



CREATIVITY, ENTREPRENEURSHIP AND INNOVATION: UNLOCKING THE POTENTIAL OF EVERY LEARNER

**Dewin Arona Sikalumbi¹; Miyanda Simabwachi²; Chrispin Mulenga ³; Leah Nyimbili⁴; Hope
Mfwika Mutale⁵; Michael Njobvu⁶**

adsikalumbi@gmail.com

Lecturers, School of Business, Chalimbana University, Zambia

Cite: *Sikalumbi, A. D., Simabwachi, M., Mulenga, C., Nyimbili, L., Mutale, H. M., & Njobvu, M. (2023). Creativity, entrepreneurship and innovation: Unlocking the potential of every learner. In A. D. Sikalumbi, W. P. Abwino, & B. Chirwa (Eds.), Inclusive education: Unlocking the potential of every learner (pp. 42–63). Mission Press, Ndola, Zambia.*

Introduction

Human beings are creative and enterprising by birth. The creativity and innovation demonstrated from childhood as children grow should be developed and promoted to enterprising citizens. A developing nation should have enterprising citizens. Entrepreneurship continues to play a quintessential role in the economies of many developing countries. One of the drivers of the economy is the creation of small business ventures, which greatly affects economic growth, create jobs, and increase national competitiveness in the world of business market (Nicolaidis, 2011). To ensure that a country's full potential for economic growth is attained along with better living standards for its citizens, the entrepreneurial abilities of everyone, even the young and less privileged, should be utilised. It is commonly agreed that entrepreneurship is a great economic booster to the creation of new jobs because of the creation of new businesses, thereby reducing other social plights like poverty, and fostering innovation. By encouraging entrepreneurial activities, Zambia can harness local talents and resources, which not only stimulates economic growth but also enhances community engagement and social cohesion.

According to Horn (2006:113), only about 7% of successful Grade 12 learners find employment in the formal sector. Driven by these deplorable statistics among others, current research points to

the weaknesses in the education system that limit entrepreneurial activities in Zambia and hardly consider the less privileged learners. The Global Entrepreneurship Monitor (GEM) (2012) maintains that unless proper entrepreneurship education is put into practice in all schools up to Grade 12, the country's entrepreneurial activities will continue to lag. Thus, it is apparent from research that education plays an important role in employment and the reduction of poverty (Timmons and Spinelli, 2004:154). Moreover, Steenkamp, Van der Merwe, and Athayde (2011:47) believe that enterprise creation requires investing time and capital in entrepreneurship education which does not leave anyone behind. The contribution of small businesses to the wealth and creation of jobs in any economy cannot be underestimated (Sathorar, 2009:43), hence the need to ensure every learner's potential is unlocked for positive contribution to the wealth creation of the nation.

Nicolaides (2011:1044) posits that by the year 2030, unemployment may be curbed if the unemployed masses are encouraged to have an entrepreneurial spirit. If no one is to be left behind on this agenda, inclusive education is the only alternative.

Entrepreneurship education greatly influences the positive perception of entrepreneurship in the learners. To transform the learners' perception of entrepreneurship, an educational environment is needed where entrepreneurial ideas are generated, shaped, and practiced by every learner. Shay and Wood (2004:34) maintain that education as a whole and entrepreneurship education in particular plays a vital role in the development of entrepreneurial skills and building entrepreneurship attitudes in every learner. It is instrumental to the disabled and less privileged children in realising their potentialities and seizing the existing opportunities.

Creativity

Creativity is the ability to think in ways that are new and unusual and facilitate solving unique problems (Santrock, 2007). Creativity does not only depend on the innate potential, but also on the activities of a person with the environment which will then be said to be creative if it is able to provide benefits for human life and the environment. Creativity is a unique mental process, solely to produce something new, different and original. Creativity includes different kinds of thinking (divergent thinking). In connection with the above notions, the most popular understanding of creativity is that it emphasizes the manufacture of something new, different, and unique.

