

# EXPLORING ENTREPRENEURIAL SUSTAINABILITY IN A TOURISM PRACTICE: A TRANSFORMATIVE ACTION RESEARCH APPROACH

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## ABSTRACT

Higher Education Institutions (HEI) play a significant role to unite diverse stakeholders and carry out planned learning activities that can promote change on both a personal and social level. Transformational research is dependent on the presence of an engaging and valuable problem that participants can make significant contributions in a collaborative manner across disciplines. Transformative learning process facilitates the integration of knowledge across several perspectives. This article explores the dynamic intersection of entrepreneurship and sustainability through the lens of a transformative action research approach in one's teaching practice. A qualitative action research approach is adopted. This research aims to enhance Sustainable Entrepreneurship (SE) as a facilitator at the University and also synthesize insights from lived experiences in Finland, Namibia, Kenya, and South Africa. This article advocates for a transformative paradigm shift, to drive meaningful impact, foster resilience, and catalyse positive change in the pursuit of navigating entrepreneurial sustainable business practices as a facilitator.

**Keywords:** entrepreneurial sustainability, transformative action research, small micro medium enterprises

## INTRODUCTION

Studies navigating the journey of an entrepreneur in the tourism value chain have been covered widely, but there is a need for a comprehensive case study incorporating transformative lessons for academics, tourism entrepreneurs, and relevant stakeholders. From tourism micro-entrepreneurship (Birenda et al. 2021, 287; Sifolo and Sokhela 2022), to the linked paths along which goods travel in the global value chain showing networks, and to Sustainable Entrepreneurship (SE), tourism accelerate the rapidly growing economies around world. In this study, I emphasize the importance of studying the interaction of entrepreneurship and sustainability in the context of Transformative Teaching Practice in the tourism context.

Currently, the networks and interactions among small players are recognised in the tourism value chain, but are not strong in practice, due to several reasons, such as the limited power to determine the products or dictate the processes in the tourism value chain (Lyons,

Brown, and Li 2013, 96). Thus, sustainable innovations are critical to address the unmet demand of a larger group of stakeholders (Schaltegger and Wagner 2011, 225). The main research question is, how does Tourism Teaching Practice lead to Entrepreneurship Sustainability through an opportunity provided by The Future Professors Programme (FPP) using a Transformative Action Research Approach?

