Mattawang: Jurnal Pengabdian Masyarakat *ISSN: 2746-5233 (online)*
Vol. 6 No. 1 (2025)
https://doi.org/10.35877/454RI.mattawang3986

Transforming Inclusive Entrepreneurship through Economic AI Literacy and Infographics: An Empowerment Program

Transformasi Kewirausahaan Inklusif Melalui Literasi AI Ekonomi dan Infografis: Suatu Program Pemberdayaan

M. Miftach Fakhri, Andika Isma*, Putri Nirmala, Nurrahmah Agusnaya, & Rosidah

Universitas Negeri Makassar, Jl. A. P. Pettarani, Makasssar and 90222, Indonesia

Abstract

Limited access to inclusive entrepreneurial literacy, especially in areas with minimal access to education and economic resources, is a major concern. This research aims to improve teachers' competencies in using modern technologies, such as economic AI literacy, data visualization, and augmented reality, in teaching. The research method used an Action Research approach that involved three main stages, namely the preparation, implementation, and reporting stages. The results of the pre-test and post-test data showed significant improvement in the teachers' understanding and application of technology. This study concludes that the integration of economic AI and infographics is able to improve teachers' pedagogical competence in supporting inclusive entrepreneurship. However, additional time and special training are needed to optimize the application of technology in daily learning activities.

Abstrak

Keterbatasan akses terhadap literasi kewirausahaan inklusif, terutama di daerah dengan akses pendidikan dan sumber daya ekonomi yang minim, menjadi perhatian utama. Penelitian ini bertujuan untuk meningkatkan kompetensi guru dalam menggunakan teknologi modern, seperti literasi AI ekonomi, visualisasi data, dan augmented reality, dalam pengajaran. Metode penelitian menggunakan pendekatan Action Research yang melibatkan tiga tahap utama, yaitu tahap persiapan, implementasi, dan pelaporan. Hasil data pre-test dan post-test menunjukkan peningkatan yang signifikan dalam pemahaman dan penerapan teknologi oleh guru. Penelitian ini menyimpulkan bahwa integrasi AI ekonomi dan infografis mampu meningkatkan kompetensi pedagogik guru dalam mendukung kewirausahaan inklusif. Namun, diperlukan waktu tambahan dan pelatihan khusus untuk mengoptimalkan penerapan teknologi dalam kegiatan pembelajaran sehari-hari.

Keywords: Digital Literacy, Artificial Intelligence, *Augmented reality*, Teachers, Entrepreneurship.

1. Introduction

Inclusive entrepreneurship seeks to create opportunities for marginalized groups, such as women, minorities, and individuals with disabilities, to participate in entrepreneurial activities that support the economic independence and well-being of their communities (Rolle et al., 2020). This phenomenon is particularly relevant in areas with limited access to education and resources, as it can significantly improve social equality and economic participation among marginalized groups, such as women and minorities (Jaleniauskiene & Kasperiuniene, 2023). The integration of AI literacy in economics into entrepreneurship education provides students with the necessary skills to deal with the complexities of today's business world, which in turn increases their competitiveness in the marketplace (Wagner, 2021). In line with this, research by Fakhri et al. (2024) demonstrates that digital literacy training and the introduction

* Corresponding author:
E-mail address: andika.isma@unm.ac.id

of AI ethics can support both students and teachers in integrating AI technologies into the learning process, thus fostering innovation in digital-based entrepreneurship.

Recent studies emphasize the importance of developing an inclusive entrepreneurial ecosystem that offers the infrastructure, financial support, and educational resources needed to empower aspiring entrepreneurs from diverse backgrounds (Shakiba et al., 2022);(Skrylnik et al., 2018). For example, the role of financial inclusion has been shown to significantly increase entrepreneurial activity, especially in areas with limited access to capital (Ajide, 2020); (Zogning, 2023). In addition, the integration of AI technologies in entrepreneurship education can encourage innovative business practices and improve decision-making processes, thereby increasing the overall effectiveness of entrepreneurial ventures (Chalmers et al., 2021);(Giuggioli & Pellegrini, 2023). Research by (Ismail et al., 2023) indicates that the digitalization of learning through the Kinemaster application has proven effective in improving students' digital literacy, which can be leveraged to strengthen entrepreneurial skills among learners. By integrating economic AI literacy with visual learning tools, the program aims to connect theoretical knowledge with practical application, thus forming a new generation of inclusive entrepreneurs (Lévesque et al., 2022);(Motoyama et al., 2023). Moreover, the use of infographics in data literacy training has been shown to effectively enhance students' abilities to interpret and understand data, thereby supporting the development of entrepreneurship strategies grounded in data-driven insights (Aswi et al., 2024).

