

ENTREPRENEURSHIP STUDY CENTRES: UNLEASHING THE PAGEANT OF INHERENT CREATIVITY AND INNOVATION IN AFRICAN-ASIAN UNIVERSITIES

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Article History

Received: 01.01.2025
Accepted: 10.02.2025
Published: 18.03.2025

Abstract: Entrepreneurship Study Centres (ESCs) in African and Asian Universities are reshaping academic landscapes by fostering creativity, innovation, and entrepreneurial spirit among students and staff. These centres are critical in addressing unemployment and driving economic growth through structured entrepreneurial training. Despite the growing role of ESCs, their potential remains underexplored in mainstream academic discourse. Limited research exists on their direct impact on job creation, social transformation, and sustainable development. This study bridges that gap by highlighting their role in unlocking latent entrepreneurial talents. It examines how ESCs function as incubators for innovation, job creation, and economic transformation. The study investigates their effectiveness in equipping students with the skills, mentorship, and resources necessary to translate ideas into viable ventures. A qualitative and case-based approach was used, drawing from real-world evidence and success stories from African and Asian universities. The study analysed ESCs' mentorship programs, industry collaborations, and entrepreneurship education models. Findings reveal that ESCs significantly enhance entrepreneurial capacity, promote innovation through competitions, and facilitate knowledge transfer. However, challenges such as inadequate infrastructure, bureaucratic bottlenecks, and funding limitations hinder their full potential. ESCs represent a transformative force in higher education, unlocking economic and social potential. The study calls for an improved and consistent integration of entrepreneurship education into university curricula while advocating for sustained funding, policy incentives, and strategic partnerships to maximize their impact. Strengthening ESCs will drive Africa and Asia's academic communities toward a future defined by innovation and sustainable enterprise.

Keywords: Entrepreneurial Studies Centre, Entrepreneurship Education, Students-Staff Entrepreneurship, Entrepreneurial Ecosystem, Knowledge Transfer.

Cite this article:

Anifowose, O. D., Adetayo, H. O. & Ngah, R., (2025). ENTREPRENEURSHIP STUDY CENTRES: UNLEASHING THE PAGEANT OF INHERENT CREATIVITY AND INNOVATION IN AFRICAN-ASIAN UNIVERSITIES. *ISAR Journal of Arts, Humanities and Social Sciences*, 3(3), 42-51.

1.0 Introduction

Entrepreneurship is a transformative force that contributes to economic growth, job creation, and innovation, more so, in the European Union, opportunities in non-cohesion countries and necessities in cohesive ones stimulate entrepreneurship, with cohesive countries exhibiting faster growth rates. (Ferreira & Dionísio, 2019). Countries in Africa and Asia are leading the way in encouraging an entrepreneurial spirit, with educational institutions preparing students to compete in the global economy (Liu, et al., 2019). Governments worldwide are investing in programs that foster entrepreneurial education and skill

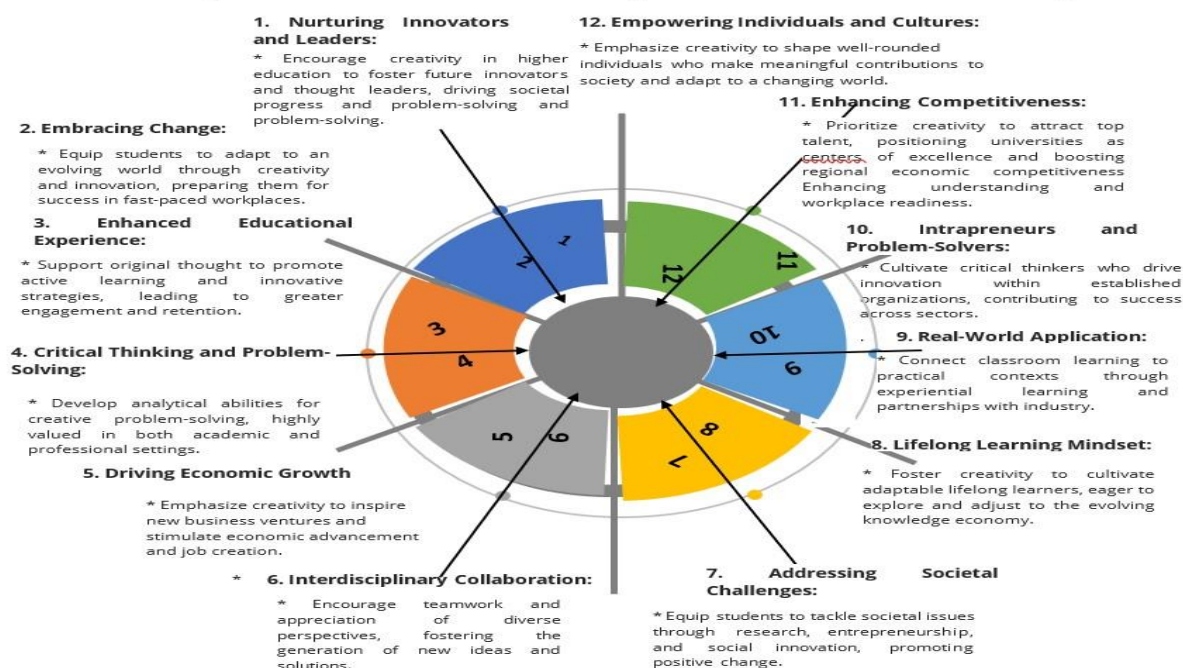
development, as they recognize the transformative potential of entrepreneurship (Hahn, et al., 2020). Universities in these continents are pioneering this paradigm shift by teaching entrepreneurship and launching innovative programs to support new business creation (Wright, et al., 2020). ESCs programs equip students with an entrepreneurial spirit and the knowledge to recognize and seize business opportunities (Wei, et al., 2019). However, African and Asian educational institutions have a lot of untapped potential for creativity and innovation (Shu, et al., 2020). Combating this, entrepreneurial study centres (ESCs) have emerged as a potent stage for students and university teachers to showcase their hidden talents, which encourage creativity,

