

Index

- Accelerated and Shared Growth Initiative of South Africa, The (ASGISA), 37–38
- Accelerator programmes, 261
- Activity systems, 233–236
- Africa, 79, 82
- African Agenda 2063, 34–35
- Ajzen's hypothetical theory of planned behaviour, 254
- Arts and cultural entrepreneurship, 35
 - access to finance, 40–41
 - access to markets, 41
 - arts, cultural and creative entrepreneurship, 41–43
 - cultural and creative industries, 35–38
 - cultural and creative industries challenges, 40–41
 - education, skills and training, 40
 - entrepreneurship in South Africa, 39
 - methodology, 39
 - profitability and growth, 41
 - role of universities in arts, cultural and creative entrepreneurship education, 43–44
 - South African cultural and creative industries, 36–38
- Arts and culture sector, 36–37, 45, 47
- Arts and Culture Trust (ACT), 37
- Assessment methods, 17–18
- Attitudes, 253
- Average variance extracted (AVE), 189–190

- Behavioural intention (BI), 178
- Behaviours, 247
- Black entrepreneurs, 67–68
 - othered presentation of, 62–67
- Bloom's taxonomy of learning, 85
- Bootstrapping, 192
- Bureau of Labour Statistics (BLS), 202
- Business and Arts South Africa (BASA), 37
- Business concepts, 148
- Business Plan Writing, 138
- Business simulation, 13–14
- Business simulation games (BSGs), 178
 - data analysis, 189
 - data sources and sampling, 187
 - demographic analysis, 191
 - findings, 191–192
 - hypothesis testing, 192
 - instrument development, 187
 - literature review and theoretical basis of study, 180–186
 - path coefficients, 192
 - recommendations, 194–195
 - reliability and validity, 189–191
 - research design, 186–191
 - research objectives and questions, 180
 - swimming pool, 186
 - usability, 185
- Centre for Entrepreneurship development in Nigeria, 137
- Classroom-based training, 260–261
- Coaching, 261
- Cognitive psychology, 21–22
- Colleges, 165–166
- Community, 225–226
- Competency/competencies, 78, 81–82
- Computers, 180
- Concept mapping, 222
 - CHAT, 225–228

- final concept maps for Kobus and Yves, 233
- final concept maps for Robyn and Penza, 233
- findings, 228–238
- and first-year entrepreneurship students, 223–225
- implications for theory and practice, 238–239
- limitations and possibilities for future studies, 239
- participants' revised concept maps and excerpts from focus group discussions, 232–233
- selected rough drafts of participants' concept maps, 228–231
- students' agency influencing entrepreneurial thinking, 233–236
- students' extended communities influencing entrepreneurial thinking, 236–238
- Concept maps, 222, 224
- Conceptualisation, 35–38
- CongnityAdvisory, 134
- Content-Input-Process-Product (CIPP), 129–130
- Context, 127
- Continuity, 128
- Control, 166–167
- Convergent validity, 189–190
- Corps members, teaching
 - entrepreneurship in skills acquisition and entrepreneurship development to encourage start-up and encourage employment creation among, 140–141
- Creative entrepreneurship, 41–43
- Creative industries, 34–36, 38
- Creative Nations, 35
- Creativity, 152
- Critical discourse analysis (CDA), 58, 61
- Critical pedagogy, 7
- Critical questioning and hypotheses development, 17–18
- 'Critical-Emancipatory' paradigm, 129–130
- Cronbach's Alpha, 189–190
- Cultural and creative entrepreneurs, 42–43
- Cultural and creative entrepreneurship, 42
- Cultural and creative industries challenges, 40–41
- Cultural and Creative Industries SACO's 2022 mapping study, The, 38
- Cultural entrepreneurs, 42
- Cultural industries, 34–35, 38
- Cultural Industries Growth Strategy (CIGS), 37
- Cultural–Historical Activity Theory (CHAT), 223, 225, 228, 239
- Culture, Art, Tourism, Hospitality, and Sports Sector Education and Training Authority, The (CATHSSETA), 37
- Curriculum, 59, 124
 - models, 124
- Data sources and sampling, 187
- Deduction, 8–9
- Democratic Republic of Congo (DRC), 231
- Department of Basic Education, The, 60
- Department of Culture, Media and Sport (DCMS), 35
- Department of Higher Education and Training (DHET), 213
- Department of Trade and Industries incentives (Dti incentives), 37
- Design, 123–124
 - of SAED, 140
- Didactic approach, 13
- Difference-in-difference method, 249