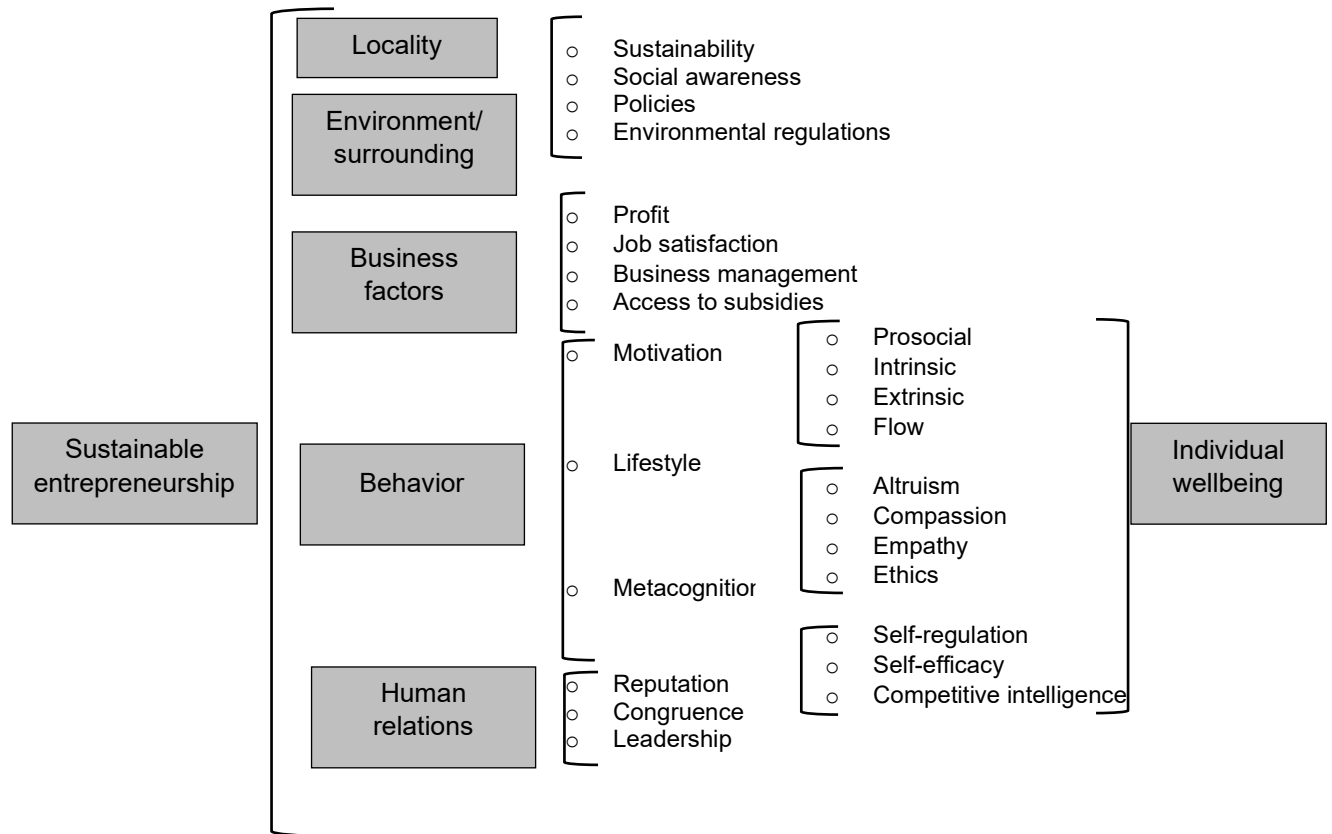
The South African government invests in building academic excellence and fosters interdisciplinary collaboration with an expectation to adapt to changing educational landscapes, enhance inclusivity, and strengthen international partnerships through programs such as FPP. The FPP is a national, collaborative initiative, whose purpose is to develop the qualities of academic excellence and leadership in university scholarship to contribute to the development of a future South African professoriate (FPP 2023). The program focuses on international engagement, mentoring, coaching, and cohort collaboration from personal, academic (research and teaching), and leadership development (FPP 2023). This article presents a comprehensive reflection on tourism sustainability from my point of view as an academic who was presented with an opportunity to navigate research as the beneficiary of FPP cohort phase 2 which is a flagship program of the Department of Higher Education and Training (DHET). Therefore, exploring entrepreneurial sustainability in tourism is needed to improve theoretical development with practical implication.

## **LITERATURE REVIEW: SUSTAINABLE ENTREPRENEURSHIP (SE)**

The term “entrepreneurial sustainability” refers to SE which is a combination of sustainability and entrepreneurship concept. According to (Nguyen, Costanzo, and Karatas-Özkan 2023), there is no study that looks at stakeholders’ opinions of the SE idea in tourism empirically. From the standpoint of entrepreneurship, tourism offers a unique setting that is distinct from other industrial sectors in terms of identifying entrepreneurial potential (Ateljevic 2009), and it merits more investigation. Therefore, to improve theoretical development with practical implications affecting all stakeholders in various situations, comprehending the SE concept within the tourism sector is essential for future entrepreneurship studies.

