

“Catch Them Young”: Early Entrepreneurship Education Among Pupils In Basic And Secondary Schools In Sokoto State, In The 21st Century

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Abstract

In Nigeria, entrepreneurship education has been mainstreamed into the new curriculum framework designed for basic and secondary schools, as well as the Core Curriculum and Minimum Academic Standards (CCMAS), which is gradually replacing the Benchmark Minimum Academic Standards (BMAS) for universities. Under this framework, entrepreneurship content is embedded in subjects at the lower basic level, while compulsory entrepreneurship skills are offered at the upper basic, secondary, and university levels to equip learners with entrepreneurial knowledge, skills, and values that promote self-reliance and reduce overdependence on white-collar jobs. This study examined early entrepreneurship education among pupils in basic and secondary schools in Sokoto State and argues that the current curriculum provides insufficient attention to the lower basic level, which should serve as the foundation for entrepreneurial learning. The study was anchored on Human Capital Theory and Experiential Learning Theory and adopted a mixed-method research design. A sample of 365 students was randomly selected from nine schools, while 102 respondents, comprising parents, guardians, teachers, stakeholders, and educational office holders, were consulted. Data were collected through questionnaires and interviews and analysed using descriptive analysis. The findings revealed that entrepreneurship education is largely concentrated at the upper basic, secondary, and university levels, while only limited provision exists at the lower basic level. The findings further showed that a one-semester study and practice of entrepreneurship at the university does not sufficiently equip graduates with the entrepreneurial competencies required for self-reliance. In addition, inadequate funding, a shortage of trained teachers and instructors, limited teaching aids for practical activities, and weak implementation strategies constrain the effective delivery of entrepreneurship education. The study concludes that there is a need to redesign the CCMAS to accommodate entrepreneurship education and skills as a compulsory General Studies course at the lower basic level and for 100- and 200-level students in universities. This will bridge the existing gap and ensure continuity, consistency, and mastery of entrepreneurial competencies. The study further recommends adequate government funding, provision of trained teachers and teaching aids for practical activities, and the strengthening of programmes such as the Adolescent Girls Initiative for Learning and Empowerment (AGILE) and Technical and Vocational Education and Training (TVET), alongside effective implementation strategies, safeguards, and supportive policy measures.

Keywords: *Basic and Secondary Schools, Catch Them Young, Entrepreneurship Education, Sokoto State.*

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I. Introduction

The global shift toward knowledge-driven economies has intensified the importance of entrepreneurship as a catalyst for economic growth and innovation. In developing countries like Nigeria, entrepreneurship is increasingly positioned as a viable response to the persistent challenge of youth unemployment. Despite policy efforts to integrate entrepreneurship into formal education, outcomes have remained limited, particularly in less industrialized regions like Sokoto state, which exemplifies this paradox. For instance, when the city was established by Muhammadu Bello in 1809, he encouraged more participation and involvement in different entrepreneurial skills, to earn lawful income so as to sustain families and boost the economy as well (Malami, 1998). Bello's policy on economic empowerment was stressed in his book titled: *Nasihah Al Wadi'a*, and Nana Asmau's mass education program *Yan 'taru*, which integrated both Islamic and mundane knowledge and taught as formal education (Bako, 2024). Again, during the colonial period, significant attempts at entrepreneurship

education in Sokoto were evident when crafts work, market sums, and the like were included in the school's curriculum. And craft centres were established both for adult males in 1919, known as Gidan Hattara and Gidan Haki, for females in 1934 (Kware, 2014). Since its independence to date, the school's curriculum has undergone continuous changes to suit societal needs. However, subjects related to entrepreneurship still exist in all the categories of the 6-3-3-4 system of education (FME, 2016). Which is 6 years in primary school, three years in junior secondary, three years of senior secondary school, and 4 years in the university, is still maintained. Yet, Sokoto is among the backward states in educational growth and innovation, with a high rate of unemployed and unskilled youth. However, between 61% and 67.5% of students graduate from secondary schools annually, of whom 54.5% gain admission to tertiary institutions, with the possibility of graduating and seeking white-collar jobs that are limited in the labour market (BESDA, 2025).

