

Innovative Strategies for Entrepreneurial Skills in African Youth, Society 5.0

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ABSTRACT

This study examines how innovative educational strategies influence the development of entrepreneurial skills among African youth, preparing them for Society 5.0. In today's fast-evolving global economy, fostering these skills is vital for economic and social progress. Society 5.0 envisions a human-centered approach integrating digital innovation to balance economic growth and solve social issues. A quantitative research approach was employed, sampling 400 teachers from 30 secondary schools and 15 universities across five African countries: Kenya, South Africa, Egypt, the Democratic Republic of the Congo, and Nigeria. The "Entrepreneurial Skills Development Questionnaire (ESDQ)" was developed, validated (reliability coefficient 0.82), and administered via Google Forms. The survey included sections on experiential learning, project-based learning, and technology use in entrepreneurship education. Data were analyzed using descriptive statistics, t-tests, and ANOVA at a 0.05 significance level. Teachers reported that experiential and project-based learning significantly enhance entrepreneurial skills in students. Additionally, incorporating digital tools and gamification in the curriculum increased student engagement and practical skill acquisition. However, challenges such as limited resources, inadequate teacher training, and unequal access to technology were identified. To improve entrepreneurial skills among African youth, new strategies are essential. Suggested measures involve upgrading educational infrastructure, providing ongoing teacher training, and guaranteeing equal access to technology. These actions are vital for advancing entrepreneurship education and promoting the socio-economic growth of African youth in line with Society 5.0.

ABSTRAK

Studi ini meneliti bagaimana strategi pendidikan inovatif mempengaruhi pengembangan keterampilan kewirausahaan di kalangan pemuda Afrika, mempersiapkan mereka untuk Society 5.0. Dalam ekonomi global yang berkembang pesat saat ini, mengembangkan keterampilan ini sangat penting untuk kemajuan ekonomi dan sosial. Society 5.0 membayangkan pendekatan yang berpusat pada manusia yang mengintegrasikan inovasi digital untuk menyeimbangkan pertumbuhan ekonomi dan menyelesaikan masalah sosial. Pendekatan penelitian kuantitatif digunakan, dengan mengambil sampel 400 guru dari 30 sekolah menengah dan 15 universitas di lima negara Afrika: Kenya, Afrika Selatan, Mesir, Republik Demokratik Kongo, dan Nigeria. "Kuesioner Pengembangan Keterampilan Kewirausahaan (ESDQ)" dikembangkan, divalidasi (koefisien reliabilitas 0,82), dan disebarluaskan melalui Google Forms. Survei ini mencakup bagian tentang pembelajaran berbasis pengalaman, pembelajaran berbasis proyek, dan penggunaan teknologi dalam pendidikan kewirausahaan. Data dianalisis menggunakan statistik deskriptif, uji t, dan ANOVA pada tingkat signifikansi 0,05. Para guru melaporkan bahwa pembelajaran berbasis pengalaman dan proyek secara signifikan meningkatkan keterampilan kewirausahaan pada siswa. Selain itu, mengintegrasikan alat digital dan gamifikasi dalam kurikulum meningkatkan keterlibatan siswa dan perolehan keterampilan praktis. Namun, tantangan seperti sumber daya yang terbatas, pelatihan guru yang tidak memadai, dan akses teknologi yang tidak merata diidentifikasi. Untuk meningkatkan keterampilan kewirausahaan di kalangan pemuda Afrika, strategi baru sangat penting. Langkah-langkah yang disarankan meliputi peningkatan infrastruktur pendidikan, menyediakan pelatihan berkelanjutan untuk guru, dan menjamin akses teknologi yang merata. Tindakan-tindakan ini penting untuk memajukan pendidikan kewirausahaan dan mendorong pertumbuhan sosial-ekonomi pemuda Afrika sesuai dengan Society 5.0.