Furthermore, the utilization of infographics as a teaching tool can simplify complex information, making it more accessible to students, and in turn improving their understanding of economic concepts and entrepreneurial strategies (Usman et al., 2024). By using infographics as a teaching method, educators can convey complex information in a visually appealing and easy-to-understand format, thereby improving students' understanding and recall of key concepts (Hamida & Zapilia, 2023);(Traboco et al., 2022). While previous research has examined individual elements of AI literacy and infographics, few studies have addressed the impact of combining the two aspects in supporting inclusive entrepreneurship among secondary school students (Bhat & Alyahya, 2024).

By implementing programs that emphasize economic AI literacy and infographics, schools can create a more supportive and enriching learning environment, empowering students to pursue their entrepreneurial aspirations. This research examines the significant gap in the literature regarding the integration of economic AI literacy and infographics in entrepreneurship education, especially in the context of inclusive practices. The research objective in this article is to improve teachers' competency in using modern technologies, such as economic AI literacy, data visualization, and augmented reality, in teaching. The program is designed to empower teachers at SMAN 4 Barru through training that can be implemented in education and business, thus supporting inclusive entrepreneurial practices and encouraging student participation in technology-based learning.

2. Method

This community service was conducted at SMAN 4 Barru, which is located in Mallusetasi District, Barru Regency. The subjects of this research are teachers at SMAN 4 Barru. The research design will adopt an Action Research (AR) approach that focuses on the application and evaluation of artificial intelligence (AI) literacy and data visualization programs. Action Research is a suitable research method to be used in community development or education as it allows researchers to engage directly in the process of changing practices in the field while conducting evaluation and reflection (Kim & An, 2016);(Bozdağ, 2022). Participatory Action Research not only provides detailed social analysis, but also focuses on transformational actions designed to improve conditions by working in tandem with affected individuals (Bozdağ, 2022). The participatory nature of action research not only enriches the learning experience for educators, but also empowers students and community members to be actively involved in the research process, thus promoting a culture of continuous improvement and innovation (Eilks, 2024).

Figure 1. Stages of activity

Based on Figure 1 above, this community service consists of 3 stages, namely the preparation, implementation, and reporting stages. A general explanation of each stage is as follows:

2.1. Preparatory Stage

The steps in this stage were to make initial observations of the activities that had and had not been carried out by teachers and students, including the identification of problems encountered and the solutions needed. Then, handouts and presentation materials summarized from the training module were prepared for participants to use during the training sessions. Finally, satisfaction and evaluation instruments were prepared to assess participants' responses, evaluate whether the activity had met their needs, and measure the improvement in skills gained from the training.

2.2. Implementation Stage

In general, this activity is divided into 3, namely economic artificial intelligence literacy training, data visualization training, and mentoring through teaching assistance. The detailed description is as follows:

a. Data Visualization Training Module

The training module focused on data visualization and was divided into two sessions: the first focused on data analysis using Pivot Table with data collected through Google Forms and exported to Excel, and the second on infographic creation using Canva. The goal was to improve participants' ability to integrate data visualization into educational and business contexts. Evaluation tools were used to measure the effectiveness of the training.

b. Economical kecerdasan artifisial literacy training

Based on initial observations to identify problems faced by teachers and students, such as limitations in understanding market dynamics and integrating technology in an ethical and inclusive manner. From these observations, the proposing team developed a training module that focuses on economic artificial intelligence (Eco AI) literacy. The training covers three main aspects: an introduction to Eco AI and its application in education and business, an Eco AI-based educational content creation workshop, and a business simulation using Eco AI. In addition, this training approach draws upon the integration of digital learning experiences within blended learning programs Ruslan et al., (2024), aiming to optimize participants' comprehension of AI-based educational technologies and enhance their ability to apply these tools effectively in both teaching and entrepreneurial contexts.

c. Student Teaching Assistance

After the training ends, this research method continues with the stage of student assistance to teachers in implementing the program in the classroom. Students will assist teachers in developing lesson plans that integrate economic artificial intelligence literacy, as well as sharing information about effective teaching models and methods in data analysis. In addition, students will also support the classroom teaching process and evaluate student learning outcomes. This stage is designed to ensure the sustainability of the program as well as the practical application of the material learned.

