



REPOSITIONING ENTREPRENEURIAL EDUCATION PLANNING AND SKILL ACQUISITION FOR ECONOMIC RECOVERY SUSTAINABILITY IN POST COVID-19 ERA

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ABSTRACT

The management of entrepreneurship involves responsibility for broad decision on policies and the ability to ensure that these decisions are executed effectively for societal benefit. Therefore repositioning entrepreneurial education and skill acquisition for economic recovery sustainability in post CONVI-19 era becomes imperative. The paper gives light on the understudied. Thereafter the paper defines key terms such as entrepreneurial, education, and expounds on the strategies for repositioning effective entrepreneurial education in post COVID-19 era. The concept of entrepreneurial skills acquisition, and relevance entrepreneurial education planning skills acquisition in post COVID-19 era have been examined. The paper further elaborated on sustainable economic recovery, incessant education process as mechanism for economic recovery sustainability, elements that enhance economic growth and roles of the entrepreneurs to the development of Nigeria. This paper concluded that effective repositioning of entrepreneurial education will enhance skill acquisition which will serve as a link to youth empowerment skills sustainability and economic growth. It was recommended among others that government should make entrepreneurship education a compulsory subject/course at all levels of education for sustainable development at the present and posterity.

KEYWORD: Entrepreneurial, Education, Skill Acquisition, Economic, Recovery and Sustainability

INTRODUCTION

Youth unemployment has in the recent years become one single major problem confronting different countries across the world including Nigeria. In Nigeria, the unemployment rate in the last quarter of 2019 stood at 23.1% and it was projected to reach 33.5% by 2020 (premium times, 2020).

Under-employment in the nation stood at 16.62 within 2019. Nnebe in Hope and Hillary (2020) describes the situation as gloomy with seven out of every ten graduates being either or unemployed, under-employed. This situation has led to high prevalence rate of crimes including; militancy, armed robbery, kidnappings, insurgency, drug abuse, cultism, suicide and lots more. This scenario has been attributed to failure

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of the educational system to include the right skill that can make the students employable on graduation. Onyeachu (2006) observed that through education; knowledge and lots of cultural heritages can be transferred from generation to generation. It is also seen as an instrument for national development which enhances production of skilled labour. It is through education that acquired skills can be transferred into business and other human endeavours, which in turn can contribute to employment generation, poverty reduction and overall economic growth and development of the nation.

As the way forward Offem and Ogban (2019) suggest among others, adequate and effective human capital resource utilization. By so doing, government at all levels should take into consideration adequate human resources utilization so as to encourage investments made in human capital development not to be wasteful. Through this process adequate job creation and skills acquisition training of youths and school leavers (graduates) would give rise to gainful employment for socio-economic development. Odim,, Adaora, Enocharia , and Ogban (2021) added that socio-economic development is a process of social and economic development in a society. It is measured with indicators such as life expectancy literacy level, level of employment and GDP changes in less tangible factors such as personal dignity, freedom of association, freedom from fear of physical harm, personal safety and the extent of participation in civil society. Accordingly, socio-economic impact are caused by new technologies, changes in laws, physical environment and ecological changes. Thus as technology has advanced, those indicators crucial for describing this phenomenon have also change. For instance internet connect has been introduced as an indicator for socio-economic development, also the development of health system is essential for a country development. Accordingly, Ogban O. N., Offem O. O. and Inung S. U. (2023) corroborated that, University should be giving adequate attention through positive collective bagging system. This is because academic staff member are endowed with range of abilities, talent and attitude to influence productivity, quality and profitability. They staff set the overall strategies and goals (planning what to teach), design work system (they plan how to teach, prepare lecture notes, go to class to deliver lessons and administer examinations appropriately), in order to produce

good services to the public for youth empowerment and job creation . All these, trigger the dire need for repositioning entrepreneurial education Planning and skill acquisition for economic recovery sustainability especially in the post covid-19 era in Nigeria