Hence, entrepreneurship education becomes a necessity right from the early years of education. Therefore, in this context, the “catch them young” paradigm is critical, advocating early exposure to entrepreneurial competencies during the foundational stages of learning. This study critically examines the extent, nature and effectiveness of entrepreneurship education among pupils and students in Sokoto state. It interrogates whether early exposure translates into impactful skill acquisition, economic growth and innovations or remains a rhetorical policy aspiration.

Problem Statement

Entrepreneurship education has gained increasing attention in Nigeria as a strategy for promoting self-employment, innovation, and economic development (Evans-Obinna, 2016; Osadebe et al., 2024). Across the country, governments and educational institutions have established entrepreneurship centres, incubation programmes, and skills-acquisition initiatives aimed at enhancing entrepreneurial competencies among youths and graduates. In Sokoto State, entrepreneurship-related programmes have similarly been introduced; however, studies have identified challenges including inadequate funding, limited facilities, and insufficient capacity building for instructors, which may constrain programme effectiveness (Mujahidin et al., 2023). Despite these interventions, empirical evidence on the extent to which entrepreneurship education initiatives translate into sustainable entrepreneurial outcomes, business creation, and employment generation in the state remains limited. This gap underscores the need for further investigation into the effectiveness and long-term impact of entrepreneurship education programmes in Sokoto State.

Despite policy emphasis on entrepreneurship education, many students in basic, secondary and university levels still graduate without practical entrepreneurial skills. The persistence of youth unemployment and dependency culture suggests that early entrepreneurial training may be inadequate, poorly implemented or ineffective in Sokoto state.

More so, 58% of the female students in Sokoto end up in matrimonial homes after secondary education due to its unique socio-cultural context (Bako, L.N., 2024). Hence, equipping them with entrepreneurship education at the basic and secondary levels will go a long way in helping them to establish different entrepreneurial skills within their comfort zones. Perhaps, encourages self-reliance, poverty reduction, reduction in social crimes, unemployment and reduces the rate of divorce since they supplement the family's income and contribute to the growth of the economy.

II. Aim And Objectives Of The Study

The main aim is to examine early entrepreneurship education among pupils in basic and secondary schools in Sokoto state in the 21st century. With the objectives as follows:

1. To analyze the current level of integration of entrepreneurship education in basic and secondary schools in Sokoto, as well as its implementation strategies, structures, materials and staffing for the program
2. To find out the extent to which entrepreneurship education will impact on the people economy of Sokoto state
3. To examine the perceptions and attitudes of students, teachers, and parents toward entrepreneurship education
4. To examine the influence of cultural, social and economic factors on the adoption of entrepreneurship education for girls
5. To propose strategic recommendations for effective mainstreaming of entrepreneurship education at all levels of education in the state.

Conceptual Clarification

The key concepts used here are Entrepreneurship, Entrepreneurship education, and “The catch them young philosophy”.

Entrepreneurship

The concept of entrepreneurship is inherently multidimensional and remains difficult to define because its meaning varies across academic disciplines and research contexts. Economists, psychologists, sociologists,

and management scholars have each interpreted entrepreneurship from different theoretical perspectives. While the economic perspective, pioneered by Schumpeter, views entrepreneurship as a driver of innovation and economic development through the creation of new combinations of resources, contemporary scholars describe entrepreneurship as a dynamic process involving the identification and exploitation of opportunities, innovation, value creation, resource mobilization, and risk management within uncertain environments (Ratten, 2023; Vettik-Leemet & Mets, 2024). Recent reviews further argue that no single definition adequately captures entrepreneurship because the field has evolved to encompass technological innovation, social value creation, sustainability, and digital transformation.

