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## ENTREPRENEURSHIP EDUCATION AND YOUTH UNEMPLOYMENT CHALLENGES IN AFRICA: GHANA IN PERSPECTIVE

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### ABSTRACT

Entrepreneurship education has the mandate to equip the youth with functional knowledge and skills to build up their character, attitude and vision. It has vital role in developing eco-system that promotes innovation and solving unemployment challenges of nations. Government of Ghana has initiated direct job creation interventions to address youth unemployment challenges. Examples include: Skill Training and Employment Placement (STEP) Programme (2002-2004), National Youth Employment Programme (NYEP), now Youth Employment Agency (YEA) in 2006, Youth Enterprise Support (YES), now National Entrepreneurship and Innovation Plan (NEIP) in 2014, and the recent Nation Builders Corps. Despite the above efforts, unemployment rates in Ghana instead of reducing, increased from 2.15% in 2015, 2.26% in 2016 to 2.36% in 2017; whilst youth unemployment rate increased from 4.51% in 2015, 4.72% in 2016 to 4.9% in 2017. Therefore, this study attempts to conceptualize the relevance of entrepreneurial education to solving the youth unemployment challenges in Ghana.

The study concluded that entrepreneurial education has the potentials of solving youth unemployment challenges in the society.

**Keywords:** Entrepreneur, Entrepreneurship, Entrepreneurship education, Unemployment.

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## INTRODUCTION

*“Education is the most powerful weapon which you can use to change the world”* – Mandela. Mandela’s assertion on the relevance of education is a truism. Formal Education is undisputedly the driver of skill development. It remains the axle for social, economic and political transformation in all societies. Education acts as an integrative force in society, imparting values that foster individual excellence, social cohesion and national development. In sub-Saharan Africa (SSA) for instance, Patrinos (2015) asserts that education is the most important driver of growth and development in the longer term, especially looking at issues like rapid population growth, urbanization, technological change, and making its way in a globalizing world which pose as acute challenges facing the region. It is well established that education delivers economic returns to individuals, but less well known that these returns are higher in SSA than anywhere else (Patrinos, 2015). Education also has the power to change lives for the better in myriad other ways: better educated women have fewer, healthier children (Vikram et al, 2010) and lower rates of maternal mortality (Bhalotra, 2013). Every additional year of schooling reduces an adolescent boy’s risk of becoming involved in armed conflict by 20% (Bhalotra, 2013).

However, as population increases globally, number of educational institutions and graduates increase, whilst employment opportunities decrease. Owing to these developments across the globe, it can be deduced that education with job seeking intentions can no longer solve the unemployment imbroglio, as the number of graduates already outgrown the number of available jobs in the market globally, thus the need for job creation minded education (Okoro, 2020). Entrepreneurship education plays a role in helping individuals reach their full potential and solving unemployment problems in any society (Okoro, 2020). Entrepreneurship is the process of designing, launching and running a new business, which is often initially a small business. The people who create these businesses are called entrepreneurs (Yetisen et al, 2015). Entrepreneurship education has the mandate to equip the youth with functional knowledge and skill to build up their character, attitude and vision. It has vital role in developing eco-system that promotes innovation and solving unemployment challenges of nations. Lack of entrepreneurial skills is no doubt a major contributing factor to the problem of unemployment of graduates and youth in Nigeria (Adebisi & Oni, 2012). Similarly, Okoro (2020) argues that entrepreneurship education especially when integrated with ICT education as well as peace education can reduce conflict and enhance peacebuilding and development in any nation. Development Policy Research Unit (DPRU, 2007) posits that many graduates are unemployed because they chose wrong fields of study; quality of education not up to standard, lacked soft skills and their expectation are too high. Graduate and youth unemployment is high not only because ‘there are no job at all but because youths, especially well educated, face a costly search process earlier on in their career, they prefer to wait for well-paid jobs in the formal sector’ (United Nations Economic Commission for Africa, (UNECA, 2005: 183). Again, in spite of federal government efforts to create 2 million jobs every year, most Nigerian university graduates fail to get employed, (Babalola, 2007). Nwangwu (2007) in his view supported

entrepreneurial education and argued that graduates with adequate skills and training will be creative and innovative in identifying noble business opportunities. In addition, entrepreneurial programmes raise attitudes and behaviour capable of provoking entrepreneurial intentions among youths who have interest in the economic development of their nation (Soutaris, Zerbinati & Al-Lahan, 2006).

It is a truistic that, Africa has inherited the formal education system from their colonial masters where people were trained mainly on literacy education to be used as instrument to facilitate natural resource exploitation and governance. The educational curriculum did not satisfy people's needs but was bookish. White collar jobs at the time were more positive and more profitable. School leavers developed attitude towards white collar jobs than vocational practices. As literacy rate increased among the people in Ghana, attempts have been made to add value to the natural resources and industrialisation. Efforts to industrialise were led by the state and the state was seen to be the provider of employment. Ghana's Employment creation has also not been sufficient to meet the rising number of labour market entrants (Baah-Boateng, 2018). Increase in unemployment rates made the policy holders diversify the education system. As a result, Science, Technology, Engineering and Mathematics (STEM) education was introduced by the government of Ghana but practical based training was lacking due to absence or inadequate logistics. Even with the STEM education, emphasis is grammar and the essence is lost. Again, Technical, Vocational education and training was introduced in Ghana to provide the youth with self-employable skills. Many people perceived TVET to be meant for those with low intelligent quotient and this confirmed the work of Baah-Boateng (2018) that many people see TVET as a dumping ground for those unable to advance through the grammar education system, from JHS to SHS through to the university. The worrying situation is that many TVET graduates still go looking for jobs after graduation.