innovation, and entrepreneurial spirit, providing students with the tools and guidance to become entrepreneurs (Hua, et al., 2022). ESCs also foster entrepreneurial skills such as risk-taking, experimentation, learning from setbacks, thus, crucial to incorporate ESCs into academic programs at universities, combining pre-existing curriculum with new offerings like entrepreneurship classes and workshops (Ai, 2020). Success and longevity depend on having enough fund and resources. Learning from the successes and failures of entrepreneurial study centres can help shape the future of these continents (Munawaroh, et al., 2023).

Universities fosters creativity and innovation in students, preparing them for modern workplaces and preparing them for global issues (Datta, et al., 2019). University teachers encourage original thought

and artistic expression, fostering future leaders who can solve the world's biggest problems (Pachler, et al., 2019). Universities promote cross-disciplinary work, fostering cross-disciplinary thinking and problem-solving. Entrepreneurship and growth mindset programs at universities boost the economy, create jobs, and reduce pollution (Barber, et al., 2020). Universities also address urgent social issues, promoting research, entrepreneurship, and social innovation (Bayuo, et al., 2020). Entrepreneurial Study Centres (ESCs) unlock African and Asian university students' economic and social potential, providing them with the tools and community to become successful entrepreneurs and boost local economies (Iwara & Kilonzo, 2022).

Figure 1: The Infographic Drawings on the Creative & Innovative Thinking Importance in the Universities
The Importance Universities in Fostering Creative & Innovative Thinking



Source: By the Researchers

2.0 Overview of the existing entrepreneurship ecosystem in African and Asian universities

Entrepreneurship centres and programs in universities across Africa and Asia are transforming the entrepreneurial landscape by providing students with tools and experiences to become successful business owners (Rankhumise, et al., 2023). The universities institutions equip students with the knowledge and skills needed to start their own businesses, offering mentorship, funding, and office space (Bazan, et al., 2020). Agwu, (2019) affirmed that Entrepreneurship events and competitions increase students' chances of securing internships and jobs. Investments in entrepreneurship education and research benefit local businesses, while universities foster entrepreneurship through research and technology sharing (Pardo-Garcia & Barac, 2020). Yi, (2020), however expressed that, challenges such as infrastructure, entrepreneurial role models, bureaucracy, and intellectual property

protection need to be addressed with government, business, and academia support.

Entrepreneurs face numerous challenges, including funding, lack of mentors, and difficulty in building a strong support system (Wach, et al., 2020). Dahlström & Lapuente, (2022) also expressed worries on how entrepreneur struggle with legal and bureaucratic hurdles, such as red tape and complicated legal frameworks. Whereas, to succeed, entrepreneurs must overcome risk aversion and failure fear, balance personal and professional obligations, and negotiate with financial constraints (Hunter, et al., 2020). Lack of mentors and role models in certain fields hinders learning and problem-solving (Abramson, et al., 2019). Governments, educational institutions, industry stakeholders, and support organizations must address these limitations and create a thriving entrepreneurial ecosystem with policy incentives, access to capital, education, and mentorship programs (Bouncken & Kraus, 2021).