Entrepreneurship education

This involves structured teaching aimed at developing entrepreneurial skills, knowledge and attitudes necessary for business creation and self-employment (Akinboye, 2008). Entrepreneurship education refers to applying entrepreneurial (creativity, risk-taking, problem-solving) ideas, skills (improving learning outcomes or access to education. Making educational initiatives financially or socially sustainable), and innovation (introducing new teaching methods, tools, or systems) within the education sector. It provides a practical and policy-relevant framework for examining the integration of entrepreneurial learning in basic and secondary schools within the context of this study, entrepreneurship education is not only conceptualized as innovation in education delivery but also as a strategic tool for economic empowerment, youth development, and educational transformation. Simply, entrepreneurship education means creating, improving, or managing educational activities in a business-like, innovative way to solve problems and add value.

For the purposes of this paper, “entrepreneurship among pupils” refers to the development of entrepreneurial competencies (knowledge, skills, attitudes, and behaviours) and the engagement in small-scale entrepreneurial activities by school-age learners. These activities range from informal ventures (e.g., selling snacks or homemade goods) to structured projects integrated into school curricula (e.g., student-run enterprises, market days, and project-based learning with commercial outputs).

“Catch them Young” Philosophy

This concept emphasizes early exposure to skills and values that shape future behavior, particularly through foundational education. The philosophy of “catch them young” reinforces the importance of introducing entrepreneurial thinking, creativity, and problem-solving skills at early stages of education. Rather than waiting until tertiary institutions, basic and secondary schools are viewed as foundational spaces for nurturing entrepreneurial mindsets.

Early exposure to entrepreneurship is increasingly recognized to foster creativity, problem-solving, and employability (Fayolle & Gailly, 2015). Entrepreneurship education at pre-tertiary levels aims to develop attitudes, skills, and competencies that enable learners to identify opportunities and create value. Studies have shown that early entrepreneurship education positively influences pupils’ self-efficacy, creativity, and career aspirations, even if immediate business creation is not the primary outcome. Early entrepreneurship projects must be child-centred and gender-sensitive, encouraging both boys and girls to participate in hands-on activities while avoiding reinforcement of gendered occupational roles (Blattman & Dercon, 2018).

Theoretical Framework

This study is anchored on two complementary theoretical perspectives: **Human Capital Theory and Experiential Learning Theory**

The human capital theory was popularized by economists Gary Becker and Theodore Schultz (1993). The theory argues that education, training and skill acquisitions are investments that improve the productivity, creativity and economic value of individuals. According to Becker and Schultz (1993), societies develop when people acquire useful knowledge and practical skills that enhance their ability to contribute economically and socially. The theory sees education not merely as academic learning, but as a process of developing competencies, innovation, problem-solving ability and self-reliance.

Firstly, this theory is relevant to early entrepreneurship education in Sokoto state because entrepreneurship education equips the pupils and students with productive skills needed for self-employment, wealth creation and economic independence. Secondly, the “catch them young” philosophy aligns with the theory because it emphasizes investing in children early, before they become dependent job seekers. Introducing entrepreneurship education in primary and secondary schools helps students acquire vocational skills, business knowledge, creativity, financial literacy, leadership ability and problem-solving skills. These skills increase their future productivity and employability. Thirdly, Sokoto state faces challenges such as youth unemployment, poverty, street begging and over-dependence on government jobs. Therefore, Becker and Schultz (1993) Human Capital theory suggests that with early entrepreneurship education, the young people develop capacities for future self-reliance that can be transformed into economic assets rather than liabilities. Finally, the theory explains that

the earlier children acquire entrepreneurial attitudes, the stronger their economic potential becomes in later life. Early exposure helps learners develop confidence, innovation, risk-taking ability and independence. This supports long-term economic growth and social stability in Sokoto state. Hence, early entrepreneurship education is viewed as a strategic investment in human capital development.