2.3. Reporting Stage

After the trainees have completed all the activities, they will be asked to fill in a satisfaction questionnaire to assess the effectiveness of the training and mentoring that has been provided. The final stage of the process is the preparation of the report and the preparation of targeted results.

3. Result and Discussion

In order to strengthen the educational capabilities and application of technology among teachers, a community service program initiative has been launched at an educational institution. The program aims to introduce and enhance teachers' capabilities in crucial areas such as economic artificial intelligence, data visualization, and augmented reality technology, all of which are expected to be integrated in their teaching methods. The project is divided into several stages, namely preparation, implementation, and reporting, where each stage plays a role in achieving the overall success of the program.

3.1. Preparation Stage

In the early stages of implementing the community service program, the implementation team conducted an in-depth evaluation of the activities that have and have not been carried out by teachers and students at school. This observation aims to identify existing challenges and find appropriate solutions. Based on the findings, training materials such as handouts and presentations were designed in a short and clear manner using modules that were

already available. Before the training began, teachers were asked to take a pre-test using Kahoot to measure their initial knowledge and skills. This pre-test helped to assess their understanding before the training, so that the materials could be tailored to the participants' needs.

Figure 2. Pre-Test Implementation

3.2. Implementation Stage

This service activity was carried out in three main segments, namely:

a. Data Visualization Training In accordance with its objectives, this training provides a foundation on data visualization and its applications, practical sessions on creating interactive learning materials, and developing data visualization-based products or services. Participants are guided to select the right tools and platforms, design innovative products, and develop effective marketing strategies. The training aims to provide skills that can enhance user experience and add value in various applications. In data visualization training is divided into 2, namely:

(1) This training session on data analysis with Google Forms focuses on utilizing Google Forms to design surveys or quizzes and visually analyze the data. Teachers are guided in monitoring student progress, assessing learning effectiveness, and recognizing areas for improvement based on the data collected. The data obtained is then exported to Excel, where teachers are trained to use Pivot Table to conduct more detailed and in-depth analysis.

Figure 3. Data analysis training with Google forms

(2) After collecting data through Google Forms, the training continued with the use of Canva to create creative and informative infographics. Teachers were trained to present the results of data analysis visually using attractive templates, icons, graphics, and text to make it easier for students to understand.

b. Eco AI Literacy Training, this training focuses on introducing and applying Eco AI in the context of education and business. Starting from the identification of problems such as limitations in understanding market dynamics and ethical application of technology, the training module was designed to include workshops on creating Eco AI-based educational materials and simulating business activities. The main objective of this session is to enrich teachers' knowledge and skills in utilizing AI for sustainable economic initiatives, while measuring the success of the training through systematic evaluation. In the Eco AI Literacy training, ChatGPT is used as a tool in developing entrepreneurship materials, especially in finding business ideas through several stages, namely:

(1) Teachers were trained to utilize ChatGPT in designing learning modules that emphasize brainstorming methods and creative techniques for creating business ideas. In addition, ChatGPT is also used to simulate business scenarios, such as market analysis and evaluation of potential business ideas, which can be used for classroom discussions. This helps students understand how to identify business opportunities and develop innovative ideas in the world of entrepreneurship.

Figure 4. Infographic training with Canva

Figure 5. ChatGPT Training

c. AR training with Assembler presents an interactive learning method based on Augmented Reality, where teachers can create teaching materials that are more visual and real. In this training, teachers are trained to visualize AI concepts in the context of a sustainable economy through interactive models that support environmental friendliness. AR technology allows students to interact with 3D models, helping them understand how AI can optimize the use of resources sustainably, while strengthening their understanding and engagement in the learning process.

d. Teaching Assistance by Students Students who have received training will provide support to teachers in developing and implementing lesson plans that integrate economic AI literacy. They play a role in sharing effective teaching methods for data analysis, supporting classroom teaching activities, and evaluating learning implementation.

