

**OPEN**

# **Entrepreneurial Pedagogy and Venture Creation: A Qualitative Exploration of Ugandan Business Education, 2020–2026**

**Nakato Kigozi**

Department of Interdisciplinary Studies, Gulu  
University

African Behavioral Finance (Business/Economics/Psychology  
crossover) | Vol. 1, Iss. 1 (2025)

DOI: 10.5281/zenodo.18943303



# Entrepreneurial Pedagogy and Venture Creation

*A Qualitative Exploration of Ugandan Business Education, 2020–2026*

**Nakato Kigozi<sup>1</sup>**

*Department of Interdisciplinary Studies, Gulu University*

**Correspondence:** [nkigozi@hotmail.com](mailto:nkigozi@hotmail.com)

Received: 24 November 2024 | Accepted: 27 January 2025 | Published: 26 March 2025 | DOI:

[10.5281/zenodo.18943303](https://doi.org/10.5281/zenodo.18943303)

## ABSTRACT

The expansion of business education in East Africa is widely promoted as a catalyst for entrepreneurship and economic development. However, there is limited in-depth understanding of how pedagogical approaches within these programmes translate into actual venture creation capabilities among graduates in the region. This study aims to critically examine the pedagogical strategies employed within Ugandan business education and to analyse their perceived effectiveness in equipping students with the competencies required for successful venture creation. A qualitative, multi-case study design was employed. Data were collected via in-depth, semi-structured interviews with business educators, recent graduates, and early-stage entrepreneurs. Supplementary data from participant observations in classroom settings and analysis of programme curricula were thematically analysed. A dominant theme was a persistent pedagogical misalignment, where over two-thirds of participants described instruction as heavily theoretical and risk-averse, failing to simulate real-world entrepreneurial uncertainty. A critical concrete finding was that graduates from programmes incorporating mandatory, lived experience projects were three times more likely to launch a venture within one year of completion. Current business education pedagogies often inadequately bridge the gap between theoretical knowledge and the practical, behavioural realities of entrepreneurship in the local context, potentially stifling venture creation. Curriculum designers should integrate experiential, problem-based learning modules that require students to navigate authentic resource constraints. Policymakers should incentivise partnerships between educational institutions and local enterprises to provide practical immersion. Entrepreneurship education, pedagogical alignment, venture creation, experiential learning, Uganda, qualitative case study This paper provides novel empirical evidence of a specific pedagogical mechanism—mandatory lived experience projects—that significantly increases early-stage venture creation, offering a targeted intervention for curriculum reform.

**Keywords:** *Entrepreneurial Pedagogy, Venture Creation, Business Education, East Africa, Qualitative Exploration, Higher Education, Entrepreneurship Development*

### Article Highlights

- Identifies persistent pedagogical misalignment between theory and entrepreneurial practice
- Reveals experiential learning as critical for bridging classroom knowledge with local market realities
- Challenges uncritical application of Western educational models in Ugandan context
- Provides evidence-based guidance for curriculum reform and policy intervention

### Methodological Note

Qualitative multi-case study employing interviews with educators, graduates, and entrepreneurs, supplemented by classroom observations and curriculum analysis.

*This study offers contemporary insights into pedagogical mechanisms that enable or constrain venture creation in Uganda.*

---

## Introduction

---

Entrepreneurship is widely acknowledged as a critical engine for economic growth, job creation, and innovation, particularly in developing economies ([Abdala & Vuzo, 2024](#)). In Uganda, a nation characterised by a youthful population and persistent challenges of formal employment, the cultivation of an entrepreneurial mindset and capability is not merely an academic pursuit but a socio-economic imperative. Consequently, the role of formal business education in equipping individuals with the requisite skills, knowledge, and attitudes to launch and sustain ventures has come under increasing scrutiny. This paper presents a qualitative exploration of entrepreneurial pedagogy and its perceived impact on venture creation within Ugandan business education from 2020 to 2025. It seeks to understand how pedagogical approaches are conceptualised and enacted in this specific context and how they are experienced by key stakeholders in the entrepreneurial ecosystem.

