

**JOURNAL
OF
ORIENTAL AND AFRICAN
STUDIES**

**VOLUME 19
2010**



ATHENS – GREECE

OGUNDELE, O.J.K & HASSAN, A.R
INGREDIENTS FOR GLOBAL DOMINANCE
IN AFRICAN ENTREPRENEURSHIP

Introduction

The entrepreneur in the context of this paper is the originator or creator of a profit seeking organ of the society or economic organization established for the purpose of providing goods and services for the consumption of the society, in which such organization is located. The entrepreneur is often referred to as the agent of economic, technological and social changes, because of the multi dimensional roles that he plays in the economic, technological and social systems (Ogundeale and Olayenii, 2004). Entrepreneurship is considered as the processes of emergence, behaviour and performance of entrepreneur (Ogundeale 2004a). The formal processes of equipping the entrepreneur with necessary insights and skill are through formal education, entrepreneurial training and development.

Education is commonly considered as formal process of learning in school, college or university. The purpose of education is to develop the individual and it is broad in scope. Udo-Aka (1987) considers education as involving the acquisition of general knowledge and development of basic mental capacity. Therefore, the main burden of education falls upon our formal school system, since education is concerned with increasing general knowledge and understanding of the total environment (Flippo, 1966). It is to be noted that business firms, religious, institutions and other forms of social organizations are also involved in the educational process. Training is considered as the organized procedure by which people learn knowledge and/or skills for definite purpose (Beach, 1975). The objective of training is to achieve change in behaviour of the trained. Yoder (1963) notes that training means to educate somewhat narrowly, by instruction, drilling, discipline and other methods of modifying behaviour. Learning is another related concept, which is the human process by which skills, knowledge, habits and attitudes are acquired and utilized in such a way that behaviour is modified. Thus education as used here is inclusive of training and learning processes.

Development in the general sense is many-sided process. At the individual level it implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well being (Rodney, 2005). The achievement of any of those aspects of personal development is very much tied in with the state of the society as a whole. At the level of social groups development implies an increasing capacity to regulate both internal and external relationship. Rodney (2005) is of the view that the tool with which men work and the manner in which they organize their labour are important indices of social development.

Rodney (2005) notes further that development when used exclusively in economic sense is in relation to how members of a society increase, jointly their capacity for dealing with the environment. This capacity is dependent on the extent to which they understand the laws of nature (science) and on the extent to which they put (technology) and on the manner in which work is organized. All these are assisted by the processes of formal education, training and development in the society.

Dispossessing Africa's Wealth.

Bond (2005) notes that Africa's citizens experience depletion of assets like forests and minerals resources and suffer the impact of pollution as a result of mining. In these contexts those who claim international integration can enrich Africa are wrong. At more than 10 billion dollar a year since 1970s collectively the citizens of Nigeria, the Ivory Coast the Democratic Republic of Congo (DRC), Angola and Zambia have been especially vulnerable to the overseas drain of their national wealth. The two causes responsible for these are (1) South — North resources flow associated with exploitative debt and finance plantom aid, capital flight; unfair trade, distorted investment, ecological exploitation and brain drain. (2) Instead of accumulation and class formation via an organic middle class and productive capitalist class, Africa has seen an excessively powerful "comprador" oriented ruling elites whose income is based upon financial parasitical accumulation and political-bureaucratic patronage power, which in turn is then subject to vast capital flight. These two problems must be tackled for the proposed entrepreneurship development in this paper to be effective. The solution is in having the right political leadership. Above all, developing African entrepreneurs as outlined in this paper can tackle the problems created by globalization for Africa business organizations.

The evangelistic dimension is concerned with massive propagation of all activities that will result in quantum movement of people into entrepreneurial activities. The will be base on zealous effort at spreading entrepreneur vision and practice throughout the nation. The agenda component relates to clearly spelling out those things that have to be put in place, in related sequence for sustainable entrepreneur development for a great and dynamic economy in Africa

Conceptual Framework.

Development, as noted by Homby, (1974) is gradual advancement through progressive stages of growth from within. From this point of view development, as a process, involves growth, this feature of development implies “change” and this is very important in any consideration of entrepreneurship education and development. From a broader perspective, the developmental approach to entrepreneurship considers the nurturing of the actual or potential entrepreneurs to become more effective in running their own organizations. Singh (1986), notes that this has to be done at various stages and in various training and development institutions. The developmental theory developed by Singh (1986), has as its foundation massive education, training and development of the entrepreneurs from childhood, on the need for achievement motive. Singh (1986) notes further that entrepreneurial performance is influenced by three factors. First factor is his or her attitude towards his/her occupation. Second, the role expectations held by the sanctioning groups. Third factor is the operational requirement of the job. He notes that society’s values are most important determinants of the first two factors, education, training and development is crucial for the third.

Ekpo-Ufot (1988), provides an account of an entrepreneurship development programme that was carried out at the University of Lagos. As a result of which he produced a list of seven determinants that affect entrepreneur ship response. These are: (1) society’s values and needs (2) family (3) Schools (4) work organization (5) urbanization and industrial estates, (6) availability of financial resources and (7) government. He states that there are several ways in which these determinants can be structured to accelerate entrepreneurship development. The programme reported by him was on the development of planning skills in the entrepreneurs by involving the entrepreneurs in producing the feasibility studies of their projects. This paper therefore argues for a

restructuring of our educational system in Africa for educating and developing entrepreneurs for economic development in the 21 century.

Okaka (1990) observes that entrepreneurial success depends on development. That to be successful entrepreneurs need to possess certain qualities in addition to skills and knowledge concerned with the technical aspect of owning a business, such skills are acquired through organized education, training and development.

Rao, Wright and Mukheri (1990), note that the focus of development approach is entrepreneurship skill. These skills include: (1) development of entrepreneurial spirit, characteristics and personality (2) development of technical, technological and professional competencies needed for productive work employment (3) Development of enterprise — building and small business development, capabilities to initiate and start one's own business or self-employment and (4) Development of Managerial capability to run the business and other self-employment activity successfully.