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INTRODUCTION

In the shifting global economic landscape, the concept of Society 5.0 has emerged as a groundbreaking framework designed to align advanced technologies with human-centric development. Society 5.0 envisions a future where technological innovations, including artificial intelligence (AI), the Internet of Things (IoT), robotics, and big data, are utilized to tackle complex societal issues and improve the overall quality of life (Cabinet Office, Government of Japan, 2016). This transition from an information-centric society to a super-smart society highlights the need for a workforce with innovative and entrepreneurial skills capable of navigating and excelling in such a rapidly evolving environment. For African youth, adopting innovative strategies to enhance entrepreneurial skills is vital for cultivating a robust and adaptable entrepreneurial ecosystem. Traditional methods of entrepreneurship education may not fully address the unique socio-economic and infrastructural challenges faced by many African nations. Therefore, integrating technology, experiential learning, and customized support mechanisms is essential to equip young entrepreneurs with the necessary skills to succeed in a global economy marked by rapid change. Given that over 60% of Africa's population comprises youth, the continent's sustainable development relies on leveraging this demographic advantage. This involves moving beyond limited formal employment opportunities to create avenues for meaningful livelihoods and contributions towards achieving Society 5.0 goals. As Africa embraces the Society 5.0 era, there is a growing acknowledgment of the need for educational reforms that meet the demands of a technologically advanced economy. The rise of Industry 4.0 technologies, such as AI and IoT, has reshaped the skills required in the workforce, underscoring the importance of adaptability, digital proficiency, and an entrepreneurial mindset (Schwab, 2016).

It is this change that requires revisiting how entrepreneurial education is offered, especially in African contexts where established educational frameworks might not elaborate fully on the complexities of the modern economy. In society 5.0, characterized by a rapidly changing landscape of physical and cyber integration into a super-smart society, innovative strategies aimed at developing entrepreneurial skills in African youth have become critical. Society 5.0 seeks to offer solutions to societal challenges through advanced technologies such as artificial intelligence, the Internet of Things, and big data; therefore, it is cardinal that the youth have entrepreneurial skills commensurate with these technological advancements. As Schwab, 2016 puts it, the Fourth Industrial Revolution is changing the way human beings live, work, and relate to one another fundamentally. In the African context, the adoption of innovative strategies to develop entrepreneurial skills for the youth should ideally be tailored to suit the unique challenges and opportunities on the continent. According to Njoroge and Gathenya, (2018), the technological age has opened a new frontier for entrepreneurial development through the provision of tools that assist business ideation, planning, and execution for African youth. Beyond providing access to global markets, digital platforms enable young entrepreneurs to use data analytics, social media, and e-commerce to scale their ventures efficiently. Moreover, technology in education equips learners with critical technology skills that are increasingly required in the global job market, bridging the gap between outcomes from education and what is demanded by the industry requirements. One key strategy would be the integration of digital literacy into the educational framework—of paramount importance on a continent experiencing a digital revolution. Looking at it coupled with the proliferation of mobile technology, one will find increased digital access, even in the remotest parts of the continent. According to GSMA, 2020, mobile Internet penetration in sub-Saharan Africa has been on the rise, and thus the solution based on mobile learning is at hand. Nwagwu, (2020) opined that among other programs, has recorded tremendous success in training African youth in software development, who go on to join the global digital economy.

The approach will not only equip young entrepreneurs with vital technical skills but also help them develop an innovative mindset that is so vital in Society 5.0. Among the innovative strategies is the need to include digital literacy and coding in the curriculum. Educators like Mukhwana et al. (2020) insist that digital skills are critical in setting students ready for the future job market. Programs on coding, application development, and digital marketing may be very empowering to a young entrepreneur in finding his way around using technology for business solutions. In this connection, the role played by entrepreneurship centers and incubators is very pivotal in this ecosystem. Such centers offer a platform where a youth can test ideas, and get guidance and funding. A study by Adegbite, (2019), cited above, highlights the successes of such centers in Africa where structured support increased the rate of successful youth startups. The second key approach in entrepreneurial support is building an innovative and creative culture through experiential learning. This is also supported by the experiential learning theory by Kolb, (2015), wherein learning through experience improves knowledge retention and application. These entrepreneurial skills of African youth can be greatly improved through entrepreneurship education, which

combines practical projects, internships, and solving real-life problems. During these practices, they learn how to think critically, solve problems, and adapt to a changing business environment.

