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ARTICLE

Entrepreneurial Education as a Tool for Personal and Professional Development in Vocational Training Centers in Mozambique

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ABSTRACT

In a scenario characterized by rapid technological and economic changes, entrepreneurial education emerges as a fundamental tool for preparing students to become resilient and proactive professionals. This article explores the importance of entrepreneurial education in training individuals capable of facing the challenges of the modern job market. Through a mixed-methods approach combining qualitative interviews and quantitative surveys with students and educators from vocational training centers in Mozambique, the study analyzes different educational approaches and methodologies. It seeks to understand how entrepreneurial education contributes to the development of essential skills such as creativity, innovation, problem-solving, teamwork, and leadership. These skills are increasingly valued by companies demanding professionals who can think critically and adapt to new situations. The research presents experiences from institutions that have implemented entrepreneurial education programs and discusses the observed impacts on student engagement and professional preparedness. The findings indicate that programs which combine theoretical foundations with practical experiences—particularly through active learning strategies and real-world market challenges—effectively foster the development of entrepreneurial thinking and collaborative abilities among students. These approaches enhance engagement, encourage initiative, and help bridge the gap between education and professional practice. The study concludes that integrat-

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ing entrepreneurial education into vocational curricula is essential to prepare future generations with the critical skills and adaptive mindset needed to succeed in a rapidly evolving global economy.

Keywords: Entrepreneurial Education; Personal Development; Skills; Innovation

1. Introduction

Entrepreneurial education has become an important focus in scientific research due to its ability to develop skills and competencies that can be applied in various spheres of individuals' lives, promoting broader personal and professional development. Entrepreneurial education programs have proven effective in promoting a variety of skills and competencies in participants. According to several authors [1–4] entrepreneurial education programs have the potential to foster critical thinking and problem solving, creativity and innovation, leadership, and teamwork.

Fernández and Moya [5] emphasize the importance of critical thinking as a fundamental skill in entrepreneurship. In this work, the authors argue that critical thinking is essential for students to be able to face entrepreneurial challenges and develop innovative solutions in diverse contexts, aligning with the perspective presented by Martin [6]. In the authors' view, these programs help students analyze complex situations and find innovative solutions. In turn, Gibb [7] points out that entrepreneurial education stimulates creativity, allowing students to think "outside the box" and develop new ideas and products. Similarly, Neck and Greene [8] highlight that entrepreneurship programs often involve group work, which helps develop leadership and collaboration skills.

This research aims to understand the influence of entrepreneurial education on the development of personal and professional skills of students enrolled in work-study programs at IFPELAC Vocational Training Centers in Mozambique. In a scenario characterized by rapid technological and economic changes, entrepreneurial education emerges as a fundamental tool for preparing students to become resilient and proactive professionals. This article explores the importance of entrepreneurial education in training individuals capable of facing the challenges of the modern job market. Through a mixed-methods approach combining qualitative interviews and quantitative surveys with students and educators from vocational training centers, the study analyzes different educational approaches and methodologies. It seeks to understand how entrepreneurial education contributes to the development of essential skills such as creativity, innovation, problem-solving, teamwork, and leadership. These skills are increasingly valued by companies demanding professionals who can think critically and adapt to new situations. The research presents experiences from institutions that have implemented entrepreneurial education programs and discusses the observed impacts on student engagement and professional preparedness. Findings indicate that programs integrating theory and practice, through active learning and real market challenges, effectively stimulate the entrepreneurial spirit and collaborative skills among students. This understanding is fundamental for researchers, educators, and policymakers to develop curricula, programs, and initiatives that prepare students for future challenges, ensuring they become more competent professionals and active citizens. The study concludes that incorporating entrepreneurial education into vocational curricula is essential for equipping future generations with the competencies necessary to thrive in an ever-changing global economy.

2. Entrepreneurial Education

2.1. Entrepreneurship

This section presents some concepts that reflect different perspectives on entrepreneurship, from innovation to education and entrepreneurial mindset, contributing to a richer and more comprehensive understanding of the topic.

Schumpeter [9], often referred to as one of the fathers of modern entrepreneurship, argues that an entrepreneur is someone who carries out "innovations" that introduce new products or processes to the market. He emphasizes the role of the entrepreneur in the economy as an agent of change.

According to Schumpeter [9] "the entrepreneur should be considered the agent of economic development, and his role is, above all, innovative (p.115)." Schumpeter's focus on the role of the entrepreneur as an innovator highlights the importance of creativity and innovation in economic de-

velopment. This implies that a true entrepreneur is not just someone who starts a business, but rather a person who introduces improvements and advances society through new ideas.