In addition, Government of Ghana has made several efforts to address youth unemployment challenges by initiating direct job creation interventions. Examples include: Skill Training and Employment Placement (STEP) programme (2002-2004), National Youth Employment Programme (NYEP), now Youth Employment Agency (YEA) in 2006, Youth Enterprise Support (YES), now National Entrepreneurship and Innovation Plan (NEIP) in 2014, and the recent Nation Builders Corps. Despite the above efforts, unemployment rates in Ghana instead of reducing, increased from 2.15% in 2015, 2.26% in 2016 to 2.36% in 2017; whilst youth unemployment rate increased from 4.51% in 2015, 4.72% in 2016 to 4.9% in 2017. According to the World Bank (2020), Ghana's youth unemployment rate rose to 12% while underemployment shot to more than 50%, both higher than overall unemployment rates in Sub-Saharan African countries. Despite major investments by both government and private sector, this challenge will intensify if job opportunities remain limited (World Bank, 2020).

Therefore, this study attempts to conceptualise the relevance of entrepreneurial education to solving the youth unemployment challenges in Ghana, and to show how entrepreneurship education relates with youth employment. This paper is based on desk research. During its preparation we reviewed numerous documents related to entrepreneurship and youth unemployment. We refer here often to summary documents of different institutions and organisations where the reader can find extensive lists of references to original journal articles, reports and other resources.

## LITERATURE REVIEW

### Brief Overview of Ghana Educational System

Education aims at socialising the child by the adult to acquire the culturally desirable and appropriate behaviours, goals, motives and skills for his or her future role in the society (Hetherington, 1979; Davidoff, 1980; Aboagye, 1997). The Ministry of Education in Ghana proposed the revision of the curriculum to include practical skills in technical and vocational programmes in the pre-tertiary education. This adaptation of vocational orientation in schools in Ghana, run through 1969 to 1970 when the continuation school programme was introduced by the Kwapong Educational Committee in 1967. This enabled schools to set one day aside for agriculture (e.g. farming, fishing), kente and basket weaving or any practical work available in the area (Ministry of Education, 1974). Also the duration of educational training was reduced from 20 years or more to 17 years for a student to complete his/her education to the tertiary level under the New Educational Reform Programme reduces (McWilliam, 1962). The educational reforms over the years have been the over concentration of duration of the training and that of the change of names of the educational system, and finally the introduction of programs with no resources and emphasis on practical based training for skills acquisition. Below in Table 1. is the summary of the history of Ghana's educational reforms over the years.

Table 1

#### *Summary of the History of Ghana's Educational Reforms*

S/N	Level	1962 McWilliam Committee	1974 Dzobo Committee	1987 Evans Anfom Committee	2007 Prof. Anamuah- Mensah Committee	2008 Restored Evans Anfom. Reforms Committee
1	Kindergarten	-	-	-	2	2
	Primary School	6	6	6	6	6
2	Middle School	4	-	-	-	-
	Junior Secondary/High School	-	3	3	3	3
3	Senior Secondary/High School	5	2	3	4	3
4	Lower 6 <sup>th</sup> form (Ordinary level)	1	1	-	-	-
	Upper 6 <sup>th</sup> form (Advanced level)	1	1	-	-	-
	Summary of pre-tertiary	6,4,5,2	6,3,2,2	6,3,3	2,6,3,4	2,6,3,3
5	Tertiary Education (University Education)	4	4	4	4	4
	Summary of both pre- tertiary and tertiary education	6,4,5,2,4	6,3,2,2,4	6,3,3,4	2,6,3,4,4	2,6,3,3,4

Source: Authors' Construct

### Concept of Entrepreneurship and Entrepreneurship Education

*Most of what you hear about entrepreneurship is all wrong. It's not magic; it's not mysterious; and it has nothing to do with genes. It's a discipline and, like any discipline, it can be learned.* Peter F. Drucker

Here, the concept of entrepreneur, entrepreneurship, and entrepreneurship education (entrepreneurship pedagogy) are explained accordingly.

### **Who is an Entrepreneur?**

Say (1816) quoted in Putari (2006) asserts that an entrepreneur is the agent “who unites all means of production and who finds in the value of the products...the reestablishment of the entire capital he employs, and the value of the wages, the interest, and rent which he pays, as well as profits belonging to himself.” He views entrepreneurs as change agents. In a similar move, Schumpeter (1934) conceives the entrepreneur as the innovator who implements change within markets through the carrying out of new combinations such as introduction of new techniques of production, reorganisation of an industry and innovation. According to him, innovation and technological change of a nation come from the entrepreneurs. He coined the phrase “entrepreneurial spirit” and posited that “.....the doing of new things or the doing of things that are already being done in a new way” stemmed directly from the efforts of entrepreneurs (Schumpeter 1947). He added that the entrepreneur is an innovator, one that introduces new technologies into the workplace or market, increasing efficiency, productivity or generating new products or services (in Deakins and Freel, 2009). Schumpeter, (1951) quoted Cantillon (1730) who conceptualised entrepreneur as: the “agent who buys means of production at certain prices in order to combine them” into a new product.

In Quick MBA (2010), the entrepreneur is defined as one who combines various input factors in an innovative manner to generate value to the customer with the hope that this value will exceed the cost of the input factors, thus generating superior returns that result in the creation of wealth. Reiss (2010), views the entrepreneur as the person that recognizes and pursues opportunities without regard to the resources he/she is currently controlling, with confidence that he/she can succeed, with the flexibility to change course as necessary, and with the will to rebound from setbacks. The entrepreneur is anyone who has the capacity and willingness to undertake conception, organization, and management of a productive venture with all attendant risks, while seeking profit as a reward (Business Dictionary, 2010). Relatively, an entrepreneur is a person who has possession of a new enterprise, venture or idea and assumes significant accountability for the inherent risks and the outcome (Wikipedia, 2010). UNDP (2010) asserts that entrepreneurs are agents of change who accelerate the generation, application and spread of innovative ideas. Murphy (2010) conceives an entrepreneur as a person who is dynamic and continues to seek opportunities and/or different methods of operation and will do whatever it takes to be successful in business. Pinson (2010) visualised the entrepreneur as a person who starts a business to follow a vision, to make money, to be the master of his/her own soul (both financially and spiritually) and is an "educated" risk taker. The characteristic of entrepreneur play an important role in ensuring the business success in Small and Medium Enterprises (SMEs) (Islam *et al.*, 2011).