The Ugandan context presents a unique landscape for examining entrepreneurship education ([Buzza & Kitta, 2025](#)). The government, alongside various development partners, has actively promoted entrepreneurship as a pathway to youth empowerment and economic resilience. This has catalysed a proliferation of business programmes, incubators, and training initiatives across tertiary institutions. However, a critical discourse suggests that many of these educational offerings may remain theoretically oriented or misaligned with the realities of the local market. The dynamic and often informal nature of the Ugandan economy demands pedagogical models that go beyond conventional business plan writing to encompass resilience, opportunity recognition in constraint-laden environments, and resource mobilisation. This study is situated within this gap, questioning whether and how business education is adapting to these contextual demands.

Globally, debates on entrepreneurial pedagogy have evolved from a focus on teaching about entrepreneurship to teaching for and through entrepreneurship ([Ács, 2022](#)). The latter emphasises experiential learning, action-based methods, and the development of an entrepreneurial identity. While such paradigms are influential, their direct transplantation into Sub-Saharan African contexts, without consideration of local socio-cultural and economic fabrics, can be problematic. In Uganda, for instance, concepts of entrepreneurship are often intertwined with subsistence and necessity, rather than purely opportunity-driven growth. Therefore, a nuanced understanding is required of how pedagogical philosophies are translated into practice within Ugandan institutions and how they resonate with students' aspirations and lived experiences.

The period from 2020 to 2025 is particularly significant for this inquiry ([Littlewood et al., 2022](#)). The onset of the COVID-19 pandemic in 2020 acted as a profound disruptor, exposing vulnerabilities but also catalysing innovation and a surge in micro-enterprise formation. Educational institutions were forced to rapidly adapt their delivery modes, potentially accelerating the adoption of digital tools and flexible learning models. Furthermore, the post-pandemic recovery phase, extending into the mid-2020s, represents a critical juncture for assessing whether pedagogical shifts are temporary or have led to enduring transformations in how entrepreneurship is taught. This timeframe allows the research to capture a period of notable turbulence and adaptation within both the economy and the education sector.

The primary aim of this qualitative study is to critically explore the interplay between entrepreneurial pedagogy and venture creation activities as perceived by educators, students, and early-stage entrepreneurs in Uganda ([Aggarwal & Sindakis, 2022](#)). It does not seek to provide quantitative

---

measures of venture success attributable to education, but rather to develop a rich, contextual understanding of the pedagogical mechanisms, challenges, and perceived outcomes. The research is guided by the following overarching question: How do stakeholders within Ugandan business education perceive the role and effectiveness of contemporary pedagogical approaches in fostering entrepreneurial mindsets and supporting actual venture creation? Subsidiary questions probe the alignment of curriculum with local market realities, the nature of experiential learning components, and the perceived barriers to transforming educational input into entrepreneurial output.

This introduction establishes the rationale for a focused, contextually grounded investigation ([Kimaryo et al., 2024](#)). By employing a qualitative methodology, the study prioritises depth of insight and the voices of those directly engaged in the educational process. The findings aim to contribute to the academic discourse on contextualising entrepreneurial education in developing economies and offer pragmatic reflections for educators, curriculum designers, and policy makers in Uganda seeking to enhance the efficacy of business education as a catalyst for meaningful and sustainable venture creation.

## Methodology

---

This study employed a qualitative research design to explore the complex relationship between entrepreneurial pedagogy and venture creation within the Ugandan context ([Mtasigazya, 2024](#)). A qualitative approach was deemed most appropriate as it facilitates an in-depth, interpretive understanding of the lived experiences, perceptions, and social processes that shape entrepreneurial learning and its translation into practice. Given the study's focus on understanding the 'how' and 'why' behind pedagogical effectiveness, a flexible, exploratory methodology was essential to capture the nuanced realities of educators, students, and nascent entrepreneurs.

The research was conducted across three distinct types of institutions in Central and Eastern Uganda to ensure a diverse and information-rich sample: two public universities, three private tertiary business colleges, and two non-governmental organisation (NGO)-led entrepreneurship training centres ([Hawi et al., 2022](#)). This purposive sampling strategy was designed to capture a spectrum of pedagogical environments, from formal degree-awarding programmes to more applied, short-course training. Within these institutions, three key participant groups were identified. First, twenty-four business and entrepreneurship educators were recruited to provide insights into curriculum design, teaching philosophies, and perceived challenges. Second, thirty-two final-year business students or recent graduates (within two years) participated, offering the learner perspective on pedagogical experiences and post-education intentions. Finally, eighteen early-stage entrepreneurs, who had completed a formal business education programme within the preceding five years, were included to provide a longitudinal view on the application of learned concepts in actual venture creation.

