

Executive Summary

The National Commission for Colleges of Education (NCCE), in collaboration with the Tertiary Education Trust Fund (TETFund), organised a three-day National Workshop on the Effective Operations of Entrepreneurship Development Centres (EDCs) in Colleges of Education in Nigeria, held from 11th to 13th May, 2026, at the B. O. Ukeje Auditorium, NCCE Headquarters, Abuja. The 11th of May served as the arrival and registration day, while technical sessions and deliberations took place between 12th and 13th May, 2026.

The workshop brought together Provosts, Entrepreneurship Education lecturers, EDC Coordinators, policymakers, consultants, and other key stakeholders in teacher education to strengthen entrepreneurship education delivery and improve the operational effectiveness of Entrepreneurship Development Centres across Colleges of Education in Nigeria.

The workshop was convened in response to the urgent need to reposition Colleges of Education as innovation-driven institutions capable of producing self-reliant, entrepreneurial, and employment-generating graduates. Deliberations focused on addressing youth unemployment, strengthening practical skills acquisition, and ensuring alignment between entrepreneurship education and national development goals.

Key presentations highlighted the need for a paradigm shift from traditional skills acquisition to innovation, creativity, and enterprise development. Participants examined strategies such as curriculum reform, experiential and project-based learning, mentoring and coaching systems, development of standardized entrepreneurship reading materials, digital integration, and strengthened collaboration with industry, financial institutions, alumni, and government agencies.

The workshop identified major challenges affecting EDC operations, including inadequate funding, weak infrastructure, limited staff capacity, insufficient industry linkages, and weak monitoring and evaluation systems. It further emphasised the need for a coordinated national framework to standardise, fund, monitor, and sustain entrepreneurship development across Colleges of Education.

Key recommendations included the integration of Entrepreneurship Education into the NCE Minimum Standards, strengthening and upgrading EDCs and Skills Development Centres, provision of common instructional materials and training manuals, enhanced funding through TETFund and partnerships, and full incorporation of EDCs into NCCE quality assurance and accreditation frameworks.

Overall, the workshop provided a strategic platform for stakeholders to develop actionable frameworks for transforming Entrepreneurship Development Centres into functional innovation hubs capable of producing entrepreneurial graduates who can contribute meaningfully to Nigeria's socio-economic development.

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION

DEPARTMENT OF PROGRAMME RESEARCH AND STATISTICS

REPORT OF THE TWO-DAY NATIONAL WORKSHOP ON EFFECTIVE OPERATIONS OF ENTREPRENEURSHIP DEVELOPMENT CENTERS IN COLLEGES OF EDUCATION IN NIGERIA, HELD AT THE B.O UKEJE AUDITORIUM, NATIONAL COMMISSION FOR COLLEGES OF EDUCATION, ABUJA FROM 11TH TO 13TH MAY, 2026.

Opening Proceedings:

The National Workshop on the Effective Operations of Entrepreneurship Development Centres in Colleges of Education in Nigeria was convened to establish critical operational objectives and define the core digital competencies required by educators. The workshop aimed to strengthen the design, delivery, and adaptation of entrepreneurial training across diverse learning environments in line with current ministerial reforms.

Introduction:

The National Workshop on *Effective Operations of Entrepreneurship Development Centres (EDCs) in Colleges of Education in Nigeria* was held from 12th to 13th May, 2026, at the B. O. Ukeje Hall, National Commission for Colleges of Education (NCCE) Headquarters, Abuja. The workshop was organized by the National Commission for Colleges of Education (NCCE) in collaboration with the Tertiary Education Trust Fund (TETFund) and facilitated by Danglo Management and Financial Consultant Ltd. The event brought together Coordinators of Entrepreneurship Development Centres, academic leaders, and other key stakeholders in teacher education across the country to deliberate on strategies for enhancing the efficiency and sustainability of entrepreneurship education in Colleges of Education in Nigeria.

The workshop was convened in recognition of the critical role Entrepreneurship Education plays in addressing unemployment and promoting self-reliance among graduates of Colleges of Education. It provided a platform for participants to exchange ideas, share best practices, and review operational challenges confronting Entrepreneurship Development Centres. With the growing demand for practical and skill-based education in Nigeria's tertiary institutions, the

NCCE, through this workshop, sought to strengthen institutional capacity, improve programme implementation, and align entrepreneurship activities with national development goals.

The major objectives of the workshop were to improve the management and coordination of EDCs in Colleges of Education, enhance staff competence in entrepreneurship pedagogy and administration, and ensure effective utilization of TETFund's intervention resources in the centres. The expected outcomes included the development of a standardized operational framework for EDCs, increased institutional commitment to entrepreneurship programmes, improved collaboration among Colleges of Education, and strengthened monitoring and evaluation mechanisms for entrepreneurship initiatives. Ultimately, the workshop aimed to equip participating institutions with the knowledge, tools, and strategies required to produce innovative, self-reliant, and employment-generating graduates capable of contributing meaningfully to Nigeria's socio-economic transformation.

1.2 Opening Session

The session commenced at 10:00 AM with the National Anthem, coordinated by the Chairman of the Local Organizing Committee. The event was recognized as a milestone for Nigeria's education and vocational training sectors, bringing together policymakers, provosts, institutional leaders, and key stakeholders from across the country.

1.3 Welcome Address

The Director of Programme Research and Statistics, NCCE, delivered the welcome address following established protocol and acknowledged the dignitaries present on the high table. He noted that the workshop seeks to reposition Colleges of Education as institutions driving practical, skills-based teacher education aligned with national reform priorities from basic to tertiary levels. The stated objectives of the workshop were to: Evaluate the operational status and output of entrepreneurship development centres in Colleges of Education. Build the capacity of centre coordinators in project development and programme implementation. Participants were urged to ensure active engagement of teacher educators throughout the sessions to achieve practical, replicable outcomes. The Director concluded by appreciating the Ministries, Provosts, and resource persons for their support, emphasizing that entrepreneurship education extends beyond enterprise creation to include the transferable skills necessary for effective implementation

Attendee: -

Participants at the workshop included Provosts, lecturers of Entrepreneurship Education in Colleges of Education and Education policy makers (See **Appendix A** for details of Participants).