Ogundele (2000), notes that the areas covered by the development theory involve both macro and micro level determinants of entrepreneurship. At the macro level it covers training in opportunity awareness, relating to relevant publics, technology, market and dealing with government agencies to mention only a few. The micro level issues include entrepreneurial personality in terms of attitudes, motivation, values, education, and work experience. The approach emphasizes education, training and development as important determinants of the processes of entrepreneurship. The development theory envisages the positive effects or consequences of education, training and development on several determinants that affect entrepreneurs and entrepreneurship. The utilization of this approach holds much promise for the under developing countries like Nigeria, Ghana and Kenya.

Globalization can be viewed as the process of international integration of goods, technology, labour, capital, individuals, organization institution, - that are implementing worldwide strategies which link and coordinate their international activities on a global basis. Adewumi (2004) defines globalization as the increasing integration of regions and nations into world market, the overcoming borders and soaring of transaction costs as frontiers barriers are eliminated.

Ogundele (2004b) view globalization in terms of increasing interconnected and dependent world with several effects on trade, investment, finance, human resources, education, technologies, communications, government, regional organizations etc. Adewumi (2004), observes that the main features of a global world economy are that (1) investment is no longer geographically constrained with a lot of private fund available for cross- border investment (2) industry is more global in orientation than it used to be. (3) Advances/new development in information technologies facilitates activities of TNCs (Transnational Corporations) (4) Individual consumers have also cultivated tastes that make them took beyond national boundaries for quality goods at cheaper price. (5) Concentration of enormous financial and economic power in the hands of TNCs. (6) Deregulation of employment and currency speculation. Hence Ogundele (2001a) notes that from the list of items presented and the features of globalization it is about challenges (risks) as well as opportunities. The African entrepreneurs have to rise up to the challenges for the development of the continent of African.

Entrepreneur

Drucker (1985) notes that the entrepreneurs searches for innovative opportunities and organizes resources to exploit the opportunities at a profit to the entrepreneur. Also, Amit, Glosten and Muller (1993) define entrepreneur as an individual who innovates, identifies and create business opportunities, assembles and coordinates new combination of resources. This is to extract the most profit from uncertain environment. Ogundele (2000) defines the entrepreneur as he innovating individual who initiates and nurtures to growth and maturity a new functioning and ongoing business organization, where none existed before. He/She is the individual who successfully thinks or conceives of a new business concern. He/She organizes or initiates actions to start it, and manages it through the initial problems and struggles for survival. He/She also takes all necessary measures that lead the organization to a state of stability and self-sustaining growth. Strictly speaking an individual is an entrepreneur when he/she performs the above specified functions of an empire builder. By this qualification the entrepreneur is expected to put in place an organization which will outlive him/her. Thus, making provision to taking care of future generations. The focus entrepreneur in the paper is base on his roles as economic and social and technological agent of change.

Yusuf (2004) observes that entrepreneurial organizations have played important role in most global economies. That they played crucial role in transition of the most buoyant economies such as the United States of America from industrial age to post industrial information technology. In countries such as Japan and South Korea they play leading roles. In Japan for example 70% of the value of export of Japanese large enterprises is traced to small scale enterprises. Consequently entrepreneurial organizations can be used as tool for meeting challenges of globalization in Africa.

Model of African Entrepreneur in a Globalized System.

Figure 1 below depicts the entrepreneur in the center of a cobweb like circle of the global system with 13 relevant environmental elements ranging from technology, political system, international agencies to regional blocks and others. The number of elements could be expanded to include all relevant factors. Globalization and each of the relevant environmental elements create challenges of endless list for the entrepreneur. The African entrepreneur will need to be adequately equipped to cope with the challenges. If so how should he/she be developed to cope and to have appropriate and adequate responses to these challenges?

In Figure 1 below, the central circle surrounded by the thirteen elements stand for African entrepreneurs. The outer circle represents globalization. From it, arrows branched out to each of the other elements impacting on entrepreneurial development. This is to show that globalization has its own distinct effects on each of the elements.

The inner double-edged arrows show impacts of the various elements on African entrepreneurs and that of African entrepreneurs on each of them.

The inner arrows with broken lines stand for the challenges posed by various elements to African entrepreneur. An examination in brief of the impact of globalization and the challenges of some of the elements are given below:

Challenges of Globalization to African Entrepreneurs.

Globalization makes its own set of demands from African entrepreneurs, as members of the global business community. These challenges include the internationalization of productions which is characterized by direct investment, by technological cooperation between groups that goes beyond simply taking

advantage of the world market for technological innovation, this includes the creation of global networks in which new technologies are developed and implemented (Adewunni 2004). Other challenges are that; investment is no longer geographically constrained; industry is more global in orientation with multinational corporations (MNC) by desire and need to serve attractive markets wherever they exist. Individual consumers have cultivated tastes as such they look beyond national boundaries to satisfy them. New development in information technology facilitates activities of TNCs and investors across the globe. Tremendous financial and economic powers are in the hands of TNCs, others are deregulation of the economic system and currency speculation. The net result of all these is that the African entrepreneur is no longer protected by the political legislations that they used to enjoy. They are to compete with experts in global investments and with skills in global management. Therefore, the African entrepreneur requires the 21 century skills in international management for effective operation, to survive the threat posed by the forces of globalization.

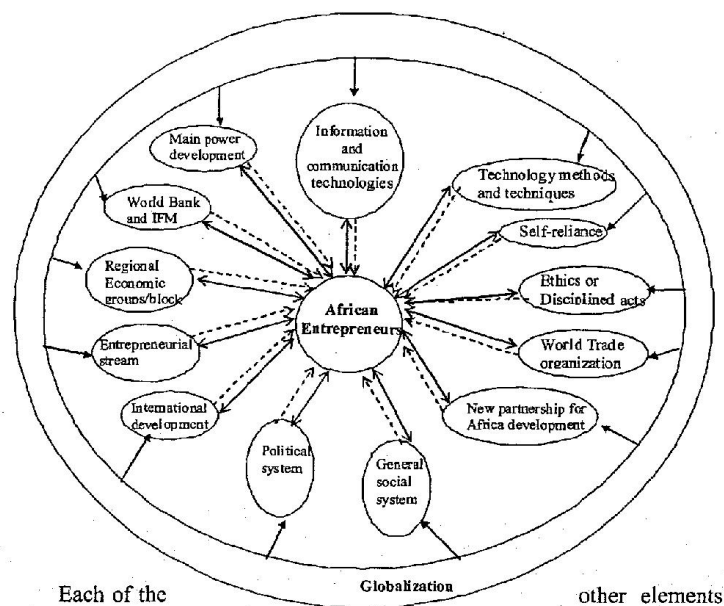
Environmental Challenges to the African Entrepreneurs.