Ferreras-Garcia, Sales-Zaguirre and Serradell-López[10] explore the notion that entrepreneurship is a skill that can be developed through education and training, emphasizing the importance of practice and experience in training effective entrepreneurs. They define entrepreneurship as the practice of seeking opportunities where others see problems.

In their article, the authors discuss how entrepreneurial skills can be taught and how entrepreneurial education is crucial in preparing individuals to identify opportunities and turn ideas into reality.

Entrepreneurship can also be defined more as an approach than as an activity linked to the creation of companies. For Morris, Kuratko, and Schindehutte[11], entrepreneurship involves the search for opportunities, innovation, and the creation of value through initiatives that require risk-taking and constant adaptation to changes in the business environment. The authors argue that entrepreneurship is the search for opportunities without considering currently available resources. This definition broadens the understanding of entrepreneurship, focusing on the mindset of identifying opportunities regardless of existing limitations. This implies that the entrepreneurial spirit can be present in any individual or organization willing to rationalize risks and explore new possibilities.

2.1.1. Entrepreneurial Education

Entrepreneurial education emphasizes the importance of a practical and comprehensive approach to all learning, highlighting the need for real-life experiences, reflection, and the development of essential skills as indicators of success.

Experiential learning, a model developed by Rae[2], has significant implications for entrepreneurial education as it emphasizes that learning takes place through experience, reflection, and application, with a view to preparing students to face real-world challenges. As Rae[2] states, "learning is the process by which knowledge is created through the transformation of experience" (p.51). This approach suggests that entrepreneurial education should focus on practice and reflection. This means that simply teaching theories is not enough; students need to have real experiences and reflect on them to develop their entrepreneurial skills. Education should therefore include simulations, case studies, and opportunities to engage in entrepreneurship.

Mintzberg[12], in turn, censures traditional education, especially in administration, arguing that entrepreneurial education should be more practical and less theoretical. For him, learning occurs better through experience and real practice than in formal academic environments. He goes further by stating that "you never learn to be an effective entrepreneur in a classroom. Real learning happens in the field, where decisions have consequences" (p.27). This perspective highlights the importance of a practical approach to entrepreneurial education. His argument indicates that theory should be complemented with real-world experiences, such as internships, entrepreneurship projects, and interactions with entrepreneurs, making education more relevant and applicable.

Lyu, Shepherd and Lee[13] approache entrepreneurial education as a means of cultivating the skills and attitudes necessary for entrepreneurship. She emphasizes the importance of developing competencies such as creativity, critical thinking, and the ability to work in teams.

According to Lyu, Shepherd and Lee[13], "entrepreneurial education is not just about acquiring knowledge; it is about cultivating the mindset and skills necessary to innovate and solve problems" (p. 312). The author's focus on entrepreneurial skills and mindset reflects the need for entrepreneurial education that goes beyond mere theoretical knowledge, as the development of social and emotional skills is essential for students to apply their skills effectively in the business environment.

2.1.2. The Importance of Entrepreneurial Education in the Current Context

Entrepreneurial education has become a pressing need in today's world, where technological and social changes occur at an accelerated pace. In a scenario marked by globalization and digital transformation, the ability to innovate and adapt becomes crucial for both the survival and growth of companies. According to Schumpeter[9], "innovation is the driving force of economic development," emphasizing that the creation of new products and services is not only a privilege of great entrepreneurs, but can and should be accessible to all.

This type of education prepares individuals not only to start businesses but also to develop an innovative mindset

that allows them to identify opportunities and solve problems in different contexts. According to Lyu, Shepherd and Lee[13], "entrepreneurial education is not just about acquiring knowledge; it is about cultivating the mindset and skills necessary to innovate and solve problems" (p. 221). This is particularly relevant in a context where many traditional jobs are disappearing and new forms of employment are emerging, often through entrepreneurship. In addition, entrepreneurial education plays a vital role in promoting resilience and adaptability. As Fayolle and Gailly[1] point out, "entrepreneurship is the practice of innovation that creates new resources or transforms existing resources in a way that adapts to a new environment."

In times of crisis, such as those faced during the COVID-19 pandemic, entrepreneurial skills have enabled many individuals and small businesses to restructure and thrive, demonstrating that entrepreneurial education not only fosters the creation of new businesses but also helps existing ones become more resilient in the face of adversity.