RESOURCE PERSONS

Resource Persons were painstakingly drawn as shown below:

S/N	NAMES	TOPIC	DAYS
1.	Prof. E.A Dangana	New Paradigm Shift on Entrepreneurship Education	DAY 1
2.	Dr. Musa Hatim	Implementation Strategies for Effective Operations of Entrepreneurship Development Centers in Colleges of Education in Nigeria: NBTE Experience.	
3.	Dr. Benjamin Ogedegbe Alaba	Coaching and mentoring pedagogy and Andragogy for Effective Enterprise Development	
3.	Dr. Benjamin Ogedegbe Alaba	Coaching and mentoring pedagogy and Andragogy for Effective Enterprise Development	
4.	Dr. Tunde Gabriel	Sustainable Entrepreneurship Centres in Colleges of vEducation	
5	Dr. Benjamin Ogedegbe Alaba	Production of Entrepreneurship Uniform Reading Materials for Colleges of Education.	DAY 2
6.	Prof. E.A Dangana	Funding Entrepreneurship centres in colleges of education	
7	Prof. Maryam Abubakar Koko	Collaboration, Networking, Partnership, and Linkages.	

OPENING CEREMONY

The workshop commenced with an opening ceremony on the 12th May, 2026 at Abuja. A welcome address was delivered by Dr., Angela Ajala (the Executive Secretary, NCCE) and Goodwill messages were delivered by Dr. Chairman Committee of Provost, Dr. Lawal Ahmed Bazza (President, Colleges of Education Academic Staff Union (COEASU)) and Prof. Dangana. The workshop was flagged-off and declared open by Executive Secretary, NCCE, Dr. Angela.

Highlights of the occasion:

Welcome Address

The Director of Programme Research and Statistics (PRS), NCCE, delivered the welcome address following the protocol and acknowledged the dignitaries present on the high table. He expressed appreciation to all participants for attending the workshop, noting that its objective is to reposition Colleges of Education as institutions driving practical, skills-based teacher education aligned with ministerial reforms from basic to tertiary levels. He outlined the workshop's purpose as: Evaluating the operational status and output of entrepreneurship centres in Colleges of Education. Building capacity of centre coordinators in project development and programme implementation. He urged participants to ensure active engagement of teacher educators throughout the sessions to maximize practical outcomes. The Director concluded by extending gratitude to the Ministries, Provosts, and resource persons for their support, emphasizing that entrepreneurship education encompasses not only enterprise creation but also the transferable skills required to implement it effectively.

Goodwill messages:

Goodwill messages were delivered by Dr. [Name] Committee of provost, Dr. Lawal Ahmed Bazza (President, Colleges of Education Academic Staff Union (COEASU) and Prof. Dangana, Lead Consultant as depicted below:

Goodwill Message Delivered by the COEASU President:

The President of COEASU, Dr. Ahmed Lawan Bazza, delivered a goodwill message on behalf of the Union at the flag-off ceremony. He stated that the workshop addresses a critical need for graduates who combine pedagogical competence with entrepreneurship, innovation, and the capacity to drive local economic growth. He commended the National Commission for Colleges of Education and TETFund for shifting focus from establishing entrepreneurship centres to ensuring their effective utilization. He emphasized that these centres must function as hubs for training, mentorship, funding, and networking, rather than as dormant structures. Dr. Bazza noted that the success of the initiative depends on collaboration among NCCE, TETFund, and academic staff, who are responsible for policy implementation and skills transfer. Also, he pledged full support and confirmed the commitment of its members across all zones to translate the workshop outcomes into measurable improvements in entrepreneurship education. He urged that the strategies adopted be practical, resource-efficient, and digitally oriented, while reflecting the economic realities of Nigeria's geopolitical zones. He concluded by congratulating NCCE and TETFund and expressing confidence that the workshop would mark the beginning of a more functional and transformative approach to entrepreneurship education in Colleges of Education

Committee of Provosts:

He started by greeting everyone then stated that the effective operation of entrepreneurship centres aligns with this mandate by equipping educators and students with practical skills for self-reliance and job creation. The Committee reaffirms its commitment to providing institutional leadership and administrative support to ensure that the outcomes of this workshop are implemented across all Colleges of Education. It is expected that the deliberations will produce clear, actionable frameworks that are sustainable, context-specific, and aligned with national education and economic priorities. The Committee wishes all participants productive engagements and anticipates the positive impact of this initiative on teacher education and national development.

Lead Consultant:

As Lead Consultant for the National Workshop on the Effective Operations of Entrepreneurship Development Centres in Colleges of Education, I acknowledge the strategic importance of this engagement. The workshop represents a deliberate step toward bridging the gap between theory and practice in teacher education. The focus extends beyond establishing centres to building systems that deliver measurable outcomes through training, mentorship, and industry linkages. The objective over the course of the workshop is to co-create operational guidelines and digital competencies that are practical, scalable, and responsive to the realities of Nigeria's Colleges of Education. The success of this effort depends on the active engagement and expertise of all participants. Appreciation is extended to NCCE, TETFund, and all stakeholders for the trust placed in the consultancy team. It is anticipated that the deliberations will strengthen entrepreneurship education and contribute meaningfully to Nigeria's human capital development agenda.

2 Keynote Address and Flag-off of the Workshop Delivered by the Executive Secretary, NCCE, Dr. Angela Ajala.

In her remarks, the Executive Secretary expressed delight at joining stakeholders in the event, aimed at strengthening the role of Colleges of Education as catalysts for innovation, self-reliance, and national development. She described the workshop as a vital step in repositioning teacher education to support Nigeria's socio-economic transformation through entrepreneurship.

