

Entrepreneurship Education Beyond Western Models: A Critical Analysis of Decolonized Curricula and Innovative Outcomes in Africa

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Abstract

Entrepreneurship education has gained global prominence as a strategic tool for fostering innovation, job creation, and economic development. However, its dominant reliance on Western models has raised concern about its relevance and effectiveness in non-Western contexts, particularly in developing economies. This paper critically examines entrepreneurship education beyond Western frameworks with a focus on the role of decolonised curricula in enhancing innovative outcomes. It argues that the continues adoption of Eurocentric approaches often overlooks indigenous knowledge systems, local economic realities, and culturally embedded entrepreneurial practices which limit students' capacity to generate context-specific solutions. The paper adopts a critical analytical approach to explore how decolonised entrepreneurship curricula can provide a more inclusive and relevant framework for teaching and learning. With the integration of indigenous knowledge, experiential learning, and community-based practices, decolonised curricula foster creativity that is grounded in local realities that is capable of addressing real-world challenges. Such an approach encourages learners to view their environment as a source of opportunity that promote sustainable and socially responsive innovation. Furthermore, the paper highlights the innovative outcomes associated with decolonized entrepreneurship education including enhanced problem-solving skills, increased entrepreneurial self-reliance, and the development of locally adaptable business models. Despite these benefits, challenges such as institutional resistance, limited capacity, and globalization pressures continue to hinder the transition from Western-dominated frameworks. The paper concludes that moving beyond Western models is essential for achieving meaningful and sustainable innovation in entrepreneurship education. It advocates for a balanced approach that integrates global

perspectives with local knowledge to produce graduates who are both globally competitive and locally relevant.

Keywords: Entrepreneurship Education, Decolonized Curriculum, Innovation, Indigenous Knowledge, Developing Economies

Introduction

Entrepreneurship education has become a central strategy for promoting innovation, economic growth, and job creation in both developed and developing economies. Across the globe, higher education institutions have increasingly adopted entrepreneurship curricula aimed at equipping students with the skills, knowledge, and mindset required to create and manage enterprises (Neck & Greene, 2015). However, the dominant frameworks guiding entrepreneurship education are largely rooted in Western models which emphasize formal business structures, capitalist market systems, and standardized approaches to enterprise development (Acs, Szerb, & Lloyd, 2017). While these models have proven effective in certain contexts, their applicability in non-Western environments has been widely questioned.

In many developing regions, including Africa, entrepreneurship operates within complex socio-cultural and economic systems that differ significantly from Western contexts. These include the prominence of informal economies, reliance on indigenous knowledge systems, and community-oriented business practices (Akinwale, 2018). Despite these realities, entrepreneurship education often continues to prioritize Eurocentric theories and case studies that result in a disconnect between what is taught in classrooms and the practical experiences of learners. This mismatch limits students' ability to develop context-relevant entrepreneurial competencies and undermines the potential for meaningful innovation (Olawale & Garwe, 2016).

The growing critique of Western-dominated curricula has led to increased calls for the decolonisation of entrepreneurship education. Decolonisation involves the critical re-evaluation and restructuring of educational content and pedagogy to reflect local realities, cultural identities, and diverse knowledge systems (Le Grange, 2016). In the context of entrepreneurship education, this means moving beyond imported models and integrating indigenous practices, experiential learning, and community-based approaches that are more aligned with local needs and opportunities (Smith, 2015). Such a shift is essential for making entrepreneurship education more inclusive, relevant, and impactful.

Furthermore, the need to move beyond Western models is closely linked to the goal of enhancing innovative outcomes. Innovation in developing economies often requires adaptive, resource-efficient, and context-specific solutions rather than the replication of large-scale, capital-intensive models common in Western settings (Amabile & Pratt, 2016). Decolonised curricula can foster such innovation by encouraging students to draw on local resources, cultural knowledge, and community experiences to address real-world challenges. This approach not only promotes creativity but also supports sustainable and inclusive development.

However, moving from Western-dominated frameworks to decolonised entrepreneurship education is not without challenges. Institutional resistance, lack of capacity among educators, and the influence of global academic standards continue to hinder reform efforts (Maringe & Sing, 2016). Nevertheless, the urgency of addressing unemployment, economic inequality, and underdevelopment in many regions underscores the need for transformative approaches to entrepreneurship education.