In a broader sense, entrepreneurial education contributes significantly to the economic development of nations. A study conducted by the OECD[14] revealed that "countries with educational systems that incorporate entrepreneurship tend to have more robust and dynamic economies" (p. 114). This is because well-prepared entrepreneurs generate jobs, drive innovation, and increase competitiveness.

Given these aspects, it is clear that entrepreneurial education is fundamental in the current context. Training that promotes the development of skills, resilience, and an innovative mindset not only prepares individuals for the job market but also contributes to strengthening the global economy. Thus, fostering entrepreneurial education should be seen as a priority by educators, managers, and public policymakers.

2.2. Entrepreneurial Skills

Entrepreneurial education emerges as an important approach for developing essential skills in today's context, where adaptability and innovation are fundamental. Among the most relevant skills promoted by programs of this type are creativity, leadership, and teamwork.

Creativity is one of the core skills fostered by entrepreneurial education. It is through environments that encourage experimentation and critical reflection that trainees learn to generate new ideas and see problems from different perspectives. According to Fernandez and Moya[5], "creativity is fundamental to entrepreneurship, as it allows individuals to identify opportunities and develop innovative solutions" (p. 53). Thus, the ability to think "outside the box" becomes essential not only for entrepreneurs but for all professionals who wish to stand out in the market.

Another crucial skill is leadership. Entrepreneurial education empowers graduates to become effective leaders by promoting self-confidence and the ability to influence and motivate others. As Ferreras-Garcia, Sales-Zaguirre and Serradell-López[10] point out, "an entrepreneurial leader is someone who can mobilize people around a vision, creating an environment where everyone feels valued and engaged" (p. 87). This skill is especially important in an increasingly collaborative world of work, where leadership is not limited to formal positions but extends to all levels of interaction.

Teamwork is another key skill that entrepreneurial education promotes. The ability to collaborate effectively with others is vital for solving complex problems and achieving common goals. According to Nabi, Liñán, Fayolle, Krueger and Walmsley[3], teamwork enriches learning experiences and strengthens students' ability to engage in processes of cooperation and co-creation. In this sense, entrepreneurial education not only teaches students to work together but also to value the diversity of skills and knowledge that each member brings to the group.

In addition to creativity, innovation, and problem-solving, entrepreneurial education plays a crucial role in fostering competencies such as resilience, risk management, and adaptability. Resilience enables students to recover from setbacks and persist in the face of adversity, a vital quality in today's volatile and uncertain business environments. Risk management equips learners with the ability to identify, assess, and strategically respond to potential challenges and uncertainties, promoting informed decision-making. Adaptability refers to the capacity to adjust quickly and effectively to changing circumstances, technologies, and market demands. These competencies are essential for professionals to navigate unexpected obstacles and thrive amid constant change. As Lackeus[4] highlights, cultivating these skills through entrepreneurial education prepares students not only to survive but to seize opportunities in dynamic economic contexts. Incorporating a focused development of these competencies enriches the students' ability to function as innova-

tive and resilient agents in their professional fields.

Therefore, entrepreneurial education plays a vital role in shaping more creative individuals, effective leaders, and willing collaborators. By providing a space for the development of these skills, entrepreneurial education programs prepare students not only for business success but also for a richer and more rewarding professional life.

2.3. Methodologies for Implementing Entrepreneurial Education Programs

Various educational methodologies have been adopted for the implementation of Entrepreneurial Education Programs, aiming to engage students and promote essential skills for entrepreneurship.

One of the main methodologies is project-based learning (PBL). This approach allows students to work on real or simulated projects, developing practical skills while solving concrete problems. According to Thomas [15], PBL "provides students with the opportunity to learn by doing, which significantly increases their motivation and engagement" (p. 3). This methodology is effective in fostering students' creativity, teamwork, and problem-solving skills.

Another widely used methodology is simulation. Simulations offer an immersive learning environment where students can experience business decision-making in controlled scenarios. Ibarra and Hansen [16] point out that "simulations allow students to practice applying theoretical concepts in a practical context, which facilitates understanding and knowledge retention" (p. 234). This is especially relevant in entrepreneurial education programs, where the practical application of knowledge is fundamental.

In addition to the methodologies mentioned above, collaborative teaching also plays an important role in entrepreneurial education programs. This approach promotes interaction among students, facilitating the exchange of ideas and the joint construction of knowledge. In this regard, Ferreras-Garcia, Sales-Zaguirre and Serradell-López [10] state that collaborative teaching not only improves student learning but also develops social skills that are essential for success in the business world.

