

## The Significance of Early Entrepreneurship Education in Bangladesh: An Investigation on Innokids as a Case Study

\*Rafiuddin Ahmed, University of Dhaka

Tasmin Hossain, BRAC

E-mail: [rafi.mkt@du.ac.bd](mailto:rafi.mkt@du.ac.bd)

**Abstract:** *The magnificence of early entrepreneurship education is plummeting and attracting the attention of academia recently. It tries to infuse the idea of entrepreneurship that may enhance or assist youth in finding early employment. In this study, the researchers try to investigate the need for Early Entrepreneurial Education (EEE) in Bangladesh and search whether there are any available ventures that are educating or training our youth to get early employment. The primary objective of this study is to investigate the importance of creating a mindset of entrepreneurship from an early stage of life among Bangladeshi teens and tweens. Then they explore the academic pedagogy that is infused among the target cohort who are 10-16 years of age in Bangladesh. This research investigated these objectives by taking Innokids (an educational start-up that focuses on needed skills: life, soft, tech, and business skills and helps kids to be self-employed and be a kidspreneur) as a case study that is operating in Bangladesh to the same cohort. This research followed a Qualitative research approach and collected data from secondary sources where the data were analysed by Qualitative Content Analysis (QCA) and Ethnographic Analysis (EA). The findings were based on case analysis and were found that Innokids is creating behavioural intention among kids to be future entrepreneurs and the academic pedagogies and contents are realistically aligned with the change of their intention. Regarding limitations, this research had to use researchers' own judgment and observation and had to rely mostly on secondary social media data. This research concludes with academic and industry contributions that further research should be done to see the impact (impact study) and suggests that Innokids may be adopted by stakeholders to create an impact to the community.*

**Keywords:** Early Entrepreneurship Education (EEE), Entrepreneurial Education (EE), Entrepreneurial skills, Kidspreneurship, Start-up.

- Introduction

It is now evident that the availability and prosperity of people with entrepreneurial

\*Corresponding Author

skills determine the economic development of a country. So, it wouldn't be a good choice to depend on nature for the supply of more people with entrepreneurial talents. Adopting a new strategy and developing human resources through education and training can be the best solution for that and scholars also believe in this process. It is already accepted by all that entrepreneurship has a significant impact on employment and a country's economic growth (Rauch & Hulsink, 2015; Audretsch et al., 2007) and this is why Entrepreneurial Education (EE) is getting much importance (McGuigan, 2016). "The development of entrepreneurship education is directed at achieving economic growth that is supported by the harmony between the availability of skilled manpower with the ability to create jobs or entrepreneurship, responding to the challenges of the labor requirements, and restructuring the school curriculum" (Darmawati et al., 2020).

"Entrepreneurship Education" is not well defined yet in any literature. The role and purpose of entrepreneurship have changed over time and thus, the definition of Entrepreneurship and Entrepreneurial Education has been contextualized in different countries. There is debate about using "Entrepreneurship Education" or "Enterprise Education". To develop the entrepreneurial mindset among the students in Malaysia, a model is proposed for Entrepreneurial education named "The 4e model". In this model, Entrepreneurial education is also used as "Enterprise education" to refer to theoretical and experiential learning accordingly. In conventional ways, teaching develops with attributes skills. Here, establishing a business is not the prime concern. Entrepreneurial Education covers an approach of self-development and renovation which ultimately develops knowledge, skills, and attitude among the students. As a result, students can think passionately about new ventures and can apply their knowledge and skills in their lives, jobs, and in their communities (McGuigan, 2016). In that way, they might get rid of unemployment, find their own employment, and can create more jobs.

We need to seriously address unemployment as it is increasing day by day among youth. Unemployment is also one of the major problems of Bangladesh, and recently it has been given enough and significant consideration by the Bangladeshi government, stakeholders, and policymakers. Bangladesh is a country with high levels of poverty, so the prevalence of a high

unemployment rate is not surprising as we cannot afford to be out of work, so 88% of the total workforce is working in the informal sector with lots of uncertainty and a lack of knowledge. In Bangladesh, Entrepreneurship and Entrepreneurial Education still have an apprehensive image all over the country. It is vastly seen that Entrepreneurial Education is still struggling to fit into the

traditional education system (Which is now taught only as a course at the graduate level) and thus, it failed to create an impact on graduates in broader aspects. In our current education system, all graduates are prepared to grow with a job-seeking mindset and hence one of the main reasons for entrepreneurial failure or less intention to be an entrepreneur is 'late introduction of entrepreneurial knowledge'.

In the current education system, graduates learn entrepreneurship at the age of 22 to 24 in their last year of undergraduate and it is too late to change their job-seeking mindset that they have been carrying for the last 22 years of their academic journey. So lots of researchers argue that late introduction might deter graduates not to focus on it, although there are counter-arguments to it. It is also accepted that an entrepreneurial mind set and entrepreneurship can help to develop the living standard and thus reduce the unemployment problem. Some of them added training and hands-on experience in their academic pedagogy, but it seems insufficient and treated as just an academic course like other courses. However, still, there is a lot of scope for improvement. With slow economic growth, the unemployment problem has become so gigantic that a massive movement is needed toward Entrepreneurship Development. So, the effectiveness of current programs and the proper implementation of future programs are very important. To overcome the flaws and enhance entrepreneurial intention among the graduates or students, an alternative can be an early introduction of entrepreneurship education that might foster students to learn early and act on it while they are at primary or in high school. Early introduction to entrepreneurship will have many benefits i.e., students will have enough time to think about entrepreneurship, they can plan early and learn, and can think about their future career from early life.

