About the Journal

International Journal of Entrepreneurship and Economic Issues, ISSN: 2616-0048 (print) and ISSN: 2631-231X (online) is a double blind peer reviewed journal dedicated to the promotion and dissemination of academic works. This journal is published in autumn every year by the Center of Research and Development, King's College, Kathmandu, Nepal.

For contributions and correspondence:

Editorial Board
International Journal of Entrepreneurship and Economic Issues
King's College, Babarmahal, Kathmandu, Nepal
Tel: +977-1-4224520, 4224574, 4225909
journals@kingscollege.edu.np
journals.kingscollege.edu.np

STAR SCHOLARS NETWORK

9 798675 985890

INTERNATIONAL JOURNAL OF Entrepreneurship & Economic Issues

ISSN: 2616-0048 (print)
2631-231X (online)

Volume 4 Issue 1
August 2020

Special Issue

COVID-19
Education & Business

KING'S COLLEGE
architecting future

journals.kingscollege.edu.np

Volume 4/No 1 August 2020

INTERNATIONAL JOURNAL OF ENTREPRENEURSHIP & ECONOMIC ISSUES

A Referred Journal

Special Issue
COVID-19 and Education & Business

Guest Editor
Leah Hollis

Access this journal online at http://journals.kingscollege.edu.np/

Published by: STAR Scholars Network & Kings College

Disclaimer

Facts and opinions published in *this journal* express solely the opinions of the respective authors. Authors are responsible for their citing of sources and the accuracy of their references and bibliographies. The editors cannot be held responsible for any lacks or possible violations of third parties' rights.

Editorial Board

International Journal of
Entrepreneurship & Economic Issues
Volume 4, No 1 (2020)
Special Issue: COVID-19 | Education & Business

Special Issue Team

- Guest Editor*, Leah Hollis,* Morgan State University
- Project Director, *Krishna Bista*, Morgan State University
- Editorial Assistant, *Sharif Uddin,* Morgan State University
- Senior Editor, *Anuj Tiwari*, King's College

Advisory Board

- *Jeong Kyoum Kim*, Chungnam National University, South Korea
- *Bertram C. Bruce*, University of Illinois at Urbana-Champaign, Illinois
- *Blair Stevenson*, Oulu University of Applied Sciences, Finland
- *Devinder B. Thapa*, Agder University, Kristiansand, Norway
- *Jagganath Adhikari*, Curtin University of Technology, Australia
- *Jay Mitra*, University of Essex, UK
- *Jon Gunnar Nesse,* Western Norway University of Applied Sciences
- *Malavika Desai*, King's College
- *Narottam Aryal*, President, King's College
- *Perry Haan*, Tiffin University, Ohio
- *Rajib Subba*, King's College
- *Ramesh Dangol*, Youngstown State University, Ohio
- *Satyajit Majumdar*, Tata Institute of Social Sciences, Mumbai
- *Suman Neupane*, Griffith University, Brisbane, Australia
- *Thakur P. Upadhyay*, Inland Norway University of Applied Sciences
- *Ujjwal Kumar Chowdhury*, Ramoji Krian Group, Hyderabad
- *Yuri Sadoi*, Meijo University, Japan

Editorial Support
Hannah Nieswand
Krishna Khanal
Upasna Acharya

Language Editing
Bhawana Shrestha
Umes Shrestha

Technical Support
Kshitiz Gautam
Dishebh Raj Shrestha
Abhisekh Maskey
Kiran Thapa

Management Committee
Raj Poudel
Arjun Rijal

Call for Manuscripts

International Journal of
Entrepreneurship & Economic Issues

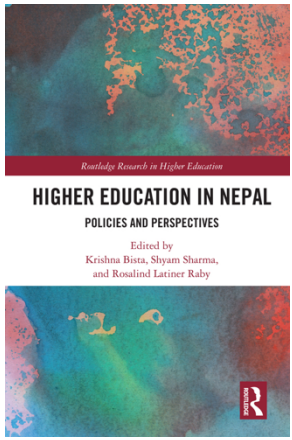
The *International Journal of Entrepreneurship and Economic Issues* (IJEEI) is a peer reviewed publication with a focus on entrepreneurship, education and economic issues by scholars and practitioners from around the world. IJEEI brings together scholars, practitioners and faculty members of academic institutions from across the world in the capacities of contributors, reviewers and advisors.

We are seeking manuscripts in the following areas:

- Brand management and network innovation
- Development of the service sector and Nepalese economy
- Entrepreneurial behavior in large organizations
- Entrepreneurial behavior in South Asia
- Entrepreneurial cooperation and networking
- Entrepreneurial environment and cross-cultural management
- Entrepreneurial growth and business sustainability
- Entrepreneurial processes
- Entrepreneurship and environmental sustainability
- Entrepreneurship and poverty alleviation
- Entrepreneurship in developing countries
- Entrepreneurship, Dalits, and social justice
- Ethics, the entrepreneur and the company
- Ethics, the entrepreneur and the company
- Family-owned businesses
- Financing company growth
- Government policy on entrepreneurship
- International entrepreneurship
- Internationalization and growth
- Minority and Dalit issues in small business and entrepreneurship
- Nepalese marketing and business innovation
- New forms of organization
- New venture creation and acquisitions of a growing company
- Risk management and venture capital
- Service marketing and service innovation
- Small and medium-sized enterprises
- South Asian corporate and non-profit entrepreneurship
- South Asian studies of entrepreneurship and marketing issues
- Strategic alliances
- Strategic dimensions of growth
- Supply chain management and customer relationship management
- Teaching entrepreneurship
- Venture financing and entrepreneurial education
- Women and entrepreneurship

Higher Education in Nepal: Policies and Perspectives

By Krishna Bista, Shyam Sharma, Rosalind Latiner Raby (2020, Routledge)



This book presents a showcase of discussions and critical perspectives about Nepalese higher education. Its chapters cover topics such as the impacts of local sociopolitical changes and global forces on public and private education, emerging online and distance education, administrative and intellectual leadership, quality assessment, graduate employability, global mobility of students, and the contributions of global diaspora of Nepalese scholars.
The central questions of the book are: What are some of the local and global academic interactions in Nepalese higher education and what are the current challenges and pathways for advancements and improvements? How can Nepalese higher education absorb twenty-first century values of quality education as external forces, while adapting new developments to local needs? How can scholars interested in Nepalese, South Asian, and international higher education create opportunities for scholarship and professional collaboration around research on higher education in this region of South Asia?

Reviews

'A compelling and very timely book, which provides thorough insight into the dilemmas and dynamics of higher education in Nepal.'
- Karen Valentin, PhD, Aarhus University, Denmark
' A rich resource for those involved in comparative education research anywhere in the world.'
- Hari P. Koirala, PhD, Eastern Connecticut State University
'This is an impressive collection of well-researched chapters on Nepali higher education'
- Bal Krishna Sharma, University of Idaho
'A must read. Each chapter topic provides critical perspectives that should be extremely helpful to policy makers, educators as well as researchers.'
- Jeet Joshee, PhD, California State University, Long Beach
'A unique volume relevant for today's educators, scholars, and policy makers.'
- Kalyani Rai, University of Wisconsin-Milwaukee
'The first of its kind, *Higher Education in Nepal* tells insightful stories of stark realities, hitherto unreported, in Nepalese higher education from multiple perspectives written by Nepalese and foreign scholars in a single volume. '
- Prithvi N. Shrestha, The Open University, UK.
'This volume captures key debates about higher education development in Nepal.'
- Tejendra Pherali, University College London, UK
'This book is informative, clear and able to showcase Nepalese higher education. Must read title for everyone in the field.'
- Jeet Sapkota, University of Tsukuba, Japan
'This book asks critical questions about the state of Nepal's higher education, and how innovative teaching and knowledge production can revitalize Nepal.'
-Åshild Kolås,PhD, Peace Research Institute Oslo, Norway
'A must read for anyone interested in contemporary higher education in Nepal.'
- Alpa Shah, London School of Economics and Political Science, UK

OJED

OPEN JOURNALS IN EDUCATION

High-quality, peer-reviewed academic journals based at leading universities worldwide.

Open Journals in Education (OJED) publishes high quality peer reviewed, open access journals based at research universities. OJED uses the Open Journal System (OJS) platform, where readers can browse by subject, drill down to journal level to find the aims, scope, and editorial board for each individual title, as well as search back issues. None of the OJED journals charge fees to individual authors thanks to the generous support of our institutional sponsors.

OJED journals are required to be indexed in major academic databases to ensure quality and maximize article discoverability and citation. Journals follow best practices on publication ethics outlined in the COPE Code of Conduct. Journals work to ensure timely decisions after initial submission, as well as prompt publication online if a manuscript is accepted for publication. OJED journals benefit from the editorial, production, and marketing expertise of our team of volunteers.