Figure 7. Teaching Assistance by Students

3.3. Reporting Stage

At the end of the program, the teachers were asked to take a post-test to assess the effectiveness of the training. The post-test aims to measure their understanding and skills in applying the materials learned, such as the use of AR with Assembler, data analysis using Google Forms, infographic creation with Canva, and the application of Eco AI in learning. The test consists of questions and practical scenarios related to the application of technology in classroom teaching. The results of the post-test will be analyzed to evaluate the improvement of teacher competence before and after the training, and used as a basis for recommendations for follow-up or additional training needed.

This community service program has gone through various stages that are systematically designed to improve teacher competence in utilizing modern technology in learning. The process starts from identification of needs, intensive training including the use of Google Forms and Excel, Canva, ChatGPT, and Assembler AR, to assistance in classroom application. Each stage aims to provide a comprehensive understanding and practical skills that can be directly applied by teachers in the teaching process.

To assess the impact of the training on improving participants' competencies, measurements were taken through Pre-test and Post-test. The following graph shows a comparison of the results of the two tests, covering several key topics such as the use of Google Forms and Excel, Canva, ChatGPT, and Assembler AR. This graph illustrates the change in scores before and after the training, which aims to evaluate the effectiveness of the program in improving participants' skills and understanding.

Figure 8. Post-Test Implementation

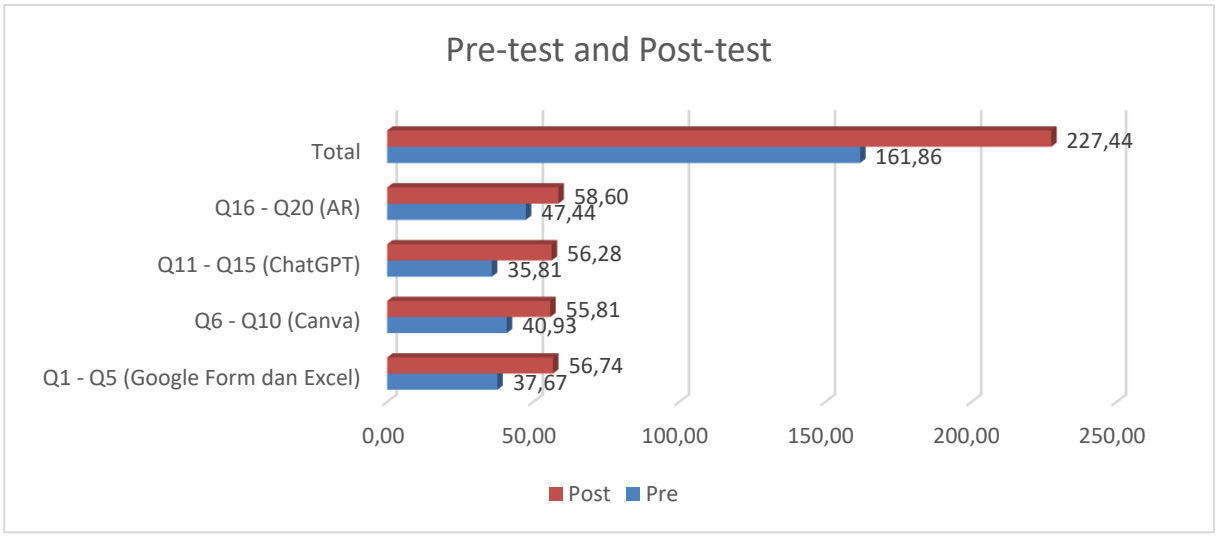

Figure 9. Graph of Pre-Test and Post-Test Results of Teachers of SMAN 4 Barru

Figure 9 shows that the Pre-test and Post-test results have significantly improved on each topic after the training. Google Forms and Excel (Q1-Q5) saw an increase from a score of 37.67 in the Pre-test to 56.74 in the Post-test, indicating a better understanding of using these tools. Canva (Q6-Q10) also recorded an increase from 40.93 to 55.81, indicating participants are becoming more proficient in creating infographics.