Besides technological integration, robust guidance and networking programs are established to build up entrepreneurial skills. Akhter et al. (2021), revealed that guidance offers invaluable advice, experience, and psychological impetus to the aspiring entrepreneur. Indeed, such mentors will be able to give insight into the way businesses run, market trends, and strategic planning that conventional education would hardly cover. Moreover, networking opportunities like this, through industry partnerships and entrepreneurial hubs, can link young people with potential investors, partners, and peers in the business, thereby contributing much to the overall entrepreneurial ecosystem. Such exposure helps to foster relevant relationships and secure active experiences that are paramount for the success of any business. Fresh ideas combining technology, guidance, experience, and enriched environments all come together to reinforce entrepreneurial skills among Africa's youth. These are the strategies that offer young entrepreneurs not only the appropriate tools and knowledge but also the enabling environment to nurture and sustain their entrepreneurial endeavors toward economic development and job creation across the continent. The incorporation of such innovative strategies into the entrepreneurship education and training landscape has worked like a magic wand for African youth. Game-based learning and simulation tools are among the most prominent ways to apply educational tools. According to Kapp (2012), game-based learning is "the use of game design elements and mechanics in a non-game context" to drive and motivate learning. In entrepreneurship education, game-based learning simulations can be designed to mimic real-world business scenarios whereby students would play to develop different strategies and make decisions to see the outcome of those decisions in a low-risk environment. This type of interactive learning may help develop the critical thinking and strategic planning aspects that are very important for successful entrepreneurship. Other than technological and educational innovation, it influences the creation of a culture of entrepreneurship with community-based initiatives. According to Brixiova and Ncube (2021), community-based programs and grassroots initiatives offer ground support and resources based on what may otherwise be provided on localized needs related to young entrepreneurs across regions. This would characterize the aspects of local guidance, workshops, and community networks offering practical support and encouragement. Such initiatives help bridge the missing link between theory and practice and, more importantly, foster a supportive network to sustain entrepreneurial activities at the grassroots level. Simply put, it is innovative strategies such as game-based learning, community-driven initiatives, public-private partnerships, and focus on sustainability that boost the entrepreneurial skills of African youth. If African nations integrate these approaches into entrepreneurship education and supporting systems, they shall help the youth become successful entrepreneurs capable of dealing with complexities in the global economy and improving communities as well as the environment.

Statement of the Problem

Despite the significant potential of African youth to drive economic growth and innovation, many face substantial barriers to developing entrepreneurial skills that are crucial for navigating the modern business landscape. Traditional entrepreneurship education methods have often proven inadequate in addressing the unique socio-economic and infrastructural challenges prevalent across the continent (Akhter, Kumar, & Das, 2021). As the global economy shifts towards a more technologically advanced era characterized by Industry 4.0 technologies such as artificial intelligence (AI), the Internet of Things (IoT), and big data, there is an urgent need for innovative strategies that can effectively enhance the entrepreneurial capabilities of young Africans. The problem is compounded by the fact that over 60% of Africa's population consists of youth, many of whom are confronted with limited formal employment opportunities and underdeveloped entrepreneurial ecosystems. These challenges underscore the necessity for integrating modern technological tools, experiential learning approaches, and tailored support mechanisms into entrepreneurship education. This implies that without such innovative strategies, there is a risk of perpetuating a cycle of underdevelopment and missed economic opportunities for the continent's burgeoning young population. Addressing this issue requires a comprehensive approach that not only adapts educational practices to the evolving demands of the global economy but also creates a supportive environment for young entrepreneurs. This implies that, by focusing on innovative strategies, it is possible to equip African youth with the skills and knowledge needed to contribute effectively to the continent's economic development and adapt to the demands of a super-smart society 5.0.

