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INVESTMENT IN ENTREPRENEURIAL EDUCATION, STUDENTS ENROLLMENT AND SUSTAINABLE POVERTY REDUCTION IN NIGERIA

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ABSTRACT

This study investigated the interactive effect of investment in entrepreneurship and students' enrolment on sustainable poverty reduction in Nigeria. The technique adopted by the study is quantitative and monthly secondary data from 1990 -2022 were analyzed by employing Autoregressive distributed lag method (ARDL) to establish the interactive effect of students' enrolment and investment in entrepreneurship on poverty reduction in Nigeria. Finding from the study showed that interactive effect is negative and statistically relevant only in the short run. This implies that boosting students' enrolment plays a vital role in augmenting the relationship between entrepreneurship and sustainable poverty reduction in Nigeria over the period of study. Therefore, policy efforts should be tailored to enhancing students' enrolment in school where pedagogical activities have been fashioned towards skill acquisition so as to promote the growth of entrepreneurial education and sustain reduction of poverty in Nigeria.

Keywords: Education, Enrolment, Entrepreneurship, Investment, poverty.

Introduction

Entrepreneurial activities have been touted to be very crucial to the growth of a nation. It has the potential to create creative thinking that leads to innovative venture. The level of innovation in entrepreneurs produces new business venture and generates employment opportunities which has the potential to reduce poverty. Knowledge, skills and creativity generated by entrepreneurial education enables individuals to identify opportunities in form of societal needs and be able to develop solutions that meet such opportunities. In meeting such needs essential services are created, varieties of commodities are provided to meet the surging desires of would-be consumers. The higher the investment to create the quest for entrepreneurial pursuit the higher the potential of individuals to break free from constraining web of poverty (Meshack, Orji and Ogechukwu 2022).

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In Nigeria, poverty has become endemic and multi-dimensional owing to various economic, social and political factors. Also, it has been linked to years of persistent rapid population growth without corresponding increase in productivity, corruption, economic mismanagement and instability in oil prices occasioned by external shocks (Ozoh, Metu, Stephen and Madueke 2020). The nature of poverty in Nigeria is also rural where over 70% of people are said to be poor compared to only about 40% in the urban area, although this differs from region to region. Additionally, in terms of intensity of poverty in rural areas have about 42% poverty intensity in relation to about 37% in the urban areas (MPI, 2022). In 2018, about 40.1% amounting to 82.9 million were under the national poverty line while 39.1% were said to be under the international poverty line within the same period (World Bank, 2021).

In a bid to check the rising incidence of poverty in Nigeria, government as well as other stakeholders has identified programmes to empower individual citizens and so have come up with different ones in recent period which include N-Power programmes, Conditional Cash transfer, Trader-Money programmes etc which are meant to promote entrepreneurial prowess of the citizens. Despite these and many other various attempts directed at improving the standard of living not much has been achieved, in fact level of poverty has increased significantly because of the depreciating value of Naira and the attendant increase in the level of inflation in the country.

Investment in entrepreneurship education has been identified as a key to every entrepreneurial venture as it determines how far the entrepreneur will be able to grow the business to a sustainable level. The knowledge of financial literacy and risk management strategies cannot be adequately assessed by entrepreneurs without adequate education and training. The capacity to lift entrepreneurial activities beyond the boundary of subsistence lies within the scale of investment in training and education of an individual. Therefore, the interactive role played by access to education becomes very imperative in analyzing the nexus between entrepreneurial development and poverty reduction.

Additionally, impact of entrepreneurial development on poverty reduction through employment creation have been well explored in the literature (Hussain, Bhuiyan & Bakar 2014; Lateh, Hussain & Abdullah 2018; Ezeanyeji, Imoagwu & Ejetobihi 2019; Dialoke, Joseph & Ogbu 2019; Umoh & Ekpo 2023 and Azamat, Fayzullokh & Nihifer 2023). However the interactive role played by students' enrolment in engendering sustainability of this relationship has not been well accounted for in the literature. Therefore, this study intends to fill this gap by examining the interactive role of students' enrolment on the nexus between investment in entrepreneurial education and sustainable poverty reduction in Nigeria.