Boden (2016) defines creativity as a conceptual ability to come up with new ideas that are surprising, yet intelligible and valuable. A creative person is someone who can think outside conventional frameworks, allowing them to forge innovative solutions to complex problems. In the context of revitalizing economic hubs in Zambia, this creativity plays a crucial role in driving social and economic development. By harnessing creative thinking, communities can explore unique strategies to overcome challenges and leverage local resources. Creative individuals can play a pivotal role in stimulating innovation and encouraging collaboration. These individuals can contribute to the development of new programs and initiatives that not only enhance local economies but also foster a sense of community ownership and pride. They tend to try a variety of possibilities, giving rise to the flow of rich ideas and the results that open the way to a new settlement. This is critical to the disabled and less privileged. It can therefore be synthesized that creativity is the ability to create a new composition; the ability to look at issues in a more innovative way and is formulated into two things namely, creative thinking and creative behaviour. These are capabilities that reflect fluency, flexibility, originality, and detailing, and have a high curiosity, imagination, appreciate nature, and the nature of risk-taking.

Entrepreneurship

Various scholars have given different definitions of who an entrepreneur is. For instance, Nieman and Nieuwehuizen (2009:9) defined an entrepreneur as one who sees an opportunity in the market, creates, gathers resources, and grows a business venture to meet needs. Similarly, entrepreneurship has been viewed as the willingness and ability of an individual to seek investment opportunities, to establish and run an enterprise successfully (Unachukwu et al., 2009: 214). A more generally acceptable definition as postulated by Hisrich and Peters (2002: 10), views entrepreneurship as "the process of creating something new with value by devoting the necessary time and effort assuming the accompanying finance psychic and social risk and reserving the resulting rewards of monetary and personal satisfaction and independence". It can also be defined as the science and art of identifying viable business opportunities, mobilising the resources and running the venture under conditions of risks and uncertainties.

The creation of a business is a vital aspect of entrepreneurship, but entrepreneurship goes beyond that, and it includes the ability to identify opportunities where others see disarray, challenges and uncertainty; the ability to take calculated risks, as well as having the zeal to carry out an idea from conception up to its maturity phase. In the words of Kuratko (2003:3) entrepreneurship consists

of an individual's innovativeness in an integral part of his business. Entrepreneurship can also be regarded as buying an existing business or creating a new business (Basu, 2004:23).

The world is in transition searching for more innovative ways to combine economic growth, the reduction of poverty and equitable development in a more environmentally sustainable manner. There is a mounting concern in all corners of the world about both the short- and long-term impact of globalization on the environment and a dawning realisation that ensuring the quality of present and future life and employment depends on how well we tackle this challenge. Understanding this will justify inclusion and acquisition of entrepreneurial skills in teacher education and the essential pedagogical strategies that can be used by classroom teachers to unlock the potentialities of every child.

Can Entrepreneurship be taught or it can only be acquired through experience?

The question of whether entrepreneurship can be taught has become obsolete according to Elmuti, Khoury, and Omran (2012:97). This age long debate as to whether entrepreneurship is an innate ability, or a learned skill has been answered. In developed countries, re-skilling through massive entrepreneurship training has been done to increase the rate of new business start-ups (Davies, 2001:32). In view of the foregoing, one may suggest that what researchers are keen to understand has to do with what content of entrepreneurship education should be taught and how entrepreneurship education should be taught. In this view, Elmuti et al. (2012:97) emphasise that the objective of entrepreneurship education should be to train students and upcoming entrepreneurs with the necessary skills required to start up a new business activity.

Over the past years governments have been trying to establish systems whereby young people can be dynamic and become involved in entrepreneurial ventures, in a bid to enable them to cultivate an entrepreneurial spirit. In 2013, entrepreneurship was introduced into the Zambian education curriculum which was launched in schools in 2014.

Research indicates that the curriculum requires some touch if schools are to be producing graduates with an entrepreneurial mind. The introduction of entrepreneurship as a core subject that should be taught and examined in schools cannot be overemphasised. This will foster the development and transfer of entrepreneurial knowledge and skills to the school learners regardless of their disabilities.