A look at Figure 1: Model of Globalized system and some elements of the environment, reveals that each of the elements poses separate and distinct challenges to the entrepreneurs. Self-reliance one of the elements means autonomy, independence, full use of one's talents and capacities, and growth in all directions. In short self-reliance is challenging the African entrepreneurs to make full utilization of all available resources to be self-dependent to a reasonable level. This will imply that human talents are being effectively utilized with the result that there will be minimal level of unemployment. The African entrepreneurs will need to develop skill in self-reliance for global effectiveness.

The globalized system has the political system in operation within a specified geographical area, which determines desirable patterns of economic development as another element. In Nigeria we are operating a Federal democratic system of government. The Federal government in the early of part of 2004 put forward the National Economic Empowerment and Development Strategy (NEEDS) as the vehicle for the Nation's economic development. NEEDS is a completely homemade response to Nigeria's past efforts at economic development which have failed to produce the desired result.

Ethics or disciplined behaviour is a value concept, which has to do with rightness or wrongness of action; it has relevance in a globalized system. Oguridele (2000), reported that acts of indiscipline was the second most important problem facing indigenous entrepreneurs in Nigeria. Firmpong and Jacques (1999) edited collections of academic works that emphasized the entrenchment of corruption in Sub-Saharan Africa. Therefore the African entrepreneur is confronted with challenges of unethical behaviour, of government agencies, competitors and customers. It is a challenge that is slowing down the rate of meaningful capital flow into the continent outside South Africa and North Africa. The inclusion of re-orienting the value system of the populace as one of the major thrust of NEEDS in Nigeria is a step in the right direction. This will provide opportunity for developing valued behaviours in African entrepreneurs.

Figure 1. The globalized system, environment elements and African entrepreneurs.



Source: Developed by the author and Adapted from O.J.K. Ogundele (2004 globalization and development, multidisciplinary journal of Research Development. Vol.3, No. 2, p.3.

In Figure 1 above, have their distinctive challenges. The World Bank and International Monetary Fund (IMF) have their conditionalities which are concrete blocks against any meaningful development programmes by the poor African countries. How can the African entrepreneurs wriggle themselves out of the net of World Bank and IMF for meaningful economic growth? The solution for this also rest on developing in African entrepreneurs appropriate skills in self-reliance, foresightness and global business operations.

Also the regional economic groups' e.g. Economic Community of West African States (ECOWAS) throws up wider market opportunities to the African entrepreneur. It thus challenges their capacities, and initiatives in coping with the environmental opportunities. This requires skills in cross-national business operations; it again emphasizes the needs for global executive's skills.

The lists of executive- challenges given above are -merely illustrative. They show the need for manpower development as it affect the general social system, and also providing or develop global skills in the African entrepreneurial stream. The entrepreneurial stream stands for various groups of entrepreneurs of diverse descriptions in any given geographical area. They are the torch bearers for any meaningful progress and development.

Therefore, equipping the African entrepreneur with necessary skills for global effectiveness should be of concern to government, academician, human resource consultants, educational institutions, government agencies, international groups that are interested in the development of Africa.

Outline of Patterns of Global Economic Leadership.

Historical document provided insight into how Egyptians of the Old kingdom built the great pyramids, and invented the plough, which was over seven thousand years ago, (Drucker, 1969). Also paper was invented by the Chinese at about the time of the birth of Christ. Our concern here is with the patterns of global economic leadership starting with industrial revolution in Europe which were the results of entrepreneurship, in varying patterns and dimensions. Europe comprising Britain, France and Germany to mention a few dominated the world economy from the 17 to the early 20 century. United States of America took over the leadership of the world economy for most part of the 20 century. Japan

leadership of the global economy became most prominent since the 1970s upwards. The close of the last century produced the emergence of the Indian and other South East Asian countries — Asian Tigers as dominating the global economic landscape. These series of global economic leadership did not happen by accident. They resulted from combinations of social-economic factors and entrepreneurial actions.

Western Europe Effective Dominance from Late 17th -Early 20th Centuries

In explaining the dominance of the world economy by Western Europe during the late 17th - Early 20th century Webber (1904) stated that emphasis should be placed on the role of the protestant movement as well as the general political and economic conditions of Europe during the sixteen and seven tenth centuries. He argued that it was the protestant ethics that helped to sustain the spirit of capitalism which favours the rational pursuit of economic gain and that modern industrial capitalism had its root in the puritan movement. There were arguments for and against this claim. Schumpeter (1934) stated that entrepreneurship is the “fundamental phenomenon” the decisive factor in economic development, entrepreneurship for him is synonymous with innovation or “creative response”. Therefore the leadership of the global economy by Western Europe was based on entrepreneurial initiatives in the preceding centuries.

United States of America from late 19th and 20th Centuries.

Cole (1959) provided evidence that the world economic leadership by the United States of America in the late 19th and the 20th centuries did not start at those periods. The gradual process started way back in the seven tenth century with Charter parties engage in voyages to Portugal and Canary Island. He also discussed the activities of industrial entrepreneurs of later periods. Drucker (1969) also reported various roles played by entrepreneurs in shaping the fortunes of United State of America into global Economic Leadership of the 19th and 20th centuries.

Japanese Global Economic Leadership of the World from the 1970s to 21st Century.