Por fim, Jones and Matlay [17] present mentoring as another effective strategy. Through the guidance of experienced entrepreneurs or managers, students have the opportunity to learn from real-world experiences. According to these authors, "mentoring can provide valuable insights that are often not available in the classroom, helping students develop their entrepreneurial vision" (p. 291).

Therefore, the educational methodologies employed in the implementation of entrepreneurial education programs range from project-based learning and simulations to collaborative teaching and mentoring. These approaches aim not only to deepen theoretical knowledge but also to foster practical and social skills that are fundamental to success in the business environment.

3. Materials and Methods

This study was conducted using a mixed approach, integrating qualitative and quantitative methods. The qualitative methodology provided an in-depth understanding of the participants' experiences, while the quantitative approach enabled statistical analysis of numerical data related to the impact of entrepreneurial education on work-study programs.

In addition to the literature review, which involved an analysis and synthesis of existing studies on the topic, interviews were conducted with a target population composed of students and trainers from Vocational Training Centers that implement entrepreneurial education programs. The sample consisted of 100 students and 10 trainers, intentionally selected with the aim of including those who participated in entrepreneurial education programs during their work-study training.

This study acknowledges the limitations associated with purposive sampling, which may reduce the generalizability of the findings beyond the specific context of IFPELAC Vocational Training Centers. However, this approach was appropriate for obtaining rich, detailed insights from participants directly involved with entrepreneurial education programs.

The semi-structured interview technique was used because it is a qualitative approach that combines the flexibility of spontaneous conversation with the structure of a scripted set of questions, allowing for a more in-depth exploration of the topic at hand. This technique gives interviewers the opportunity to adapt questions and follow emerging topics during the conversation, favoring the collection of rich and contextual data [18]. Thus, this technique is particularly useful for understanding complex and subjective phenomena,

capturing the depth and nuance of participants' experiences.

Semi-structured interviews were conducted with trainers to collect data on their perceptions of the benefits of entrepreneurial education and its influence on personal and professional development.

At the same time, a structured questionnaire using Likert scales was administered to trainees to obtain quantitative data on the impact of entrepreneurial education on specific skills, such as creativity, leadership, and teamwork. Likert scales are a tool widely used in social and market research to measure respondents' attitudes, opinions, and perceptions regarding a given topic. They consist of a series of statements or questions, accompanied by a scale that typically ranges from 5 to 7 points, allowing participants to indicate their degree of agreement or disagreement.

The use of Likert scales made it possible to measure the degree of agreement of participants in relation to different statements relevant to the topic.

To ensure the reliability and validity of the instruments, the questionnaire was pilot tested with a small group of students not included in the main sample, allowing refinement of ambiguous items and improving clarity. Additionally, interview transcripts were independently coded by two researchers to establish inter-rater reliability, with discrepancies discussed and resolved to ensure consistency.

The interviews were transcribed and analyzed using the content analysis technique, as proposed by Bardin[19], which enabled the identification of relevant categories and themes in the participants' narratives.

The data obtained from the questionnaires were analyzed statistically using SPSS. Descriptive statistics (such as means and standard deviations) were used to summarize the responses, and inferential analyses were conducted to explore the relationship between entrepreneurial education and the development of specific skills. These included Pearson correlation tests to examine associations between variables, and independent samples t-tests to compare perceptions across groups when relevant. This approach allowed us to assess the impact of entrepreneurial education on competencies such as creativity, leadership, and teamwork, with greater analytical precision and replicability.

The study took care to respect the relevant ethical guidelines, ensuring the confidentiality and anonymity of the participants. Furthermore, all participants were informed and instructed to sign an informed consent form before data collection.

4. Results

Entrepreneurial education has stood out as an innovative approach in the context of vocational training, especially in alternative scenarios, where theory meets practice. In Vocational Training Centers (VTCs), this type of teaching not only equips students with technical knowledge but also promotes the development of essential skills for the contemporary job market.

Overall, the research revealed that the implementation of entrepreneurial education programs at the Vocational Training Centers of the Alberto Cassimo Institute for Vocational Training and Labor Studies in Mozambique has contributed significantly to the development of essential skills and competencies in students, promoting more practical, innovative, and entrepreneurship-oriented training. In addition, the methodologies adopted and the experiences of other institutions demonstrate that entrepreneurial education is an effective tool for fostering autonomy, creativity, and critical thinking, which are fundamental factors for the personal and professional development of young people.