Meaning of Entrepreneurship and Entrepreneurship Education

Entrepreneurship is a process of creating something new with value by devoting the necessary time and effort, assuring the accompanying financial, psychological and social risk receiving the resulting rewards of monetary and personal satisfaction and independence. Entrepreneurship is the term broadly corrected with innovative and creative modern industrial business leaders. It is often defined in respect of the functions of an entrepreneur as the man who perceives business opportunities and takes advantages of scarce resources to use them profitably (Adeyemo, 2014). Hope and Hillary (2020) argued that entrepreneurship is the totality of self-asserting attributes that enable a person to identify latent business opportunities, together with capacity to organize need resources with which to profitably take advantage of such opportunities in the face of calculated risks and uncertainty. Nwangwu (2007) viewed entrepreneurship as a process of bringing together the factors of production, which include land, labour and capital so as to provide a product or service for public consumption. In other word, it is willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully (Oluwendere, 2005).

Entrepreneurship According to Omolary (2006) and Amaewhule (2011) is the act of starting a company, arranging business deals and taking risks in order to make a profit through the education skills acquired. It is the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological and social risks and receiving the resulting rewards of monetary and personal satisfaction.

Entrepreneurship education refers to the programme of instruction designed to equip individuals with the requisite knowledge, skills attributions to identify business investment opportunities, take the risk and commit resources to such business opportunities in order to make profit (Okute and Olorin, 2021). According to

Ezinwa (2017) entrepreneurship education seeks to provide students with the knowledge, skill and motivation for entrepreneurial success in a variety of settings. It includes all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds.

The need skills and knowledge acquired from entrepreneurship education will equip individuals to be self-reliant as well as employers of labour (entrepreneurs) rather than job seekers, thereby reducing the rate of unemployment and solving the problem of poverty. Thus, the best cure for unemployment and poverty alleviation in any region of the world lies in encouraging and educating more individual on business activity and starting up new ventures through entrepreneurship development (Singer, 2006).

Entrepreneurship has to do with a way of thinking and acting and the acquisition of skills, creativity, use organized efforts and mean to pursue opportunities, confidence and courage in order to create employment and purpose of wealth creation for entrepreneurs, in the private, public and global sectors. It involves exploring, setting up of a business enterprise and then nurturing it to success (Coulter, 2001; Patrick, 2006; Solomon, 2008).

More so, entrepreneurship education is directed towards developing in young people those skills competences, understanding and attributes which equip them to be innovative and to identify, create, initiate, and successfully manage personal or community business and work opportunities, including working for themselves (Egboh, 2009; Aliu, 2010). This implies that entrepreneurship is concerned with creating long-term value and regular cash flow streams on an individual or the group of individuals for the future. This is done through the process of imagination, initiative and innovation for the purpose of maximizing profits and minimizing risk with the view of long term expansion. Thus one of the goals of entrepreneurship is wealth creation.

In this viewpoint, entrepreneurship is seen as the ability to create or increase wealth by organising resources (land, labour, capital) to take advantage of an identified opportunity. More so, entrepreneurship is the key to the growth and development of local industries through the processing of local raw materials into finished and semi-finished goods for the domestic and foreign markets (Adenutsi, 2009). This implies that entrepreneurship also promotes the

utilisation of improved and cost-effective technology in small and medium-scale enterprises which enhances higher factor productivity at the local level especially in low-income countries where the traditional rural economy is predominant.

Furthermore, Ezeh, Ememe and Onwuchekwa (2012) stated that entrepreneurship education involves all formal and informal training processes intended to create the enabling environment to facilitate the development of relevant entrepreneurial skills, attitudes, orientations, experiences and values for successful business, economic growth and overall socio-political, educational, scientific and cultural development of man and the society at large. In addition, that this form of education eradicates poverty by inculcating entrepreneurial skills for small scale business. Thus, the trainees are equipped with the skills through formal training programmes that facilitate self-employment and the development of income generating skills which practically alleviate poverty. This education also gives the recipients the opportunity of being self-reliant and becoming job creators that generally bring about the eradication of poverty both for the individual and the society.