SE starts from the implementation phase of the business concept to execution. According to (Gopinath and Mitra 2017), SE growth and success is possible through conducive environment, business structure or organisation and people. Factors such as positive psychological well-being are some of the critical elements towards entrepreneurial sustainability (see Figure 1). The purpose of SE is opportunity-oriented, to develop new products, services, manufacturing processes, techniques, and organizational models that significantly decrease social and environmental consequences while improving quality of life

(Schaltegger and Wagner 2011). In the developing world, SE could help address poverty and environmental difficulties while giving young people in their community the chance to create inclusive and respectable employment possibilities for themselves (Novelli 2023). Therefore, embracing entrepreneurship from the developmental level, until the business participates in the global value chains is important in the tourism field. Figure 1 depicts the critical elements



**Figure 1:** Factors affecting entrepreneurial sustainability (Adapted from Tur-Porcar, Roig-Tierno and Llorca Mestre 2018, 5)

Finding integrated, long-term answers to the challenges that many African businesses face today cannot be handled through the lens of a single field. This study explores Tourism Entrepreneurship Teaching Practice for sustainability purposes through an opportunity provided by FPP using a Transformative Action Research Approach.

## PROBLEM STATEMENT

In South Africa transformation is needed to address the socio-economic challenges such as unemployment, inequality, and poverty. According to (Van Breda and Swelling 2019), socio-ecological challenges warrant transdisciplinary responses that embrace knowledge co-production between science and society. Transformative change happens at a personal level and research level with an intention to transform societies through a radical system change (shifts in values and beliefs, patterns of social behaviour, and multilevel governance and management

regimes) (Atienza-Casas et al. 2023). Comprehensive reflections on tourism entrepreneurship sustainability from an academic point of view are limited in research, there is a need to navigate research from a transformative action research approach. Transforming the Professoriate in Africa, (un)learning and (re)learning new practices to reimagine the future of (higher) education is paramount.

Studies focusing on tourism entrepreneurial sustainability following a transformative action research approach are limited in the literature. The procedures used in this article are presented to fill an evidence gap in undertaking a transformative action research approach in the fields of tourism, entrepreneurship, and business research. The challenges and contested terrain surrounding indigenous knowledge in higher education are highlighted by (Kgope 2023, 595). It has been observed that while HEI have acknowledged the calls to decolonise, Africanise, and indigenise the curriculum, these efforts have been met with a failure to acknowledge the intellectually liberating knowledge systems of their own African intellectuals (Kgope 2023, 598). Therefore, navigating entrepreneurial sustainability in the tourism value chain whilst incorporating transformative lessons from as an academic is critical.

## **TEACHING PRACTICE AND PROFESSION DEVELOPMENT**

University facilitators must devote their time to community participation, research and development, and teaching and learning (Zuber-Skerritt 2015). This is an additional approach to formalizing a career as a lecturer. Professional development is now a major component of education, and professionalizing teaching is still high on many nations' legislative agendas (Vanassche and Kelchtermans 2016). It is used in a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators to improve their professional knowledge, competence, skill, and effectiveness (Braun 2016).

Incorporating creativity by applying deep conceptual learning to build on the knowledge that the students already have is paramount when promoting active learning and constructivism. This was also evident in the FPP, where we had to intellectually contribute to our disciplines to be more responsive to society's shifting needs. Using a student-centered learning strategy in entrepreneurship education (Koopman, Hammer, and Hakkert 2013) helps students become more autonomous and independent by giving them control over their own learning path (Jones 2007). Accordingly, participatory action research views ongoing improvement in educational practices as a central component (Riel and Rowell 2017, 667). In practice, action research in the tourist setting fits incredibly well with the emphasis on developing teacher-learning expertise over the course of a career since it requires the ability to be flexible and generative to

teaching competence.

As a university facilitator, for Tourism Entrepreneurship, it is crucial to be creative in such a setting to accommodate learners to come up with innovative ideas that are climate-friendly, technologically sound, and sustainable. From identifying the window of opportunity, ideation and ensuring sustainability is critical. Gundry, Ofstein, and Kickul (2014) state that creativity skills enable students to discover new ideas and opportunities that contribute to innovation; particularly in entrepreneurship (see also, Nieman and Nieuwenhuizen, 2009). According to (Dale and Robinson 2001, 32), tourism management courses are market/product-based degrees; paying attention to the nature and development of niche products and markets requires specialist knowledge and expertise for effective delivery. In other words, being innovative as a facilitator requires continuous professional development and continuous engagement with the relevant stakeholders. Pimenta (2005) asserts that action research opens up spaces for critical production of knowledge and, in the process, makes us think about our way of seeing and interpreting reality. In this case, action research that is transformative seems to be an adequate approach to ensuring innovation in my teaching practice.

