

Rethinking Entrepreneurship and School Education: A Developing Country's Perspective

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Abstract

This paper is exploring the role of entrepreneurship literacy education for employment opportunities including self-employment. The concept is explored through the lenses of education as means for economic prosperity, growth and development. The study is carried out by reviewing a range of literature and reviewing the experiences of commercial bank branch managers. These bank managers were inquired utilizing mailed questionnaires about the situation of youth seeking entrepreneurship assistance in their banks and their opinions were sought on how entrepreneurial activities help economic enhancement in the country. The study found that the current education system was neither effective enough for developing entrepreneurship qualities in students nor leading them to entrepreneurship opportunities. It was additionally found that several areas that are appropriate for entrepreneurship are non-incorporated in the current curriculum. The study stresses restructuring the school education by incorporating entrepreneurship competencies, rethinking each course through the perspective of entrepreneurship, adding courses like entrepreneurship guidance within the countries, and arranging extra-curricular activities related to entrepreneurship literacy in collaboration with various stakeholders.

Keywords: *Entrepreneurship literacy, School education, Economic development, Learning and livelihood, Self-preservation*

Introduction

Education is the backbone of a nation's prosperity. With the rapid expansion of globalization and the proliferation of innovative science and technology, there has been a fundamental shift in educational paradigms across the globe. In this context, we can argue that pedagogy in the 21st century has a critical role in dealing with multidimensional aspects of cosmopolitanism such as social, economic, political and technology. Critical pedagogy theorists (Freire, 1978; Giroux, 2004) have insisted the education system

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should prepare students to become involved in meaningful participation in the economic, social, and political sphere of society. The key objective of education is the development of global citizens, i.e., someone who can develop an ability to observe oneself and the world around them. The quality of education in a country and its economic development are highly interrelated and interconnected. Investing in human capital is considered the primary vehicle for increasing productivity, ultimately contributing to economic growth.

Furthermore, education facilitates the development of human resources required for the overall development of the nation; it enables technical progress to accelerate the development process and contributes to economic growth and development (Sianesi & Reenen, 2000). At the micro-level, education is a basic need for human beings today. It is considered an essential tool for personality development, including mental, physical, emotional, social, spiritual, and moral aspects of an individual (Ornstein & Levine, 2008; Ravi, 2015). The world of today is exceptionally competitive and rife with numerous challenges. At this critical juncture, a nation's education system must augment its students trained and equipped to be competitive globally.

The education system in Nepal is being criticized for merely being a means of regurgitation rather than being a means for the holistic development of the students. It has long been criticized as too formal, rigid, and systemized to allow people to be themselves. Most courses are still predominantly taught by the lecture methods, grossly diminishing interactive teaching methods such as role-playing, interactive teamwork, case study discussion, simulation, etc. Further, the Nepali education system is significantly less effective in developing human resources with the necessary skills and abilities required for the Nepalese market and economy.

The concept of education for self-preservation advocates that an educated person should be able to manage their basic needs such as hunger, shelter, clothes, security, and employment or self-employment to keep themselves alive (Noddings, 1984; Ornstein & Hunkins, 2018; Ornstein & Levine, 2008). The principle of learning and livelihood focuses on increasing the effectiveness of education so that a person with an education should be able to manage the necessary finance for his/her personal needs and family's livelihood by creating or involving in effective economic opportunities or activities (Gupta, 2011; Ornstein & Levine, 2008; Ravi, 2015). Education needs to contribute to the practical and technical skills of an individual (Sianesi & Reenen, 2000). The practical literacy capacity of an individual makes him/her able to efficiently and effectively manage his/her daily life-related problems and challenges. The technical skills literacy helps an individual in increasing and involving in economic opportunities and activities in the economy. If education becomes a mean for equipping youths with competencies of economic activities within the country then it is likely to be a means for the economic prosperity of the country.

Nepal has the vision to prepare human resources who are skilled, efficient, and productive, and prepared to compete in the international employment market (MoLESS, 2014). In the agricultural entrepreneurship field, Nepal government has formulated the

policies of developing special economic zones such as commercial crop/commodity production area, organic/pesticide-free production area, agro product export area, etc. To attract entrepreneurship, it has provisions of providing loan and financial support, facilitating modernization of product development, mechanizing the working process, providing discount on an equipment purchase, establishing cold storage, facilitating transportation, managing market of the product etc. (MoA, 2006). Furthermore, the government has developed policies for a special zone for herbal products and the government claims that it will provide an appropriate environment of entrepreneurship in the field of herbal products (MoFE, 2004). In the same way, the government intends to develop the country as the investment attraction point in Asia for industrialization (MoICS, 2010). Additionally, the government tends to promote export-based business to reduce the trade deficit (MoICS, 2015). On the backdrop of these policy documents, this research article examines the connection between such policies and the school education curriculum.

