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# TECHNOLOGY AND ENTREPRENEURSHIP EDUCATION: A PANACEA FOR JOB CREATION, POVERTY REDUCTION AND SUSTAINABLE ECONOMIC DEVELOPMENT IN NIGERIA

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**Abstract**
*Technology and entrepreneurship education serve as catalyst in the sustainable growth of any nation. The paper explored the key concepts of technology, entrepreneurship education, linkages between technology and entrepreneurship education. It investigated technology and entrepreneurship education in Nigeria with its **c**urrent state and challenges, and policy frameworks and initiatives. Additionally, it examined the technology and entrepreneurship education as a tool for job creation**.** It also discussed the role in poverty reduction such as enhancing income-generating opportunities, and empowering vulnerable groups (youth, women, rural dwellers). It outlined some contribution to sustainable economic development to include innovation and industrial growth, diversification of the economy, and promoting green and digital entrepreneurship**.** The paper examined the challenges facing technology and entrepreneurship education in Nigeria such as inadequate funding and infrastructure, skills gap and outdated curriculum, and weak industry–academia collaboration. The findings explained policy recommendations and strategies for improvement**.** The study concluded that technology enhances entrepreneurship education as it equips youths with skills for self-employment and job creation, fosters innovation and creativity to identify new business opportunities, reduces poverty and unemployment, stimulates economic growth, and builds a mindset of risk-bearing and perseverance for sustainable development. It was recommended among others, that funding of entrepreneurship education and technology should be taken seriously by the federal and state government and that entrepreneurship education should be inculcated into tertiary educational institutions' curriculum to provide human development.*

**Keywords:** Technology, entrepreneurship education, job creation, poverty reduction and sustainable economic development in Nigeria

## Introduction

This study is rooted in Nigeria's high rates of unemployment and the global economic challenges of the 21st century. The core argument is that traditional education has failed to equip Nigerian youth with the practical skills needed to thrive in a globalized economy, leading to joblessness. Therefore, incorporating technology and entrepreneurship education is presented as a solution to foster an innovative, self-reliant workforce capable of creating jobs, reducing poverty, and driving sustainable economic growth in Nigeria.

Technology-supported teaching refers to the use of technological tools for delivery of instructions to the learners. To Oyegoke and Wasiu (2021), technology-supported learning is not merely the adoption of software and applications to manage the learning environment effectively, but it is a well-structured tool that addresses the educational aims and objectives of enhancing the student's acquisition of worthwhile educational objectives by introducing online learning, blended classrooms, project-based activities incorporating technology and game-based learning and assessment. Others include learning with mobile and handheld devices, instructional tools like interactive whiteboards and student response systems, web-based projects, explorations, and research, student-created media like podcasts, videos, or slideshows, tools like wikis or google docs, and use of social media to engage students (Oyegoke and Wasiu, 2021). Eze (2015) noted that the important of technology-supported teaching is to allow students and teachers to control manipulative and contribute information to learning and teaching environments as interactive books, journals and the likes are usually made

available via internet. Another innovative approach used here is formalization of professional development. In relation to technology-supported teaching, Efe (2014) explained further that education is regarded as a means of achieving culture of peace, gender equality and positive African values. It is therefore the understanding of many that education leads to national transformation and development, through reduction in poverty with ensured sustainable economic development.

Analyzing the problem of education in Nigeria, Agi and Yellowe (2013) argued that the problem is not about curriculum or investment in education neither is it non-availability of manpower for the sector, but that many have tended to look in the direction of management of education which include lack of policy analysis to make students to fit into society, yet not relying on the government of the day but the managerial ingenuity of educational managers and administrators to make education a building block of socio-economic empowerment, prosperity, self-reliance, employment crime reduction and national security, through improved access to quality, functional education at all levels. Anho (2014) noted that education embraces not only the deliberate processes of schooling but it includes even indirect and incidental influences. This concept of education discusses formal and informal education; seeing education as going beyond the formal school system and includes non-formal education which makes the whole process of learning a continuous one terminating at dearth.