Hirschmeier (1964) found that four categories of factors explained the fact and patterns of emergence of entrepreneurs in Meiji, Japan. These were (1) The development orientation of Meiji political leadership and deliberate activities of

Meiji government based on that orientation (2) the progressive ideology imbued with reactive nationalism which originated with the 1853 opening of Japanese ports to the West. (3) The change in image of business and (4) certain attributes of entrepreneurs in Meiji. Akeredolu Ale (1975) notes that the Japanese experience contain important lessons for developing countries especially Africa at the present time. The Meiji government played “important role” in the formation of new entrepreneurial elite. The role of Meiji political leadership in enunciating and popularizing progressive ideology is also relevant. It’s resolute pursuit of knowledge from the whole world in order to ensure the preservation of Japanese national identity and self respect. There was also the conscious use of educational system, to provide highly trained and motivated people to enhance the status of occupations needed for modernization and to propagate the ideology of national ism for development. All these factors provided favourable atmosphere for emergence of entrepreneurs and predisposed the Japanese society in general to more creative entrepreneurial activities in the interest of Japan. The fact that sufficient number of Japanese entrepreneurs responded to the favourable environment, accounted for the Japanese miracles in industrial development even after the destruction inflicted on Japanese human and physical assets in the Second World War 1939-1945.

India and The Asia Tigers Leading the Global Economy in the 21st Century.

This leadership of the global economy based on the analysis thus far had been shifting from across the globe. India and the Asian Tigers are now taking the lead in the 21st century. India and the Asia Tigers were colonized by Britain. But the Post-Independence period in these countries starting from 1947 in the case of India and I 960s for the other past British colonies followed the patterns outlined above in the case of Japan. These countries had political leaderships that had high level of both political and economic nationalism. They were actively involved in stimulating and promoting massive entrepreneurial activities among the citizenry (Singh, 1986).

The private entrepreneurs also responded positively to both public and private support programmes to promote entrepreneurship. The result is that India and the Asia Tiger are taking over the global Economic Leadership in the 21th century. The position of this paper is that the African entrepreneurs must be developed to be the next successor to India and Asia Tiger in global Economic Leadership in the late 21st Century and effectively in the 22nd century. African

Academician, business leaders and political leadership have the Japanese model to copy from.

This paper presents three models that are expected to be used as vehicles in providing African entrepreneurs with what it takes to lend the global economy as from the late 21st and 22nd centuries.

Model of Entrepreneurship Development for National Economic Development.

Figure 2 below is the Model showing that entrepreneurship development can result in positive changes which can lead to a great and dynamic economy in African countries in 21st Century.

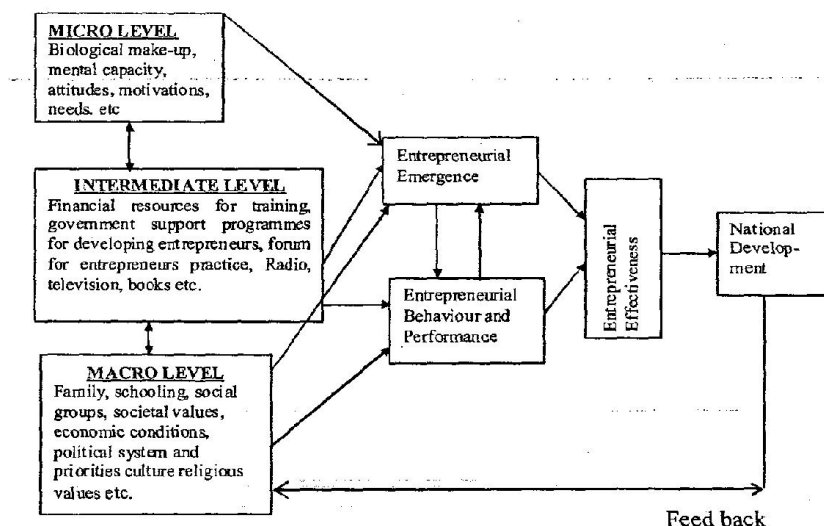
Figure 2 below presents a model of the processes for the education, training and development of individuals in the society. The use of the model in an entrepreneurship development programme is expected to produce the desired changes in the individuals and groups behaviour, which will lead to positive improvement in the society. This will eventually lead to enhanced- pace of progress for national development.

At the micro level, the model focuses on the personality of the individual or entrepreneur. The issues of focus at this level are the fundamental characteristics of the individual. They are based partly on the physical make up of the individuals and the mental capacity which will set some limits as to the types of the opportunities that could be exploited by him/her. Others are the individual's attitudes, motivations and needs as a member of a family and the general society. Training and development are expected to positively help in reducing areas of shortcomings which will lead to improved performance in entrepreneurial practice.

The intermediate level relates to supportive institutions and agencies that could further mould the entrepreneurs or the individuals, by equipping them with more practically oriented skills and competencies for improved performance. The assumptions are that existing or practicing entrepreneurs could perform better when exposed to relevant education, training and development and non-entrepreneurs could be developed to become active entrepreneurs or be self-employed. This is because deficiencies that are manifested in entrepreneurial practice may be corrected through on and off the job trainings and the provision of financial support and training facilities could facilitate the emergence of new entrepreneurs. This calls for supports from various institutions ranging from private institutions, government agencies and multinational organizations.

The macro level focuses on the individual's childhood and adolescence environments. These are the homes, schools, social groups, economic characteristics of the environment political systems and priorities, technology, culture, religious and social values (Ogundele, 2004e, and Ogundele and Opeifa, 2004). Various combinations of these macro level variables will determine the types of education, to which the individuals are exposed. These will in turn influence the possibility that individuals will be provided with entrepreneurially oriented education, training and development. These will consequently affect the processes of emergence, behaviour and performance of entrepreneur. When properly handled with appropriate vision and implementation, this will lay the foundation for educating, training and developing the touch bearer for Africa development in the 21 century and beyond.

Figure 2: Model of Entrepreneurship Development for Great and Dynamic Economy.



Interactive Model of Socio-economic Development.