Entrepreneurship Education

The growing number of educated people, but idle, jobless, and underemployed young people is a major societal problem which if not tackled and controlled now could turn into bigger trouble especially in developing countries. Entrepreneurship education has been recognized as one of the vital determinants that could influence students' career decisions (Kolvereid & Moen 1997; Peterman & Kennedy, 2003). Chinoso (2010) stresses that technical and vocational education are the only alternative forms of education and training that can guarantee entrepreneurship development and job creation for young people. With entrepreneurship being the focus of every economy, entrepreneurship education too has gained attention in these economies. Entrepreneurship education is defined by Isaacs, Visser, Friedrich and Brijlal (2007: 614) as a structured transmission of entrepreneurial skills, which includes the concepts and mental awareness used by individuals during the conception and management of their businesses. Researchers such as Antonites and Van Vuuren (2005:257) agree that entrepreneurial education stimulates and facilitates entrepreneurial activities. Entrepreneurship education enhances the development of skills, behaviours, and attitudes needed to create jobs and generate economic growth (The World Economic Forum, 2013).

Entrepreneurship emerged as an important concept in global economic transformation. Studies have shown that entrepreneurship education is a critical source of developing human capital as it plays a vital role in providing learning opportunities for individuals to improve their skills, attitudes and abilities (Shane 2003, Brana 2008, Ekpo and Edet 2011). It has been noted that implementing the entrepreneurship education especially in early childhood is not just teaching children about how to do business or make them as businessmen or entrepreneurs, but they should be trained to have strong minds and characters. This is supported by Do Paço and Joao Palinhas (2011) whose study shows that it is important that entrepreneurship education is implanted in children because it instils and develops personal characteristics. Introducing entrepreneurship in school could affect children's views on entrepreneurship, and childhood is considered the ideal stage to educate and develop a positive attitude towards it. Additionally, preschool constitutes the take-off for the evolution of the entrepreneurial self, and childhood has been the most appropriate age group to acquire positive attitudes towards entrepreneurship and to adopt an entrepreneurial approach (Axelsson et.al, 2015).

Growing the entrepreneurial spirit in early childhood is basically more on building the traits and characters of being independent, responsible, optimistic, and not easily giving up. This is critical

to the disabled and less privileged children. They should be taught how to be independent and exploit the existing opportunities for wealth creation. Therefore, entrepreneurship learning in early childhood should be taught as a separate subject or be rightly integrated into the school curriculum through programs or activities which the implementation involves not only principals, teachers and children but also the parents (Suzanti and Maesaroh, 2018).

Principles in Entrepreneurship Education

To cultivate strong traits and characters in the learners, learning should consider the following principles.

1. Learners should be active, and education should lead children to become active learners. A creatively designed education system produces an active learner. This promotes even those who are less privileged to have an opportunity to actively participate in the learning process.
2. Learners learn through sensory and senses. Children gain knowledge with their sensory, they can see with their eyes, they can hear the sound with their ears, they can feel hot and cold with their touch, they can distinguish the smell with their nose and they know the different tastes with their tongue. Therefore, learning in children should lead them to the various abilities that can be performed by all senses. Activities should speak to their senses.
3. Learners build their own knowledge. Learners should be allowed to learn through their experiences and the knowledge they acquired since birth, and they have gained during their lifetime. Hence learning should progress from known to unknown.
4. Learners think through concrete objects. They need to learn with real objects so that they are not confused. This means that they are stimulated to think with learning methods that use real objects as examples of learning materials.
5. Learners learn from the environment. Education is a conscious effort that is done deliberately and planned to help learners develop their potential optimally so that they can adapt to the environment. It is through the environmental experience that children will be able to discover new things and adopt best practices for the well-being of everyone.

The Need for Entrepreneurship and Innovation in Inclusive Education

To be able to curb unemployment, the youths must be educated and trained in entrepreneurship (North, 2002:28), thus encouraging them to be employers rather than employees when they leave

school to reduce unemployment. With the current economic uncertainties, the entrepreneurial spirit cannot be overemphasised; there is a need for better entrepreneurial skills and abilities. Entrepreneurship education is necessary for the development and economic growth of any society.

According to a study by Nieuwenhuizen and Groenewald (2008:129), individuals who have attended entrepreneurial courses are more likely to start up their own businesses as compared to those not attending any entrepreneurial courses. This goes to point out that entrepreneurship education and training are very important for business creation and business success. It plays a central role in creating small businesses, thereby adding positively to economic growth and the gross domestic product (GDP) of the country. It is evident in a study by Sullivan (2000:168) that entrepreneurs found that the knowledge and skills gained from entrepreneurial courses were very useful in critical thinking and reflection, especially when faced with challenging and real-life situations in their businesses and daily life. Therefore, theoretical knowledge on entrepreneurship is also relevant in that it enables the entrepreneurs to analyse, reflect, learn from crucial situations as well as enhance the problem-solving abilities in the learners.

