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The Role of Entrepreneurship Education in Schools

Nabirye Amina Okwir

Faculty of Business and Management Kampala International University Uganda

ABSTRACT

Entrepreneurship education is increasingly recognized as a vital component of modern educational curricula, equipping students with the skills, mindset, and knowledge necessary for economic independence and innovation. This paper explores the historical development, curriculum design, pedagogical strategies, and the multifaceted impact of entrepreneurship education at the elementary and secondary levels. Drawing from global case studies, theoretical perspectives, and practical applications, the study underscores how early exposure to entrepreneurship fosters creativity, risk-taking, resilience, and job creation. It also identifies significant challenges, such as inadequate teacher training and policy inconsistency, while highlighting the pivotal roles played by teachers, technology, and community partnerships. Ultimately, the research advocates for a structured, experiential, and collaborative approach to embedding entrepreneurship into K–12 education systems as a strategy for long-term national competitiveness and youth empowerment.

Keywords: Entrepreneurship Education, K–12 Curriculum, Economic Empowerment, Experiential Learning, Entrepreneurial Mindset, Teacher Training.

INTRODUCTION

The major motive of this proposal is to recognize the significant impact entrepreneurship has on national economies, necessitating its teaching at every education level, especially in grade schools. Research indicates that educating children on entrepreneurship during formative years enhances their economic versatility and potential. Entrepreneurship education empowers youth to become job creators rather than job seekers, improving GDP and national competitiveness. Schumpeter views entrepreneurship as a key growth engine, equating economic development with entrepreneurial innovation. Innovations can range from new products to production methods, marketing, and business structures. The World Economic Forum emphasized the urgent need to integrate entrepreneurship education in K-1 Schools for global economic recovery during a March 2009 meeting. They highlighted the importance of updating education systems to foster knowledge, creativity, and invention amid rapid globalization and industrialization, especially from countries like China and India. It is vital to trust teachers and students to innovate quickly in K-12 Schools, utilizing the rapid dissemination of knowledge via the Internet. Introducing entrepreneurship education in K-12 is expected to increase student retention, directly linking classroom learning with workplace readiness. High school dropout rates lead to social and economic issues, wasting educational resources and hindering employability among youth [1, 2].

Historical Context of Entrepreneurship in Education

The primary articles on entrepreneurship mainly focus on university education. However, fostering an entrepreneurial mindset should commence even before preschool. As the global economy relies increasingly on new firms, entrepreneurship and small business growth have gained significance. For a tech-savvy generation confronting rapid change, the call for transformation can both educate and inspire students about an evolving world. However, this generation may view new opportunities as fraught with instability and risk. As education strives to create a future-ready society, the challenge lies in alleviating fears while cultivating the values necessary for balance and achievement. Although the importance of entrepreneurship education is recognized, it must be delivered by educators who possess a robust theoretical foundation in entrepreneurship alongside practical involvement in the field. Introducing entrepreneurship awareness in elementary education is essential for fostering engagement and comprehension of entrepreneurship and its culture. This article explores the role of education in

developing an elementary entrepreneurship curriculum, providing initial and future curricular and pedagogical recommendations. This research fills a gap in the literature, as there's a lack of studies specifically focused on elementary entrepreneurship awareness. While post-elementary entrepreneurship education has gained attention, the landscape of entrepreneurship education research is broad, spanning theoretical definitions and examining the rapid increase in course offerings and practical pedagogy issues [3, 4].

Importance of Entrepreneurship Education

Entrepreneurship education has significant potential for individuals, families, communities, and nations, being essential for innovation, economic growth, job creation, and overall welfare. Defined as the ability to organize and run a business amidst uncertainties for profit, entrepreneurship's relevance has surged due to changing financial landscapes, educational reforms, and increasing youth unemployment. Countries are now focused not just on "what to teach" but "how to teach" entrepreneurship effectively. Though interest is growing, teaching methods and content differ widely across levels and regions, highlighting discrepancies in how entrepreneurship is approached in education. Despite interest, many nations lack proper in-service training for entrepreneurship educators. To foster a culture of entrepreneurship, nations must prioritize well-selected, trained, and motivated teachers in the subject area. Addressing this gap is crucial for enhancing entrepreneurship education and promoting an entrepreneurial culture across various educational levels [5, 6].