4.1. Skills and Competencies Promoted through Entrepreneurial Education Programs

Entrepreneurial education programs are effective in promoting a range of skills that are essential for students' professional and personal development. Among the most notable skills are leadership and innovation, which enable students to take on prominent roles and propose creative solutions to a variety of challenges. These skills encourage a proactive and creative attitude, which is fundamental for working in dynamic and competitive environments, stimulating strategic thinking and the ability to positively influence teams and projects.

On the other hand, skills related to problem solving and teamwork emerge as pillars in student training. The ability to identify obstacles, analyze alternatives, and implement effective solutions is widely encouraged in these programs, promoting a collaborative problem-solving mindset. The development of teamwork also reinforces social skills, such as effective communication and cooperation, which are es-

sential for success in any professional context, especially in entrepreneurship, where interaction and networking are fundamental.

Finally, research shows that entrepreneurial education initiatives contribute significantly to strengthening business planning and management skills. Students learn to develop strategic plans, manage resources, and make informed decisions, skills that prepare them to act more autonomously in the job market or in creating their startups. These skills promote the empowerment of individuals, giving them greater confidence and autonomy to face the challenges of entrepreneurship and stand out in today's economic landscape.

4.2. Educational Methodologies Used in the Implementation of Entrepreneurial Education Programs

Various methodologies were used in the implementation of the programs, including project-based learning, case studies, group dynamics, practical workshops, business simulations, and the use of digital technologies. These pedagogical approaches favor active, participatory, and contextualized learning, facilitating the transfer of theoretical knowledge to practical applications.

The educational methodologies adopted in the implementation of the programs demonstrate a diversified approach aligned with the needs of more engaging and meaningful learning. Among the strategies used, project-based learning stands out, encouraging students to develop concrete solutions to real problems, promoting critical thinking, creativity, and autonomy. In addition, case study methodology is widely used to contextualize content, allowing for in-depth analysis of specific situations and stimulating reflection on different perspectives and possibilities for action. These methodologies favor a more active approach, in which students are no longer mere recipients of information but take on participatory roles and become responsible for their learning process.

Group dynamics, practical workshops, business simulations, and the use of digital technologies complement the methodologies, making the learning environment more dynamic and interactive. Group dynamics promote the exchange of experiences and the development of socio-emotional skills, while practical workshops offer opportunities to apply theoretical knowledge in concrete situations, strengthening understanding and retention of content. Business simulations provide experiences close to the reality of the market, preparing students for future professional challenges. The use of digital technologies expands the reach and variety of teaching resources, facilitating more flexible, personalized, and up-to-date learning that connects theory and practice efficiently and innovatively.

4.3. Results of Experiments Conducted by Institutions that have Adopted Entrepreneurial Education in Their Curricula

The experiences of other institutions that have adopted entrepreneurial education programs show positive results, such as increased student interest in entrepreneurship, greater motivation to learn, development of business projects, partnerships with the private sector, and greater alignment between the training offered and the needs of the labor market. These experiences reinforce the potential of entrepreneurial education as a tool for personal development and for stimulating innovation and autonomy.

5. Discussion of Results

The analysis of the results presented reveals a strong consistency with previous studies and theories in the field of entrepreneurial education, demonstrating its potential as a tool for developing essential skills for the labor market and stimulating autonomy and innovation among young students. Next, a discussion and interpretation of these findings is presented from a broader perspective, considering the objectives and possible future directions of the research.

5.1. Contribution to the Development of Key Competencies

The results show that entrepreneurial education programs effectively promote skills such as leadership, innovation, problem solving, teamwork, planning, and business management. These findings confirm hypotheses often supported in the literature that indicate that entrepreneurial education favors the development of a proactive, creative, and autonomous attitude in students [1]. Furthermore, they reinforce the idea that learning based on practical methods—such

as case studies, dynamics, and simulations—is particularly effective in transferring theoretical knowledge into practice, increasing the impact and relevance of training.

5.2. Diversified and Participatory Methodologies

The results demonstrate that the use of active methodologies, such as projects, workshops, and digital technologies, promotes more engaging, interactive, and contextualized learning. This trend is in line with the hypothesis that participatory methodologies stimulate greater engagement and autonomy among students[20]. In addition, the use of digital technologies provides a more flexible and up-to-date learning environment, complementing traditional approaches and meeting the demands of an increasingly digitized market.