We therefore define entrepreneur as an innovative individual who possesses ideas, knowledge and capacity to identify business opportunities in order to create new businesses by creating new products, new production methods, new markets and new forms of organisation without being afraid of the risks involved to satisfy human needs and wants. Every entrepreneur should be characterized by the need to be independent, ability to create value, contribute to family and society, and not to be unemployed. Potential entrepreneurs should have the ability of initiatives, have business sense and foresight, and ability to be decisive. Entrepreneurs are employers – they employ themselves and others, helping to reduce unemployment in the society. It should be noted that, though most entrepreneurial businesses start small, entrepreneurs are not only

small business owners; they can also be big business owners. Why? Successful entrepreneurs, unlike small business owners, are innovative (which help them to be strategically positioned for competitive advantage) and, when operating in an enabling business environment, can rapidly create a large amount of wealth while bearing very high risk.

### **Entrepreneurship**

Like entrepreneur and other social science concepts, there is still no single precise definition of entrepreneurship. For instance, Putari (2006) observes that scholars had not been in agreement in their definitions of entrepreneurship and chronicled the definitions of entrepreneurship by various scholars (Brockhaus & Horwitz, 1986, Sexton & Smilor, Wortman, 1987; Gartner, 1988). Cantillon (1730) views entrepreneurship as: “self-employment of any sort”. Joseph Schumpeter has been known as one of the early proponents of entrepreneurship research. He equated entrepreneurship in 1934, with the concept of innovation and applied it to a business context, while emphasizing the combination of resources. Penrose (1963) views entrepreneurship as the activity that involves identifying opportunities within the economic system. Gartner (1988) conceives entrepreneurship as the creation of new organizations. Entrepreneurship is the act of being an entrepreneur. The World Economic Forum in its report “Educating the Next Wave of Entrepreneurs” concisely defined entrepreneurship as “the pursuit of opportunity beyond the resources you currently control.” (Volkmann et al, 2009). Nwachukwu (1990) regards entrepreneurship as a process of seeing and evaluating business opportunities, gathering the necessary resources to take advantage of them and initiate appropriate action to ensure success. Okpara (2000) defines entrepreneurship as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identifiable opportunities. Entrepreneurship is a process through which individuals and/or government either on their own or jointly exploit available economic opportunities without being scared by associated risks or inadequate resources under their control (Etuk and Mbat, 2010). UNDP (2010) defined entrepreneurship as the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high growth potential. Entrepreneurs identify an innovation to seize an opportunity, mobilize money and management skills, and take calculated risks to open markets for new products, processes and services.

Entrepreneurship is seen by Akpan, Efiang, and Ele (2012) as the process of creating something new with values, 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. They also added that entrepreneurship is a science of undertaking tasks with attendant risks and gains, while the entrepreneur is the organizer, innovator, and risks bearer in any business undertaking. Entrepreneurship seems to be the ability to apply ideas in life, by creating an added value on product or services in order to face the realities and the complexity of both the local and the international market (Carbonnel, Nassè, & Akouwerabou, 2020). For Nassè (2019) fair practices and hybridization of management practices is a key to a successful entrepreneurship. This includes such actions as: creativity, innovation, ability to take risk, planning, decision-making, and management. It is a foundation of social and commercial actions. Entrepreneurship understood in this way is one of key competences in accordance with lifelong learning; supports self-fulfilment, social integration

and active citizen attitude, and ability of self-employment (Egerová, Ubreziova Nowinski, & Czeglédi, 2016). Research and development, wealth and a high majority of employment opportunities are created by small businesses developed by entrepreneurially minded individuals, many of whom go on to create large companies or businesses. People exposed to entrepreneurship regularly express that they have more opportunities to exercise creative ideas, freedoms, higher self-esteem, and an overall greater sense of control over their own lives. As a result, many experienced people, such as the political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social achievement on a local, national and global scale.

After critically studying the above definitions, we can deduce that entrepreneurship is a derivative word from entrepreneur. Therefore, we can define entrepreneurship as a function which involves the exploitation of opportunities that exist within a market, with intention to make profit. Entrepreneurship is the act of being an entrepreneur. It can also be seen as act of being innovative with aptitude to undertake finances and displays business acumen in an effort to transform innovations into economic goods. It is an act of self-employment and less reliance on government or other institutions already in place. This may result in new organisations or may be part of revitalizing mature organisations in response to a perceived opportunity.

### **Entrepreneurship Education**

European Commission (EC 2015) states that, “Entrepreneurship is a skill that can be learnt. You don't have to be born an entrepreneur to run a successful business. You can become one by developing an entrepreneurial mind set and skills”. Garavan and Costine (1995) asserted that entrepreneurship education is the process of or series of activities which aims to enable an individual to assimilate and develop knowledge, skills, abilities, values and understanding that are not simply related to a narrow field of activity but which allow a broad range of problems to be defined, analysed and solved. It emphasises on teaching people or citizens with the passion and desired skills needed to create an entrepreneurial firm and guide the firm successfully via its initial stage to maturity stage. Brown (2000) pointed out that entrepreneurship education is designed to communicate and inculcate competencies, skills, knowledge, and values needed to recognize business opportunity, organize and start new business venture. It is about transforming an idea into reality, rather than talking about how to do it. Stephenson (2005) opined that the growth and development of a country's economy is possible through entrepreneurial activities and its education. According to Paul (2005), entrepreneurship education is organized to achieve the following objectives (1) to create employment (2) to reduce high level of poverty (3) to create smooth transition from traditional to a modern industrial economy. Ademiluyi (2007) affirms that it addresses some socio-psychological problems and delinquency that arise from joblessness. To Lee and Wong (2008), entrepreneurship education is a catalyst for economic development and job creation in any society. UNESCO (2008) stated that 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. UNESCO sees entrepreneurship education here as education and training which allows students to develop and use their creativity, take initiatives, responsibility and risks. This is because entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Okafor, 2014). Entrepreneurship education is focused on developing youth with the

passion and multiple skills (Izedonmi and Okafor, 2010). It is aimed to reduce the risk associated with entrepreneurship thought and guide the firm successfully via its initial stage to the majority. It seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Maria, 2010). Adeola and Bolarinwa (2010) posit that entrepreneurship education is a collection of formalized teaching that informs, trains and educate anyone interested in business creation or small business development. With the knowledge of entrepreneurship, the students/potential entrepreneurs are able to understand what it means to own a business and even how to go about creating ideas towards the achievement of desired goals and objectives.