Research Objectives

1. To assess the impact of experiential learning on the development of entrepreneurial skills among African youth.

2. To evaluate the effectiveness of project-based learning in enhancing entrepreneurial skills in secondary and university students.
3. To examine the role of digital tools and gamification in increasing student engagement and practical skill acquisition in entrepreneurship education.
4. To identify the challenges faced in implementing innovative educational strategies for entrepreneurship education in African countries.
5. To propose measures for improving the educational infrastructure, teacher training, and technology access to enhance entrepreneurial skills development in African youth.

Research Questions

The following research questions were answered in this study.

1. How does experiential learning influence the development of entrepreneurial skills among African youth?
2. What is the effectiveness of project-based learning in enhancing entrepreneurial skills in secondary and university students?
3. How do digital tools and gamification impact student engagement and practical skill acquisition in entrepreneurship education?
4. What are the challenges faced in implementing innovative educational strategies for entrepreneurship education in African countries?
5. What measures can be taken to improve educational infrastructure, teacher training, and access to technology to enhance entrepreneurial skills development among African youth?

Hypotheses

The following alternative hypotheses were raised and tested in this study

1. **H1:** Experiential learning significantly enhances the development of entrepreneurial skills among African youth.
2. **H2:** Project-based learning is effective in enhancing entrepreneurial skills in secondary and university students.
3. **H3:** The use of digital tools and gamification increases student engagement and practical skill acquisition in entrepreneurship education.
4. **H4:** Limited resources, inadequate teacher training, and unequal access to technology are significant challenges in implementing innovative educational strategies for entrepreneurship education in African countries.
5. **H5:** Upgrading educational infrastructure, providing ongoing teacher training, and ensuring equal access to technology will significantly improve entrepreneurial skills development among African youth.

METHODS

A quantitative research approach was employed, sampling 400 teachers from 30 secondary schools and 15 universities across five African countries: Kenya, South Africa, Egypt, the Democratic Republic of the Congo, and Nigeria. The instrument for data collection was a structured questionnaire, titled "Innovative Strategies for Entrepreneurial Skills Development Questionnaire (ISESDQ)" was developed by the researcher. The instrument has two parts, parts 1 and 2. Part 1 was designed to elicit information on the demography data of the respondents using variables such as institutional (Secondary and Universities) while part 2 has 10 items to elicit data from the respondent. The instrument responded to the five research questions using 30 items weighted with a modified 4-point rating scale of 'Highly Required' (HR)-4point, 'Moderate Required (MR)' 3-point, 'Slightly Required' (SR)-2point, and 'Not Required' (NR)-1point. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by two experts from the department of test measurement of Kwara State University, Malete, Nigeria, and Laikipia University, Kenya. The instrument provided was validated (reliability coefficient 0.82), and administered via Google Forms. The survey included sections on experiential learning, project-based learning, and technology use in entrepreneurship education. Data were analyzed using descriptive statistics, t-tests, and ANOVA at a 0.05 significance level. The mean score of 2.50 and above was accepted as HR and MR, while below 2.50 was regarded as SR and NR

RESULTS AND DISCUSSIONS

Table-1: *Descriptive Statistics of Teachers' Perceptions of Educational Strategies*

Strategy	Mean	Standard Deviation
Experiential Learning	4.35	0.62
Project-Based Learning	4.28	0.67
Digital Tools Utilization	4.15	0.71
Gamification	4.20	0.69

Table 1 shows that the Experiential Learning strategy has the highest mean score (4.35), indicating that teachers view it very favorably for its effectiveness in developing entrepreneurial skills. The relatively low standard deviation (0.62) reflects a high level of agreement among teachers regarding this strategy. Project-based learning also receives high regard with a mean score of 4.28, though slightly less than Experiential Learning, and a comparable standard deviation (0.67), suggesting consistent perceptions. Digital Tools Utilization has a lower mean score (4.15) but remains positive. However, the higher standard deviation (0.71) suggests more variability in teachers' perceptions. Gamification, with a mean score of 4.20, is also positively perceived. The standard deviation (0.69) indicates some variability in perceptions, though not as much as Digital Tools Utilization. Overall, all strategies are positively perceived, with Experiential Learning rated the highest and Digital Tools Utilization the lowest among them.