Explore our OJED Journals at www.ojed.org

Higher Education Politics & Economics

JOURNAL OF INTERNATIONAL STUDENTS

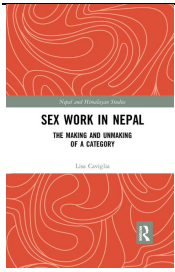
THE JOURNAL OF COMPARATIVE & INTERNATIONAL HIGHER EDUCATION

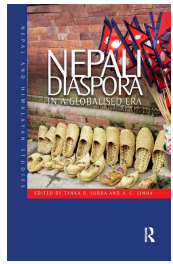
Journal of Underrepresented & Minority Progress

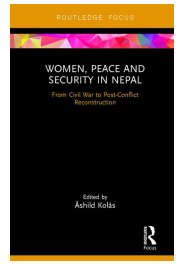
JOURNAL OF INTERDISCIPLINARY STUDIES IN EDUCATION

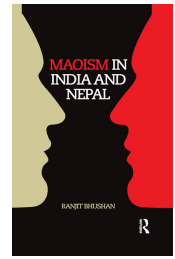
International Journal of Multidisciplinary Perspectives in Higher Education

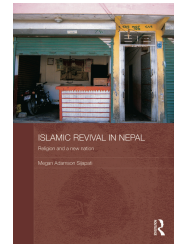
Nepal Resources

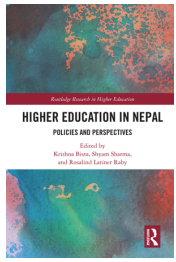


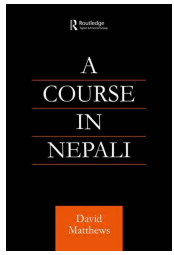


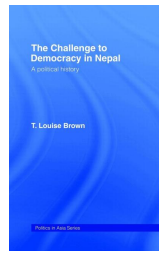


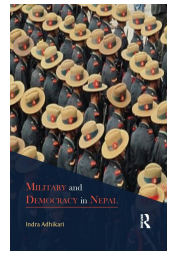


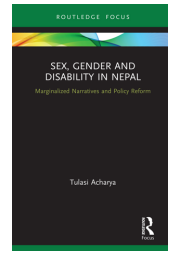


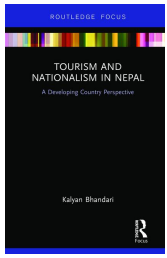


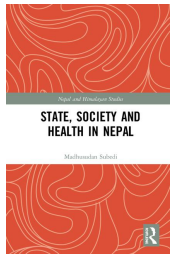


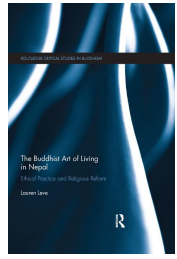


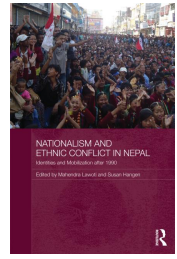


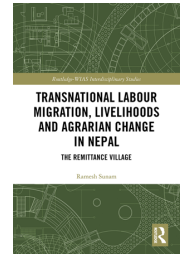


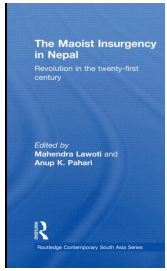


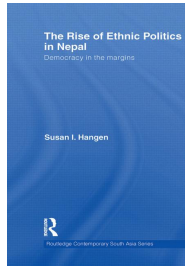


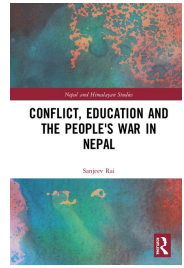


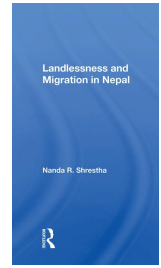


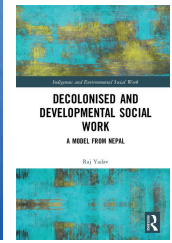


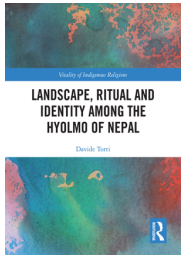


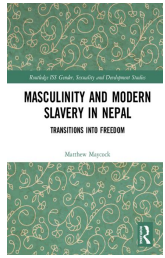


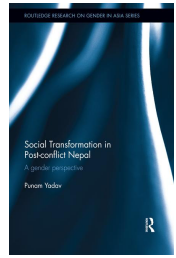


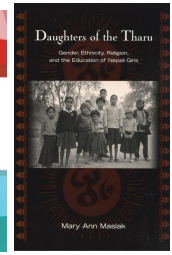


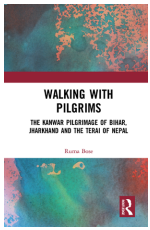


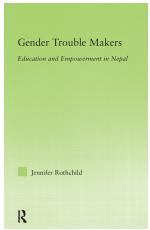


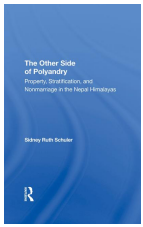


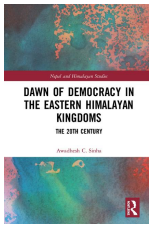




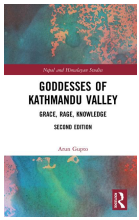

WALKING WITH PILGRIMS
THE KAMWAR PILGRIMAGE OF BIHAR, JHARKHAND AND THE TERAI OF NEPAL
Rama Bose

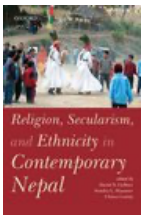

Gender Trouble Makers
Education and Empowerment in Nepal
Jennifer Rothchild

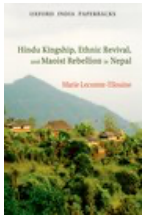

The Other Side of Polyandry
Property, Stratification, and Nonmarriage in the Nepal Himalayas
Sidney Ruth Schuler

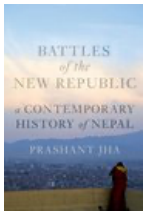

DAWN OF DEMOCRACY IN THE EASTERN HIMALAYAN KINGDOMS
THE 20TH CENTURY

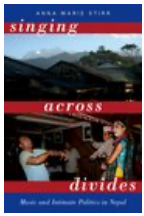
REVOLUTION IN NEPAL


GODDESSES OF KATHMANDU VALLEY
GRACE, RAGE, KNOWLEDGE
SECOND EDITION
Arun Gupto

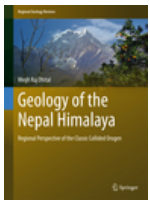

Religion, Secularism, and Ethnicity in Contemporary Nepal


Hindu Kingship, Ethnic Revival, and Maoist Rebellion in Nepal
Marie Lecomte-Tilouine


BATTLES of the NEW REPUBLIC
A CONTEMPORARY HISTORY of NEPAL
PRASHANT JHA

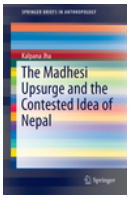

singing across divides

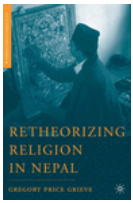
Agricultural Transformation in Nepal

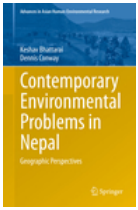

Geology of the Nepal Himalaya

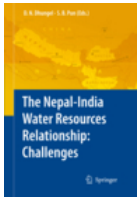
Self-Determination & Constitution Making in Nepal

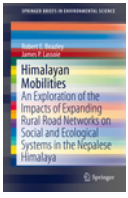
Sustainability of Organic Farming in Nepal


The Madhesi Upsurge and the Contested Idea of Nepal


RETHEORIZING RELIGION IN NEPAL
GREGORY PRICE GRIEVE

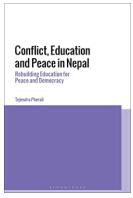

Contemporary Environmental Problems in Nepal
Geographic Perspectives

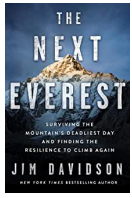

The Nepal-India Water Resources Relationship: Challenges

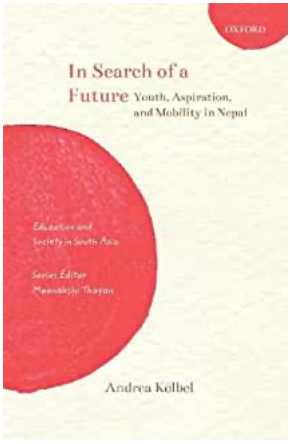

Himalayan Mobilities
An Exploration of the Impacts of Expanding Rural Road Networks on Social and Ecological Systems in the Nepalese Himalaya

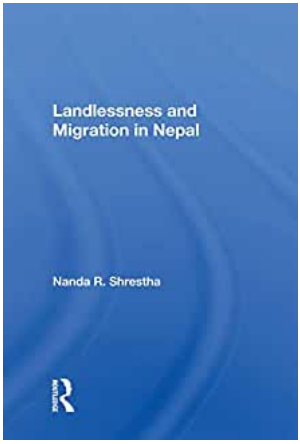
Little Princes
One Man's Promise to Bring Home the Lost Children of Nepal
Conor Grennan

Political Economy of Social Change and Development in Nepal


Conflict, Education and Peace in Nepal
Rebuilding Education for Peace and Democracy


THE NEXT EVEREST
JIM DAVIDSON


In Search of a Future Youth, Aspiration, and Mobility in Nepal
Education and Society in South Asia
Series Editor
Meenakshi Thapan
Andrea Kölbel


Landlessness and Migration in Nepal
Nanda R. Shrestha

CONTENTS

International Journal of
Entrepreneurship & Economic Issues
Volume 4, No 1 (2020)
Special Issue: COVID-19 | Education & Business

Power Needed for Good Not Evil: Covid-19's Exposure of Global Power Differentials and Educational Disruption
Leah Hollis

ESSAYS

1. Year of the Bull? Global bullying of the Asian diaspora as repercussions to the Covid-19 pandemic
   Leah Hollis
2. Nepalese Teachers' Resilience: Adjusting Learning Context in Pandemic
   Devi Prasad Adhikari
3. ECHO Education: A Multisectoral Effort Ensuring Educational Success During the COVID-19 Pandemic
   Edward Harris
4. The Need for Increasing Black Entrepreneurship as a Result of the COVID-19 Pandemic
   Robert Singh
5. 2020: COVID-19 & International Higher Education
   Rosemary Gillett-Karam
6. The Importance of Decisive Leadership and Clear Direction During Crisis
   Michael Wright
7. Sri Lanka's Economic Woes amidst COVID-19 and the Way Forward
   Nuwan Herath
8. Teacher Education: An Adaptive Response to the Movement to Online Instruction
   Robert Ceglie
9. Challenges of Online Education during COVID-19 Pandemic in Nepal
   Kabita Khati, Khem Bhatta
10. The Rebirth of Eagle and Learning in COVID 19 Pandemic: An International Student's Perspective
    Muhammad Sharif Uddin
11. Monetary Policy Peri- Post Covid-19 and rise of enterprises in Nepal.
    Kiran Mainali
12. When Cultures Collide: Global Cultural Intelligence in Covid-19
    Clea Patrick
13. Sustainable Organizations to Emerge as Leaders During the Covid-19
    Sandeep Shrestha
14. Mental health among entrepreneurs: The benefits of consciousness
    Jeffrey Overall
15. How to Overcome Stress during COVID19 Pandemic
    Pushpa Priya

