

A Practical Study of Entrepreneurship Education and Empowerment for Displaced Persons

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Abstract: *Nigeria is a country of contradictions, with vast wealth but a larger proportion of its citizens living in abject poverty and worsening unemployment, partly due to insurgency, cattle rustling, natural disasters and illiteracy. To alleviate the scourge of poverty and unemployment, previous regimes launched various poverty reduction policies aimed at boasting levels of industrial production and employment, thereby curbing unemployment, despair and crime. Despite the various PRPS, hydra-like poverty and unemployment are still widespread, judging by official statistics published by reliable agencies. The failure of previous PRPS sparked enthusiasm for the Millennium Development Goals and made entrepreneurship education mandatory in the curriculum of tertiary education in Nigeria. This paper explores entrepreneurship education and empowerment for internally displaced persons in Nigeria. The authors recommend the inclusion of entrepreneurship education in teacher training programmes and the use of ICT tools for teaching to acquire knowledge and skills to empower learners, especially internally displaced persons.*

Keywords: Practical Study, Entrepreneurship Education, Displaced Persons, Nigeria.

1. INTRODUCTION

As a result of situations of armed conflicts (or the threat thereof) and mass violations of human rights, as well as floods, earthquakes and other natural disasters, the number of people fleeing their homes has increased dramatically over recent years. There are also deeper-seated factors underlying this phenomenon of mass displacement. Imasuen, (2015) asserts that, under -development, poverty, unequal distribution of wealth, unemployment, ethnic tensions, subjugation of minorities, intolerance, absence of democratic procedures, and many other factors have been cited as causes. Where such people, in fear of persecution, seek refuge in other countries, their interests are protected by the Refugee Convention of 1951 and the 1967 Protocol relating to the Statute of Refugees. If those persons are victims of armed conflict situations, they are entitled to protection under the Geneva conventions of 1949 and their additional Protocols of 1977. In general, human rights law offers protection to all persons without any adverse distinction. Oduwole & Fadeyi, (2013) asserts however, where such people are displaced within their own country, specific problems as the rights and protection arise.

Under the following working definition of "Internally Displaced Persons" (IDPs), which was developed by the Special Rapporteur on IDPs Ocha, (2004) as there is at present no specific international legislation devoted to that issue, they are: Persons or groups of persons who have been forced to flee their homes or places of habitual residence suddenly or unexpectedly as a result of armed conflict, internal strife, systematic violations of human rights or natural or man-made disasters, and who have not crossed an internationally recognized state border. In addition to the 9.2 million refugees worldwide, there are more than twice as many people who have been uprooted from their homes but who, unlike refugees, remain within the borders of their own countries and are called internally displaced persons. According to Kallin, (2006), around the world, some 23.7 million women, men and children have been internally displaced by conflict, communal violence, and internal strife. Many millions more have been displaced by natural disasters and development projects. Africa bears a disproportionate and truly staggering toll of the global problem of internal displacement. Of those internally displaced by conflict and communal violence, more than half, an estimated 12.1 million persons, are in Africa, with over one million in the fifteen ECOWAS member States; and about two and half million IDPs in Nigeria alone Onijala, (2015).

1.1 Who are Displaced Persons?

Displaced persons under international law are persons or groups of persons who have been forced or obligated to flee or to leave their homes or places of habitual residence, in particular, as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and they must have either remain within their own national borders (as Internally Displaced Persons) or they must have crossed an internationally recognized state border as Refugees Ladan, (2004).

1.2 Common Causes of Displacement in Nigeria

While ethno-religious conflict is endemic in Nigeria, the resulting situations of internal displacement have rarely been considered as emergencies – at least not by international donors. Even the most serious displacement crisis in recent years – when spiraling violence between mainly Muslim cattle herders and Christian farmers in central Plateau State in 2004 left possibly more than 1,000 people dead and according to some sources, up to 258,000 temporarily displaced – did not constitute a humanitarian emergency in the eyes of key donors. Various reasons were cited, not least that the Nigerian government is well endowed and should be able to address such a situation from its own resources. Regardless of whether or not this is the case,

many observers believe there is real potential for violence in Nigeria that could quickly spread and cause major population movements well beyond the response capacity of the government. A report by the United Nations Children's Fund (UNICEF) says that over half a million children have fled attacks by the Islamist sect, Boko Haram, over the past seven months. This brings the total number of internally displaced children, women and the elderly in Nigeria to about 1.5 million.