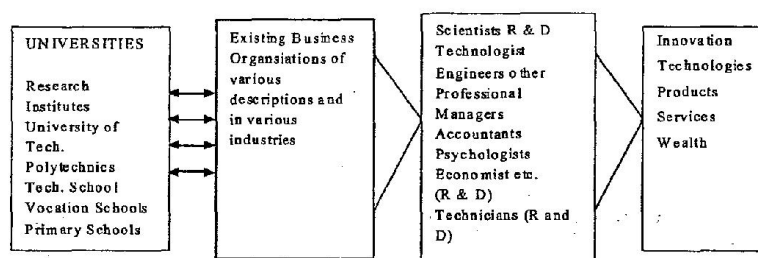
The Interactive Model of self-reliant socio-economic development is intended to complement the model on entrepreneurial development with a view to producing technologically innovative and result oriented entrepreneur who have practical training in relevant industrial sectors of the economy. In Figure 3 below, the principal institutions of development are the school and factory. In

the model, they are sandwiched together by the double-headed arrows. Ascending arrows in the school system depict academic career growth whereas descending ones emphasize the role of the higher institutions to provide instruction to the lower levels. The sandwiched institutions give students at all level opportunities to match their classroom learning with practical work experience in industry. Workers in the industry will, also continue their school learning part time. This will eliminate unemployment. It will also ensure that learning and research are made relevant to the development needs of African countries (Ogundele 2005a).

Figure 3 below is modified version of the proposal by Ekpo-Ufot (1990) with the focus on developing indigenous technology. The operations of the experiment depicted in the model are through the Ministries of Education and Science and Technology in each African country. The Ministry of Science and Technology has the most important responsibility to discharge. These are in planning and executing the experiment. The operators are:

- (1) The school system
- (2) Existing business sector of the economy. They will contribute fund to the national R and D, which must be compulsory in each country.
- (3) National, State and local governments will also contribute which will be used to establish R and D Corporation, with three major divisions suggested in the case of Nigeria these are, instructional and scientific equipment, and motor vehicle and food processing. The development activities will involve students in formal educational systems, and other forms of training and development on short term basis provided for the general public. This is a form of massive evangelistic entrepreneurial education, training and development in various forms of social institutions e.g. schools, clubs, corporative societies, churches, mosques etc. each country will set its own area of important priorities.

Figure 3: An Interactive Model of Self-Reliant Socio-Economic Development.



Source: Adapted from Ogundele (2005c).

The lesson that we have learnt from the Asian Tigers is that effective entrepreneurial education, training and development are the only sure path to national economic development. African countries can tread this path through the collaborative and interactive efforts of the educational institutions, the government, business organizations, and other relevant social institutions listed above. The end result will be mass turnout of creative agents of development - the entrepreneurs. The products of the interactive model would be technologists, innovators, scientists, engineers, accountants, technicians who are entrepreneurs in their own rights.

Hamilton (2006) in an interview with an indigenous entrepreneur in Nigeria states that Durojaiye (the entrepreneur interviewed) reported that waste management idea first came to him in 1991 but he built his first set of mobile toilets on a wagon in 1996. He imported his first set of plastic mobile toilets in 1999. He started manufacturing the same in Nigeria in 2002. That he used to import plastic mobile toilets into the country, but now he exports to other countries in the space of about eight years. Durojaiye notes that until, now waste management had been seriously neglected to the background and he stated that if as a nation Nigeria puts her priorities right and decide to manage waste properly, it can become the biggest income generating source, next to oil. He puts up a challenge “give me N100 million today, I will sign an undertaking for you to tie me up to a pole and get the firing squad to shoot me if I am unable to create, 200,000 jobs in two years, with 150 million Nigerians generating faeces everyday, more mobile toilets are needed”. This is the type of entrepreneur are the ones needed for African. dominance of the global economy before the close of this century and beyond.

Massive Evangelistic Entrepreneurial Education, training and development a Must for National Development in African.

Recent developments in South East Asia have clearly shown other Third World Countries and Africa, that a nation's progress and economic development is not essentially constrained by the levels of natural resources it possesses, but by the human capacity and capability in responding to challenges in the environment.

The Asian Tigers have developed and equipped their human assets with orientation and capacity for spontaneous responses to opportunities of wide ranging patterns both near and far. Because of appropriate entrepreneurial education, training and development, right from childhood every six out of ten people in Indonesia are entrepreneurs. The truth is that entrepreneurship has become a culture of that country and indeed all the Asian Tigers. That is why their economies are the fastest growing and developing ones in the world today. Consequently, entrepreneurship development has equipped the Asian Tigers with the competencies of turning their economies to very dynamic ones for national development. For African countries to move into the club of great and dynamic economies there must be massive evangelistic entrepreneurial education training and development (Ogundele, 2005b). The outline of the desirable and proposed entrepreneurial educational, training and development agenda for Africa entrepreneurial and the continent's development is provided below.

Installing Educational, Training and Development Programmes for Entrepreneurial Development in Africa.

It must be stated here, that the levels of formal education will affect entrepreneurship (Ogundele 2000) In addition the levels and types of technical vocational managerial and other forms of specialized education, framing and development will equally affect entrepreneurship. The other side of the coin is that the lack of appropriate and necessary education, training and development would adversely affect the pace of emergence, patterns of behaviours and consequently lead to a slow pace of performance of the economy. Therefore, appropriate entrepreneurial educational training and development programmes must be provided for pupils and students at various levels of Africa nations educational systems and for the adult in other forms of social institutions of which they are members.

Basic Entrepreneurial Education at Primary School Level.

At the primary level, it is not enough to teach pupils the skills of reading, writing, calculating and elementary science. They must be taught how to apply these skills in solving the problems of society or have the skills that can be used to provide goods and services to the society. This is where model 3 above becomes highly relevant. They must be taught to develop vision of a better future society, thus making infants to be visionary conscious. They must be

initiated into intuitive sensitivity of seeing order in disorder through practice and deep listening. The young ones must be educated on self-awareness and risk taking confidence, which are part of the need for achievement. Based on the challenges of globalization our pupils should be educated to develop the skill of multicultural responsiveness, that is analyzing different culture to know more about the world of others and how they could be exploited. They must also be introduced to the various occupational areas in their local environment. The above requirements means that very large number of our teachers must be retrained for the tasks of training the pupils who are to be torch bearers in developing great and dynamic economy. Therefore, entrepreneurial education has to be provided to pupils and teachers at primary level.

