



The Pedagogy of Entrepreneurship in Ugandan Business Education Paradigms

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Abstract

The literature on entrepreneurship education in Uganda is limited, and existing research often focuses on theoretical frameworks or case studies rather than empirical evidence of its impact. The review synthesizes secondary data from various scholarly articles, books, and conference proceedings published within the last decade. It employs a thematic analysis approach to categorize and synthesize findings related to entrepreneurship education in Uganda. A notable finding is the disparity between theoretical pedagogical approaches and practical implementation challenges faced by educators, particularly regarding curriculum integration and student engagement strategies. The reviewed literature highlights the need for more empirical research to validate existing theories and identify best practices that can enhance entrepreneurial education in Uganda. There is a critical gap in longitudinal studies tracking long-term outcomes of entrepreneurship education programmes. Future research should focus on developing robust evaluation frameworks, integrating real-world examples into curricula, and conducting longitudinal studies to assess the efficacy of different pedagogical strategies. Entrepreneurship Education, Business Curriculum, Ugandan Universities, Pedagogy

Keywords: *African entrepreneurship, Ugandan context, pedagogy of entrepreneurship, business education reform, microenterprise development, qualitative research methods, entrepreneurial ecosystem*

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