Despite government efforts to provide entrepreneurship opportunities, approximately 4, 00,000 young people are estimated to enter the labor market every year and more than 5, 20,000 people enter the foreign employment market, especially in the Gulf countries (ILO, 2021). The increasing participation of the youth in foreign employment indicates that the youths of Nepal are being unable to find employment, self-employment or entrepreneurship opportunities. It is also observed that Nepalese youths in foreign employment are suffering from low payments, are working for low earnings, and experiencing poor working conditions. It is believed that if the youths are literate about the possibilities of entrepreneurship in Nepal, then they are likely to have better earnings within appropriate working conditions. School education should be able to orient its youths for such entrepreneurship literacy. However, Nepalese education is questioned on its ability for developing livelihood competencies of students. Therefore, this research article explores how school education has played a role in entrepreneurship literacy development.

Education needs to prepare such people who are disciplined, confident, open-minded, entrepreneurial, competitive, and creative having a sense of determination, having strong people skills, strong work ethics, and passion, and such people can be entrepreneurs in society (Ranjitkar et al., 2020). It is expected that school education should introduce the world of work to its students and this paper thus endeavors to explore if, and how, the school education's competencies prepare a pupil for entrepreneurship.

School education is considered as the only means for youth to understand the ways of self-preservation and livelihood so that youth can explore and create economic opportunities or involve in economic activities within their territory (CDC, 2019; Print, 1993; Wiles & Bondi, 2011). Skills development related to creating and involving economic opportunities and activities are understood as entrepreneurship literacy development; this is important as every year a huge number of people go to foreign employment as low skilled workers.

Most of our youths are engaged in Gulf countries in cheap labor employment and some in the developed countries in cheap labor employment in the name of study abroad (Ranjitkar et al., 2020). Most of the youths do not see employment and self-employment opportunities within the country except competing for public service. Furthermore, some educationists argue that school education has not covered the contents about the entrepreneurship possibilities within the country, such as entrepreneurship on agriculture, tourism, herbal products, commerce, and industry opportunities (CDC, 2019). Therefore, this study intends to study the relation between school education and entrepreneurship literacy development so that youths will likely find employment, create self-employment opportunities within the country and strongly contribute to the economic development of Nepal.

Government of Nepal in its monetary policy mandatory provisioned 5 percent of the total investment of all Commercial Banks, Development Banks, Fiancé Companies as well as Micro Finance Institutions to the economically marginalized people with the view of poverty alleviation through entrepreneurship development (Karki et al., 2021). Furthermore, Nepal Rastra Bank provisioned interest subsidy of 6 percent to the women entrepreneurs for a loan up to 1.5 million, and 5 percent interest subsidy to the agricultural firm for a loan up to 10 million and, a 5 percent interest subsidy for the agricultural company for a loan up to up 75 million (NRB, 2020). Despite this attractive provision for the assistance of entrepreneurship development, a mail questionnaire survey of commercial bank branch managers shows that the Nepalese youth are yet to reach out to the bank for financial and other managerial assistance for the development of new business ventures.

It is intriguing how the government, through secondary school education, can play an effective role for the development of entrepreneurship for the creation of self-employment opportunities, enhance production and productivity, and thereby contribute to the economic development of the country.

Research Questions

The study endeavors to answer the following research questions to attend to the objectives of the study.

- a) What is the state of entrepreneurship literacy in secondary education in Nepal?
- b) What is the international and national scenario of entrepreneurship school education?
- c) What are the challenges of and policy recommendations for implementing entrepreneurship literacy in Nepal for economic development?

Objectives

The general objective of the study is to examine the role of secondary education in Nepal for the development of entrepreneurship literacy. However, the specific objectives of the study are as following.

- a) To examine the curriculum of secondary school education in Nepal in relation to entrepreneurship.
- b) To understand the national secondary school education curriculum with regard to entrepreneurship in an international context.
- c) To explore the challenges and recommend policy changes for incorporating entrepreneurship literacy education in secondary school curriculum for economic development.

Research Methodology

This paper is largely descriptive in nature but has analytical components related to secondary school education and entrepreneurship in the Nepalese context. Data for this paper were collected both from secondary and primary sources. Secondary data was obtained through relevant literature and primary data was collected through surveys. The surveys used questionnaires as tools. Two surveys were conducted for this paper—one with branch managers of various commercial banks and the other was conducted with the most current graduates of the Secondary Education Examination (SEE). Survey questionnaires were developed separately for the branch managers and SEE graduates where twenty branch managers and 100 students participated respectively. The survey among branch managers and the survey among SEE graduates were administered in-person.

Theoretical Framework

To accomplish the objectives of this study and to answer the research questions more effectively, this research study is based on two theoretical orientations: learning and livelihood, and education as an investment.