The entrepreneurial education aimed at providing the desirable entrepreneurship competencies necessary for self-employment which is particularly important for reduction of corruption in Nigeria and depressed global economic situation by equipping individual student with life – long skills for self-employment either as producer, marketer, distributor consultant, accountant, business managers and exporters and so on (Wonder and Bartholomew, 2020). Entrepreneurship education involves the acquisition of skills, knowledge, values and competencies that make the recipient well-grounded in these areas of business (Akanbi, 2010). Apolabi (2010) equally opined that through entrepreneurship education, graduates of educational institutions will be properly equipped with entrepreneurial skills that will enable them to be enterprising and self-employed especially in the private sector of the economy. Entrepreneurship education is also a term associated with someone who has innovation ideas and transforms them to profitable activities. According to Iromaka (2006) an entrepreneur is a person or individual with the capacity, ability and courage to take calculated risk in innovative and

who establishes and manages a business for the purpose of profit, growth and wealth creation in an economy. Ekundayo (2012) defines entrepreneur as a person who starts or organizes a commercial enterprise, especially one involving financial risk, enterprising and aims at sustained human endeavour for creation of sustainable wealth as significant contribution towards humanity.

Entrepreneurship education is pragmatic and meaningful interaction between learner and instructor developing the ability of the learners to identify, evaluate and generate ideas and solves business problems in a unique way. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives and to master one's own life (Towobola and Raimi, 2011). By this definition entrepreneurship education is a kind of training given to awaken sense of initiative of individuals and their ability to turn ideas into reality. According to UNESCO (2008), entrepreneurship education is all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation, it is about increasing student's ability to anticipate and respond to societal changes. Furthermore, UNESCO viewed entrepreneurship education as education and training which allows students to develop and use their creativity and to take initiative, responsibility and risks. Ekankumo and Kemebardikumo (2011) stressed that entrepreneurship education seeks to provide students (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial skills in a variety of setting. From the above, it implies that a well implemented entrepreneurship education will climax in economic empowerment and development. Lee and Wong (2008) described entrepreneurship education as a catalyst for economic development and job creation in any society, according to Okafor (2014) entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Adebayo and Kolawole (2013) viewed entrepreneurship education as a specialized training to the students or trainees to acquire skills, ideas, managerial abilities and capabilities for self-employment than employed for wage pay.

Characteristics of Entrepreneurship Education

Characteristics of entrepreneurship policies include the willingness to take calculated risks in terms of time, equity or career; ability to formulate effective venture teams; involvement of creative skills to marshal needed resources; and fundamental skills of building solid business plan. Recognising opportunity where others see chaos, contradiction, and confusion is also an important priority for entrepreneurship driven policies (Kuratko & Hodgetts, 2004). According to Suliaman (2016), the major characteristics of entrepreneurs that have been listed by many include the following: hard work, energy, and independent-mindedness, a risk-taker, self-confident, results-orientated, and multi-tasking, self-motivation, and total commitment.

Strategies for repositioning effective entrepreneurship education in post covid-19 Era

In order to achieve viable entrepreneurship education that will promote sound economic recovery sustainability in post covid-19 in Nigeria, Hope and Hillary (2020) identified the following strategies that will help to solve the problems of entrepreneurship education in Nigeria.

1. There should be some form of genuine school – work based learning incorporated in some studies as part of the national economic development strategies. This implies enriching the curriculum to incorporate more vocational and technical training. The development of apprenticeship scheme would give new graduates some work skills and experiences.
2. There should be school – based enterprises where students identify potential business plan, create and operate small business by using the school as mini-incubators.
3. Government should establish small business schools where interested students and community members can participate. This will make students to be self-reliant. This will make students to be self-reliant
4. Government should develop entrepreneur internship programme by matching students with locally successful entrepreneurs with clearly established education programmes.
5. The government should establish an enterprise college aimed at fostering the specific skills required for entrepreneurship. This will serve as skill acquisition centre for the youth.

6. Government should create an economic friendly environment which centres on reduction of taxes on small scale businesses.