16. A New Era of Social Enterprise? A Global Viewpoint
Jamie P. Halsall, Roopinder Oberoi, Michael Snowden
17. Leveraging Innovative Entrepreneurship in Shaping Nepal's Agriculture
Sangam Paudel, Rastraraj Bhandari
18. Impact of COVID-19 on Food Security in Nepal
Daya Raj Subedi

OJED
OPEN JOURNALS IN EDUCATION
Volume 4, Issue 1 (2020), pp. i-v
International Journal of
Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Power Needed for Good Not Evil: Covid-19's Exposure of Global Power Differentials and Educational Disruption

Leah P. Hollis
Morgan State University, USA

ABSTRACT

Psychologists and sociologists have considered the types of leadership and organizational power used to manage and even control employees, communities, and institutions (Raven, 1958). When such dynamics emerge in the comics read across the globe, even those authors caution their protagonists and superheroes to "use power for good not evil…;" yet after reading the articles for this edition, I recognize that the Covid-19 pandemic has re-exposed global power structures and differentials. These power structures have either been used for the good of the people, or for evil to exacerbate the harmful experiences felt by disenfranchised populations.

Keywords: Covid-19, educational disruption, power differentials

"A general theme in this volume is that people from across the globe, from different sectors of employment, are grappling with Covid-19 and the power differentials in their respective communities, which are either helping or hindering people. Those with power, access, and privilege have choices about who will receive charity, what small businesses receive loans, and how teachers are treated. Further, several essays have called upon leadership to recognize the hurtful divisiveness and the emotional stress precipitated by their actions. The world has not engaged in a coordinated effort to blunt the

ravages of the Covid-19 pandemic manifesting throughout international populations. Unfortunately, some governments have exploited the situation leaving hospitals and health care workers competing to purchase personal protective equipment (PPE) instead of communities uniting to share resources, thus dissipating stressful market competition for essential supplies.

We have all heard the term "go-viral," when a bystander captures images and video then disseminates the recording instantly to hundreds of thousands of viewers. Quite literally in this pandemic, intercontinental also means interconnectivity through communication, travel, economics, the environment, and other large-scale occurrences. Considering this interconnectivity, this volume includes articles speaking to the mental health issues that arise during a pandemic. Cheung et al., (2008) noted that the suicide rate increased in Hong Kong after the 2003 SARS (Severe Acute Respiratory Syndrome) pandemic. In this current pandemic, fears and xenophobia have driven some to ingest bleach or other harmful substances that led to their death (Golgowski, 2020). For others, the fear and criticism from their community led to suicide, as was the case of a 36-year-old Bangladeshi man in March 2020 (Somoy News, 2020). Similarly, in another incident of suicide in India, a man took his life to avoid hanging because his village thought he had contracted Covid (Goyal et al., 2020; Mamun & Griffiths, 2020). The Covid-19 pandemic reconstructs the fact that those with intersecting positions in society given gender, race, and class are more likely to endure the deficit end of power differentials (Collins, 2017; Hollis, 2018).

As noted by this issue of the journal, the pandemic has created interruption to education with China, South Korea, Italy, and Iran being the hardest hit countries (Global Agenda, 2020). These interruptions have lead to creative innovations. For example, children in Hong Kong started using apps to keep up with their schooling. In China, 120 million children received education through television broadcasts (Global Agenda, 2020). Public libraries in Australia and Finland are using drones to deliver reading materials to youngsters engaging their summer reading lists. Reports estimate that 87% of the world's learners of 1.5 million students are online during the pandemic (Jacob et al 2020); in contrast, those communities and families who do not have reliable Internet access or the proper devices to utilize digital services are left behind and more vulnerable. Unesco states that children in rural areas of Africa, Nepal, and Pakistan are particularly isolated and falling behind on their respective educational tracks (UNESCO, 2020).

Resultantly, children in these situations may experience deficient achievement. The Brookings Institute which tracks student achievement over an academic year forecasts that children will only have 70% of the pre-Covid

projected achievement in reading and only 50% of the pre-Covid project achievement of math. Internationally, students will be behind, specifically in math, a skill critical to learning and sustaining achievement in a digital world (Brookings, 2020). In a recent study of Ghanaian international students attending school away from their home country, Demuyakor (2020) found that developing an online community could be a key factor in keeping students engaged and satisfied with the virtual learning options required of Covid-19. Not only do courses need to be modified to adapt to online learning, the lectures and professors also need to model an appreciation for online learning and have proper training.

For example, I have been teaching online for over 15 years, and have benefitted from a community of educators also teaching online. During that time, I have taught students in the Philippines, Uganda, Italy, and Afghanistan. Some students have been in forward areas serving in the military. Therefore, standard assignments, which might include students visiting a classroom or interviewing colleagues, needed to be modified to include Vimeo and YouTube. In a traditional classroom, professors often assign group work or other service-learning activities. During the Covid-19 lockdown, professors need to rethink such projects and assign teams perhaps by time zone. Further, just as students benefit from an online community, professors abruptly transitioning to online delivery also would feel more supported in a community of online educators who discuss their concerns and successes with online education. To this point, Manthalkar et al., (2020) of India have indicated some key elements for students and faculty working online. See Table 1.

Table 1. *Four Elements of Lifelong Learning*

Flexibility: Education at the learner's pace and real needs (UN sustainable development goals) of the present-day world
Cognitive, Emotional Spiritual: Engaging humanely and (respecting life over mere economic gain)
Resilience: Emphasis on bouncing back despite failures (learning from nature to flourish in the presence of adversities)
Creative Thinking and Design Thinking: Developing abilities of problem solving by creating new knowledge keeping in mind the end-product.

Source: Manthalkar et al., (2020).

Regardless of the type of interruption, to business, education, mental health treatment, or agriculture, community members should use their own collective power for good, not evil. Government intervention and solid leadership would certainly serve as a suave to soothe the anxieties that their respective constituents feel in these unprecedented times. However, these essays also expose an opportunity beyond reliance on government intervention. The opportunity is for the citizens to generate solutions whilst we wait for a vaccine. Community collaboration in which small groups of people purchase groceries, seek Internet service, and care for the most vulnerable can solve some immediate problems. Shelter in place can extend slightly to a few sheltering together to share resources.

Citizens should share credible science-based information instead of believing the World Health Organization (WHO) or the Center for Disease Control (CDC) are manufacturing hoaxes through "fake news." The interconnectivity in this world problem is undeniable. Nonetheless, citizens, organizations, and societies may forge a path to institute change (Hollis, 2017). Global citizens can subscribe to their collective influence to use their power for good, not evil, by avoiding behaviors that challenge the authenticity of this deadly virus, and instead subscribing to locally driven innovations to help us all withstand this lethal pandemic and the undeniable interruption to educational systems.

REFERENCES

Brookings (2020). The Impact of COVID-19 on student achievement and what it may mean for educators. https://www.brookings.edu/blog/brown-center-chalkboard/2020/05/27/the-impact-of-covid-19-on-student-achievement-and-what-it-may-mean-for-educators/

Collins, P. H. (2017). The difference that power makes: Intersectionality and participatory democracy. *Investigaciones feministas*, *8*(1), 19-39.

Demuyakor, J. (2020). Coronavirus (COVID-19) and Online Learning in Higher Institutions of Education: A Survey of the Perceptions of Ghanaian International Students in China. *Online Journal of Communication and Media Technologies*, *10*(3), e202018.

Global Agenda (2020). Three ways the pandemic could reshape education. https://www.weforum.org/agenda/2020/03/3-ways-coronavirus-is-reshaping-education-and-what-changes-might-be-here-to-stay/

Golgowski, N. (2020). Father and Sons Charged After Allegedly Selling 'Miracle' Bleach COVID-19 Cure. Huffington Post.

https://www.huffpost.com/entry/4-charged-with-miracle-mineral-solution-covid-cure-bleach_n_5f06128dc5b63a72c33c3765
Goyal, K., Chauhan P., Chhikara, K., Gupta, P., Singh, M.P. Fear of COVID 2019: first suicidal case in India. Asian J. Psychiatr. 2020;49: e101989
Hollis, L. P. (2017). Workplace bullying in the United States and Canada: Organizational accountability required in higher education. *Comparative Civilizations Review*, *76*(76), 13.
Hollis, L.P. (2018). Bullied out of position: Black women's complex intersectionality, workplace bullying, and resulting career disruption. *Journal of Black Sexuality and Relationships*, *4*(3), 73-89.
Jacob, O. N., Abigeal, I., & Lydia, A. E. (2020). Impact of COVID-19 on the Higher Institutions Development in Nigeria. *Electronic Research Journal of Social Sciences and Humanities*, *2*, 126-135.
Mamun, M. A., & Griffiths, M. D. (2020). First COVID-19 suicide case in Bangladesh due to fear of COVID-19 and xenophobia: Possible suicide prevention strategies. *Asian journal of psychiatry*, *51*, 102073.
Manthalkar, R., Gajre, S., & Joshi, Y. (2020). *Education after COVID-19 Disruption* (No. 3431). EasyChair.
Raven, B. H. (1958). Legitimate power, coercive power, and observability in social influence. *Sociometry*, *21*(2), 83-97.
Somoy News Youth Suicide in Gaibandha Due to Doubt of Corona (In Bangla) 2020. https://m.somoynews.tv/pages/details/204558
UNESCO (2020). COVID-19 educational disruption and response: Continuation of radio education for secondary level students in Nepal. https://en.unesco.org/news/covid-19-educational-disruption-and-response-continuation-radio-education-secondary-level