She highlighted the Federal Ministry of Education's efforts to integrate entrepreneurship education into teacher preparation programmes in alignment with the Federal Government's agenda on skills acquisition, job creation, and economic diversification. She emphasized that Entrepreneurship Centres in Colleges of Education must go beyond symbolic existence to become functional laboratories of creativity and enterprise. According to her, such centres should equip students with practical skills and opportunities for innovation that address local challenges, create employment, and contribute to national growth.

The ES appreciated the contributions of all teacher educators to educational advancement in Nigeria and urged participants to engage fully in the workshop to generate actionable recommendations that would enhance innovation and accountability in the management of Entrepreneurship Centres.

In conclusion, she noted that the partnership with the TETFund reflects government's vision to promote synergy, uphold academic standards, and foster an integrated tertiary education system that supports excellence and inclusiveness. She reaffirmed the Commission's dedication to ensuring that Nigeria's education system remains dynamic, competitive, and responsive to 21st-century needs. With these remarks, Dr. Angela stated that she, officially declared the National Workshop on Effective Usage of Entrepreneurship Centres in Colleges of Education open and

wished all participants fruitful deliberations.

TECHNICAL SESSION

Six (7) papers covering different sub-themes were presented in the 2-day long workshop. Papers presented at the Technical Session were as outlined below:

DAY ONE

Paper One: New Paradigm Shift in Entrepreneurship Education: From Skills Acquisition to Innovative Drive Entrepreneurship (Innovation and Value Creation)
Presented by: Prof. Mohammed Dauda, FNSE

The presenter, Prof. Mohammed Dauda focused on the urgent need for a paradigm shift in Nigeria's Entrepreneurship Education (EE) system; from a skills acquisition approach to an innovation-driven and value-creation model. He argued that while the current system has produced thousands of trainees with basic business or craft skills, it has failed to translate into measurable venture creation, employment, or innovation.

2. The Identified Problem: "Skills Without Innovation"

Prof. Dauda observed that despite over 100,000 students trained annually through entrepreneurship programmes, less than 5% proceed to create functional enterprises. The persistent youth unemployment rate of about 33% reveals a critical education–employment mismatch. The problem lies in curricula and pedagogy that emphasize skill acquisition over creativity, innovation, and enterprise development. As a result, Nigeria's EE system produces skill holders, not solution creators or innovators.

3. Rationale for the Paradigm Shift

The professor justified the shift on the following grounds:

- The traditional model focuses on short-term skills training, while the modern economy demands long-term innovation capacity.
- The focus must move from craft training and certification to product development and job creation.
- Globally, about 65% of new jobs originate from innovation-driven enterprises (World Economic Forum, 2023).

This shift is therefore essential to align Nigerian entrepreneurship education with global best practices and future job markets.

Understanding the New Paradigm

The New Paradigm in Entrepreneurship Education is based on transformation in four key dimensions: *Mindset, Pedagogy, Curriculum, and Ecosystem*.

Mindset Shift: The shift involves rethinking the meaning and purpose of entrepreneurship education:

Entrepreneurship = Starting a business	Entrepreneurship = Mindset of opportunity recognition, innovation, and value creation
Training students for jobs	Equipping students to create value (jobs, solutions, social impact)
Teacher as instructor	Teacher as facilitator, coach, and mentor
Local focus	Global–local hybrid mindset (digital access, global networks)

Pedagogical Shift

Prof. Danganana called for a change in teaching and learning methods, emphasizing:

- Experiential and project-based learning rather than lectures.
- Use of living labs, incubators, simulations, and peer-learning.
- Continuous engagement instead of isolated semester-based courses.
- Assessment through innovation outcomes—business plans, prototypes, market tests, and pitch competitions.
- Integration of digital platforms and virtual incubation for global collaboration.
- Personalised and adaptive learning paths to accommodate student diversity.

Curriculum and Content Shift

Entrepreneurship curricula should evolve from generic modules (e.g., “how to write a business plan”) to dynamic, multidisciplinary, and innovation-oriented content. New areas of emphasis include:

- Innovation and Design Thinking
- Social and Sustainable Entrepreneurship
- Digital Entrepreneurship (e-commerce, fintech, platforms)
- Green and Circular Economy Ventures
- Export and Value Chain Entrepreneurship
- Soft and Meta-Cognitive Skills (resilience, networking, creativity, learning-to-learn)

Furthermore, entrepreneurship should be embedded across all disciplines (e.g., agriculture + technology, arts + design), with industry engagement through guest lectures, live cases, and student-led ventures.

4.4 Institutional and Ecosystem Shift

To sustain innovation, institutions must strengthen their entrepreneurship ecosystems by transforming Entrepreneurship Development Centres (EDCs) into innovation hubs that provide:

- Access to mentorship, incubation, and seed funding.
- Partnerships with SMEs, investors, alumni, and government agencies (e.g., BOI, SMEDAN, NASENI).
- Data-driven monitoring systems to track start-ups, jobs, and revenue.
- Supportive policy, leadership commitment, and teacher retraining.
- Infrastructure for innovation—labs, makerspaces, and co-working hubs.
- Community-based projects in agriprenueurship, creative industries, and knowledge enterprises.

5. Strategic Vision for Nigerian Colleges of Education

Prof. Dauda urged Colleges of Education (COEs) to redefine their role in national development through the following vision statement:

“To establish Colleges of Education in Nigeria as engines of entrepreneurial mindset, innovation, and value creation, producing graduates who generate ventures and opportunities rather than seek jobs.”

5.1 Strategic Objectives

- ❖ Re-skill entrepreneurship educators in innovative pedagogy and facilitation.
- ❖ Reform EE curriculum and methods to align with global innovation standards.
- ❖ Upgrade EDCs into active hubs for incubation and industry linkage.
- ❖ Strengthen ecosystem partnerships (industry, alumni, investors, government).
- ❖ Implement impact-based monitoring to measure venture creation, employment, and innovation outcomes.