Significant improvement was seen in ChatGPT (Q11-Q15), with a Pre-test score of 35.81 which rose to 56.28 in the Post-test. This shows that participants have a better understanding of how to use ChatGPT in teaching and educational tasks. The biggest improvement was in Assembler AR (Q16-Q20), with the score rising from 47.44 to 58.60 after the training, indicating that teachers are beginning to master the concept of augmented reality for interactive learning.

Overall, the total score increased from 161.86 in the Pre-test to 227.44 in the Post-test, demonstrating the success of the training in improving teachers' competencies across a range of technology topics. This skill improvement is not only evident in terms of technical mastery, but also in the teachers' confidence to integrate technologies such as AI and AR

into their teaching methods.

However, while the program has produced positive results, there are still challenges and obstacles in its implementation. These challenges need special attention to ensure that the application of technology in education can be optimized in the future. Based on the evaluation results and program discussions, there are several things that need to be improved to increase the success and sustainability of the program in the future. Some recommendations for improvement will be discussed further to provide concrete solutions to the existing challenges, namely:

a. The program includes training, such as AI literacy, data visualization, and the use of AR, which take time to understand and apply effectively. However, the duration of training currently available may not be enough to optimize the application of these technologies in daily teaching.
b. Deepening in specialized training focused on the use of artificial intelligence (AI), augmented reality (AR), and data analytics is required.

Research shows that the integration of AR in educational environments can significantly improve student engagement and understanding of complex subjects. Nadeem et al. (2022) highlighted that mobile AR applications are able to bridge the gap between traditional teaching methods and modern learning needs, creating a more interactive and flexible learning environment (Nadeem et al., 2022). These findings are in line with the current initiative, where educators reported increased confidence in using AR tools after training. In addition, Lim and Kamin (2023) emphasized that AR technology is cost-efficient and easily accessible, supporting the initiative's goal of providing teachers with innovative and practical teaching resources (Lim & Kamin, 2023).

Comparatively, the literature shows that although AR has been applied in various educational contexts, the specific focus on the integration of AI tools such as ChatGPT in teaching practices is still relatively new. Parmaxi and Demetriou (2020) provide an in-depth review of the use of AR in language learning, however they do not address the intersection of KA and AR in improving teaching strategies (Parmaxi & Demetriou, 2020). This gap highlights the unique contribution of the current research, which not only focuses on AR, but also incorporates AI as an essential element in modern education. This is supported by Fathahillah et al. (2023) who analyzed AI literacy in blended learning and emphasized the need for developing both AI and AR skills in educational contexts to enhance digital competence and critical thinking among students.

The significance of this finding lies in its potential to change educational practice. The significant increase in educators' scores from pre-test to post-test reflects both an improvement in technical skills and a shift in teaching approach towards more interactive and technology-based methods. This is in line with the broader educational trend of incorporating technology to create more immersive learning experiences (Kandasamy et al., 2021). The practical implications are huge, as educators equipped with these skills can more effectively engage students and improve learning outcomes.

In addition, the initiative's research objectives were well achieved, evidenced by positive feedback and increased assessment scores. By addressing gaps in educators' technological competence, the program has laid the foundation for continued professional development in education. Future research should explore the long-term impact of this training program on student learning outcomes and the sustainability of technology integration in various educational contexts (Ekanayake & Gayanika, 2022).

4. Conclusion

The community service program at SMAN 4 Barru successfully improved the teachers' technological competencies, especially in KA literacy, data visualization, and augmented reality (AR). Significant improvements were seen in the post-test results, which showed better understanding and application of these technologies in the teaching process. This initiative provides a solid foundation for long-term professional development by equipping teachers with skills in integrating modern technologies into teaching practices. However, to maximize the impact of the program, it is recommended that the duration of the training be extended to allow participants to better master the technologies, especially KA and AR. In addition, follow-up training is needed to ensure the integration of these technologies continues in daily learning activities. Collaboration between students and teachers also needs to be enhanced to develop and implement AI-based educational content, so that the learning process continues to evolve.

Acknowledgements

The implementation team of the Community Service Program would like to thank the Directorate of Research, Technology, and Community Service (DRTPM), Directorate General of Higher Education Research and Technology, Ministry of Education, Culture, Research and Technology (Kemdikbudristek) for the financial support that made this activity possible. Gratitude is also expressed to Makassar State University (UNM) through the Institute for Research and Community Service (LP2M) for guidance and input that helped maximize the results of the activity. Last but not least, special appreciation is given to SMAN 4 Barru for its active participation and support, which played a major role in the success of this program.