However, because of recent happenings-unemployment, underemployment, poverty and their re-occurring effects, many people have hitherto criticized formal education for lack of its relevance while some others also strongly looked down on informal education as being unable to promote the much-needed development, scientific and technological breakthrough. To Afolabi (2015), there are misconceptions that non-formal education is cheap, designed and meant for the poor and it is only suitable to developing countries. It must therefore be noted that these fallacious misconceptions are forces against the acceptance and popularization of the entrepreneurship in Nigeria's educational policy making and implementation. Education remains a vital transformational tool and formidable instrument for socio-economic empowerment, job creation, and employment generation, poverty reduction and value orientation which government has talked about for so long now. Suffice it to be mentioned that education, technology-supported teaching, training and experience can increase the supply of entrepreneurs by making available more skills which are suitable for entrepreneurial endeavour.

Entrepreneurship education involves the willingness of persons to persistently pursue the opportunity to create wealth. This is done through innovative creation of products or services that will meet customers' needs, using scarce resources judiciously in a way that results in the growth of enterprise which satisfies the expectation of stakeholders. Business education in Nigeria should emphasize entrepreneurship consciousness for it to be relevant in achieving the right type of value and attitudes for the survival of the individual and the Nigeria society. Having been successfully equipped with entrepreneurial skills through persistent education, one is ready to contribute positively in reducing unemployment by being self-employed. Entrepreneurship education stands out to be an antidote to unemployment having worked in line with today's educational policies that highlight self-reliance, self-employment, gainful employment and also consistent with the global awareness. Entrepreneurship education enhances the acquisition of necessary skills for gainful and self-employment. It is the purpose of this paper therefore to look at meaning of technology, meaning of entrepreneurship education, linkages between technology and entrepreneurship education, technology and entrepreneurship education in Nigeria**,** technology and entrepreneurship education as a tool for job creation, role in poverty reduction, contribution to sustainable economic development, challenges facing technology and entrepreneurship education in Nigeria, policy recommendations and strategies for improvement in Nigeria.

**Statement of the Problem**

The primary problem is Nigeria's widespread unemployment, poverty, and lack of sustainable economic development, driven by graduates' lack of skills to create their own ventures and a continued focus on white-collar jobs. This situation is exacerbated by inadequate entrepreneurship education in Nigerian institutions, a general lack of support for the entrepreneurship sector, and systemic issues

like corruption and over-reliance on the oil sector. The objectives of this study are to equip youths with skills for self-employment and job creation, foster innovation and creativity to identify new business opportunities, reduce poverty and unemployment, stimulate economic growth, promote a smooth transition to a modern industrial economy, and build a mindset of risk-bearing and perseverance for sustainable development.

## Conceptual Clarifications

### *Concept of Technology*

Technology has become an integral part of the instructional process resulting in the development of new concepts in the polls of instruction. Technology is defined by Autufa and Arshan (2019) as the making modification, usage, and knowledge of tools, machines, techniques, crafts, systems and methods of organization in order to solve a problem. Technology improves a pre-existing solution to a problem, achieve a goal, handle an applied input or output relation or perform a specific function. Autufa and Arshan further explained that most schools lag far behind when it comes to integrating technology into classroom teaching and learning. Many are just beginning to explore the true assistance technology offers for teaching and learning. When properly used, technology helps students to acquire the skills they need to survive in a complex, highly technological knowledge-based economy. Thus, technologies are applied in classroom situation to enhance teaching and learning processes.

### *Meaning of Entrepreneurship Education*

Entrepreneurship education is a formal or informal structured process that equips individuals with the knowledge, skills, attitudes, and motivation to identify, develop, and seize opportunities, fostering innovation and self-employment to drive personal and societal development. It goes beyond simply learning business management by cultivating traits like risk-taking, creativity, perseverance, and the ability to transform new ideas into new products or services for economic growth. Nwabufo and Mamman (2015) emphasized the need to institute an educational frame-work in Nigeria within which small and medium scale enterprise development can occur. This according to him can be achieved through entrepreneurship education. Entrepreneurship education therefore, involves teaching and learning of the needed skills and knowledge that equip one to become self-reliant through being an effective and successful initiator, manager, innovator, and risk-bearer of business undertaking. In entrepreneurship education, people already in businesses are retrained to enhance their management, record keeping ability and the profitability of their businesses while unemployed university graduates and secondary school's leavers are taught skills in the schools and are trained to take their fate in their hands and to become entrepreneurs even right in the schools. Thus, Agwu (2020) maintained that entrepreneurship education develops human abilities and changes their values and attitudes in order to accelerate the process of development. Agwu went further to say that this type of education helps individuals to innovate and foresee the future needs arising from new ways of thinking. Entrepreneurship education, according to Ebringa, Ewenwa and Ebringa (2015), is one way of providing job and addressing poverty reduction.