5.2 Strategic Pillars of Transformation

- ❖ Policy and Curriculum Reform
- ❖ Institutional/EDC Transformation (Innovation Hubs)
- ❖ Capacity Development (Lecturer Re-skilling)
- ❖ Ecosystem Partnerships (Industry and UniPods)
- ❖ Monitoring, Funding, and Sustainability (PPP, TETFund, commercialization)

National Framework for Transformation

Prof. Dangana proposed a nationally coordinated framework involving multiple stakeholders:

Institution	Key Role
NCCE	Policy and curriculum reform for Colleges of Education
TETFund	Research and innovation funding
ASR-ICiE/ UniPod	Mentorship, incubation, and enterprise support
NASENI / SMEDAN / BOI	Industry linkages, funding, and business advisory services

The UNIMAID Model: A Case Study of Transformation

The Centre for Entrepreneurship and Enterprise Development (CEED) at the University of Maiduguri (UNIMAID), led by Prof. Dauda, was presented as a successful example of implementing the innovation-driven model.

Key Features of the New CEED Model

- Innovation and Product Orientation: Transition from skills modules to product design, prototyping, and commercialization.
- Ecosystem Approach: Collaboration with industry, philanthropy, and international partners.
- Outcome and Impact Focus: Monitoring start-ups, funding, jobs, and revenue, not just training hours.
- Mindset Reorientation: Staff transitioned from trainers to innovation facilitators and mentors.
- Enhanced Visibility: Rebranded as ASR-ICiE, which attracted new partnerships and student participation.

8. Lessons and Implications for Colleges of Education and EDCs

Prof. Dauda emphasized key lessons for replication across Nigerian teacher education institutions:

- ❖ Audit current entrepreneurship centres—track real outcomes.
- ❖ Reframe objectives toward venture creation and market-driven innovation.
- ❖ Secure institutional leadership buy-in for sustainability.
- ❖ Build partnerships with donors, NGOs, and development agencies.
- ❖ Develop innovation-oriented infrastructure (labs, digital access, co-working hubs).
- ❖ Adopt a venture creation pipeline: *Idea* → *Prototype* → *Market Test* → *Seed Funding*.
- ❖ Establish monitoring and evaluation systems to measure performance.

Enhance visibility through branding, media engagement, and published success stories.

The UNIMAID Model Framework for Innovation-Driven EE

Stage/Action Area	Description	Possible Mechanism	Support
1. Diagnostic Review	Assess current skill-based EE outcomes	NCCE/TETFund study	
2. Vision Recasting	Shift to innovation and creativity focus	National workshop	
3. Infrastructure Upgrade	Establish innovation hubs within EDCs	TETFund	Special Intervention
4. Partnership Development	Collaborate with philanthropists, NGOs, UN agencies	NCCE coordination	
5. Programme Integration	Run youth innovation and incubation projects	Collaboration with UNDP, i-DICE	
6. Monitoring & Visibility	Document success stories, generate IGR	National EDC dashboard	

Conclusion

Prof. Mohammed Dauda concluded that the future of Nigerian entrepreneurship education depends on its ability to move beyond skills acquisition to innovation, creativity, and value creation. He stressed that Colleges of Education must evolve into innovation-driven institutions, cultivating teachers and graduates who are not just employable but capable of creating jobs, solutions, and socio-economic impact. He summarized that innovation-driven entrepreneurship education is the foundation for a sustainable, competitive, and resilient economy, and Nigeria must urgently adopt this model to harness its youth potential.

Paper Two: Implementation Strategies for Effective Operation of Entrepreneurship Development Centers (EDCs) in Colleges of Education in Nigeria: the NBTE Experience. Presented by: Dr. Musa Hatim Koko, PhD

The presentation by Dr. Musa Hatim Koko focused on the implementation strategies for effective operation of Entrepreneurship Development Centres (EDCs) in Colleges of Education (COEs) in Nigeria, drawing insights from the National Board for Technical Education (NBTE) experience. Entrepreneurship education (EEd) was positioned as a central driver of Nigeria's national development, employment generation, and self-reliance agenda.

2. Background and Rationale

The presenter narrated that in 2007, a Presidential Directive led to the introduction of a single national curriculum, pedagogy, and manual for entrepreneurship education. This directive made entrepreneurship education mandatory for all Technical and Vocational Education and Training (TVET) programmes, with the establishment of Entrepreneurship Development Centres (EDCs) as part of quality assurance evaluation. The goal was to harmonize entrepreneurship training across disciplines, inculcate entrepreneurial mindsets, and produce self-reliant graduates capable of establishing and managing enterprises.

3. The Objective of the Entrepreneurship Curriculum

He said, the entrepreneurship curriculum was aimed to harmonize the training of students regardless of discipline, inculcate entrepreneurial mindsets, and produce ready entrepreneurs. The curriculum emphasizes practical learning experiences to ensure competitiveness, innovation, and job creation, shifting focus from job-seeking to job-creation.

4. Historical Development of Entrepreneurship Education in TVET

Entrepreneurship curricula, according to Dr. Koko, were first developed in 2009, making entrepreneurship a mandatory course in all TVET programmes. The courses introduced included EEd 126 and EEd 216 at the National Diploma (ND) level and EEd 413 at the Higher National Diploma (HND) level, totaling 10 credit units. The focus was on general entrepreneurship awareness and integration of self-reliance spirit among TVET graduates.

To ensure implementation, each TVET institution was mandated to establish an Entrepreneurship Development Centre (EDC).