Entrepreneurship education is the kind of education given to people with a view if developing entrepreneurship qualities properly followed-up with support services for smooth take-off and successful running of business (Idada, Okosun, Anolu, Atagana and Aiwansedo, 2011). Akpan *et al* (2012) gave the definition of entrepreneurship education as the systematic development of skills, knowledge and attitudes demanded by an individual to perform adequately in a given business or occupational oriented opportunities for improved performance of a country's economy. They added that, the aims of entrepreneurship education therefore, are: to improve the performance of existing economy, to reduce the learning period for one to participate fully in the business environment, to help people develop their capacities so that their economy can meet most, if not all, its future requirements for the economy. Adebayo and Kolawole (2013) described 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. The views above show that entrepreneurship education in scope, nature and characteristics is a rebranding education culture meant to equipping the students with requisite skills and capacities needed for the global workforce.

We hereby define entrepreneurship education as the acquisition of knowledge that is capable of turning ideas into action. This knowledge includes innovation, creativity, risk taking, ability to plan and manage projects and to become self-reliant. Apparently, entrepreneurship education is the kind of conscious training given to the recipients in order to awaken sense of initiative in them and teaching them how to turn ideas into reality. Entrepreneurship education ingrained in a school curriculum will ensure that learners have chances of becoming entrepreneurs and stimulate them to become curious and creative. Students with this knowledge have the tendency of becoming self-reliant during and after school. Entrepreneurship education has the propensity to provide individuals with the ability to recognize commercial opportunities and the attitudes to act on them.

### **Entrepreneurship Education: Empiricism and Global Perspective**

*Preparing today's students for success and eventual leadership in the new global marketplace is the most important responsibility in education today... Entrepreneurship education is an important tool to achieving these objectives [and] ...should be universally available to provide all students with opportunities to explore and fulfil their potential.* Stephanie Bell-Rose, President, Goldman Sachs Foundation and Thomas W. Payzant, Harvard Graduate School of Education

Globally, studies have shown the impact of entrepreneurship education on individual, institution, economy and the society. Graduates from entrepreneurship programs are three times



more likely to be involved in new venture creation than non-entrepreneurship business graduates (Chaney & Libecap, 2000; European Commission, 2015). Linan, Rodriguez-Cohard and Rued-Cantuche (2005) used the Entrepreneurial Intention Questionnaire (EIQ) to measure entrepreneurial intentions of two different Spanish universities. Applying factor and regression analyses techniques, they found that youths' intention to become an entrepreneur depends on personal attraction towards entrepreneurship, perceived social norms and perceived feasibility or self-efficacy. In Nigeria, a couple of studies were investigated with respect to national economy. For example, Onah (2006) examined the entrepreneurship education needs of self-employed artisans and craftsmen in the urban area of Enugu state, Nigeria. The questionnaire was distributed among 600 artisans and craftsmen. The study used both the mean scores and two-way analysis of variance (ANOVA). The result shows that the entrepreneurial skills that are comprised of management skills, accounting skills, public relation skills, marketing skills, communication skills and record keeping skills explained significant part of the success achieved by the craftsmen and artisans. Mania (2013) examines the role of entrepreneurship education on job creation in Nigeria.

Conversely, Agu and Chiaha (2013) investigate the impact of entrepreneurship education on the employability of university graduates in Nigeria. The sample size consists of 320 respondents. The study concludes that entrepreneurship education enables graduates possess employability skills. Akhuemoukhan, Raimi and Sofoluwe (2013) examine the impact of entrepreneurship education on employment generation in Nigeria. They employed an econometric analysis using a secondary quantitative data to draw conclusion. The study discovered that if entrepreneurship is well-developed it would be an effective tool for poverty reduction, employment generation, fast-track the realisation of universal primary education and promoting gender equality. In addition, Anam, Iba and Aregbe (2014) examine the impact of entrepreneurial education on productive employment and sustainable poverty reduction in Cross River State using 60 beneficiaries of the Central Bank of Nigeria Entrepreneurial Development Center in Calaba. The findings established that there is a significant relationship between entrepreneurial education and employment creation as well as poverty reduction in the state. Daku and Oyekan (2014) suggests various education and youth support programmes in terms of skills, attitudes and capacities to establish business outfits for self-employment in Nigeria. The authors suggest the needs to produce well-trained tutor; provide a healthy workplace and environment; develop the required political will; and enlighten parents and children on the relevance of the planned education system. Onuma (2016) examined the importance of exposing under-graduates students to entrepreneurial education on the ability to create job after graduation using 200 final year students from Ebonyi State University. The findings showed that entrepreneurial education is relevant to students as it equipped them with skills for post-graduation job creation ability rather than job seekers.

The inclusion of entrepreneurship education into curricula of tertiary institutions started in the United States of America as far back as 1947 (Kuratko, 2003). In 2014, the World Bank published an extensive report on "Entrepreneurial Education and Training Programs around the World" (Valerio, Parton, Robb, 2014). The reports stated that, entrepreneurship education and training (EET) programs over the last 20 years have mushroomed, given their promise and potential to promote entrepreneurial skills and attitudes. While the number of such programs continues to expand worldwide, global knowledge about these programs' impact remains thin.