---

LEAH P. HOLLIS, EdD is an associate professor in the Department of Advanced Studies in the School of Education and Urban Studies at Morgan State University in Baltimore, Maryland, USA. Her primary research interests examine workplace bullying in higher education, and the impact of race, gender, and underrepresented status on academic employees and faculty. Email: leah.hollis@morgan.edu

Short Essay

OJED
OPEN JOURNALS IN EDUCATION

Volume 4, Issue 1 (2020), pp. 1-5
International Journal of
Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Year of the Bull? Global Bullying of the Asian Diaspora as Repercussions to the Covid-19 Pandemic

Leah P. Hollis, EdD
Morgan State University, USA

ABSTRACT

The Covid-19 global has exposed another pandemic, that of racism. As a result, Chinese citizens throughout the global community have faced bullying and malice. Bullying is a global problem; in this case the international community has concentrated its collective anxiety about Covid-19, which originated in Wuhan, China, to discriminate against those of Chinese descent. Therefore, this short essay reflects on some historical and psychological underpinnings, which inform the cruelty and blame ascribed to many Chinese people during this unprecedented public health emergency.

Keywords: bullying, Covid-19, racism, xenophobia

The Chinese culture has a rich tradition that includes 12 zodiac symbols designating each year with the luck of that animal totem (Shu-xian, 2014). For example, those from the year of the horse are straightforward, active, and energetic. In another illustration, people from the year of the rabbit are considered gentle, quiet, and patient. Within the contemporary context of

Covid-19, I respectfully borrow the spirit of the Chinese zodiac to designate 2020 the year of the Bull. Those bullies motivated by their fear and privilege disseminate racism, xenophobia, and impatience into a society already traumatized by the worst health crisis in over a century. With the pandemic, 2020 has been an unlucky year for the planet with soaring death rates to over 500,000 deaths at the time of this writing and subsequent economic fragility complicating the recovery.

COVID-19 AND XENOPHOBIA

Those of the Chinese diaspora have already faced historical and discriminatory animus in the United States. With the 1848 Treaty of Guadalupe Hidalgo that ended the Mexican-American War, the United States annexed much of Arizona, New Mexico, Colorado, Nevada, Utah, and California (Takaki, 1993). The American rush to the west also yielded the Chinese mass migration to their east when American developers recruited cheap Chinese labor to build the intercontinental railroad.

In their quest to escape the violence of the Delta lands and other peasant rebellions, over 325,000 Chinese immigrated to California. The Chinese who served as miners and railroad workers were major contributors to the burgeoning American infrastructure in the west. Yet when the railroad was complete, the Chinese remained in the states and were relegated to low paying work such as cigar making, farming, and laundry service (Takaki, 1993).

With the traditional struggle for labor that occurred in the east with Blacks in sharecropping, industry, and continuing racist disharmony, the Chinese in the west were also viewed as a threat to whites who did not want to compete with the cheaper wages accepted by Chinese laborers. Similar to other minority groups competing with whites for a living wage, the Chinese were vilified with a host of racist slurs and stereotypes that focused on their physical differences in their eyes, lips, and skin color (Takaki, 1993).

The aforementioned behaviors align with Allport's (1954) discussion on prejudice. Humans tend to gravitate toward those they find more familiar, within family parameters, regional parameters, language parameters, and racial parameters. Fear of those who are different, hence xenophobia (West, 1993), drives humans to engage denunciation behaviors such as antilocution, avoidance, discrimination, physical attack, and extermination (Allport, 1954, p. 49).

Similar to other minority groups in the United States who are plagued with such discriminatory historical and psychological underpinnings that

inform contemporary society, the Chinese as well must cope with demeaning treatment rooted in a century and a half of prejudice. With the global pandemic, which originated in Wuhan, China, the Chinese, along with Japanese and Koreans (who are often incorrectly lumped in with the Chinese) have encountered amplified bias, discrimination, and bullying.

For example, CBS News correspondent, Weijia Jiang noted on March 17, 2020, that the White House staff had referred to the Covid-19 virus as the "Kung-flu." When Kelley Ann Conway, White House counselor was questioned about the racial slur, she shifted blame, stating that the use of the slur was hypothetical and a falsehood (Worthington, 2020). Nonetheless, in May 2020, Diaz (2020) reported that President Trump abruptly insulted Weija Jiang who asked Trump to speak about Americans losing their lives daily to the pandemic. Trump's hostile response on live television was "Don't ask me, ask China." He further declared that Jiang's question was 'nasty,' then abruptly exited the press conference (Diaz, 2020).

While it might be easy to highlight the White House personnel for unrelenting utterances insulting minorities and women, Washington, D.C. has not cornered the market on heinous behavior. Some Americans have developed a petition, which surfaced on change.org to officially rename Covid-19 as the 'Kung-flu.' As bullying is a global issue (Hollis, 2017), the Human Rights Watch has reported that various groups in Italy, Spain, Greece, France, and the United Kingdom have also propagated xenophobia and white supremacist rhetoric deprecating the Chinese. Further, tormenting and bullying of the Chinese also have been reported in Africa, Brazil, and Australia. Additionally, the Chinese have faced increased discrimination in Japan, Indonesia, and South Korean. To track the racist pandemic that reestablished itself along with the Covid-19 pandemic, the Chinese for Affirmative Action Group reported that its Stop AAPI Hate Campaign had garnered comments from over 1700 Asian Americans from 45 states and Washington, D.C. who were subjected to Covid-19 discriminatory events (Choi, 2020).

CONCLUSIONS

The year of the Bull should remind global citizens that interconnectivity between cultures and economies serves an international coalition of citizens who contribute to the health, prosperity, or demise of humanity. Covid-19 and its devastating wave of illness have further highlighted human foibles to either rally together or succumb to ancillary bigotry. Despite that Covid-19 will leave a global devastation in its wake, even after a vaccine stifles the

virus, the global community must still address the indelible xenophobia, racism, and bullying which infiltrates all cultures. With or without global and executive leadership, the task remains to inoculate the populace against another year of the Bull.

REFERENCES

Allport, G. (1954) *The nature of prejudice*. Perseus Books

Choi, C. (2020). In six weeks, STOP AAPI HATE Receives Over 1700 Incident Reports of Verbal Harassment, Shunning and Physical Assaults. *Chinese for Affirmative Action*. https://caasf.org/press-release/in-six-weeks-stop-aapi-hate-receives-over-1700-incident-reports-of-verbal-harassment-shunning-and-physical-assaults/

Goldiner, D. (2020). White House official calls coronavirus 'Kung-flu' to Asian American report as Trump defends 'Chinese flu." *New York Daily News*. https://www.nydailynews.com/coronavirus/ny-coronavirus-kung-flu-white-house-weijia-jiang-cbs-20200317-etnt6uhoojharhykdsblkn7dta-story.html

Hollis, L. P. (2017). Workplace Bullying II: A Civilizational Shortcoming Examined in a Comparative Content Analysis. *Comparative Civilizations Review*: 77(77) Article 9. https://scholarsarchive.byu.edu/ccr/vol77/iss77/9

Human Rights Watch (2020). Covid-19 Fueling Anti-Asian Racism and Xenophobia Worldwide National Action Plans Needed to Counter Intolerance . https://www.hrw.org/news/2020/05/12/covid-19-fueling-anti-asian-racism-and-xenophobia-worldwide

Shu-xian, P. (2014). Yin and Yang in Tao and Yin and Yang in Twelve Chinese Zodiac Signs. *Journal of Xihua University (Philosophy & Social Sciences)*, *33*.

Takaki, R. (1993). A different mirror: A history of multicultural America. Bay Back Books.

West, C (1993). *Race Matters*. Beacon Books.

Worthington, A. (2020). Kellyanne Conway Bullies Asian Reporter About WH Official Who Used 'Kung-Flu.' Crooks and Liars. https://crooksandliars.com/2020/03/kellyanne-conway-bullies-asian-reporter

Bio

LEAH P. HOLLIS, EdD is an associate professor in the Department of Advanced Studies in the School of Education and Urban Studies at Morgan State University in Baltimore, Maryland, USA. Her primary research interests examine workplace bullying in higher education, and the impact of race, gender, and underrepresented status on academic employees and faculty. Email: leah.hollis@morgan.edu

---

Manuscript submitted: ***June 20, 2020***
Manuscript revised: ***July 7, 2020***
Accepted for publication: ***August 15, 2020***

OJED
OPEN JOURNALS IN EDUCATION
Volume 4, Issue 1 (2020), pp. 6-9
International Journal of Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Nepalese Teachers' Resilience: Adjusting Learning Context in Pandemic

Devi Prasad Adhikari
Nilkantha Multiple Campus, Tribhuvan University, Nepal

ABSTRACT

Schools and colleges have been closed due to pandemic. As a result, face-to-face teaching and learning has been suspended. This essay explores the changing teaching and learning context and teacher resilience in Nepal since the inception of the Covid-19 pandemic.

Keywords: pandemic, context, resilience and virtual learning

The mind is not a vessel to be filled but a fire to be kindled. -Plutarch

These are hard times. Every profession in the world is enthralled with the grotesque situation created by the 2020 pandemic. As a professional teaching for more than two decades, I have deeply observed different but quite exciting situations growing in the teaching and learning context of Nepal. At the time of this writing, educational systems have been locked down, separating teachers and students for more than ten weeks. There is still uncertainty about resuming normal school and college operations.

However, teachers in Nepal are continuing their profession through online teaching learning practices.