5. Second Phase: Curriculum Upgrade (2023)

The presenter reiterated that in 2023, NBTE reviewed and upgraded the entrepreneurship curriculum to align fully with the Competency-Based Training (CBT) model. The new curriculum targeted manpower at technical, middle, and high levels with an emphasis on practical, skill-based, learner-centered, and demand-driven training. The curriculum features a high practical-to-theory ratio (60:40 or higher), aiming to produce competent, skilled, and industry-ready graduates

6. Structure and Requirements of EDC and SDC

Dr. Koko highlighted that the EDC was responsible for coordinating, implementing, and managing the Entrepreneurship Development Programme (EDP), focusing on soft trade training. The Skills Development Centre (SDC) complements the EDC by offering hard skills training under the National Skills Qualification (NSQ) framework or proprietary brands. Both centres are mandatory in NBTE's quality assurance framework and may be merged or separated, depending on institutional structure.

Facilities required for EDC operations include curriculum, training centre, display area, workshop, practice area, laboratories, classrooms, and consumables. Staffing involves lecturers, facilitators, assessors, and verifiers, many of whom hold dual qualifications (academic and NSQ). The administrative structure typically includes a Director, Deputy Directors (Academic, Enterprise, and Apprenticeship), and certification units, supported by clerical and bursary staff.

7. Implementation Strategies in Colleges of Education

Dr. Koko proposed that the implementation strategies for entrepreneurship education in Colleges of Education should include integrating the EEd curriculum in NCE and undergraduate programmes, continuous capacity building for lecturers and facilitators, proper staffing for EDCs and SDCs, effective funding mechanisms (including entrepreneurship fees), and fostering partnerships and collaborations with industries, agencies, and development partners.

8. Funding and Collaborations

On the issues of funding and collaboration, Dr. Koko emphasized that funding remains critical to effective EDC operations. Sources include institutional budgets, entrepreneurship fees, and partnerships with external stakeholders such as industry partners, government agencies, and donor organizations. Collaboration ensures access to expertise, mentorship, equipment, and innovation networks.

9. Conclusion

Dr. Musa Hatim Koko concluded that entrepreneurship education remains a Presidential directive and a national imperative. The NBTE has made entrepreneurship a compulsory course in all TVET programmes, and similar enforcement is recommended for Colleges of

Education by the NCCE. Skill development and entrepreneurship mindset formation should be central to teacher education, enabling graduates to become self-reliant, innovative, and job creators rather than job seekers.

Paper three: Coaching and Mentoring Pedagogy and Andragogy for Effective Entrepreneurship Centres in Colleges of Education. Presented by: Dr. Benjamin Ogedegbe Alaba

The paper titled “Mentoring and Coaching for Enterprise Development” was presented by Dr. Ben A. Ogedegbe during the National Workshop on the Effective Usage of Entrepreneurship Centres in Colleges of Education. The presentation underscored the vital role of mentoring and coaching as strategic tools for promoting enterprise development, especially within the context of entrepreneurship education in Nigeria’s tertiary institutions. Dr. Ogedegbe noted that the increasing recognition of entrepreneurship as a key driver of national development has compelled educational institutions to improve their pedagogical and andragogical approaches in entrepreneurship delivery.

2. Understanding Monitoring and Coaching

The presenter defined mentoring as a relationship between two parties—the mentor and the mentee—wherein the mentor provides guidance, advice, and support to enable the mentee achieve specific goals. Mentoring involves the formal or informal transfer of knowledge, social capital, and psychosocial support from an experienced mentor to a less experienced learner. Coaching, on the other hand, is focused on performance improvement in specific skill areas over a short period. While mentoring allows the mentee ownership of both goals and processes, coaching gives the coach ownership of the process while the mentee defines the goals. Both are complementary and crucial to entrepreneurship training.

3. The Role and Qualities of a Mentor

Dr. Ogedegbe described a mentor as a trusted teacher, confidant, counsellor, and advisor who possesses a high level of expertise from which others can learn. Effective mentors serve as coaches, guides, facilitators, and advocates who inspire and support mentees toward achieving entrepreneurial success. Good mentors assist budding entrepreneurs by explaining the benefits of entrepreneurship, teaching essential skills, providing information on government policies, and offering coaching in specific business areas.

4. Importance and Benefits of Mentoring in Entrepreneurship Education

The presenter identified mentoring as a cornerstone of entrepreneurship education, emphasizing that it provides the practical exposure necessary for business creation and management.

For the Mentee:

- ❖ Offers moral and professional guidance for business development.
- ❖ Reduces costly mistakes in business decision-making.
- ❖ Enhances learning through real-life experience and reflection.
- ❖ Builds self-confidence and practical competence in entrepreneurship.

For the Mentor:

- ❖ Provides new learning experiences through student interaction.

- ❖ Promotes professional growth through reverse mentoring.
- ❖ Enhances management and succession planning in enterprises.

5. Success Factors in Entrepreneurship Mentorship

Dr. Ogedegbe emphasized key factors that determine successful mentorship:

- ❖ Adequate expertise and readiness of educators.
- ❖ Flexibility and adaptability in mentoring approaches.
- ❖ Compatibility between mentors and mentees.
- ❖ Regular evaluation to measure progress.
- ❖ Institutional recognition and rewards for mentors.
- ❖ Availability of adequate infrastructure for mentoring activities

6. Challenges of Mentoring in Entrepreneurship

Challenges identified were grouped into three categories:

a. Student-Related Challenges:

- Lack of commitment and wrong career orientation.
- Start-up challenges and limited access to quality mentors.
- Distrust and societal biases.

b. Educator-Related Challenges:

- Insufficient knowledge and skills.
- Poor motivation and use of inappropriate teaching methods.

c. Societal Challenges:

- Poor foundational orientation from early education.
- Negative influence of materialism and corruption.
- Scarcity of qualified mentors in the Nigerian context.

7. Mentoring and Business Development

Dr. Ogedegbe connected mentoring directly to business development, defining it as a process for business growth and sustainability. Mentors play crucial roles such as providing emotional and professional support, sharing knowledge, linking mentees to business networks, and encouraging innovation. They also coach mentees on specific skills and guide them in navigating regulatory frameworks to achieve enterprise success.

