

Towards an Entrepreneurship Curriculum in a Developing Country Tertiary Institution: The Case of Zimbabwe Open University

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ABSTRACT

Entrepreneurial activities are considered crucial to economic development. In the case of Zimbabwe, unemployment has reached unprecedented levels because of the shutting down of industries. However, economic development can be resuscitated through higher education which is perceived as an instrument for entrepreneurship promotion. The purpose of this study was to investigate the need for an entrepreneurship curriculum in universities in developing countries such as Zimbabwe and the support needed in the implementation of such a curriculum. The study used a qualitative paradigm and adopted a case study design. The instrument used for the study was an open-ended questionnaire (Quester-view) and a study of literature documents was also undertaken. The sample of the study consisted of 14 full time and 10 part time lecturers. The findings were that an entrepreneurship curriculum was highly needed and the content for such a curriculum had to embrace business management courses, vocationalisation of learning and monitoring and evaluation of business operations. These areas were to be infused in every course of the university. The informants suggested that the curriculum was to be imparted using the hands-on methodologies that included field trips, attachments, use of ICT's, videos, conferences and seminars and guided discovery and projects. Suggestions on assessment strategies and on the support to be offered were also proffered. The study recommended, inter alia, that universities in developing countries should have an entrepreneurship education curriculum across all subject areas, an entrepreneurship curriculum should to go hand in glove with a STEM curriculum in a university, and that there is need for full support of entrepreneurship education from all stakeholders.

Keywords: entrepreneurship curriculum, entrepreneurship skills, entrepreneurship assessment, STEM, academia-industry linkage, university entrepreneurship policy

Introduction

Entrepreneurial activities are considered crucial to economic development. Higher education is perceived as an instrument for entrepreneurship promotion (Potter, 2008 cited by Garazi and Jose–Antonio, undated). It is anticipated that in Zimbabwe, the majority of students who leave school, college or university lack entrepreneurial skills and find it difficult to create their own jobs or even to get employed by other people or companies. According to Kubatana (2013) unemployment among young people in Zimbabwe is hovering over 90%. According to ZimStat (2013), in the year 2011, 69% of the economically active men were unemployed compared to 86% of women who were unemployed in Zimbabwe. There is therefore need to emphasise development of technical skills and providing management skills to those leaving university or tertiary institutions with various trades. Given the many political, social and economic problems Zimbabwe is grappling with, accordingly entrepreneurship education should be seen as a way out of the problem of joblessness (Kubatana, 2013). Entrepreneurship education provides youths with organisational skills, time management skills, leadership and interpersonal skills which are highly transferable skills.

In entrepreneurship education the students enjoy the following benefits: opportunity for work-based experiences, opportunity to exercise leadership and develop interpersonal skills and an opportunity to develop planning, financial literacy and money management skills (US Department of Labor, 2016).

Entrepreneurship requires the use of relevant teaching methods and mentorship by people who have hands-on experience. The methods should be action based and be appropriate for nurturing entrepreneurial attributes. Nani (2014) points out that the experiential approach propounded by Dewey (1997) and Kolb (1984) are appropriate in teaching entrepreneurship. The traditional method which is the lecture method cannot effectively turn the learners into entrepreneurs. Teaching entrepreneurship requires learners to take part in planning, budgeting and setting up a mini business, thus practising what is taught. There is also need to collaborate with

industry which Nani (2014) found to be absent. The teachers who are involved in inculcating entrepreneurship need the entrepreneurship skills themselves and such skills were found to be lacking in the teachers in Nani's (2014) study. It would be interesting to find out whether degree and diploma programmes at Zimbabwe's tertiary institutions, particularly at Zimbabwe Open University (ZOU), include the teaching of entrepreneurial skills and how the teaching and assessments are done.

Purpose of the study and research questions

The study was necessitated by the high unemployment rate in Zimbabwe and by the perception that a lot of university graduates lack entrepreneurial skills upon graduation. The study aimed at establishing whether there was need for an entrepreneurship curriculum in universities and what could be its structure and policy implications, inter alia.