Curriculum Design for Entrepreneurship Education

Entrepreneurship plays a crucial role in global education, with schools and universities integrating it into their curricula to nurture students' entrepreneurial spirit. In many countries, particularly developing ones, entrepreneurship education (EE) has gained prominence as a key element of education reform, aimed at generating job opportunities, fostering innovation, and boosting national competitiveness. Educational institutions must cultivate the right mindset among students, providing an environment and methods conducive to developing entrepreneurial attitudes. EE emphasizes systematic study and intentional practices to encourage entrepreneurial behaviors and is essential in academic research and teaching. The school setting serves as a foundational platform for students, highlighting the need to reassess its curriculum to define entrepreneurship accurately and develop a sustainable model for EE. This curriculum should encompass multiple aspects of entrepreneurship, including personal traits, decision-making, teamwork, company development, market strategies, and financial skills. Practical examples aim to aid comprehension through engaging and less stressful formats. Interactive learning activities, emphasizing success and failure stories, are integral, featuring ice breakers, thought-provoking questions, and hands-on tasks. In elementary education, students engage with entrepreneurship concepts through stories, games, and songs, while middle schoolers participate in exercises to hone their entrepreneurial skills. College students often struggle with self-assessment in entrepreneurship amid exam stress, despite increased practical opportunities. The challenge remains to differentiate genuine experiential learning from superficial ones. Building authentic perceptions relies on sharing teachers' and experts' real-world entrepreneurship experiences. Personal narratives can inspire students' aspirations, and collaborative design thinking can enhance their problem-solving abilities, leading to actionable steps in establishing their enterprises [7, 8].

Teaching Methods and Approaches

Teaching entrepreneurship is a complex process, and a school may adopt a variety of formats in which it can be taught. The usual methods or approaches that can be considered are a case study approach, lectures, discussions, workshops or self-directed learning, and project work or hands-on learning. The case study approach is intended to provide a unique focus on different aspects of entrepreneurship. Case studies are based on detailed investigations of a single or small number of organizations to provide insight and understanding. Observation of cases is typically used and augmented with information gleaned from documentation and discussion with various parties concerned with the organization. A case study may focus on a specific aspect of entrepreneurship, such as the start-up phase, growth, or decline in the life cycle, or the role of certain factors in the development of an organization. A case study offers students the opportunity to interact with the real business environment and discover how the theory was applied in that environment. It can thus draw on an even wider institutional perspective than the development of a classroom-based world of simulations. Simulations are also widely used in business education and entrepreneurship education. Role-playing exercises based on a superficial understanding of the environment and its importance and content affect student perceptions and learning. Covering cases entirely outside the framework of a course or without prolonged discussion of theories or concepts allows students to encounter and integrate new ideas in their way. Finally, teaching entrepreneurship frequently includes the presentation of guest speakers, e.g., enterprising alumni and entrepreneurs. This will provide

students with possible examples of how courses or theories were brought to practice. Also, it has been found effective to organize meetings of student organizations with earlier, generally older alumni of the same education. In this way, students not only have a more realistic view of what they can expect from their professional life; they see the impact of their education on the way others handle the challenges they face [9, 10].

Role Of Teachers in Entrepreneurship Education

The importance of teachers in entrepreneurship education is twofold: their competencies and their application of these in the educational context. Schools can foster entrepreneurship by creating environments where pupils can develop and realize their ideas. An entrepreneurial school is one where pupils engage in projects that promote new ideas. Literature suggests that entrepreneurship education must include both education for and about entrepreneurship. While some teachers experience challenges such as anger and insecurity in teaching, they generally accept these hurdles. Enterprise education remains vaguely defined and can encompass both imparting entrepreneurial knowledge and providing opportunities to launch small businesses. Teachers understand that their experiences with student projects depend not solely on success or failure but also on the context in which they operate, including the school and educational system. This context can limit teachers' willingness and opportunities to teach entrepreneurship. Higher-level conditions may pose challenges, while local school management can foster attention to entrepreneurship education. Teachers also face challenges in understanding how to operationalize entrepreneurship education effectively, yet many demonstrate a willingness to reflect and adapt in their teaching practices [11, 12].

Challenges in Implementing Entrepreneurship Education

In the 1990s, several governments in Europe and beyond recognized the importance of entrepreneurship education for economic growth, prompting calls for action. However, the debate about whether schools and higher education should teach entrepreneurship has persisted. Key questions include the need for more entrepreneurs, how to teach entrepreneurship effectively, and how to provide practical experiences. Concerns about the validity of entrepreneurship education also emerged, yet many began developing or refining their curricula. Teaching methods varied significantly across countries, targeting different groups and employing diverse pedagogies. This paper presents a systematic comparative analysis of entrepreneurship education in 14 countries across Europe, North America, and Oceania, based on policy documents and literature, identifying comparable elements and indicators. Entrepreneurship education aims to transmit attitudes, knowledge, and skills that encourage entrepreneurial behavior, traditionally focused on preparing students for self-employment or small business ownership. Over recent decades, a broader understanding has emerged, emphasizing creativity, problem-solving, decision-making, teamwork, risk-taking, and essential management skills alongside social and sustainable considerations [13, 14].