8 Conclusion

The presentation concluded that mentoring is one of the most effective means of fostering enterprise development among Nigerian youths. While classroom-based pedagogy builds theoretical knowledge, mentoring and coaching provide the motivation and practical guidance needed for business creation and sustainability. Dr. Ogedegbe called for stronger institutional frameworks and structured mentorship programmes that connect experienced entrepreneurs with students in Colleges of Education. Such collaborations, he stressed, would help produce enterprising teachers and contribute to Nigeria's broader economic development.

Paper Four: Development and Production of Entrepreneurship Uniform Reading Materials for Colleges of Education. Presented by: Dr. Bemjamin Ogedegbe Alaba

The presentation titled “Entrepreneurship Curriculum Implementation: Imperative of Common Reading Material” focused on the evolving challenges of entrepreneurship education in Nigeria’s tertiary institutions, particularly in the Colleges of Education. The presenter observed that while earlier debates centred on the legitimacy of teaching entrepreneurship, the current concern is how to improve curriculum quality and implementation to ensure impactful learning outcomes.

The paper emphasized that effective curriculum implementation depends on several critical factors such as availability of instructional materials, teacher capacity and motivation, institutional leadership support, and conducive learning environments. The presentation argued that for the entrepreneurship curriculum to achieve its objectives, there must be a uniform and contextually relevant reading material to guide both teachers and students.

2. The Need for a Common Reading Material

The presenter underscored the importance of developing a locally relevant and affordable entrepreneurship textbook to address the peculiarities of the Nigerian context. Currently, most entrepreneurship textbooks used in tertiary institutions are foreign-authored, expensive, and culturally disconnected from Nigeria’s economic realities.

The key justifications for adopting a common reading material include:

- Promoting consistency in teaching and learning across all Colleges of Education.
- Facilitating effective monitoring and evaluation by administrators and educators.
- Ensuring that the material integrates both theoretical knowledge and practical skills relevant to students’ development.
- Supporting educators with a unified pedagogical guide that reflects Nigerian entrepreneurship realities and methodologies.

The proposed book, according to the presentation, should encompass classroom discussions, practical assignments, and skill development components that align with both pedagogy and andragogy principles.

3. Proposed Structure and Course Content

The paper presented a comprehensive course outline for use across Colleges of Education, structured for Year Two and Year Three of the Entrepreneurship Education programme.

a. Proposed Topics for Year Two, First Semester

The proposed Year Two curriculum includes foundational topics designed to introduce students to entrepreneurship concepts, principles, and processes. Key chapters include:

1. Introduction to Entrepreneurship Education – covering the origins, objectives, and challenges of entrepreneurship education in Nigeria.
2. Entrepreneurship and Related Concepts – exploring enterprise, entrepreneurship types, and distinctions between entrepreneurs and small business owners.
3. History and Challenges of Entrepreneurship in Nigeria – tracing the evolution of entrepreneurship and identifying obstacles to business development.
4. Nature, Functions, and Roles of an Entrepreneur – discussing characteristics, motivations, and societal roles of entrepreneurs.

5. Entrepreneurship as a Process and Way of Thinking – focusing on opportunity identification, business planning, and management processes.
6. Entrepreneurship and the Society – analysing government roles and socio-economic influences on entrepreneurship.
7. Requirements and Resources for Starting a New Venture – identifying tangible and intangible resources for business creation.
8. Generating Business Ideas and Opportunities – introducing ideation techniques and market opportunity analysis.
9. Business Ownership Structures – examining sole proprietorship, partnerships, cooperatives, and limited liability companies.
10. Routes to Business Ownership – exploring franchising, business acquisition, and start-up strategies.

b. Proposed Topics for Year Three, First Semester

The advanced-level topics focus on business growth, management, and sustainability, including:

1. Capital Estimation and Sourcing – identifying financial needs and funding sources for start-ups.
2. Business Name Selection and Registration – detailing procedures for formal registration and legal compliance.
3. Feasibility Studies and Business Planning – developing the skills for conducting feasibility analysis and preparing business plans.
4. Marketing Activities for Entrepreneurs – understanding markets, customer relations, and value creation.
5. Record Keeping and Financial Forecasting – emphasizing basic accounting and forecasting skills.
6. Networking, Collaboration, and Partnerships in Entrepreneurship – building relationships for business expansion.
7. Succession Planning in Family Businesses – managing generational transitions and continuity.
8. Creativity and Innovation in Entrepreneurship – stimulating innovative thinking and practical problem-solving.
9. Mentoring in Entrepreneurship Education – highlighting the role of guidance and coaching in enterprise success.
10. Entrepreneurial Management and Leadership – promoting ethical business practices and effective management.

4. Proposed Vocational Skills and Trades

The presentation also outlined core vocational and trade areas that Entrepreneurship Centres in Colleges of Education should adopt to complement classroom instruction with practical training. These include:

- Fish and Poultry Farming
- Fashion Design
- Paint and Soap Production
 - Beauty Salon Management
- Pastry and Confectionery
- Graphics, Printing, and Publishing

- Hospitality and Event Management
- Photography and Editing

Each trade is to be structured under Business Continuity Management (BCM) Training, aimed at equipping students with sustainable livelihood skills and entrepreneurial confidence.

5. Objectives and Expected Outcomes

The specific objectives of implementing the proposed curriculum and skill training are to:

- Establish functional Business Continuity Management training programmes across Colleges of Education.
- Enhance practical exposure of students to various trades.
- Foster innovation, creativity, and business acumen among teacher-trainees.
- Promote institutional self-reliance and community impact through production-based learning.

The expected outcomes include the establishment of well-structured, functional training units in various entrepreneurship trades and the development of graduates who are not only employable but also capable of generating employment opportunities.

6. Proposed Structure for a Functional Entrepreneurship Centre

The presentation suggested that a well-organized Entrepreneurship Development Centre (EDC) should serve as the operational hub for all entrepreneurship programmes. The Centre should provide:

- A coordinated structure for curriculum delivery;
- Skill acquisition laboratories and workshops;
- Business incubation facilities; and
- A monitoring and evaluation system for assessing training impact and enterprise development outcomes.