Figure 2: Infographic drawing of Entrepreneurs challenges and limitations

ASPIRING ENTREPRENEURS CHALLENGES AND LIMITATION



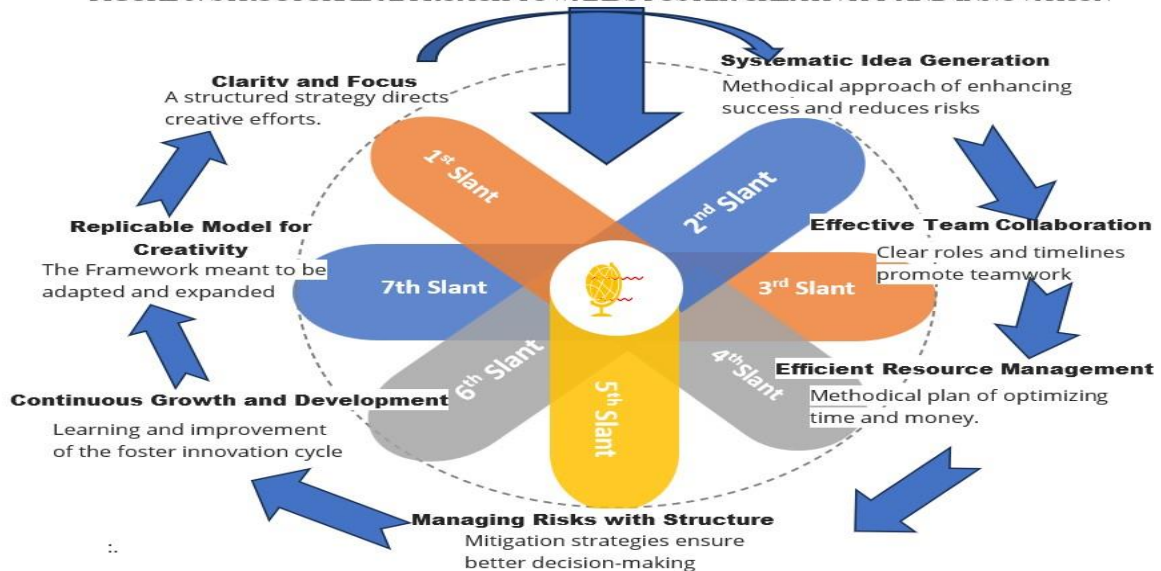
Source: By the Researchers

2.1 Need for a Structured Approach to Foster Creativity and Innovation

Methodical strategies that focus on creativity and innovation are effective in promoting problem-solving and problem-solving (Shu, et al., 2020). The strategies involve a well-planned creative process, structured methods, task definition, and prioritization, which also optimize time, money, and people allocation, foster innovation through record-keeping, evaluation, and education, and

enable innovation at all organizational levels (Chebbi, et al., 2020). Ncanywa, (2019) & Ethelmary et al., 2022 opined that universities in Africa and Asia recognize the value of a systematic approach to creativity and innovation in entrepreneurship programs, emphasizing collaboration, coordination, and open communication. Egeru, et al., 2021 reiterated that Universities help aspiring entrepreneurs assess and reduce start-up risks, demonstrating the effectiveness of a systematic approach in fostering innovation and entrepreneurship.

FIGURE 3: STRUCTURAL APPROACH TOWARDS FOSTER CREATIVITY AND INNOVATION



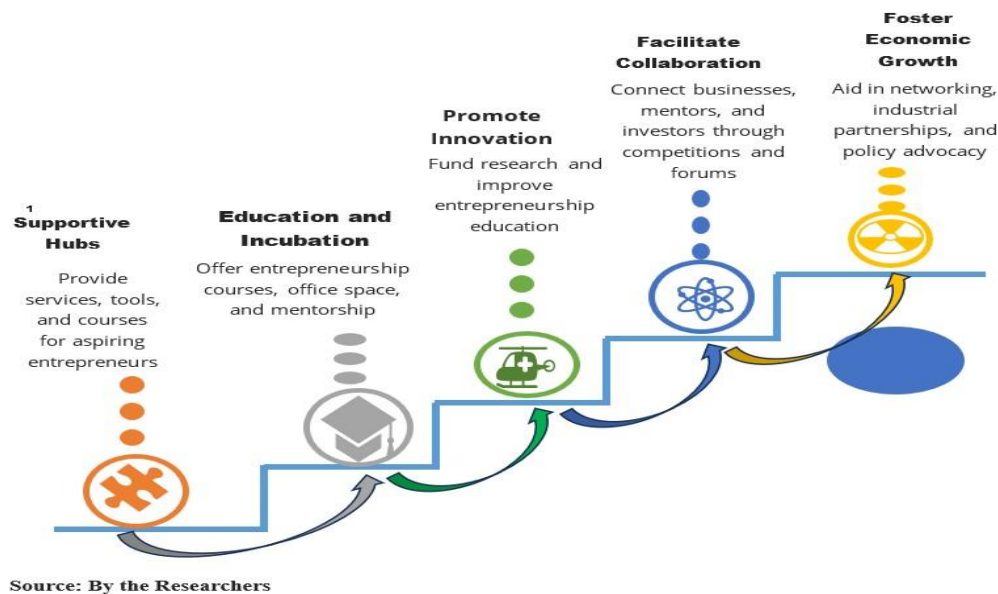
Source: By the Researchers

3.0 The Role of Entrepreneurial Study Centres

University Entrepreneurial Study Centres (ESCs) provide services, tools, and courses to help students, staff, and community members start and grow successful small businesses (Hua, et al., 2022). The centres offer courses in strategy, marketing, finance, leadership, and innovation, as well as office space and technology (Rahmiyanti, et al., 2019; Bodolica & Spraggon, 2021). ESCs also