Case Studies of Successful Programs

The Young Enterprise Scotland (YES) Company Program envisions a nation in which all young people are equipped with the enterprise skills to make their mark. YES equips young people with enterprise skills by offering them the opportunities to start and run real student companies. The YES Company Program is about enterprise in action, whereby students conceive of and implement a business idea; producing and marketing a product or service with the aim of making a profit. The program runs in schools and colleges across Scotland. At the start of the academic year, the sponsors of each region fund packages of support for an agreed number of schools/colleges in their areas. A development officer is assigned to undertake project management whilst adapting the package of training, support, and materials to the specific school/college circumstances. Throughout the year, teams of students have access to a variety of training courses, mentoring, and resources, all of which feed into and support their company development. The companies receive some start-up capital, and advice or help in raising additional capital if required. They also receive at least three visits from volunteer mentors, who come from local businesses. Three regional finals are held for a public presentation of the companies, plus an exhibition of their production, marketing, and financial record keeping, as well as their relief efforts for charity. A national final brings together winners from each region, culminating in selection of the Company of the Year. The development of YES was a gradual emergence of circumstances, challenges, and entrepreneurial charisma, common in many initiatives within youth entrepreneurship education nationally and internationally. Some years ago, it was observed that enterprising schools, colleges, and students had no communication routes and, consequently, did not benefit from the advice and support offered by volunteering businesses. This led to offering encouragement and voluntary advice to schools, launching/expanding outcomes of the enterprise education policy initiatives, and setting up student-company competitions. YES currently enjoys a wide participation across Scotland [15, 16].

The Role of Technology in Entrepreneurship Education

Micro-level economic development to nation building through the promotion of Small and Medium Enterprises (SMEs). Different measures such as abolishing monopolies, enhancing investment opportunities in technology-based industries, retrospective finance laws for the SMF, bank policy formulation, and promoting government institutions for advisory and finance purposes are proposed. All stakeholders should work to lay the groundwork for technology promotion. The increasing significance of technology entrepreneurship has directed considerable interest to its proper education at the higher education level. This paper investigates the role of technology entrepreneurship in universities of developing economies using Pakistan as a case study, highlighting the nature of technology entrepreneurship. The study indicates that the majority of the respondents think that technology entrepreneurship is not emphasized much in universities, and a meaningful difference exists in feelings and perception towards technology entrepreneurship in several academic areas. It also asserts the importance of establishing a technology heritage bank to facilitate technology entrepreneurship in developing countries by documenting, preserving, and disseminating technology-based enterprises and their history. Technology-based entrepreneurship refers to the process of identifying and exploiting business opportunities that involve the innovation, development, or commercialization of new technology-based goods and services. Technology-based entrepreneurs are individuals capable of transforming inventions or technological innovations into viable goods or services with commercial potential by assembling resources to establish a technology-based firm. The success of technology-based enterprises depends on creative and innovative individuals to bring new knowledge to markets and establish new high-tech firms, benefiting the economy and society [17, 18].

Community and Business Partnerships

Schools should form partnerships with individuals and organizations to support entrepreneurship activities. Collaborating with local businesses or associations can provide expertise, guidance, and equipment. Entrepreneurs may serve as guest speakers or advisors in projects and lessons, fostering a network where experiences in entrepreneurship education can be shared. Each partner can assist 1 or 2 schools, helping to cultivate a culture that encourages creativity and interest among students. Cases show that outreach to local businesses enhances entrepreneurial activities. Initial networking can lead to significant achievements. Businesses, as educational partners, can create innovative learning environments, providing tools, expertise, and advice on project organization and marketing. Insights from professionals can inspire students significantly, and companies can serve as credible references and constructive clients. Engaging with young talent helps them navigate organizational challenges. Schools can benefit from collaboration on projects with expert companies, offering students authentic learning experiences that nurture their entrepreneurial potential. Feedback reveals that students gain awareness of diverse career options and become motivated to plan their futures. Learning occurs through observing company operations and informal discussions with professionals. Company representatives often view these collaborations as enjoyable projects initially but later recognize their potential in integrating creative subjects within schools. Monitoring students' progress in applying knowledge can be challenging. Successful partnerships require mutual commitment, interest in knowing one another, and time for open discussions. A gradual approach is beneficial as both teachers and business representatives adjust to collaboration. Currently, formal agreements and trust to sustain ongoing cooperation are lacking. Initial contacts and the right approach in early meetings can lead to significant achievements, opening many doors for future opportunities [19, 20].