## **TOURISM ENTREPRENEURSHIP IN CONTEXT**

Incorporating problem-based learning and applying deep conceptual learning for Tourism entrepreneurship can be exciting. Henceforth, incorporating whole-brain learning is essential to changing an instructional strategy. Authentic artefacts that depict real-world scenarios are used by problem-based learning (PBL) educators to help students practice problem-solving techniques through peer cooperation (Martyn, Terwijn, Kek, and Huijser 2014). Applying entrepreneurship concepts in a cooperative manner that can be fun, practical, and relevant to the real-life setting is important. There are two unique traits identified by (Hamidi, Wennberg, and Berglund 2008), which is (humility and creativity), that are indispensable and phenomenally essential for one to develop the entrepreneurial spirit necessary for successful practical enterprise and wealth creation. These are some of the important traits for entrepreneurship in the tourism value chain where one is working with several stakeholders from all over the world.

There is a need to stop traditional passive transmission learning towards the development and delivery of entrepreneurship education (Bell 2020) and adopt an active (relevant or timely) delivery that adopts a student-centred education approach. A constructivist approach to learning believes in the personal construction of knowledge by learners through the interaction of prior knowledge to form a new experience (Kayii and Akpomi 2022). Applying a constructivist approach to action research in tourism entrepreneurship, emphasizes the co-creation of

knowledge, experiential learning, and ongoing reflection, fostering a dynamic and contextually relevant process for facilitating transformative entrepreneurial sustainability. Being in the FPP program, I strive to move away from passive learning, rote memorisation, and mechanical training. Hence, the constructivist approach is critical in achieving the tasks presented by the program and as an academic.

## **METHODOLOGICAL REASONING**

A pragmatism approach was adapted due to its usefulness and value to the specific needs of the research question. Pragmatism can be used to generate a variety of research findings and can be used to inform policy and practice (Saunders, Lewis, and Thornhill 2022). This study follows a transformative approach that is founded in action research. Action research, according to (Jones 2007), is a way to look at the data around you and take action in order to continuously improve teaching practices. Stated differently, action research analyses issues pertaining to the teaching practice environment and, through collaborative effort, identifies answers by examining data from both past and present circumstances to comprehend the process of change that leads to improved conditions and new ideas.

Action Research transforms the education system and create a more equitable and inclusive learning environment through research and practice (Hussey and Hussey 1997, 59–72). The solutions presented must be transformational. Action research is a paradigm that falls within the phenomenological (qualitative) paradigm (Leedy and Ormrod 2023). It is a type of applied research designed to find an effective way of bringing about a conscious change in a partly controlled environment; for example, at an academic seminar (Remenyi et al. 2002, 48–58). Through this methodology, the research aims not only to analyse the effectiveness of the proposed transformative action research approach but also contribute to the ongoing dialogue on entrepreneurial sustainability by offering actionable insights and best practices derived from real-world, action-oriented research.

## **A CONSTRUCTIVE CROSS-CULTURAL JOURNEY ON TOURISM ENTREPRENEURIAL SUSTAINABILITY: LESSONS FROM FINLAND, NAMIBIA AND KENYA**

The section below presents a transformative research journey I embarked on, with the intention to reshape the landscape of tourism entrepreneurship education in my teaching practice. My story began with an opportunity accorded by the FPP under the DHET in South Africa, where fostering future scientific collaborations were encouraged. I began to explore the uncharted territories of tourism entrepreneurship education. The section below presents the lessons

learned, starting with my visit to Finland.