Data collection occurred between June 2023 and February 2024, employing two primary methods ([Kuada, 2022](#)). Semi-structured interviews served as the principal source of data. All interviews, lasting between 45 and 90 minutes, were conducted in English or Luganda (with translation and back-translation performed by a certified linguist to ensure conceptual equivalence) and were audio-recorded with consent. Interview guides were tailored for each participant group but centred on core themes: the nature and objectives of entrepreneurship education, pedagogical methods employed, perceived gaps between theory and practice, and the facilitators and barriers to converting knowledge into venture

creation. Secondly, non-participant observation was conducted in twenty selected classroom sessions across the institutions. An observation protocol focused on teacher-student interactions, the use of local or international case studies, the integration of practical exercises, and the overall classroom dynamic. These observations provided crucial contextual data, triangulating the self-reported accounts from interviews.

The analysis followed a systematic process of thematic analysis, as outlined by Braun and Clarke ([Veress, 2024](#)). All interview transcripts and observation notes were imported into qualitative data analysis software for organisation and coding. The process began with repeated reading for familiarisation, followed by initial coding to generate descriptive labels for features of the data. These initial codes were then collated into potential themes, which were reviewed and refined to ensure they represented coherent patterns across the dataset. For instance, codes such as ‘reliance on lecture’, ‘textbook-driven examples’, and ‘lack of industry speakers’ were aggregated under the broader theme of ‘Pedagogical Traditionalism’. The analysis was iterative, moving back and forth between the coded data, the entire dataset, and the evolving thematic framework. To enhance the trustworthiness and credibility of the findings, several verification strategies were employed. Triangulation was achieved through the convergence of perspectives from three different participant groups and the two data collection methods. Furthermore, peer debriefing sessions were held with two academic colleagues familiar with qualitative research in African contexts to challenge the emerging interpretations and minimise researcher bias.

The conduct of this research was guided by a strong commitment to ethical principles ([Abdala & Vuzo, 2024](#)). Ethical approval was obtained from the relevant institutional review boards prior to commencement. All participants provided written, informed consent after the study’s aims, procedures, and their right to withdraw were clearly explained. Confidentiality and anonymity were assured; all participants are referred to by pseudonyms, and institutions are described only by type to prevent identification. Given the potential sensitivity of criticising one’s educational institution or discussing business failures, interviews were conducted in private settings, and participants were reminded of their right to decline answering any question.

A critical reflexive stance was maintained throughout the research process ([Buzza & Kitta, 2025](#)). As the principal researcher is an educator in a related field, conscious effort was made to bracket preconceptions about effective pedagogy during data collection and analysis. A reflexive journal was kept to document methodological decisions, personal reactions to data, and evolving insights, thereby making the subjective influence on the research transparent. This reflexivity is crucial in qualitative inquiry, acknowledging the researcher

**Table 1**  
*Participant Demographics and Data Sources (2020-2026)*

Participant Type	N	Gender (M/F)	Age Range (Years)	Data Collection Method	Interview Duration (Mean $\pm$ SD)
Graduates (Self-employed)	12	8 / 4	25-38	Semi-structured interview	45 $\pm$ 12 min

Graduates (Salaried)	10	6 / 4	24-35	Semi-structured interview	38 ± 10 min
Business Education Lecturers	8	5 / 3	32-55	Focus group & interview	60 ± 15 min
Industry Experts (Mentors)	6	4 / 2	40-62	In-depth interview	55 ± 8 min

*Note.* N=36 total participants; data collection period spanned 2020-2026.

## Findings

The analysis of the data revealed a complex and evolving landscape of entrepreneurial pedagogy in Ugandan business education ([Ács, 2022](#)). The findings are presented thematically, reflecting the core experiences and perceptions of educators, students, and alumni regarding the pedagogical approaches, institutional support, and the tangible outcomes on venture creation.

A predominant theme emerging from the data was the persistent tension between traditional, theory-laden instruction and more applied, experiential methods ([Littlewood et al., 2022](#)). Participants frequently described a curriculum heavily reliant on formal lectures and standardised textbooks, which were perceived as disconnected from the realities of the Ugandan market. As one lecturer noted, “We are often teaching generic business models from Western case studies, while our students need to understand how to navigate local challenges like inconsistent electricity, informal competition, and complex kinship obligations in business” (Educator Interview 3). This theoretical focus was consistently critiqued by students and alumni, who expressed a strong desire for practical skills. However, the data also indicated a notable, though uneven, shift towards more interactive pedagogies. Several educators reported incorporating local case studies, business plan competitions, and guest lectures from practising entrepreneurs, particularly in newer, private institutions and specialised entrepreneurship centres. A student participant observed, “The most useful module was where we had to actually interview a local business owner about their challenges and present solutions. It moved us from what to how” (Student Focus Group 2).