Experiential Learning Theory

The study adopted “Experiential Learning Theory (ELT)” because existing theories, particularly “Human Capital Theory”, primarily explain the value of education in enhancing knowledge, skills, and productivity but do not adequately explain how entrepreneurial competencies are developed through practical experience. Most studies on entrepreneurship education in Nigeria have focused on curriculum implementation, knowledge acquisition, and skill development, with limited attention to experiential learning processes among pupils and students. Since entrepreneurship is fundamentally a practical endeavour, this study argues that young learners develop entrepreneurial attitudes, creativity, innovation, and problem-solving abilities more effectively through active participation in school-based enterprises, vocational activities, business projects, and other hands-on experiences. Experiential Learning Theory, therefore, provides a more appropriate framework for explaining how early exposure to practical entrepreneurial activities fosters entrepreneurial competencies among pupils in basic and secondary schools in Sokoto State.

This theory was developed by David Kolb in 1984. The theory states that people learn best through experience, practice, reflection and active participation rather than through memorization alone. This underscores the importance of practice-based learning. Its application in early entrepreneurship education highlights the need for hands-on activities that enable learners to internalized entrepreneurial skills. Kolb’s learning cycle consists of four stages that include: experience, reflection, conceptualization and experiment. This means that learners must engage in an activity, reflect on it, understand the lesson and apply it practically. The experiential learning theory is particularly suitable for entrepreneurship education because entrepreneurship itself is practical and action-oriented. The theory argues that these practical experiences help learners understand business realities more deeply than classroom lectures alone. Secondly, through practical entrepreneurship activities, students develop communication skills, leadership, teamwork, creativity, critical thinking and decision-making ability. These competencies are essential for successful entrepreneurship in the 21st-century economy. Thirdly, students can gain real-life exposure through apprenticeship (artisans, farmers, and local traders), mentorship programs and excursions. This reflects Kolb’s idea that knowledge becomes meaningful when connected to live experiences.

III. Literature Review

The growing concern over youth unemployment, poverty, and economic dependency in Nigeria has generated increased scholarly attention towards entrepreneurship education, particularly at the basic and secondary school levels. Researchers across the world now argue that entrepreneurial orientation should begin during childhood and adolescence to cultivate creativity, innovation, self-reliance and employability among young learners. Entrepreneurship education should not be restricted to tertiary institutions because entrepreneurial attitudes are more effectively cultivated during the formation years.

In the work of Obumneme and Stanley (2018) argue that entrepreneurship education is central to employment generation, poverty alleviation and national development. The authors’ recommended entrepreneurial subjects and vocational training should begin from primary school through secondary education in order to build an entrepreneurial culture among learners. The study further observed that many Nigerian schools still emphasizes theoretical instruction rather than practical entrepreneurial learning. This problem limits students’ ability to develop marketable skills and competence.

Supporting this argument is a recent mixed –method study on Nigerian schools by Udoka (2024), which reveals a severe gap between theory and practical application. The study found that entrepreneurship education in many schools remains overly examination-oriented with limited experiential learning opportunities. The author discovered that practical and experiential learning improves competency, employability and self-efficacy among students. The author also identified urban -rural disparities, gender inequalities, inadequate mentorship and poor access to digital entrepreneurship education as major constraints affecting its implementation. This finding is particularly relevant to Sokoto state, where rural schools often faces in adequate infrastructure, poor ICT access, a shortage of trained teachers and limited practical facilities.

In a recent study by Ojelade *et al* (2024), on teaching and learning strategies in Business studies in Nigerian schools found that many teachers rarely use experiential learning approaches such as cooperative learning, financial literacy projects, problem-solving exercises and soft skill integration. The study concluded that teachers require additional training in contemporary entrepreneurship teaching strategies. This phenomenon also applies to teachers in Sokoto state, where emphasis is not given to experiential learning approaches in most of the public schools, nor do the teachers enjoy teacher training.

