



Importance of Entrepreneurship Education for Social Inclusion

G.Narayana Rao

Lecturer in Commerce, Dr.L.H.R Government Degree College
Mylavaram Krishna District

Abstract: *It is essential to have entrepreneurship education mainly for the have-nots who are literally suffering from malnutrition, low life expectancy, indifferent educational access, poor access to drinking water and certain times no access to clean water, inadequate health care and non-reachability to the advanced economic, technological & modern progress. We have to focus not only on the development of individuals but also on the growth & development of the entire society which may in real terms show social inclusiveness. Without social inclusive education we would only find skewed growth in the society where the haves suppress the have nots. The persuasion and urge to find out the facilities available in the country would definitely reduce the distance and take them nearer to all the developments and advancements in the progressive Nation.*

Key words: exclusion, grass roots, progress

Introduction:

The most fundamental reason for thinking about entrepreneurship at the grass roots is to find sustainable solutions to overcoming the injustices of poverty, which is evidenced by malnutrition, low life expectancy, in different educational attainment, poor access to water, inadequate healthcare and exclusion from the benefits of economic and technological progress. Witnessing progress all around while remaining poor can also create a feeling of hopelessness, dependency and low levels of self-esteem and aspiration. These are human conditions that can tear at the soul of a people. The arguments are well rehearsed and supported in many academic and policy documents, and they are highlighted by the UN Millennium Development Goals. We can draw a boundary around entrepreneurship education as comprising the following three components:

Boundaries around entrepreneurship education

Personal development:

Entrepreneurship education should build confidence, motivate progress, strengthen the entrepreneurial mindset, foster a desire to achieve and inspire action.

Business development: Technical, financial literacy and skills to engage in self-employment, employment and in entrepreneurship that can lead to self-improvement. This would include the expected business and functional curricula.

Entrepreneurial skill development:

Entrepreneurship education should provide training in social skills, networking, creative problem solving, opportunity seeking, selling, interviewing, presentations, group leadership, community co-operation, dealing with bureaucracy, local cultural norms and how they affect business, etc. There is a growing body of literature that



entrepreneurial learning needs to focus as much on personal development and social skills as on business development. This would argue for a blended learning experience where business knowledge and skills are combined with the best of tools and approaches taken from training events.

However, we need to draw on sound platforms of knowledge and understanding about personal development. Otherwise we risk a fair accusation that we are merely running feel good events without measurable, tangible outcomes and unrelated to any particular understanding of human aspirations, behaviours and motivation.

Entrepreneurship education for the supply side: The supply side needs to discuss the role of entrepreneurship education, entrepreneurial finance, fair play, regulations, managing civic administration, banking rules and so forth. They need to understand and feel the emotional content of entrepreneurs. They also need role models of entrepreneurs as change agents in society, demystifying entrepreneurship. They need to work towards creating higher levels of aspiration. Governments need to commit to long-term, sustained (5-10 years) funding. This is as important as the provision of health services, broader education. It can lead to people who are better equipped to participate in the economy.

Entrepreneurship education is critical for developing entrepreneurial skills, attitudes and behaviours that are the basis for economic growth. Access and exposure to entrepreneurship within educational systems at all levels are important as they are the outreach to target audiences outside of traditional educational systems. In both respects, the role that technology can play in

delivering entrepreneurship education is essential. With this new work stream, the Global Education Initiative aims to:

- 1) Highlight and raise awareness of the importance of entrepreneurship education in spurring economic growth and achieving the Millennium Development Goals
- 2) Consolidate existing knowledge and good practices in entrepreneurship education around the world to enable the development of innovative new tools, approaches and delivery methods
- 3) Provide recommendations to governments, academia, the private sector and other actors on the development and delivery of effective education programmes for entrepreneurship
- 4) Launch a process in which the recommendations can be discussed on the global, regional, national and local levels and implemented with the involvement of key stakeholders

Structure and scope of Millennium Development report:

Given the various forms of entrepreneurship both across and within regions and countries around the world, this report looks at three specific types of entrepreneurship: youth (with a focus on disadvantaged youth), higher education (with a focus on growth/opportunity entrepreneurship) and social inclusion, outlining the differing types of education approaches needed for each.

In each of these areas, the report identifies opportunities and challenges, highlights existing entrepreneurship education tools and good practices and develops recommendations for multistakeholder support of the development and delivery of effective educational programmes for entrepreneurship. While



the first two forms of entrepreneurship education are self-explanatory, the third is more complex. Entrepreneurship for social inclusion seeks growth by allowing more people – especially marginalized

ones such as the very poor, women in many contexts, minorities, disabled and disadvantaged – to engage actively in productive economic activities.