This paper therefore, critically analyses entrepreneurship education beyond Western models with a focus on the role of decolonised curricula in fostering innovative outcomes. It argues that rethinking and restructuring entrepreneurship education is essential for equipping learners with the competencies needed to drive sustainable development in diverse socio-economic contexts.

Theoretical Review

Indigenous Knowledge Systems Theory

This discourse on entrepreneurship education beyond Western models is anchored on Indigenous Knowledge System (IKS) theory which provides a foundation for understanding how decolonized curricula can enhance innovative outcomes in diverse socio-economic contexts. This theory emphasizes the value of local knowledge, cultural practices, and community-based experiences in shaping learning and innovation. It challenges the dominance of Western epistemologies by recognizing that knowledge is socially and culturally constructed (Smith, 2015). In entrepreneurship education, IKS highlights the importance of integrating traditional practices such as apprenticeship systems, informal trade networks, and communal resource management into formal curricula (Akinwale, 2018). This approach enables learners to draw on familiar contexts and develop solutions that are both relevant and sustainable. By validating indigenous knowledge,

decolonised curricula foster a sense of identity and ownership which enhances creativity and innovation.

Knowledge Based

Western Models of Entrepreneurship Education

Western models of entrepreneurship education are grounded in capitalist economic systems and are characterized by structured business planning, market competition, and innovation driven by technological advancement. These models typically emphasize formalized business structures, scalability, and access to financial capital as key indicators of success (Olawale & Garwe, 2016). While effective in developed economies, these approaches often overlook the informal sector, cultural dynamics, and resource constraints prevalent in many non-Western contexts (Akinwale, 2018). As a result, their direct application in such settings may limit the relevance and effectiveness of entrepreneurship education.

Decolonised Entrepreneurship Curricula

Decolonised entrepreneurship curricula represent a transformative approach to teaching and learning that seeks to move beyond the dominance of Western-centric models by integrating indigenous knowledge systems, local realities, and culturally relevant practices. This approach is grounded in the recognition that entrepreneurship is context-specific and that effective education must reflect the socio-economic and cultural environments in which learners operate (Le Grange, 2016; Smith, 2015). In developing economies, particularly in Africa, decolonised curricula aim to bridge the gap between theoretical knowledge and practical application by aligning educational content with life experiences and local opportunities (Akinwale, 2018).

A key feature of decolonised entrepreneurship curricula is the incorporation of indigenous knowledge and traditional economic practices. These include apprenticeship systems, informal trade networks, cooperative enterprises, and community-based resource management which have long sustained livelihoods in many societies (Okolie, Elom, & Igwe, 2019). By integrating these practices into formal education, institutions validate local knowledge and provide students with relevant frameworks for understanding entrepreneurship within their own contexts (Smith, 2015). This does not only enhances learning outcomes but also fosters a sense of identity, ownership, and cultural pride among learners (Le Grange, 2016).

Another important dimension of decolonised curricula is the emphasis on experiential and community-based learning. Unlike Western models that often prioritize theoretical instruction, decolonised approaches focus on hands-on experiences such as internships, fieldwork, mentorship, and project-based learning (Neck & Greene, 2015; Fayolle & Gailly, 2015). These methods enable students to engage directly with real-world challenges, develop practical skills, and apply entrepreneurial concepts in meaningful ways. Community engagement in particular allows learners to identify local problems and co-create solutions with stakeholders which promote socially responsive and sustainable innovation (UNESCO, 2019).

Decolonised entrepreneurship curricula also prioritize contextual relevance and adaptability. They incorporate local case studies, examples, and problem-solving scenarios that reflect the realities of the informal sector, resource constraints, and socio-cultural dynamics of developing economies (Acs, Szerb, & Lloyd, 2017). This approach ensures that students are not only consumers of global knowledge but also producers of locally relevant innovations. By focusing on context-specific opportunities, learners are better equipped to develop entrepreneurial ventures that are viable and sustainable within their environments (Akinwale, 2018)

Furthermore, decolonised curricula promote inclusive and interdisciplinary learning. They recognize that entrepreneurship intersects with various fields such as sociology, culture, technology, and environmental studies and therefore encourage a holistic approach to education (Amabile & Pratt, 2016). This integration fosters creativity and innovation by exposing students to diverse perspectives and encouraging them to think critically about complex societal challenges.