Entrepreneurial Education at the Secondary School Level.

There is also the need for entrepreneurial education at the secondary level in Africa. In Nigeria for example, if the 6-3-3-4 educational policy in Nigeria is made functional there would have been little problems in building on the foundations which would have been laid at the primary schools level. There are serious defects in the provision of facilities, equipments and personal in the implementation of the 3-3 educational programme at the secondary school level. Proper implementation of the 3-3 educational programme at the secondary school level is a must for producing students who will be agents for national development in the 21 century. During the first three

- years teachers at the secondary school level will have to build on, and further develop the skills of intuitive sensitivity, self-awareness, risk taking, visionary consciousness and multicultural responsiveness whose foundations should have been laid at the primary school level. At secondary school level the last three years of the students will focus efforts in areas where they have exhibited the best competences to contribute most to the societal development. Those who are not best suited for pure academic pursuit would at this level branch out into relevant vocational areas for them. They will immediately become agents in the process of producing the desired great patterns of national development. They will be expected to be actively involved in the practical implementation of model 3 of this paper. Again at this level entrepreneurial education have to be provided for both the trainees and the trainers.

Entrepreneurial training and development at the Tertiary Educational levels.

This level includes the colleges of education, the polytechnics, the universities at graduate and post graduate levels and other forms of private initiatives designed to promote entrepreneurship. It is to be noted that presently, there are some forms of entrepreneurship education and development at the tertiary educational levels. In some institutions in Nigeria for example courses in entrepreneurship are taught only in one semester out of eight in four years academic programmes. In others it is taught in two semesters of a four year academic programme. There are few of these institutions where entrepreneurship is taught as a course in all the four years of a student's academic experience with varying course contents. Some institutions are even planning to provide their students with facilities and fund to practice their pet ideas. The best practice will be to ensure that students take at least a course in entrepreneurship in every year of their academic pursuit at the tertiary educational level, under varying titles such; as entrepreneurship development, small business management, management of small scale industry, managing your own business etc. The implementation of model 3 is particularly relevant at this level. Ogundele (2004a) notes that to produce effective entrepreneurs, the education, training and development programmes at this level should be of three broad approaches, namely; functional, behavioral and environmental, based elements in the model in Figure 2 above. The functional approach will equip the practicing and would be entrepreneurs with, planning, initiating, controlling, supporting, information, and evolution, development of technical, enterprise building and managerial skills. The behavioural approach will focus on building appropriate entrepreneurial attitudes, values, beliefs, norms, customs, perception, motives and needs. It is the development of the entrepreneurs spirit, characteristics and personality. The environmental aspect refers to the external environment in Figure 2 above; the impetus at this level has to be provided by others. These include the family environment, social and religious groups, formal educational system, governmental agencies and private initiatives, the legal and political framework, available technology and cultural system. All of these must act as facilitators for entrepreneurial practice. In addition there must be provision of necessary financial assistance and conducive rural and urban environments, for nurturing and supporting entrepreneurship (Ogujiuba, Ohuche and Adenuga, 2004). These will lead to the development of entrepreneurs who will be agents in spearheading national development economy.

Entrepreneurial Development for the Masses

The widespread level of unemployment presently existing in African countries which has contributed to very high level of poverty in these countries could have been minimized if Africans of varying age group and backgrounds were exposed to entrepreneurial, education, training and development across levels. The quest for producing great and dynamic economy, in the 21 century, if Africa is not to be left behind the rest of the world in the match towards property, demands that all hands must be on deck To minimize the level of social parasites on the Africa economy every opportunity must be utilized to provide entrepreneurial education training and development for the general populace. The evangelistic agenda will not be complete if any segment of the society is not catered for, everybody must be an entrepreneurial crusader from the urban to rural areas.

This will be in our community centers, in the urban and rural areas, through special programmes by the churches and mosques designed for installing entrepreneurial spirit in the individuals. At specified schools, adult education programmes at convenient times, should be put in place to have all round entrepreneurial education and development programmes for Africans. This means that there must be entrepreneurial evangelism. This also calls for large number of trainers for these programmes.

Skills to be developed in Entrepreneurs and the general populace for Africa Development in the 21 Century.

The demands of globalization have shown that African entrepreneurs must have multiple skills if they are to be agents of national development. Ogundele (2005b) presents three broad categories of such skills which have twenty eight elements. The first is Management Development Perspective Skills. There are thirteen elements in this category they are; time managements, entrepreneurial self-development; managing change for competitive success; Decision-making; human resources environment of business; helping people to learn team building project management re-engineering or business process redesign; total quality management, organizational development, corporate excellence and people skills. The second is interpersonal skills. There are also twelve elements in this group they include; leadership; subordinate development, delegation and counseling; information techno-logy, re-engineering entrepreneurial values for the 21st century; entrepreneurial effectiveness; motivation and entrepreneurship

ventures; managing information; employee empowerment; conflict management; negotiation; and communication skills. The third category is cross-sectional skills. This group consists of four elements which are innovation/creativity, planning, organizing and Kaizen skills.

Apart from the 28 skills areas listed above, other areas where skills development are necessary for Africa entrepreneurs are in cultural adaptation, managing knowledge for organization success, creating participative organization, quality customer service, managing one's health, physical, mental, job specific, technical, transfer of knowledge and human relations skills. These skills must be developed in African entrepreneurs so as to be able to face effectively the challenges of globalization and other environmental factors, which will lead to national development. The above outlined educational and developmental programmes and areas of skills development constitute the proposals of evangelistic agenda for entrepreneurship education training and development. The adaptation and implementation of these proposals should be the sure foundations for rapid African development in the 21st century which will develop African entrepreneurs for global economic leadership in the late 21st and through 22nd centuries.