Functions of Entrepreneurship

The functions of entrepreneurship toward economic recovery sustainability of a nation include;

1. Identification of business opportunities
2. Selection of opportunities
3. Decision on form of enterprises
4. Allocation and distribution of resources
5. Coordination of other factors of production such as land labour and capital
6. Planning and controlling organisation
7. Mobilization and utilisation of locally produced raw materials
8. Creating employment opportunities
9. Marketing activities
10. Innovations to meet with needs of local market (Akissani, 2019)

Concept of Entrepreneurial Skill Acquisition

The main objective of entrepreneurship skills is to impact business skills, knowledge and attitude acquired from such an institution(s) for performing business operations of a personal or corporate nature. These objectives according to Nnedia in Ejikema and Anisno (2011) touch on two aspects of human life; someone is either a producer or consumer of goods and services. That to be effective in any category, there is the need for basic knowledge, skills and the correct attitude of entrepreneurship to enable one performs well.

Entrepreneurial skill consist of effective utilisation of ideas and information that help a learner develop competencies needed for firm career commitments such as setting up business, marketing, services or being productive, wealth creators, employers of labour and self-reliant thereby contributing in nation building. According to Hope et al (2020) entrepreneurial skills acquisition are said to be the necessary set of skills required to be an entrepreneur. In a broad sense, entrepreneurial skills acquisitions are those necessary skills an entrepreneur needs to successfully run a business or add value to work. Akunwuni (2012) argued that skill acquisition

must be nurtured through proper education so that it can be directed to responsible and enriching small business endeavours that will benefit the individuals and the communities in which the entrepreneurs live. Adeyemo (2003) added that skill represent particular ways of using capacities in relation to environmental demands; with human beings and external situation together forming a functional system. Adeyemo further explained that skill acquisition is the ability to learn or acquire skill. It involves the development of new skills practice of a way of doing things usually gain through training or experience, in other words, a skilled person can survive in any environment through entrepreneurship. Therefore, entrepreneurship skills acquisition refers to those skills that an individual possess which enable the person to achieve huge success in a virtual learning environment. According to Hisrich and Peters (2002) and Olagunju (2004) entrepreneurial skill acquisition is the ability to create something new with value by devoting necessary time and effort, assuming financial, psychic and social risks, and receiving the rewards of monetary, personal satisfaction and independence. Similarly, entrepreneurial skill acquisition is the ability of an individual to exploit an idea and create an enterprise (small or big) for personal, social and developmental gains.

Entrepreneurship skill is the ability to have self-belief, boldness, tenacity, passionate, empathy, readiness to take expert device, desire for immediate result, visionary and ability to recognise opportunities.

According to Aminu (2009) entrepreneurship education did not stop at imparting knowledge alone but also on ability to teach entrepreneurship skills acquisition in various disciplines of study that an entrepreneur might need.

- Personal management
- Industrial relations, joint consultation and negotiation
- Strategic management and business policy analysis
- Marketing
- Accounting and finance
- Communication
- Information management
- Organisation planning and design
- Research and development
- Legal aspect of entrepreneurship

Relevance of Entrepreneurship Education Skills Acquisition in post-covid-19 Era

The importance of entrepreneurial skills development in today society cannot be over emphasized because gone are the days when jobs were available everywhere both in public and private sectors of the economy and the employers embark on searching for potential graduates for employment. The importance of entrepreneurial skill development can effectively addresses follows:

a. **Self-dependent/self-employment:**
According to Hope et al (2020), a skilful person speaks with confidence while the none skilful is filled with fear. This implies that a skill acquired man is a self-employed man. A self-employed person can never go hungry because the skill he acquired provides food for him/her on a daily basis. But one who lacks skill acquisition will find it difficult to be self-employed because he/she has nothing to offer. Hence, entrepreneurial skills builds individual self-esteem, engender growth process and changes that is never ending. It helps the society not to depend on white collar jobs, helps youth develop a positive attitude towards work and labour. It reduces poverty and crime rate also empower youth to be self-reliant and independent.

b. **Serial Entrepreneurship Opportunities:**
Skill acquisition enhance individual employment with many choice because skill is what the workers give in exchange of numeration for better living.

c. **Employment generation:** Amadi (2012), Chukwunenye and Igboke (2011), entrepreneurial skill acquisition is a process where by a person acquires or learns a particular skill or tpe of behaviour needed for business through training or education. Entrepreneurship education is the kind of education given to people with a view of developing entrepreneurship qualities properly followed – up with support services for smooth take-off and successful running of business. It is the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitude to act on them (Idada, Okosun, Anlu, Atagana and Aiwensedo, 2011, Mauch, 2011) en