Learning Environment

The learning environment in entrepreneurship education refers to the physical, social, cultural, technological, and institutional contexts within which teaching and learning occur. In Africa, the movement towards decolonized entrepreneurship education emphasizes learning environments that reflect indigenous knowledge systems, local economic realities, community needs, and culturally relevant pedagogical practices rather than relying exclusively on Western educational models (Le Grange, 2016). Such environments seek to empower learners to become innovators, problem-solvers, and creators of sustainable enterprises within their own socio-cultural contexts.

Community-based learning environment: One of the distinctive features of decolonized entrepreneurship education in Africa is the emphasis on community-based learning. Teaching and learning extend beyond conventional classrooms into local communities, markets, farms, workshops, cooperatives, and indigenous production centres. Students learn directly from local entrepreneurs, artisans, traders, and community leaders whose experiences provide practical insights into indigenous entrepreneurial practices. This approach enables learners to understand local challenges and identify opportunities for innovation and enterprise development (Maringe, 2017). This learning environment promotes experiential education where students engage in real-life problem-solving activities.

Experiential and practice-oriented learning environment: Entrepreneurship education beyond Western models prioritizes experiential learning environments where students acquire knowledge through active participation rather than passive reception. Learners engage in project-based activities, business stimulations, internships, cooperative ventures, and enterprise development projects. This practical approach aligns with African traditions of apprenticeship and learning by doing (Akinyemi & Adewunmi, 2021). This type of learning environments encourage creativity, critical thinking, innovation, and risk-taking.

Indigenous knowledge learning spaces: Decolonized entrepreneurship curricula recognize indigenous knowledge systems as legitimate sources of entrepreneurial learning. Consequently, teaching occurs in spaces where traditional knowledge is generated and transmitted. These include cultural centres, local industries, agricultural communities, craft villages, and indigenous innovation hubs. According to Dei (2016) indigenous knowledge provides valuable lessons in resource management, sustainability, resilience, and community-based economic development.

Technology-enhanced learning environment: While advocating decolonization, African entrepreneurship education does not reject modern technology. Rather, it integrates digital technologies with indigenous knowledge systems to create hybrid learning environments. Online learning platforms, innovation hubs, business incubators, virtual mentorship programmes, and digital entrepreneurship laboratories provide opportunities for collaborative learning and enterprise development (Ajuwon & Ibrahim, 2023). This learning environments enable learners to access global entrepreneurial knowledge while maintaining local relevance.

Collaborative and participatory learning environment: Decolonized entrepreneurship education promotes collaborative learning where teachers, students, community members, and industry stakeholders jointly participate in knowledge creation. The teacher functions as a facilitator rather than an authority figure. Students actively engage in discussions, group projects, peer learning, and community engagement activities. This participatory approach of learning encourages mutual learning and critical reflection (Freire, 2018).

Innovation hubs and enterprise incubation centres: Many African universities and colleges have established innovation hubs, entrepreneurship centres, and business incubation facilities as alternative learning environments. These spaces provide mentorship, funding opportunities, networking platforms, and practical business support services. Students are encouraged to transform ideas into viable enterprises while receiving guidance from experienced entrepreneurs and industry experts (Ncube & Mhlongo, 2020). This creates environments that stimulate creativity, experimentation, and entrepreneurial innovation.

Culturally responsive classroom environment: The classroom remains an important learning environment but is restructured to reflect African realities. Decolonized classrooms incorporate local languages, culturally relevant examples, indigenous case studies, and African entrepreneurial success stories. This makes learning more meaningful and relatable to students (Maringe, 2017).

Contextual Relevance

The contextualization of business and entrepreneurship curricula is increasingly recognized as a vital strategy for addressing Africa's educational and economic challenges. Many African business education programmes have historically been influenced by Western models that often fail to reflect the socio-cultural realities, indigenous knowledge systems, informal economies, and entrepreneurial practices prevalent across African societies. Consequently, there is a growing demand for curricula that are relevant to local contexts and capable of producing graduates who can contribute meaningfully to sustainable development and economic transformation.

One of the major curriculum problem in Africa is the mismatch between educational outcomes and labour market needs. Many graduates possess theoretical knowledge but lack practical entrepreneurial competencies required to create businesses and employment opportunities. Contextually relevant business curricula can bridge this gap by incorporating local case studies,

indigenous business practices, community-based learning, and experiential entrepreneurship education. Such approaches enable learners to develop problem-solving skills that are applicable to their immediate environments (Nabi et al., 2017).