### **Finland reflections and lessons**

The purpose of visiting Finland “happiest county worldwide” was to have a better understanding of the tourism business systems and tourism supply chains from a famous tourism innovation destination in the Nordic countries. One of the lessons was that Tourism Network systems are appreciated in Finland and the synergy effects are important among the stakeholders involved. For example, Siida is a joint effort by the Sámi Museum and the Northern Lapland Nature Centre, which means that resources and driving forces of the two interlinked networks are drawn together with an open attitude (Hjalager et al. 2008).

Visiting the Kuopio region where control of and adaptation to climate change is an established practice in urban planning (Wahlgren et al. 2010). This presented a unique experience; this was in line with sustainable tourism entrepreneurship education, where sometimes the students must develop climate-friendly business concepts. According to the (Kuopio by Nature 2023, 1), the city of Kuopio is famous for the three themes – “Nature, Live Like Local, and Future Kuopio”. In my view, Kuopio region presents a strong sense of peace. Visiting an internationally recognized academic as a university facilitator I saw dedicated team, not only in academia but they were invested in the community at large in Kuopio and Joensuu. One of the lessons was the appreciation of collaborative facilitation in an academic setting. Such practice encourages students to co-create knowledge by actively participating in discussions and problem-solving activities within the societies they live in.

Another lesson was related to embracing family and balancing work and personal life. Balancing one’s work and continuity is critical for the benefit of the future-ready graduate; this guarantees well-being and sustainability. Working on digitalisation and collaboration in tourism networks, remains the pinnacle of sustainable tourism entrepreneurship and tourism business systems. For example, in Finland, a social network is paramount to lifestyle entrepreneurs; from addressing the void in the local setting within the tourism value chain to the aspirations, and the understanding of what the industry entails. The advantages of what entrepreneurs do were highlighted by the Taito North Karelia Association Chairperson at Joensuu whom I interviewed in trying to understand the tourism entrepreneur’s lifestyle. There were 8 members of the association who unanimously mentioned that entrepreneurship is a lifestyle because their businesses sustain those who are involved, including their families. In trying to understand the integration of environmental and social considerations into entrepreneurs’ ventures, I learned that the Association and the Koli National Parks work closely with the university and the students for sustainability purposes.

Implementing project-based assignments whilst aligning with Finland's emphasis on practical skills development was a priority. Students are provided with opportunities to apply theoretical knowledge to real-world tourism entrepreneurial sustainability projects. I joined the curriculum designing session that promotes active engagement, critical thinking, and collaborative problem-solving, especially when it comes to assignments as they highlight solving real business problems. Issues such as grading using the Generic ChatGPT were barred. I learned about the importance of transparency in the evaluation of the students in line with the modules in the program. Integrating reflective practices into coursework, whilst aligning Finland's focus on holistic student development promotes sustainability initiatives and improves understanding of tourism entrepreneurial sustainability and its broader implications.

By applying a constructivist framework across these diverse cultural settings, academic action research can leverage the strengths of each context while promoting a shared understanding of entrepreneurial sustainability across Finland, Namibia, and Kenya. My next trip was to Namibia

### **Lessons from Namibia: The home for the youth empowerment programs**

Namibia is famously known for its young population, with the young Ministers. Like many other African countries, Namibia has a high youth unemployment rate of 46.1 per cent, which primarily affects those between the ages of 20 and 24, making it difficult to find a fulfilling job that is capable of creating social and economic problems for the nation (Wickham 2023). Moreover, fear of failure and limited availability of tourism mentorship programs are preventing learners from choosing entrepreneurship career paths (Novelli 2023). Youth unemployment in Namibia can be attributed to several causes, including a lack of education, experience, and skills (Amakali 2018). Despite the difficulties, a few organizations and government initiatives are attempting to address youth unemployment through initiatives like the Youth Employment Scheme, which aims to give young people access to entrepreneurship opportunities, mentoring, and training by equipping them with the knowledge and skills they need to launch their businesses or find jobs. There is a bigger national picture of sustaining the livelihood nationally. One may argue that it is not in the interests of an entrepreneur generally to contribute to the GDP or national goal, but to improve their livelihood. It is rather "serendipitous".