fund innovation and business model research, improve entrepreneurship education, and connect businesses and government agencies with clients, mentors, and investors (Dolan, et al., 2019). Mehmood, et al., (2021) articulated ESCs foster teamwork, resource sharing, and entrepreneurial creativity, and lobby for industry-friendly policies that support innovation-driven funding, regulation, and entrepreneurship.

FIGURE 4: DIAGRAMMATICAL DEFINITION OF ENTREPRENEURSHIP STUDY CENTRES

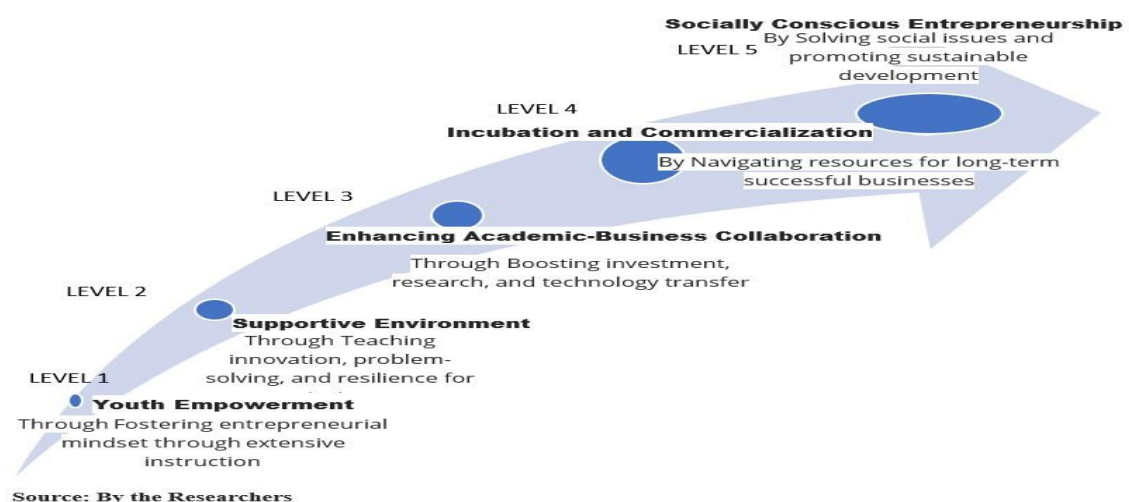


3.1 Benefits of Establishing Entrepreneurial Study Centres in African and Asian Universities

African and Asian university entrepreneurial study centres (ESCs) provide a supportive environment for students to develop an entrepreneurial mindset, promoting innovation, risk-taking, problem-solving, and resilience (Burnette, et al., 2020). García-Vega, et al., 2020 professed that centre increase investment, R&D,

and economic growth by enabling academic and business communication, knowledge transfer, and technology transfer. ESCs also encourage creative problem-solving, provide direction, and help start-ups navigate scarce resources and complicated rules (Li, et al., 2020). Alumni help students network, engage, and boost entrepreneurial ecosystems, fostering world-local growth and change. Socially conscious entrepreneurship helps solve social issues and inspire local businesses (Landoni, et al., 2021).

FIGURE 5: GAINS OF ENTREPRENEURSHIP STUDY CENTRES



3.2 Examples of Successful Entrepreneurial Study Centers from other Continents, Africa and Asia

There are several thriving ESCs all over the world that have made important strides in encouraging entrepreneurship and new forms of thinking. Some instances are as follows:

Other Continents

U.S.A.'s Stanford University, STVP (Stanford Technology Ventures Program): The Stanford Technology Ventures Program

(SVTP) is a hub for entrepreneurship education and support at Stanford University. It's a great way to get a leg up on the competition by giving you access to funding, mentorship, and networking opportunities. Many prominent companies, such as Google, PayPal, and LinkedIn, got their start with funding from STVP (Byers & Seelig, 2021). The Entrepreneurship Centre at MIT in the United States is dedicated to encouraging new business creation and interdisciplinary innovation. It's a place to learn about starting your own business and participate in hackathons and accelerator programmes. The facility also features tools for

collaborating with businesses and transferring technologies. Dropbox and HubSpot are just two of the many successful startups that have their roots at MIT (Freeman & Hannan, (Eds.). 2020).