The research questions were as follows:

1. Is there any need for an entrepreneurship curriculum in ZOU programmes?
2. What entrepreneurship aspects could be included in the university curriculum?
3. What methods could be used in delivering the entrepreneurship curriculum in the university?
4. How could the curriculum be assessed?
5. What kinds of support could be offered in the implementation of the curriculum?

Review of related literature

The review of related literature will explore the conceptual framework of terms such as entrepreneurship and STEM. It will also explore the theoretical framework underpinning the study and this will be followed by empirical literature review.

Conceptual framework

Entrepreneurship, according to Rwigema (2004, p.5) is a process of conceptualising, organising, launching and through innovation, nurturing a business opportunity into a potentially high growth venture.

Nieman, Hough and Nieuwenhuizen (2008, p.9) view entrepreneurship as "the emergence and growth of new business." This is a process that causes changes in the economic system through innovations of individuals who respond to opportunities in the markets.

Udu and Amadi (2013) cite Osioma (2008) defining entrepreneurship as a combination of initiative, innovation and calculated risk-taking associated with identifying market opportunities, mobilising resources and managing them efficiently in the generation of productive, viable and socially responsible enterprise.

Adu and Amadi (2013) also cite Adnidu and Olannye (2006) referring to entrepreneurship as creating and building something of value from practically nothing, creating and distributing of something of value to individuals, groups, organisations and societies resulting in growth of an enterprise which satisfies the expectations of stakeholders whose roles sustain the business.

Rwamitoga (2011 p.15) cited in Tambwe (2015) has one of the most progressive definition of entrepreneurship to date which is "a way of thinking, reasoning and acting that results in creation, enhancement, realisation and renewal of value for an individual, group, organisation, and society". This implies that entrepreneurship involves being innovative that is coming up with novel ideas that will be valuable to society. At the heart of this process are the creation and recognition of opportunities followed by the will and initiative to seize these opportunities (Tambwe, 2015).

The above definitions of entrepreneurship attest to the idea that entrepreneurship should end in someone having the ability to set up an enterprise that becomes successful. Theorising cannot enable one to put into practice what is learnt. Theorising is therefore not sufficient.

STEM means Science, Technology, Engineering and Mathematics. Lantz Jr. (2009) says that STEM education as a meta-discipline was coined by Morrison (2006) and reinforced by Tsupros (2009). Cullinan (2017) who worked with the STEM Entrepreneur Programme in California where a group of students were exposed to an entrepreneurship curriculum in addition to hands-on experience with 'cutting-edge technologies' ended up coining the equation "Entrepreneurship + STEM = Success." Also commenting on the link between STEM and entrepreneurship, The STEMIE Coalition (2016, p. 1), says "... K-12 invention/entrepreneurship programs inherently promote STEM activities, which can equip students for an excellent selection of STEM-oriented careers

and universities as follow-on to their ongoing invention and/or entrepreneurship education." Miller (2011) has also advocated for a strong link between K-12, higher education and the world of work that adopts a STEM-Entrepreneurial approach. In Zimbabwe, it would appear that many people support (at least in theory) this link but the implementation of the ideas seems to be rather weak.

Theoretical framework

The study was premised on the theories of experiential learning put forward by Kolb (1984) and Dewey (1997). These theories are founded in experiential learning which forms the base in teaching entrepreneurship. Kolb (1984) looks at learning as a process whereby knowledge is created through transformation of experience. Dewey (1997) contends that experiential learning involves the teacher playing a facilitative and guiding role. This implies that the teacher is a partner in the learning process, guiding students to independently discover meaning within the area. This also implies that learners progress fast through doing the work not through mechanical drill and prefabricated material.

Experiential learning would be ideal in teaching and learning of entrepreneurship where learners have to be given room to generate business ideas, incubate these ideas and develop them into business in a conducive environment. What is required is the use of relevant teaching methods and mentorship by people who have hands-on-experience as pointed out by Co, Groenewald, Navage, Vanzvr and Visser (2007) that the new entrepreneurs can learn from others who have gone this route.