In summary, modern entrepreneurship can be defined as anticipating the future requirements of society and successfully meeting these with new, creative and imaginative combination of resources. Other critical resources are information, superior organization, talented and professionally trained people and last but not the least, time itself. These requires organizations as well as individuals with entrepreneurial skills to foresee the future needs of the society and develop new and better ways of fulfilling needs these individuals must be developed now in Africa to meet the challenges of the 21st century and beyond.

The entrepreneurial decisions to be made now and in future are strategic decisions - decisions on the direction in which entrepreneurs shall proceed into an always unknown and uncertain future. Analysis and information no matter how good, will never make these decisions for the entrepreneurs, entrepreneurial decision must of necessity be made on inadequate information.

African entrepreneurs must have an acute sense of timing to be able to lead the global economy later in this century and into the next century. Therefore Africa has to develop her tomorrow's business leaders today. Tomorrow's African entrepreneurs and business leaders will need to be able to lead the global economy later in this century and into the next century. Therefore Africa has to

develop her tomorrow's business leaders today. Tomorrow's African entrepreneurs and business leaders will need to be able to organize for entrepreneurship. It requires being capable of making effective economic decisions regarding the future.

There is also the need to build in our entrepreneurs the capacity for systematic innovation. They have to know how to anticipate innovation and how to make innovation effective —rapidly and profitably.

The organization they will build and lead will essentially be an organization of knowledge workers, highly educated people who put to work knowledge and concepts. The African business entrepreneurs of tomorrow will have to be able to run business that operate across national boundaries and are truly “multi-national”.

The African entrepreneurs now and in future must know much about other institutions of the society, especially about government, government agencies, educational institutions and others relevant social constituencies and the global environment.

The four categories of developing the entrepreneurs call for massive propagation, at local state and federal government levels. Other relevant actions that will complement the approaches listed above include the follows:

1. Commonly accepted slogan on dignity of owning your own business should be developed around which all propaganda is build. This should be propagated in all major African languages.
2. The mass media must be actively involved in mobilizing the masses for effective entrepreneur activities to promote national development
3. High employment salaries e.g. paid in oil sector, bank and especially politicians are disincentives to entrepreneurial development. Government should therefore create fund to assist genuine entrepreneur before their ventures begins to yield returns e.g. graduate and those thrown out of jobs consequence upon current economic reforms.
4. Electronic commerce has been used by all developed countries to achieve greater strides in taking advantage of globalization and attendant competition. This should be positively employed in Africa.
5. Women should be used as a special group in this proposed programme they are in the majority and they need more flexibility in the use of their time than men.

6. Rural areas must be properly integrated in the programmes it should not be an urban affairs we must bridge in gap between aging retiring entrepreneurs and their young successors to minimize the problem of entrepreneurial succession.
7. Government is to concentrate more on infrastructure development at all levels, local, state and federal. Abercrombie, Hill and Tumor (2000)
8. There is the need for moral entrepreneurs championing the restoration of proper moral values, as a crusade against unethical business action on the part of beneficiaries from the proposed entrepreneurial development evangelistic agenda.

Conclusion

Education training and development play very crucial roles in entrepreneurial development and skills acquisition. It is the position of this paper that the hope for any meaningful development that will produce great and dynamic economy in Africa in all aspects of its peoples endeavors lies in rigorous and massive entrepreneurial education, training and development, right from childhood and continually until one retires from gainful employment. At the primary school level the “catch them young concept” should be the central objective. At the secondary and tertiary levels students are to be provided with some form of background knowledge on entrepreneurs and based on model 3 in figure 3, this should be complemented with industrial experience by the learners. For example, at secondary, polytechnic, undergraduate and graduate levels students presently are being provided with conceptual skills and technical skills which entrepreneurs require to perform in specialized functional areas such as accounting, marketing, production, personnel etc. The dynamic global environments require that skills should be upgraded constantly hence the need for expansion as provided in the 28 listed skills area. Several private and government agencies in Nigeria e.g. administrative staff college of Nigeria (ASCON) and Centre for Management Development (CMD) have programmes for developing indigenous entrepreneurs to upgrade their skills. The methods of training and development and the course contents in all these institutions need to be refocused and upgraded based on the discussion in this paper. There is need for a “people change approach” if we are to have great and dynamic economy in the 21st century. We need to show that man and not materials should be the focus of development for a purposeful great and dynamic economy in Africa. The models presented outlined the various levels that are relevant for people

change approach to African development. The various groups and area for training and development have been specified. Governments as well as private organizations' supports are required urgently to produce needed positive changes. The other important ingredients are values reorientation, disciplined behaviour and leadership by example. All these are components of entrepreneurship education, training and development for African development in the 21st century which will result in Africa entrepreneurs' global dominance of world economy in the late 21 and through-out 22nd centuries.

References

- Abercrombie, N., Hill, S. and Tumor, B.S. (2000). The penguin Dictionary of socio logy, 4 ed. London; Penguin books -
- Adewumi, F. (2004) African Trade Unions and the Challenges of Globalization, in Fajana, S. (Ed) Global Trends Industrial Relations in Nigeria, A Book of Reading Lagos: Faculty of Business Administration, University of Lagos, Akoka.
- Amit, R., Glosen, L. and Muller, E. (1993) Challenges to Entrepreneurship Research, Journal of Management Studies, vol. 30, No.3 815-834
- Beach, P. S. (1975), Personnel Management of People at Work, 3rd Ed., New York: MacMillan Publishing Co. Inc.
- Bond, P. (2005), Dispossessing Africa's Wealth the Comment, Friday, Dec. 16,40.
- Cole, A.H. (1959) Business enterprise in its social setting, Cambridge: Harvard University Press.
- Drucker P. F. (1977), Preparing Tomorrow's business leaders today India: Prentice- Hall, Inc.
- Drucker, P. F. (1969), The age of discontinuity: Guidelines to our Changing Society, London: Pan Book Ltd.
- Drucker, P.F. (1985) Innovation and Entrepreneurship Practices and Principles, London: William Heinemann Ltd
- Ekpo-Ufot, A (1988) How to develop the Technologically Innovative Entrepreneur and his Planning Skills, Fredreck Ebert Foundation