- Digitally enhanced learning
 - environments, flipped
 - critical pedagogy in, 16–18
- Discourse analysis of documents, 61–62
- Discriminant validity, 190
- Domain theory, 21–22
- Double stimulation principle, 16–17

- Economic and Management Sciences (EMS), 59
- Education, 2–3
 - in entrepreneurship, 44, 248
 - skills and training, 40
- Educators, 44
 - educator-centred approaches, 13
 - educator-dominated pedagogical strategies, 5
- Effectiveness of entrepreneurship education, 246, 252
- Eighty20, 187–189
- Employment, 167
- Entrepreneur, 58
- Entrepreneurial cognition, 19–20
- Entrepreneurial desirability, 203, 209
- Entrepreneurial education, 80, 150–152, 162
 - data analysis, 189
 - data sources and sampling, 187
 - demographic analysis, 191
 - findings, 191–192
 - hypothesis testing, 192
 - instrument development, 187
 - literature review and theoretical basis of study, 180–186
 - path coefficients, 192
 - recommendations, 194–195
 - reliability and validity, 189–191
 - research design, 186–191
 - research objectives and questions, 180
 - swimming pool, 186
- Entrepreneurial feasibility, 211
- Entrepreneurial goals, effect of entrepreneurship education on, 248
- Entrepreneurial intentions, 2–3, 204–205
- Entrepreneurial process, 16–20
- Entrepreneurial programmes in higher education, 78
 - methodology, 89–90
 - problem statement, 78–79
 - results, 91–93
 - teaching and learning about entrepreneurship, 80–81
 - teaching and learning for entrepreneurship, 81
 - teaching and learning strategies and approaches in entrepreneurship education, 79–82
 - teaching and learning through entrepreneurship, 82
 - visionary constructive competencies, 82–86
- Entrepreneurial research, 150
- Entrepreneurial skills, 40
- Entrepreneurial thinking, 222
 - CHAT, 225–228
 - findings, 228–238
 - and first-year entrepreneurship students, 223–225
 - students' agency influencing, 233–236
 - students' extended communities influencing, 236–238
- Entrepreneurs, 40
 - unlocking representation of entrepreneurs through poststructuralism, 61
- Entrepreneurship, 2, 20, 122, 246, 258–259
 - implementation and evaluation, review of literature on entrepreneurship curriculum design, 124–129
 - internship programme, 45–47
 - as process of discovery, 11–12
 - in South Africa, 39
 - teaching and learning about, 80–81
 - teaching and learning for, 81

- teaching and learning through, 82
- theories, 203–204
- Entrepreneurship Clinics, 201–202
- Entrepreneurship education (EE), 3–4, 12, 57, 59, 78–79, 83, 89–91, 93, 123, 129, 246–247, 249, 257
 - advancement of entrepreneurship education in South Africa, 257–258
 - applying innovation to, 156–158
 - assess efficiency, 260–261
 - choose faculty/appropriate academic staff, 260
 - classrooms, 15
 - comparing respondents'
 - entrepreneurial desirability and feasibility perceptions, with students' profile, satisfaction level with modules and self-assurance, 208–209
 - comparing respondents' perceptions of entrepreneurial attributes statements, with profile, satisfaction level with modules and self-assurance, 209–211
 - comparing respondents' perceptions of entrepreneurship education, with profile, satisfaction level with modules and self-assurance, 207–208
 - create curriculum, 259–260
 - critical questioning and hypotheses development, 17–18
 - curriculum design, 125–126
 - data collection and analyses, 205–206
 - design and methods, 205–206
 - determine your goals, 259
 - developing and delivering mode of entrepreneurship education curriculum, 259–261
 - effectiveness of, 252
 - entrepreneurial intention, 204–205
 - entrepreneurship as process of discovery, 11–12
 - entrepreneurship education in South Africa, 257
 - effect of entrepreneurship education on entrepreneurial goals, 248
 - entrepreneurship theories, 203–204
 - evaluation of first programme, 129–132
 - evaluation of programmes, 249
 - evaluation of second programme, 133–136
 - evaluation requirements, 250
 - findings, 206–211
 - flipped classrooms, 15
 - flipped critical pedagogy in digitally enhanced learning environments, 16–18
 - Ghana's social enterprises and, 164–167
 - Hegelian dialectic, 9–10
 - implications, 19–21
 - importance of, 248
 - market analysis, 259
 - overview of literature, 201–204
 - practical contribution, 20–21
 - with profile, satisfaction level with modules and self-assurance, respondents' perceptions of, 207–208
 - programmes in Nigeria, 123–124, 129, 136
 - proposed conceptual framework, 18–19
 - provide curriculum, 260
 - question, 67–69
 - recommendations and suggestions for further research, 69–70
 - related literature, 12–16
 - research methodology, 61–62
 - respondents' profile, 206–207
 - results and interpretation, 62