Imperial College London, United Kingdom, Business School: There is an institute for new venture creation at the London-based Imperial College Business School. You can take advantage of the organization's incubation services, funding opportunities, and mentoring programmes to launch your own business. Several thriving businesses, primarily in the fields of technology and healthcare, got their start with help from this facility (Liu, 2020). University of Potsdam, Germany's Hasso Plattner Institute: There is no better place in Germany to learn about business and innovation than at the Hasso Plattner Institute (HPI). The school provides a novel curriculum that instructs students in both IT engineering and business management. HPI encourages students to develop novel business concepts and offers incubation services for student-run businesses. This institute has played a crucial role in promoting entrepreneurship and new technology ventures in Germany (Kroll & Kauffeld-Monz, 2020).

The EDII (India's Entrepreneurship Development Institute) in Ahmedabad. EDII is a non-governmental organization that provides services in the fields of entrepreneurship education, research, and consulting (Mitra & Dey, (Eds.). 2021). It provides a variety of entrepreneurship programmes, such as master's degrees, certificates, and executive education. When it comes to encouraging and facilitating the launch of new businesses in India, EDII has been instrumental. Tel Aviv University's Centre for Entrepreneurship and Innovation: The Entrepreneurship and Innovation Center at Tel Aviv University is a major nerve center for Israeli startups. It provides opportunities for networking and access to funding for those interested in starting their businesses (Shapira, Youtie & Kay, (Eds.). 2020). The center has been instrumental in the growth of Israel's startup ecosystem, which is well-known for its focus on cutting-edge technologies and novel business models.

Asia Continent Countries:

NUS Enterprise, Singapore's National University of Singapore's Entrepreneurship Centre. The National University of Singapore has launched NUS Enterprise to encourage and foster creative problem-solving and business development (Chua, Mathews & Phan, (Eds.). 2020). It provides resources like startup incubation, funding, and mentorship programmes for aspiring business owners. Countless businesses can thank NUS Enterprise for helping to create Singapore's thriving startup scene. Projects at IIM Ahmedabad (IIM-A) in India Sponsored by CIIE Several programmes are offered by IIM Ahmedabad's Centre for Innovation, Incubation, and Entrepreneurship (CIIE) to encourage and foster entrepreneurial and innovative thinking. It helps startups by giving them access to resources, funding, and mentors. Startups such as Druva and Razorpay have benefited from CIIE's support in India (Dutta & Srinivasan, 2020). Asian Institute of Management is in the Philippines. Stephen Zuellig Graduate School of Development Management houses AIM's Center for Entrepreneurship and Innovation (CEI). CEI's ecosystem offers incubation, funding, and expert advice to entrepreneurs. AIM's ESC promotes sustainable business growth with regional and international organizations.

India's ISB is Asia's. ISB's Wadhvani Center for Entrepreneurial Development is among the nation's best ESCs. The Goldman Sachs

10,000 Women Entrepreneurship Program is one of many programmes the Centre offers women entrepreneurs. The ISB Entrepreneurial Studies Center (ESC) promotes academic-business partnerships. The Entrepreneurship Centre at Nanyang Technological University (NTU) in Singapore helps faculty, staff, and alumni start new businesses (Chan, et al., 2020). Mentoring, social events, and funding enable industry partnerships. Entrepreneurship Centre at UTM Johor Bahru. UTM's Entrepreneurship Centre promotes business education and entrepreneurship. Training, mentoring, and business incubation are available to aspiring entrepreneurs (Shamsudin, et al., 2020). MMU Cyberjaya's Centre for Entrepreneurial Development offers education, coaching, and mentoring for aspiring entrepreneurs. It connects businesses and funds start-ups. The Universitas Indonesia (UI) Entrepreneurship Centre in Jakarta offers business incubation, mentoring, and training for aspiring entrepreneurs (Boldureanu et al, 2020). It helps corporations and governments start businesses. Bandung's ITB Entrepreneurship Centre offers education, incubation, and funding to startups. Students and teachers are encouraged to think entrepreneurially.

Africa Continent Countries:

Pan-Atlantic University EDC, Lagos, Nigeria. EDC offers training, capacity-building, and mentoring for aspiring entrepreneurs. It provides capital, connections, and business advice to startups. Covenant University's CEDS. CEDS inspires entrepreneurs. It provides an incubator and business advice to start-ups. UNILAG CEI (University of Lagos Centre for Entrepreneurship and Innovation). UNILAG CEI offers training, education, and mentorship to students and entrepreneurs. It provides new businesses with contacts and resources to grow. Nigerian Entrepreneurship Programme of the Tony Elumelu Foundation: Entrepreneurship on the African continent is a priority for the Tony Elumelu Foundation (TEF), which is why they created the Entrepreneurship Programme. It provides a variety of resources for aspiring business owners, including courses, mentorship, funding, and events. TEF has helped thousands of African entrepreneurs succeed, which has boosted the continent's economy and created new jobs (Adeyemo, 2020).