1.3 Complex Conflicts, Complex Causes

With a population of about 170 million and more than 250 ethnic groups, Nigeria is Africa's most populous nation – with a multitude of religious, ethnic and political fault lines that periodically erupt into communal violence. This has created a sizeable, albeit fluctuating internally displaced population – particularly since the return to democratic rule with the election of President Olusegun Obasanjo in 1999 opened up new opportunities for people to express their grievances and new areas of conflict were created by the competition for political spoils as affirmed by IDMC, (2006). While some of these conflicts may appear to be caused by a singled factor, such as religion or ethnicity, the reality is usually more complex. The introduction of Islamic Criminal Law or Sharia Criminal Justice System in a total of 12 of Nigeria's 36 states in recent years has caused tensions, but when Muslim and Christian groups have clashed this has usually been caused by other factors – such as pressure on land or unequal access to social services. However, the polarization that follows is often along religious lines, and the conflict is easily stereotyped as a "religious war". Perhaps the most significant cause of communal violence in Nigeria is the entrenched divisions throughout the country between people considered indigenous to an area, and those regarded as settlers. Even though settlers may have lived in an area for hundreds of years, they are consistently discriminated against in terms of land ownership, control of commerce, jobs and education. In predominantly Christian Plateau State, for example, the majority of "settlers" belong to the northern Hausa-Fulani ethnic group, nomads who have gradually moved southwards as the expanding Sahara desert has dried up their traditional grazing lands. Hausa – Fulani Muslims have long complained that predominantly Christian farmers steal their cattle and prevent them from grazing, whilst the farmers counter that cattle encroach on their land. At the same time there are indigenous Muslim ethnic groups fiercely opposed to the perceived expansionist tendencies of the Hausa-Fulanis Human Rights Watch, (2006).

Closely linked to this is the problem of poverty and unequal access to resources. Despite its oil wealth, at least two thirds of Nigerians live on less than \$1 per day. Many people believe that conflicts are created and fanned by scheming politicians, particularly elites of the former military regime, relying on the huge pools of destitute and frustrated youths to create social division. The violence can then quickly spread and take on a momentum of its own.

Displacement has also been closely linked to oil production in the Niger Delta. While the Delta region has been volatile for many years, with impoverished local communities accusing successive governments as well as oil companies of depriving them of their fair share of oil revenue, tensions escalated dramatically in oil wealth, clashing with the Nigerian army, kidnapping a number of foreign oil workers and destroying oil installations, reducing the country's oil export by at least 20 per cent. Violence between local militia and security forces as well as inter-militia fighting in the Delta region has frequently forced people to flee their homes and widespread destruction of property has occurred.

2. ENTREPRENEURSHIP EDUCATION

The concept Entrepreneurship Education encompasses two important words: Entrepreneurship and Education. The term entrepreneurship is derived from a French word entrepreneur meaning the one who under takes. In line with this, Entrepreneurship is the ability to envisage and chart a course for a new business venture by combining information from the functional discipline and from the external environment in the context of extraordinary uncertainty and ambiguity which direct attention on the new business venture. It revolves around substantial resources acquisition and development which leads to providing, sustaining, communicating and coordination. Hoit (2006) defines entrepreneurship as the process of bringing together creative and innovative ideas and exploring management and organization skills to combine people, money and resources to meet an identified need and thereby create wealth. The Webster's Dictionary (2005) also defines entrepreneurship as a process by which one undertakes to start an enterprise or business and assuming full control and risk. Building on these definitions, entrepreneurship skill acquisition is conceptualized as a training programme that is geared towards equipping student teachers or recipient with creative or innovative ideas that will enhance self-employment and job creation. Such training programme also equips student's teacher or recipients with skills, knowledge, value, attitude, orientation and insights to analyze their environment in a more organized pattern. Entrepreneurship education simply means preparation for involvement in business organization. Thus, Ekong (2008) calls it education provided to develop the individual in the skills, altitudes, competencies, belief and the perspective of conceiving, planning, starting and managing enterprise for sustained benefits. This definition seems to be too bogus and so Oguegbune and Ugbe (2008) narrowed it down to a process of exposing learners to the essential skills for effective development and management of an enterprise at any level. This definition seems to be adequate enough. Contributing to the need for entrepreneurship education for self survival, Ayeduso (2004) identified the following objectives of entrepreneurship educationas: Provide meaningful education for the youth which could make them self reliant and subsequently encourage them to derive profit and be independent or self developed. Provide small and medium size companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to the management of the small and medium business centres. Provide graduates with the training and support necessary to help them established a career in small and medium size business. 4. Provide graduate in training skills that will make them meet the manpower needs of