- Workshop on Entrepreneurship Development in Nigeria, University of Lagos, November 28-30.
- Ekpo-ufot, A. (1990) Exploratory Research on acts of indiscipline in Lagos State, Unpublished research report, Department of Business Administration University of Lagos.
- Flippo, B. (1966), *Principles of Personnel Management* 2nd Ed, New York McGraw Hill Book Company.
- Frimpong, K. and Jacques, G (Eds) (1999) *Corruption, Democracy and Good Governance in Africa: Essays on Accountability and Ethics*, Botswana Lightbooks
- Hamilton, K. (2006), Working People; Why Switzerland honour Durojaiye for human waste, *This Day Sunday*, January 1, vol. 11, No. 3907.
- Hassan, A.R (2006) Distinctive Characteristics of Successful Entrepreneurs. *Bayero Business Review*. 1(3). 1-14.
- Hirschmeier, J. (1964), *The Origin of Entrepreneurship in Me(i) Japan*, Cambridge Mass: Harvard University Press.
- Hornby, A.S. (1974) *Oxford Advanced Learners Dictionary of Current English*. London: Oxford University Press.
- Ogujiuba, K.K., Ohuche, F.K. and Adenuga, A.O. (2004) Credit availability to small and medium- scale enterprises in Nigeria: Important of New capital base for banks — Background and issues *Bullion: CBN Vol.28, No. 4, 5* 7-68.
- Ogundele O.J.K and Kio, I. S. (2002), Education, Communication and Behavioural Change in Nigeria and NEPAD, 2 National Conference Lagos State National Polytechnic, Ikorodu, 9 October.
- Ogundele O.J.K (2000) Determinants of Entrepreneurial Emergence, Behaviour and Performance in Nigeria, Unpublished Ph.D. Thesis, University of Lagos, Akoka.
- Ogundele O.J.K (2004b) Entrepreneurship Development: Vehicle of People Change Approach to self- actualization and sustainability, conference paper, 10th Annual National Conference, National Association of

Curriculum Theorists, Federal college of education, Asaba, 18 22 October.

Ogundele O.J.K and Olayemi, O.O (2004) Entrepreneurial Education and Social Economic Reconstruction, *Nigerian Journal of Curriculum and Instruction* Vol. 12, No 1, 161-165.

Ogundele O.J.K and Opeifa, A.Z (2004), The Influence of External Political Environment on the processes of Entrepreneurship, *The Nigerian Academic Forum: A multidisciplinary Journal*, 'Vol. 7, No 5. October.

Ogundele O.J.K. (2005b) Entrepreneurship development for a great and dynamic economy in Nigeria, 2nd Annual Conference National Association for encouraging quality education: 2 Annual Conference, Ambrose Alli University, Ekpoma,9

Ogundele, O.J.K (2004a) Developing African Entrepreneurs for the Challenges of Globalization, the Environment and Sustainability, in Fadeyi, A. O. And Somoye R O C (Eds) *African Perspectives on Globalization and Sustainable Development*, In Faculty of Social Sciences International Conference

Publication 127 — 156, Lagos State University, Ojo, Bocsom Publishers.
Ogundele, O.J.K. (2004a) Entrepreneurship and Intrapreneurship in business organizations, in Ogundele O.J.K (ed) *Introduction to Business Organization; A book of readings* 348-365, Lagos; Molofin Nominees.

Ogundele, O.J. K (2005c) Partnership for developing indigenous technology for economic self-reliance, proceeding of the international conference in engineering 528-537 University of Lagos, 23-26 May, Lagos Nigeria.

Okaka, P.O (1990) *Entrepreneurship Development Programme in Kenya*, Kenya: Director of Technical Training and Applied Technology.

Rao, T.V., Wright, C. and Mukherje, H (1990) *Designing Entrepreneurship Development Programme Resource book for Technical and Vocational Institutions*, London: Commonwealth Secretariat.

Rodney, W. (2005) *How Europe underdeveloped Africa*, Abuja: Panaf Press.

- Schumpeter, J.A. (1934) *Theory of Economic Development*, Cambridge Mass: Harvard University Cited in G. Meirer (1976) *Leading issues in economic development*, 3 ed., New York: Oxford University Press.
- Singh, P.N (1986) *Developing Entrepreneurship for Economic Growth*, New Delhi: Vikas Publishing House PVT Ltd.
- Udo-aka, U. (1987) *Training Institutions in Nigeria types, structures and programmes Internal memoirs of director general*, Centre for Management Development, Lagos.
- Webber M (1904) *the protestant ethics and the spirit of capitalism* New York Charles Scribers and Sons.
- Yoder D (1963) *Personnel Management and industrial relations* 5th Ed London Sir Isaac Pitman and Sons Ltd.
- Yusuf, R. O. (2004), *Small Scale Industries and the Challenges of globalization in Nigeria*, in Fadeji, A. O. and Somoye, R. O. C (Eds) *African Perspectives on Development*, 1 Faculty of Social Sciences International Conference Publication, 193 —205, Lagos State, University, Ojo.

SUMMARY

The paper considers all the processes of nurturing the entrepreneurial personality, right from childhood to the time of retirement from active entrepreneurial practice, if ever possible, as development. It also specifies development as a construct used to explain economic expansion. It posits an agenda of developing the entrepreneur from cradle to the grave which involves active participation of virtually all forms of institutions in the society. Three models are used as vehicle for conveying the demands and processes of developing African entrepreneurs for global dominance from the 21st and throughout the 22nd centuries. The paper contends that the era of relying on natural entrepreneurs for economic development, based on the experience from South East Asia is gone. Therefore, if we hope to have great and dynamic economy, we must develop indigenous entrepreneurs by equipping them with necessary capacity to -face -the- challenges of the 21st century. This calls for active involvement all economic, social, political, technical institutions and offices. It also demands the development of multiple skills in our entrepreneurs. Twenty eight of such skills are outlined for future trainers of indigenous entrepreneurs in Africa.