Objectives of the Study

The objectives of this study are to:

i. examine the nature of relationship among students enrolment, investment in entrepreneurship and poverty reduction in Nigeria
ii. investigate the interactive effect of students enrolment and investment in

entrepreneurship on poverty reduction in Nigeria

Entrepreneurial Development Programmes in Nigeria

Over the year different programmes have been embarked upon either directly or indirectly by the government of Nigeria or its agencies on developing entrepreneurial activity in the country. These programmes are aimed at fostering an expansive and supportive entrepreneurial culture through provision of mentorship, coaching as well as technical and financial assistance so as to build strong models for entrepreneurs across different level and also inspire fundamental shift towards entrepreneurial attitude.

In 2001, the Bank of Industry started an entrepreneurship development fund which aimed to support and foster business growth. The major focus of this fund includes provision of capital in form of credit either as a working capital or loan for asset acquisition or for large scale project financing. In addition to this, the programme also covers capacity building in training in business management, financial literacy, marketing strategies and product development. The programme also covers mentorship and business advisory services which are aimed towards supporting entrepreneurs in solving business challenges through making informed decisions. There are also provisions for entrepreneurs to access both domestic and international markets and expand customer base. This allows entrepreneurs to grow their customer base and expand their competitiveness in the market place.

In 2016 Youth Entrepreneurship Support (YES) Programme was launched to provide training, mentorship and access to capital for young entrepreneurs in Nigeria. Youth entrepreneurs were provided with training in business planning, financial management, marketing strategies and leadership development. Through this programme youths are equipped with necessary skills, knowledge and tools for growing successful business. Apart from access to loan, grants or equity finance youths are offered mentorship and coaching support which connect them with experienced business and industry experts for guidance. The programme supports development of innovative technology for start-up entrepreneurs by granting them access to technology infrastructure, incubation facilities and technical assistance which allows them leverage on new innovations for growing their business.

In 2013, the National Enterprise Development Programme (NEDP) began as an initiative aimed at promoting growth and development of micro, small and medium scale enterprises (MSMEs) all over the country. These programmes focused on training and capacity building for entrepreneurs with a view to equipping them with necessary skills and knowledge to start and successfully grow their business overtime. The programmes provided sufficient business development services which assist entrepreneur in driving business expansion. There were also initiatives directed towards poverty reduction and economic growth across different sectors of the economy. NEPD engaged in policy advocacy efforts to promote a conducive business environment for MSMEs by advocating for policies and regulatory reforms

to create incentives for entrepreneurship development in the country.

In 2011, government launched Youth Enterprise with Innovation in Nigeria (YouWIN) with the overall objective of attracting business ideas and innovative entrepreneurial activities from young business start-ups. This programme provides access to financial grants and supports the promising young entrepreneurs with adequate training in order generate additional new jobs either directly or indirectly over the cycle of the programme. The programme was also geared toward improving access to business as well as professional network across both national and international boundaries so as to advance entrepreneurial visibility across the spectrum of available manpower resources. The Federal Ministry of Youth and Sports Development also launched a youth entrepreneurial initiative aimed to empower youth involvement in business and entrepreneurial development. The main focus of the initiative is to provide opportunity to access financial and technical support that will enable them carry out their business ideas so as to become self-sustainable in their entrepreneurial activities.

Additionally, the National Directorate of Employment (NDE) also provides funding and technical assistance for youth who are graduates of tertiary institutions to identify and start a business. The Directorate ensures that fresh ideas from this class of Nigerian youth are translated into entrepreneurial innovations that will blossom into a job creating venture that is capable of tackling the menace of poverty among graduates of tertiary institutions. This programme also complements the Technology Incubation Programme implemented by the Federal Ministry of Science and Technology with the broader aim of providing technology inclined innovations with support in the area of financing, mentoring and technical assistance through incubation facilities spread across the training centres in the country.

Nevertheless, these programmes faced many contradictions that hinder their effectiveness and sustainability over the years. Little progress has been achieved across these various entrepreneurial initiatives due to the inability of various government supervising agencies to implement the core mandates of these entrepreneurial initiatives into successful programmes. Some of the major constraint for successful implementation includes corruption or misappropriation of funds, political instability and favouritism and lack of genuine political will in getting these programmes well implemented to tackle the problems of unemployment and poverty especially among those who are supposed to actually benefit from them.

Review of Literature

There have been several attempts to relate entrepreneurship to poverty reduction. For instance, Dialoke, Joseph and Ogbu (2017) found entrepreneurship to be positively related to poverty eradication. There was a significant effect of entrepreneurship on poverty eradication and higher entrepreneurial activities were found to also significantly decline poverty level. This view was also canvassed by Umoh and Ekpo (2023) that in order to promote job creation and wealth acquisition, entrepreneurship training must be vigorously

pursued and instituted across communities. Obafemi and Araoye (2020) also opined that entrepreneurship development is pivotal to employment generation and poverty alleviation and self-sustenance. This is however possible if adequate infrastructure which includes establishing thriving programmes through higher educational institutions is put in place.