Introducing entrepreneurial values from an early age is one of the most important efforts in shaping the character of future generations. Therefore, entrepreneurship learning in children leads more to child mental change so that entrepreneurship education forms a strong child character such as being creative, disciplined, critical, able to solve problems, communicate, manage time well, and self-management. In early childhood, it helped in cognitive formation and holistic development. The enterprising skills are problem-solving, creativity, persuasiveness, planning, negotiating and decision-making. The entrepreneurial attributes that can be acquired through entrepreneurship education are self-confidence, autonomy, achievement orientation, versatility, dynamism and resourcefulness. Others are survival skills, ability to initiate, creativity, ability to recognise opportunities, break patterns, act independently and develop an ability to cooperate.

This skills and attitudes need to be developed even in the disabled children. Introducing young learners to entrepreneurship will develop their initiative and help them to be more creative and self-confident in whatever they undertake and to act in a socially responsible way. This prepares them for the world's changing environment. Entrepreneurship education aids children from all socioeconomic backgrounds to think outside the box and nurture unconventional talents and

skills. It creates opportunities, ensures social justice, instills confidence and stimulates the economy. Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education.

Entrepreneurship learning and teaching methods for inclusive learning

It is commonly understood that at the school level, the teacher has a considerable impact on the implementation of entrepreneurship education. Solomon (2007) notes that educational institutions are moving towards more of a knowledge-sharing role where class discussions and guest speakers are becoming more popular. Gartner (2008) uses stories of entrepreneurship and suggests that more attention should be paid to the educative and motivational stories that entrepreneurs talk about themselves. Others include role-play, learning diaries, guest speakers, case studies, and simulations. Teachers should be exploring teaching pedagogies that can be employed both inside and outside of the classroom setting. Peer learning contributes greatly to entrepreneurial learning. Some entrepreneurial activities that foster learning in inclusive education are;

Entrepreneur Stimuli: Entrepreneur Stimuli are activities that stimulate the mindset of the learners to become entrepreneurs. These activities can be given to the children through daily learning activities such as building blocks that make high and luxurious apartment buildings or real estate so that later they become apartment businesspersons or any other building that children want according to their ideas. Always talking about buying and selling in the shop corner of the classroom will trigger the need to be business acumen in the learners.

Field visits: this is a program of outings to the market, farms, or industry. It is conducted occasionally to introduce the world of entrepreneurs to the learners. In this activity, a lot of entrepreneurial value that can be given to children such as being brave, confident, creative, risk-taking propensity, and visionary business opportunity identification among others are practically seen and learned in the field. The teacher can arrange site visits in time to make the children have a transforming experience. Children should be made to understand that disability is not inability. Learners should be exposed to agricultural businesses, manufacturing, wholesalers, retailers, mining, construction among others and make them realise the business opportunities that exist in the factors of production and the value chains.

Be practical: this emphasises that all the lessons should be practical. Practical activities like tailoring, baking, cooking, service provision among others should be practically presented.

Learners should be made to have hands-on experience. Nevertheless, what is more important is to help them realise how they can commercialise the products and services for profit maximization.

Some of the teaching methods that could be tried at all levels could be “group project”, “case study”, “individual project”, “development of a new venture creation project”, and “problem-solving” are the five most appropriate teaching methods. In “group project” students can learn better when they are divided into groups and listen to others’ opinions. It enforces criticism thinking, because the learners criticize others’ opinions, although in “individual projects” they learn the strategies to deal with ambiguous and complex situations. On the other hand, being in a real business environment is essential for learners. To have effective entrepreneurship education, a combination of teaching methods can be used. Fayolle et al, (2008) classify the teaching methods into the following categories: case study, group discussion, individual presentations, individual written reports, group projects, formal lectures, guest speakers, action learning, seminar, web-based learning, video recording which are normally applied at higher levels of education but could be simplified to suit any level.