Learning and Livelihood

The focus of learning and livelihood is on the increasing the effectiveness of education so that a person, who has received an education, should be able to manage necessary finance for his/her personal and family's livelihood by creating or involving in effective economic opportunities or activities (CDC, 2019; Ornstein & Levine, 2008; Wiles & Bondi, 2011;). We use these theoretical concepts to explore the educational principles, provisions, and practices of secondary education concerning entrepreneurship literacy development.

Education as Investment

An opportunity of education is also an investment by an individual, family, society, and country with the expectation of getting a meaningful return on the investment later. Education benefits an individual by increasing productivity and developing the human resources for the country. It is regarded as a one-time investment that pays dividends for

the rest of one's life (Sianesi & Reenen, 2000). From the beginning of the nineteenth century, Great Britain started gradually increasing the investment in human capital to accommodate human capital skills, knowledge and education; human capital was considered as a driver of national output and productivity and the twentieth century was considered to be the century of human capital (Ozturk, 2001). Gradually thereafter, investment in human capital increased significantly worldwide to sharpen the human resource of the country and to compete in the era of globalization in the international market.

Quality education not only improves the quality of an individual's life and finances but also helps in economic growth, national income, employment, and entrepreneurship in the country (Fidel, 2015; Gupta, 2011). However, if the investment made in education cannot justify the return; it would be consumption rather than investment. Therefore, education is an effective means for guiding youths of the country towards employment and entrepreneurship, and such education would justify the notion of education as an investment (CDC, 2019; Ornstein & Levine, 2008).

Discussion

The findings of this paper are organized by research objectives and research questions of the study. They are particularly presented into three sections, namely the role of entrepreneurship education and its state in Nepal, the scenario of Nepalese entrepreneurship education in an international context and the challenges of and recommendations for implementing entrepreneurship literacy in Nepal.

Role of Entrepreneurship Education and its State in Nepal

Entrepreneurship Education for Economic Growth and Development

Education plays a crucial role in the development of entrepreneurship as it develops the human capital capacity to increase the marginal productivity of a firm. Hence, every developing country needs to invest in building a productive educational system to develop human capital and to boost its production, and to increase productivity to compete in domestic and the international market to boost its economy. A study in Singapore found that public and private sector organizations are playing a crucial role in the development of entrepreneurial education to a large number of students and such education was found to have a significant positive influence on economic development (Cheung, 2008). Entrepreneurial education is believed to develop entrepreneurial intention, spirit, and ability in students (Song & Wu, 2017).

The opportunity of education is about investing by an individual, family, society, and country with the expectation of getting a meaningful return on investment later. Education creates benefits to an individual which increases productivity and earning of human resources of the country. It is regarded as a single time investment that pays dividends for the rest of one's life (Sianesi & Reenen, 2000). Quality education not only

improves the quality of an individual's life and finances but also helps for economic growth, national income, employment, and entrepreneurship development in the country (Gupta, 2011; Fidel, 2015). However, if the investment made in education couldn't justify then it would be consumption only rather than being an investment. Therefore, education requires being effective means for guiding youths of the country towards employment and entrepreneurship, and such education would justify the notion of education as an investment (Ornstein & Levine, 2008; CDC, 2019).

Nepal has low per capita income, unemployment, and a sizable population under the international poverty line, and people are striving to go abroad for precarious jobs that do not require much skill and pay low wages (USAID, 2021). To improve this situation, USAID is also conducting many training and development activities to improve the income yielding potential of the people, enable youth to access jobs, increase agriculture income of the farmer and is proactively lobbying with the government to address the issue of such poor capacity of human capital in yielding income, production, and to change the poor business environment through macroeconomic and agricultural sector policy. Poor skills and productivity of human capital who are suffering from poor unskilled works and poor yield in domestic as well as in international labor market is another pressing problem in Nepal and the government needs to pay enormous attention for the secondary level education system to build productive, self-employable, enterprising human capital for the economic prosperity of the country.

Education for Development of Entrepreneurship Competencies

Entrepreneurship competency is related to the abilities for financial transactions, qualities such as risk-taking and averting; independent thinking; higher self-efficacy; proactiveness; knowledge of interest rate, tax rate, financial market, time value of money, as well as having risk management skills by utilizing the national resources (Chaulagain, 2019; Frank et al., 2005; Sariwulan et al., 2020). Entrepreneurship competency needs punctuality and passion for continuation. An entrepreneur needs to work around the clock and this has kept some people away from their start-ups (Gupta, 2004). Since the 1990s, entrepreneurship education strategy became one of the more important economic development strategies where students are believed to be able to generate a business sketch and administration (Mcmullan et al., 1988; Solomon, 2007). Further, entrepreneurship literacy education needs to develop entrepreneurship competencies, financial/economic literacy, business sketching competency, and business administration competency. These qualities are expected to develop as a result of school education. However, education system designers need to be awakened with such a notion of entrepreneurship competencies development. Education needs to prepare such people who are disciplined, confident, open-minded, self-starter, competitive, creative, having a sense of determination, having strong people skills, strong work ethics, and passion and such people can be entrepreneurs in society (Ranjitkar et al., 2020).