- role of universities in arts, cultural and creative, 43–44
- in schools, 59
- SDG and entrepreneurship, 258–259
- Socratic dialogue, 7–9
- study limitations, 21–22
- study limitations and future research, 213
- study recommendations, 212–213
- teaching and learning strategies and approaches in, 79–82
- teaching approaches, 13–14
- textbooks in South Africa, 60
- theme, 62–67
- theoretical contribution, 19–20
- theoretical development, 6–12
- theoretical model of, 252–255
- tourism entrepreneurship in relation to scholarship of teaching and learning, 201–202
- TPB, 252–255
- transformative agency, 10–11
- transformative agency and transformative pedagogy, 15–16
- unlocking representation of entrepreneurs through poststructuralism, 61
- USA point of view on, 256–257
- youth unemployment and, 202
- Erikson's seminal theory of psychological development, 58
- European Commission, The, 79
- Evaluation, 8–9
 - review of literature on, 124–129
- Experiential approaches, 14
- Experiential learning, 257, 261
- Experimental strategy, 249
- Explanation, 8–9
- Extended Curriculum Programme (ECP), 227
- Farming methods, 161
- Federal Polytechnics, 132
- Finance, access to, 40–41
- First-year entrepreneurship students, 223–225
- Flipped classrooms, 15
- Flipped critical pedagogy in digitally enhanced learning environments, 16–18
- Fourth generation of Activity Theory, 10–11
- Gender, 58
- General Teaching Strategies, 131–132
- Ghana, 146–147
 - government of, 149
 - social enterprises and entrepreneurship education, 164–167
 - social enterprising in, 149
- 'Ghana companies' code (1963), The, 168
- Ghana Social Development Outlook (GSDO), 146–147
- Ghana Think Foundation, 146–147
- Ghana Youth Social Entrepreneurship Programme (GYSEP), 146–147
- Ghanaian social ecosystem, 154–155
- Ghanaian social enterprising phenomenon, The, 164
- Ghanaian social entrepreneurship, 166–167
- Ghanaian social environment, The, 146
- Giroux's critical pedagogy, 17
- Giroux's concepts of transformative critical pedagogy, 21–22
- Global Entrepreneurship Monitor, The (GEM), 39, 247
- Global Entrepreneurship Network South Africa, 258
- Governments, 34–35
- Gross domestic product (GDP), 38, 205
- Hands-on learning, 257
- Harvard Business School, 13

