yola
Adamawa State
lawsonluka9@gmail.com; +2348036484094
&
Mal. Aminu Ayuba
Department of Educational Psychology
School of General Education
Federal College of Education, Yola
Adamawa State

ABSTRACT
This paper focuses on challenges and strategies for improvement on entrepreneurship education in Secondary Schools in Central Senatorial District of Adamawa State, Nigeria. Five research questions were raised to guide the conduct of the study. The descriptive survey research design was adopted for this study. The researcher selected and used a sample of 35 secondary schools from 7 local government areas in Adamawa Central Senatorial District, 560 respondents comprising of 105 secondary school administrators, 105 entrepreneurship education teachers and 350 secondary school students from the 35 selected secondary schools. The stratified Random sampling method was used to select the sample population. The questionnaire method of data collection was used as instrument for the collection of data for the study. The questionnaire consisted of 39 items developed using the modified 4-point Likert scale of strongly Agreed (SA), Agreed (A), Disagreed (D) and strongly Disagreed (SD). The data collected for this study was analyzed using the mean score method of data analysis. An attempt has been made in this paper to highlight the insights of entrepreneurship education for self-reliance and economic development in Nigeria. In conclusion the paper revealed that despite the impact of entrepreneurship education, the field is "stalled" due to some challenges like corruption, bad policy and

mismanagement of resources. Based on the above conclusion, the following recommendations were put forward: the government should strive to release up to 26% of their annual budget for education as suggested by UNESCO. This enhances the provision of necessary materials, equipment and personnel needed for full implementation of entrepreneurship education in Nigeria and a new and workable education policy should be provided that favour the smooth implementation of entrepreneurship education at all levels of education.

Keywords: Entrepreneurship Education, Secondary Schools Challenges and Strategies for Improvement

Introduction

Nigeria as a country is bedevilled with myriad challenges hampering it development as a nation. Okeke and Adikpa (2014) are of the view that Nigeria today faces a number of challenges which can only be met if it has innovative, well- educated, and entrepreneurial citizens who, whatever their walks of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them.

Despite the government's effort at solving these challenges and job creation, there seems to be no headway to solving these problems. This is because most school leavers in the country roam the streets in search of jobs with little or no success, regardless of policy programmes such as National Directorate of Employment (NDE) and others (Babalola, 2007). Entrepreneurship education, therefore, seems to be a solution. However, this necessitated the federal government to give a directive to all Educational Institutions to include Entrepreneurship Education as a mandatory and core course for all the students at all levels of education (Hafiz & Sa'ad, 2015 and Aja-Okorie and Adali, 2018).

From the above, it has become necessary to train students on entrepreneurial skills especially in this era of the digital economy (Hamida, Taiba, & Embonga, 2017). Hence, entrepreneurship education has been identified as the major determinant of job creation (World Bank Group, 2016). Entrepreneurship and entrepreneurship education is viewed as a solution to solving the fast-changing economic demands across the globe and has been recognized as a path to sustainable

economic development (Jeff, 2013). This is because Entrepreneurship and entrepreneurship education touches on the dynamics of a complex, multifaceted, interrelated ecosystem (Matlay and Westhead 2007).

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. It is made of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds (UNESCO, 2008). It goes beyond business creation. It is about increasing students' ability to anticipate and respond to societal changes. It is also seen by UNESCO as education and training which allows students to develop and use their creativity and to take initiative, responsibilities and risks.

Despite the recognition of entrepreneurship and entrepreneurship education in driving global economic development (Acs and Audretsch 2010 and García-Rodríguez, 2017), many of the aims of Entrepreneurship and entrepreneurship education are yet to be achieved (Fayolle 2005; Honig 2004 and Shepherd 2004). It is in line with the above that the main thrust of this paper is to examine entrepreneurship education in secondary schools in central senatorial district of Adamawa state, Nigeria with particular references to its challenges and strategies for improvement

Research questions

Five research questions were raised to guide the conduct of the study. The research questions are:

1. What are the objectives of entrepreneurship education in secondary schools in Central Senatorial District of Adamawa State?
2. What are the methods of implementing entrepreneurship education in secondary schools in Central Senatorial District of Adamawa State?
3. What are the envisage impact of entrepreneurship education in secondary schools in Central Senatorial District of Adamawa State?
4. What are the challenges of entrepreneurship education in secondary schools in Central Senatorial District of Adamawa State?