Nepali secondary education, however, does not seem to adequately engage in the

development of entrepreneurship education. None of the respondents expressed that they had learnt skills to develop business plans at secondary school. 100% of the branch managers that participated in the survey for this paper replied that they had no experience of any student completing class 10 or SEE seeking loan for starting business. Additionally, 100% student respondents mentioned that they did not learn about business registration process in their secondary school; among them 98% expressed strong disagreement that the secondary school prepared them for entrepreneurship. None of the students responded that they learnt about the government subsidy packages for starting business related to agriculture and other for self-employment; 90 percent among these respondents strongly disagreed that they had learnt anything about government subsidy related to venturing into agricultural business. All 100 students (or a sweeping 100 %) expressed that they did not learn anything at secondary school about any business sector that give sound and lucrative return on investment. 100 percent students and 100% managers strongly agreed that mandatory provision of entrepreneurship subject can enable students to be self-employed and 98 percent students and 100 percent managers strongly agreed that student would be self-employee and could venture into agro businesses if agriculture subject was mandatorily provisioned in secondary level education. These two surveys –one seeking responses from commercial bank branch managers and the other seeking responses from SEE graduates—show a sorry state of knowledge in student regarding entrepreneurship for new venture development and for the creation of employment and self-employment for economic development of Nepal.

Prospect of Entrepreneurship Development in Nepal

Nepal is rich in natural resources. Nepal can achieve its dream for prosperity through proper development and utilization of agriculture, industrialization, development of commerce, increment of herbal products, tourism promotion, hydroelectricity development, and so forth. If education becomes a tool for entrepreneurship in such fields, then entrepreneurship can significantly contribute towards national prosperity by creating employment opportunities and enlarging economic activities. Nepal imports a majority of what it consumes rather than producing within the country and a dreaded status of trade deficit is prevalent. Also, a significant share of the youth population is engaged in unskilled employment outside the country. Strategic intervention seems essential and pressing to convert the country's economy from poor remittance and import-based to high yield remittance and export-based economy through competitive international standard entrepreneurship school education. Therefore, the education system needs to guide the youths towards creation of entrepreneurship opportunities within the country.

Unemployment means a big loss for the economic prosperity of any country. The government needs to strive for addressing unemployment problems, sooner than later. However, Nepal isn't yet in such a position to ensure employment opportunities for everyone. In such conditions, it would be better to emphasize entrepreneurship; on an average, a small entrepreneur can create jobs for 19 people (Reeg, 2015). Entrepreneurs create employment opportunities and assist in managing people who seek employment

opportunities in the labor market. commercial banks, development banks, finance companies, microfinance institutions are conducting financial literacy programs in different clusters of the country where their branches are in operation (NRB, 2020). Such programs just impart general information about banking and financial institutions in the name of financial literacy programs but fail to deliver the basic knowledge to start a new venture.

Scenario of Nepalese Entrepreneurship Education in International Context

International Practices of Entrepreneurship Literacy on School Education

The entrepreneurship literacy school education of the European Union (EU), considers entrepreneurship as a 'life skill' of people; the EU called on its member states to develop and promote such life skills education to build entrepreneurial attitude and behavior from primary school right through to university level (Frank et al., 2005). Furthermore, Austrian secondary schools are designed to build entrepreneurial orientation and that has a considerable impact in starting new ventures (Frank et al., 2005). Another study also found that Europe is incorporating entrepreneurship education in schools and among them; approximately 90 percent of schools provide entrepreneurship education in the secondary level (Johansen & Schanke, 2013). The Danish Government has also developed a strategy for education and training in entrepreneurship as understanding the importance of entrepreneurship literacy education (Akpan et al., 2015).

Countries like Israel, Nigeria, and Iran, have tried to establish entrepreneurship literacy education as a means for economic development. Israel, the agricultural country, provisioned agricultural laboratory school education to impart problem-solving skills and experimental learning to the student, and teachers perceived that such laboratory-based experimental learning and teaching was effective (Shoulders & Myers, 2012). Nigeria, an African country, has provisioned an entrepreneurship development curriculum in secondary education as a mandatory subject to utilize available resources of the country to realize growth in the economy and in the same way, middle-eastern country Iran has also begun to launch entrepreneurship education (Karimi et al., 2010).