### *Linkages between Technology and Entrepreneurship Education*

Technology is essential to entrepreneurship education by providing digital tools for learning and business, while entrepreneurship education equips individuals with the mindset and skills to innovate and commercialize new technologies, creating a mutually beneficial relationship that drives business growth and self-employment opportunities. King (2023) revealed that this integration enables students to develop practical digital skills, foster creative problem-solving, and gain the confidence to navigate the modern digital and competitive business landscape effectively.

## Technology and Entrepreneurship Education in Nigeria

### *Current state and challenges*

Technology and entrepreneurship education in Nigeria are burgeoning field facing significant challenges, including poor funding, inadequate and poorly trained teachers, insufficient infrastructure and equipment, a curriculum that prioritizes theory over practical application, and a lack of integration

with industry. Despite its potential to address youth unemployment by fostering skills for self-employment, the current state is characterized by a disconnect between academic learning and real-world needs. Addressing these issues Balogun (2023) recommended increased in government investment, comprehensive curriculum reform with a focus on practical, hands-on learning, improved teacher training, and stronger linkages between educational institutions and the private sector.

***Policy frameworks and initiatives***

Nigeria has implemented policy frameworks like the National Policy on Science and Technology Education and mandatory Entrepreneurship Education in universities (from 2006) to foster innovation and economic growth. Key initiatives include revitalizing Technical and Vocational Education(TVET) (in partnership with UNESCO), improving digital literacy through schemes like subsidized computer access, and the Nigerian ICT Innovation and Entrepreneurship Vision (NIIEV). Challenges remain in effective implementation, lack of innovation support systems, and the difficulty of commercializing innovations, requiring further enhancement of these frameworks and infrastructure to achieve intended outcomes.

***Technology and Entrepreneurship Education as a Tool for Job Creation***

Technology and entrepreneurship education empower individuals with the innovative skills and mindset to become job creators rather than job seekers, fostering self-employment and new business opportunities that reduce unemployment and promote economic growth. By bridging the gap between theoretical knowledge and practical application, this education equips graduates with the abilities to identify opportunities, manage businesses, and use modern technology to start ventures, thereby alleviating poverty and driving overall societal and economic development. Technology and entrepreneurship education can foster job creation through the following ways according to Nwokike, Ezeabii and Jim (2018):

**a) Promotes Self-Employment:** It shifts the focus from being an employee to being an employer by nurturing innovative thinking and providing the skills to identify and act on new business opportunities.

**b) Develops Key Skills:** Recipients gain essential skills such as self-efficacy, creativity, innovative thinking, and practical business acumen, which are vital for starting and managing a venture.

**c) Leverages Technology:** Information and Communication Technology (ICT) is crucial for developing and growing entrepreneurial programs by providing tools and platforms to accelerate business processes and connect with markets.

**d) Creates Value and Wealth:** Entrepreneurs create value where none existed before, leading to new markets and wealth creation, which is a primary goal of the education.

e) **Boosts Economic Growth:** By fostering a culture of innovation and self-reliance, this education contributes to the overall economic growth and stability of a nation.

***Role in Poverty Reduction***

Poverty reduction literally means a set of measures, both economic and humanitarian, that are intended to permanently lift people out of poverty. Poverty reduction is a process by which people's socio-economic status, especially people regarded as poor, is improved through certain policies or programmes. They are also referred to those policies or programmes which aim at enhancing the standard of living of the poor who are deprived of the material and non-material well-being of the society. Ebringa, Ewenwa and Ebringa (2015) stated that poverty reduction action plan is essentially a device to make policy more focused and effective in reducing poverty. Nigeria as a nation has been making frantic efforts to improve the living standard of people through the various policies and programmes she has designed at one time or another to eradicate poverty. For example, Operation Feed the Nation (OFN) of 1976 was to encourage people to return to farming. National Directorate of Employment (NDE) of 1986 was established to capture the unemployed and equip them with the necessary skills that will make them employable and self-sustaining. The major objective of the poverty alleviation programme (pap) of 2000 was to reduce unemployment and raise effective demand in the economy; and the National Poverty Eradication Programme (NAPEP) of 2001 provided many youths with the "KEKENAPEP" mass transit vehicles. Other programmes include National