The Business School at Strathmore University is home to an entrepreneurial center that encourages and helps new businesses get off the ground. Those interested in starting their businesses can get help from the center's instructors, mentors, funding sources, and other resources. It has played a significant role in bolstering the development of new businesses in Kenya and encouraging a culture of entrepreneurship. The Centre provides mentoring and incubation for entrepreneurs. SBS's partnerships with major corporations and government agencies help start-ups get funding and contacts (Kithinji, 2021). The Entrepreneurship and Leadership Centre at Strathmore University Business School (SBS) in Nairobi, Kenya, provides resources for aspiring entrepreneurs. It partners with large corporations and government agencies to help startups get funding and connections. Kenyatta University's Chandaria BIC. BIC nurtures promising startups with incubation, mentoring, and capital. Training and networking help budding entrepreneurs succeed. Rwanda's African Leadership University (ALU) Business School: Business education with an emphasis on entrepreneurship and leadership is what you'll find at the ALU School of Business. Mentoring, internships, and networking opportunities in the business world are all made available to students. The African Leadership University (ALU) has been

instrumental in developing Africa's next generation of business leaders (Akinyoadé & Obembe, 2021).

UCT Graduate School of Business, South Africa, Centre for Social Innovation and Entrepreneurship hosts social entrepreneurs. It funds, guides, and connects social and environmental entrepreneurs. The incubator supports socially conscious businesses. Mauritius' African Leadership University (ALU) School of Business's Entrepreneurship Lab helps students learn entrepreneurial skills and attitudes. Participants get hands-on experience, expert advice, and connections to funders and business contacts. The Centre for Entrepreneurship and Small Enterprise Development (CESED) at the University of Ghana Business School (UGBS) in Ghana, Africa, educates, guides, and supports aspiring entrepreneurs. For innovation and student-business communication, CESED hosts contests and events. Nigerian, Kenyan, Malaysian, and Indonesian universities support entrepreneurship through Entrepreneurial Study Centers. These centres provide valuable guidance, resources, and connections to students and aspiring entrepreneurs. These are some of the many thriving centres for studying entrepreneurship around the world. While each centre takes a slightly different tack, they all have the same overarching goal of encouraging and supporting entrepreneurial ventures and promoting an environment where new ideas can flourish.

4.0 Unleashing Creativity and Innovation through Entrepreneurial Study Centers

ESC-based ecosystems provide crucial support to start-ups through incubation programmes, mentorship, and networking (Tripathi & Oivo, 2020). Pan & Yang, (2019) asserted that ESCs programs offer space, funding, and advice from experienced businesspeople, enabling entrepreneurs to develop business plans and raise seed capital. ESCs also connect entrepreneurs to funding networks, providing hands-on experience and a market-focused mindset (Pustovrh, et al., 2020). Boldureanu, et al., 2020 confirmed that ESCs also offer entrepreneurship education and skill development, teaching strategic planning, competitive analysis, budgeting, marketing, and management. ESCs can lobby governments for entrepreneurial-friendly policies, encouraging risk-taking, innovation, and entrepreneurship (Tem, et al., 2020).

Hahn, et al., (2020) reiterated that Entrepreneurial study centres (ESCs) are a valuable resource for students interested in entrepreneurship, which offer mentorship, coaching, events, workshops, and speaker series to help students develop their ideas and skills. Entrepreneurial study centres (ESCs) foster creativity and collaboration among students by offering multidisciplinary courses and programs, hence, foster community and innovation by allowing students from diverse backgrounds to meet and discuss freely (Frolova, et al., 2021). ESCs also provide "entrepreneurship challenges" to help students solve real-world problems and pair students with mentors, advisors, enable multidisciplinary research teams, teach real-world problem-solving, networking through partnerships with established companies and start-ups (Amorós, et al., 2021). ESCs promote risk-taking, resilience, and perseverance in students through workshops, seminars, guest lectures, encourage students to discuss failed entrepreneurial ventures, foster a growth mindset, and boost their networks (Laguna-Sánchez, et al., 2019). ESCs also mentor risk analysts and managers, allowing them to assess risks, face uncertainties, reward perseverance and creativity,

encouraging students to take calculated risks and learn from their mistakes (Nabi, et al., 2019).