Teacher resilience, defined as the capacity to continue to bounce back, to recover strengths or spirit quickly and efficiently in the face of adversity, is closely allied to a strong sense of vocation, self-efficacy and motivation to teach (Gu & Day, 2007). Work on positive psychology is another important resource for teachers looking to understand and develop well-being in their students (Seligman, 2011) in difficult situations. There has been a particular focus on building learner's individual resilience, mirroring increasing concerns in mainstream general education. Being resilient means coping strategies or a shift in focus from teacher stress and burnout to resilience provides a promising perspective to understand the ways that teachers manage and sustain their motivation and commitment to the learners in times of change (Gu & Day, 2007).

Teaching is a demanding job in an emerging ''age of diversity and sustainability'' (Hargreaves & Fink, 2006). The teachers being locked in their homes are contributing efforts to sustain their profession. Many teachers serving in private schools and colleges have not been paid for last two or three months, however, they have not given up their hope. They are busier in taking virtual classes regularly through apps such as Zoom, Google Classroom, What's App, Google Meet, Moodle and ezTalks Webinar etc. In my own experience, teaching three classes virtually in a day makes me more engaged than teaching five classes regularly in real classrooms. I have to be more sensitive and technically resourceful as I usually record the classes for further purpose and to make it useful for absent and inaccessible learners at the time being. Quality is another important concern. Teachers are committed to it.

It has also been argued that teacher resilience is a 'quality retention' issue (Day & Gu, 2010) with retention of committed, engaged and motivated teachers who, regardless of career stage, continue to develop professionally and maximize their capacity to provide high quality teaching. In current trends with multiple educational levels, online learning resources and activities about teacher resilience may also be developed as a stand-alone resource or to supplement or complement face-to-face learning. Relational resilience is formed through a web of strong and trusting relationships among practitioners for mutual empowerment, growth and support at the centre of the resilience process (Gu, 2014). In addition to resilience-based approaches in mainstream education systems, there is an emerging body of research exploring the role of resilience in supporting general self-determination in the face of difficult settings (UNICEF, 2016).

Masten and Powell (2003) provide a broad-based framework for understanding resilience in a way that is useful for practitioners as well as researchers and policymakers. The trend of being resilient and efforts of engaging in virtual teaching learning among Nepali teaching professionals could be considered for further policy in education in such crisis.

We teachers are coping in such vulnerable times. Vulnerability and resilience are related concept (Buckle, 2006). However, it is important that resilience is not considered as opposite to vulnerability. It is like indispensable fact that teachers can do more than what society expects in such difficult circumstances. In the context of Nepal, it was thought to be hard to conduct virtual classes before the COVID-19 pandemic. However, most of the teachers have been utilizing the impenetrable time fruitfully engaging themselves in distanced teaching and learning processes using different tools. Thus, the learning and teaching context of Nepal has been changed amidst the pandemic. The teachers are adopting the condition of changed scenario of teaching learning dynamics. It is possible due to resiliency, they are expanding their knowledge base. Different factors have contributed to this. Emotion related outcomes include factors such as enjoyment of work, enthusiasm, and passion (Le Cornu, 2013). However, the main factor what I believe is their willingness to revitalize their profession to adapt to the virtual environment. The major outcome during the lock down, the teachers have demonstrated that we can transform unpleasant situations in to hopeful occurrences, even being a part of developing country such as Nepal.

REFERENCES

Buclke, P. (2006). *Assessing social resilience*. 88-104. Charles C. Thomas Publication.

Day, C., & Gu, Q. (2010). *The new lives of teachers*. Routledge Taylor & Francis Group.

Gu, Q. & Day, C. (2007). Teachers' resilience: A necessary condition for effectiveness. *Teaching and Teacher Education, 23*, 1302–1316.

Gu, Q. (2014). The role of relational resilience in teachers' career-long commitment and effectiveness. *Teachers and Teaching: Theory and Practice, 20*(5), 502-529. http://dx.doi.org/10.1080/13540602.2014.937961.

Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. Jossey-

Bass.
Le Cornu, R. (2013). Building early career teacher resilience: the role of relation- ships. *Australian Journal of Teacher Education, 38*(4), 1-16. http://dx.doi.org/ 10.14221/ajte.2013v38n4.4.
Masten, A.S. & Powell J.L.. (2003). 'A resilience framework for research, policy, and practice' in S.S. Luthar (ed.). Resilience and Vulnerability: Adaptation in the Context of Childhood Adversities. (2nd., pp. 1–25).
Seligman, M. (2011). Flourish: A visionary new understanding of happiness and wellbeing. Free Press.
UNICEF. (2016). *Language education and social cohesion (LESC) initiative*. UNICEF East Asia and Pacific Regional Office.

Devi Prasad Adhikari, an M. Phil. Graduate is the Head of Department of English, Nilkantha Multiple Campus, Tribhuvan University. His major research interests lie in the area of academic leadership, research and teaching in higher education, and language learning.
Email: deviprasad.adhikari@gmail.com

Short Essay

OJED
OPEN JOURNALS IN EDUCATION

Volume 4, Issue 1 (2020), pp. 10-15
International Journal of
Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

ECHO Education: A Multisectoral Effort Ensuring Educational Success During the COVID-19 Pandemic

Edward L. Harris
Kathrine A. Curry
Jentre J. Olsen
Oklahoma State University-Tulsa, USA

ABSTRACT

Unforeseen challenges caused by the COVID-19 pandemic have taken a significant toll on people across the world. This essay deals with a holistic, multisectoral effort that one US higher education institution took to collaborate with national, state, and local entities in order to serve their State's constituents during the pandemic. The goal of this essay is to describe this endeavor as a model that can serve other sectors, agencies and institutions worldwide.

Keywords: COVID-19, ECHO, Education, Pandemic, Professional Development, Workforce Development.

The COVID-19 pandemic continues to have an impact on educational systems worldwide and led to massive school closures that disrupted traditional educational practices. In Oklahoma, multiple sectors, including government, health, communication, and education, collaborated to support educational institutions as they adjusted to rapid change. The following

narrative explains the holistic approach that addressed the multifaceted challenges brought on by this pandemic.

A TRANSFERABLE MODEL TO ADDRESS CONSTITUENT NEEDS IN A PANDEMIC

The COVID-19 pandemic tested the capacity of educational institutions across the globe in their ability to educate students remotely. Unfortunately, few systems were prepared for such disruptive change, and many educational institutions could not adequately address the needs of teachers, parents, and students (Hobbs & Hawkins, 2020). The consequences were most devastating in low-income, remote areas typically characterized by inadequate financing, internet inaccessibility, and inequitable professional development opportunities to address these issues.

To respond to the crisis in Oklahoma, the educational leadership faculty at Oklahoma State University (OSU) partnered with medical, educational, and governmental entities to provide sustained professional development, medical knowledge, and educational resources for Oklahoma educators in record setting scope and efficiency. The framework for this anomalous success story actually began many years prior to the pandemic in an adjacent state.

In 2003, Dr. Sanjeev Arora, a renowned hepatologist at the University of New Mexico, was frustrated that he could only serve a fraction of the hepatitis C patients in his state. Consequently, he invented a system whereby teams of experts could provide guided professional direction and mentoring via Zoom technology to health care workers in remote areas to meet their patients' needs. This free, mentoring model is referred to as the Extension for Community Healthcare Outcomes, or simply, Project ECHO. Currently, 429 Project ECHO bases serve the United States and 33 countries across the globe and address a plethora of mental, emotional, and medical conditions.

In Oklahoma, Project ECHO activities are coordinated through the OSU Center of Health Sciences (OSU-CHS). OSU-CHS began offering ECHO Medical lines in 2016 to serve rural areas in the State. In 2018, a team of OSU educational leadership professors partnered with OSU-CHS to utilize the ECHO model to provide professional development for rural educational leaders. This strand of ECHO Education was branded TeleED (Educational Development), and through Zoom technology, TeleED linked expert specialists, or "hub-team" members, with educational practitioners in local communities referred to as "spoke" sites.

Staying true to ECHO standards, four principles guide TeleED processes: maximize available technologies to leverage scarce resources, disseminate best practices to democratize knowledge, use case-based learning to master complexity, and develop a web-based database to monitor outcomes and curate digital archives and resource materials.

Before the pandemic, TeleED hosted biweekly, one-hour sessions presented in ECHO's time-honored, three-part format: case presentation, didactic, and discussion/recommendations. Cases focus on anonymous, real-life problems from practice that are context-based and contain multiple factors including technical, economic, social, ethical, and legal. The didactic is a theory-to-practice presentation typically delivered by a hub-team member or guest presenter. Both the case and didactic promote interactive hub/spoke interaction leading to recommendations for best practices and strategies. Application of ECHO principles and processes help cultivate a dynamic, professional learning community in which "all teach; all learn." Moreover, the model bridges digital divides because rural educators can participate in ECHO sessions and network with professional peers statewide though their computers and all mobile devices.

In order to collaboratively expand the influence of ECHO Education efforts across Oklahoma, the TeleED group partnered with ECHO's national education base in Albuquerque, Oklahoma's Governor, the Department of Education, and the School Administrators' Association, as well as local foundations and other state and local entities. Consequently, additional ECHO lines were developed between 2018 and 2020 to meet diverse needs across the State, including TeleSPED for special education and TeleEDGE for general education. When the pandemic disrupted everyday life across the world, these previously established platforms provided the infrastructure necessary for professional development, networking, and adaptability for Oklahoma citizens.