Early Entrepreneurship Education (EEE) is a complete lifestyle where children will learn and become accustomed to all the necessary skills (life,

soft, tech, and business) they need to know how to deal with everyday life. These skills will help them to nurture and foster entrepreneurial intention at an early age in life. In life skills, they might learn the skills that can assist them in coping with day-to-day life, such are self-awareness, critical thinking, creative thinking, decision making, problem-solving, Effective communication, interpersonal relationship, empathy, coping with stress and emotion mutually identified by UNICEF, UNESCO and WHO (Prajapati, Sharma & Sharma, 2017). Regarding soft skills, teamwork, working under pressure, problem-solving, decision-making, and communication are very crucial to learn. In tech skills, knowledge of IT skills, graphics design, computer literacy and the use of MS Office are

important. To say about business skills, financial literacy, business planning, ideation scaling, pitching, startup, marketing acumen, management, and innovation knowledge plays a major role (Dixon, Belnap, Albrecht & Lee, 2010). So, if anyone learns these skills at their early age might have a high potential to find their employment early and help them to be an entrepreneur and as it's early, it is called a kidspreneur.

In this study, the term 'Kidspreneurship' is used synonymously to explain early entrepreneurship. The term Kidspreneurship is comparatively a new terminology, and still, it is used limitedly. However, the researchers find this term relevant to the study topic. There is no widely accepted definition of "Kidspreneurship". However, we can consider the following definition as it explains the meaning and focus. "Kidspreneur is one of the education concepts based on entrepreneurship with the target of children because the provision of entrepreneurship is needed since childhood".

Seikkula-Leino et al. (2010) said that the childhood and adolescence period is the best time for entrepreneurial education. Löbler (2006) argues that from a constructivist perspective, the skills and competencies needed for entrepreneurial intention or mindset are mostly similar to the nature of children 5 or 6 years of age. Children of this age range usually tend to be curious, motivated to learn, interested in trying new things and trying to know about a variety of topics and impatient. Children are born enterprising, but in their later age, they lose it as they are not encouraged (Johannisson, 2010).

This research will try to explore how Early Entrepreneurial Education (EEE) can help us to change the behavioural intentions of students and what can be the mode of its delivery in the primary or high school level. To identify the available programs, this research explored a case study available in Bangladesh named "Innokids", which can be considered as a sample for Early Entrepreneurial Education in Bangladesh that can create entrepreneurial intention and motivation among teens.

## 1.2 Rationale of the Research

Limited research has been conducted on entrepreneurship at an early age (Hassi, 2016) for children. Heckman (2006) and Unger et al. (2011) bring entrepreneurship education in early life into the academic discussion when they argue that EEE (early entrepreneurship education) can develop knowledge as well as cognitive and non-cognitive skills in children which may help them

become entrepreneurs. The researchers especially focused on non-cognitive skills like persistence, creativity, and proactivity. Oosterbeek et al. (2010) Graevenitz et al. (2010), and Chuna and Heckman (2007) argued that EEE can develop entrepreneurial competencies alongside intentions, and they advised that this would have more effectiveness if instituted in early childhood. Pfeiffer and Reusb (2008) argued that investing in early childhood provides better results than beginning in high school or at the point of tertiary education. Huber (2012) argued that EEE could have positive effects on changing behavioral intentions. But regarding the pedagogy of this EEE, there was no strong literature found in prior research.

In this study, we will try to identify the needed skills and hands-on training that can be in the curriculum of the EEE pedagogy. This research finds a gap that no researcher explored in the areas of skills altogether that kids may learn at a time in a training which will help them to be an entrepreneur or at least change their intention to be an entrepreneur. Hence to reduce the knowledge gap, this research tries to see whether there is any institution that accumulates these skills in their EEE pedagogy. After extensive observation and searching, we found that 'Innokids' includes the skillset in their academic curriculum and we took them as an example of a case study to

explore. In conclusion, after analyzing the above literature and identifying the research gaps, this thesis developed the following objectives/aims and research questions discussed in the next section.

- Objectives of the Study

The main purposes of this study are-

- To explore the need for Early Entrepreneurial Education in Bangladesh and analyze the learning content and activities of Early Entrepreneurial training organizations in Bangladesh.
- To see the significance of new pedagogical entrepreneurship content (life, soft, tech, and business skills inclusion) in EEE education for future research scopes considering the local context.