We cannot rely on this theoretical aspect alone, continuously researching in practice is critical. There is a call for an enhanced economic integration, encompassing both regional and expanded commerce will, over time, result from the broad principles of Agenda 2063 and the Sustainable Development Goals (SDGs) at the national or regional level (Sparks 2016). This



will assist in raising wages, lessen poverty, boost employment, provide consumers with more options, and provide protection against exogenous external shocks (Sparks 2016). Others choose tourism entrepreneurship as a hobby, others do it for the love of it, whilst others see it as a livelihood, therefore, addressing policy gaps through embracing community engagement with social impact is paramount.

Being a candidate in the FPP, I was supposed to collaborate nationally and internationally. I participated in the Accelerating Youth Entrepreneurship and Innovation for Sustainable Tourism in Africa project where I had to coach 15 students based in different universities in South Africa, whilst competing with other 30 tourism entrepreneurship students based in Ghana and Kenya. Being part of an open innovation concept focusing on accelerating entrepreneurship and innovation for sustainable tourism in Africa between Kenya, Ghana and South Africa served as a nexus for academics, practitioners, and students to participate Co-Created Youth-Centred Ecosystem (Sifolo et al. 2023). These reflective practices acknowledge the dynamic nature of the entrepreneurial environment in Sub-Saharan Africa by encouraging students to critically assess their experiences and adapt their approaches based on ongoing reflections.

Moreover, organisations like African Tourism Partners with initiatives such as Africa Youth in Tourism Innovation Challenge (the only pan-African Youth and Start-up in Tourism Summit on the continent) present a platform for innovative ideas and solutions that goes beyond technology but are related to travel and tourism industry directly in the continent (held in Namibia for 3 consecutive years). It is the only Pan-African platform for SMEs, youth, and start-ups in tourism, travel, hospitality, aviation, academia, and all related industries to connect, engage, learn, innovate, and grow.

Being accorded an opportunity to mentor the student in recognizing the pivotal role of the youth in the African continent, particularly in entrepreneurship, I mentored aspiring entrepreneurs with the wisdom I gained from my research journey. During the summit in Namibia, the need to deal with the mismatch of skills in the service sector and attitude were highlighted as the top key focus areas when mentoring a tourism entrepreneur. To remain sustainable as entrepreneurs in the tourism value chain, there was a call to move from traditional thinking to cater to the changing digital trends in the industry as well as shifting consumer tastes and preferences to be relevant

Participating in innovation challenges like this impacts one's teaching and learning practice. I now envision innovations in teaching that would transform how tourism businesses are understood and taught, not only at a local level but also taking opportunities available in the African Free Continental Trade Area. An integrated approach is essential in the tourism supply chains for economic growth. Therefore, professional learning and development opportunities

for educators and students alike are important. One of the lessons learned was to embrace indigenous knowledge and local expertise in academic curricula whilst involving students in co-creating sustainable entrepreneurial solutions that are rooted in Namibian cultural and economic contexts. This transformative research journey contributes towards the tales of collaboration, benchmarking excellence, youth empowerment, teaching innovations, and the continuous pursuit of knowledge in sustainable tourism entrepreneurship.

Continuously improving oneself through being a serial entrepreneur and continuous learning and training contributes towards sustainable practices. Staying informed about industry advancements as well as investing in training programs to adapt to evolving technologies, customer expectations, and global tourism regulations is key.

I then visited Kenya, to learn more about sustainability for SMMEs. There were great lessons from the students and the practitioners.