Development of Entrepreneurship Education Skill Acquisition

Skill is a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience. Although skill depends essentially on learning, it also includes the concepts of efficiency and economy in performance,. Modern concepts of skill stress the flexibility with which a skilled operator reaches a given end on different occasions according to precise circumstances, however, it must be reiterated that even though basic human capacities are not sufficient to produce skills, they form the necessary basis of their development. Skills represent particular ways of using capacities in relation to environmental demands, with human beings and external situation together forming a functional system (Adeyemo, 2003). Skills acquisition is the ability to learn or acquire skills. It involves the development of new skills, practice of a way of doing things usually gain through training or experience. Skilled person can survive in any environment. As water is very essential to human life, so is skill training and acquisition needed in the life of very serious minded human being. Skills can do a lot of great work in the life of every living soul. Lack of entrepreneurial skills is one of major causes of corruption.

Skill acquisition involves learning, while entrepreneurship involves taking risk. Skill acquisition is part of or an aspect of entrepreneurship education which is devoted to equipping young people with relevant skills needed to start a business. There is no clear difference between skill acquisition and entrepreneurship education. Entrepreneurship education takes place mainly in formal institutions, while skill acquisition on the other hand can take place at both the formal and informal educational institutions entrepreneurship education is more theoretical while skill acquisition is the practical aspect of the education. Today, there are many unemployed graduates in the country. This is partly as a result of our long system of education that is more of grammar and not much practical learning.

For entrepreneurship education to be most useful, it must address and develop in students, the skills necessary as an entrepreneur (Arvanite, 2009). It must stimulate and challenge the students into creative and innovative ideas and concepts that result into setting-up and sustaining business ventures and other investment opportunities. Entrepreneurship education is very crucial for entrepreneurship development because it is the engine that propels creativity and innovations into practical manifestations in form of business ventures and other investment opportunities. Without a functional education the manifestation of entrepreneurship skills in individuals may be difficult.

Nigerian tertiary institutions produce millions of graduates annually into an economy which is already overpopulated, thereby raising the level of unemployment and need for skill acquisition in Nigeria higher institutions. Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. The standards and their supporting performance indicators are a framework for teachers to use in building appropriate objective learning activities, and assessment for their target audience. Using this framework, students will have more progressive challenging educational activities; experiences that will enable them the insight needed to discover and create entrepreneurial activities, and the expertise to successfully start and manage their own business to take advantage of these opportunities. In a similar vein, Fayolle (2011) has explained that ultimately, entrepreneurship training is designed to teach you the skills and knowledge you need to know before embarking on a new business venture. Arvnites et al. (2009) share the above views when they state that innovative educational methods are needed to develop the entrepreneurial spirit and talents that are necessary to function effectively in an environment of strong market forces and complex people issues. They added that for entrepreneurship education to be most useful, it must address and develop in students, the skill necessary as an entrepreneur.

Entrepreneurial skill consists of effective utilization of ideas, information and facts that help a learner develop competencies needed for firm career commitments such as setting up business, marketing, services or being productive, wealth creators, employers of labour and self-reliant

thereby contributing in nation building. Entrepreneurial skills acquisition are said to be the necessary set of skills required to be an entrepreneur. In other words, entrepreneurial skills acquisitions are those necessary skills an entrepreneur needs to successfully run a business or add value to work. Akunwumi (2012) argued that skill acquisition must be nurtured through proper education so that it can be directed to responsible and enriching small business endeavours that will benefit the individuals and the communities in which the entrepreneurs live. Entrepreneurship skills acquisition can also be defined as those skills that an individual should possess to enable him/her succeed in a virtual learning environment. In the words of Hisrich and Peters (2002), entrepreneurial skill acquisition is the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence. Entrepreneurial skill acquisition is the ability of an individual to exploit an idea and create an enterprise (Small or Big) not only for personal gain but also for social and developmental gain (Olagunju, 2004). It is seen as the ability to have self-belief, boldness, tenacity, passionate, empathy, readiness to take expert advice, desire for immediate result, visionary and ability to recognize opportunity. A person's attitude and work functions are required and necessary antidotes suggesting the suitable skills performance and acquisition of same by going through a given work sample. In the work place, skill is what the workers give in exchange for numeration.