- Research Questions

Considering the background of Early Entrepreneurial Education in Bangladesh, the research aims to answer the following question

- Does LSTB (life, soft, tech and business skills) help kids to chine their intention to be an entrepreneur in Bangladesh?
- Are these skills set sufficient to change behavioral intention among kids to find their early employment in Bangladesh?
- Literature Review

During the last few decades, Entrepreneurship Education took the attention of policymakers and educators to develop a country's economic growth. Karimi et al. (2012) said that a gap between Entrepreneurial Education and Entrepreneurial Intentions identified in Iran due to a lack of complete framework. It proposed the development of entrepreneurship in the public and private sectors as well as in universities. Mohamed et al. (2012) said that, in Malaysia, entrepreneurial education is adopted at the primary level and it continues in the lower secondary level. Integrated Life skills are taught with different core subjects like mathematics in Malaysia and it started from 1991. The effectiveness of this effort is questioned where entrepreneurial education

continues till the upper secondary level students are given the choice to choose an elective subject related to entrepreneurship in Malaysia. Kent (1990) said the main objective of this is to nurture students as job creators, not job seekers. But there is a good number of evidence that shows the entrepreneur education also failed because of an inappropriate focus on attitude or intention development toward entrepreneurship (Cheng, Chan & Mahmood, 2009; Souitaris, Zerbinati and Al-Laham, 2007). Stevenson and Lundström (2001) and Klapper (2004) also advocated for the introduction of entrepreneurship to primary and high school curricula in order to create a better understanding and linkage between academic institutions and the corporate world.

This will help the children to understand the real scenario of the business world and what amount of space is left for them. Entrepreneurial Education from an early age has already been implemented in different countries, i.e., the UK, The USA, Australia, Canada, etc. However, it was a debatable issue in the international context whether the entrepreneurial mindset needs to be developed in all stages of education or not. Darmawati et al. (2020) argued in one of their research projects on a framework where Early Entrepreneurial Education is implemented with the existing curriculum and tested its effectiveness. In this study, the writers tried to explain that the entrepreneurship education model is effective for the students of the preliminary classes. The main focus of their research is entrepreneurship education can be taught with the existing curricula and it sharpens the existing curricula. But there is no discussion on fostering



cognitive skills along with non-cognitive skills to develop entrepreneurial skills at an early age. Entrepreneurship education helps to shape not only the entrepreneurial personality but also equips the person with mental entrepreneurship (Darmawati et al., 2020).

In the current academic system, few young school children are prepared for their future careers and most are not exposed to entrepreneurship before they reach university. Paco and Palinhas (2011) argued that school children should learn entrepreneurship early in life so that they can prepare themselves early regarding their behavioural intentions for becoming an entrepreneur and setting up their businesses. They advised that school should

play a fundamental role in initiating the effort. The Paco and Palinhas study (2011) found that the relevant characteristics and motivation can be instilled in young minds. Paco and Palinhas (2011) also studied children's reactions to entrepreneurial-related non-cognitive skills, namely: creativity, willingness to take risks, personal control, self-esteem, confidence, teamwork, interpersonal communication, and a sharing mindset.

“Training to entrepreneurs should not be postponed until adulthood when some long-term characteristics, attitudes, and ways of thinking may hinder entrepreneurial intention” (Dao, 2020). In this study, a countrywide Early Entrepreneurial Education framework for the school-going students of Vietnam, including all educators from the macro-level to micro-level, have been included. Action-oriented teaching and problem-based learning will both improve a student's experiential judgment, problem-solving skills, creativity, and enterprising skills (Dao, 2020). Through this study, Early Entrepreneurial Education has been implemented with the national curricula, which are not possible for all countries and is also time-consuming as different stakeholders are involved here. In this case, training can be a very good solution which is not covered in this study. Bisanz et al. (2019) said that though it is crucial to begin Entrepreneurship Education at early ages, independent thinking capacity and acting with responsibility should be learned in early childhood. They also explained the effectiveness and purposiveness of the implication of social and sustainable entrepreneurship. They added that challenges in early childhood help people to shape their attributes which ultimately helps not only them but also their society as well. While facing the challenges, children can explore their strengths and weaknesses and can also gain enough self-confidence to believe in their ideas which is a must need attribute for entrepreneurship. Thus, children get enough confidence to put their ideas into action in their later life to solve not only

their personal but also the global challenges to create a sustainable common future for all.

Another piece of study is done by Nabi et al. (2018) where a field trial from 2015 to 2018 has been conducted and found that Entrepreneurial Challenge-based learning helped to increase the awareness of oneself, others, and the environment among the students. "The primary school level as a

perfect stage to launch entrepreneurial education because it enhances the ability of an individual to internalize all the benefits of entrepreneurial education through his formative years, thereby equipping him with the requisite entrepreneurial skills needed to survive in life" (Okoro & Ezeonwumelu, 2019). The study examined the Entrepreneurial Intention among primary school students through some motivational techniques implemented as a part of Entrepreneurial education. Children are more innovative than adults and positive to learning. So, it is argued that entrepreneurial spirit should be initiated from a child's fundamental education and then strengthened at higher levels. This practice should be implemented in both developed and developing countries (Dao, 2020).

- Methodology
- Research Approach

This research is based on a case study analysis of Innokids (an EEE provider organization in Bangladesh) and uses a Qualitative research approach. Available documents, previous research papers, photos, and activities of Innokids are analysed. Crowe et al. (2011) stated that the case study approach is particularly useful to employ when there is a need to obtain an in-depth appreciation of an issue, event, or phenomenon of interest, in its natural real-life context. In this research, we tried to analyse the probable effectiveness of "Innokids" in terms of developing the EEE from a Bangladesh perspective. To measure the effectiveness of this program, data is not available right now as "Innokids" is not been formally launched in Bangladesh but did some workshops, virtual classes, and Boot camps for piloting. As a result, this research tried to analyse its effectiveness based on the documents and visual materials collected from different secondary sources. So, a qualitative approach was mainly followed while analysing the secondary data.