Some scholars understand entrepreneurship as a process of opportunities discovery with the final purpose of creating new wealth. For instance, Baumol, Litan, and Schramm (2007) find that among developed economies, the United States and some Anglo-Saxon countries nurture innovators more successfully than the economies of continental Europe and East Asia because they encourage dynamic, young, high-growth businesses. These businesses, not mature companies, exhibit the fastest innovation-led growth and push the technology frontier (Egerová, *et al.* 2016). Such enterprises tend to be the main sources of entrepreneurial activity. Innovation and entrepreneurship are on-board of the same ship and cannot prosper one without the other (Bessant and Tidd, 2007). Meaning that entrepreneurship encourages innovation which in itself creates employment opportunities. Bessant and Tidd (2007) added that archetypal inventors like Thomas Edison, Graham Bell, James Dyson and others, were also entrepreneurs, as they developed successful businesses based on inventions and innovations. Acs, Desai, and Hessels (2008) suggest that entrepreneurship should be understood more broadly and that – besides of “opportunity (innovative) entrepreneurship” focused on starting a business to exploit a perceived business opportunity we should not leave without attention to the “necessity entrepreneurship” – starting a business after being pushed into it. While the first generate employment, spillovers and structural economic changes, the latter are unlikely to expand, but are an important source of income, especially in developing countries (Egerová, *et al.* 2016). Encouraging entrepreneurship is very necessary as it plays increasing role in the development of businesses. Newly established workplaces can contribute to strengthening the local labour market because these new workplaces are often situated where the entrepreneurs are living. It is especially true for family businesses. Egerová, *et al.* (2016) also asserted that positive correlation between entrepreneurship and economic growth exists. Sustainable growth based on innovation requires an increasing number of start-ups, which are likely to provide more and better jobs.

According to European Commission, “it is necessary to support entrepreneurship education in all EU countries as Europe needs more entrepreneurs for job creation. The main objective of the European Commission is to promote entrepreneurship education and stress its importance at all levels from primary school to university and beyond”. Entrepreneurship is one of the key competences to be promoted by lifelong learning; it supports self fulfilment, social integration and active citizen attitude, and also ability of self-employment, as defined in the Key competences for lifelong learning (European Commission, 2006 a). Entrepreneurship and entrepreneurship education is already high on the agenda in most EU Member States (Egerová, *et al.* 2016). Its focus on entrepreneurship and entrepreneurship education is reflected in a series of strategic documents (European Commission 2006, 2012, 2013, 2015). More information germane to those issues can be found in the OECD studies “Entrepreneurship and Higher Education” (OECD 2008) and “Entrepreneurship at a Glance 2015” (OECD, 2015). Norwegian Government has this to say:

*To promote entrepreneurship we must create a better culture for innovation and creativity, and to accomplish this, we must focus on our young. Children and young people must gain confidence in their own creative powers and the ability to see and use local resources as the basis for developing businesses and employment. They must be given the opportunity to see and experience how creativity, personal confidence, drive and the ability to cooperate are vital*

*underpinnings of entrepreneurship and also the basis for being constructive, creative and active at school and home, and at work and play.* Norwegian Government's Strategic Plan, 2004-2008

In Nigeria, the inclusion of entrepreneurship education started gaining attention in the year 2006 (Yahya, 2011; Gabadeen & Raimi, 2012). Nigeria introduced 34 trade and entrepreneurship subjects in its secondary school curriculum in 2007 to match ideas and challenges of the changing economic structure of the modern society and in tertiary institutions (Okojie, 2009). Subsequently, the Federal Ministry of Education with the aim of making Nigerian graduates self-reliant and more resourceful, introduced entrepreneurship education into the universities, polytechnics and colleges of education curriculum through their regulatory and supervisory agencies – National Universities commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) (Okoro, 2020). This became pragmatic in order to offer a realistic approach to solving the problems of unemployment facing the nation. It came in place when the Federal Government of Nigeria (FGN) adopted small and medium-sized enterprises (SMEs) as the building block of the country's economy and the right entrepreneurs to realize the objective of setting up small and medium scale enterprises were not available despite the existence of millions of unemployed youths, including higher institution graduates who regrettably, do not have the requisite skills and experiences for entrepreneurship in the country (Nwekeaku, 2013). Thus, entrepreneurship development has since been made a compulsory course for all students in the three levels of tertiary education irrespective of students' areas of specialization (Yahya, 2011 in Okoro, 2018). The NUC's directive made it mandatory for all Nigerian universities to mount entrepreneurship education (EE) for the undergraduates beginning from 2007/2008 academic year (Yakubu, 2007 and Nwite, 2007).

According to the NUC, entrepreneurial studies are out to making beneficiaries to think creatively to job creation during their undergraduate days and after graduation from the university. The NUC embarked on the promotion of the programme in tertiary institutions in Nigeria with the following objectives: (1) Empowerment of the people (students), (2) Creation of employment, (3) Diversification in business, and (4) Individual confidence (in Onuma, 2016). The objectives are quite promising towards reducing unemployment and boosting the economy of the nation. The entrepreneurship education is a relatively new phenomenon in Nigerian higher educational institutions. Bwisa (2004) agreed that entrepreneurship education does not exist at pre-school, primary and secondary school levels in Kenya and that the intervention level of entrepreneurship education has been at tertiary institutions and universities (Otuya, Kibas & Otuya, 2013). According to Radipere (2012), Entrepreneurship is a young and developing field of study in South Africa and there is an increasing demand for grounded knowledge in this field.

### **Challenges Facing Entrepreneurship Education**

A section of the Organisation for Economic Corporation and Development (OECD) study is keen to the entrepreneurship education in Central, Eastern and Southeastern Europe, relevant to Visegrad Four countries (V4 countries – countries of the Central European region with common interest). It finds that the majority of entrepreneurship professors are traditional academics. Most entrepreneurship courses are still taught by the lecture method. Interactive teaching methods such as role playing, case study discussions and simulations are used less frequently.