Accelerated Food Production Programme (NAFPP), National Economic Empowerment Development Strategy (needs), to mention but a few (Agwu, Onwuegbuzie and Ezeifeka, 2017). Poverty therefore exists when people lack adequate necessities in life such as food, shelter, clothing, healthcare, education, to mention but a few. The poor are the most vulnerable to low income, low consumption, and faces the challenges of social and economic deprivation in the society. The poor lack adequate security, infrastructural development, and other social and economic empowerment that will bring them out of poverty. Poverty reduction according to Nwabufo and Mamman (2015), applied to situation where poor people in the society are technically lifted up out of poverty through different economic development. Thus, the primary role in poverty reduction involves a multi-faceted approach, including improving access to quality education and healthcare, fostering economic growth through job creation and entrepreneurship, promoting financial inclusion for underserved populations, implementing effective social protection programmes, addressing environmental issues, establishing peace and stability, and enhancing equitable resource distribution through well-integrated government policies and budgets. A focus on these areas empowers individuals and communities to become self-sufficient and resilient, tackling the root causes of poverty for long-term solutions. Others role of poverty reduction, according to Oyegoke and Wasiu (2018), include:

1. **Enhancing income-generating opportunities:** Poverty reduction is enhanced by creating opportunities for people to earn income through skills training, entrepreneurship, and employment in sectors like agriculture, manufacturing, and services. Key strategies include microfinance to fund small businesses, improved public investment in education and health, targeted social programmes, and a stable economic environment that encourages private investment. These initiatives empower individuals to become self-sufficient, improve their livelihoods, and contribute to broader economic growth.
2. **Empowering vulnerable groups (youth, women, rural dwellers):** Empowering vulnerable groups—including youth, women, and rural dwellers—is a crucial strategy for poverty reduction because it directly addresses the barriers these populations face, such as lack of resources, skills, and opportunities. Empowerment builds internal capacity through confidence and skills and external capacity through access to resources, decision-making power, and equitable participation in society, leading to improved well-being and greater economic contributions.

**a. Empowering Youth involve;**

**Skill Development and Confidence:** Empowering youth involves providing them with knowledge and skills that build their self-esteem and ability to make choices, which directly increases their capacity to earn income.

**Job Opportunities:** Creating decent work and fostering economic opportunities for young people reduces their vulnerability to poverty and allows them to influence their economic realities.

**b. Empowering Women involve;**

**Economic and Social Participation:** Investments in women's education and skills broaden their economic prospects and earning potential.

**Health and Rights:** Ensuring access to healthcare, reproductive rights, and education contributes to their well-being and productivity.

**Leadership and Decision-Making:** Empowering women to participate in decision-making processes, both in public and private life, and challenging gender disparities is vital for inclusive development and poverty reduction.

**c. Empowering Rural Dwellers involve;**

**Access to Resources and Services:** Rural dwellers, who often make up the majority of the poor, need improved access to basic needs, healthcare, and infrastructure, such as reliable roads and storage for agricultural products.

**Rural Development Schemes:** Implementing effective rural development programs that focus on job creation, skill acquisition, and economic development is essential to break cycles of poverty.

**Self-Help Groups:** Fostering self-help groups allows rural dwellers to pool resources, share information, and support each other, creating stronger community resilience.

**d. Interconnectedness of Empowerment involve;**

**Holistic Approach:** Empowering these groups is not just about providing resources but also about fostering agency and control over their lives, which aligns with Sustainable Development Goals like gender equality and the eradication of extreme poverty.

**Sustainable Development:** Empowering vulnerable populations is a cornerstone of sustainable development, as it creates more inclusive and equitable societies where everyone can contribute to and benefit from economic growth.

**Contribution to Sustainable Economic Development**

According to Michael (2016) contribution to sustainable economic development involves Innovation and industrial growth, Diversification of the economy and Promoting green and digital entrepreneurship. Innovation and industrial growth: Innovation and industrial growth contribute to sustainable economic development by fostering productivity, creating jobs, and enabling a shift to resource-efficient, green industries. Innovations, particularly "green innovations," can lead to circular economy models, develop sustainable energy systems, and optimize resource use, balancing economic goals with environmental stewardship and social equity for long-term value creation. Industrial growth, when guided by innovation and sustainable practices, also enhances global competitiveness and improves living standards.