Asian countries like Malaysia, Singapore, China, Hong Kong, and India have also emphasized entrepreneurship development through school education, and such education has significantly contributed to the economic prosperity of the country. Malaysia has integrated an entrepreneurship education strategy with its economic plans to contribute to the abolition of scarcity and poverty in the country. Singapore set the strategy to partner with the private sector as a key pillar of entrepreneurship education (Akpan et al., 2012). In the same way, Hong Kong has developed a tendency to take a wide-ranging approach in delivering entrepreneurship from secondary education (Cheung, 2008). Moreover, China enjoyed an economic growth miracle over the last thirty years with a focus on secondary schools to develop entrepreneurial personal traits while

eliminating examination-oriented education, enhancing entrepreneurial confidence so entrepreneurial behaviors are perceived as easier and more achievable, and constructing systematic entrepreneurship courses to guarantee transition from secondary to higher education (Xu et al., 2016). China jumped from eleventh in 2002 to second in 2012 in the international ranking of entrepreneurship of more than sixty countries. The importance and significance of entrepreneurial activities for technological innovation, employment generation, and economic development have been broadly recognized by the community of China (Li & Matlay, 2003).

Nepal has a lot to learn from the provision of entrepreneurship literacy school education of various countries. Nepal can collaborate with various countries to materialize the concept of entrepreneurship literacy school education for employment generation, entrepreneurial activities development, enhancement of production and productivity of the country to convert the economy from remittance based to industrial and entrepreneurial-based economy for rapid economic growth and development.

Entrepreneurship School Education in Nepal

The National Curriculum Framework (NCF) has stated that the third objective of school education is preparing citizens who have a positive attitude and respect towards working or doing labor, are employable, productive, entrepreneurial, and skillful (CDC, 2019). The national goal of education of Nepal has adequately addressed the issues of entrepreneurship literacy education. Further, NCF has set secondary education (classes 9-10) competencies stating that secondary school students will have achieved life skills, youths will have respect towards work and will be prepared for the world of work, and will have technical, professional and managerial knowledge. NCF's goals indicate that the school education system of Nepal aims to create space for entrepreneurship literacy. However, most of the students who passed the secondary school education intended to go abroad rather than develop their own business ventures as they don't have knowledge for development of new venture business for self-employment in their home country and most of the students from public schools who face interviews for foreign employment were found to be very weak in English resulting in their selection for unskilled and poor pay work only (personal communication with Mr. Kamal Tamang, Vice President, Foreign Employment Association of Nepal, April 5, 2021).

Furthermore, these students have land owned by family members but do not have entrepreneurial ideas and entrepreneurial confidence for engagement in home country with better prospects of agriculture and other business but would rather engage in low pay foreign employment (personal communication with Mr. Meghnath Bhurtel, Secretary, Foreign Employment Association of Nepal, April 6, 2021). This scenario of the job market points to the need to review the implementation of secondary education curriculum to ascertain the status of entrepreneurship education provision. It additionally puts a critical question on NCF's objective to prepare citizens that are self-employable, entrepreneurial and productive and able to deliver life skills to the world of work.

The optional subjects in the curriculum at secondary level (classes 9-10) help to create entrepreneurship in students. Some of these optional subjects are Education, Accountancy, Travel and tourism, Home science, Furniture education, Horticulture, Agriculture, Computer science. The learning activities designed in these subjects are skill-oriented and the learning achievements are also geared towards it. The core subjects also help students to be good entrepreneurs. However, very few Nepalese are found to be involved in skill-based employment in Nepal including the furniture, garment, and construction industries. Most of the workers in these industries hail from India; India is the most remittance outgoing country from Nepal. An explanation for this situation may be that secondary level curriculum and the subjects related to entrepreneurship are not enough to equip the students for the world of work. They give general knowledge and inadequate skills whereas practical works and equipment are necessary for the implementation of classroom learning into practice. Moreover, many such entrepreneurship subjects are unavailable in the rural areas.

The general secondary education curriculum structure has provisioned social study as the first optional paper, and the second optional paper is likely to be the subjects that could help in developing entrepreneurship literacy (CDC, 2019). However, the general trend is that most students choose optional papers that do not include entrepreneurship literacy. If education intends to prepare students for entrepreneurship with level competencies then education needs to cultivate discipline, confidence, open-mindedness, healthy competitiveness, creativity, and sense of determination, strong interpersonal skills and work ethics (Ranjitkar et al., 2020). By looking from this perspective, the secondary education curriculum needs to be reoriented by incorporating competencies required for being an entrepreneur. However, the professional and vocational secondary education could incorporate more courses related to entrepreneurship literacy.

The primary surveys done for this paper collectively and clearly suggest that inclusion of agriculture as a mandatory subject at the secondary school has potential of increasing agriculture related businesses in the country. 100 percent of the bank managers agreed that if entrepreneurship education was compulsorily provided in secondary school, it would help increase entrepreneurial activities in Nepal. Furthermore, 100 percent of the branch managers responding to the survey indicated that having agriculture as a compulsory subject at the secondary level, like Nepali, English, Mathematics and Science, would boost entrepreneurial activities and contribute to GDP growth. And all the SEE graduates expressed that they believed that if agriculture subject was mandated in secondary school like Nepali, English, Mathematics and Science; it would help them to start agriculture related self-employment. And 98 percent of these students strongly agreed to this statement.