5. What are the strategies for improving entrepreneurship education in secondary schools in Central Senatorial District of Adamawa State?

Research Method

The descriptive survey research design was adopted for this study. The population for this study is made up of all secondary schools, all School administrators, teachers teaching entrepreneurship education and all secondary school students in Adamawa Central Senatorial district. Due to the large number of schools, school administrators, teachers teaching entrepreneurship education and all secondary school students in Adamawa Central Senatorial district the researcher selected and used a sample of 35 secondary schools from 7 local governments areas in Adamawa Central Senatorial District, 560 respondents comprising of 105 secondary school administrators, 105 entrepreneurship education teachers and 350 secondary school students from the 35 selected secondary schools. The stratified Random sampling method was used to select the sample population. The questionnaire method of data collection was used as instrument for the collection of data for the study. The choice of questionnaire for this study was because it is easy to administer, scored and interpreted. More so, it was considered one of the most suitable research instruments for obtaining the relevant data for this magnitude of study. The questionnaire consisted of 39 items developed using the modified 4-point Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) and was face validated by two experts in research methodology from Federal College of Education, Yola. To determine the reliability of the instrument, it was trial tested with 20 staffs of Federal College of Education, Yola. The reliability of internal consistency was established using the split-half method and computed using the Pearson product moment method of correlation. The reliability estimate yielded 0.81 which indicated that the instrument was reliable. The data collected for this study was analyzed using the mean score method of data analysis.

Result Presentation

Research Question one: What are the objectives of entrepreneurship education in secondary schools in Central Senatorial District of Adamawa State?

Table 1: Objectives of Entrepreneurship education

S/N	ITEM	Mean	Decision
1	To offer functional education for the youth that will enable them to be self-employed and self-reliant.	3.34	Agreed
2	Provide the Students with adequate training that will enable them to be creative and innovative in identifying business opportunities.	3.32	Agreed
3	To serve as a catalyst for economic growth and development	3.50	Agreed
4	Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.	3.49	Agreed
5	To reduce high rate of poverty	3.52	Agreed
6	Create employment generation	2.90	Agreed
7	To reduce rural-urban migration	3.01	Agreed
8	Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized business.	3.23	Agreed

From the analysis in table one above, it is clear that the objectives of entrepreneurship education include: to offer functional education for the youth that will enable them to be self-employed and self-reliant, provide the students with adequate training that will enable them to be creative and innovative in identifying business opportunities, to serve as a catalyst for economic growth and development, offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible, to reduce high rate of poverty, create employment generation, to reduce rural-urban migration and to provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized business. This assertion is supported with calculated mean scores of: 3.34, 3.32, 3.50, 3.49, 3.52, 2.90, 3.01 and 3.23 respectively.

Research Question Two: What are the methods of implementing entrepreneurship education in secondary schools in Central Senatorial District of Adamawa State?

Table 1: Methods of implementing Entrepreneurship education

S/N	ITEM	Mean	Decision
1	Regular entrepreneurship method	3.22	Agreed
2	Corporate entrepreneurship method	3.47	Agreed
3	Social entrepreneurship or social venturing method	3.06	Agreed
4	Public sector entrepreneurship method	3.13	Agreed
5	Group discussion inclusive of enriching scope of materials method	3.59	Agreed
6	networking and learning by doing in group setting method	3.32	Agreed
7	collaborative and creative work by students method	3.29	Agreed
8	Individual characteristics, capacities, and potentials as units.	3.50	Agreed

The analysis in the above table revealed that: Regular entrepreneurship, Corporate entrepreneurship, Social entrepreneurship or social venturing Public sector entrepreneurship, Group discussion inclusive of enriching scope of materials, networking and learning by doing in group setting, collaborative and creative work by students method and Individual characteristics, capacities, and potentials as units are the methods for implementing entrepreneurship education in the school system. This is supported with calculated mean scores of: 3.22, 3.47, 3.06, 3.13, 3.59, 3.32, 3.29 and 3.50 respectively.