According to Zainal (2007), "Case Study" as a research method can overcome this limitation. For this reason, in social research, qualitative research



methodology is getting more attention. Zainal (2007) also said that a researcher could go beyond the quantitative statistical data and understand

one's behavioural conditions through an actor's perspective. The effectiveness of the research might be hampered because of the absence of quantitative data and analysis. Through a case study, an incident is analysed and investigated from different perspectives. The effectiveness of a case study can be measured by replicating the result of a single case to other similar cases. As the case record is kept in detail so the result of similar cases can be compared, and the difference in outcomes can be analysed to get the variables that might have an impact on the different outcomes of similar cases (Widdowson, 2011). Here, we have taken "Innokids" as a case to have an in-depth analysis of the implementation process of Early Entrepreneurial Education in Bangladesh.

- Data Collection

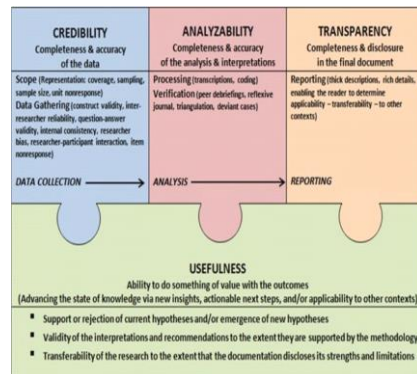
For our study, we collected *secondary data (observation and social media)* only. Vartanian (2010) stated that secondary data may include data that has been previously gathered and is under consideration to be reused for new questions for which the data gathered was not originally intended. Lowry (2015) in her research showed that among the business research she investigated, (a total of 32) 72% of researchers used secondary sources of data collection methods in different specialized areas of business (Accounting, Marketing, Finance, etc.) shows the popularity of using secondary sources. There are some reasons for using a secondary data collection method. According to Punch (2005), 3 major reasons are,

- Conceptual and Substantive Reasons: For some research problems, secondary data may be the only available data.
- Methodological Reasons: Secondary data analysis provides opportunities for replication.
- Economic Reasons: Primary research data collection is very expensive, and funding is not easy to get.

For this study, the reasons for using secondary data are more related to the first two reasons. The main sources of the secondary data of this research are the PhD thesis (as Innokids is a doctoral outcome), Published Sources, Journals, Newspapers, Websites, Blogs, and Government Records.

Observation of the social media activity, photos and videos shared on Innokids’s website ([www.innokids.org](http://www.innokids.org)) and social media page and its content analysis of related documents were the main data collection methods.

- Data Analysis



### Qualitative

Content Analysis (QCA) and Ethnographic Analysis (EA) are used as a method of analysing the data. According to Roller & Lavrakas (2015), QCA is defined as "the systematic reduction of content, analysed with special attention to the context in which it was created, to identify themes and extract meaningful interpretations of the data" (Roller & Lavrakas, 2015). The Total Quality Framework approach also adopted the whole analysis of the data. “The TQF is thus

a tool with which qualitative researchers can develop critical thinking skills by way of giving particular attention to quality issues related to the conceptualization, implementation, analysis, and reporting of their qualitative studies for any specific method, including the QCA method” (Roller, 2019). Credibility, analysability, transparency, and usefulness are the four interconnected components of this framework.

In this study, the four components and their process of analysis are followed carefully. The iterative approach of description, analysis and interpretation detailed by Wolcott (1994) is also relevant to the analysis of this study. The qualitative data is tested by cross-checking the pictures of the events organized by Innokids and the live videos on social media. Then the analysed data is compared to the data found in the literature review and other previous research.

- Findings of the Case Study

From the Literature review and another retrospect, we have seen how Early entrepreneurial education is implemented in different countries and how this is contributing to them. In the current perspective of Bangladesh, the necessity of some issues need to be addressed to comply with this research.

Firstly, entrepreneurial intention or the ardent to be an entrepreneur at an early age plays an important role in making the EEE effective in the long run. Secondly, Entrepreneurial education should cover a combination of cognitive and non-cognitive skills so that children can understand the dynamics of the real world from an early age

Thirdly, the effectiveness of integrating EEE with mainstream education or designing EEE to teach it separately is not confirmed yet in Bangladesh.

To analyze the above circumstances from the perspective of Bangladesh, we have extensively observed the activity of “Innokids” as a case. We will study what Innokids is offering and how it can contribute to developing EEE in Bangladesh.

- Innokids and Its Background

According to our observation, it is found that Innokids started its journey in Melbourne, Australia, in 2015. Innokids stands for innovative kids and focuses on fostering empathy and creativity, as well as cognitive, non-cognitive and basic business skills that might develop children as future entrepreneurs or social business entrepreneurs (Ahmed, 2018). Innokids was a project under PhD research in Australia, where 70 students from different classes of a local primary school named “Bundoora Primary School” have been selected for hands-on training for 18 months. Secondary data from Innokids activity showed that students enjoyed learning these skills through different types of activities, and it helped them to improve their entrepreneurial skills, which are already reflected through the student’s involvement in different types of entrepreneurial activities. Afterward, Innokids started its activities in 2019 in Bangladesh for the first time. The main objective of Innokids is to try to turn kids into a kidspreneur with the

motto, “We are not job seekers; we are job creators”.