The next is that Africa's economies are characterized by a large informal sector which contributes significantly to employment and economic activity. Traditional Western-oriented business curricula often overlook this reality but focus primarily on formal corporate structures. A contextualized curriculum acknowledges informal entrepreneurship, family businesses, cooperative enterprises, and community-driven economic initiatives that dominate many African economies (Akinola, 2018). This relevance equips learners with practical knowledge for operating successfully within local economic systems.

Another important aspect is the integration of indigenous knowledge and decolonized perspectives into business education. Scholars argue that decolonizing curricula promotes cultural relevance, enhances learners' engagement, and encourages innovation rooted in local realities (Le Grange, 2018). By incorporating African philosophies, values, and entrepreneurial traditions, business education becomes more meaningful and responsive to societal needs.

Also, contextual relevance supports innovation and sustainable development. African societies face unique challenges such as youth unemployment, poverty, food insecurity, environmental degradation, and limited access to finance. Business curricula designed around these realities can encourage learners to develop innovative solutions tailored to local problems. According to UNESCO (2017) education that responds to local contexts is essential for achieving the Sustainable Development Goals (SDGs), particularly those relating to quality education, decent work, and economic growth.

Again, contextualized business education promotes entrepreneurial mindsets among youths. Rather than preparing students solely for salaried employment, relevant curricula encourage self-reliance, creativity, resilience, and opportunity recognition. This is particularly important in Africa where unemployment rates among graduates is high. Research indicates that entrepreneurship education that reflects local realities significantly enhances students' intentions to start businesses and contribute to economic development (Oviawe, 2020).

Furthermore, the use of experiential learning methods such as internships, business incubation programmes, mentorship, community projects, and industry partnerships further strengthens curriculum relevance. These strategies provide students with hands-on experiences that connect classroom knowledge to real-world business challenges. Such practical exposure enhances employability and entrepreneurial competence which fosters stronger relationships between educational institutions and local industries (Lackéus, 2020).

Finally, contextual relevance contributes to inclusive economic development by recognizing the diverse needs of women, rural populations, and marginalized groups. Business curricula that address local barriers to entrepreneurship can promote social inclusion and empower previously excluded populations to participate in economic activities. This aligns with contemporary African development agendas that emphasize equitable growth and human capital development (African Union, 2024).

Power and Ownership of Curriculum

The issue of power and ownership in the control of entrepreneurship education curriculum in Africa involve multiple stakeholders including governments, universities, international organizations, industries, communities, and students. Historically, external influences and colonial legacies have shaped curriculum development that limits local relevance. Contemporary reforms emphasize decolonization, stakeholder participation, indigenous knowledge integration, and shared ownership as pathways towards more effective entrepreneurship education. Greater African ownership of curriculum design is essential for developing entrepreneurial competencies that address the continent's unique socio-economic challenges and development aspirations.

Colonial legacy and external influence: One of the major concerns regarding curriculum ownership in Africa is the continued dominance of Western knowledge systems. Many entrepreneurship education programmes are based on theories, business models, and practices developed in Europe and North America. Scholars argue that such curricula often marginalize indigenous entrepreneurial knowledge and local economic realities that limit their effectiveness in addressing African development challenges (Le Grange, 2018). According to Ndlovu-Gatsheni (2020) coloniality continues to influence African educational systems through the persistence of externally imposed knowledge structures.

Government control and policy direction: Governments play a significant role in controlling entrepreneurship education curricula through educational policies, accreditation frameworks, and national development plans. In countries such as Nigeria, Ghana, Kenya, and South Africa, governments have introduced entrepreneurship education as a strategy for reducing unemployment and promoting economic growth (Audu & Sani, 2021). Effective curriculum ownership therefore, requires a balance between national policy objectives and institutional flexibility (Maringe & Ojo, 2017).

Universities and higher education institutions: Universities are important actors in curriculum ownership because they implement entrepreneurship programmes and determine teaching approaches. Increasingly, African universities are advocating for greater participation in curriculum design to ensure that entrepreneurship education responds to local realities. Research indicates that institutions that actively collaborate with industries, entrepreneurs, and communities tend to develop more relevant entrepreneurship curricula (Morris et al., 2017).