- Hegel's dialectical method, 9–10
- Heterotrait-Monotrait ratio (HTMT), 190
- Higher education entrepreneurship programme and student entrepreneurial uptake
- entrepreneurship education curriculum design, 125–126
- evaluation, 128–129
- evaluation of two entrepreneurship education programmes in Nigeria, 129–136
- observations on evaluated programmes, 136–139
- programme implementation, 126–128
- recommendations, 139–141
- review of literature on entrepreneurship curriculum design, implementation and evaluation, 124–129
- teaching entrepreneurship in polytechnics to encourage start-ups and create employment, 136–137
- teaching entrepreneurship in skills acquisition and entrepreneurship development to encourage start-up and encourage employment creation among corps members, 140–141
- teaching entrepreneurship in tertiary institutions to encourage startups and create employment, 139–140
- Higher education institutions, 79–80
- Historically disadvantaged institutions (HDIs), 179
- Home language, 68–69
- Human Capital Development Theory, 78
- Hypothesis identification, 8–9
- Hypothesis testing, 192
- Immanent criticism, 9–10
- Impact, 128–129
- of education on entrepreneurship, 249
- of entrepreneurship education programme, 254
- Implementation, 122–123, 127–128
- of entrepreneurship programmes, 123–124
- process, 139
- review of literature on, 124–129
- Implementing Entrepreneurial Ideas (IEI), 203
- Inclusion criteria, 89–90
- Incubator approach, 139–140
- Incubator programmes, 261
- Incubator strategy, 137
- Incubator Strategy for Entrepreneurship Education, 132
- Independent Corrupt Practices Commission, 134
- Independent Electoral Commission, 134
- Induction, 8–9
- Industrial Development Corporation (IDC), 37
- Industry partnerships, 257
- Information systems, 187
- Innovation, 152, 165–166
- applying innovation to entrepreneurship education, 156–158
- Integration, 128
- Interpretivism, 39
- JOBS Act, 256
- Kauffman Foundation, 256
- Knowledge, evaluation of transferable, 252
- 'Kobus' draft concept map, 231
- Learning
- approach, 3–4
- about entrepreneurship, 80–81
- for entrepreneurship, 81

- through entrepreneurship, 82
- process, 14
- strategies and approaches in
 - entrepreneurship education, 79–82
- Life Orientation, 70
- Living Standards Measure (LSM), 179, 187, 189
- Mann–Whitney U test, 208–210
- Market
 - access to, 41
 - analysis, 259
- Maximisation of Expected Utility (MEU), 203
- Medicine and Law, 122–123
- Mentoring, 261
- Metacognition, 3–4
- Method theory, 21–22
- Mobile technology, 180
- Mode of delivery
 - advancement of entrepreneurship education in South Africa, 257–258
 - assess efficiency, 260–261
 - choose faculty/appropriate academic staff, 260
 - create curriculum, 259–260
 - determine your goals, 259
 - developing and delivering mode of entrepreneurship education curriculum, 259–261
 - effectiveness of, 252
 - entrepreneurship education in South Africa, 257
 - effect of entrepreneurship education on entrepreneurial goals, 248
 - evaluation of programmes, 249
 - evaluation requirements, 250
 - importance of, 248
 - market analysis, 259
 - provide curriculum, 260
 - SDG and entrepreneurship, 258–259
 - theoretical model of, 252–255
 - TPB, 252–255
 - USA point of view on, 256–257
- Monash South Africa (MSA), 181
- Multi-functional environment, 141
- Mzansi Golden Economic Strategy, 38
- National Arts Council (NAC), 37
- National Association of Colleges and Entrepreneurship (NACUE), 256
- National Board for Small-Scale Industries (NBSSI), 146–147
- National Board for Technical Education (NBTE), 129–131
- National Council on Education, 130
- National Development Plan (NDP), 38
- National Development Youth Agency (NDYA), 59
- National Entrepreneurship and Innovation Plan (NEIP), 165
- National Heritage Council (NHC), 37
- National Initiative for Entrepreneurship Education, 256
- National Small Business Amendment Act, The, 257
- National Student Financial Aid Scheme (NSFAS), 179
- National University Entrepreneurship Ecosystem Baseline Report, 213
- National Youth Service Corps (NYSC), 133
- National Youth Service Programme (NYSP), 59
- New Economic Partnership for Africa’s Development (NEPAD), 34–35
- Nigeria
 - evaluation of two entrepreneurship education programmes in, 129–136

- teaching entrepreneurship in
 - polytechnics in Nigeria to encourage start-ups and create employment, 129–132
- Nigerian Institute of Management, 134
- Non-experimental approach, 249
- Non-peer-reviewed literature, 39
- Non-test philosophy, 249

- Online learning, 261
- Online tools, 257
- Outcomes, 128–129
- Output, 128–129

- Partial Least Squares Structured Equation Modelling (PLS-SEM), 186, 189
- 'Participants' concept maps
 - Kobus' draft concept map, 231
 - participants' revised concept maps and excerpts from focus group discussions, 232–233
 - Penza's draft concept map, 229–230
 - Robyn's draft concept map, 229
 - selected rough drafts of, 228–231
 - Yves' draft concept map, 231
- Passing Our Parade (POP), 135
- Path coefficients, 192
- Pedagogical approach, 13
- Pedagogies of repression, 6–7
- Peer-reviewed literature, 39
- Penza's draft concept map, 229–230
- Perceived behavioural control, 253
- Perceptions of entrepreneurship
 - education, 208
- Performance expectancy (PE), 193
- PLS algorithm, 192
- Policy environment, 37
- Policymakers, 45
- Polytechnics to encourage start-ups and create employment, teaching entrepreneurship in, 136–137
- Population Registration Act* (1950), 57–58
- Positivism, 186