Research Question Three: What are the envisage impact of entrepreneurship education in secondary schools in Central Senatorial District of Adamawa State?

Table 3: Envisage impact of Entrepreneurship education

S/N	ITEM	Mean	Decision
1	Entrepreneurship education influences students' entrepreneurial intentions and behaviours	3.42	Accepted
2	Entrepreneurial education plays an important role in setting up one's businesses	2.71	Accepted
3	Research has shown that students that participated in entrepreneurship education are positively influenced to start a business	3.08	Accepted
4	Entrepreneurship education can positively influence students to do something productive in the area of entrepreneurship.	4.03	Accepted
5	Participation in entrepreneurship education has a positive effect on entrepreneurial intentions.	3.74	Accepted
6	There is a positive relationship between entrepreneurship education and entrepreneurial intention	3.07	Accepted
7	Hands-on entrepreneurship education is capable of having a positive effect on student's entrepreneurial motivation	2.72	Accepted

From the analysis above revealed that Entrepreneurship education influences students' entrepreneurial intentions and behaviours, Entrepreneurial education plays an important role in setting up one's businesses, Research has shown that students that participated in entrepreneurship education are positively influenced to start a business, Entrepreneurship education can positively influence students to do something productive in the area of entrepreneurship, Participation in entrepreneurship education has a positive effect on entrepreneurial intentions, There is a positive relationship between entrepreneurship education and entrepreneurial intention and Hands-on entrepreneurship education is capable of having a positive effect on student's entrepreneurial motivation are the envisage impacts of entrepreneurship education in the school system as supported with calculated mean scores of: 3.42, 2.71, 3.08, 4.03, 3.74, 3.07 and 2.72 respectively.

Research Question Four: What are the challenges of entrepreneurship education in secondary schools in Central Senatorial District of Adamawa State?

Table 4: Challenges of Entrepreneurship education

S/N	ITEM	Mean	Decision
1	Inadequate funding by government and non-governmental organizations.	3.62	Accepted
2	Ineffective or poor planning, supervision information and evaluation of the programme across tertiary institutions.	3.49	Accepted
3	Inadequate teaching materials equipment and infrastructural facilities. The challenges of globalization, information technology affect curriculum, methodology, facilities, staff, and equipment.	2.96	Accepted
4	Inadequate qualified teachers, instructors and support staff.	3.01	Accepted
5	Inadequate motivation for teaching and non-teaching staff.	3.82	Accepted
6	Emphasizing theoretical knowledge rather than practical knowledge.	2.75	Accepted
7	Massive corruption and poor maintenance culture.	2.96	Accepted

With calculated mean scores of: 3.62, 3.49, 2.96, 3.01, 3.82, 2.75 and 2.96, the analysis in the above table revealed that: inadequate funding by government, ineffective or poor planning, supervision information and evaluation of the programme across tertiary institutions, inadequate teaching materials equipment and infrastructural facilities. The challenges of globalization, information technology affect curriculum, methodology, facilities, staff, and equipment, inadequate qualified teachers, instructors and support staff, inadequate motivation for teaching and non-teaching staff, emphasizing theoretical knowledge rather than practical knowledge and massive corruption and poor maintenance culture are challenges facing the effective implementation of entrepreneurship education in secondary schools in Adamawa state.

Research Question Five: What are the strategies for improving entrepreneurship education in secondary schools in Central Senatorial District of Adamawa State?