The main target age for Innokids is children from 10-16 years old. This age is selected considering the maturity of the children in Bangladesh, and Innokids believes that everyone may not be an entrepreneur. Still, if kids get the training on needed four skills (life, soft, tech and business skills), they can be good professionals in their respective professions in the future.

The impacts that Innokids are trying to create within children and society are-

- Kids will create their own businesses before going to college, i.e., don't wait for the job
- Find their own employment and for others. Combat the impact of AI, automation
- Solve major social problems through their innovation

It was found that the above-mentioned desired impacts are always the priority of Innokids in their communication with the parents and the children. Innokids want to make a generation that will have a good level of entrepreneurial intentions and will not be dependent on the job only. In the future, these kids will contribute to solving the social problems also.

- Activities of Innokids

According to our investigation, we found that Innokids focuses on developing a set of skills among children through 3 month long courses with 24 hours of live weekend classes, quiz competitions, pitching competitions, boot camp, and finally ended with a certification giving ceremony. A team of 12 very qualified and dynamic teachers from home and abroad (i.e., Australia) are working in their team. It is observed, Innokids started the first course named "kidspreneur 1.0" in July 2021. Considering the future challenges and the local context, Innokids is delivering 4 skills-based learning to the children. These skills are-

- Life Skills
- Soft Skills
  
- Technological skills
- Business Skill

Apart from these classes, Innokids's first official appearance was through a Boot camp in Dhaka at EMK (Edward M Kennedy) Centre in December 2019. Around 40 tweens (Age 8-12) and teens (Age 13-16) participated in that event. Children participated in different types of activities and learned about future challenges and ways to overcome the skills they needed to learn. Some of the required skills were demonstrated through simulation, design thinking, games, and exercises. Lots of photos on its official website were found by the researchers and an ethnographic study was done through some selected photos in the later part of this study.

After its official appearance, the Covid outbreak started and the Innokids started a lively discussion on social media after the corona outbreak during this time. These discussions are usually held on a regular basis (once or twice a month). Guests

are invited from different sectors at home and abroad, who specially work in the field of children's education. The discussion played an important role in developing interest among children and parents about Innokids.

Innokids mainly focuses on developing a set of Cognitive (hard skills) and non-cognitive skills (soft skills) among teens and tweens. It develops its course curriculum in a way so that children can continue their day-to-day general education besides it. All the classes are designed according to the children's maturity level so that children can learn easily with lots of fun. After observing the online classes, it was found that facilitators try to design each session with some discussion, some experiential learning and sharing stories and practical examples that may engage with interest throughout the session.

The 4 skills are-

- Life Skills

Our observation finds Innokids has four modules throughout the training. In Module 1, Children learn Life Skills related to education with fun and it is known as “Edutainment”. Pasawano (2014) and Karima et al. (2006) explained the effect of edutainment on children’s IQ. A good environment of learning has more effect on IQ than heredity.

The course starts with life skills, and the experiential learning method is applied in these classes. The researchers choose 2 important pictures from the online classes showing 2 different topics from these classes. It is found that the life skills class has 3 modules. Module 1 had a focus on 3 sub-sections where the contents are, 1. Life skills hacks, 2. Managing your task 3. Think like a Pro. Under this content, children learn health-related basic knowledge, how to manage stress, assisting parents in house chores, study management, extracurricular, social media presence, screen time management, basic cooking, making breakfast, cleaning and littering your dump, taking care of the nature and pets, taking care of others in the family, first aid training by real doctors (999), organizing their table/room/ bags/ clothes/ironing your clothes, capstone Research, thinking outside of the box, tolerance of change and uncertainty, willingness to learn. All these classes are facilitated by the subject matter expert (when needed), and children enjoy a lot as they follow the “Learning by doing” methodology. Image 1 & 2 explains the need to learn first aid and how to organize their room,

respectively. Image 1 describes a trainer who is a doctor who joined in the session virtually to discuss first aid knowledge among children so that they can respond rightly in any emergency. In the 2nd image we can see students are given tips and tricks on how they can organize their belongings, especially their own room.

- Soft Skills

In module 2, Innokids focused on developing soft skills among children. Soft skills are



defined as EQ  
or E m o t i o n  
a l I n t e l l i g e n c e  
Quotient. In this  
module, the main  
contents are: 1. Be  
the winner, 2  
Positivity, 3.  
Ethics. Under these 3  
content, some major  
soft skills are covered,  
which have a great  
impact on being an  
entrepreneur. The  
topics are  
communication,  
empathy (love  
others), conflict management, decision making, inspiring people and friends,  
leadership, positivity and avoiding toxic people, self-confidence, cooperation,  
courtesy, honesty, humorous, respectfulness, attentiveness, dependability,

- Technical Skills

The digital  
contents and how to  
make them were taught  
in the class of  
technological  
skills in Module