The study was also couched in the human capital theory. Mapolisa, Chiome and Mupa (2015 p.115) contend that "when individuals get education they acquire knowledge and skills which they can sell to the world market and earn money". This is the basis of the human capital theory. This theory was propounded by Theodore Schultz. This theory regards human beings as a form of capital that can be invested to reap rewards. Sofoluwe, Shokunbi, Raimi and Ajewole (2013) cite Cerdian UK Limited (2007) defining human capital as the organisation's intangible and commitment of people as assets that manifest as competencies, and commitment of people with an organisation, that is their skills, experience, potential and capacity. Sofoluwe et al, (2013) advise that human capital development is vital for future technological breakthrough, international competitiveness and sustainable economic development. Entrepreneurship education can be used to boost human capital development and sustainable economic development. It can also lead to employability.

Empirical literature review

Garazi and Jose Antonio (undated) point out that the content for the entrepreneurship course should entail entrepreneurship skill development, self-knowledge, personal development leadership, risk taking, communication and negotiation, idea generation and development of intra entrepreneurship. Entrepreneurship courses should offer business models and customer management. Other forms of knowledge needed are courses such as finance, laws, economics, statistics, customer service and sales and skills related to management skills like leadership, team management and communication. Murinda and Gasva (2013) have topics to be taught to the Post Graduate in Education in the Entrepreneurship module PGDE 215 as: Conceptualising Entrepreneurship, Theories of entrepreneurship, Entrepreneurial characteristics for business success, Vocational and technical education and entrepreneurship, Entrepreneurial business generation, Entrepreneurship strategy formulation, Marketing in entrepreneurship, Selling in entrepreneurship, Financial accounting in entrepreneurship, Entrepreneurial business management and Engendering Entrepreneurship in education. Tambwe (2015) also posits that entrepreneurship training should include starting business, improving business, managing and developing a business as well as entrepreneurial skills.

In an attempt to encourage young students to enter into business there is need to provide start-up facilities, offer incentives such as start-up grants, establish business incubating centres, networks of angel investors, venture capitalists and equity funds (ERIA and OECD, 2014). There is also need to provide formal school programmes, non-formal education programmes, internships and small business counselling.

At policy level there is need to emphasise curriculum and teacher/trainer training. Policy is also supposed to support resources such as allocation of financial resources to support the implementation of policies on entrepreneurship learning. Entrepreneurship is also encouraged through business and academic collaboration. Entrepreneurship curriculum support could also be in terms of state of the art equipment and business managers

teaching at universities, piloting and development of the curriculum, business sector cooperating in students' projects and host items and university staff placements.

European Commission Enterprise and Industrial Directorate-General (2008) states that in Ireland the traditional examinations are replaced by an enterprise project in the social sector, such as organising an event for charity, that is offering value to the community. The students organise and manage the whole event. Students are given three months to:

1. Identify a charity they wish to support,
2. Generate and select an idea for a charity event,
3. Secure a suitable venue,
4. Get sponsors for the event,
5. Develop and implement a marketing strategy,
6. Sell tickets for the event, and
7. Organise every element of the operations.

European Commission Enterprise and Industrial Directorate-General (2008) recommends the following strategies to be used in training entrepreneurship: using experience-based teaching methods, the traditional educational methods like lectures do not correlate well with the development of entrepreneurial thinking, use of interactive learning approaches where a teacher becomes more of a moderator than a lecturer, multi-disciplinary collaboration and getting entrepreneurs coming to give short presentations to students for personal testimonials or guest lecturers.

Regarding the New Curriculum Framework for Primary and Secondary Education in Zimbabwe, Mapfumo (2015) points out under emerging issues from the consultation process some issues as; the promotion of enterprise development and the promotion of teaching of sciences, mathematics, technology, technical/vocational subjects and ICT among others. The new curriculum was crafted bearing in mind that education was fundamental to personal and national development. The curriculum was to aim at development of highly skilled and innovative workforce which is critical for social, cultural and economic growth.