society. Provide graduates with enough training in risk management to make uncertainty become possible and easy. Stimulate industrial and economic growth of rural and less developed areas and .7. Provide graduates with enough training that will make them creative and innovative in identifying new business opportunities.8. Developing Science Teacher

2.1 Education Curriculum for Entrepreneurship Education

In the face of the global issues of insurgency and displacement of people enumerated earlier and economic crises that result to unemployment, the teacher education curriculum should be developed to accommodate the emerging issues in science and technology for survival in 21st century. Entrepreneurial skills in general and ICT in particularly have been found to be useful tools to fight unemployment in this era. The envisaged progress of science and technology means that 21st century educational policies should to a greater height include much popularization of science and Technology such as entrepreneurial skills which should be imbibed by the learner as a method of understanding nature and its related phenomena and as a means of harnessing nature's resources for solving human problems. There are numbers of home activities that have scientific and technologic-relevance. Teachers need to explore the student's environment to the advantage of teaching for entrepreneurship skills acquisition. The philosophy underlying these strategies is predicted on the need to carry along scientific and technological myths prevalent in our traditional culture. In this case curriculum development should adopt an integrative approach that would break the conventional boundaries, existing between the exact and the social sciences.

2.2 Various Nigerian Poverty Reduction Policies

In order to check the rising unemployment, surging crime rate and incidence of poverty, different government administrations introduced diverse poverty reduction policies (PRPs) to redress the problems and challenges highlighted above (Eriki and Okafor, 2005) thereby making Nigerians creative, innovative and resourceful to create more wealth and improve their general wellbeing. Some of the poverty reduction policies (PRPs) initiated by different regimes in Nigeria include: (a) General Yakubu Gowon's National Accelerated Food Production Programme (NAFPP) and Nigerian Agricultural Cooperative Bank (NACB); (b) General Olusegun Obasanjo's Operation Feed the Nation (OFN); (c) Alhaji Shehu Shagari's Green Revolution Programme (GRP); (d) General Ibrahim Badamosi Babangida created the Directorate of Food, Roads and Rural Infrastructure (DFRRI), National Agricultural Land Development Authority (NALDA); (e) General Sani Abacha's Family Economic Advancement Programme (FEAP) and his wife's Family Support Programme (FSP); (f) President Olusegun Obasanjo's National Economic Empowerment and Development Strategy (NEEDS); (g) Alhaji Umaru Musa Yar'adua's "Seven-Point Agenda; (h) President Goodluck Jonathan's Economic Transformation Agenda including the Vision 20:2020 presently under implementation (Raimi et al, 2011).

It has consistently been argued that for developing nations (Nigeria inclusive) to grow and catch up with other developing nations, there is the urgent need for a viable entrepreneurship model that would help tackle hydra-headed poverty, unemployment, illiteracy, chronic diseases, maternal mortality, infant mortality, crimes, conflict, terrorism/insurgency, while at the same time promote growth of SMEs, wealth creation, enhance value reorientation, preserve the ecosystem from abuse and in the final analysis achieve sustainable economic development (National Economic Empowerment and Development Strategy, 2004, DFID, 2009). Viewed from the same angle, Roy (2010) describes Africa's socio-economic travails as:

"Widespread poverty, corruption, inadequate resources, poorly trained labour supplies, wars and other forms of civil strife such as ethnic cleansing, pandemic diseases such as HIV/AIDS and malaria, tribal tensions, and ruinous economic policies have led to problems of such scope and dimension that it is only governments, African and international, that can mobilize the necessary capital to begin to make headway on these enormous issues."