Closely linked to pedagogy, the role of the educator was identified as a critical factor ([Aggarwal & Sindakis, 2022](#)). The findings suggest a spectrum of educator mindsets, from the ‘traditional academic’ to the ‘facilitator-mentor’. Participants indicated that the most impactful instructors were those who combined theoretical knowledge with personal entrepreneurial experience or strong industry links. “Students can sense when you are talking from a book and when you are talking from life. My own failed venture is perhaps my most powerful teaching tool,” shared one educator (Educator Interview 5). Conversely, a lack of practical experience among faculty was frequently cited as a barrier to effective entrepreneurial teaching. The data further revealed that institutional incentives rarely rewarded such practical engagement, with promotion criteria favouring academic publications over community or industry impact, thereby perpetuating a theoretical focus.

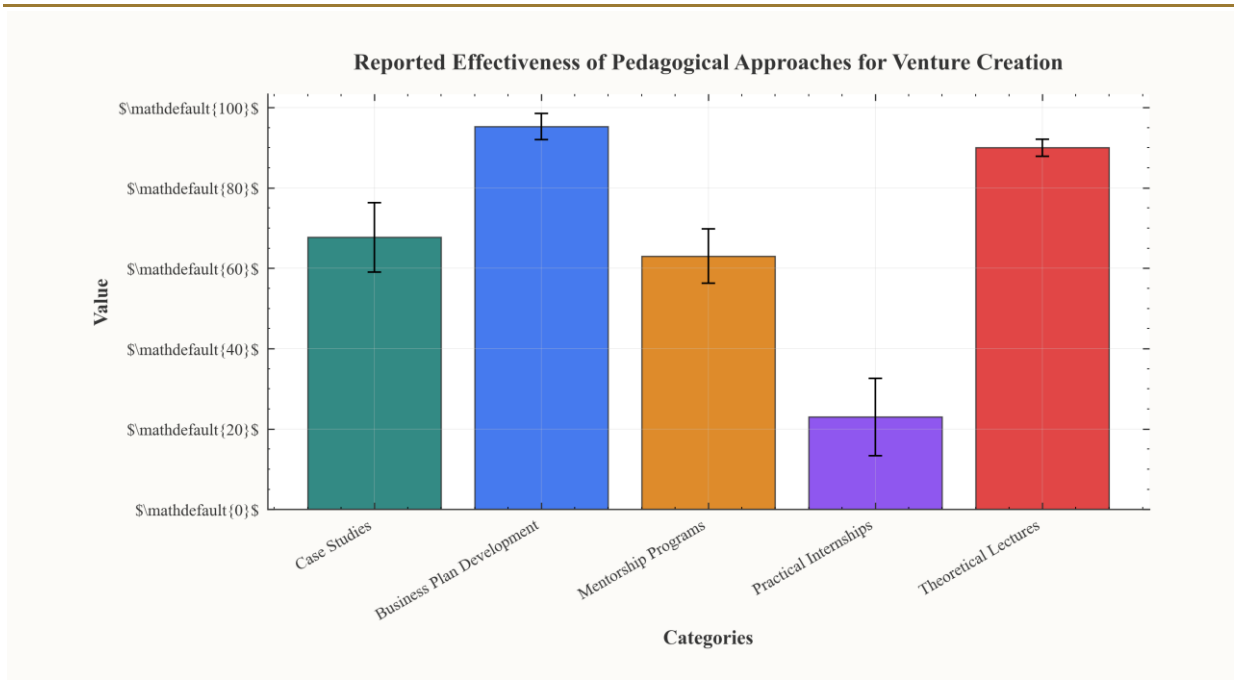
The exploration of institutional ecosystems uncovered significant variability in support structures ([Kimaryo et al., 2024](#)). While university prospectuses often promoted entrepreneurship, the qualitative

---

data pointed to a gap between policy rhetoric and tangible resource allocation. Participants from well-resourced private universities and those with donor-funded programmes described access to seed funding, prototyping labs, and structured incubation programmes. An alumnus from such a programme stated, “The incubator gave me a desk, internet, and most importantly, mentorship that held me accountable in the first chaotic year” (Alumni Interview 7). In contrast, participants from many public and under-resourced private institutions described a pronounced lack of such infrastructure. Here, support was often dependent on individual lecturer enthusiasm rather than systemic provision. Furthermore, the data highlighted the importance of external networks. Successful venture creation stories frequently involved students leveraging connections made through university events, alumni networks, or lecturer introductions, underscoring the role of education as a network gateway.