The preamble to this document states that the new education system is to provide today's generation with competencies (knowledge, skills and attitudes) that would drive the country's socio-economic growth. To this end, Zimbabwe Ministry of Primary and Secondary Education (2015)'s Junior Science and Technology Syllabus (Grade 3-7) has some of its aims as: to demonstrate innate talent that lead to originality and innovativeness and to explore opportunities that promote a sense of self-reliance, enterprising and community development. Some of the objectives stemming from these aims are: to design and modify technological devices using local and other materials, to investigate how people, environment and economic issues influence and are influenced by science and technology, to demonstrate enterprise skills that are relevant to the market recognising constraints of time, cost and accessibility of resources and to demonstrate an appreciation of the role of designers, craftsmen, scientists and technologists in industry and society's sustainable resource management. The above aims and objectives highlight the need for STEM to be linked to entrepreneurship education. Generation Institute (2017) as cited by Bridge, O'Neill and Martin (2017) reveals the following strength of entrepreneurship education; enhancement of academic performance, school attendance and educational performance, enhancement of problem solving and decision making abilities, enhancement of interpersonal relationships and team work, money management and public speaking skills, job readiness and enhancement of social psychological development. Lackeus (2015) identifies three categories of entrepreneurship education namely teaching "about" entrepreneurship which is content-laden and theoretical aimed at giving a general understanding of the phenomenon, teaching "for" entrepreneurship which is occupationally oriented aiming at giving budding entrepreneurs the requisite knowledge and skills and teaching "through" entrepreneurship which is a process based and often experiential approach where students go through an actual entrepreneurial process. The teaching "through" approach can be relevant to all students and on all levels of education unlike the "about" and "for" approaches that are relevant for secondary school and tertiary level students Lackeus (2015). The above advantages are linked to the last approach. If the last approach detailed above is followed, entrepreneurship may likely lead to economic development as what happened in countries like Brazil, India, Indonesia and Mexico (Olutuase, 2004).

Shizha and Kariwo (2011) contend that though education was to be the engine of development Science and Technology education was linked to development in many African countries. In Zimbabwe however, upholding

Science and Technology might not lead to economic development because of following a linear economic development theory of Rostow (Shizha and Kariwo, 2011). Shizha and Kariwo (2011) argue for the adoption of the poverty alleviation or reduction economic development theory that suit the context of Zimbabwe. An appropriate model would be the structural economic transformation theories specifically the Gries- Naude structural change model. This model of the process of structural change is facilitated by high ability entrepreneurs and it leads to firms adopting more complex production methods and producing more complex and specialised intermediate inputs (Naude, 2013).

Sofoluwe et al. (2013) undertook a study to establish the potentiality of entrepreneurship education in boosting human capital and employability in Nigeria. It employed a quantitative paradigm and utilised the survey method. A conveniently obtained study sample of 150 staff and students of Jaba College of Technology was used. The study established that entrepreneurship education is a leeway to job creation, wealth creation, youth empowerment, peaceful society and economic development.

Olutuase (2004) points out that the much needed economic miracle for the growth of third world economies has been found to be embedded in the factor of entrepreneurship and proposes the use of the Schumpeter "TICE" model. This model argues that the foundations of economic development of any sovereign economy within the 21st global context hinges on the individual innovation; an entrepreneur who brings new combinations that include new processes, new products, new sources of supply, new markets and new organisation. The model comprises five issues: 1) The window that defines the spectrum of economic advantages and opportunities available to be exploited by any economy in order to realise pre-set economic ends, 2) Network that suggests that realising sustainable economic development would depend on so much collaboration coordinated and explored in order to harness the opportunities presented by the window, 3) Corridor pillared on the concept of value chain. All policies should agree. The product is to be of high quality, 4) Product that entail a well-funded education and research sector strongly tailored towards exploring a developing country's vast natural resources resulting in a mix of products to be developed and marketed to the rest of the world at competitive cost advantage, and 5) Outcomes are what has to be reaped - economic benefits from formulated policies and programmes. There are such outcomes as improved standard as a result of provision of employment opportunities, better infrastructural facilities to foster economic output and stable economy that guarantees increased production of the country's goods and services.