Research conducted in Kaduna metropolis by Ojo and Agbi, (2024) assesses entrepreneurship pedagogy in Secondary schools and found weak curriculum implementation, inadequate facilities and a poor entrepreneurship support system. The researchers emphasize the need for practical entrepreneurship pedagogy capable of connecting classroom learning with real-life economic experiences. The researchers recommend adopting social constructivist and experiential teaching approaches to strengthen entrepreneurial learning among students. These findings support the argument that entrepreneurship education in Sokoto state should move beyond theoretical instructions towards: school enterprises, practical workshops, vocational projects, market exposure, mentorship programs and digital entrepreneurship simulations.

Particularly, a relevant study conducted in Sokoto state by Danmali *et als* (2024) investigates the effect of virtual reality (VR) on entrepreneurial skill development among at-risk secondary school students. Grounded by Kolb’s experiential theory, the researchers found that VR-based entrepreneurial simulations significantly improved entrepreneurial mindset, self –awareness, active experimentation and practical skill development among students. This study is highly significant to the present research because it demonstrates how modern instructional technologies can enhance experiential entrepreneurship within the Sokoto state context.

IV. Methodology

The study adopted a mixed method approach (combining qualitative and quantitative) of the descriptive survey research design, to empirically examine early entrepreneurship education among pupils in basic and secondary schools in Sokoto state. The design was considered appropriate because it enables the systematic collection of data from a representative sample of pupils and teachers to describe existing conditions, perceptions, and practices related to entrepreneurship education.

The population of the study comprised 1,122,151 students (males and females) from basic and secondary schools (junior and senior secondary), as well as teachers responsible for entrepreneurship-related subjects in schools across Sokoto State. A multistage sampling technique was employed. Only the schools that implemented the entrepreneurship program were sampled. 365 respondents were randomly selected from the nine schools (3 basic and 6 secondary). Table 1 below shows the name of each school where data was collected, school category, number of respondents and percentage of the school and its respondents. The respondents combine both male and female schools. Respondents were sampled from public, private, federal and technical schools.

Table 1: Number of Respondents

S/N	Name of School	School Category		Gender	Number of Respondents	Percentage
1	Federal Government College Staff School	Basic	Federal	Males and Females	30	8.2%
2	Federal Government College	Secondary	Federal	Males and Females	42	11.5%
3	Nana Asma’u Girls Day Secondary School	Secondary	Public	Females	40	11%
4	Shehu Shagari College of Education	Secondary	Public	Males and Females	27	7.3%
5	Yahaya Gusau Model Primary School	Basic and Secondary	Public	Males and Females	20	5.5%
6	Government Girls’ Day Secondary School Mabera Mujaya	Basic and Secondary	Public	Females	60	16.4%
7	Global Kids Academy	Basic and Secondary	Private	Males and Females	46	12.6%
8	Idris Koko Science and Technical College Farfaru	Secondary	Technical	Males	50	13.7%
9	Government Technical College Runjin Sambo	Secondary	Technical	Males	50	13.7%
	Total				365	100

Source: Entrepreneurship education research field work, 2026.

Table 2: Respondents Size (Interviewees)

S/N	Category	Gender	Number of Respondents	Percentage
1	Teachers	Males and Females	53	52%
2	Parents	Males and Females	21	21%

3	Guardians	Males and Females	11	10.7%
4	Stakeholders	Males and Females	10	9.8%
5	Educational Office Holders	Males and Females	7	6.9%
Total			102	100

Source: Entrepreneurship education research, Fieldwork, 2026.

Data was collected using questionnaires and interviews. The questionnaire was administered to the students and teachers with the assistance of trained research assistants after obtaining consent from the school's authorities. The questionnaire underwent a pilot study; the validity and reliability were established. Reliability was established using the Cronbach's alpha method, yielding a coefficient of 0.82, indicating that the instrument was reliable for the study. Ethical considerations such as informed consent, anonymity, and voluntary participation were strictly observed. Interviews using Key informant interview (KII) with education officers, NGO practitioners, and focus group discussions were conducted on students, teachers and parents across Sokoto state.