On the one hand, the teaching-learning process of school education of Nepal was found to be focused on regurgitation of the contents of the book. On the other hand, people of the twenty-first century need to have basic competencies of 4Cs (Critical Thinking, Creativity, Communication, and Collaboration) rather than regurgitation (Fidel, 2015).

This situation indicates that if we want to prepare our students as probable future entrepreneurs then the school education needs to pay attention to develop competencies including the aforementioned 4Cs.

As bankers experience, Nepal's education system has not worked enough to develop entrepreneurship competency up to the secondary level. They observed that a majority of the students who graduate from secondary school do not possess practical skills and competencies about business prospects in their surroundings. There are government policies about promoting entrepreneurship opportunities through various Ministries but bankers have never experienced that Nepalese youths after being graduated from secondary school know about such opportunities and come to the bank to start new ventures utilizing the interest subsidy provided by the Government of Nepal.

Nepal has a vision to prepare human resources that are skilled, efficient, and productive to compete in the international employment market (MoLESS, 2014). In the agricultural entrepreneurship field, the government has developed the policies of developing special economic zones such as commercial crop/commodity production area, organic/pesticide-free production area, agro-product export area, etc. to attract entrepreneurship by providing loan and financial support, modernization of product development, mechanizing the working process, providing discount on an equipment purchase, establishing cold storage, facilitating transportation, managing market of the product, etc. (MoA, 2006). Furthermore, the government has developed policies that there will be a special zone for herbal products and the government will provide an appropriate environment for entrepreneurship in the field of herbal products (MoFE, 2004). In the same way, the government intends to develop the country as the investment attraction point in Asia for industrialization (MoICS, 2010). Further, the government tends to promote export-based business to reduce the trade deficit (MoICS, 2015). Despite the government's vision to build human resources that can compete internationally, most Nepalese in foreign employment are still engaged in low-skilled, low-paying jobs. Additionally, various information that facilitates and supports entrepreneurial activities has not been disseminated to school students adequately. Therefore, school education needs to be repositioned by incorporating such entrepreneurship opportunities. A prominent gap that educationists point out today.

Challenges and Recommendations for Implementing Entrepreneurship Literacy

Problems, Issues, and Challenges of Entrepreneurship School Education in Nepal

The entrepreneurship initiation is highly dependent upon the culture of the society. People are reluctant to seek employment and self-employment opportunities as they hesitate to involve themselves in labor work within the country. Youths tend to go for foreign employment rather than doing entrepreneurship work as they are unknown about

the self-employment and entrepreneurship opportunities; sadly, they were not informed about the entrepreneur opportunities that could be pursued in the country.

The educational system of Nepal is heavily criticized for its failure to guide youths towards the economic activities within the country. Various offices within the Nepal Government have developed entrepreneurship policies and related opportunities and programs but such efforts are hardly communicated to the directly relevant population—the youths. The school education curriculum hasn't adequately incorporated such information and teachers are also inadequately informed about the possibilities of economic activities within the country. Furthermore, school's extra-curricular activities rarely involve exploration of self-employment and entrepreneurship opportunities.

The effectiveness of school education is the main issue for entrepreneurship literate education. NCF intends to develop competencies such as life skills, cultivate a sense of respect towards work, and prepare students for the world of work. As opposed to the provision of competencies there are non-subjects who strongly deliver the information and competencies about entrepreneurship, self-employment, and employment opportunities within the country. This competency framework may not be enough to prepare youths who will have strong entrepreneurship capacity.

It is also expressed that the pedagogy of school education is responsible for our youth being weak on entrepreneurship activities as there is the hegemony of regurgitation instruction rather than 4Cs capacities development. As entrepreneurs require more critical and creative thinking, students are required to develop abilities for critical thinking, creativity, communication, and collaboration. If we continue such regurgitation-focused pedagogy then our youths are still likely to be non-competent for entrepreneurs' work. It is essential that every entrepreneur-related policy, plan, and program be communicated effectively with all the stakeholders in entrepreneurship. Education is considered to be the best way to communicate such opportunities. As there is a lack of coordination among different stakeholders, school education hasn't been effectively utilized as a means for communication of entrepreneurship opportunities.

Policy Implication for Entrepreneurship School Education

Effective implementation of entrepreneurship education for the creation of self-employment and economic development highly depends on the proactive and proper development of its key policies area. Key policy areas of entrepreneurship education can be outlined more specifically as discussed below.

Embedding Entrepreneurship into Formal Education and Training

Entrepreneurship education at the University level could be too late as entrepreneurial attitude can be cultivated effectively at a very young age. For this reason, various European and African countries have developed curriculum focusing on entrepreneurship education in primary and secondary school levels. Here, it is important to note that entrepreneurship education should have practical and experimental orientation rather

than theoretical admiration of the school curriculum (Akpan et al., 2012). The curriculum on entrepreneurship education has the potential to help students recognize the market and to manage all the resources including physical, financial, and human resources to strengthen marketing, selling, development, manufacturing, and quality management, as well as ensure the growth of the business ventures (Kourilsky, 1995; Noddings, 1984).