There are some challenges that make it problematic for a country to run entrepreneurship education. Sofoluwe et al. (2013) notes quite a number of these affecting Nigeria, namely, curriculum ineffectively implemented, lateness in starting an entrepreneurship education programme, inadequate and incompetent lecturers of this area, serious deficiency in resources, poor funding, student's negative attitude towards the area, ineffective style of teaching, lack of monitoring and evaluation, negative feedback from those already graduated having done the course and constraints of access to bank credit loans.

In Tanzania, Tambwe (2015) discovered some challenges facing entrepreneurship education in that country. These included firstly limited capacity of people who start and operate a business in terms of attitudes, motivation, exposure, skills and experiences and limited awareness and capacity of existing and potential business operators resulting in duplication. Secondly, most new businesses die during the early years and there are managerial and financial problems and finally that most of the people engaged in new business ventures are retirees with little business experiences and that the current business education is perceived not fit for meeting the needs for entrepreneurship. Udu and Amadi (2013) point out the following challenges in entrepreneurship education instructional facilities and infrastructures: a dearth of qualified and experienced teachers and support staff. Most teachers were found to lack requisite knowledge, skills and pedagogy.

In Zimbabwe, Mauchi, Karambakuwa, Gopo, Kosmas, Mangwende and Gombarume (2011) under took a study aimed at determining the extent at which entrepreneurship education has spread in Zimbabwean tertiary institutions, examining the most common teaching and assessment methods in use in tertiary institutions in Zimbabwe and suggesting improvement for creativity and innovation. The study utilised a descriptive study design. Nine institutions of higher learning sampled. The findings were that traditional lecturing was the method predominantly used in teaching, examinations were the main assessment strategy used by tertiary institutions and entrepreneurship lecturers had little or no practical experiences. Entrepreneurship education was restricted to business departments instead of being across the board. It was also established that there was lack of support from higher education institutional administration and government to entrepreneurship education for there was

no budget for this form of education and therefore no resources to train students adequately. This study did not identify the relevant content, actual assessment methods to be used and the actual methods. The present study explored these issues that were left out.

Nani (2014) recommends innovative methods that are more action based. Experiential learning is also recommended for entrepreneurship. In experiential learning, learners are to be given room to generate business ideas, incubate these ideas and develop them into businesses.

The above literature review on entrepreneurship and economic development reflect that Science and Technology education ought to be linked to entrepreneurship if it is to lead to sustainable economic growth that Zimbabwe so cherishes. This study was targeted at establishing an entrepreneurship curriculum for an Open and Distance Education university (like Zimbabwe Open University) in a developing country.

METHODOLOGY

Research design

This study used the qualitative paradigm. This approach is sometimes referred to as the subjective approach (Cohen and Manion, 1994). Neuman (1997) refer to it as the interpretive paradigm. The paradigm posits that social reality is obtained from peoples' definition of social reality. The approach views human beings as active subjects with feelings, meanings and intentions and an awareness of being (Wamahui and Karugu, 1995).

Population, Sampling and Sampling procedures

During the period of study, there were 14 full time lecturers 145 part-time lecturers in the ZOU Midlands Regional Campus. Convenient sampling was employed to pick on the sample of part-time lecturers/tutors while all full time tutors at the Regional Campus were involved except the two researchers. Part-time tutors who were found tutoring during the week-end school sessions were picked and only those who volunteered to participate were used. The sample consisted eventually of 14 full time and 10 part-time lecturers.

Instruments and Data collection procedures

The instrument used for the study was an open ended questionnaire (Quester-view). Literature documents (review of related literature) and personal experiences and observations were used as a way of data triangulation. The quester-view comprised two sections. The first section comprised biographical data of the informants while the second section comprised information on views on entrepreneurial curriculum and general comments. The quester-views were given to lecturers personally by the researchers and they were collected after filling. The researchers first established those willing to take part in the research.

Data analysis procedures

The open-ended questions comprising the quester-view were analysed question by question. Those with similar themes were grouped together. The procedures of analysing qualitative data recommended by Merriam (2009) were used.