Source: Ana Sepulveda, World Economic Forum

Call to Action

Transform the Educational System

Entrepreneurship education is essential for developing the human capital necessary for the society of the future. It is not enough to add entrepreneurship on the perimeter – it needs to be central to the way education operates. Educational institutions, at all levels (primary, secondary and higher education) need to adopt 21st century methods and tools to develop the appropriate learning environment for encouraging creativity, innovation and the ability to “think out of the box” to solve problems. This requires a fundamental rethinking of educational systems, both formal and informal. Also in need of rethinking are the way teachers or educators are trained, how examination systems function and the way rewards, recognition and incentives are given.

Academia needs to work with ministries, the private sector and other stakeholders to rethink the educational systems in their countries to develop entrepreneurial societies. Embedding entrepreneurship and innovation cross

disciplinary approaches and interactive teaching methods all require new models, frameworks and paradigms. It is time to rethink the old systems and have a fundamental “rebooting” of the educational process. Incremental change in education is not adequate in today’s rapidly changing society. We need schools, colleges and universities that are entrepreneurial in their approach to preparing individuals for the future.

Build the entrepreneurial ecosystem:

Entrepreneurship thrives in ecosystems in which multiple stakeholders play key roles (see Figure below). Academic institutions are central in shaping young people’s attitudes, skills and behaviours. However, actors outside of the education systems play an increasingly critical role in working with formal and informal educational programmes as well as reaching out to underserved and socially excluded targets groups. This requires collaboration and multistakeholder partnerships. First and foremost, entrepreneurship education



requires close cooperation between academia and business. Past barriers to academic collaboration with business need to be broken down and outreach both encouraged and supported. As demonstrated later in the report through the case studies, companies and entrepreneurs play instrumental roles in promoting entrepreneurial education by providing knowledge, expertise, mentoring, social capital and financial support.

In addition, businesses with an entrepreneurial culture contribute directly to the entrepreneurial education process by providing employees with the opportunity to cultivate entrepreneurial skills and aptitudes at work. Policy-makers at the international, national, regional and local levels all have important roles to play in setting the appropriate legal and fiscal frameworks to encourage entrepreneurship and in filling market gaps as necessary. Higher education institutions have a critical role as intellectual hubs in entrepreneurial ecosystems by serving as incubators for innovation and research, and focal points for collaboration among researchers, students, professors, companies and entrepreneurs. Foundations, NGOs and other organizations can play important facilitation or intermediary roles, often helping to link various stakeholders. Most important are the champions (often serial entrepreneurs but also educators,

staff or students) who leverage their social capital and serve as catalysts for building the entrepreneurial ecosystem.

Entrepreneurship Education for Social Inclusion:

The most fundamental reason for thinking about entrepreneurship at the grass roots is to find sustainable solutions to overcoming the injustices of poverty. The social injustice of poverty is evidenced by malnutrition, low life expectancy, and indifferent educational attainment, poor access to water, inadequate healthcare and exclusion from the benefits of economic and technological progress. Witnessing progress all around while remaining poor can also create a feeling of hopelessness, dependency and low levels of self-esteem and aspiration. These are human conditions that can tear at the soul of a people. The arguments are well rehearsed and supported in many academic and policy documents, and they are highlighted by the UN Millennium Development Goals (eradicate extreme poverty and hunger; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, malaria and other diseases; ensure environmental sustainability; and develop a global partnership for development).

Entrepreneurial Ecosystem



Source: World Economic Forum

How can entrepreneurship education address these issues and create a wider participation in economic, social and health benefits? From these we draw inspiration to achieve a much more scalable model for social inclusion through enhanced entrepreneurship education. Entrepreneurship has become a highly visible and popular term among policy-makers, academics and in the wider population. It is not just about a handful of Silicon Valley millionaires, but also about a widespread phenomenon across the world. At the micro-level the biggest changes have arisen through the growth of micro-credit, enabling individuals at the extreme levels of poverty to bring about improvements in their lives.

Conclusion:

Entrepreneurship and entrepreneurial skills are core components to building socially inclusive and highly participatory economies in an increasingly global and competitive world. While this report highlights and raises awareness of the importance of entrepreneurship education in spurring economic growth and achieving the Millennium Development Goals, it also

urges action. The report consolidates existing knowledge and good practices in entrepreneurship education around the world to enable the sharing and development of innovative new tools, approaches and delivery methods. This report is meant to be a catalyst and call for action on entrepreneurship education. We need to learn from models around the world and focus on integrating the most relevant and high quality practices into the context relevant for each country and region. This should be a long-term commitment, however, not one that starts and then stops a few years later. Sustainability is a key issue. That means the objectives of entrepreneurship education should be clear from the start and outcomes should be measured to ensure that the intended results are being delivered.

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