Table 5: the strategies for improving entrepreneurship education in secondary schools

S/N	ITEM	Mean	Decision
1	Adoption of practical/field training scheme.	3.52	Agreed
2	Ensuring that beneficiaries actually make appropriate use of the money disbursed.	3.61	Agreed
3	Intensive mass mobilization and enlightenment	3.25	Agreed
4	Intensive monitoring of the projects by economic reform implementers	3.22	Agreed
5	Introducing entrepreneurial activities at the early stage of the youths.	3.11	Agreed
6	Provision of credit facility by banks or take-off grants from government.	3.10	Agreed
7	Provision of funds by governments for schools for entrepreneurship education.	3.82	Agreed
8	Provision of interest free loans to youths to start up their own businesses.	3.85	Agreed
9	Training and retraining of teachers of entrepreneurship education periodically.	3.73	Agreed

The analysis in table five above revealed that the strategies for improving entrepreneurship education in secondary schools in Central Senatorial District of Adamawa State are: Adoption of practical/field training scheme, Ensuring that beneficiaries actually make appropriate use of the money disbursed, Intensive mass mobilization and enlightenment, Intensive monitoring of the projects by economic reform implementers, Introducing entrepreneurial activities at the early stage of the youths, Provision of credit facility by banks or take-off grants from government, Provision of funds by governments for schools for entrepreneurship education, Provision of interest free loans to youths to start up their own businesses and Training and retraining of teachers of entrepreneurship education

periodically. This finding is supported with calculated mean scores of: 3.52, 3.61, 3.25, 3.22, 3.11, 3.10, 3.82, 3.85 and 3.73 respectively.

Discussion of Findings

From the analysis in table one above, it is clear that the objectives of entrepreneurship education include: to offer functional education for the youth that will enable them to be self-employed and self-reliant, provide the students with adequate training that will enable them to be creative and innovative in identifying business opportunities, to serve as a catalyst for economic growth and development, offer school leavers with adequate training in risk management, to make certain bearing feasible, to reduce high rate of poverty, create employment generation, to reduce rural-urban migration and to provide the young school leavers with enough training and support that will enable them to establish a career in small and medium sized business. This finding agreed with the findings of Paul (2005) and Aliu and Ibe (2015) who revealed that the objectives of entrepreneurship education include: to offer functional education, provide the students with adequate training that will enable them to be creative and innovative, to serve as a catalyst for economic growth and development, to offer school leavers with adequate training in risk management, to make certain bearing feasible, to reduce high rate of poverty, create employment generation, to reduce rural-urban migration and to provide the young school leavers with enough training and support that will enable them to establish a career in small and medium sized business.

The analysis in table 2 revealed that: Regular entrepreneurship, Corporate entrepreneurship, Social entrepreneurship or social venturing Public sector entrepreneurship, Group discussion inclusive of enriching scope of materials, networking and learning by doing in group setting, collaborative and creative work by students method and Individual characteristics, capacities, and potentials as units are the methods for implementing entrepreneurship education in the school system. The finding agreed with the findings of Charlie (2013) who stated that the methods for implementing entrepreneurship education are: Regular entrepreneurship, corporate entrepreneurship, Social entrepreneurship or social venturing Public

sector entrepreneurship and Shabami (2013) who finds out that Group discussion inclusive of enriching scope of materials, networking and learning by doing in group setting, collaborative and creative work by students method and Individual characteristics, capacities, and potentials as units are the methods for implementing entrepreneurship education in the school system..

From the analysis in table 3 it is clear that; Entrepreneurship education influences students' entrepreneurial intentions and behaviours, Entrepreneurial education plays an important role in setting up one's businesses, Research has shown that students that participated in entrepreneurship education are positively influenced to start a business, Entrepreneurship education can positively influence students to do something productive in the area of entrepreneurship, Participation in entrepreneurship education has a positive effect on entrepreneurial intentions, There is a positive relationship between entrepreneurship education and entrepreneurial intention and Hands-on entrepreneurship education is capable of having a positive effect on student's entrepreneurial motivation are the envisage impacts of entrepreneurship education in the school system. The finding agreed with the findings of Jakubiak & Buchta, (2016) who also find out that Research has shown that students that participated in entrepreneurship education are positively influenced to start a business, Entrepreneurship education can positively influence students to do something productive in the area of entrepreneurship, Participation in entrepreneurship education has a positive effect on entrepreneurial intentions, There is a positive relationship between entrepreneurship education and entrepreneurial intention and Hands-on entrepreneurship education is capable of having a positive effect on student's entrepreneurial motivation are the envisage impacts of entrepreneurship education in the school system.