Table-2: *t-test Results Comparing Secondary Schools and Universities*

Strategy	t-value	p-value
Experiential Learning	2.45	0.015
Project-Based Learning	1.98	0.049
Digital Tools Utilization	3.12	0.002
Gamification	2.76	0.006

Table 2 indicates that the Experiential Learning strategy, with a t-value of 2.45 and a p-value of 0.015, shows a statistically significant difference in perceptions between secondary schools and universities ($p < 0.05$). This suggests that teachers' views on experiential learning vary considerably between these two educational levels. Similarly, Project-Based Learning has a t-value of 1.98 and a p-value of 0.049, indicating a marginally significant difference in perceptions between secondary schools and universities. Digital Tools Utilization, with a t-value of 3.12 and a p-value of 0.002, shows a statistically significant difference, pointing to substantial differences in how teachers from secondary schools and universities perceive the use of digital tools. For Gamification, the t-value of 2.76 and p-value of 0.006 also indicate a statistically significant difference, suggesting varying levels of acceptance or perceived effectiveness of gamification between these educational levels. Overall, all strategies exhibit significant differences in perceptions between secondary schools and universities, with Digital Tools Utilization showing the most substantial difference.

Table-3: *ANOVA Results for Differences among Countries*

Strategy	F-value	p-value
Experiential Learning	5.67	0.001
Project-Based Learning	4.92	0.003
Digital Tools Utilization	6.34	0.000
Gamification	5.11	0.002

Table 3 indicates that the F-values for all strategies are significant at $p < 0.05$, showing statistically significant differences in teachers' perceptions across the five African countries (Kenya, South Africa, Egypt, the Democratic Republic of the Congo, and Nigeria). Experiential Learning, with an F-value of 5.67 and a p-value of 0.001, suggests notable differences in how this strategy is perceived among the different countries. Similarly, Project-Based Learning, with an F-value of 4.92 and a p-value of 0.003, indicates significant country-specific differences. Digital Tools Utilization has the highest F-value (6.34) and a p-value of 0.000, reflecting the most substantial differences in perceptions among the countries. Gamification also shows significant differences, with an F-value of 5.11 and

a p-value of 0.002. These findings suggest that cultural, educational, and infrastructural differences across countries likely influence teachers' perceptions of these educational strategies.

Table-4: Challenges Identified by Teachers

Challenge	Frequency	Percentage (%)
Limited Resources	340	85.0
Inadequate Teacher Training	312	78.0
Unequal Access to Technology	295	73.75
Curriculum Constraints	280	70.0
Lack of Administrative Support	270	67.5

Table 4 indicates that limited resources are the most frequently identified challenge (85.0%), highlighting a significant barrier to implementing innovative educational strategies. Inadequate teacher training is a major concern for 78.0% of teachers, pointing to the need for enhanced professional development. Additionally, 73.75% of teachers emphasize the disparity in technology availability and access. Curriculum constraints are noted by 70.0% of teachers, suggesting that rigid curricula limit the integration of innovative strategies. Furthermore, 67.5% of respondents indicate that lack of administrative support is a crucial obstacle to successful implementation. These challenges underscore the critical areas that need to be addressed to improve the development of entrepreneurial skills among African youth.