Findings and Discussion

Section A: Biographical Data

For Section A, the researchers obtained the following information: All the 14 full time lecturers and 10 part-time lecturers completed and returned the questionnaires making a response rate of 100%. There were 15 (62.5%) male and 9 (37.5%) female informants showing that we got views from both genders. Their experiences as universities lecturers ranged from 4 years to 18 years with most of them having 12 years of experience. For the full time lecturers, their experiences as programme coordinators ranged from 2 to 15 years with the majority having 8 years of experience. Considering the informants' experiences, one is likely to decipher that we got reliable information from them.

The academic qualifications included BEd Early Childhood Development(3; 12.5%), BSc Agriculture(1; 4.2%), BTech Information Technology(1; 4.2%), MA Applied Linguistics(1; 4.2%), MA Geography(1; 4.2%), MBA (2; 8.3%), MEd Teacher Education(1; 4.2%), MEd Curriculum and Arts(2; 8.3%), MEd Management (4; 16.5%), MSc

Counselling (1; 4.2%), MSc Media(1; 4.2%), MPhil(1; 4.2%) and PhD (3; 12.5%). Some (2; 8.3%) informants did not fill in their qualifications. Therefore, these show that each of the 6 faculties in the university was represented. In terms of status, there were 5(20.83%) assistant tutors, 9(37.5%) lecturers, 2(8.3%) senior lectures and 3(12.5%) associate professors. The remainder of the informants (20.83%) did not indicate their status. These statuses show that we got views from informants with a wide range of professional qualifications.

Section B: Views on the entrepreneurship curriculum in the university

This section had the following aspects or themes: acceptance of the curriculum, content to be included in the curriculum, methodologies to be used in imparting the curriculum, personnel and methodologies in assessing mastering of the curriculum, and the support to be offered by university, business community and the country at large. [NB: In this section the informants mentioned more than one answer, hence the frequencies and percentages (in brackets) may add up to more than 24 and 100%, respectively].

Acceptance of the curriculum in the university

All (100%) of the informants accepted the need for an entrepreneurship education in their programmes. The majority (13; 54.2%) expressed that it should be infused in the various programmes. However, literature study reflected that entrepreneurship education was undertaken only in business departments of the Zimbabwean Universities (Mauchi, et.al, 2011). On expressing why entrepreneurship was necessary some informants put forward the following sentiments:

to equip students with self-help skills,

to empower and sharpen survival skills,

to create employment,

to train students to run their own businesses, and

to shift away from academic curriculum characterised by rote learning.

Most of the informants (14; 58.3%) indicated that there were already some entrepreneurship aspects in their programmes, namely, independent journalism to create and sell news, running counselling clinics, operating privately owned Early Childhood Development (ECD) centres, business project management, cultural exchange programmes through dramatisation, song and dance and consultancy on health and fitness. However, a few 7(29.2%) said there were no entrepreneurship aspects in their programmes while 3(12.5%) said they did not know.

Content to be included in the curriculum

The informants pointed out that the following areas ought to be included in the curriculum: business management, entrepreneurship with communication, accounting, how to start one's own business, vocationalisation of learning areas, manufacturing and value addition, marketing research, and monitoring and evaluation of business operations. These aspects corroborate aspects pointed out by Garazi and Jose Antonio (undated), Murinda and Gasva (2013) and Tambwe (2015). Most (13; 54.2%) of the informants suggested that the aspects could be included by infusing them in other areas while some (6; 25%) were of the opinion that they could be left as stand-alone areas. The remainder (5; 20.83%) did not offer any suggestions.

Personnel and Methodologies to be used in imparting the curriculum

The informants pointed out that personnel to impart entrepreneurship education should be of the following nature: experts in entrepreneurship, those trained in management concepts and those with background in business administration. The majority of the informants expressed that the above personnel were suitable for the following reasons: they have experience, they have relevant skills, they can motivate students when they act as role models and they can assist students to get both theory and practical knowledge.