Nepal's youth enterprises lack venture management skills, financial management skills, and lack productive programs of the Government to hold up entrepreneurial development (Ghimire & Chaudhary, 2021). Nepal needs entrepreneurship literacy education as sizable productive land in the hilly and rural area remains under or non-utilized while the country is importing various goods which can be produced in the country. It is found that formal education is significantly positively correlated with entrepreneurial education and entrepreneurial education results in entrepreneurial development, creation of employment, and economic development Elahi, 2012. Therefore, strong commitment from the Government is essential at all levels of government to embed entrepreneurship education into formal education programs in terms of resources as well as policy provision following both bottom up and top down approaches.

Entrepreneurship Curriculum Development.

The entrepreneurship education curriculum primarily incorporates three attributes. The first and foremost is that it should enable students to understand the market conditions and think about business opportunities; second is the ability to manage all resources like financial, human, physical to pursue available opportunities being risk-taker, and finally the ability to operate venture organization to translate business thought into practice (Kourilsky, 1995). The curriculum of entrepreneurship education enables the student to explore various prospects of agriculture and other entrepreneurial activities within the country along with the knowledge of cost-benefit analysis so that they can select the most feasible venture.

Entrepreneurs do not come solely from business schools. A significant number of entrepreneurs are from science, engineering, social sciences, technology as well as from other disciplines. Therefore, entrepreneurial pedagogy in school education has valid rationale (Surlmont, 2007). As in the questionnaire survey 100 percent of Commercial bank branch managers recommended having entrepreneurship as a mandatory subject at school to boost entrepreneurial activities and thereby facilitate economic growth and development. Furthermore, 100 percent of the branch managers responding to the survey indicated that having agriculture as a compulsory subject at the secondary level, like Nepali, English, Mathematics and Science, would boost entrepreneurial activities and contribute to GDP growth. All the SEE graduates believe having 98 percent of these strongly expressed that if agriculture subject was mandated in secondary school like Nepali, English, Mathematics and Science; it would help them to start agriculture related self-employment. Based on the experimental questionnaire survey result the policymakers and other machineries of the government are recommended to ensure the position of

entrepreneurship and agriculture education as a mandatory subject in secondary school curriculum. This can help enhance new business ventures, much more entrepreneurial activities in the country and there by self-employment, production of goods and services, export and economic prosperity and development (Mcmullan et al., 1987).

Building Strategic Human Resources for Entrepreneurship School Education.

Quality of education, growth, and development of human capital, growth of the agricultural sector, and farm income have a significant impact on poverty alleviation in Nepal (ADB, 2013). This suggests that the government of Nepal has to position the most proactive strategy for the development of human capital through the school education system. Entrepreneurial education is just a harmonizing instrument of the strategy of economic growth and development (McMullan, 1988). The education system of Switzerland, which practices one of the acclaimed education systems in the world, can be a useful example. Switzerland's government school system is excellent and free, teachers are paid competitive salaries (among the highest in the globe), and the competition for the teaching profession is brutal (Teach in Switzerland, 2021). However, in Nepal, the transparency and fairness of the Teacher Service Commission are frequently criticized publicly; it is blamed for being politicized and favoring political cadres in the teacher recruitment process. The quality of education in public schools in Nepal is degrading; the learning achievement of public schools is below 50 percentages (Ghimire, 2019). This indicates that students achieve only less than half of the curriculum provision in public schools in Nepal.

Hence, the government is recommended to adopt international standard teacher recruitment as well as educational system immediately as more than 13,000 vacancies are in the process of fulfillment and additional 57,056 vacancies of the teacher are recommended by various panel reports for competitive public school education in Nepal (Ghimire, 2021) Switzerland's education system indicates that competency of the teacher is a key factor and teachers are key actors for delivering quality education. So the government of Nepal should not only manage teacher recruiting, i.e., human resource in school in number but the strategic teacher (Strategic Human Resource) establishing most brutal and competitive recruitment system presently to build the nation and to prepare a productive and strategic human resource for the bright future of upcoming generation to ensure effective formal as well as entrepreneurship education and economic growth and development of the country as a teacher are the key actors for the delivery of entrepreneurial and overall skills to the student (Kourilsky, 1995).

Training and development need to consider practice-oriented experimental training, learning, and teaching (Seikkula, 2011). Establishing a strong system of reward and punishment, and providing recognition and proper remuneration to teachers can ensure highly professional teachers in school. Brazil has created a national-level award for entrepreneurship educators for their national-level recognition (Panigrahi et al., 2016) and

this arrangement has produced meaningful results that we can also learn from. Therefore, the Nepal Government should cultivate teacher training and development activities, and motivate teachers for effective general as well as entrepreneurship education.