2.3 Entrepreneurial Skills in Science Education

There should be a link of relationship between courses/subjects taught and actual live situations considering the issues that are relevant in the world of today and the plight of the IDPs. For instance:

- 1)In introductory technology, the following skills should be developed in the students. Woodwork, glass work (glass ornament, glass blowing,
- 2)Production of glass wares), welding, smiting (black, iron, gold, and brass) and others.
- 3)In biological sciences, the following areas should be emphasis: animal husbandry which should include: functional fishery. Bee-keeping, snailery, rabbitary, poultry, piggery, horticulture which includes raising vegetable gardens, mushroom farming, arable farming and floriculture, also biotechnology which involves animals and plants breeding to improve varieties.
- 4)In physical sciences, various skills could be developed, extraction of dyes and indicators from plant parts, production of tie and dye cloth, soap making, perfume production, polish making, wine brewing, production of bottled and distilled waters, pesticides, pomade making, vegetable oil, battery charging, vulcanizing, repairs of some simple electrical appliances like pressing iron, handsets, fans and generators.

5) In computer science and/or ICT skills like word processing, typing, computer graphics, photocopying, binding and lamination and host of others should be developed. In this regard, there should be a drastic shift from dogmatic, theoretical, and subject matter dominated curriculum content to a more liberal, progressive and pragmatic approach to teaching and learning of the most desired.

The aims, goals and objectives are to target the production of students who are entrepreneurs and survive in the world of globalization and unemployment. The above skills and ICT are acknowledged as tools for self employment. In a bid to meet the requirement of the 21st century and particularly that of the IDPs there is need to re-engineer the curriculum of teacher education, with such entrepreneurial skills. ICT in particular has been acknowledged worldwide as a potent and viable tool for self-employment, job and wealth creation. Computer is an important device in the area of information technology, which is now so useful in the 21st century. Curriculum developers are to include computer literacy and mastery, as one of the entrepreneurial skills and other technological skills in the teacher education curriculum since teacher education curriculum is the work plan with which student teachers are trained in preparation for their future careers as teachers in the secondary and primary levels, there is the need to equip them with the necessary teaching skills needed for the century. This will pave way for an effective utilization of ICT facilities in lesson delivery. This means that computer guided lessons is to cover the sciences, arts, social sciences and all the other courses. Teachers are the inculcators of learning experience which makes them very outstanding in the curriculum process. By equipping them with computer awareness, literacy and mastery, they will be in the better position to transfer knowledge in various capacities. To sum it up, the 21st century curriculum for teacher education is to be developed considering environmental issues, science and technology education. This has become relevant considering the roles play by teachers in the overall educational enterprise. In this way the student teachers in various disciplines will be able to acquire these basic skills. Creative thought and action can be stimulated not only through the practical subjects but also across disciplines ensuring that memorization and copy work are reduced to the minimum. The materials for curriculum should revolve around techno-scientific facilities and equipment. Skills like computer and other entrepreneurial skills are to be given proper attention in curriculum design and organization of teacher education (Emmanuel & Wilfred-Bonse, 2013). Science teachers with knowledge in entrepreneurial skills will undoubtedly affect the IDPs to the tone of globalization and empowerment.

3. RECOMMENDATION

Consequent upon the above the following recommendations were made;

Teacher education curriculum developers should integrate entrepreneurship education into the science teacher curriculum

Governments at all levels and nongovernmental organization should provide certain basic facilities in the IDP camps to facilitate skill acquisition

Teacher education trainers should also be trained and retrained for effective integration of entrepreneurship education in teacher training institution

International donor agencies should partner with government to provide trained IDPs with starter packs after their training

4. CONCLUSION

The core objective of this paper is to examine the plausibility of deploying entrepreneurship education as mechanism for empowerment of internally displaced persons in Nigeria. Based on the objective, exhaustive review of literature was carried out to provide more insight into the subject matter being discussed. On the strength of the literature reviewed, it was discovered that entrepreneurship development could be an effective tool for poverty reduction, stimulating employment as well as resettlement of IDPs and promoting gender equality. Despite the prospect of entrepreneurship education, it is faced with the challenges of paucity of funds, ineffective teaching method, paucity of text-books, and lack of experienced lecturers/teachers and host of other factors.

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