3. The main contents  
of this module are: 1.  
Be

a Techie; 2. Be a Graphic pro; 3. Stay cyber-safe. The detailed contents of that  
classes were-organize your task via google calendar, Digital Skills, and its need,  
computer and device Knowledge. MS Word, PowerPoint, Excel, Computer Basic  
(Software install, file organize), Email hacks and managing google drive,  
Graphics design via Canva, Learning Prezi for presentation, learning Plotagon,  
Stay cyber safe, Robots and Artificial intelligence, Cyber security and  
cyberbullying, social media (Instagram, YouTube), Basics of coding and web  
design, Games, Manage your gazettes and gears. Understanding the existing

need for the new normal situation and the entrepreneurial need, class contents/pedagogy are designed to increase technological skills. The classes on technical skills are mainly focused on making the children equipped technically so that they can use this technology when needed. There is a session on Cybersecurity, where children learn how to avoid many mistakes & fraud activities. We attended the live classes and observed that the children enjoyed the classes related to technical skills a lot. Image 5 discusses how any kid can be a graphics pro within a short time, and in image 6, we can see that children are attending a session on cyber security. This class was really important as children use a lot of electronic online devices nowadays, and they need to know the threat of being exploited and how they can avoid it.



• Business Skills

The last module covers the acumen that is needed to start a business. To be a kidspreneur, children need to learn how to think like a businessman. The main contents for this modul

own Hero; 3. Be a kidspreneur. Needed skills like creativity and business ideas, the start-up/ lean start-up/ gig economy, getting better ideas and solutions, ideation to scaling, design thinking, be your own hero,

how business works, knowing and mastering accounting, marketing, finance, management, how to attract

the customer into your business, selling to the targeted customer (initially to your friends and family), business plan, BMC (Business model canvas), funding,

ready to boom/rock, the pitch/ winning your pitch was taught here. In image 7, we can see that children are attending a session on how to start a start-up. It is shown in this photo that they get to know the dos and don'ts of any start-up. This is a very important topic for all the children who want to open their own ventures at their early age. From image 8, we can see that children are learning the steps to do a business plan.

After this class students were asked to prepare a business plan as a part of experiential learning. After this module, children participate in a pitching competition as a group and develop their own business idea. The essential skills for an entrepreneur are taught in this module. Generating new ideas is considered as one of the main key attributes of entrepreneurship. In 2019 Innokids arranged a Boot camp for the children. Researchers picked up some photos of that event for *ethnographic analysis*.

The image 9, it shows a group of participants have involved in the "Design Thinking" activity. It shows that these participants are from different age groups where they worked on different problems while doing Design thinking. The body language of the participants shows that they enjoyed the activity a lot. Generating ideas to

solve a problem will help them think and design the solution to solve a problem and thus, their creativity and innovation will be increased. In this image, we can see the participants showcasing their work on Design thinking. Live videos on social media from Innokids's page is another way to analyse its implementation strategy and effectiveness. The researchers found a total of 7 videos. Before starting its operation, these live videos helped to promote Innokids. Experts from different sectors, both national and international, are invited in the live videos to

discuss how Early Entrepreneurial Education can be helpful for the future of children. Trainers of Innokids discuss specific skills in live videos, explaining its implication in different stages of life as they already have practical experience of those things. Kids from different schools with different extracurricular abilities are also invited to the videos, which is also a positive thing.

- Analysis and Discussion

Through the qualitative content analysis, we can now analyse the activities of Innokids that develop essential skills among the children. Innokids focuses on life skills in elementary classes. Although it is still an online course, it is a blended learning approach, and one-to-one mentoring helps to break the rigidity between teachers and children. As a result, children can easily express their feelings and the teacher can also understand what is appropriate for children or not (Tasuah & Diana, 2018). Life skills help to develop children's thinking, social and emotional skills. The World Health Organization also states that Life skills help to develop ten skills if it is learned at an early age of life. These skills are Decision making, Problem-solving, Creative thinking, Critical thinking, Effective communication, Interpersonal relationship skills, Self-awareness, Empathy, coping with emotions and coping with stress. The activity selected for life skills learning in Innokids, for example, gardening and having pets or storytelling surely help to develop children's creativity, critical thinking and other skills. On the other hand, live classes, social media live and skills-related guest appearances make the class more realistic where kids get real hands-on training that might help them to remember the content for a long time.

In the soft skills classes, students learn new types of skills which they did not hear of before (time management, stress management, communication, networking, design thinking, etc.). The early introduction of these skills will surely help them to act early and other than waiting for their employment. With soft skills, they might be able to network with friends and share their ideas with others. We know children who learn design thinking can find themselves in situations where they must consider the social context, balance different and even contradicting information, and act responsibly. These situations challenge them in ways that go beyond the traditional scope of school curricula, as they involve the wider community, cooperation with external stakeholders, and the testing of solutions with real users. So, Innokids is helping kids to be not only successful professionals or entrepreneurs but also responsible future citizens. Our observation says technological skills are very timely now to learn. Kids were taught IT literacy, graphics design, and knowledge of email writing, presentation