Conclusion

The presenter concluded by stressing that the need for an effective and standardized entrepreneurship curriculum is non-negotiable for Nigeria's Colleges of Education. The absence of a unified reading material has led to inconsistency in instruction and weak curriculum implementation. She observed that while universities, polytechnics, and monotechnics have made notable progress in entrepreneurship education, graduate unemployment remains alarmingly high, underscoring the need for Colleges of Education to strengthen both the curriculum and its practical components. The paper called for urgent action to develop a common reading material, standardize entrepreneurship instruction, and promote vocational training as the bedrock of sustainable development and youth empowerment in Nigeria

Paper five: Collaboration, Networking, Partnership and Linkages. Presented by: Prof. Maryam Abubakar Koko.

The paper titled "Nourishing the Entrepreneurship Ecosystem through Collaboration, Partnership and Networking/Linkages" was presented by Professor Maryam A. Koko during the National Workshop on the Effective Operations of Entrepreneurship Development Centres in Colleges of Education. The presentation emphasized the need for

stronger collaboration and institutional linkages to enhance the functionality and sustainability of Entrepreneurship Development Centres (EDCs) across Colleges of Education in Nigeria.

Professor Koko explained that entrepreneurship development has become central to national economic growth and youth empowerment. The establishment of EDCs in Colleges of Education was therefore a strategic step by the Federal Government to equip teacher-trainees with practical entrepreneurial skills, creative capacities, and innovative mindsets for self-reliance and job creation.

2. Understanding the Entrepreneurship Ecosystem

The presenter described the entrepreneurship ecosystem as a dynamic network of interconnected actors, institutions, and processes that collectively promote innovation, creativity, and enterprise development. This ecosystem includes entrepreneurs, universities, government agencies, financial institutions, support organizations, and regulatory frameworks—all functioning as an integrated system.

She likened the ecosystem to a living organism that requires nourishment through continuous knowledge exchange, trust, collaboration, and partnership to remain vibrant and effective. Strengthening this ecosystem, she stressed, is crucial for enabling entrepreneurs to thrive and contribute meaningfully to Nigeria's social and economic transformation.

3. Conceptual Clarifications

Professor Koko provided clear distinctions between the key operational concepts underpinning the presentation:

- ❖ **Collaboration:** A joint effort between two or more institutions working toward shared goals. Within EDCs, collaboration involves co-designing curricula, sharing resources, implementing joint training and incubation programmes, and co-funding research and innovation projects.
- ❖ **Networking:** The process of creating and maintaining informal relationships that enable the exchange of ideas, knowledge, and resources. Networking connects EDCs with entrepreneurs, investors, alumni, and other educational institutions, promoting innovation through social and professional interaction.
- ❖ **Partnerships:** Formal, structured relationships established through agreements or Memoranda of Understanding (MoUs) to achieve mutual benefits. Effective partnerships link Colleges of Education with industries, financial institutions, development agencies, and government bodies for capacity building and programme enrichment.
- ❖ **Linkages:** Sustained and structured connections between organizations that facilitate knowledge transfer, innovation, and market access. Linkages between EDCs and industries, communities, or research institutions help align training and research with market needs and national development priorities.

4. Importance of Collaboration and Partnerships

The presenter highlighted that collaboration, partnerships, and networking are indispensable elements of a thriving entrepreneurship ecosystem. They enable:

- ❖ Enhanced relevance of entrepreneurship training and curricula;
- ❖ Access to funding, expertise, and infrastructure;
- ❖ Opportunities for staff and student capacity development;
- ❖ Knowledge and technology transfer between academia and industry;
- ❖ Increased employability and enterprise success among graduates.

She further emphasized that no Entrepreneurship Development Centre can operate effectively in isolation, as success depends on mutual relationships among stakeholders.

5. Strategic Framework and Models for Partnerships

Professor Koko proposed two practical models for fostering collaboration and sustainable partnerships in Colleges of Education:

1. University–Industry Model:
 - ✓ Promotes joint curriculum development and innovation projects;
 - ✓ Encourages industrial training programmes and staff exchanges;
 - ✓ Supports business mentorship and enterprise incubation.
2. Triple Helix Model (Academia–Industry–Government Synergy):
 - ✓ Strengthens policy support and innovation linkages;
 - ✓ Encourages commercialization of research outputs;
 - ✓ Builds a national system of entrepreneurship education aligned with development goals.

6. Building Strong Networks

To strengthen networks and linkages, EDCs were encouraged to:

- Join regional and national entrepreneurship associations;
- Create digital engagement platforms such as LinkedIn groups and online forums;
- Engage alumni networks as mentors, angel investors, and brand ambassadors;
- Organize innovation fairs and business pitch competitions;
- Establish advisory boards that include representatives from the private sector, academia, and government agencies;
- Encourage participation of staff and students in national and international entrepreneurship expos and conferences.

7. Institutional Structures for Collaboration and Linkages

The presenter recommended that each Entrepreneurship Development Centre should establish internal structures to manage collaborations effectively, including:

- A Partnership and Linkages Unit with a dedicated team or desk;
- Standard Operating Procedures (SOPs) for partnership management;
- A Database of Stakeholders and Projects to document engagements; and
- A Performance Reporting Mechanism to track and evaluate the outcomes of collaborative activities.

8. Challenges and the Way Forward

While the benefits of collaboration are numerous, Professor Koko acknowledged several challenges confronting EDCs, including limited funding, weak institutional capacity, bureaucratic delays, and insufficient commitment from potential partners. She recommended that these challenges be mitigated through improved leadership support,

regular stakeholder engagement, capacity building, and institutional accountability frameworks.