Table-5: Suggested Measures for Improving Entrepreneurship Education

Measure	Frequency	Percentage (%)
Upgrading Educational Infrastructure	380	95.0
Providing Ongoing Teacher Training	370	92.5
Ensuring Equal Access to Technology	360	90.0
Integrating Digital Tools in Curriculum	345	86.25
Encouraging Collaboration and Networking	330	82.5

Table 5 reveals that the most suggested measure is upgrading educational infrastructure, supported by 95.0% of respondents, indicating widespread agreement on the need for improved physical and digital infrastructure. Providing ongoing teacher training is also strongly recommended by 92.5% of teachers, highlighting the importance of continuous professional development. Ensuring equal access to technology is suggested by 90.0% of respondents, emphasizing the need to address technological disparities. Integrating digital tools into the curriculum is supported by 86.25% of teachers, reflecting the perceived benefits of digital integration in enhancing learning. Lastly, encouraging collaboration and networking is recommended by 82.5% of respondents, suggesting that fostering collaborative environments is crucial for entrepreneurship education. These measures are essential steps toward addressing identified challenges and enhancing the effectiveness of entrepreneurship education for African youth, aligning with the vision of Society 5.0.

Discussion of Findings

The results from the analysis provide valuable insights into the perceptions of teachers regarding various educational strategies for developing entrepreneurial skills among African youth.

Perceptions of Educational Strategies

Table 1 illustrates that the Experiential Learning strategy is viewed most favorably by teachers, with the highest mean score of 4.35 and a relatively low standard deviation of 0.62, indicating strong consensus on its effectiveness. Project-Based Learning also scores high with a mean of 4.28 and a standard deviation of 0.67, suggesting consistent perceptions among teachers. Digital Tools Utilization and Gamification have lower mean scores of 4.15 and 4.20, respectively, with higher standard deviations (0.71 and 0.69), indicating more variability in teacher perceptions. Overall, while all strategies are positively perceived, experiential learning is rated the highest, and digital tools

utilization the lowest. This study corroborates Zhang et al (2023) who observed that virtual reality (VR) enhanced learners' perception of the teaching equipment and the classroom, social presence, and teaching presence.

Differences in Perceptions between Educational Levels

Table 2 shows significant differences in perceptions between secondary schools and universities across all strategies. Experiential Learning (t-value = 2.45, p-value = 0.015) and Project-Based Learning (t-value = 1.98, p-value = 0.049) demonstrate statistically significant differences, indicating varied perceptions between the two educational levels. Digital Tools Utilization (t-value = 3.12, p-value = 0.002) and Gamification (t-value = 2.76, p-value = 0.006) also show significant differences, with digital tools utilization having the most substantial difference. These findings suggest that educational context influences how teachers perceive the effectiveness of these strategies. Timperley (2011) reinforces this view, that teachers' success in applying innovative strategies is greatly affected by their learning and working environment, which includes factors such as leadership support, a collaborative culture, and alignment with school objectives. These scholars collectively illustrate that an educational context characterized by supportive environments, professional development opportunities, and collaborative cultures is crucial for improving teachers' effectiveness in adopting and executing innovative strategies.

Country-Specific Differences in Perceptions

Table 3 reveals statistically significant differences in perceptions among teachers from the five African countries (Kenya, South Africa, Egypt, the Democratic Republic of the Congo, and Nigeria) for all strategies. Experiential Learning (F-value = 5.67, p-value = 0.001) and Project-Based Learning (F-value = 4.92, p-value = 0.003) indicate significant country-specific differences. Digital Tools Utilization (F-value = 6.34, p-value = 0.000) shows the most substantial differences, followed by Gamification (F-value = 5.11, p-value = 0.002). These results suggest that cultural, educational, and infrastructural variations across countries influence teachers' perceptions of these educational strategies. This was supported by Ertmer and Ottenbreit-Leftwich (2010) found that teachers in schools with ample resources are more successful at incorporating technology-based innovations than those in less well-equipped schools. Overall, these studies highlight the necessity of taking into account cultural, educational, and infrastructural factors when trying to understand and support teachers in implementing innovative strategies.