Diversification of the economy: Economic diversification contributes to sustainable development by creating resilience against market shocks, expanding employment opportunities, improving resource utilization, and fostering innovation across various sectors like technology, agriculture, and renewable energy. This transition away from a single income source makes economies more adaptable to changes in global markets and climate, supporting long-term growth and meeting basic societal needs.

Promoting green and digital entrepreneurship: Promoting green and digital entrepreneurship contributes to sustainable economic development by creating jobs, fostering innovation, and optimizing resource use, which in turn helps mitigate environmental impact, enhance social well-being, and build economic resilience. Green entrepreneurs address environmental problems through innovative solutions like waste-to-energy and organic farming, while digital entrepreneurs leverage technology to improve access to services and create efficient, resource-optimized business models. Together, they drive economic growth while simultaneously promoting a circular economy, reducing carbon emissions, and improving livelihoods.

**Challenges Facing Technology and Entrepreneurship Education in Nigeria**

Challenges facing technology and entrepreneurship education in Nigeria according to Eze, Ezenwafor and Obidile (2016) included inadequate funding and infrastructure, skills gap and outdated curriculum and weak industry-academia collaboration. Inadequate funding and infrastructure: Inadequate funding and infrastructure are major hindrances to technology and entrepreneurship education in Nigeria, resulting in a lack of essential equipment, facilities, and trained personnel, which limits practical learning and real-world simulations for students. Insufficient financial investment also impacts the quality of educational programs, teacher motivation, and the ability to integrate relevant digital tools, thereby impeding the development of skilled entrepreneurs ready for economic participation.

Skills gap and outdated curriculum: Nigeria's technology and entrepreneurship education faces challenges including outdated curricula that don't align with industry needs, inadequate funding and infrastructure leading to poor facilities, a shortage of qualified, practically trained teachers, and a significant digital divide, all of which contribute to a persistent skills gap in the workforce. These

systemic issues hinder the development of entrepreneurial competencies and the ability of graduates to meet contemporary business demands, requiring strategic reforms in curriculum, teaching methods, and policy to enhance educational effectiveness and promote job creation.

Weak industry-academia collaboration: Weak industry-academia collaboration in Nigeria's technology and entrepreneurship education stems from issues like inadequate funding for R&D, a mismatch in expectations and skills between academia and industry, lack of supportive national policies and innovation systems, limited financial access for technology commercialization, and poor adoption of new technologies and digital facilities within institutions. These challenges hinder the practical application of skills, the development of a vibrant local innovation ecosystem, and the overall success of entrepreneurship education in equipping students for the job market.

Other factors contributing to the problem according to Oluwafunmilola (2024) are

**Funding and Resources:**

1. **Inadequate Funding:** A fundamental issue is the lack of sufficient financial resources to support the development and maintenance of educational infrastructure and programs.
2. **High Cost of Facilities:** The cost of acquiring and maintaining technological facilities and equipment is a barrier for many institutions.
3. Infrastructure and Technology:
4. **Poor Power Supply:** Unstable and unreliable electricity is a major impediment to technology-based learning and entrepreneurship activities.
5. **Poor Internet Connectivity:** Limited access to high-speed and stable internet services hinders the integration of digital technologies in education.
6. **Deteriorating Infrastructure:** General infrastructural deficits, including poor road networks and lack of clean water, also affect the overall business environment and educational delivery.

**Human Resources:**

a) **Shortage of Skilled Teachers:** There is a significant lack of teachers with the specialized skills and practical experience needed to effectively teach technology and entrepreneurship.
b) **Lack of Practical Experience:** Many instructors lack real-world entrepreneurial experience, making it difficult to impart practical, relevant skills.

**Curriculum and Pedagogy:**

a) **Outdated or Inadequate Curricula:** Entrepreneurship education curricula are often theoretical and lack practical, systematic, and modern approaches to business development.
b) **Poor Implementation:** Policies and programs designed to promote technology and entrepreneurship are poorly implemented due to a lack of planning and political will.

**Institutional and Societal Factors:**

a) **Resistance to Change:** There can be resistance to adopting new educational methods and technologies.
b) **Poor Digital Literacy:** Students and sometimes even teachers possess poor digital literacy and knowledge, limiting their engagement with technology.
c) **Corruption:** Corruption can hinder proper funding allocation and effective implementation of policies and programmes.