Case studies and other interactive pedagogy are under-utilized, as is the inclusion of business people and entrepreneurs in the classroom. Universities made little use of former entrepreneurs in teaching. This is markedly different from the experiences of some US business schools, where practitioners and former entrepreneurs are well represented in the classroom – as teachers, guest lecturers, or executives in residence who counsel the faculty, students, and the administration about entrepreneurship curricular issues. Teachers are important role models. A positive attitude among young people in schools toward entrepreneurship, innovation and reorientation requires that teachers have knowledge of this. It is therefore important to focus on entrepreneurship in teacher training, and provide courses in competence development to working teachers. EC provides The Guide for Educators (European Commission, 2014). Sometimes, the “art” and the “science” of entrepreneurship are separated: the former (e.g., creativity, innovative thinking) is not teachable, except through practical experience; while the latter (e.g., business and management skills) can be taught. Despite these points to the contrary, research supports that when education and training systems incorporate creative and entrepreneurial skills into teaching methodologies, the mindsets and skills more closely tied to the “art” of entrepreneurship are transmittable. Entrepreneurship Education and Training (EET) represents academic education or formal training interventions that share the broad objective of providing individuals with the entrepreneurial mindsets and skills to support participation and performance in a range of entrepreneurial activities (Egerová, *et al.* 2016). In most European countries, curricula include the entrepreneurship, however, the realization of the goals is not of practical nature. The practical experiences are a standard element of curricula in only small number of the EU countries. An interesting way to support the educational initiative is active teaching methods, e.g. company management simulations.

Uzoagulu (2012) argued that in practice some universities simply design one or two entrepreneurial courses, taught by some lecturers who have no practical experience of entrepreneurship while students take such courses as a requisite for graduation. Notwithstanding the fact that recognition of entrepreneurship education as a source of self-employment initiatives has been increasing, there has been no systematic attempt to look at it from the science and technology students’ perspective in the present rapidly globalizing world, economic dynamism, and regional development. That is to say that entrepreneurial pedagogy in most places where it has been adopted has not been well arranged in a way the students could learn it practically.

### **Understanding Unemployment**

International Labour Organization (ILO) considers unemployment to be a person of working age (e.g. 15+ years in Ghana) to be unemployed if during a specified reference period (either a day or a week), that person had been: ‘without work’, not even for one hour in paid employment or self-employment of the type covered by the international definition of employment; ‘currently available for work’, whether for paid employment or self-employment; and ‘seeking work’, by taking active steps in a specified recent period to seek paid employment or self-employment (ILO, 2012). Also, a jobless person who is available for work but fails to make an effort to seek work is described as a ‘discouraged worker’ rather than unemployed (Baah-Boateng, 2013). Finally, this paper considers any person who is jobless, available for work and make efforts to find job but fails to find one is described as unemployed.

## Youth Unemployment in Ghana

The incidence of graduate/youth unemployment is attributed to the educational system operated during pre and post-independence era in the country which placed emphasis on liberal education rather than acquisition of vocational skills which prepares school leavers and graduates with vocational skills for better employment opportunities. Suffice it to say, that the system focused on and produced school leavers and graduates whose number are always on the rise year after year without commensurate

### Theoretical Framework of Entrepreneurship Education

In the following section, a brief overview of entrepreneurship education theories are provided as well as a discussion of how it provided a conceptual framework to the study. However, the Need for Achievement Theory (NAT) by McClelland (1965), and the Risk Taking Theory by Richard Cantillon (1680 – 1734) and John Stuart Mill (1806 - 1873). Some related models are also adopted and explained.

**Need for Achievement Theory (NAT):** This is a psychological theory of McClelland (1965), which shows the functionality of strong relationship between need for achievement (n-achievement), economic development and entrepreneurial activities. The proponent of the theory- McClelland (1965) explains that there would be a relatively greater amount of entrepreneurial activities in the society, where the average level of need achievement is relatively high (McClelland, 1956). The import of the theory is that when recipients of entrepreneurship education are sufficiently motivated to possess high need for achievement in life, there is greater tendency for them to set up their own businesses after graduation. When graduates with entrepreneurship education/training can establish businesses of their own, they can employ others – one additional engaged graduate is a progress. That is to say that entrepreneurship education have the tendency of making its recipient an entrepreneur (a self-reliant business owner), and reducing unemployment rate, which in turn can lead to national development.

**Risk Taking Theory (RTT):** Another theory that supports entrepreneurship education is the risk taking theory of Richard Cantillon (1734) and John Stuart Mill (1848). Richard Cantillon was the first of the major economic thinkers to define the entrepreneur through his work *‘Essay on the Nature of Commerce in General’*, in 1734, as an agent who buys means of production at certain prices to combine them into a new product. He identified the willingness to bear the personal financial risk of a business venture as the defining characteristics of an entrepreneur. In like mind, John Stuart Mill in 1848 wrote a book *‘Principles of Political Economy’*, in which he used the term entrepreneur to refer to a person who assumes both the risk and the management of a business. The theory perceives entrepreneurship as a mental education that stimulates individuals to take calculated risk for which future stream of benefits are guaranteed and people taking big risk have to contend with a great responsibility (Alam and Hossan, 2003). In a nutshell, risk taking theory infers that entrepreneurship education improves the ability, capability and potentials of the recipients to undertake risks for which economic benefits are ensured. The recipients of EE can take risk by establishing personal business and become employed, and thereby reducing unemployment rate in a society.