The analysis in table 4 revealed that: inadequate funding by government, ineffective or poor planning, supervision information and evaluation of the programme across tertiary institutions, inadequate teaching materials equipment and infrastructural facilities. The challenges of globalization, information technology affect curriculum, methodology, facilities, staff, and equipment,

inadequate qualified teachers, instructors and support staff, inadequate motivation for teaching and non-teaching staff, emphasizing theoretical knowledge rather than practical knowledge and massive corruption and poor maintenance culture are challenges facing the effective implementation of entrepreneurship education in secondary schools in Adamawa state. The finding agreed with the findings of: Agbonlahor (2016), Amidu, & Umaru, (2016), (Khalifa & Dhiaf, 2016) and Ubogu (2020) who also conducted a study and finds out that inadequate funding by government, ineffective or poor planning, supervision information and evaluation of the programme across tertiary institutions, inadequate teaching materials equipment and infrastructural facilities. The challenges of globalization, information technology affect curriculum, methodology, facilities, staff, and equipment, inadequate qualified teachers, instructors and support staff, inadequate motivation for teaching and non-teaching staff, emphasizing theoretical knowledge rather than practical knowledge and massive corruption and poor maintenance culture are challenges facing the effective implementation of entrepreneurship education in secondary schools.

The analysis in table five above revealed that the strategies for improving entrepreneurship education in secondary schools are: Adoption of practical/field training scheme, Ensuring that beneficiaries actually make appropriate use of the money disbursed, Intensive mass mobilization and enlightenment, Intensive monitoring of the projects by economic reform implementers, Introducing entrepreneurial activities at the early stage of the youths, Provision of credit facility by banks or take-off grants from government, Provision of funds by governments for schools for entrepreneurship education, Provision of interest free loans to youths to start up their own businesses and Training and retraining of teachers of entrepreneurship education periodically. The findings agreed with the findings of Okeke and. Edikpa, (2014) and Ubogu (2020) who in their study revealed that; Adoption of practical/field training scheme, Ensuring that beneficiaries actually make appropriate use of the money disbursed, Intensive mass mobilization and enlightenment, Intensive monitoring of the projects by economic reform implementers, Introducing entrepreneurial activities at the early stage of the youths,

Provision of credit facility by banks or take-off grants from government, Provision of funds by governments for schools for entrepreneurship education, Provision of interest free loans to youths to start up their own businesses and Training and retraining of teachers of entrepreneurship education periodically

Conclusions and recommendations

An attempt has been made in this paper to highlight the insights of entrepreneurship education for self-reliance and economic development in Nigeria. The paper equally examined the concepts of Entrepreneurship, Entrepreneurship education, self-reliance and development. The lessons from entrepreneurship education in form of creating job for one's self, crime reduction, poverty reduction, and provision of the necessary means of economic growth and development were highlighted. In conclusion the paper revealed that despite the impact of entrepreneurship education, the field is "stalled" due to some challenges like corruption, bad policy and mismanagement of resources.

Based on the above conclusion, the following recommendations were put forward:

1. The government should strive to release up to 26% of their annual budget for education as suggested by UNESCO. This enhances the provision of necessary materials, equipment and personnel needed for full implementation of entrepreneurship education in Nigeria.
2. A new and workable education policy should be provided that favour the smooth implementation of entrepreneurship education at all levels of education.
3. Government should ensure that there are adequate provision of materials, equipment and facilities for proper teaching of entrepreneurship skills in schools.
4. There should be adequate and robust entrepreneurship education curriculum/contents in teacher's education in Nigeria.
5. There should be proper re-training programmes for teachers on entrepreneurship education since they are the personnel that will implement the entrepreneurship curriculum.

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