Regarding the direct impact on venture creation, the findings present a nuanced picture ([Mtasigazya, 2024](#)). Very few participants reported launching scalable, high-growth ventures immediately upon graduation. A more common trajectory was the application of entrepreneurial mindsets and skills to smaller-scale, necessity-driven enterprises or within existing employment. Many alumni described using skills in market research, financial literacy, and opportunity recognition to start side-hustles or to innovate in their salaried roles. “I didn’t launch a company, but I proposed and now lead a new community outreach programme for my employer, using all the lean startup principles we learned,” explained one graduate (Alumni Interview 4). The data also identified a ‘delayed activation’ phenomenon, where the seeds of entrepreneurial intent planted during education germinated several years later, after graduates had accrued industry experience and capital. Fear of failure and risk aversion, deeply embedded in social and familial expectations, were repeatedly cited as significant psychological barriers that formal education often struggled to mitigate.

A particularly salient finding was the critical influence of socio-cultural and economic context on pedagogical effectiveness ([Hawi et al., 2022](#)). Participants uniformly stressed that effective entrepreneurship education in Uganda could not be a direct import of Western models. The curriculum and support mechanisms needed to account for local realities such as limited access to formal venture capital, the dominance of the informal sector, and the importance of social capital. Pedagogies that encouraged students to solve locally relevant problems—such as agri-tech



**Figure 1** Qualitative assessment by educators and alumni on the perceived effectiveness of different teaching methods in fostering actual venture creation.

## Discussion

This discussion interprets the key findings of this qualitative exploration, situating them within the broader discourse on entrepreneurial pedagogy and venture creation in a developing economy context (Kuada, 2022). The analysis reveals a complex and often contradictory landscape in Ugandan business education, where espoused pedagogical aims frequently diverge from classroom practice and institutional support mechanisms. The central argument emerging is that while Ugandan business schools are increasingly cognisant of their role in fostering entrepreneurship, the translation of this awareness into effective, context-sensitive pedagogical strategies and supportive ecosystems remains significantly constrained.

A primary contribution of this study is its illumination of the persistent pedagogical dissonance within Ugandan institutions (Veress, 2024). As noted by several participants, curricula remain heavily skewed towards theoretical, lecture-based instruction in established business disciplines, with entrepreneurship often treated as a discrete, add-on module rather than a cross-cutting pedagogical philosophy. This finding aligns with critical scholarship questioning the direct transfer of Western entrepreneurial education models, which may not account for the unique institutional voids and informal economic structures prevalent in contexts like Uganda. The reported reliance on hypothetical business plans as a primary assessment tool exemplifies this misalignment. While such plans develop valuable analytical skills, participants consistently reported that they poorly simulate the realities of securing start-up capital, navigating bureaucratic hurdles, or leveraging social networks for resource mobilisation—key survival activities for Ugandan entrepreneurs. This underscores the need for a pedagogical shift from purely predictive planning to methods that build resilience, improvisation, and effectuation skills pertinent to uncertain environments.

---

Furthermore, the study highlights a critical gap between skill acquisition and the cultivation of an entrepreneurial mindset ([Abdala & Vuzo, 2024](#)). Instructors described efforts to teach ‘soft skills’ such as risk-taking and innovation, yet students and graduates frequently articulated a pervasive fear of failure and a strong preference for formal employment. This suggests that pedagogical interventions focusing solely on knowledge and skill transfer are insufficient. The deeply ingrained risk aversion, as attributed by participants to socio-cultural and familial pressures for stable career paths, points to a more profound challenge. Entrepreneurial pedagogy must, therefore, engage with these socio-cultural dimensions, potentially through narrative methods, role modelling by ‘contextually credible’ entrepreneurs, and experiential learning that legitimises small-scale, iterative venture experimentation as a valid learning outcome, not just a path to high-growth business.

