

Ecopreneurship: A Sustainable Model in Entrepreneurship Education for Transformation

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Abstract

Ecopreneurship is the process of using entrepreneurial skills and innovation to create sustainable solutions for environmental and social issues. It is a way to foster economic growth and peace through sustainable practices. Ecopreneurship can be used to promote sustainable development, alleviate poverty, and create employment opportunities. Ecopreneurship is a combination of two words 'ecological (eco)' and 'entrepreneurship'. Entrepreneurship is a part of the economy that is demanded in modern open economies. Structural changes in society are needed for the creation of entrepreneurship. Entrepreneurship and more, particularly ecopreneurship, are essential to drive the sustainable transitions needed in educational sectors. Existing pedagogic frameworks should address these academic disciplines and they should be embedded in the educational curricula. The aim of this conceptual paper is to consider pedagogic and program design. This makes this paper of particular interest for academia, educational policymakers and education industry support sectors alike. An existing university that has both a student enterprise and ecopreneurship program and an established educational business incubator and accelerator is used as a case study to provide insight into how progress from ideation to commercialization can be more readily supported in a university setting. From a pedagogical perspective, it helps to develop new conceptual, methodological, and theoretically underpinned spiral pedagogies to teach and support colleges and universities as to how to exploit and take advantage of entrepreneurial and ecopreneur business opportunities. Ecopreneurship relates to environmentally friendly ways of doing business through school education systems.

Key Words: Ecopreneurship, Transformation, Environment degradation, School Education

Introduction

The term Ecopreneurship is a combination of two words, ‘ecological (eco) and ‘entrepreneurship’. Entrepreneurship can thus be roughly defined as entrepreneurship through an environmental lens. Ecopreneurship is characterized by some fundamental aspects of entrepreneurial activities that are orientated less towards management systems or technical procedures and focused more on the personal initiative and skills of the entrepreneurial person or learning to realize market success with environmental innovations. Ecopreneuers’ special attitudes and traits such as green values, environmental ethics, and passion towards sustainability have been recognized as their discrete characteristic (Renfors 2020; Kirkwood and Walton 2014). These qualities turn the discussion to the topic of environmental commitment.

Entrepreneurship education is defined as an educational program that is a source of entrepreneurial attitudes and overall interest in becoming successful entrepreneurs in the future. In order to measure entrepreneurship education variables based on the following indicators: entrepreneurship education programs grow the desire for entrepreneurship, when students have taken entrepreneurship courses, they feel a growing desire to become entrepreneurs; the entrepreneurship education program adds knowledge and insight into the field of entrepreneurship. Entrepreneurship education programs raise awareness of business opportunities. After taking entrepreneurship education, students are aware of existing business opportunities. Entrepreneurship education is a learning process to change students' attitudes and mindsets towards entrepreneurial career choices, which denoted the transformational in education meeting the new emerging needs.

Ecopreneurship and innovation for transformation are closely related because ecopreneurs often seek to develop innovative solutions to environmental and social challenges towards transformation. They use new technologies and innovative approaches to create products that are more efficient, less resource-intensive, or better for the environment.

Objectives

- To identify ecopreneurship, education, values, and transformation
- To assess various opportunities and challenges for ecopreneurship in today business scenario in the education sector.

Methodology

The method applied is a qualitative method, comprehensive literature review, secondary information collection and contextualize the interlinkages between ecopreneurship and analyze how transformation has happened and needed in the education sector in terms of ecopreneurship.

Review of Literature

Schaltegger, (2002) has discussed the framework for measuring ecopreneurship. He mentioned that there are five dimensions based on which ecopreneur ship can be measured. These are environmental goals and policies, ecological range of products and services, market share, sales growth, and the reaction of competitors.

The Essence of Ecopreneurship has touched on several aspects of environmental entrepreneurship. Environmental degradation and increasing concerns about its impacts have led many enterprises to adapt sustainable business models, accepting eco standards and incorporating “green” values into their agenda. The researcher mentions that green entrepreneurship is a relatively new area but offers several opportunities for business sustainability through innovation. Ecopreneurship has emerged from finding solutions to environmental problems across the globe. Hence, ecopreneurship relates to environmentally friendly ways of doing any business through adopting green environmental concepts for transformation in education. With increasing awareness of the impact of human activities on the environment and society, more people are interested in starting businesses that prioritize sustainability and social responsibility. As demand for environmentally sustainable products and service grows, there is a corresponding increase in the market opportunities for ecopreneurs-led green businesses.

Evolution of Ecopreneurship

The relationship between business and the environment is not new. There was an upsurge of interests in environmental degradation during the 1960s, in Western Europe and North America because of the incidents of heavy smog in London caused by business activities. Business response to the environmental concerns was antagonistic, with little care about the cost of business activities to the environment (Utting, 2000).

Ecopreneurship literature is still comparatively young (Linnanen, 2002; Pastakia, 1998a; Schaltegger, 2002). Ecopreneurship has thus become a market-based approach for identifying opportunities for improving the quality of life through meaningful education and sound environmental practices.

Education Transformation

In education sector, the state run global formal schools, colleges and universities started much later. It began to spread from 16th /17th century. The history of formal modern education in India began from the

18th century and in Nepal, it dates to the 19th century. Now, during the mid of 21st century, transformational education has been a key agenda for sustainable development. In a pre-literate society, education is acquired by gurus, parents, elders, religion, rites, customs, stories, myths, observations, and imitations of each other.