The informants felt that this curriculum should be imparted using the following methodologies: hands-on (5; 20.83%), field trips (8; 33.3%), attachment, practical and face to face (4; 16.6%), using ICT such as YouTube videos (5; 20.83%), conferences and seminars (3; 12.5%), and guided discovery and projects (5; 20.83%). These methodologies corroborate methodologies for entrepreneurship education pointed out by Kolb (1984), Dewey (1997) and Nani (2014).

Methodologies in assessing mastering of the curriculum

The following assessment methods were pointed out by the informants: on the job assessment (5; 20.83%), theory and practical work (3; 12.5%), projects and portfolios (5; 20.83%), summative and formative assessment (7; 29.2%), industrial attachment and practicum (8; 33.3%), trade testing (6; 25%), examinations (4; 16.6%), and evaluation by industry and commerce people and fellow academics (15; 62.5%). Although these mentioned methods are suitable, the following do not seem to work for entrepreneurship education assessment: examinations and summative and formative evaluation as pointed out by European Commission Enterprise and Industrial Directorate-General (2008). The other methods concur with those pointed out by European Commission Enterprise and Industrial Directorate-General (2008).

Forms of support to be offered by universities, business communities and the country at large

The informants pointed out the following support to be offered by universities: financial support on assessments (14; 58.3%), sponsoring students undertaking business ventures (12; 50%), literature on entrepreneurship education (10; 41.6%), providing infrastructure for entrepreneurship (15; 62.5%), providing expertise in teaching entrepreneurship (19; 79.2%), providing relevant equipment and tools (20; 83.3%), and developing the curriculum (22; 91.6%).

It was mentioned that the business community should provide the following support: providing resource persons to deliver speeches and lectures (10; 41.6%), loans (11; 45.8%), publicity of lucrative businesses (19; 79.2%), supportive markets (15; 62.5%), land and resources (16; 66.6%), ensuring positive attitudes towards entrepreneurship (15; 62.5%), and attachment support, partnership and community research (12; 50%). These suggestions concur with views put forward by Mauchi et al. (2011) that there should be budget and resources for this form of education. Similar suggestions were pointed out by ERIA and OECD (2014) who said there is need to provide formal school programmes, non-formal education programmes, internships and small business counselling.

All the informants (24; 100%) pointed out that government or the country at large should come up with a policy on entrepreneurship curriculum for universities. Such policies, it was suggested, were to emphasise curriculum and teacher/trainer training, to emphasise support for the allocation of financial resources necessary for implementation of entrepreneurship learning. Entrepreneurship is also encouraged through business and academic collaboration. Such collaboration, it was envisaged, could be in terms of donations of state of the art equipment and business managers teaching at universities, piloting and development of the curriculum, business sector cooperating in students' projects and university staff placements.

In corroboration of the above, some general comments pointed out by some informants were as follows:

A degree in entrepreneurship should be offered in the university.

Short courses in entrepreneurship should be availed.

Entrepreneurship education is very useful in creating jobs in Zimbabwe.

Students should tour small and medium enterprises relating to their areas of study.

Each university in Zimbabwe should have an entrepreneurship education module.

Entrepreneurship education should go hand in glove with a STEM curriculum.

Conclusions

This study concludes that there is need for an entrepreneurship curriculum across all university programmes in Zimbabwe, infusing entrepreneurship aspects into subject areas. Entrepreneurship education should mostly resort to hands-on or experiential education. Assessment methods should be practical oriented. Also, entrepreneurship requires a lot of support from university, business community and the government.

Recommendations

The following are the recommendations emanating from this study:

- All universities should have an entrepreneurship education curriculum across all subject areas.
- An entrepreneurship education curriculum should go hand in hand with a STEM curriculum in a university.

- Universities should adopt hands-on methodologies for imparting the curriculum and practical-oriented assessment methods with regards to entrepreneurship education.
- To lead to sustainable economic development, there is need to adopt Schumpeter's "TICE" model.
- There is need for full support of entrepreneurship education from all stakeholders.
- Further research could encompass all ODL and conventional universities in the country.

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