Outlined below in Table 1.2 are outlined some of the key areas in terms of what, how, where and who to teach entrepreneurship, to maximize the learning of the participants

Table. 2

*What, How, Where and Who To Teach Entrepreneurship*

<p><b>What</b></p> <ul style="list-style-type: none"> <li>• Enhancing entrepreneurial behaviours and mindsets</li> <li>• Building self-confidence, self-efficacy and leadership</li> <li>• Creativity, innovation and ability to think „out of the box“ to solve problems</li> <li>• Managing complexity and unpredictability</li> <li>• Basic business and financial skills“ „business literacy</li> <li>• Opportunity identification</li> <li>• How to build, finance and grow ventures</li> <li>• Developing negotiation skills</li> <li>• Building relationships, networks, social capital</li> </ul>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>• Interactive, learning centred pedagogies</li> <li>• Multi-disciplinary programs and projects</li> <li>• Case studies, games, simulations, business plan competitions, etc.</li> <li>• Extensive use of visuals, digital tools and multimedia</li> <li>• Learning by doing / hands-on</li> <li>• Experiential learning / labs (trial &amp; error)</li> <li>• Projects, internships with start-ups</li> <li>• Mentoring and coaching</li> <li>• Interactions with entrepreneurs</li> </ul>
<p><b>STUDENTS &amp; ENTREPRENEURS</b></p>	
<p><b>Who</b></p> <ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers and school administrators</li> <li>• Professors, trainers</li> <li>• Business people and leaders in other sectors</li> <li>• Entrepreneurs</li> <li>• Mentors, coaches, advisors</li> </ul>	<p><b>Where</b></p> <ul style="list-style-type: none"> <li>• Formal school systems (primary, secondary, tertiary):             <ul style="list-style-type: none"> <li>○ At all levels</li> <li>○ Across disciplines</li> <li>○ Compulsory and elective courses</li> </ul> </li> <li>• Informal systems (after school and other)             <ul style="list-style-type: none"> <li>○ Local schools, training institutions</li> <li>○ Community centres, NGOs, government agencies, banks, etc.</li> <li>○ Life-long learning</li> </ul> </li> </ul>

Source: Volkmann et al., 2009, p.11

**Entrepreneurship Education as a Panacea to Youth Unemployment in Ghana**

Entrepreneurship education practice by country differs, for example, high school students in the U.S. are already quite familiar with entrepreneurship (Lee, Chang. & Lim, 2005); it has become a central part of basic school curricula in most European countries (European Commission 2012), as a subject matter and as a mindset (European Commission 2002, Education and Culture DG 2007). Nigeria confronts several challenges that may be resolved if it is confined on all sides with innovative, enlightened, and entrepreneurial citizens who are inquisitive minded to cogitate in a new way and takes exception to manage the challenges contending with them. Moreover, an emerging economy that is willing to solve the problem of joblessness will need the attention of the innovative young mind who are willing to be schooled, trained to become entrepreneurs with a start-up and anticipation to become an innovator thus developing the economy. The global financial crisis has generated a heightened emphasis on entrepreneurship education (EE). Entrepreneurs are key to economic growth and new jobs, wherefore entrepreneurship education is declared to be one of the main instruments for the support of entrepreneurship at all levels of the educational system from basic school to higher education, (European Commission, 2012; 2013).

**How to Teach Entrepreneurship**

World Economic Forum report “Educating the Next Wave of Entrepreneurs” (Volkmann et al., 2009) conclusion on how to teach entrepreneurship are summarized in the following paragraphs:

“Mainstream pedagogy will have to change, leading to the hands-on, project-based, multidisciplinary, non-linear approaches that entrepreneurship education requires. We need to move towards these higher-order thinking skills for all young people.”

Entrepreneurship education cannot be based mainly on lectures, presentations and other traditional tools. No amount of book based learning on its own will allow the student to progress in this field. To acquire practical skills, companies established by pupils and students should constitute an important part of entrepreneurship in education

The curriculum for most successful youth entrepreneurship programmes includes many or all of the activities below, typically with clear learning objectives tied to textbook themes, usually with pre- and post-reflective sessions and evaluations, and frequently taking place outside the classroom:

- ✓ Simulations and games.
- ✓ Interactive teamwork and group activities.
- ✓ Direct, action-oriented market research (students recognize market opportunities by observing and interviewing potential customers, identifying needs in their own communities).
- ✓ Student buying and selling events, using real money (grants or loans from the school or programme).
- ✓ Field trips to local businesses, especially entrepreneurial ventures.
- ✓ Entrepreneurs or venture funders as guest speakers in class.
- ✓ Business plan and other competitions, with business people as judges.
- ✓ Student-run businesses, using real money (including in-school stores).

Most successful programmes engage entrepreneurs and other business professionals as volunteer advisors, mentors, and coaches for the students. Mentors and coaches play a major role in incubating student businesses. Young entrepreneurs also need exposure to and support for furthering their education.”There exist good practice examples of study materials and guides for entrepreneurship courses at different levels of education. Most of them were created in the OECD countries in English. They can serve as an inspiration for potential authors of study materials in V4 countries, however they should be customized to specific conditions of respective countries. Entrepreneurial vs. traditional approach in education

Table 3

*Lists the differences in entrepreneurial vs. traditional approach in education*

<b>Entrepreneurial approach:</b>	<b>Traditional approach:</b>
• Training “in”, learning	• Education “about”
• Also personal competences	• Knowledge in disciplines
• Flexible, adaptable	• Fixed study plan
• Training material, cases	• Textbooks
• Student oriented	• Teacher oriented
• Group process, interaction	• Class, individual activity
• “Clash room”, diversity	• Classroom, homogeneous
• More coaching role for teacher	• Lecturing
• Project, interdisciplinary	• Subjects, disciplines
• Close to real life and business	• Close to research, academia
• Action oriented	• Study, theory oriented

Source: OECD, 2008

### **Self-Employment**

Self-employment refers to a situation where an individual creates, begins and takes control of the business decision rather than working for an employer. Abdulkarim (2012) described self-

employment as act of working for oneself. Self-employment is the act of generating one's income directly from customers, clients or other organizations as opposed to being an employee of a business or person. When one is self-employed, it means one is carrying on one's own business rather than working for an employer (Citizens Information, 2014). This implies that self-employment is a situation in which an individual works for him/ herself instead of working for an employer that pays salary or wages. In addition, youths should be supported in establishing new businesses and be educated from time to time to stay afloat in business. This will however energise the economy as it brings new ideas to life through innovations, resourcefulness and the aspiration to build something of life-long significance. The above review saw the need to reposition and transform education in Nigeria especially the tertiary sector towards entrepreneurial drive for job creation, global competitiveness of Nigerian graduates and curriculum imbalance need to be addressed. To achieve this, entrepreneurial drive must be through effective teaching and research and promotion of entrepreneurial education in tertiary institutions cum private sector.