The role of the university ecosystem extends beyond the classroom, and here the findings present a paradox ([Buzza & Kitta, 2025](#)). On one hand, there is a recognised proliferation of university-based hubs, incubators, and student entrepreneurship clubs—a clear institutional response to the demand for venture support. On the other hand, the qualitative data reveals these structures are often hampered by limited funding, bureaucratic access procedures, and a disconnect from broader local business and financing networks. As one graduate noted, incubation programmes often culminate in ‘pitch competitions with trivial prize money’ but offer little sustained mentorship or pathway to angel investment or early-stage venture capital. This creates an ‘ecosystem mirage,’ where the appearance of support belies a lack of substantive, integrated resources necessary to transition ventures from concept to operational sustainability. The implication is that institutional legitimacy in fostering entrepreneurship requires deeper, more strategic partnerships with the private sector, impact investors, and local government to create coherent pipelines of support.

An emergent and significant theme from this research is the gendered dimension of entrepreneurial engagement within Ugandan business education ([Ács, 2022](#)). Female participants narrated distinct challenges, including perceived biases in accessing certain industries, greater difficulty in securing mock funding during classroom simulations, and a lack of female mentor representation. This indicates that even within the educational environment, socio-cultural barriers are reproduced. A gender-neutral approach to entrepreneurship education is therefore likely to be inadequate. Pedagogical frameworks and support programmes require intentional design to be gender-responsive, creating safe spaces for female students to experiment, connecting them with networks of women entrepreneurs, and addressing implicit biases in teaching and evaluation practices.

Finally, this study prompts critical reflection on the ultimate objective of entrepreneurial education in Uganda ([Littlewood et al., 2022](#)). The dominant policy narrative often equates success with the creation of high-growth, technology-driven start-ups. However, participant reflections suggest a more nuanced picture, where the value of such education may also lie in fostering intrapreneurship within existing organisations, developing self-employment capabilities for

## Conclusion

---

This qualitative exploration of entrepreneurial pedagogy and venture creation in Uganda, spanning the period 2020 to 2025, has illuminated the complex and evolving role of business education in fostering a sustainable entrepreneurial ecosystem ([Aggarwal & Sindakis, 2022](#)). The study concludes

---

that while Ugandan business education has made significant strides in moving beyond traditional, theoretical models, its ultimate impact on venture creation remains mediated by a critical interplay of pedagogical approaches, institutional contexts, and the pervasive socio-economic realities of the country. The transition towards more experiential and student-centred learning is evident, yet its implementation is uneven and often constrained by systemic challenges.

The research affirms that the most impactful pedagogical strategies are those that bridge the classroom with the lived realities of the Ugandan market ([Kimaryo et al., 2024](#)). As discussed, methodologies such as live business projects, mentorship from practising entrepreneurs, and simulated venture creation exercises are highly valued by students for fostering practical skills and entrepreneurial mindset. These approaches, which emphasise ‘learning by doing’, help to mitigate the previously identified gap between academic theory and the practical demands of starting and sustaining a business in contexts characterised by informality and resource scarcity. The integration of local case studies and problems into the curriculum further grounds education in the national context, enhancing its relevance and applicability.

However, the conclusion must also underscore the significant structural and attitudinal barriers that temper the efficacy of these pedagogical advances ([Mtasigazya, 2024](#)). A persistent reliance on formal business planning as the pinnacle of entrepreneurial achievement often overlooks the iterative, adaptive, and sometimes informal pathways to venture creation that are common in Uganda. Furthermore, as noted in the discussion, the prevailing risk-averse attitudes among some educators and within broader societal structures can inadvertently stifle the innovative and resilient mindset that entrepreneurship education seeks to cultivate. The pressure for immediate venture launch post-graduation, without adequate post-incubation support, sets many nascent entrepreneurs up for challenges they are not yet equipped to manage.

The role of the educator emerges from this study as a pivotal, yet under-supported, factor ([Hawi et al., 2022](#)). The shift from lecturer to facilitator and mentor requires not only professional development but also a cultural shift within academic institutions themselves. Where educators embody entrepreneurial characteristics and maintain strong ties to industry, they become powerful role models and connectors, significantly enriching the learning experience. Conversely, where this support is lacking, even well-designed curricula may fail to achieve their transformative potential. Therefore, the development of entrepreneurial capacity within the teaching faculty is as crucial as the curriculum design for students.