**Policy Recommendations and Strategies for Improvement**

To develop effective policy recommendations and improvement strategies, one must first understand the specific problems and shortfalls of the current policy, then identify actionable changes, resources needed, and the potential benefits to stakeholders and society. Nwafor-Orizu et al (2018) reported some key strategies to include fostering cross-sector partnerships, prioritizing stakeholder participation and transparency, adopting adaptive management to respond to new challenges, strengthening institutional capacity, and promoting public access to information. These strategies aim to enhance regulatory compliance, operational efficiency, and organizational resilience and sustainability. Others' policy recommendations and strategies for improvement involve:

1. Curriculum reform and integration: To effectively implement curriculum reform and integration, policymakers and educators should focus on comprehensive curriculum development that involves stakeholder engagement, strategic planning, and evidence-based decision-making. Key strategies include providing ongoing professional development for teachers, investing in technological integration, fostering a collaborative learning environment, and ensuring equitable access to resources. Continuous monitoring, policy flexibility, and a commitment to long-term improvement are also crucial for success and positive educational outcomes.
2. Capacity building for educators: Policy recommendations for educator capacity building include implementing continuous, tailored professional development aligned with evidence-based practices, fostering strong peer learning networks and mentorship programs, and establishing structured teacher welfare systems with incentives for participation. Strategies for improvement involve integrating technology, promoting student-centered learning, empowering teachers through greater autonomy, and fostering collaborations with external organizations to provide resources and expertise.
3. Strengthening partnerships with industry and government: To strengthen partnerships between industry and government for policy improvement, focus on establishing clear communication channels, creating shared platforms for dialogue and co-creation, and developing mechanisms for ongoing collaboration, such as joint working groups or public-private partnerships (PPPs). These strategies aim to leverage collective expertise to define policy objectives, identify obstacles, and implement solutions, fostering innovative and effective policies that are responsive to societal needs and market realities.
4. Leveraging ICT and digital platforms: To effectively leverage Information and Communication Technology (ICT) and digital platforms, policy recommendations include investing in robust infrastructure, fostering digital literacy and skills, promoting digital services and indigenous content, and establishing a supportive regulatory environment for a digital society. Strategies should align digital efforts with overall goals, integrate new technologies, foster a culture of innovation, prioritize customer focus, and build public trust in digital tools to enhance service quality and value (Oluwafunmilola, 2024).

**Conclusion**

Following the above discussion, the study therefore, concluded that technology enhances entrepreneurship education as it equips youths with skills for self-employment and job creation, fosters innovation and creativity to identify new business opportunities, reduces poverty and unemployment, stimulates economic growth, promotes a smooth transition to a modern industrial economy, and builds a mindset of risk-bearing and perseverance for sustainable development. It explored the key concepts of technology, meaning of entrepreneurship education, linkages between technology and entrepreneurship education. The paper investigated technology and entrepreneurship education in Nigeria with its current state and challenges, and policy frameworks and initiatives. Additionally, it examined the technology and entrepreneurship education as a tool for job creation, equipping learners with employable skills and promotion of self-employment and startups. It also revealed the role in poverty reduction such as enhancing income-generating opportunities, and empowering vulnerable groups (youth, women, rural dwellers). The paper highlighted some of the contribution to sustainable economic development to include innovation and industrial growth, diversification of the economy, and promoting green and digital entrepreneurship**.** It examined the challenges facing technology and entrepreneurship education in Nigeria as inadequate funding and infrastructure, skills gap and outdated curriculum, and weak industry-academia collaboration. The findings explained some of the policy recommendations and strategies for improvement to includes curriculum reform and integration, capacity building for educators, strengthening partnerships with industry and government and leveraging ICT and digital platforms.

**Recommendations**

The researchers made the following recommendations:

1. Funding of entrepreneurship education and technology should be taken seriously by the federal and state government and that entrepreneurship education should be inculcated into tertiary educational institutions' curriculum to provide human development.
2. All stakeholders must encourage the proposed introduction of Entrepreneurship study across faculties and departments as general courses in the country. The federal government in collaboration with state governments should provide scholarships/bursaries for performing students by way of encouragement.

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