9. Conclusion

In conclusion, Professor Maryam A. Koko emphasized that collaboration is not optional but essential for the success of Entrepreneurship Development Centres. By leveraging partnerships, networks, and linkages, Colleges of Education can enhance the relevance of their programmes, strengthen innovation pipelines, and attract sustainable funding. She called on stakeholders to work collectively to transform EDCs into ecosystems of enterprise, innovation, and community development capable of driving national transformation and empowering future generations of teachers and entrepreneurs.

6.0 OBSERVATIONS

At the end of the workshop, the following key observations were made:

1. There is urgent need for paradigm shift from “job-seeking” to “job-creating” graduates;
2. Nigeria faces high graduate unemployment due to mismatch between qualification and economic engagement needs;
3. Inconsistent government allocations and reliance on donor aid threaten long-term viability.
4. Entrepreneurship content remains theoretical, disconnected from real market needs;
5. The establishment and sustenance of EDCs are capital-intensive, requiring increased funding, resource allocation, strategic partnerships and collaboration.
6. Effective networking and collaboration with industries, SMEs, and government agencies, as well as data-driven monitoring systems, are critical to the success of entrepreneurship education in Colleges of Education in Nigeria.
7. The need to train other lecturers/instructors in our various Colleges to expand knowledge and understanding of entrepreneurship.
8. The need to engage TETFund to expand and improve funding in entrepreneurship education in COEs.

7.0 RECOMMENDATIONS

It was recommended as follows:

1. Entrepreneurship Education should There are contextual and cultural constraints and poor Monitoring and sustainability issues as well as cultural and gender barriers;
2. Most of available textbooks on entrepreneurship are foreign, expensive and have not addresses the peculiarities of the Nigerian environment;
3. Entrepreneurship Education is Central to Nigeria’s national development, employment and self-reliance agenda;
4. The establishment of an Entrepreneurship Development Centre (EDC) was made a mandatory for all TVET institutions;
5. mentoring is a relationship between two parties (a mentor and mentee)

6. mentoring is usually a formal or an informal transmission of useful knowledge, social capital, psychosocial support from the educator or facilitator (the mentor) to the student or learner (the mentee);
7. be made mandatory in all programmes offered in Colleges of Education. The National Commission for Colleges of Education (NCCE) should therefore, incorporate the Entrepreneurship Education curriculum into the NCE Minimum Standards.
8. NCCE should provide Teachers' Guide and Training Manuals for Entrepreneurship Education for the use of Colleges of Education.
9. Colleges of Education should establish or strengthen fully functional Entrepreneurship Development Centres (EDCs) and Skill Development Centres (SDCs) with modern equipment, digital facilities, and innovation hubs. The TETFund can be approached for funding.
10. The NCCE should coordinate a National EDC Network for effective collaboration and quality assurance.
11. Sustainable funding mechanisms for EDCs should be developed, including internally generated revenue (IGR), partnerships with industry, alumni, and donor agencies. This should be prioritised.
12. Colleges of Education should strengthen partnerships with industries, SMEs, investors, and international organizations to provide mentorship, internships, and business incubation opportunities. A structured mentorship programme should be integrated into all entrepreneurship activities.
13. NCCE should incorporate EDCs and SDCs into its Quality Assurance Mechanisms (QAMs). EDCs/SDCs should be a mandatory requirement for accreditation of programmes.
14. Colleges of Education should introduce incentive schemes to reward students who excel in entrepreneurship and vocational skills, and award certificates in Entrepreneurship Education and skill areas.
15. Continuous professional development workshops should be organized by relevant authorities for lecturers and Directors of EDCs to enhance their competencies and entrepreneurial engagement. Participants of this workshop should cascade the training to colleagues in their respective institutions.
16. TETFund to expand Research and innovation funding in entrepreneurship education in Colleges of Education.

8.0 CONCLUSION

Participants expressed profound appreciation to the Honourable Minister of Education, TETFund, NCCE, and Danglo Management and Financial Consultants Ltd. for organising and supporting this important workshop. They also extended gratitude to all facilitators and Resource Persons.

The participants further urged the Federal Ministry of Education, NCCE, TETFund and College authorities to ensure that the resolutions contained in the communiqué are implemented across all Colleges of Education in Nigeria to strengthen the culture of entrepreneurship and innovation in teacher education.

9.0 GENERAL REMARKS

The National Workshop on Effective Operations of Entrepreneurship Development Centres (EDCs) in Colleges of Education in Nigeria recorded remarkable success, evidenced by the impressive turnout and the high level of participation from various stakeholders. The forum provided a valuable platform for interaction and engagement, among key actors includes the funding agency (TETFund), the regulatory body (NCCE), and representatives from Colleges of Education across the country. Through open discussions and idea exchange, participants were able to share experiences, address implementation challenges, and explore strategies for strengthening entrepreneurship education in teacher training institutions.

The quality and depth of the presentations delivered during the workshop were particularly enlightening. They served as both an eye-opener and a reawakening for teacher educators, reminding them of their critical roles, duties, and responsibilities in integrating entrepreneurship into the teaching–learning process. The sessions equally emphasized the importance of aligning pedagogical practices, curriculum design, and institutional support mechanisms with national goals for self-reliance and employability.

Overall, the workshop proved to be a worthwhile initiative, validating TETFund’s support and investment in entrepreneurship education as a key driver of innovation and national development. Specifically, the workshop offered participants and stakeholders the opportunity to:

- ❖ Appreciate that pedagogical competence and curriculum innovation are fundamental to quality teacher education and effective entrepreneurship delivery;
- ❖ Recognize the strategic roles of Provosts, Directors or Heads of EDCs and Quality Assurance in promoting quality teaching, learning, and entrepreneurship training;
- ❖ Cross-fertilize ideas, identify operational challenges, and proffer constructive recommendations for strengthening Entrepreneurship Development Centres in Colleges of Education; and
- ❖ Consolidate and apply diverse knowledge and skills in pedagogy and curriculum development towards the successful implementation of the workshop’s outcomes and recommendations.