International development agencies and donor organizations: Organizations such as World Bank, UNESCO, and the African Development Bank have invested significantly in entrepreneurship education initiatives across Africa. These organizations provide funds, technical expertise, and policy guidance aimed at improving educational outcomes and fostering entrepreneurial skills. While such support has expanded entrepreneurship programmes, critics argue that donor-driven interventions may sometimes promote external priorities over local needs (Tikly, 2020).

Industry and private sector influence: The private sector increasingly influences entrepreneurship curriculum development through partnerships, internships, mentorship programmes, and business incubation centres. Employers often advocate for curricula that emphasize practical skills, innovation, and employability. According to Morris et al. (2017) collaboration between educational institutions and industry enhances curriculum relevance by ensuring that graduates possess competencies required in contemporary business environments.

Community participation and indigenous knowledge: A growing movement within African education advocates for community involvement and indigenous knowledge integration in

entrepreneurship curricula. Decolonization scholars argue that local communities should have greater ownership over educational content because they possess valuable entrepreneurial experiences and cultural knowledge systems (Le Grange, 2018; Ndlovu-Gatsheni, 2020). Community participation enables entrepreneurship education to address local challenges such as poverty, food security, environmental sustainability, and informal sector development.

Student agency and curriculum ownership: Students themselves are increasingly recognized as important stakeholders in curriculum development. Entrepreneurship education that encourages experiential learning, innovation projects, and problem-based learning empowers students to become active contributors rather than passive recipients of knowledge (Lackéus, 2020).

Decolonization and the redistribution of power: The decolonization movement seeks to redistribute power in curriculum control by challenging Eurocentric dominance and promoting African-centred knowledge systems. Decolonized entrepreneurship curricula emphasize indigenous innovation, local business ecosystems, social entrepreneurship, and culturally relevant pedagogies (Ndlovu-Gatsheni, 2020). Such reforms do not imply rejecting global knowledge, but rather creating a balanced curriculum that values both African and international perspectives.

Impacts of Indigenous and Western Curricula on Entrepreneurship Education

Entrepreneurship education plays a critical role in developing innovative, self-reliant, and economically productive citizens. However, the effectiveness of entrepreneurship education depends largely on the nature of the curriculum guiding its implementation. In Africa and many developing regions, debates have emerged regarding the relative impacts of indigenous and Western curricula on entrepreneurial learning outcomes. While Western curricula have contributed significantly to the globalization of entrepreneurship education, indigenous curricula offer context-specific knowledge and culturally relevant approaches that address local realities. Understanding the distinct impacts of these curricular models is essential for improving entrepreneurship education and promoting sustainable development.

Impact of Indigenous Curricula on Entrepreneurship Education

1. Promotion of contextual relevance: Indigenous curricula are designed around local realities, cultural values, and community experiences. They expose learners to entrepreneurial practices that are familiar within their societies which make learning more meaningful and applicable. According to Ndlovu-Gatsheni (2020) indigenous knowledge systems provide practical solutions to local socio-economic challenges and enhance learners' ability to innovate within their environments.
2. Preservation of indigenous knowledge and cultural identity: Entrepreneurship education grounded in indigenous curricula promotes the preservation of cultural heritage and local business practices. Traditional methods of production, trade, resource management, and cooperative enterprise become valuable educational resources. Le Grange (2018) argues that incorporating indigenous knowledge into curricula strengthens cultural identity and challenges the marginalization of African knowledge systems.
3. Encouragement of community-based entrepreneurship: Indigenous curricula emphasize collective responsibility, social cohesion, and communal development. Entrepreneurship is viewed not merely as individual profit-making but as a tool for community empowerment and social well-being. This perspective encourages learners to establish enterprises that address local social problems and contribute to community development (Tikly, 2020).
4. Enhancement of problem-solving skills for local challenges: Because indigenous curricula are rooted in local contexts, they equip learners with practical skills for addressing issues such as poverty, unemployment, environmental degradation, and food insecurity. According to UNESCO (2021) education that reflects local realities enhances learners' capacity to generate sustainable and innovative solutions to community problems.
5. Increased entrepreneurial self-efficacy: Students often gain greater confidence when learning from examples that resemble their own experiences and environments. Indigenous curricula present successful local entrepreneurs as role models which make entrepreneurial success appear attainable. This improves entrepreneurial intentions and self-efficacy among learners (Oviawe, 2020).