### **CONCLUSION AND POLICY RECOMMENDATIONS**

Promoting entrepreneurship has several long-term benefits: it drives personal development, it strengthens the ability to innovate and adapt, and hence the ability to make efficient use of resources, it contributes to necessary diversity in business life. Entrepreneurial mindsets and skills can be best promoted through learning by doing and experiencing entrepreneurship in practice, by means of concrete projects and activities. At university level, entrepreneurship education should have a strong focus on generating business ideas, technology-based activities and innovation. The scope of entrepreneurship education is much wider than training on how to start a business, as it includes the development of personal attributes and horizontal skills like creativity, initiative, self-confidence, among many others. Thus, for Carbonell and Nassè (2021) a successful entrepreneurship needs the right leadership, efficiency, and adaptation to the African context where there is an emergence of economic intelligence (Ouédraogo & Nassè, 2020). Mentoring or coaching from people with business experience should be a basic element in all entrepreneurship training. However, it is not sufficient just to bring entrepreneurs into the classroom: students should be directly involved in enterprise projects. Entrepreneurship in education includes development both of personal qualities and attitudes and of formal knowledge and skills. Personal qualities and attitudes increase the probability of a person seeing opportunities and doing something about them. Work on entrepreneurship in education must primarily place emphasis on development of personal qualities and attitudes. In that way a basis is laid for later utilization of knowledge and skills in active value creation. Knowledge and skills concerning what must be done to establish a new enterprise, and how to be successful in developing an idea into a practical, goal-oriented enterprise. Entrepreneurship should be directly included in the education curricula, since to get familiar with the principles of the working world and entrepreneurship supports the proper understanding of the role, which is fulfilled by entrepreneurship in society. This study therefore recommends entrepreneurship education as a panacea to youth unemployment as outlined in figure 1.1 below.



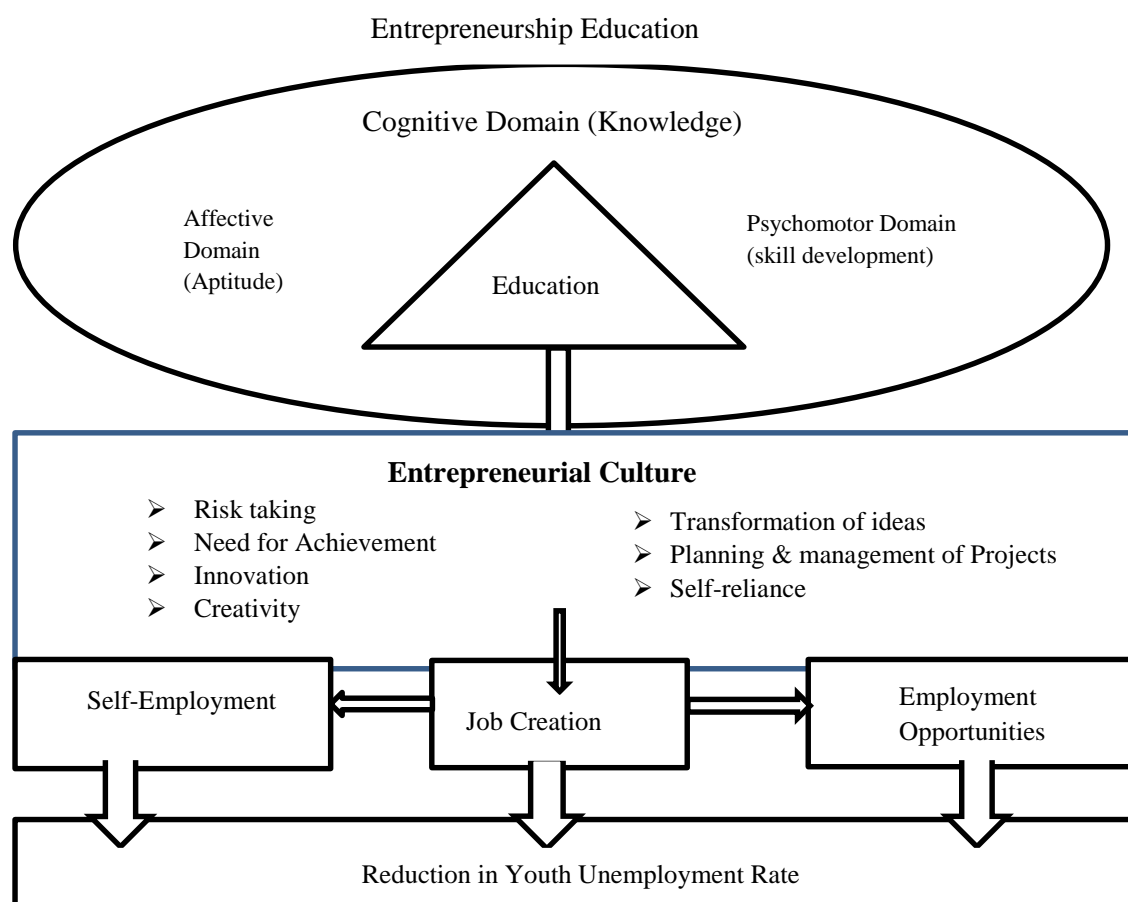


Figure 1: Entrepreneurship education as a panacea to youth unemployment Source: Authors' Construct.

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