In a separate view, Arejiogbe, Moses, Salau, Onayemi, Agada, Dada and Obisesan (2023) used structural and measurement modeling approach to investigate social entrepreneurship as possible significant predictor of poverty alleviation. This study found sustainable social entrepreneurship programme as fundamental to addressing poverty problem, hence, innovative and entrepreneurial education must be vigorously implemented to achieve sustainable development in Nigeria. The relevance of entrepreneurship development was also stressed as a stimulating factor for generating employment and dealing with poverty headlong (Bhuiyan, Said and Halim 2017).

Olayinka, Olusegun and Babatunde (2015) empirically contributed to the study of entrepreneurship and poverty issues. From a stratified random sampling of 500 respondents and OLS application, there existed a positive and significant relationship between entrepreneurship and poverty reduction. However, this relationship can be sustainable when entrepreneurial skills acquisition and training is embedded in primary, secondary and tertiary education curriculum. This will boost productivity of individuals engaged in such training and provide them with crucial skills for generating sustained job as well as weapons for fighting unemployment and poverty.

The need to increase access to education through primary school, secondary and tertiary enrolment becomes imperative so as to prevent the vicious cycle of poverty among the citizens (Cookson and Darling-Hammond, 2022). Turning education to be poverty responsive will not only end spread of poverty but also instill in each child the capacity to generate further innovations that makes better future a reality and promote inclusivity of every educated child in the growth processes (Salis, 2021). The linkage between school enrolment and poverty reduction has also been stressed to be necessary for achievement of sustainable goals especially those relating to industry and innovation (UNESCO, 2017).

In fact increase in school enrolment has contributed significantly to the increasing rate of finance based entrepreneurial ventures and endowment and have also strengthens the nexus between access to education and increase in marginal productivity which measures quality of individual decision making (OECD, 2012; World Bank, 2019). The question of whether educational spending improves the quality of students' outcomes was the focus of Jackson, Johnson and Persico (2015). The study found that higher spending increases the school quality and enhances students' enrolment and that investment in education is worthwhile.

Although literature has taken care of relationship between investment in entrepreneurial education and poverty reduction as well as nexus between poverty and school enrolment, there is still gap left in the role played

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by school enrolment on the relationship between investment in entrepreneurial education and sustainable poverty reduction. Also, in the area of methodology, studies in the literature have focused mainly on the use of primary data in analyzing the nexus between entrepreneurial education and poverty. This study intends to fill this gap using econometrics technique of Autoregressive Distributed Lag (ARDL) model to investigate the interactive role of school enrolment on the relationship between investment in entrepreneurial education and sustainable poverty reduction in Nigeria.

Theoretical Framework

The theoretical framework that underpins the nexus between investment in entrepreneurship education and poverty reduction is found in the human capital theory. This theory posited that investment in education and training enables individuals to develop their productive capacity from where their capability to generate employment and increase income is enhanced and the process consequently lead to poverty reduction. From all its different dimensions, investment in entrepreneurial education is a form of human capital investment which serves to equip people with skills, knowledge and proficiency for instituting and successfully drive business innovations. The context of school enrolment also brings the individual to the level of surmounting various barriers which might want to restrain successful entrepreneurial drives already inculcated in the individuals. This is in addition to the fact that school enrolment plus entrepreneurial initiatives significantly correlated to individual capacity to positively contribute to economic development. This connection directly and indirectly places economic value on knowledge acquired.

Based on the discussed framework, implicit formulation of a functional model for this study is stated as:

$$POVT = f(SEMPL, EDXPD, SENRL, DOCPS) \quad \text{----------(1)}$$

Methodology

The Autoregressive Distributed (ARDL) model is used to determine the interactive role of school enrolment and entrepreneurship on poverty reduction in Nigeria. Operational variables adopted for use in this study include unemployment rate as proxy for poverty, total self-employment, and domestic credit to private sector as proxy for investment in entrepreneurship, school enrolment and investment in public education from 1990M01 to 2022M12. This study adopts the use of monthly data from 1990M01 to 2022M12 because of the need for sufficient sample data point that is needed for obtaining robust estimate in our ARDL estimation. 1990M01 marked period of post adoption of structural adjustment programme in Nigeria and by which time effect of opening up the economy for deregulation and private involvement in economic production had fully taken effect. At the same time 2022M12 served as period when level of poverty was on the increase due to various effects of economic recession and heightened insecurity level in Nigeria.