### **A journey towards sustainability: Lessons from Kenya visit**

Kenya has a unique entrepreneurial landscape, in my observation, they implement interactive workshops and real-world case studies that mirror Kenya's dynamic entrepreneurial ecosystem whilst nurturing a learning environment where participants actively engage with practical challenges and apply theoretical concepts. There is a deeper understanding of the concept of sustainability which incorporates convenience in the entire tourism supply and value chain. Lessons presented in this section are from the Sustainable Tourism Africa Summit (STTA) 2023 which took place in Mombasa Kenya. For example, the delegates were purposefully challenged to:

- Initiate conversations with at least 3 people we met during the summit to identify opportunities to strengthen our existing sustainability work, moot partnerships, or ask for support to get started or move with sustainability.
- Set up a session to share the lessons with our colleagues and brainstorm on what actions our organization can take towards progressing your sustainability agenda or sustainability of tourism in the continent.
- Map areas of action identified during the Summit and develop a work plan to guide implementation.
- Follow every organization one has interacted with on social media to keep abreast with each other's work for continuous learning.

All the lessons give a full picture of what SE should incorporate. Staying abreast of international tourism trends, exchanging ideas, and exploring opportunities for cross-cultural collaborations was embraced. Technological integration and innovation were promoted in a meaningful manner by identifying “what is working for the community and the customers”. Kenya is famous for using Mpesa, which is an innovating effective payment system, and personalized travel apps, embracing immersive destination previews, and developing smart travel solutions to enhance customer experiences is critical. At the STTA conference, sustainability was embedded at the core of tourism businesses. Partnerships were developed with local communities, supporting cultural preservation initiatives, and promoting responsible cultural exchange to cater to the growing interest in immersive and authentic travel. The evidence presented leverages data analytics to understand customer preferences deeply. Some businesses offer personalized travel recommendations, exclusive deals, and tailor-made experiences, enhancing customer satisfaction and loyalty in an increasingly data-driven tourism landscape.

Visiting a university in Kenya in Eldoret, as part of the FPP, I recognize the sociocultural diversity that exists in Kenya. Cross-cultural learning experiences and partnerships expose students to the varied sociocultural influences on entrepreneurial sustainability in Kenya. For example, one of the assignments that the students do as a collective, they conceptualise, design, and implement a real-themed event. The students are encouraged to integrate project-based learning experiences that reflect Kenya’s entrepreneurial ecosystem to address real-world challenges whilst promoting hands-on learning and skill development. Interdisciplinary collaboration, allowing students to learn from varied perspectives and contribute to holistic solutions is encouraged. Students engage with and learn from the experiences of local entrepreneurs, and local communities and initiate projects that contribute to social impact. This leads to clear teaching and learning, researching, mentoring, and coaching, as well as a deeper understanding of the international shocks of tourism entrepreneurship since the students tend to develop eco-friendly travel packages, partner with eco-conscious accommodations, and promote responsible tourism practices to align with the increasing demand for sustainable travel experiences. By navigating this comprehensive journey, a tourism entrepreneur can position their business for success in a future landscape characterized by technological advancements, changing consumer behaviours, and a heightened focus on sustainability and cultural authenticity.

## **IMPLICATIONS FOR THEORY, POLICY AND PRACTICE**

Understanding the pinnacle of sustainable tourism entrepreneurship and the importance of a social network in the lifestyle of entrepreneurs lies in digitalization and collaboration in the

tourism value chain. The pivotal role of youth in entrepreneurship and the need for innovative solutions in the tourism industry is possible through individual wellbeing, behaviour and demands motivation, a particular lifestyle, metacognition and collaboration.

Mentorship for SE should address skills mismatch, adaptability to digital trends, and shifting consumer preferences for SE whilst embracing Indigenous Knowledge in creating the solution that enhances sustainability in tourism entrepreneurship education. The Sustainable Tourism Summit involved convenience across the supply chain and the importance of staying informed about industry advancements.