References

Ajide, F. M. (2020). Financial inclusion in Africa: Does it promote entrepreneurship? *Journal of Financial Economic Policy*, *12*(4), 687–706. https://doi.org/10.1108/JFEP-08-2019-0159

Aswi, A., Poewanto, B., & Fakhri, M. M. (2024). Pemberdayaan Masyarakat Sekolah melalui Pelatihan Literasi Data dan Infografis dalam Menciptakan Generasi Melek Data. *ADMA : Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, *4*(2), 441–450. https://doi.org/10.30812/adma.v4i2.3351

Bhat, S. A., & Alyahya, S. (2024). Infographics in Educational Settings: A Literature Review. *IEEE Access*, *12*, 1633–1649. https://doi.org/10.1109/ACCESS.2023.3348083

Bozdağ, Ç. (2022). Inclusive Media Education in the Diverse Classroom: A Participatory Action Research in Germany. *Media and Communication*, *10*(4), 305–316. https://doi.org/10.17645/mac.v10i4.5640

Chalmers, D., MacKenzie, N. G., & Carter, S. (2021). Artificial Intelligence and Entrepreneurship: Implications for Venture Creation in the Fourth Industrial Revolution. *Entrepreneurship Theory and Practice*, *45*(5), 1028–1053. https://doi.org/10.1177/1042258720934581

Eilks, I. (2024). Doing Action Research: Operating a Research Approach or Feeling Change in a Researcher's Way of Life? *Action Research and Innovation in Science Education*, *5*(1), 1–2. https://doi.org/10.51724/arise.65

Ekanayake, I., & Gayanika, S. (2022). Data Visualization Using Augmented Reality for Education: A Systematic Review. *2022 7th International Conference on Business and Industrial Research (ICBIR)*, 533–537. https://doi.org/10.1109/ICBIR54589.2022.9786403

Fakhri, M. M., Isma, A., Hidayat M., W., Ahmar, A. S., & Surianto, D. F. (2024). Digital Literacy Training and Introduction to Artificial Intelligence Ethics to Realize Digital Literate Teachers. *Mattawang: Jurnal Pengabdian Masyarakat*, *5*(1), 38–47. https://doi.org/10.35877/454RI.mattawang2603

Fathahillah, F., Fakhri, M. M., & Ahmar, A. S. (2023). Analysis of Artificial Intelligence Literacy in the Blended Learning Model in Higher Education. *EduLine: Journal of Education and Learning Innovation*, *3*(4), 566–575. https://doi.org/10.35877/454RI.eduline2049

Giuggioli, G., & Pellegrini, M. M. (2023). Artificial intelligence as an enabler for entrepreneurs: A systematic literature review and an agenda for future research. *International Journal of Entrepreneurial Behavior & Research*, *29*(4), 816–837. https://doi.org/10.1108/IJEBR-05-2021-0426

Hamida, M. R. A., & Zapilia, N. A. M. (2023). Development of Visual Stories Infographics on Dietary and Physical Activity Management for Hypertension. *Malaysian Journal of Nursing*, *15*(supp1), 41–50. https://doi.org/10.31674/mjn.2023.v15isupp1.005

Ismail, A., Fakhri, M. M., ROsidah, & Jamaluddin, A. Bin. (2023). *PKM Digitalisasi Pembelajaran: Meningkatkan Literasi Digital Melalui Aplikasi Kinemaster*.

Jaleniauskiene, E., & Kasperiuniene, J. (2023). Infographics in higher education: A scoping review. *E-Learning and Digital Media*, *20*(2), 191–206. https://doi.org/10.1177/20427530221107774

Kandasamy, G., Bettany-Saltikov, J., Cordry, J., & McSherry, R. (2021). Use of vision-based augmented reality to improve student learning of the spine and spinal deformities. An exploratory study. *South African Journal of Physiotherapy*, *77*(2). https://doi.org/10.4102/sajp.v77i2.1579

Kim, P., & An, J.-Y. (2016). New Evaluation Vector through the Stanford Mobile Inquiry-Based Learning Environment (SMILE) for Participatory Action Research. *Healthcare Informatics Research*, *22*(3), 164. https://doi.org/10.4258/hir.2016.22.3.164