Where: POVT is Poverty
SEMPL is Total Self Employment (proxy for investment in entrepreneurship)
EDXPD is Investment in Public Education
SENRL is School Enrolment
DOCPS is Domestic Credit to Private Sector

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Equation (1) can be rewritten in econometric terms thus;

$$POVT_t = \delta_0 + \delta_1 SEMPL_t + \delta_2 EDXPD_t + \delta_3 SENRL_t + \delta_4 DOCPS_t + \varepsilon_t$$

----------(2)

Linearizing equation (2) gives

$$POVT_t = \delta_0 + \delta_1 \ln SEMPL_t + \delta_2 \ln EDXPD_t + \delta_3 \ln SENRL_t + \delta_4 \ln DOCPS_t + \varepsilon_t$$

----------(3) To account for the interactive role of school enrolment on the nexus between investment in entrepreneurship and sustainable poverty reduction equation (3) is re-specified to show the interactive term thus;

$$POVT_t = \delta_0 + \delta_1 \ln SEMPL_t + \delta_2 \ln EDXPD_t + \delta_3 \ln SENRL_t + \delta_4 \ln(SEMPL_t * SENRL_t) + \delta_5 \ln DOCPS_t + \varepsilon_t$$

------(4) Equation (4) depicts the interactive term $\ln(SEMPL_t * SENRL_t)$ which shows how the interaction of school enrolment and entrepreneurship will impact poverty reduction. The ARDL model of Pesaran et al. (2001) is used to determine the interactive role. Thus equation (4) is re-stated thus

$$\Delta POVT_t = \alpha_0 + \varphi_1 POVT_{t-1} + \varphi_2 \ln SEMPL_{t-1} + \varphi_3 \ln EDXPD_{t-1} + \ln SENRL_{t-1} + \varphi_5 \ln(SEMPL_{t-1} * SENRL_{t-1})$$

$$+ \varphi_6 \ln DOCPS_{t-1} + \sum_{i=1}^{p} \beta_i \Delta POVT_{t-i} + \sum_{i=0}^{p} \chi_i \Delta \ln SEMPL_{t-i} + \sum_{i=0}^{p} \delta_i \Delta \ln EDXPD_{t-i} + \sum_{i=0}^{p} \lambda_i \Delta \ln SENRL_{t-i}$$

$$+ \sum_{i=0}^{p} \gamma_i \Delta(SEMPL_{t-i} * SENRL_{t-i}) + \sum_{i=0}^{p} \eta_i \Delta \ln DOCPS_{t-i} + \mu_t \text{ ---------- (5)}$$

Results and Discussions

Descriptive Statistics of Data

The mean and median values of the data set fall within the maximum and minimum values as contained in Table 1. LNSENRL, LNSEMPL, and LNDOCPS have positively skewed values while POVT and LNEDXPD are negatively skewed. The value of Kurtosis for POVT, LNSEMPL and LNEDXPD are lower than their respective values of Jarque-Bera, suggesting that these variables are normally distributed. The closeness of the mean and median values of these variables also supports this claim. However, the Jarque-Bera values did not support the validity of normal distribution for LNSENRL and LNDOCPS as their respective Kurtosis values are greater than their Jarque-Bera values. The standard deviation shows that variables are not widely dispersed from the average values in the series.

Table 1: Descriptive Properties of Data Series

	POVT	LNSENRL	LNSEMPL	LNLEXPC	LNEDXPD	LNDOCPS
Mean	3.969818	4.489877	4.417337	3.891448	4.271573	2.285504
Median	3.878000	4.481460	4.415487	3.897863	4.779275	2.290594
Maximum	5.633000	4.607047	4.454318	3.968592	6.555327	2.976835
Minimum	0.000000	4.336808	4.396316	3.817427	-1.233408	1.600906
Std. Dev.	0.891461	0.071622	0.017356	0.055761	1.969938	0.337642
Skewness	-2.317802	0.026395	1.068058	-0.060739	-0.980425	0.007013
Kurtosis	13.46200	2.127865	3.062657	1.415168	3.332541	2.439196
Jarque-Bera	180.0456	1.049683	6.089221	3.473869	5.438830	0.432710
Probability	0.000000	0.591649	0.047615	0.176059	0.065913	0.805449