During the pandemic, Oklahoma educational institutions closed their doors. All ECHO Medical and ECHO Education teams, existing partner associations, local businesses and foundations allied to provide vital multisectoral support to Oklahoma constituents. As educators grappled for resources and support to address their many questions and concerns associated with the crisis, participant attendance at each ECHO Education line (TeleED, TeleSPED, and TeleEDGE) skyrocketed from the usual 20 participants per session to sometimes over 500 participants per session. Prior to the pandemic, each of the ECHO lines met bi-weekly. However, as the abundance of new information surged and the pace of understanding surrounding COVID-19 accelerated, all of the lines began meeting on a

weekly basis. Topics included COVID updates, medical and legal guidance, remote learning planning and delivery, capacity building, student assessments and motivation, community needs, mental health, and engaging families who are assuming more responsibility for their children's learning.

The outcomes and benefits of the combined efforts of ECHO Medical and ECHO Education have been staggering. Oklahoma ECHO Director, Dr. Tara Jackson, and Medical Director, Dr. Joe Johnson, estimated that ECHO mentoring and professional development have resulted in cost savings of over $75,000,000 to Oklahoma. Medical benefits included decreased COVID-19 infection rates by providing evidence-based best-practices for prevention and rapid treatment protocols, dissemination protocols for the Governor's Surge Task Force, and statewide, internetworked service lines for medical and emergency services and medical examiners. ECHO Education lines served and continue to serve every Oklahoma county and have reached over 5,000 participants. These lines have allowed for a consistent channel of clear and timely communication between educational leaders and practitioners, medical doctors, state officials, and experts in mental health, which proved to be invaluable during uncertain times.

IMPLICATIONS

Networks established through ECHO Education lines enhanced efficacy for remote learning and provided a platform for sharing multifaceted resources. As educators continue to experience the changes imposed by the pandemic and imagine a "post COVID-19" future, implications for practice, research, and theory abound.

Regarding implications for practice, the ECHO model is extremely transferable and can be adapted to multiple sectors and emerging needs (Project ECHO, 2020). In Oklahoma, topics were chosen in response to the voiced needs of educators. Teams of experts, including medical professionals and state officials, were quickly recruited to provide pertinent, up-to-the-minute information. Educational experts provided support for remote learning. School psychologists addressed social emotional and psychological needs of teachers, students, and families.

The need for enhanced school-family engagement was reinforced in the crisis. Families are an important component in facilitating student learning (Gordon & Louis, 2009), and an opportunity exists to re-imagine family/school relationships. Thus, in fall 2020, OSU will begin a fourth ECHO Education line, TeleNGAGE. TeleNGAGE will connect families and

schools to promote shared understandings and serve as a platform for schools and families to understand their roles and responsibilities as they adjust to education's "new normal."

Implications for theory and research are also plentiful. Professional Learning Communities (PLCs), Communities of Practice (CoPs), and Adult Learning Theory provide frameworks to move the field forward when understanding professional development through ECHO lines. PLCs are a viable means for continual learning for teachers and principals (Servais, Sanders, & Derrington, 2009). The "all teach; all learn" ECHO mentality provides a platform for rich unidirectional dialogue that promotes sustainable professional development and relationships over time. The pandemic brought the educational community together, yet the effectiveness of these initial relationships for professional learning over time is still to be determined and merits further research.

Similarly, by design, CoPs are voluntary, self-organizing groups of practitioners who coalesce around a shared goal (Snyder & Wenger, 2004). As made evident by the COVID-19 pandemic, ECHO Education lines in Oklahoma were teeming with eager participants ready to solve immediate problems. The number of volunteer participants indicates that there is power in collective professional learning, especially when traditional learning platforms are limited. As we move into the future, real-time virtual professional learning will continue to grow, and research on the effectiveness of these platforms and best practices within online PLCs and CoPs is imperative.

In summary, this experience of utilizing ECHO during the recent COVID-19 health crisis reinforced the understanding that the workforce, in all sectors, needs ongoing, up-to-date, and sustainable training. When professional development is flexible enough to respond to the changing needs of its audience, the potential for capacity building expands exponentially. Not only are participants motivated to engage because of the immediate applicability of information and training presented, but also case-based learning is memorable and provides a platform for transferability to a variety of challenges and contexts.

REFERENCES

Gordon, M. F., & Louis, K. S. (2009). Linking parent and community involvement with student achievement: Comparing principal and teacher perceptions of stakeholder influence. *American Journal of Education*, *116*(1), 1-31.

Hobbs, T. D., & Hawkins, L. (2020, June 10). The results are in for remote learning: It didn't work. *Wall Street Journal*. https: //www.wsj.com

Project ECHO (2020, June 1). *Start an ECHO*. https://echo.unm.edu/join-the-movement/start-an-echo

Servais, K., Sanders, K., & Derrington, M. L., (2009). Professional learning communities: Concepts in action in a principal preparation program, an elementary school team, a leadership team, and a business partnership. *International Journal of Educational Leadership Preparation*, *4*(2). http:// cnx.org/content/m21925/1.1/

Snyder, W.M., & Wenger, E. (2004). Our world as a learning system: A communities-of-practice approach. In C. Blackmore (Ed), So*cial Learning Systems and Communities of Practice*, (pp. 107-124). Springer.

EDWARD HARRIS, PhD, is a Professor and Williams Chair of Educational Leadership in the College of Education and Human Sciences, Oklahoma State Universality, USA. His research interests focus on organizational culture and educational innovation. Email: ed.harris@okstate.edu

KATHERINE CURRY, EdD**,** is an Associate Professor and John A. and Donnie Brock Professorship in Educational Leadership and Policy Studies of Educational Leadership at Oklahoma State University, USA. Her research interests include school/family engagement, social networks, educational leadership and reform, and school/community partnerships. Email: katherine.curry@okstate.edu

JENTRE OLSEN, PhD, is an Assistant Professor and Brock Chair of Innovative Educational Leadership at Oklahoma State University, USA. His research focuses primarily on innovative approaches to school leadership, namely the effects of intentional interaction on principals' support of teacher psychological needs. Email: jentre.olsen@okstate.edu

OJED
OPEN JOURNALS IN EDUCATION
Volume 4, Issue 1 (2020), pp. 16-23
International Journal of
Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

The Need for Increasing Black Entrepreneurship as a Result of the COVID-19 Pandemic

Robert P. Singh
Morgan State University, USA

ABSTRACT

COVID-19 and recent high-profile police killings are putting focus on the inequities and societal hurdles facing blacks in the U.S. There is no quick fix or singular solution; however, increasing black entrepreneurship may be a key piece of the solution. The reasons for, and potential benefits of, new public policies and private investment to spur black entrepreneurship are discussed.

Keywords: black entrepreneurship, economic disparity, social justice

The COVID-19 global pandemic has a disproportionate impact on people of color in the United States, especially within the black community. According to the U.S. Centers for Disease Control and Prevention (CDC) website, black individuals are significantly more likely to be hospitalized and die relative to the general population. Among the reasons for this is that blacks tend to live in densely populated urban areas, are less likely to have white collar jobs that can be done remotely/online, and struggle with inadequate health care (CDC, 2020).

Economically, black communities are also suffering more than white communities. According to U.S. Bureau of Labor Statistics (BLS) figures for May 2020, black unemployment stands at 16.6%, compared to

white unemployment at 12.1% (BLS, 2020). This disparity has existed for decades (Badgett, 1994; Singh, Knox & Crump, 2008; Spriggs & Williams, 2000) and is a major contributor to the ongoing wealth gap between black and white Americans. According to U.S. Census (2020) figures, median income for black households is $41,361 with 19.2% making less than $15,000, and for white households it is $66,943 with 8.7% making less than $15,000. Black households also tend to be larger so there is even less money per person in black households.

The negative effects of COVID-19, combined with recent high-profile police killings, have laid bare societal disparities and challenges faced by the black community. This has led to civil unrest, rising support for Black Lives Matter protests, and a growing discussion of systemic racism and the need for social equity.

There is no easy or single solution to the inequities. However, one piece of the puzzle may be improving new venture creation rates within the black population. Entrepreneurship represents a viable alternative to unemployment and/or discrimination in the labor market and can provide a path out of poverty (e.g., Glazer & Moynihan, 1970; Light, 1979; Moore 1983; Ogbolu, Singh, & Wilbon, 2015; Sowell, 1981). As discussed in this paper, entrepreneurship can help reduce black unemployment, increase wealth, and address the societal hurdles facing blacks in the U.S.

MAIN ARGUMENT/LITERATURE

Entrepreneurs are important economic actors (Birch, 1987; Du & O'Connor, 2018; Schumpeter, 1934) whose new ventures stimulate economic activity and ensure economic and business dynamism through the process of creative destruction (Schumpeter, 1934). In fact, research has consistently found that new entrepreneurial ventures and small businesses have been the major source of the net new jobs in the U.S. economy in recent decades (Birch, 1987; Kirchoff & Phillips, 1988; Scarborough & Cornwell, 2019; Van Stel & Storey, 2004) and may be responsible for up to half of U.S. GDP (Cornwall, 2008).

Given the above, a natural solution to address the disproportionately high black unemployment, the wealth gap, and overall economic and social inequities is increased black entrepreneurship (Bates, 2006; Ogbolu, *et al*., 2015). Historically, entrepreneurship and self-employment have been paths of economic advancement for disadvantaged people (Fairlie & Robb, 2007). Toward this end, research has found that black business owners are more

likely to hire black job seekers, than are white business owners (Bates, 1997; 2006).

One would expect elevated levels of self-employment and entrepreneurship among blacks to address the socio-economic effects of higher unemployment in the black community. Unfortunately, this is not the case. Approximately 12% of whites are self-employed compared to just 4% of blacks, and the three-to-one ratio in the self-employment rate between whites and blacks has remained roughly constant for more than a century (Bates, 1995; 1997; Fairlie, 1999; Fairlie & Meyer, 1996, 2000). Further, black entrepreneurs who do found businesses tend to be less successful than their white counterparts (Fairlie, 1999). Fairlie and Robb (2007) found that black-owned businesses lagged behind white-owned businesses in profits, sales, number of employees, and survival. Robb (2002) also found that black-owned businesses are 43% more likely to close than white-owned businesses.