via prezi was quite spectacular and early for them to learn. They find these skills very interesting and engaging at their early age. Developing business skills is essential to develop entrepreneurial intentions among children. During the COVID period, online business and the E-commerce industry suddenly boomed and everyone had to more or less depending on it. It can be said an enormous opportunity has opened during the last few months. Through these sessions, a kid will be aware of the best use of the online platform for starting a business. Overall, the content of the classes is to make the children feel the importance of being financially independent. In Bangladesh, the scenario is fully different and parents don't appreciate earning from a young age which is different in developed countries. If the kids feel the importance of money and start to earn some money by using their skills, then these kids will be more responsible and accountable people in their later life. Basic business skills will help children to think like a businessman and other considerable issues while starting any business. Besides business skills, some soft skills are needed for an entrepreneur or for building better professionalism which was also discussed in these classes. In the last class, students did capstone research which enabled them to incorporate all the skills they learned in the whole course. Through this process, children felt more empowered and confident, which is a key requirement for an entrepreneur. Hence in summary, our analysis can conclude that our research questions are highly aligned with the activity of Innokids and their pedagogy on LSTB (life, soft, tech and business skills) are very much needed to create an early entrepreneurial intention among kids and are sufficient for kids to learn while they are at school and the initiative of Innokids is successful in infusing the idea among teens and tweens.

- Limitation and Future Scopes of the Study

The researcher had to consider many things while doing this study. Those are:

- In some cases, the researcher has to be empirical to measure the impact of the programme designed by the Innokids as it has not been yet started formally. It is still in its pilot stage of operation and may show a great result after a couple of iterations.
- As the classes were online, we had to depend solely on the data that

were collected from social media. It is tough to measure or observe the children's reflections while doing any activities online. However, in this study, researchers analyse the content only.

- Future research can be done to measure the effectiveness of online and offline training of Innokids and a pre and post-analysis is needed to take this case study as a full academic study.
- An impact study can be done in the future.
- Contribution of this Research (Academia and Industry)

This research has a very significant input for both academia and industry. The contribution to academia:

- The current research has a very strong significance in the field of EEE and it can be considered the pioneering research in the field of EEE in Bangladesh.
- This research followed a case study-based approach taking Innokids as an example. It will surely help researchers to explore further.

The contribution for industry:

- Innokids can be adopted by primary and high schools which may infuse the ideas of early entrepreneurship among teens and tweens that will enhance students' skills besides regular study
- Innokids can be adopted by the government and private sector organizations that work on skills, especially human/soft skills.

- Conclusion

In conclusion, we can suggest that EEE can be a good solution for the upcoming challenges of unemployment in Bangladesh. Considering the current situation of entrepreneurship development in Bangladesh, it's high time to teach LSTB (life, soft, tech, and business skills) to kids from primary school. EEE is one of the best ways to nurture the potential of our human resources. Entrepreneurship is not just a skill anymore it's a lifestyle that

needs to be nurtured. Most entrepreneurship educational projects are designed to develop personal characteristics through play. So, it is possible to take advantage of the fact that most children enjoy playing games, at the same time that they are also given the opportunity to develop physical skills, understand and make sense of the world, interact with others, express and control their emotions, develop their symbolic and problem-solving abilities and practice their emerging skills.



In this study, researchers analysed the content and its effectiveness on EEE development in Bangladesh perspective and proposed another 2 contents that can be included in the content. One is “Locus of Control” and another is “Soliciting Feedback”. These two skills can complement the skills Innokids want to instill among kids. As no prior research has been conducted on EEE in Bangladesh previously, this study will open more opportunities for further research. At last, we suggest conducting follow-up research is necessary to comply with the futuristic skills needed by kids.

## References

- Audretsch, D. B., Grilo, I. & Thurik, A. R. (Eds.). (2007). *Handbook of research on entrepreneurship policy*. Edward Elgar Publishing.
- Ahmed, R. (2018). *Incubating and training young social business entrepreneurs in a developed economic context: an action research approach*. Doctoral Thesis.
- Association, N. S. S. (2016). *Soft skills and emotional intelligence*.
- Bisanz, A., Hueber, S., Lindner, J. & Jambor, E. (2019). Social entrepreneurship education in primary school: Empowering each child with the Youth Start entrepreneurial challenges programme. *Discourse and Communication for Sustainable Education*, 10(2), 142-156.
- Crowe, S., Cresswell, K. & Robertson, A. (2011) The case study approach. *BMC Med Research Methodology*. 11(2), 100.
- Cheng, M. Y., Chan, W. S. & Mahmood, A. (2009). The effectiveness of entrepreneurship education in Malaysia. *Education+ training*, 51(7), 555-566.
- Chuna, F. & Heckman, J. (2007). The technology of skill formation. *American Economic Review*, 97(2), 31-47
- Darmawati, D. M., Nadiroh & Marini, A (2020). Developing Entrepreneurship Education Model in Improving the Skills of Recycling of Elementary School Students. *Al Ibtida: Jurnal Pendidikan Guru Mi*. 7 (1), 117-131.
- Dixon, J., Belnap, C., Albrecht, C. & Lee, K. (2010). The importance of soft skills. *Corporate Finance Review*, 14(6), 35-38.
- Dao, C. T. H. (2020). Suggestions for an extensive implementation plan of early entrepreneurship education in Vietnam. *Review of Integrative Business and Economics Research*, 9, (SI 4).
- Hassi, A. (2016). Effectiveness of early entrepreneurship education at the primary school level: Evidence from a field research in Morocco. *Sage Journal*, 15(2).

- Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, 312(5782), 1900-1902.
- Huber, M. (2012). Refined politics: Petroleum products, neoliberalism, and the ecology of entrepreneurial life. *Journal of American Studies*, Cambridge University Press.
- Johannisson, B. (2010). *In the Beginning was Entrepreneurship. Monograph Book*, Print ISBN: 9781849801454, eISBN: 9781849806459, 264.
- Karimi, S., Biemans, H. J., Lans, T., Mulder, M. & Chizari, M. (2012). *The role of entrepreneurship education in developing students' entrepreneurial intentions*.
- Klapper, R. (2004). Government goals and entrepreneurship education – an investigation at a Grande Ecole in France, *Education+Training*, 46(3), 127-137.
- Kent, C. A. (Ed.). (1990). *Entrepreneurship education: Current developments, future directions*. Greenwood Publishing Group.
- Karima, R., Oshima, Y. & Yamamoto, K. (2006). Identification of subjects for social responsibility education at universities and the present activity at the University of Tokyo. *Environ Sci*, 13(6), 327-337.
- Lowry, L. (2015). Bridging the business data divide: Insights into primary and secondary data use by business researchers. *IASSIST Quarterly*, 39(2), 18-19.
- Löbler, H. (2006). Learning entrepreneurship from a constructivist perspective. *Technology Analysis & Strategic Management*, 18(1), 19-38
  
- McGuigan, P. (2016). Practicing what we preach: Entrepreneurship in entrepreneurship education. *Journal of Entrepreneurship Education*, 19.
- Mohamed, Z., Rezai, G., Samsuddin, M. N. & Mahmud, M. M. (2012). Enhancing young graduates' intention towards entrepreneurship development in Malaysia. *Education\_Training*. ISSN: 0040-0912.
- Nabi, G., Walmsley, A., Liñán, F., Akhtar, I. & Neame, C. (2018). Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of learning and inspiration. *Studies in Higher Education*, 43(3), 452-467.
- Oosterbeek, H., Van Praag, M. & Ijsselstein, A. (2010). The impact of entrepreneurship education on entrepreneurship skills and motivation. *European Economic Review*, 54(3), 442-454.
- Okoro, C. & Ezeonwumelu, V. U. (2019). Motivating Students for Entrepreneurial Education in Nigerian Primary Schools: The 'Catching Them Young Phenomenon' *Equatorial Journal of Education and Curriculum Studies*; 3 (1): 28 – 36.

- Pasawano, T. (2015). Results of enhanced learning with the edutainment format. *Procedia - Social and Behavioral Sciences*, 176, 946-951.
- Pfeiffer, F. & Reub, K. (2008). Age-dependent skill formation and returns to education. *Labour Economics*, 15(4), 631-646.
- Prajapati, R., Sharma, B. & Sharma, D. (2017) Significance of life skills education. *Contemporary Issues in Education Research*, 10 (1).
- Paço, A. D. & Palinhas, M. J. (2011). Teaching entrepreneurship to children: a case study. *Journal of Vocational Education & Training*, 63(4), 593-608.
- Punch, K. F. (2005). Sosyal arařtırmalara giriř: Nicel ve nitel yaklařımlar [*Introduction to social research: Quantitative and qualitative approaches*]. Translated by Bayrak, D.
- Rauch, A. & Hulsink, W. (2015) Putting Entrepreneurship Education Where the Intention to Act Lies: An Investigation into the Impact of Entrepreneurship Education on Entrepreneurial Behavior. *Academy of Management Learning & Education*, 14, 187-204.
- Roller, M. R. & Lavrakas, P. J. (2015). *Applied qualitative research design: A total quality framework approach*. Guilford Press.
- Roller, M. R. (2019). A quality approach to qualitative content analysis: Similarities and differences compared to other qualitative methods.

*Forum: Qualitative Social Research*, 20(3).

- Seikkula-Leino, J., Ruskovaara, E., Ikavalko, M., Mattila, J. & Rytkola, T. (2010). Promoting entrepreneurship education: The role of the teacher? *Education + Training*, 52(2), 117-127.
- Souitaris, V., Zerbinati, S. & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business Venturing*, 22(4), 566-591.
- Stevenson, L., & Lundström, A. (2007). Dressing the emperor: the fabric of entrepreneurship policy. *Handbook of research on entrepreneurship policy*, 2007, 94-129.
- Tasuah, N. & Diana, D. (2018). The implementation of edutainment method in preschool learning. *Proceedings of the International Conference of Early Childhood Education (ICECE 2017)*.
- Unger, J. M., Rauch, A., Frese, M. & Rosenbusch, N. (2011). Human capital and entrepreneurial success: A meta-analytical review. *Journal of Business Venturing*, 26(3), 341-358
- Vartanian, T. P. (2010). What is a secondary data set? *Secondary Data Analysis*, 9-12.

- Wolcott, H. F. (1994). Transforming qualitative data: *Description, analysis, and interpretation*. Sage.
- Widdowson, M. (2011). Case study research methodology. *International Journal of Transactional Analysis Research & Practice*, 1(1), 26.
- Zainal, Z. (2007). Case study as a research method. *Journal Kemanusiaan*, 9, 1-2.