5.0 Implementing Entrepreneurial Study Centres in African and Asian Universities

African and Asian university Entrepreneurial Study Centres (ESCs) need strategic planning, curriculum integration to incorporate entrepreneurial concepts, share information, resources, cross-disciplinary courses to encourage creativity and entrepreneurship (Doh, et al., 2021). Hands-on learning through internships, apprenticeships, and cooperative education with start-ups and accelerators helps students solve real-world problems (Shi, et al., 2023). Collaboration with entrepreneurial ecosystem groups, motivational speakers, and industrial partnerships fosters entrepreneurship inclination because the teachers receive career counselling and mentoring (Citraro, et al., 2022). Evaluation should match entrepreneurial education outcomes to improve adult, peer outcomes, wherein, professional development experts teach entrepreneurship and instructional strategies in university workshops and seminars (Horng, et al., 2020). The successful implementation of entrepreneurial study centres (ESCs) in African and Asian universities requires collaboration with various stakeholders. Staff, students, business partners, alumni, and the local community can be involved in ESC initiatives through awareness programs, participation in courses, mentoring schemes, and guest lecturing (Chandran, et al., 2021). Staff should be encouraged to integrate entrepreneurial ideas into their experiences and professional development opportunities can enhance their understanding (Zhang & Li, 2020). Students should be involved in ESC initiatives through orientations, promotional campaigns, and student-led initiatives. Identifying business partners and forming partnerships with organizations can benefit the university's entrepreneurial ecosystem (Maritz, et al., 2022). Alumni should be invited to participate as speakers, mentors, or advisors, help build entrepreneurial alumni networks, collaboration with financiers and government officials, as well as seeking financial assistance, is crucial for ESCs' success. Community involvement is also essential (Tang, et al., 2020). Funding and resource allocation must be carefully considered before ESCs are established. Universities should collaborate with leadership, research potential funding sources, and establish partnerships with corporations and businesses (Silva, et al., 2020). Donations from alumni and other sources can also be used to support ESCs. Strategic alliances and teamwork can be formed to pool resources and explore shared infrastructure (Valtiņš, et al., 2020).

6.0. Success Stories of Entrepreneurial Study Centres in African (Nigeria) and Asian (Malaysia-Indonesia) Universities.

i. African-Nigeria Universities ESCs: The Entrepreneurial Hub (TEEPHUB) at the University of Lagos, supported by the Tony Elumelu Foundation, provides students and recent graduates with the tools to start their businesses (Olusola-Kuféji & Oludayo, 2022). Igbinedion & Ameh, (2021) mentioned some successful cases to include a successful agribusiness, a mobile app for grocery delivery, a clothing design studio, a solar-powered irrigation system, a technology-based e-commerce platform, a non-profit organization dedicated to waste reduction and recycling, and ACEIDEV at Ahmadu Bello University. CEDS at Covenant University, a centre for entrepreneurial development studies,

focuses on inspiring student creativity and enterprise. A successful mobile app for grocery delivery attracted investors, boosting the regional economy. CEDVS at the Federal University of Technology, Minna, helps students learn business and vocational skills (Ekanem & Umukoro, 2022). A graduate of CEDVS's vocational training programme opened a successful clothing design studio (Usman, et al., 2021). EUI-EIC at Edo State University Ekpoma promotes innovation and entrepreneurship among students, offering courses, a business incubator, and mentorship programs (Adebayo, 2022). A student from the University of Nigeria won seed funding for a technology-based e-commerce platform, which became popular and attracted investments (Okudoh, et al., 2021).

EDC at the University of Ibadan encourages entrepreneurship by providing opportunities for learning, connecting, and growth (Ajiboye, & Ogunlade, 2022). The success of these centres has inspired other students to launch similar ventures. A software development company was founded by a former student of ACEIDEV's entrepreneurship training and business incubation programme, which has since grown and gained global patronage. The Centre for Entrepreneurship and Innovation (CEI) at Obafemi Awolowo University (OAU) has been instrumental in promoting entrepreneurial thinking and creativity among students (Oyelere & Olokundun, 2021). A mobile app developed by students under CEI streamlined public transportation in congested areas, leading to partnerships with local transportation providers. The Federal University of Technology, Akure (FUTA) Entrepreneurial Study Centre (ESC) at FUTA is dedicated to encouraging student innovation and entrepreneurship. A group of students developed a mobile app for garbage disposal, which gained popularity and support, leading to collaborations with regional farmers and agricultural groups (Ayedun, et al., 2021). Ekiti State University's ESC also offers a variety of services for aspiring business owners, including training, mentoring, incubating and these centres have helped students develop entrepreneurial skills, connect them with resources, and inspire them to turn their ideas into viable businesses (Onakoya, et al., 2021).

ii. Malaysia-Indonesia Universities ESCs: The University of Maryland Economic Development Corporation (UM EDC) at the University of Malaya supported student-run businesses like "GreenTech Solutions," "SmartFarm," "MMU EDC," "FoodPrint," "USM EDC," "BioCare," "UI EC," "HealthTech Solutions," "ITB CFE," "EcoTech," "UGM CEED," "EduTech Academy," and "UNPAD CEBI." These institutions provided guidance, capital, and support to these startups, resulting in increased funding, improved crop yield, and improved resource efficiency.