Sustainability requires strategic actions, collaboration, and continuous learning whilst incorporating Technological Integration and Innovation. Using data to offer personalized recommendations and tailor-made experiences enhances customer satisfaction and loyalty. The appreciation of continuous Learning and Training in South Africa helps to stay informed about industry advancements and investing in training programs is crucial for sustainable practices. Cross-Cultural Collaborations contribute towards understanding international SE trends. In summary, the lessons learned from these diverse contexts emphasize the importance of collaboration, sustainability, innovation, and continuous learning in tourism entrepreneurship. These insights contribute to a holistic understanding of how the discipline can adapt to challenges and thrive in a rapidly evolving global landscape.

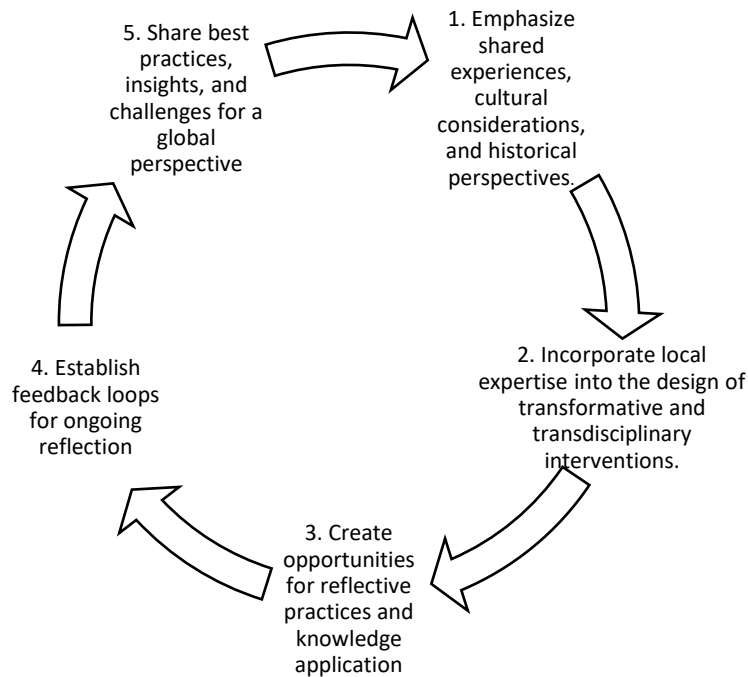
## **RESEARCH LIMITATION**

The strength of transformative action research is on its capacity to strengthen advocacy work. This article is limited to exploring the intersection of entrepreneurship and sustainability through the lens of a transformative action research approach in one's teaching practice. Insights are drawn only from lived experiences of the researcher. Hence, (Gawlicz 2022) emphasize that transformative work tend to raise ethical issues and dilemmas if it is based on experiences that include action research projects.

## **CONCLUSION**

In the travel and tourism industry, collaborations are essential to create beneficial partnerships, support livelihoods, protect cultural and environmental assets, and develop tourism responsible (Novelli 2023). Therefore, an equal and mutually beneficial knowledge exchange between tourism actors is critical to sustain the partnership, not only from an entrepreneurs' perspective. For one to develop constructivist transformative action research for entrepreneurial sustainability the following stages presented in Figure 2 can be considered. Sharing experiences, challenges, lessons, expertise and best practices on how to navigate

entrepreneurial sustainability is critical in transforming the tourism teaching practice as a facilitator.



**Figure 2:** Transformative Entrepreneurship Sustainability

Engaging in the transformative exploration is an inclusive process that involves multiple stakeholders at different levels. All participants must adopt a constructivist approach with an intention to facilitate open dialogues to contribute to a specific objective knowledge is co-constructed by the participants collaboratively. Action-oriented planning workshops that are interactive and designed to integrate diverse perspectives are paramount. Real-world entrepreneurial scenarios embedded in the tourism value chain with continuous reflection for the participants to critically assess the impact of actions on sustainability goals is important. Community-embedded learning through storytelling and narrative inquiry for sharing experiences should allow participants to cross-cultural knowledge exchange with global networks. Best practices, insights, and challenges should be shared as case studies. This will cultivate a sense of agency for individuals and communities whilst fostering resilience and catalysing positive change in the pursuit of sustainable business practices in the tourism value chain.

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