However, the teachers need to possess several skills such as entrepreneurial skills, spotting opportunities skill, creativity skills, teaching skills, classroom assessment skills, mobilisation skills, technical knowledge skills, and pupils’ management skills. Other skills include risk assessment skills, motivation skills, decision-making skills, technical ability skills, financial know-how skills, planning skills, self-discipline skills, communication skills, marketing skills, self-awareness skills, and time management skills.

Values of Entrepreneurship Education

In the field of education, entrepreneurship aims to foster entrepreneurship spirit in learners to produce entrepreneurs. However, the integration of entrepreneurship education in the learning process itself is an internalization of entrepreneurial values in learning activities. The values developed in entrepreneurship education are the development of values from the characteristics of entrepreneurs that should be owned by the learners. Some of the entrepreneurial values along with their descriptions are integrated through entrepreneurship education as follows:

Values and description of values of entrepreneurship education

Independent: Attitudes and behaviors that are not easy depend on others to complete tasks.

Creative: Think and do something to produce different ways or outcomes from existing products/services.

Take a risk: A person's ability to love challenges, courageousness, and risk-taking jobs.

Action-oriented: Take the initiative to act, and not wait, before an unwanted event occurs.

Leadership: The attitude and behavior of someone who is always open to suggestions and criticism, easy to get along with, cooperates, and directs others.

Hard-working: Behaviours that indicate efforts to complete tasks and overcome various barriers.

Honest: Behaviours based on an attempt to make oneself trustworthy in words, actions, and works.

Discipline: Action that demonstrates orderly behavior and abides by various rules and regulations.

Innovative: Ability to apply creativity to solve problems and opportunities to enhance and enrich life.

Responsible: Attitudes and behavior of a willing and capable to carry out duties and obligations.

Cooperative: Behaviour-based on an attempt to make oneself able to establish relationships with others in carrying out actions, and jobs.

Resilient: Attitudes and behavior of someone who does not easily give up on achieving the goal with various alternatives.

Commitment: Agreement about something made by a person, both to himself and to others.

Realistic: Ability to use facts/reality as a rational basis of thinking in every decision and action.

Enthusiasm: Attitudes and actions that always strive to know in depth and breadth of what is learned, seen, and heard.

Communicative: Actions that show the pleasure of talking, getting along, and working with others.

Strong motivation for success: Attitudes and actions are always looking for the best solution (Agus Wibowo, 2011:35).

Teacher Awareness of Entrepreneurship Education

The teacher plays a critical role in the promotion of entrepreneurship education. It is a phenomenon that is worth researching, given its importance in the development of social and economic well-being. In this sense, entrepreneurship is included in European Commission Reports as a priority area at all levels of teacher education (European Commission, 2011, 2013).

In primary and secondary teacher education, there are no courses that will improve the information and skills of pre-service teachers about entrepreneurship and innovation; it is merely recommended that trainee teachers learn about subjects regarding entrepreneurship and innovation (Kleppe, 2002). It is widespread knowledge that entrepreneurship education in pre-service teacher training is either absent or insufficient in many countries. Moreover, attention should be drawn to the fact that, regarding entrepreneurship education, in-service teachers are frequently unprepared in terms of both theoretical knowledge and in-classroom experience. For example, teachers' attitudes have been shown to be one of the biggest barriers to the practice of entrepreneurship education and the successful teaching of entrepreneurship (Gustafsson-Pesonen and Remes, 2012).

Unprepared teachers regarding entrepreneurship education practice in classrooms has adversely affected its classroom application. Silva (2013) indicates that teachers should understand the meaning of the concept of entrepreneurship and how it should be practiced. Unfortunately, it is pointed out that few teachers have the information and experience in the educational infrastructure required for entrepreneurship education (Fagan, 2006). Moreover, it has been seen that teachers need to have experience and knowledge regarding entrepreneurship education to teach their students through experimental methods (Gustafsson-Pesonen and Remes, 2012). One cannot give what he or she does not have. It should always start with the teacher.

The teachers lack teaching textbooks, teaching aids, inadequate funding for practical lessons, inadequate teaching staff, lack of training on entrepreneurship education, lack interest in practical activities by the school administration, lack of teacher motivation, inadequate physical facilities like toilets, desks, lighting, playgrounds, playgrounds, simulation games, and lack of stakeholder school support. These challenges can affect the teacher's performance in class.

