

Entrepreneurship Development in Uganda

A Policy Analysis of Business Education's Efficacy and Curricular Gaps, 2000–2026

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ABSTRACT

Entrepreneurship is a central pillar of Uganda's national development strategy. Business education programmes, from secondary schools to universities, are a key policy instrument intended to cultivate entrepreneurial skills and mindsets. However, the efficacy of these programmes in translating knowledge into sustainable enterprise creation remains contested. This policy analysis evaluates the role of formal business education in fostering entrepreneurship. It aims to assess the alignment of curricula with market needs, identify systemic gaps, and analyse the policy frameworks governing this educational domain. The study employs a mixed-methods policy analysis, synthesising document analysis of national policy frameworks and curricular documents, alongside a systematic review of extant evaluation reports and academic literature on programme outcomes. A significant misalignment exists between curricular content and the practical competencies required for business survival and growth. A predominant theme was the overemphasis on theoretical business planning, with approximately 70% of reviewed curricula lacking modules on digital financial literacy or adaptive resilience strategies. Policy implementation is further hampered by fragmented coordination between education and industry ministries. Current business education policy and its implementation have not sufficiently bridged the gap between entrepreneurial intent and successful venture creation. The curricular focus remains disproportionately on formal business registration and plan formulation, neglecting critical post-start-up support skills. Policymakers should mandate the integration of practical, experiential learning components, including mentorship and digital skills, into national curricula. A cross-ministerial taskforce should be established to ensure continuous alignment of educational outputs with the evolving SME landscape. entrepreneurship education, curriculum development, policy analysis, SME development, Uganda, business training This analysis provides a novel synthesis of longitudinal policy evolution and curricular content, introducing a framework for evaluating the 'practical efficacy gap' in entrepreneurship education.

Keywords: *Entrepreneurship education, Policy analysis, Sub-Saharan Africa, Business education curriculum, Human capital development, SME policy, Uganda*

Article Highlights

- Analysis reveals a 70% gap in curricula covering digital financial literacy or resilience strategies.
- Policy implementation is hampered by fragmented coordination between education and industry ministries.
- Curricular focus remains on formal business planning, neglecting critical post-start-up support skills.

The Practical Efficacy Gap

This analysis introduces a framework for evaluating the disconnect between entrepreneurial intent and successful venture creation, stemming from curricular design.

This policy analysis synthesizes longitudinal evidence to assess business education's role in Uganda's development strategy.

<ul style="list-style-type: none">• Study calls for mandated experiential learning and a cross-ministerial taskforce for SME alignment.	
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