In Indonesia, UI EC helped fund "HealthTech Solutions," a mobile app for remote healthcare, and EcoTech, a student-led startup that created environmentally friendly building materials. UGM CEED supported AgriFarm, a student startup developing innovative farming techniques, and UNAIR EIC, which funded a web-based tool for tailoring student instruction.

Lastly, UNPAD CEBI supported student start-up "Tech-Solutions," which focuses on software development for small businesses. The success of these start-ups was attributed to the guidance and resources provided by the EDC, leading to increased funding, improved product quality, and partnerships with local businesses (Stoica, et al., 2020). Overall, these ESCs have played a crucial role in fostering entrepreneurial growth and innovation.

6.1 The impact of ESCs on Creativity, Innovation, Economic Growth, Potential Challenges and Limitation

Creativity, innovation, and economic growth are all positively affected by entrepreneurial study centres (ESCs), nevertheless, ESCs are centres that foster creativity, innovation, and economic growth by encouraging critical thinking, problem-solving, and problem-solving skills through programs, workshops, and activities (Secundo, et al., 2019). It provides resources and networks for students to launch their businesses, teaching them adaptability, openness to new ideas, and the importance of failures as opportunities for success (Wei, et al., 2019). ESCs also inspire future business leaders and job creators, boosting regional, state, and federal economies and creating jobs (Crecente-Romero, et al., 2019). The profound impact of ESCs on innovation, productivity, and the economy highlights their importance in shaping entrepreneurship and driving economic prosperity (Cheng, et al., 2019).

There are several potential challenges that could arise during the process of establishing Entrepreneurial Study Centres (ESCs). Entrepreneurial Study Centers (ESCs) can be hindered by a lack of awareness among university administrators, faculty, students, and industry partners (Choi & Markham, 2019). To overcome these obstacles, universities should educate stakeholders about the goals, advantages, and potential outcomes of ESCs through awareness campaigns and information sessions. Resistance to change is another common issue, and universities should engage in open conversations with influential people to highlight the potential of ESCs (Ting & Byrne, 2020). Providing resources like infrastructure, mentorship, networking opportunities, and seed money for student-run businesses can help. Incorporating entrepreneurship education into existing university curricula can be challenging due to academic resistance or limited curriculum space (Dai, et al., 2019). To establish reliable industry partnerships, universities should actively participate in regional business groups and create a network of accomplished businesspeople, former students, and industry leaders. Overcoming obstacles and creating a supportive environment for ESCs requires proactive communication, stakeholder engagement, strategic planning, and resource mobilization.

7.0. Recommendations for Overcoming Challenges, Ensuring Sustainability and the International Experiences with Similar Initiatives

To ensure the long-term success of Entrepreneurial Study Centres (ESCs), universities should encourage cooperation among stakeholders, establish a common mission, create an enduring support method, collaborate with other departments to incorporate entrepreneurship training, improve staff knowledge through training and professional development, increase involvement with industry partners, alumni networks, and organizations that encourage entrepreneurship, use a well-designed monitoring and evaluation framework, continuously innovate and adapt to changing needs, and promote a climate where ESCs share expertise and work together to solve common problems. By following these recommendations, universities can overcome obstacles and foster a thriving environment for ESCs, fostering entrepreneurship, creativity, and innovation.

The implementation and development of Entrepreneurial Study Centres can be greatly aided by learning from international experiences with similar initiatives (ESCs). Successful Entrepreneurial Centres (ESCs) emphasize the importance of collaboration and creating a welcoming environment for entrepreneurs. The integrated entrepreneurship training into their regular course load, allowing students from various academic backgrounds to gain exposure to entrepreneurial knowledge and skills. ESCs also offer hands-on learning opportunities through business plan competitions, start-ups incubation programs, internships, and industry projects. ESCs also develop strong relationships with industry partners, providing students with real-world experiences, mentorship, and networking opportunities. ESCs also act as gateways to financial resources for student-run businesses, providing seed funding, introductions to investors, shared office space, and legal and accounting advice. Regular evaluation and impact measurement help assess ESC efficacy and implement data-driven enhancements. ESCs continuously adapt to market demands, seeking input from students, alums, and business partners to identify problem areas and brainstorm new solutions.

8.0 Conclusion

The article discusses the importance of establishing Entrepreneurial Study Centres (ESCs) in African-Asian universities to foster creativity and innovation among students. ESCs are dedicated centres that provide resources, programs, and support to students interested in entrepreneurship. They aim to impart entrepreneurial spirit, equip students with marketable skills, and help them launch successful businesses. ESCs can benefit the economy by creating new jobs, strengthening ties between academia and business, and enabling universities to compete in the global market. However, ESCs face challenges such as lack of mentors, inadequate training, and tight funding sources. The article emphasizes the need for strategic partnerships, curriculum integration, and resource allocation to overcome these barriers. The article also suggests showcasing the impact of ESCs through testimonials and interviews with students, staff, and industry leaders.

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