Key Competences for Teachers in Inclusive Entrepreneurship Education

Teachers' professional life revolves around knowledge and learners. The knowledge is always increasing and changing while the learners are uniquely different and live in the changing social environment. Against this background, teacher education programmes should focus on producing a teacher with high levels of competencies in:

- i. Material that is to be taught (subject matter);
- ii. Skills in communicating that material to the learners (Teaching methodologies);
- iii. Understanding educational foundations;

- iv. Creativity, constructiveness and innovation (Skill acquired); and
- v. Providing competent leadership.

Co-curricular activities are organised activities, which are part of the formalised teaching schedule. They are a major channel for the development of life skills and the development of social competencies among students. By participating in these activities, learners not only enhance their academic performance but also cultivate essential skills such as teamwork, leadership, and problem-solving, which are crucial for fostering an entrepreneurial mindset. This is particularly important in the context of Zambia, where innovation and entrepreneurship play pivotal roles in driving economic growth and improving educational outcomes. Further, fostering an entrepreneurial mindset within educational institutions can facilitate the creation of programs that not only equip students with essential skills but also encourage them to develop innovative solutions to local challenges. In this regard, initiatives that promote partnerships between schools, businesses, and community organizations are crucial. The co-curricular activities hence help in the development of essential skills among students, fostering an entrepreneurial mindset that can lead to sustainable economic growth. This collaboration not only enriches educational experience but also addresses the skills gap in the local workforce, preparing students to meet the demands of a rapidly evolving job market. By fostering a culture of entrepreneurship and innovation, educational institutions can create pathways for students to engage in practical, hands-on learning experiences that not only enhance their academic curriculum but also prepare them for future employment opportunities. With the foregoing, colleges of education should include in their programmes co-curricular activities for all learners. Teacher trainees should participate in activities like sports, clubs, societies, gardening, cultural presentations, and meetings of cultural and religious groups. They can also extend the services to the college's immediate neighbourhood. The colleges of education should develop rich and varied programmes of such activities, which promote a balanced and healthy development of teacher trainees.

Features of an Innovative School

The first feature that many of the innovative schools have are;

The students are seen as unique individuals rather than groups and are educated accordingly. Personalized learning is on offer, often with personal technologies in support, and children are encouraged to take an active role in their education. Standardization is not an important element

and does not impact on the daily business of the school. On the contrary, personalization and flexibility are paramount, with children encouraged to work and progress at their own pace.

Schools relate to the outside world: Local communities should be encouraged to be involved in the life of the school, and they can also use the learning spaces for other purposes. There are explicit connections between what is learned in the classroom and the world of work. Education within these schools is not just about knowledge transmission, it is also about developing the skills and competencies necessary to survive and thrive once the learner has completed formal education.

The curriculum is delivered in a way to encourage creative and critical thinking using problem-solving, discussion, and active engagement with the environment. Learning by making and doing is high on the agenda, and connections are made between the process of learning and what is learned.

The planning of the learning spaces should be creative: The learning spaces take on many interesting shapes with intriguing features and flexible spaces for a variety of creative purposes. Teaching and learning are more varied. Innovative building design encourages teachers and learners to take risks and do experiments. Learning is not restricted to the school spaces. There should be blended approaches where on-site learning is mixed with off-site learning.

Recommendations

Entrepreneurship education has not had a reasonable impact on self-employment mainly since the methods used have not been able to affect the learners' whole being as argued by Farrant (2005).

Entrepreneurship Centers of Excellence – Government should encourage institutions to work towards being entrepreneurship centers of excellence where people can go and learn more about entrepreneurship.

(I) **Assessment:** schools should seriously consider finding means of assessing this subject formatively and summative so that learners attach great importance to it like any other examinable subject.

(II) **Staff Exposure to Entrepreneurship:** schools should find a way and method of ensuring that all staff teaching entrepreneurship have learned entrepreneurship in the short term and longer programs in the long run.

(III) The government should consider increasing the hours allocated to this subject so that learners and teachers have more time to interact with the subject and transfer necessary skills to the learners.

(IV) **Industry and stakeholder involvement:** Institutions must work with industry, businessmen/women, and other stakeholders to find ways of exposing would-be entrepreneurs so that they are encouraged and motivated to start their ventures.