- Post-structuralism, 61
 - unlocking representation of entrepreneurs through, 61
- Process of discovery, entrepreneurship as, 11–12
- Proficiency, levels of, 83, 85
- Programme implementation, 126–128
- Programme pathway, 125–126
- Propensity score matching (PSM), 249
- Psychographic analysis, 134

- Qualitative research
 - approach, 89–90
 - methodology, 154

- R-squared (R^2), 192
- Race, 57–58
- Racial apathy, 67
- Racism, 58
- Reflection, 128
- Reinforcement of learning, 128
- Reliability, 189–191
- Representation of entrepreneurs
 - through poststructuralism, 61
- Research process, 91
- 'Respondents' demographic variables, 211
- 'Respondents' entrepreneurial desirability and feasibility perceptions, with students' profile, satisfaction level with modules and self-assurance, 208–209
- 'Respondents' perceptions of entrepreneurial attributes statements, with profile, satisfaction level with modules and self-assurance, 209–211
- 'Respondents' perceptions of entrepreneurship education, with profile, satisfaction level with modules and self-assurance, 207–208

- Robyn's draft concept map, 229
- SAARF, 179, 187, 189
- Scholarship of Teaching and Learning (SoTL), 199–200
tourism entrepreneurship in relation to, 201–202
- Schools, entrepreneurship education in, 59
- Schumpeterian entrepreneurship innovation theory, 156–157
- SE flag, 146
- Sector economic contribution, 38
- SEE model, 203
- Self-assurance
comparing respondents' perceptions of entrepreneurship education, with profile, satisfaction level with modules and, 207–208
respondents' entrepreneurial desirability and feasibility perceptions, with students' profile, satisfaction level with modules and, 208–209
respondents' perceptions of entrepreneurial attributes statements, with profile, satisfaction level with modules and, 209–211
- Situation Analysis, 125
- Skill acquisition process, 138–139
- Skills, 78–79, 85
evaluation of transferable knowledge and, 252
- Skills acquisition and entrepreneurship development (SAED), 133, 141
to encourage start-ups and employment creation, teaching entrepreneurship for, 133–136
programme, 134, 138
teaching entrepreneurship to encourage start-up and encourage employment creation among corps members, 140–141
- Small, micro and medium enterprises (SMMEs), 34–35
- Small Business Administration, 256
- Small Enterprise Development Agency (SEDA), 223, 257
- Small Enterprise Finance Agency (SEFA), 223
- Smartphones, 180
- Social Enterprise Ghana (SE Ghana), 154
- Social enterprises, 148
applying innovation to entrepreneurship education, 156–158
concept, 146
and entrepreneurial education, 151–152
evaluating social entrepreneurship in twenty-first century, 148–150
Ghana's social enterprises and entrepreneurship education, 164–167
giving control, 161–163
limitations and directions for further studies, 169
managerial relevance, 167
policy implications, 167–168
practice, 163
research methodology, 154–156
study analysis and findings, 156–163
sustainable enterprise, 158–160
theoretical underpinning of study, 153–154
understanding results of social enterprise practices, 152
woman empowerment, 160–161
- Social enterprising, 146, 162
- Social entrepreneurial education, 146–147
and innovation, 166
- Social entrepreneurs, 146, 156
- Social entrepreneurship, 152
concept of, 148–149