In 1870, the British Elementary Education Act was passed. In the early 19th century, mainly Churches became the education centers in Britain. At the same time. In the first half of 19th century, University College London and King's College London opened. Many Nepali scholars are the graduates from these universities and played a key role in accelerating the transforming education in Nepal.

Ecopreneurship for Educational Transformation

There is a growing demand globally for environmental degradation solutions, technologies, and products and as a result, there is a rise in opportunities for environmental entrepreneurs or “ecopreneurs”. This demand is the direct result of the challenges relating to addressing environmental degradation, promoting sustainability, and improving environmental quality. As a result, there is a rise in opportunities for environmental entrepreneurs or ‘ecopreneurs’.

Human societies and the business which operate within them are substantial consumers of natural resources. Both organic (such as fish and flowers) and non-organic stocks (such as minerals or gas) are limited in their capacity and are finite resources. Once consumed, many of them cannot be recreated. Without sufficient resources, firms cannot serve consumers and so generate a profit. Therefore, organizational survival requires biological survival.

New Entrepreneurial Opportunities

Ayres (1997) remarked that, assuming technological and economic feasibility, it is difficult to conceive a painless (or near-painless) development trajectory such that each incremental socioeconomic change leaves every politically powerful interested party better or, at no worse off than before (p. 26).

Similarly, Walley and Whitehead (1994) remarked that the current talk of win-win solutions is cheap, while environmental initiatives are not, because of four main factors such as easy environmental problems have been fixed, as environmental challenges become more complex, costs are rising, and budgets are destined to increase even more.

Education, Values and Transformation

Education is to replace an empty mind with an open one for transformation. It is to awaken ourselves and the other by developing intelligence. It is to grow children into productive citizens that use their knowledge, talents, and learned skills to sustain themselves and help others to enable human race to move

forward in areas of equity, justice, and harmony. Transformational education enlightens the person and society with good understanding, good health, good atmosphere, and good earning securing future. Here, the author agrees with John Dewey's saying, Education is not an affair of telling and being told, but an active and constructive process". Similarly, Albert Einstein says Education is not the learning of facts, but the training of the mind to think for transformation". Transformation in education strengthens good character so that truth and uprightness are not sacrificed for selfish desires.

True values are more than successes that nurture understanding, respect and happiness. A school is a place where children spent most of their time and energy to get to learn many positive values, roles, and responsibilities of their life. Value based education with transformation shapes future and add purposes to human life.

Transformation Happened in the Education Sector

Education and new technology help each other to advance the society further. Scientific knowledge based on technical education is used to create new technologies and new technologies often allow educational scientists to explore and innovate in different but logical ways and make new discoveries for meaningful transformation in education sector. Educational transformation is the key driver to modern development in education and infrastructure. As per Edward Teller "the education of today is the technology of tomorrow toward transformation".

Relationships among education, science, technology, innovation, and globalization are not unidirectional. Struggle in transport, advent of Information, Communication and Technology, migrations, growth in international trade and foreign direct investment; are few aspects that have substantially shaped human life mainly due to transformational education. Modern educational approach shows how individuals deploy technology and use innovation, determining transformational role to facilitate the socio- economic change process. Educational transformation is needed to innovate ideas and life on this earth will be protected. Transformative learning involves using cognitive, emotional, social, and spiritual tools to reconceptualise and reshape this relationship. These higher-order abilities are essential for future community leaders to resolve complex ethical dilemmas arising from competing interests associated with issues of sustainable development (Luitel, B. C, 2018)

Findings

An overview of entrepreneurship education for transformation in general can be argued that entrepreneurship education contributes to the formation and development of-based skills entrepreneurship. Entrepreneurial values are more dominant is the value of creativity. Creativity is indispensable in entrepreneurial activities and things that need to be owned and developed in entrepreneurship for the development and success of an educational business in today's modern world. Creativity is seen as the

ability to develop new ideas and to find new ways of looking at problems, solutions and opportunities. School environment is a formal provider of entrepreneurship knowledge for transformation in education.

Conclusion

Based on the information collected and the results of this analysis, it can be concluded that entrepreneurship education is vital for transformation in education for developing country like Nepal. Ecopreneurship is a transforming system, socially committed environmental business characterized by breakthrough innovation. The current situation shows a clash between the conventional education, economic and the ecological system in global scale which will result in ecological degradation for the future. This article contributes to ecopreneur ship and to the literature on actor selection like community schools and introduce school curriculum and engage in education through transformative approach. Nepal has significant potential to develop as a hub for sustainable development and eco-tourism. By motivating ecopreneurs, the government can help build Nepal's reputation and wellbeing as a leader in sustainable development and attract national , regional and international recognition and investment for meaningful transformation.

Organizations also have the responsibility to make the consumers understand the need for and benefits of green products. Indeed, there are significant indications that environmental issues will grow in importance over the coming years and will require imaginative and innovative redesign and reengineering of existing efforts on the part of many businesses. Eco-friendly initiatives undertaken by ecopreneurs, and educational organizations will certainly be an integral factor in preserving the integrity of the natural environment through adequate value proposition, as it can yield better results for making successful business models along with environmental concerns even in educational sectors.

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