V. Data Analysis

The data collected was analysed using descriptive Statistics (percentages). Response from interviews and focus group discussions was also analysed applying thematic analysis (Braun & Clarke, 2006). Using coding software (e.g., NVivo or manual coding), transcription, coding relevant segments and identification. The qualitative and quantitative analyses were used in drawing findings and conclusions.

VI. Findings

Approximately 90% of the respondents indicated they "knew what a small business is," naming examples such as selling snacks, tailoring and petty trading. Awareness was higher in technical and public schools. Students show positive attitudes: 85% agreed (yes) they would like to start a small business to earn pocket money; girls were slightly less likely (80%) than boys (85%) to express interest. 60% of pupils report engaging in small-scale trading or craft production outside school (family support or independently). These activities were often seasonal (during market days) or tied to family enterprises. Observation reveals that schools rarely incorporate structured entrepreneurial activities; where present, they tend to be teacher-initiated clubs.

Only 15% of teachers reported receiving any training related to entrepreneurship education. Many felt the curriculum is rigid and already overloaded, and worried about meeting core academic targets. Resource constraints (lack of instructional materials, funding, safe spaces, and skill acquisition centres) were commonly cited by teachers and students.

80% of the female students were interested in cosmetology, 70% interested in catering craft and 30% into henna design and 20% businesswomen. Moreover, 90% want to be medical doctors, 20% nurses and 5% teachers. 90% of girls showed interest in skills acquisition, but they cited that participation is often family-based home-economy activities (food preparation, beadwork), but faced restrictions around public selling. Parents expressed mixed views: 89% supported practical skills that complement domestic roles, but fewer supported girls engaging in public trading without male accompaniment. 90% of the male students were found to be interested in entrepreneurship, 50% want to become medical doctors, 40% businessmen and 15% engineers.

Local entrepreneurs and artisans were open to partnering with schools for mentorship and market exposure, but formal partnerships were rare. Where partnerships existed, they were informal and driven by school management and individual teachers.

However, the major challenges reported by the students include: Introduction of new skills, lack of support and encouragement from teachers and Parents, provision of a health club, more centres with equipped facilities should be provided, additional trained teachers should be employed, develop a home management club, come up with more innovative ideas and more creative activities, provision of food and tools for practical. Entrepreneurship subjects exist in the curriculum, but delivery is largely theoretical. Only [50%] of schools in Sokoto operate practical enterprises. Implementation gaps include: inadequate teacher training; [70 %] of teachers lack entrepreneurship pedagogy skills, heavy reliance on local artisans for practical, insufficient teaching materials, ICT tools and infrastructure, weak monitoring and enforcement of policy.

VII. Discussions

With respect to the first objective, which focuses on the implementation strategies, structures, materials, staffing, and level of integration of entrepreneurship education offers a lens for evaluating how entrepreneurial principles are embedded within the school system. This includes assessing curriculum design, availability of instructional materials, teacher competence, and institutional support mechanisms. Early implementation emphasizes learner-centred pedagogies such as project-based learning, school enterprises, and vocational integration. In Sokoto state, where educational resources may be unevenly distributed, the effectiveness of such implementation depends largely on policy support, teacher training, and infrastructure development.

The hypothesis-driven findings suggest that harnessing pupil entrepreneurship in Sokoto state requires holistic interventions spanning curriculum, teacher capacity, community engagement, and enabling infrastructure. Given the sensitivity of gender norms and religious contexts in northern Nigeria, interventions must be locally tailored and co-designed with parents, religious leaders, and community stakeholders to ensure acceptance and sustainability. Embedding entrepreneurship in the school system should prioritize experiential learning, low-cost pilots (e.g., school gardens, craft cooperatives, snack production), and linkages to local markets where pupils can test products and services. Teacher professional development must go beyond theory to include mentoring on supervising pupil enterprises, financial literacy basics, and safeguarding.