Source: Author's Computation, (2024)

Unit Root Test

The result of unit root test confirms a mixed order of integration among the variables of the study. From Table 2, only LNSEMPL become stationary at levels, hence the variable is I(0). Four other variables; POVT, LNSENRL, LNEDEXP and LNDOCPS become stationary after their first difference and are therefore I(1) variables. The mixture of I(0) and I(1) variables in our model justifies the use of ARDL method

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of Pesaran et al. (2001) in analyzing the interactive role of school enrolment on entrepreneurship and poverty reduction.

Table 2: Result of Unit Root Test

	ADF AT LEVELS			ADF FIRST DIFFERENCE			
Variable	ADF TEST	1%	5%	ADF TEST	1%	5%	REMARK
POVT	-1.642876	-3.661661	-2.960411	-10.90888	-4.284580	-3.562882	I (1)
LNSENRL	2.372165	-3.661661	-2.960411	-6.384894	-4.284580	-3.562882	I (1)
LNSEMPL	-5.122240	-3.661661	-2.960411	-	-4.284580	-3.562882	I(0)
LNEDEXP	-1.473621	-3.661661	-2.960411	-3.644283	-4.284580	-3.562882	I(1)
LNDOCPS	-2.352523	-3.661661	-2.960411	-5.050210	-4.284580	-3.562882	I(1)

Source: Author's Computation (2024)

Table 3: Bound Test Result

Variables	F-statistics	Cointegration
F(POVT/LNSEMPL, LNEDEXP, LNENROL, LNDPSEC)	2.8546	
Critical Values	Lower Bound	Upper Bound
1%	3.74	5.06
5%	2.86	4.01
10%	2.45	3.52
	F-statistics	Cointegration
F(POVT/LNSEMPL* LNENROL, LNEDEXP, LNDPSEC)	3.3025	
Critical Values	Lower Bound	Upper Bound
1%	3.74	5.06
5%	2.86	4.01
10%	2.45	3.52

Source: Author's Computation (2024)

Table 4: Result of ARDL Short Run Model without Interaction of Variables

Variable	Coefficient	Standard Error	t-Statistic	Probability
D(POVT(-1))	1.000405	0.018549	53.931988	0.0000
D(LNSENRL)	-0.65674	0.175683	-3.738226	0.0002
D(LNSENRL(-1))	0.669928	0.179582	3.730486	0.0002
D(LNSEMPL)	15.524190	3.588505	4.326089	0.0000
D(LNSEMPL(-1))	-14.428525	3.591099	-4.017858	0.0001
D(LNEDXPD(-1))	-0.072873	0.014885	-4.895693	0.0000
D(LNDOCPS)	0.188330	0.071789	2.623396	0.0091
D(LNDOCPS(-1))	-0.187265	0.072072	-2.598319	0.0097
ECT(-1)	-0.004938	0.002254	-2.190848	0.0291

Source: Author's Computation (2024)

Table 5: Result of ARDL Short Run Model with Interaction of Variables

Variable	Coefficient	Standard Error	t-Statistic	Probability
D(POVT(-1))	0.992751	0.013731	72.299972	0.0000
D(LNSEMPL*SENRL)	-0.422354	0.167899	-2.515530	0.0123
D(LNSEMPL*SENRL(-1))	0.460330	0.167332	2.751005	0.0062
D(LNEDXPD)	0.058860	0.012548	4.690616	0.0000
D(LNEDXPD(-1))	-0.055742	0.012415	-4.489995	0.0000
D(LNDOCPS)	-0.002314	0.002090	-1.107169	0.2689
ECT(-1)	-0.002531	0.000736	-3.437521	0.0007

Source: Author's Computation (2024)

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Table 6: Result of ARDL Long Run Model with Interaction of Variables

Variable	Coefficient	Standard Error	t-Statistic	Probability
LNSEMPL*SENRL	-3.423963	2.695177	-1.270404	0.2047
LNEDXPD	0.118506	0.118641	0.998858	0.3185
LNDOCPS	-0.914202	0.797907	-1.145749	0.2526
C	36.033151	24.898560	1.447198	0.1487

Source: Author's Computation (2024)