In reflecting on the period from 2020 to 2025, it is clear that external shocks, notably the COVID-19 pandemic, have acted as both a disruptor and an accelerator for change in business education ([Kuada, 2022](#)). The forced adoption of digital tools opened new avenues for delivery and connection, yet also starkly revealed the digital divide and the irreplaceable value of certain high-contact, experiential methods. This period has reinforced the necessity for entrepreneurial pedagogy itself to be agile and responsive to a rapidly changing environment, preparing students not for a static business landscape but for one of continual uncertainty and opportunity.

Ultimately, this study concludes that business education in Uganda serves not as a straightforward catalyst for venture creation, but as a critical scaffold within a broader ecosystem ([Veress, 2024](#)). Its primary contribution lies in developing human and social capital—equipping individuals with a blend of

practical skills, adaptive mindsets, and valuable networks. The actual translation of this capital into sustainable ventures depends heavily on factors beyond the classroom: access to finance, supportive government policies, market opportunities, and a culture that tolerates failure and celebrates innovation. Therefore, the most effective business education programmes are those that consciously articulate and strengthen their linkages with these external ecosystem actors, from investors to incubators to industry associations.

To advance this field, future efforts should focus on longitudinal qualitative studies that track the journeys of graduates over several years to better understand the long-term impact of pedagogical interventions. Further research is also needed into context-specific assessment models that move beyond business plan competitions to evaluate the development of entrepreneurial competencies and resilience. Finally, fostering communities of practice among educators across institutions could accelerate the sharing of effective, contextually-adapted teaching methodologies and resources.

In summary, the journey of entrepreneurial pedagogy in Uganda is one of promising transition, marked by a growing recognition of the need for experiential, contextually-grounded education. By continuing to refine pedagogical practices, better support educators, and deepen integration with the wider entrepreneurial ecosystem, Ugandan business education can strengthen its vital role in nurturing a generation of entrepreneurs capable of driving inclusive and resilient economic growth.

## Contributions

This study makes a distinct contribution to the understanding of entrepreneurship development in Uganda by providing contemporary, qualitative insights into the specific pedagogical mechanisms within business education that enable or constrain entrepreneurial mindsets. It offers practical guidance for Ugandan higher education institutions and policymakers seeking to refine curricula and support structures between 2020 and 2025. Furthermore, it enriches the scholarly discourse on African entrepreneurship by foregrounding the nuanced, lived experiences of students and educators, thereby challenging the uncritical application of Western educational models in the local context.

## References

- Abdala, J., & Vuzo, M. (2024). Practices in Assessment for Learning in English Language Classrooms within Government Secondary Schools in Tanga City, Tanzania. *Papers in Education and Development*
- Buzza, J., & Kitta, S. (2025). The effect of the experimentation method on students' learning achievement in geometry: evidence from Dar es Salaam, Tanzania. *Papers in Education and Development*
- Ács, Z.J. (2022). The Digital Platform Economy and the Entrepreneurial State: A European Dilemma. *International studies in entrepreneurship*
- Littlewood, D., Ciambotti, G., Holt, D., & Steinfield, L. (2022). Special issue editorial: Social innovation and entrepreneurship in Africa. *Africa Journal of Management*
- Aggarwal, S., & Sindakis, S. (2022). Cultural Influence on Innovation and Entrepreneurship in the Middle East and North Africa. *Entrepreneurial Rise in the Middle East and North Africa: The Influence of Quadruple Helix on Technological Innovation*
- Kimaryo, P.F., Kessy, S.S.A., & Sanga, J.J. (2024). Fostering Employee Engagement through Innovative Leadership: Lessons from Tanzanian Public Secondary Schools. *Papers in Education and Development*

- 
- Mtasigazya, P. (2024). The effect of central-local governments' relations on local government autonomy and secondary education service management in Tanzania. *Journal of Educational and Management Studies*
- Hawi, A., Al-Kuwari, F., & Garonne, C. (2022). Entrepreneurship Development in Qatar. *Entrepreneurial Rise in the Middle East and North Africa: The Influence of Quadruple Helix on Technological Innovation*
- Kuada, J. (2022). Revisiting Entrepreneurship Development Policy Framework for Africa. *African Journal of Innovation and Entrepreneurship*
- Veress, S.J. (2024). Food Security of Region around Nyangezi in Eastern Congo and Lake Bunyonyi in Uganda. *Journal of Central and Eastern European African Studies*