- evaluating social entrepreneurship in twenty-first century, 148–150
- Social influence (SI), 193
- Social practice theory, 153–154
- Socratic dialogue, 7–9
- Socratic method, 7–8
- South Africa, 179
 - advancement of entrepreneurship education in, 257–258
 - creative industries, 35
 - entrepreneurial activities, 39–40
 - entrepreneurship education in, 257
 - entrepreneurship in, 39
 - textbooks in, 60
- South African business ecosystem, 239
- South African context, The, 179, 247
- South African cultural and creative industries, 36–38
 - policy environment, 37
 - sector economic contribution, 38
- South African Cultural Observatory (SACO), 38
 - Cultural and Creative Industries 2022, 38
- South African education system, 60
- South African government, 34
- South African Heritage Resources Agency (SAHRA), 37
- South African National Development Plan (NDP 2030), 37, 45
- South African Revenue Services (SARS), 37
- Spearman's Rank correlation test, 209–211
- Spearman's Rank tests, 208
- Start-up and encourage employment creation among corps members, teaching entrepreneurship in skills acquisition and entrepreneurship development to encourage, 140–141
- Start-ups and create employment, teaching entrepreneurship in
 - polytechnics to encourage, 136–137
- Startups and create employment, teaching entrepreneurship in tertiary institutions to encourage, 139–140
- Statistics South Africa (StatsSA), 202
 - Living Conditions Survey, 66
- Storytelling, 35
- Strategic Framework, The, 133
- Structural racism, 66
- Students' extended communities
 - influencing entrepreneurial thinking, 236–238
- Subjective norms, 253
- Supportive entrepreneurial ecosystem, 112
- Sustainability, 159, 164–165
- Sustainable enterprise, 158–160
- Sustainable entrepreneurship, 163–164
- Systematic Functional Linguistics (SFL), 62
- Systematic literature review, 39
- Teacher-centred approach, 13–14
- Teaching, 124
 - approaches, 13–14
 - about entrepreneurship, 80–81
 - for entrepreneurship, 81
 - through entrepreneurship, 82
- Teaching entrepreneurship, 70, 122–123
 - in higher education, 222
 - in polytechnics in Nigeria to encourage start-ups and create employment, 129–132
 - in polytechnics to encourage start-ups and create employment, 136–137
 - for skills acquisition and entrepreneurship development to encourage start-ups and employment creation, 133–136
 - in skills acquisition and entrepreneurship

- development to encourage start-up and encourage employment creation among corps members, 140–141
- in tertiary institutions to encourage startups and create employment, 139–140
- Teaching strategy, 79–80
 - and approaches in entrepreneurship education, 79–82
- Technical and vocational education training (TVET), 2
- Technology, incorporating, 257
- Technology acceptance model (TAM), 181
- Tertiary institutions to encourage startups and create employment, teaching entrepreneurship in, 139–140
- Textbooks in South Africa, 60
- Theory of Planned Behaviour (TPB), 181, 203, 252, 254–255
- Theory of reasoned action (TRA), 181
- Tony Elumelu Foundation
 - Entrepreneurship Programme, 258
- Total early-stage entrepreneurial activity areas (TEA), 39
- Tourism education, 202
- Tourism entrepreneurship in relation to scholarship of teaching and learning, 201–202
- Tourism students, 202–203
- Tourism-related business, 199–200
- Transfer of learning, 128
- Transformative agency, 10–11, 15–17
- Transformative learning of entrepreneurship, 4
- Transformative pedagogy, 15–16
 - transformative pedagogy-driven approach, 16
- Transforming theory process, 7
- Tyler's Curriculum Model, 124
- Unemployment, 202
- Unified theory of acceptance and use of technology (UTAUT), 181, 185
- United Nations (UN), 258
- United Nations Commission on Trade, Aid and Development (UNCTAD), 34, 38
- United Nations Sustainable Development Goals (SDGs), 155, 247, 258–259
- Universities, 45
 - role in arts, cultural and creative entrepreneurship education, 43–44
- University of Cape Town, 257
- University of the Western Cape (UWC), 179
- Validity, 189–191
- Venture capitalist (VC), 16–17
- Virtual Private Network (VPN), 194
- Virtual reality, 257
- Visionary abilities, 78–79
- Visionary constructive competencies, 82–86
- Visionary constructivism in entrepreneurship education initiatives, 112–113
- Vulnerability, 249
- Wandering, 253–254
- White Paper on Arts and Culture, The, 37
- White people, 69
- Woman empowerment, 160–161
- Work-integrated learning (WIL), 45, 47, 205
- Youth unemployment and entrepreneurship education, 202
- Yves' draft concept map, 231
- Zone of Proximal Development (ZPD), 15–16