5.3. Impact of Other Institutions' Experiences

The evidence of positive results in institutions that have adopted entrepreneurial education supports the hypothesis that integrating entrepreneurship programs into education enhances students' interest, motivation, and networking, better preparing them for the job market or for creating new businesses. These findings highlight the importance of policies and partnerships with the private sector, reinforcing the view that entrepreneurship should be approached in a cross-cutting and practical manner in vocational training.

Given these concepts, a relevant implication is that training centers should continue and expand the implementation of entrepreneurial education programs, promoting varied methodologies aligned with market needs. In addition, there is a need to continuously evaluate results and adapt pedagogical practices to maximize the development of essential skills, thus contributing to more relevant, innovative, and entrepreneurship-oriented training.

Although the results are promising, the research could delve deeper into aspects such as long-term impact assessment, by following up with students after training to verify the effectiveness in business creation or entry into the labor market, and explore variations in results according to gender, socioeconomic status, or areas of study.

On the other hand, it is necessary to explore the challenges and barriers encountered in the implementation of entrepreneurial education programs, including institutional resistance or lack of resources, and to identify the contextual, cultural, or institutional factors that enhance or limit the effects of this educational approach.

Thus, it can be said that the results presented corroborate the view that entrepreneurial education is an effective strategy for developing essential skills and stimulating autonomy in young people. Authors such as Schumpeter[9], which values the role of entrepreneurship in innovation and, more recently, Fayolle and Gailly[1], emphasize the need to use active and contextualized methodologies in training. The expansion of similar practices, combined with in-depth studies, will contribute to consolidating entrepreneurial education as a fundamental pedagogical approach in contemporary professional training, especially in contexts of transition and innovation such as Mozambique.

6. Conclusions

The research revealed that the implementation of entrepreneurial education programs at the Vocational Training Centers of the Alberto Cassimo Institute for Vocational Training and Labor Studies in Mozambique has contributed significantly to the development of essential skills and competencies in students, promoting more practical, innovative, and entrepreneurship-oriented training. In addition, the methodologies adopted and the experiences of other institutions demonstrate that entrepreneurial education is an effective tool for fostering autonomy, creativity, and critical thinking, which are fundamental factors for the personal and professional development of young people.

The research identified that entrepreneurial education programs mainly promote skills such as leadership, innovation, problem solving, teamwork, effective communication, planning, and business management. These competencies contribute to the empowerment of students, preparing them to act more autonomously in the labor market or in creating their own businesses.

Cumulatively, several methodologies were found to be used in the implementation of the programs, including project-based learning, case studies, group dynamics, practical workshops, business simulations, and the use of digital technologies. These pedagogical approaches favor active, participatory, and contextualized learning, facilitating the

transfer of theoretical knowledge to practical applications.

The experiences of other institutions that have adopted entrepreneurial education programs have shown positive results, such as increased student interest in entrepreneurship, greater motivation to learn, development of business projects, partnerships with the private sector, and greater alignment between the training offered and the needs of the labor market. These experiences reinforce the potential of entrepreneurial education as a tool for personal development and for stimulating innovation and autonomy.

In short, the results of this research show that the integration of entrepreneurial education in vocational training centers is an effective strategy for promoting the integral development of young people, preparing them for the challenges of the labor market, and contributing to the socioeconomic development of Mozambique.

This study has certain limitations that should be acknowledged. First, although a mixed-methods approach was adopted, the quantitative component relied primarily on descriptive analysis through Likert-scale questionnaires, and no advanced statistical techniques (e.g., multivariate analysis) were applied. This limitation reflects both the exploratory nature of the research and contextual constraints in data collection across vocational training centers. Second, the use of purposive sampling limits the generalizability of the findings, as participants were selected based on their prior exposure to entrepreneurial education programs. Finally, sociocultural factors—such as institutional resistance to pedagogical innovation, unequal access to resources, and varying interpretations of entrepreneurship across regions—may have influenced both the implementation and perception of entrepreneurial education. These elements should be further investigated in future research to better understand their impact on student outcomes and program effectiveness.

Author Contributions

For research articles with several authors, a short paragraph specifying their individual contributions must be provided. The following statements should be used "Conceptualization, A.F.L.; methodology, A.F.L.; software, A.F.L.; validation, A.F.L. and B.M.F.G.; formal analysis, A.F.L.; investigation, A.F.L.; resources, A.F.L.; data curation, A.F.L.; writing—original draft preparation, A.F.L.; writing—review and editing, B.M.F.G.; visualization, B.M.F.G.; supervision, B.M.F.G.; project administration, A.F.L. All authors have read and agreed to the published version of the manuscript." Authorship must be limited to those who have contributed substantially to the work reported.

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