Despite the diminished level of firm founding and entrepreneurial success within the black community, research has found that blacks have a higher entrepreneurial *propensity* than whites (Butler, 1991; Köllinger & Minniti, 2006; Walstad & Kourilsky, 1998). That is, they possess a strong tendency to pursue entrepreneurship, marked by a high degree of motivation, interest, and intentions. Black youth, in particular, are more interested in entrepreneurship than white youth (Walstad & Kourilsky, 1998; Wilson, Marlino, & Kickul, 2004). In spite of the apparent interest and the great need for entrepreneurship, blacks remain underrepresented in entrepreneurship (Crump, 2008; Fairlie, 2004; Fairlie & Robb, 2007; Ogbolu, *et al*., 2015).

The long-term economic disparity between white and black citizens can again be blamed. Starting a new business requires investment of significant financial resources – without these resources no entrepreneurial opportunity can be pursued. There is evidence that minority entrepreneurs have less access to institutional financing than whites (Bates & Bradford, 2004; Cavalluzzo & Cavalluzzo 1998; Gabriel & Rosenthal, 1991; Munnell, Browne, McEneaney & Tootell, 1996; Rhodes & Butler, 2004). Consequently, personal savings are the primary source of initial funding for most new ventures (Hisrich, Peters, & Shepherd, 2019; Scarborough & Cornwall, 2019), and in particular for black entrepreneurs. However, as discussed above, blacks are less wealthy than whites and these financial resource constraints prevent successful new venture creation.

Public policies that focus on black communities and black-owned businesses are needed now more than ever. These businesses have largely

been ignored over the last decade. In response to the Great Recession, taxpayers funded the $700 billion Troubled Asset Relief Program (TARP) in October 2008. The TARP became the largest government bailout program for private sector firms in history. Taxpayers saved some of America's largest private companies from demise, and "too big to fail" became established policy for the federal government (Suskind, 2011). More recently, the $500 billion Payroll Protection Program (PPP) largely ignored black-owned businesses. Only 12% of black and Latino-owned businesses that sought assistance from the federal government received the amount they requested, and 41% were denied. As a result, a staggering 41% of black entrepreneurs had to close permanently compared to a 17% drop in the number of white entrepreneurs (Fairlie, 2020).

Realizing that most black-owned businesses were excluded from benefiting from the two enormous bailout programs above demonstrates the continued systemic racism and unfair structural challenges that black entrepreneurs face. It is past time for government policies to be specifically focused on saving black-owned businesses and spurring new entrepreneurial venture creation to help strengthen broader black communities.

The private sector must also be tapped to help build more stable black communities. The "15% Pledge" is a new grassroots movement that asks large retailers such as Target, Amazon, and Whole Foods to pledge to give visibility and shelf space to products provided by black-owned businesses. Venture capital firms should also look to diversify their portfolios. This can allow them to enter new markets while also providing social good.

With a concerted effort to build up black communities, societal problems and disparities in income, wealth, home ownership, crime, health care can be addressed, creating the promise of a better future.

CONCLUSIONS

The economic devastation caused by COVID-19 has had a disproportionate negative impact on black communities and will take years to recover from. Combined with the recognition of inequitable treatment by law enforcement, there is growing awareness of the need for social and economic justice to address the inequities between the white and black population. This has created a window of opportunity for new public policies and private investment focused on the problem.

In this paper, I have discussed the growing need and potential for increased black entrepreneurship to lift up this historically depressed

community. It is not a quick-fix panacea, but most certainly will be part of the long-term solution to the societal ills plaguing the U.S.

Much future research, particularly longitudinal research, is needed to further develop the theory in this important area and to fully understand the reasons for the long-term disparity between the entrepreneurship rates of blacks and whites. Financial resources are needed but the historically lower rate of entrepreneurship results in lower numbers of black entrepreneurs who can serve as role models and supportive information sources to the next generation of black entrepreneurs. This, in and of itself, is a limiting factor for future black entrepreneurship.

The U.S. population is changing and within the next several decades the majority of the country will be made up of minorities (i.e., less than 50 percent of the population will still be white). The long-term economic viability and global competitiveness of the nation requires that all subgroups remain productive, especially one that makes up more than 13% of the nation's population. As discussed in this paper, the need is even more acute in the black community to help address the systemic racism that has held back the potential of the black population. Even just a marginal increase in the black entrepreneurship rate would result in thousands of new firms and employment opportunities, give hope to historically distressed communities, and put the nation on a path to economic and social justice.

REFERENCES

Badgett, M. V. (1994). Rising black unemployment: changes in job stability or in employability? *Review of Black Political Economy*, *22*, 55-75.

Bates, T. (1995). Small businesses appear to benefit from state and local government's economic development assistance. *Urban Affairs Review*, 31, 206-221.

Bates, T. (1997). *Race, upward mobility, and self-employment: An elusive American dream*. Johns Hopkins University Press.

Bates, T. (2006). The urban development potential of black-owned businesses. *Journal of American Planning Association*, 72, 227–237.

Bates, T., & Bradford, W. (2004). Analysis of venture capital funds that focus on minority-owned businesses. *Review of Black Political Economy,* 31, 27-44.

Birch, D. L. (1987), *Job creation in America.* The Free Press.

BLS (2020). *Table A-2. Employment status of the civilian population by race, sex, and age.* https://www.bls.gov/news.release/empsit.t02.htm

Butler, J. S. (1991). *Entrepreneurship and self-help among black Americans: A reconsideration of race and economics*. State University of New York Press.

Cavalluzzo, K., & Cavalluzzo, L. (1998). Market structure and discrimination: The case of small businesses. *Journal of Money, Credit, and Banking*, 30, 62-87.

CDC (2020). *Covid-19 in racial and ethnic minority groups.* https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/racial-ethnic-minorities.html

Census (2020). *Age of householder-households, by total money income, Type of household, race and Hispanic origin of householder.* https://www.census.gov/data/tables/time-series/demo/income-poverty/cps-hinc/hinc-02.html#par_textimage_10

Cornwall, A. (2008). Unpacking participation models, meanings and practices. *Community Development Journal,* 43, 269-283.

Crump, M. E. S. (2008). *A survey of the literature on black entrepreneurship: What is known, who is publishing, and future research directions*. Doctoral Dissertation, Morgan State University.

Du, K. & O'Connor, A. (2018). Entrepreneurship and advancing national level economic efficiency. *Small Business Economics*, 50, 91–111.

Fairlie, R. W. (1999). The absence of the African-American owned business: An analysis of the dynamics of self employment. *Journal of Labor Economics*, 17, 80-109.

Fairlie, R. W. (2004). Recent trends in ethnic and racial business ownership. *Small Business Economics*, 23, 203–218.

Fairlie, R. W. (2020). *The impact of COVID-19 on small business owners: Evidence of early-stage losses from the April 2020 current population survey*. Working Paper No. 20-022. Stanford Institute of Economic Policy Research.

Fairlie, R. W., & Meyer, B. D. (1996). Ethnic and racial self-employment differences and possible explanations. *The Journal of Human Resources,* 31, 757-793.

Fairlie, R. W., & Meyer, B. D. (2000). Trends in self-employment among white and black men during the twentieth century. *Journal of Human Resources*, 35, 643-669.

Fairlie, R. W., & Robb, A. (2007). Families, human capital, and small business: Evidence from the characteristics of business owners survey. *Industrial and Labor Relations Review*, 60, 225-245.
Gabriel, S. A., & Rosenthal, S. (1991). Credit rationing, race, and the mortgage market. *Journal of Urban Economics*, 29, 371-379.
Glazer, N. & Moynihan, D. P. (1970) *Beyond the melting pot: The negroes, Puerto Ricans, Jews, Italians, and Irish of New York City, 2nd ed.* MIT Press.
Hisrich, R. D., Peters, M. P., & Shepherd, D.A. (2019), *Entrepreneurship (11th ed.)*. McGraw-Hill.
Kirchhoff, B. A. & Phillips, B. D. (1988). The effect of firm formation and growth on job creation in the United States. *Journal of Business Venturing,* 3, 261-272.
Köllinger, P., & Minniti, M. (2006). Not for lack of trying: American entrepreneurship in black and white. *Small Business Economics*, 27, 59-79.
Light, I. (1979). Disadvantaged minorities in self-employment, *International Journal of Comparative Sociology, 20*, 31-45.
Moore, R. L. (1983). Employer discrimination: evidence from self-employed workers, *Review of Economics and Statistics, 65*, 496-501.
Munnell, A., Browne, L., McEneaney, J., & Tootell, G. (1996). Mortgage lending in Boston: Interpreting HMDA data. *American Economic Review*, 86, 25-53.
Ogbolu, M. N., Singh, R.P. & Wilbon, A. (2015). Legitimacy, attitudes, and intended patronage: Understanding challenges facing black entrepreneurs. *Journal of Developmental Entrepreneurship*, 20, 1-18.
Rhodes, C., & Butler, J. S. (2004). Understanding self-perceptions of business performance: An examination of black American entrepreneurs. *Journal of Developmental Entrepreneurship*, 9, 55-71.
Robb, A. M. (2002). Entrepreneurial performance by women and minorities: The case of new firms. *Journal of Developmental Entrepreneurship*, 7, 383-397.
Scarborough, N. M. & Cornwall, J. R. (2019). *Essentials of entrepreneurship and small business management*. Pearson.
Schumpeter, J. A. (1934). *The theory of economic development*. Harvard University Press.

Singh, R. P., Knox, E. L., & Crump, M. E. S. (2008). Opportunity recognition differences between black and white nascent entrepreneurs: A test of Bhave's model. *Journal of Developmental Entrepreneurship*, 13, 59-75.

Sowell, T. (1981). *Markets and minorities.* Basic.