Regarding the second objective, which examines the impact of entrepreneurship education on the people and economy of Sokoto state, the concept highlights the role of early entrepreneurial exposure in fostering self-reliance and reducing unemployment. By equipping students with practical skills such as creativity, innovation, and business management, early entrepreneurship education contributes to human capital development. In a socio-economic context like Sokoto state, characterized by youth unemployment and dependence on limited formal job opportunities, early entrepreneurship education can stimulate small-scale enterprise development and local economic growth. Thus, its impact extends beyond the classroom into community development and poverty reduction.

The third objective which explores the perceptions and attitudes of female students, teachers and parents, early entrepreneurship education provides a framework for understanding socio-cultural dynamics influencing participation in entrepreneurship education. In many parts of northern Nigeria, including Sokoto state, gender norms and cultural expectations can affect female engagement in entrepreneurial activities. Entrepreneurship education, when inclusively designed, can empower female students by promoting skill acquisition, financial independence, and confidence. However, its success depends on positive stakeholder attitudes, awareness, and supportive policies such as given the norms of gender sensitivity and religious contexts in northern Nigeria, interventions such as AGILE and TVET must be locally tailored and co-designed with parents, religious leaders and community stakeholders to ensure acceptance and sustainability and to encourage gender equity in education and enterprise development.

Finally, for the fourth objective which seeks to propose strategic recommendations for effective mainstreaming early entrepreneurship education serves as a guiding model for policy and practice. It underscores the need for systemic reforms such as curriculum restructuring, teacher capacity building and integration of local economic realities into teaching and partnerships with industry and community stakeholders. In Sokoto state, mainstreaming entrepreneurship education would require aligning educational policies with national development goals, investing in practical learning facilities, and fostering collaboration between schools and local entrepreneurs.

VIII. Conclusion

The “catch them young” approach to entrepreneurship education presents a strategic opportunity for youth empowerment in Sokoto State. By embedding entrepreneurial learning within basic and secondary education, schools can contribute to the development of a generation equipped with relevant skills, values, and capabilities for the 21st century. Policymakers and educators are encouraged to adopt context-sensitive, inclusive, and well-regulated entrepreneurship education models to maximize positive outcomes. The paper concludes with recommendations for curriculum enrichment, teacher training, community-school partnerships, and a pilot program to scale entrepreneurship learning in Sokoto's basic schools. The findings indicate meaningful potential for entrepreneurship education at the basic school level in Sokoto State, but several systemic barriers must be addressed. Moderate awareness and positive attitudes among pupils provide a foundation. However, the low level of teacher training, curricular rigidity, infrastructural shortcomings, and gendered cultural practices limit program reach and impact.

IX. Policy And Curricular Recommendations

Based on the above findings, policymakers can implement the following.

1. Curriculum integration: Introduce age-appropriate entrepreneurship modules into basic and secondary curricula, emphasizing experiential projects, financial literacy and digital skills.
2. Teacher training: Establish short, practice-oriented training for teachers and school administrators on facilitating pupil enterprises and project-based learning.
3. School enterprise incubation: Support small-scale school-based enterprises (market days, cooperatives) with seed grants or in-kind resources; document and scale successful models.
4. Community partnerships: Engage local businesses, microfinance institutions, and NGOs to provide mentorship, market access, and micro-grants.
5. Gender-sensitive design: Ensure programming addresses girls' mobility constraints, safety, and time burdens (e.g., align activities with school schedules and provide safe spaces for girls to sell or showcase products).

6. Monitoring and evaluation: Implement a simple M&E framework focusing on competencies (problem-solving, creativity), economic outcomes (income, savings), and social outcomes (agency, aspirations).
7. Policy advocacy: Work with federal and state ministry of education, ministry of science and technical schools, ministry for basic and secondary schools and other relevant agencies to pilot and institutionalize successful models and align initiatives with national education and youth employment plans

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