Lévesque, M., Obschonka, M., & Nambisan, S. (2022). Pursuing Impactful Entrepreneurship Research Using Artificial Intelligence. *Entrepreneurship Theory and Practice*, *46*(4), 803–832. https://doi.org/10.1177/1042258720927369

Lim, S. F., & Kamin, Y. (2023). The Development of Mobile AR-Based Module for Teaching and Learning Pneumatic System: A Needs Analysis. *Pertanika Journal of Social Sciences and Humanities*, *31*(1), 41–56. https://doi.org/10.47836/pjssh.31.1.03

Motoyama, Y., Golatt, H., & Etienne, H. (2023). Building an inclusive ecosystem for minority and women entrepreneurs: A case study of Columbus. *Local Economy: The Journal of the Local Economy Policy Unit*, *38*(7), 697–716. https://doi.org/10.1177/02690942241254049

Nadeem, M., Lal, M., Cen, J., & Sharsheer, M. (2022). AR4FSM: Mobile Augmented Reality Application in Engineering Education for Finite-State Machine Understanding. *Education Sciences*, *12*(8), 555. https://doi.org/10.3390/educsci12080555

Parmaxi, A., & Demetriou, A. A. (2020). Augmented reality in language learning: A state-of-the-art review of 2014–2019. *Journal of Computer Assisted Learning*, *36*(6), 861–875. https://doi.org/10.1111/jcal.12486

Rolle, J., Kisato, J., Kenyatta University, Kenya, Rock, P., BlueSuite Solutions, Inc., USA, Winstanley, J., & Universal Inclusion, United Kingdom. (2020). Inclusive entrepreneurship: A critical look at the inclusion of persons with disabilities. *International Journal of Business & Economic Development*, *08*(02). https://doi.org/10.24052/IJBED/V08N02/ART-01

Ruslan, R., Lu'mu, L., Fakhri, M. M., Ahmar, A. S., & Fadhilatunisa, D. (2024). Effectiveness of the Flipped Project-Based Learning Model Based on Moodle LMS to Improve Student Communication and Problem-Solving Skills in Learning Programming. *Education Sciences*, *14*(9). https://doi.org/10.3390/educsci14091021

Shakiba, H., Delangizan, S., & Mohamadifar, Y. (2022). Inclusive urban entrepreneurial ecosystem policies: An application of the meta-synthesis approach. *Poverty & Public Policy*, *14*(4), 342–380. https://doi.org/10.1002/pop4.356

Skrylnik, A., Valiavskiy, S., & Voloshina, O. (2018). Inclusive Entrepreneurship Infrastructure Development Special Aspects in Ukraine. *International Journal of Engineering & Technology*, *7*(3.2), 425. https://doi.org/10.14419/ijet.v7i3.2.14565

Traboco, L., Pandian, H., Nikiphorou, E., & Gupta, L. (2022). Designing Infographics: Visual Representations for Enhancing Education, Communication, and Scientific Research. *Journal of Korean Medical Science*, *37*(27), e214. https://doi.org/10.3346/jkms.2022.37.e214

Usman, F. O., Kess-Momoh, A. J., Ibeh, C. V., Elufioye, A. E., Ilojianya, V. I., & Oyeyemi, O. P. (2024). Entrepreneurial innovations and trends: A global review: Examining emerging trends, challenges, and opportunities in the field of entrepreneurship, with a focus on how technology and globalization are shaping new business ventures. *International Journal of Science and Research Archive*, *11*(1), 552–569. https://doi.org/10.30574/ijsra.2024.11.1.0079

Wagner, D. N. (2021). Economic AI Literacy: A Source of Competitive Advantage. In B. Christiansen & T. Škrinjarić (Eds.), *Advances in Marketing, Customer Relationship Management, and E-Services* (pp. 135–152). IGI Global. https://doi.org/10.4018/978-1-7998-5077-9.ch008

Zogning, F. (2023). Financial inclusion, inclusive entrepreneurship, and alternative financing options. *Journal of Small Business & Entrepreneurship*, *35*(1), 8–13. https://doi.org/10.1080/08276331.2022.2120345