Sustainable Economic Recovery

Economic recovery (ER) is substantiated to include market development, strengthening of new and existing enterprises and job creation in both the public and private sectors. This process often involves an umbrella of economic, institutional, legal and policy reforms and the reconstruction of infrastructure that facilitates trade and commerce. According to Ezekiel and Nunu (2020) Sustainable Economic Recovery (SER) seeks to meet the needs and aspirations of the present without compromising the ability to meet those of the future. Nigeria's economic down turn has promoted a response by the Federal Government in form of a National

Development plan which covers a four – year period from 2017 to 2020. The Economic Recovery and Growth plan are aimed at strengthening economic diversification by focusing on three broad objectives: restoring systemable growth, building globally competitive economy, and investing in human capital development. Economic recovery efforts are a critical step to reduce vulnerability and build resilience and thereby helping countries achieve the simultaneous eradication of poverty and significant reduction of inequalities and exclusion earlier on during and after a disaster or conflict (Ezekiel et al, 2020).

An economic recovery is the phase of the business cycle following a recession, as a result of Covid-19 pandemic during which an economy regains and exceeds peak employment and output levels achieved prior to downturn.

Programming for sustainable livelihood and economic recovery provides an opportunity to “build back better” stimulating more rapid and more equitable growth.

Sustainable Economic Recovery encompasses inclusive economic growth. according to Ezekiel and Nunu (2020) inclusive economic growth occurs when rising economic output in a local or national economy is associated with expanded livelihood opportunities for all segments of the population and with safety nets that reduce the economic and social insecurity of vulnerable groups. The building blocks of livelihoods are referred to capital asset. They include human capital (skills, knowledge, experience and capacities), natural capital (natural resources such as water land, forest and minerals), physical capital (infrastructure, water and sanitation facilities, information and communication technology, housing, schools, health facilities, and other community and government structures), financial capital (such as savings, credit remittances, enterprise holdings, insurance, pensions, and livestock), political capital (access to and participation in decision making processes) and social capital (networks, group memberships, and social relationships). In covid-19 and post covid-19, capital assets are easily lost, destroyed. The capacity to preserve or recoup these capital assets determines the impact of covid-19 on livelihoods.

The great vision of political leader has been hampered by incessant political unrest, political instability, abject poverty, poor socio-economic development, teeming population of qualified

unemployed youths, lack of entrepreneurial skills, bribery and corruption and numerous other challenges besetting the achievement of sustainable development. This means the sustainability is a continuous target which demands urgent attention despite the incessant challenges from the leaders and the led. Therefore, achieving in Nigeria is to establish an economy that is viable environmentally sound and socially responsible.

A sustainability economy for any nation, when responsibly considered, it involved all the facets of the economy. Hence, economic sustainability constitute an essential component of sustainable development. It is the achievement of any development by maintaining and sustaining the real high growth rate in a nation's economy. Sustainable economic recovery entails the utilisation of resources to attained the economic, social and environmental needs of human in the society.

incessant education processes as Mechanism for economic Recovery Sustainability in Nigeria

Nigerian Government in its Economic Recovery Growth and plan 2020 articulated with the understanding that the role of government in the 21st century must evolve from that of being an omnibus provider of citizens needs into a force for eliminating the bottlenecks that impede innovation and market – based solution. According to Ezikel (2021), based on this plan, the plan recognizes the need.

Roles of the Entrepreneurs to the Development of Nigeria

It is imperative here to discuss some of the importance roles those people who have acquired entrepreneurship education play in the development of our nation, Nigeria. The roles of these entrepreneurs in the developmental process of any nation are:

1. They make efficient utilisation of our scare resources, e.g. (Land, Labour, capital and raw materials) to stimulate the tempo of economic activities by providing goods and services that will satisfy the needs and wants of the teaming. Population of Nigeria progress ad economic prosperity, for growth and stability.
2. They help to give meaning to our political independence by giving us economic independence.
3. Stimulation of indigenous technology: They serve as a vehicle for the spread of innovative ideas and developing of our

indigenous technology. In the process of expressing entrepreneurial ambitions, they create an atmosphere of opportunities for inventions and creativity thereby facilitating development process.