Measuring The Impact of Entrepreneurship Education

Measuring the impact of entrepreneurship education programs (EEPs) is of foremost importance for researchers and practitioners alike in an attempt to understand and quantify the success of such initiatives. A systematic review based upon 66 primary studies in higher education across Europe and beyond has analysed the impact of EEPs on such variables as entrepreneurial intentions, behaviour and status, new venture growth and business performance, and entrepreneurial competencies (e.g., self-efficacy, self-confidence). In addition, the assessment methodologies used have been reviewed to identify best practices and major methodologies used to measure such psychological, intellectual, practical, and cultural outcomes. The impact of different teaching models in university entrepreneurship education on the development of new ventures has been also investigated by students who attended two different learning pathways: action-based learning model and classroom-based (traditional) model. The study investigated how two different pedagogical models of entrepreneurship education impact business idea development, entrepreneurial intentions and self-efficacy. Learning outcomes are assessed by comparing the performances of the students in terms of instrumental advancement of business ideas, perceived

entrepreneurial intentions, and self-efficacy entrepreneurial skills right after the course, and a few months later [21, 22].

Future Trends in Entrepreneurship Education

Much research has identified the rise of a post-industrial society characterised by a knowledge-based economy. Within this changing context, national policies for education have intensified their focus on entrepreneurship in response to new calls for creativity, innovation, and wealth generation. Consequently, nations are scrambling to build close alliances between education, the economic system, and the labour market through the infusion of an entrepreneurial mindset, skills, values, and behaviours into education at all levels. Despite such new realities, success in entrepreneurship education has been elusive to many schools. Moving beyond issues of curriculum is the challenge of effectively enacting such education at the classroom level. To this end, the paper draws together lessons to be learned with regard to good practices and factors that might constrain entrepreneurship education being enacted as envisaged, based on more than two decades of research effort in this area involving multiple projects largely in school contexts across a range of countries. The defining characteristics of entrepreneurship education may be presented from three distinct perspectives. Firstly, there are a range of meanings attributable to the terms used in the phrase. Owing to the multiplicity of possible views about what constitutes an entrepreneur, there are different ways to interpret the term entrepreneurship. The conception of entrepreneurship that predominates in most policy and literature is largely a socio-economic one that concerns the role of entrepreneurs in promoting a market economy through innovation and firm formation. By extension, entrepreneurship education is perceived to involve education about entrepreneurs and entrepreneurship. It prepares pupils to take up the role of entrepreneurs by acquiring an understanding of the importance of entrepreneurship in society, the nature of entrepreneurs, the process of business formation, and the skills required by entrepreneurs. Given that the majority of time spent in school is devoted to compulsory education, there is widespread agreement that entrepreneurship education should be encouraged at primary and secondary levels, where it is seen as properly offering awareness to the idea of entrepreneurship and nurturing creativity and an entrepreneurial mindset [23, 24].

Policy Implications for Schools

Policies on entrepreneurship education should begin early in primary schools and should be institution-driven. Entrepreneurship education should be made available in all schools and at all levels of education. This is important since non-cost housing policy is a major influencer in residential location, as it reduces or eliminates private sector involvement in housing the urban poor, implements relocation schemes, and resettlement policies. With education being the master key to success, this is also one of the cardinal reasons why most countries around the world have developed or are in the process of developing pragmatic educational policies, which aim at guiding moribund education systems in developing countries like Kenya on issues relating to engineering education, teacher development and science education reform. Indeed, Ksh. 874,100 million has been set out by the Kenyan Ministry of Education on the new approaches to developing quality education for all in the country, set to kick off in 2012 and is expected to take effect in the next four decades. This makes it explicit that policies on entrepreneurship education need to be looked at upfront. The need to inculcate the values of an entrepreneurial approach in the education curriculum and methodologies came up in the entrepreneurial education debate. According to a recent report, ten to fifteen years ago, the situation in Kenya seemed to be very different. It was claimed that Kenya was ahead of its East African counterparts insofar as entrepreneurship education was concerned. The only major soft spot was in exposure to entrepreneurship education among the youth. The intervention level of entrepreneurship education was grossly skewed towards higher levels of education, primarily universities and institutions of higher learning. The report also claimed that entrepreneurship education was championed through seminars and workshops among Business Education Teachers (BETs), training of trainer's workshops, and other sensitization forums to school heads and parents [25-28].

CONCLUSION

Entrepreneurship education is no longer an optional addition to the school curriculum but a necessity in preparing students for the complexities of the modern economy. By introducing entrepreneurial concepts at an early stage, schools can nurture critical life skills such as creativity, problem-solving, collaboration, and resilience. This proactive educational approach shifts learners from passive recipients of knowledge to active creators of value, fostering a generation of job creators rather than job seekers. However, to realize its full potential, entrepreneurship education must be strategically embedded within curricula, supported by trained educators, and reinforced through partnerships with businesses and communities. The integration of technology and real-world experiences can further enrich the learning process. Moving forward, policymakers, educators, and stakeholders must collaborate to overcome implementation

challenges and create an ecosystem where entrepreneurial education flourishes and becomes a catalyst for social and economic transformation.

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