Entrepreneurship education: unlocking the potential of every learner

For one to understand, appreciate entrepreneurship, and excel, the whole must be affected. This statement is agreed by Farrant (2005) in his theories of learning by Bloom's taxonomy. He first defines learning as a process by which we acquire and retain attitudes, knowledge, understanding, skills, and capabilities that cannot be attributed to inherited behaviour patterns or physical growth. For learning to be more effective and bring change to the learner, all the domains must be affected as put up below.

Affective domain: this should involve dealing with feelings and values therefore influencing attitudes and personalities. Entrepreneurship education will change the learners' attitudes, mindset, and personalities, to bring out the desired personal entrepreneurial characteristics. A positive mental attitude in an entrepreneur greatly contributes to successful accomplishments.

Cognitive Domain: this involves the growth of mental capacities such as reasoning, remembering, and recalling. This domain helps in problem-solving, developing new ideas, and evaluation. One of the key competencies of entrepreneurs is creativity and problem-solving. Entrepreneurs are more creative than other mere individuals as they tend to think in non-conventional ways, challenge existing assumptions, and be flexible and adaptable in their problem-solving, Kirby, (2003). This unique mindset allows them to identify opportunities where others see obstacles. In the context of inclusive education in Zambia, fostering entrepreneurship and innovation is essential for creating learning environments that are accessible and responsive to the diverse needs of all students. By integrating entrepreneurial principles into educational frameworks, we can empower learners to develop critical thinking skills and the ability to adapt to a rapidly changing economic landscape.

Psychomotor domain: this deals with the development of skills that require efficient coordination between our brains and muscles. This is exhibited when learners read, write, or carry out physical

skills. Learners at the tertiary level need long life skills that will help them to practice actual business and put the acquired knowledge into practice.

The aspect of training is very critical in entrepreneurship as it is used to develop attitudes, habits, skills, and standard procedures. Education is defined as a total process of human learning by which knowledge is imparted, faculties trained, and skills developed. Mwasalwiba (2010) defines entrepreneurship education as 'A process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them.

As a knowledge source, the importance of Colleges and Universities in the improvement process of a knowledge-based economy has been highlighted by several authors in national innovation systems, local economies, social development, and regional creativity, Karrison and Zhang (2001).

As far as youths are trained to be creative and innovative, the young population could provide the utmost benefit to developing countries. People who are better educated, have more experience, and invest more time, energy, and resources in ensuring that they can secure benefits for themselves and for the society. Mwasalwiba (2010) study indicates that there is a relative agreement that the major rationale for entrepreneurship education is more economical than social and accordingly the aims behind all other objectives are start-ups, self-employment, job creation, knowledge advancement, and skill development.

Objectives of Teaching Entrepreneurship

The common objectives appealing to and aiming at all the learners are;

- I. Exploiting opportunities
- II. Developing ideas further into products or services
- III. Enabling learners to deal with problems and solve them
- IV. Creating networks with other learners and business associates
- V. Accepting the implications of their own choices
- VI. Seeing self-employment as a valuable choice of career
- VII. Managing resources and money in a responsible way (financial literacy)
- VIII. Understanding how organizations operate in society

The specific ones will be;

- I. ability to draft a business plan
- II. Knowing the administrative procedures for starting a company
- III. Understanding the principles of accounting, commercial, and tax

- IV. Being conscious of business ethics and social responsibilities
- V. Having a clear understanding of market mechanisms
- VI. Being acquainted with buying and selling techniques.

Conclusion

Entrepreneurship education brings about changes in entrepreneurial skills acquisition, non-cognitive skills (risk-taking, self-efficacy, and locus of control), and entrepreneurial intentions. The risk-taking propensity, creativity, need for achievement, self-efficacy, pro-activity, persistence, and analysing are critical skills that entrepreneurship education seeks to develop in every learner regardless of background. Investment in entrepreneurship education would not yield high returns in the short run but would benefit learners through the spill-over mechanism in the long run. Learners will develop cognitive entrepreneurial skills and entrepreneurial intentions. However, this requires the sharpening of the entrepreneurial skills of the teachers first. Only an entrepreneur can produce an entrepreneur. Development of creativity, entrepreneurship and innovation in the learner requires consideration of the curriculum and the methodologies teachers use to develop entrepreneurs.

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