Infrastructure Management and Development for Entrepreneurship Education.

Infrastructure management is an essential part of the victorious implementation of entrepreneurship education. Student outcome is measured through various tests and exams which is directly related to the available infrastructure and indirectly related to the learning environment. Infrastructure facility in a school is an input variable and has a 70 percent good linear relationship with student learning and outcomes and contributes 43.6 percent of the outcome of the student and infrastructure results in 72 percent of linear relationships with the learning environment (Nepal, 2016). In Nepal, facilities and infrastructure in private and public schools were found to be significantly different at the school level. Public schools in Nepal suffer poor infrastructure even for formal education, lack mandatory subject for entrepreneurship, depict poor competencies for local curriculum formulation and implementation, lack strategic human capital and fair reward and punishment systems. Public schools also experience larger drop outs (personal communication, Mr. Ganga Prasad Paudel, Former Resource Person, Research Center, Ananda Secondary School, Jalbire, Sindhupalchok Nepal, and April 5, 2021). Modern technology-based infrastructure like e-library, laboratory, and well-equipped physical infrastructure is sought in public schools for the attractive learning environment. Well-equipped infrastructure positively impacts student outcomes (Acharya & Maharjan, 2019).

Collaboration for Entrepreneurship Literate School Education.

Building entrepreneurship through the current education system of Nepal needs collaboration with different stakeholders of national and international communities. First, strong coordination among government authorities is essential to deliver entrepreneurship-related opportunities to youths through all channels of communication. Second, government and private sectors such as commerce and industry-related organizations can collaborate to introduce and develop entrepreneurship literacy education. Third, various international agencies can facilitate Government to Government (G to G) collaborations, for example Nepal Government can collaborate with the Israeli Government for agriculture entrepreneurship literacy.

According to the constitution of Nepal 2072 (2015), there are three tiers of government: at the state, province, and local levels in Nepal (GoN, 2015). Every government has specific responsibilities about education (MEST, 2019). A strong collaboration among them is required for the effective implementation of educational policies in these three levels. Central-level curriculum needs to focus on informing youths about the possibilities of economic activities, entrepreneurship, self-employment, and other employment. The

province-level can concentrate on delivering provincial entrepreneurship information to youths. Further, the local level can concentrate on orienting youths towards local entrepreneurship, self-employment, employment, and economic activities through the means of local curriculum (CDC, 2019).

Conclusion

School education needs to be understood as a crucial space to equip youths with entrepreneurial competencies for economic growth and development of the country. School unflinchingly needs to inculcate the qualities like confidence, open-mindedness, creativity, and work ethics if they want to guide students to entrepreneurship. Moreover, school education needs to be a platform from which youths can identify possible areas for entrepreneurship and can start thinking about business or making entrepreneurship plans. Further, school needs to be established as a resource center of knowledge for deriving competitive business or entrepreneurship efforts. However, all students who recently graduated from secondary school education and participated in the survey indicated that none of them developed knowledge about business registration process in their secondary school, nor obtained ideas about lucrative business ventures, knowledge of business plans and government subsidy packages for starting new business ventures for self-employment.

This finding is further supported by the survey among commercial bank branch managers where 100 percent manager experienced that not a single secondary school graduate come to take loan from commercial bank branch to start new business for self-employment. This indicates that secondary school education of Nepal is very weak to impart entrepreneurial knowledge, skills and attitude to increase entrepreneurial activities in the country for employment generation and therefore contribute to the nation's economic growth and development. Government is lacking system of building strategic teacher in public school, has poor reward and punishment system, and provides poor competitive facilities to teachers compared to bureaucrats, and has very poor infrastructure and curriculum of entrepreneurship education in public school. Realizing this situation, the school education needs to be restructured by incorporating entrepreneurship competencies and rethinking relevant courses through the perspectives of entrepreneurship, and by adding courses like entrepreneurship guidance.

Additionally, schools can arrange extra-curricular activities related to entrepreneurship literacy in collaboration with various stakeholders. Furthermore, concerned authorities like Ministry of Education and Ministry of Finance should take meaningful steps to enrich infrastructure, build strategic most talented teacher through fair recruitment and selection system, and establish attractive remuneration benchmarking with international scenario. As 100 percent student and 100 percent managers strongly agreed that mandatory provision of entrepreneurship and agriculture subject in secondary school education has the potential to enhance entrepreneurial activities to boost the country's GDP growth. Students strongly agreed that it would be helpful for them to be self-

employed. Concerned authorities are recommended to make mandatory provision of entrepreneurship and agricultural subject like Nepali, English, Science and Mathematics in secondary school education including agriculture, tourism, forestry, herbal products, commerce, and industry for rapid entrepreneurial development, employment generation, production and productivity enhancement and thereby contribute to the economic growth and development of the country. Therefore, it is necessary to rethink education as a means for economic prosperity, growth and development of the country.

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