4. Creation of employment opportunities: The same entrepreneurs create employment opportunities for our young school leavers. They help to employ both-skilled, semiskilled and unskilled labour thereby reducing the burden of unemployment on government. In most civilized world, over 90% of those employed are in private sectors which are made possible by the entrepreneur. In Nigeria, the burden on government is reduced from what is used to be many years ago. Again, it has reduced crime like armed robbery, gangsters, and others social ills in the society.

5. Transformation of traditional/indigenous industries: The entrepreneur has played the role of changing small firms into medium and big firms. They, therefore, play the role of transforming our traditional industry to modern industrial base. Most big forms and multi-nationals started on a small scale.

6. Re-distribution income/wealth: By providing employment or remunerative economic activities to a number of both urban and rural people on one hand, supplementing their regular jobs on the other hand, the entrepreneur contributes significantly to the reduction of income disparities (Owuala, 1999:11).

7. Utilisation of Local Resources: Small firms make more use of most of our local resources than the big one. This is largely due to the nature of their business and the good roles they play in an economy. They make proper use of local materials and by so doing; they increase the level of economic activities leading to capital formation which is an important engine of economic growth and development.

8. Linkage effects: They help to link up the various sectors of the economy by constituting the market for agriculture, extractive and industrial outputs and at the same time, provided the raw materials, semi-skilled and skilled manpower for the bigger industries.

9. Saving mobilisation: They tap idle financial resources that are outside the banking system and inject the same for investment in economic ventures.

10. Poverty alleviation: As the goal economic crisis as recession at home deepens, people lose their jobs and graduates no longer find formal

jobs. Interesting, in this turbulent time, entrepreneurs have helped to provide and create jobs, stimulate the tempo of economic activities and become the engine of economic growth and development thereby increasing incomes and wealth which, in turn, alleviates poverty.

The rules of youth empowerment skills in sustainable development

1. Reduce Unemployment: youth empowerment helps youth with relevant skills and knowledge making them to be self-employed, by creating their own businesses

2. Poverty Alleviation: empowered youths can generate income for themselves and their families

3. Human Capital Development: a skilled and knowledgeable youth can participate and contribute towards the country's productivity and competitiveness in the global market

4. Social Stability: when youths have access to skill development and are engaged in meaningful activities, it reduces social unrest. The crime rate will be reduced.

5. Technological Advancement: youth empowerment skill equips Nigerian youth with digital and technological skills. It makes youths to be fully advanced in new technology and gives them new knowledge about it

6. It improves the managerial capital of the empowered youths

7. The empowerment of youth reduces the challenges of low self-esteem. They will see themselves as perfect members of the society.

8. Youth empowerment skills serve as a driving force for national economic growth and development

9. It improves agricultural base through teaching and educating the youths in agricultural activities such as fishery, livestock and horticultural farming

CONCLUSION

The get-rich quick syndrome and pursuit of easy money as reduced the dignity of labour. Consequently, the alarming rate of poor performance of Nigerian graduates in the labour market has place blame on the quality of outputs the Nigeria education produces. Therefore, repositioning entrepreneurial education planning will help in correcting abnormal and also ensure that graduated students become self-reliant through adequate skill acquisition which prepare them for future and in turn devoid the economy of

miscreants and enhance economic recovery sustainability for the overall benefit of the entire society.

RECOMMENDATION

Based on the paper the following were made

1. Government in conjunction with educational agencies should make entrepreneurship education compulsory so as to address the issue of dependency on government for employment.
2. Educational planners should be engaged regularly in retraining programme to update their knowledge with global planning process.
3. Allocation of resources (Human and material) should be adequate to entrepreneurship education to enable students acquire basic and essential entrepreneurship skills that will help to contribute to the economic sustainability.

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