Interactive Effect of School Enrolment and Entrepreneurship on Poverty

Before estimating equation (5) for interactive effect, we check for the existence of a long run relationship among the variables. Table 3 shows the result of a Bound test for determination of a long run relationship. The calculated F-statistics of 2.856 shows a lower value than the upper critical value of Bound test of Pesaran et al., (2001). This confirms that no long run relationship exists among the variables in this model. Thus, the short run model for equation (5) is estimated to obtain short run coefficients. From the estimated coefficients of short run ARDL model in Table 4, school enrolment shows significant reductive impact on poverty. Specifically, 1% increase in school enrolment will reduce poverty by 0.65% in the short run (*t=-3.74; p<0.05*). Likewise, increase in investment in entrepreneurship will not reduce poverty immediately until after a lag period (time t (-1)). Specifically, 1% increase in investment in entrepreneurship in the immediate past period reduces poverty by 14.42% (*t=-4.02; p<0.05*). There is also an immediate impact of education expenditure on poverty as 1% increase in education expenditure reduces poverty level by 0.07%. The result also shows that domestic credit to private sector brings about a reduction in poverty by 0.19% in the lag period (*t=-2.59; p<0.05*). This result conforms to a-priori expectation and shows that credit to SMEs will improve business performance and investment which will translate to more profits and expansion of business interest leading to poverty reduction. This finding supports the position of Gabriel and Umemezia (2019) that SMEs are a major source of creating and generating employment opportunities as well as revenue for the government.

This result is also confirmed in Table 5 where school enrolment is interacted with investment in entrepreneurship. From the result, the interactive effect of school enrolment with investment in entrepreneurship brought about reduction in poverty by 0.42% in the immediate period (*t=-2.52; p<0.05*). The lagged value of education expenditure also significantly reduced poverty by 0.05% (*t=-4.49; p<0.05*) while the short run effect of domestic credit to private sector also caused poverty to reduce by 0.002% although the effect in not significant at 5% (*t=-1.11; p>0.05*).

However, in the long run, result from Table 6 shows that the interactive effect of school enrolment and investment in entrepreneurship on poverty is negative showing that combined effect of school enrolment and investment in entrepreneurship will reduce poverty in the long run, although the result is insignificant at 5% (*t=-1.27; p>0.05*). This finding aligns with European Commission (2016) report that

supporting entrepreneurship with education remains the most sustainable means of inculcating enduring skills in young ones who in future time will launch entrepreneurial ventures that will reduce endemic poverty level in the society.

The coefficient of education expenditure shows 1% increase in education expenditure caused poverty to increase by 0.11% in the long run. This result shows expenditure of government on education is not sufficient to create incentives that will lead to poverty reduction. This result runs contrary to Adeoti (2015) that investment in education triggers more entrepreneurial engagement and consequently reduces poverty. However, domestic credit to private sector reduces poverty in the long run. 1% increase in domestic credit to private sector causes poverty to reduce by 0.91% ($t=-1.14$, $p>0.05$).

Conclusion and Policy Recommendations

The interactive role of school enrolment with investment in entrepreneurship was examined using ARDL technique and the result shows that there is a significant negative short run effect of the interaction on poverty. The result also shows that education expenditure is not sufficiently influencing poverty negatively but domestic credit to private sector reduces poverty significantly in the short run.

The negative effect of interaction of school enrolment with investment in entrepreneurship on poverty is evidence that education and entrepreneurial policies in the country must be jointly executed to produce a significant reduction in poverty in the country. These policies must be complementary rather than being substitutes in order to bring about a desirable impact on skill acquisition, job creation through entrepreneurial activities that is backed by sufficient literacy rate and eventual poverty reduction. In addition, government expenditure on education must be significantly increased to cater for provision of adequate skill acquisition programmes and practical oriented education curriculum. This will cater for acquisition of skills that individuals need to be a job creator and not job seekers so as to reduce the poverty level in the society.

There is also the need to vigorously pursue targeted credit policy towards private sector and the self-employed because this will stimulate higher investment and productivity that is also capable of addressing the scourge of poverty among the teeming unemployed in the country. Furthermore, government should encourage access to basic education and also enforce the compulsory attendance at school so that each child will be equipped with requisite knowledge that is necessary for realization of objective of a literate society. This is needed to build a formidable future workforce that will promote higher productivity and reduce the population under poverty. Similarly, political will irrespective of party in government that will continue to implement gains of previous policies on education enrolment, school based entrepreneurial training, job creation and poverty reduction should be strongly encouraged.

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