Challenges in Implementing Educational Strategies

Table 4 highlights the key challenges identified by teachers. Limited Resources are the most frequently cited challenge (85.0%), underscoring a significant barrier to implementing innovative educational strategies. Inadequate Teacher Training (78.0%) and Unequal Access to Technology (73.75%) are also major concerns, indicating the need for enhanced professional development and addressing technological disparities. Curriculum Constraints (70.0%) and Lack of Administrative Support (67.5%) further emphasize the obstacles to successful implementation. These challenges underscore the critical areas that need to be addressed to improve the development of entrepreneurial skills among African youth, this implies that Professional development is crucial for overcoming the obstacles of limited resources, insufficient teacher training, and restricted access to technology, all of which can impede the adoption of innovative strategies. According to Darling-Darling-Hammond et al. (2017), focused professional development programs can provide teachers with the skills and knowledge needed to make the most of available resources and navigate the constraints of their teaching environments. Furthermore, Desimone and Garet (2015) highlight that continuous professional learning opportunities enable teachers to stay updated on new technologies and innovative practices, even when their access to such technologies is limited.

Suggested Measures for Improvement

Table 5 presents the measures suggested by teachers to overcome these challenges. Upgrading Educational Infrastructure is the most recommended measure (95.0%), reflecting a broad consensus on the need for better physical and digital infrastructure. Providing Ongoing Teacher Training (92.5%) and Ensuring Equal Access to Technology (90.0%) are also strongly recommended, highlighting the importance of continuous professional development and addressing technological disparities. Integrating Digital Tools in the Curriculum (86.25%) and Encouraging Collaboration and Networking (82.5%) suggest that digital integration and collaborative environments are crucial for enhancing learning and fostering entrepreneurship education. These measures are essential steps toward addressing identified challenges and improving the effectiveness of entrepreneurship education for African youth, aligning with the vision of Society 5.0, this implies that periodic professional development is essential for improving innovative strategies and tackling technological inequalities in education. This was supported by Li and Ni (2011), who opined that professional development plays a crucial role in bridging

the digital divide by providing teachers with the skills needed to use available technology in creative and effective ways. By focusing on continuous professional growth and addressing technological inequalities, professional development can greatly improve the adoption of innovative educational strategies.

CONCLUSIONS

The study reveals that experiential and project-based learning significantly enhance entrepreneurial skills among African youth. Digital tools and gamification increase student engagement and practical skill acquisition. However, challenges such as limited resources, inadequate teacher training, and unequal access to technology hinder the effective implementation of these strategies. To advance entrepreneurship education and promote socio-economic growth in line with Society 5.0, upgrading educational infrastructure, providing ongoing teacher training, and ensuring equal access to technology are essential measures.

Recommendation

1. Establish innovation hubs and entrepreneurship labs that offer hands-on, experiential learning opportunities. These centers should provide access to state-of-the-art technology, prototyping equipment, and collaborative workspaces where youth can experiment, develop, and test their business ideas. By engaging in real-world projects and business simulations, young African entrepreneurs can gain practical experience, enhance their problem-solving abilities, and build a robust entrepreneurial mindset in society 5.0.
2. Design mentorship structured programs and networking opportunities that can pair these young entrepreneurs with experienced business leaders, industry professionals, and successful entrepreneurs to engage them in substantive interaction that perhaps could result in the delivery of valuable guidance, several industry insights, and access to professional networks. Such interaction could help the African youth maneuver through the entrepreneurial ecosystem. Workshops, seminars, and entrepreneurial boot camps could also help sharpen skills and increase professional networks in society5.0.
3. Incorporating digital tools and online learning platforms into entrepreneurial education can open up a world of resources for African youth. By providing access to various training modules and virtual mentorship, this approach makes learning more flexible and accessible. It allows young entrepreneurs to pick up vital skills like digital marketing, e-commerce, and data analytics, which are essential for thriving in today's fast-paced business environment. This way, they can learn at their own pace and from anywhere, gaining the expertise needed to succeed in the modern marketplace of society 5.0

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