Impact of Western Curricula on Entrepreneurship Education

1. Exposure to global business practices: Western curricula provide learners with knowledge of international business models, management theories, marketing strategies, and technological innovations. Such exposure prepares students to participate in the global economy and compete in international markets (Morris et al., 2017).
2. Development of innovation and technology-oriented entrepreneurship: Western entrepreneurship curricula often emphasize creativity, technological innovation, venture capital, and startup development. These elements encourage learners to develop scalable enterprises and engage with modern business ecosystems. Nabi et al. (2017) found that entrepreneurship programmes influenced by contemporary Western approaches often strengthen entrepreneurial competencies and innovation capabilities.
3. Promotion of individualism and profit orientation: Many Western entrepreneurial models emphasize individual achievement, competition, and profit maximization. While these characteristics can stimulate ambition and business growth, they may conflict with communal values prevalent in many African societies (Ndlovu-Gatsheni, 2020). Consequently, entrepreneurship education based solely on Western curricula may inadequately address social and community development objectives.
4. Limited relevance to local contexts: A significant criticism of Western curricula is that they often fail to reflect the realities of developing economies. Many entrepreneurship theories assume the existence of advanced infrastructure, stable institutions, and formal markets that may not exist in many African contexts (Le Grange, 2018).
5. Marginalization of indigenous knowledge: Western-dominated curricula frequently prioritize foreign theories and neglect local entrepreneurial experiences. According to Dei (2019) this tendency contributes to epistemic exclusion in which indigenous knowledge systems are undervalued despite their relevance to local development.

Conclusion

Decolonising entrepreneurship education is essential for making learning relevant, practical, and impactful in non-Western contexts. Western-centric models however influential, often fail to address the socio-cultural, economic, and resource realities of developing economies which limit students' ability to generate context-specific solutions. A decolonised approach integrates indigenous knowledge systems, experiential learning, and community engagement which fosters innovation that is sustainable, inclusive, and locally grounded.

This paper asserts that moving beyond Western models is necessary to equip students with the skills, mindset, and creativity required to navigate real-world challenges and drive economic development. By embracing locally relevant practices and interdisciplinary perspectives, higher education institutions can produce graduates who are entrepreneurial, socially responsible, and capable of generating innovative solutions tailored to their communities. Decolonising entrepreneurship education is therefore not only a pedagogical imperative but also a strategic approach to fostering sustainable development and meaningful innovation.

Suggestions

From the foregoing, the following suggestions are imperative:

1. Curriculum redesign: Revise entrepreneurship curricula to integrate indigenous knowledge, local business practices, and culturally relevant case studies. This ensures that students can relate theoretical concepts to real-life economic and social contexts.
2. Experiential and community-based learning: Prioritize hands-on learning approaches such as internships, field projects, mentorship programmes, and community engagement. This allows students to develop practical skills while addressing real-world challenges.
3. Capacity building for educators: Provide training and professional development opportunities for lecturers and facilitators on decolonised pedagogies, experiential teaching methods, and the inclusion of local knowledge systems.
4. Strengthening policy support: Develop institutional policies and national frameworks that support curriculum reform, promote innovation, and encourage the adoption of contextually relevant entrepreneurship education models.
5. Integration of indigenous knowledge systems: Document and incorporate traditional entrepreneurial practices, apprenticeship systems, and informal trade networks into formal learning, validating local knowledge and enhancing students' cultural identity.
6. Resource provision and infrastructure development: Invest in practical training facilities, technology, and learning resources to support experiential education and innovation-driven projects. This creates an enabling environment for students to test and implement their ideas.

7. Collaboration with local entrepreneurs and industries: Engage successful local business owners and industry players as mentors, facilitators, or partners in projects. This enhances real-world learning and creates networking opportunities for students.
8. Balancing global and local perspectives: While emphasizing local relevance, ensure students are aware of global trends, business models, and technological advancements.
9. Monitoring and evaluation: Implement continuous assessment and feedback mechanisms to evaluate the effectiveness of decolonised curricula, ensuring that innovations are impactful and aligned with community and economic needs.
10. Encouraging creativity and problem-solving: Foster a learning culture that values experimentation, adaptability, and creative thinking, enabling students to develop innovative solutions that address both local and broader societal challenges.

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