Spriggs, W. & Williams, R. (2000). What do we need to explain about African American unemployment? In R. Cherry & W. R. Rogers, III (Eds.) *Prosperity for all? The economic boom and African Americans* (pp. 188-207). Russell Sage Foundation.

Suskind, R. (2011). *Confidence men: Wall Street, Washington, and the education of a president,* HarperCollins.

Van Stel, A. J. & Storey, D. J. (2004). The link between firm births and job creation: Is there a upas tree effect? *Regional Studies,* 38, 893-909.

Walstad, W. B., & Kourilsky. M. L. (1998). Entrepreneurial attitudes and knowledge of black youth. *Entrepreneurship Theory and Practice*, 23, 5-18.

Wilson, F., Marlino, D., & Kickul, J. (2004). Our entrepreneurial future: Examining the diverse attitudes and motivations of teens across gender and ethnic identity. *Journal of Developmental Entrepreneurship*, 9, 177-197.

ROBERT P. SINGH, PhD, is a Professor of Management in the Graves School of Business and Management at Morgan State University. Dr. Singh's research primarily focuses on strategy and entrepreneurship issues in minority-owned ventures, as well as macro-economic issues in the U.S. economy. Dr. Singh has published three books, several book chapters, and dozens of research papers in leading academic journals. He has also presented papers at numerous leading national and international conferences. In addition to his academic pursuits, Dr. Singh has served on several corporate advisory boards and was a founding member of the Board of the national Collegiate Entrepreneurs Organization. He also successfully founded three businesses. Email: robert.singh@morgan.edu

Manuscript submitted: ***June 25, 2020***
Manuscript revised: ***July 15, 2020***
Accepted for publication: ***August 15, 2020***

OJED
OPEN JOURNALS IN EDUCATION
Volume 4, Issue 1 (2020), pp. 24-29
International Journal of Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

2020: COVID-19 & International Higher Education

Rosemary Gillett-Karam
Morgan State University, USA

ABSTRACT

In this study, international students are portrayed as they present themselves now and as they have been affected and effected by the COVID-19 pandemic. Universities and colleges are featured as they react and explain their reactions, dicta, and information concerning the status of international students at their institutions. Critical to the study is that it tells the story of international students studying abroad both directly from their impressions and according to the university and college policy provided to them. Of particular interest to both reactors is the focus on offering online courses to students, which generally has received acceptance but with negative reactions. Of concern is the impact of using technologies when poor countries may not even have broadband or are mired in political decisions about technology use. No permanent solutions to the introduced issues are offered as the pandemic is a continuing with little agreed upon understanding about its permanence.

Keywords: *COVID-19, international students, higher education*

Serious and prolific attempts have been made to help world citizens understand the seriousness of the COVID-19 pandemic. But solutions to issues, even after several months of reports of huge numbers of cases and deaths, remain scattered and inexact. Worldwide deaths are significant, as

cures or vaccines are not forthcoming. Hospitals suffer from understaffing, underfunding, and overworking; they are unable to receive needed and necessary medical supplies. Little practical information, beyond government orders, have satisfactory effects on COVID-19 knowledge. Words like "shelter in place, stay six feet apart, wear masks, wash hands often" while originally followed, all too soon became impossible to maintain for large numbers of peoples. They had no jobs, no income, and came to reason that there was no hope that normalcy would re-emerge. Their emotional anxieties were neither understood nor ameliorated.

Many people, including the millions of higher education students, began to take responsibility for their own health, and decided not to 'obey' dictates from confusing patterns of dictates, especially from highest government officials. As predicted, by early summer, 2020, infections from COVID-19 began to rise, especially in states and countries that had "opened up." Students, suffering from their reprieves from higher educational institutions, began once again to gather, party, and fall victim to the disease. Into this story of the affects and effects of the COVID19 pandemic; questions abound about a particular group of students--international students "stuck" in place in world-wide universities and colleges.

MAIN ARGUEMENT/LITERATURE

By March 2020, colleges in the US and abroad shut down their services from in-place, onsite course delivery in senior universities and community colleges. And as public colleges include 15 million students (six million of whom attend community colleges) concern began to grow (for example, for the 1.1 million international students, or 5.5% of the total population of students in the US) studying in US higher education institutions (Zhou, 2020). Foreign nationals were not allowed to return home, and in many cases, their own homeland institutions had difficult internal issues as well and had difficulty proposing solutions for college-aged students and their homeland return. American students studying abroad had similar issues.

Not much is known about the programs and policies put in place by higher education institutions to address foreign nationals in universities and colleges, except for publishing often unclear directives to aid such students about their living/housing conditions. Consistent eating discussions revealed yet another story—it is unclear that food services or food pantries are available to in-place foreign nationals. Policies about use of health facilities use for foreign nationals are scattered, even though there is some focus on mental health issues. Safety issues remain unsolved. Although faculty members have been instrumental in some aid, the overall picture for foreign

nationals is bleak. Some colleges and universities have proposed moving foreign nationals to other institutions (Altbach & de Witt, 2019). Most critical among institutional issues is the loss of revenue from such students in terms of reimbursements, course loads, and course completion. What is uppermost in the minds of many higher education administrators and their institutions is that the revenue from foreign nationals to the institution is anywhere from three to eight times higher than for indigenous citizens. For example, this figure has an impact on the banking revenue to higher education institutions who can multiply tuition resources for international students three to eight times an American student's tuition. In Great Britain and among private institutions, this loss of revenue is significantly higher than in the United States.

As higher education moved almost immediately to remote and online courses development, foreign nationals were not part of that dialogue or that decision, as language issues are only one part of that formula. Foreign students write they are "shattered," and that their shattered fallout has affected them physiologically, mentally, and emotionally. Data have not been gathered or reconfigured to address their academic or personal success. American institutions did depend on their faculty who offered online or remote courses as quickly as a course could be realigned from onsite delivery, although often deficit in quality. Difficulties occurred in classes with physiological needs (physical education, dance, labs) and from science programs that require lab results, from chemistry courses that expect consistent and logical input requiring classroom and lab aids from graduate students.

We wondered if these issues were consistent abroad as well as in the US. The German Academic Exchange Service (DAAD, https://www.daad.de/en/coronavirus/) provided a comprehensive guide to the COVID-19 research and expertise in international higher education. It is fair to say that researchers and college-university spokespersons are plentiful in their attempts to explain the effects of COVID-19 on international countries, including their administrators, faculty, and students. Several primary considerations are discussed, beginning with actual numbers of students. China, India, and South Korea have the most enrolled international students (370, 000; 175,000; and 60,000 respectively); Saudi Arabia, Brazil, Vietnam, Canada, Taiwan (35,000 to 24,000); Japan, Nigeria, Nepal, Mexico, and Columbia (16,000 to 12,000), and the UK, Turkey, Iran, Bangladesh, Germany and Venezuela (11,000 to 9,000) (Global Economic disruptions, 2010). The United States has enrolled more than 1,000,000 international students yearly. Claims for international student

education are consistent whether discussed in the United States or in countries around the world.

Issues that are the major foci of the impact of COVID19 on international students include political, social, cultural, and economic implications. Of immediate emphases are students' inability to return home; their reactions to online and virtual learning; their continuing and growing need for housing and food; the social and isolation measures imposed on them; their need for health coverage and mental health help; their reports of insufficient social media and the technologies needed. In addition, barriers to immediate conversions remain to online and virtual learning, when many times course majors are antithetical to such learning methods (q.v. labs, medical and dental courses, biological sciences; physical education). Typical complaints suggest that online courses are not as "good" as onsite or blended learning classes; some see online conversion as abject failures for student use and comprehension. Another student complaint is that of technical adaptability when in reality millions of students have limited reliance on technology due inadequate bandwidth, to class inequalities and poverty among students' resources and overall economic status. Reports confirm that few colleges and universities actually have emergency plans in place (Hunter & Sparnon, 2018).

CONCLUSIONS/ IMPLICATIONS

So we can ask: What have we learned about how higher education will change in view of the COVID-19 crises? Higher education administrators are regretting their laggardly attempts at university plans; that they would be better prepared for blended learning; that they would put greater emphases into partnerships with more academic staff and their training; that they would need to employ sanctions about costs reductions for tuitions from students, especially for poorer students; that they would speed up transformation processes now underway; that they will have to confront the large numbers of students who will not return to their campus (from eight Asian markets) which, for example, account for more than 50% of the total number of international students to the United Kingdom, a three billion pound decline in revenue. In sum, they predict a two to three year disruption of services until a vaccine is developed concurring with the United Nations which warns the virus will "plunge" 500 million people into poverty. They recognize their conservative reactions to the pandemic need reexamination and productive change. They remain unsure and weary that distance education will solve their education production. They remind us

that institutions of higher education have politically motivated firewalls limiting student access and that student are unenthusiastic and dissatisfied with online learning. They admit that faculty are often weary of distance education and ignore or resent pressure for them to change to online or virtual learning models and in some cases refuse to convert to ambiguous and imposed teaching alternatives. They admit that because of student deference to online learning, the educational revolution is not now and will not later occur. And finally, they explain the post pandemic outlook is bleakest for the poorest, as short, medium, and perhaps even long term consequences and disruptions are inevitable as crises continue (Marinoni, et al., 2020). This projection can focus on Brazil whose pandemic numbers have required closing down all its institutions of higher education.

When surveys are explained concerning internationalization of higher education, often the response is dependent on a particular country's political and economic resources. Data are available but show wide variance on what can be done to mitigate administrators, faculty, and student issues. For example, when asked if the quality of online courses are as good as onsite classes, one fifth of respondents say "it is too early to say," one third of respondents agree that online is as good as onsite class delivery, and one fifth of respondents disagree. Transitions of disciplines to online instruction are another question often asked. Easiest to make transitions to online offerings are reported for Computer Science, Business administration, Social studies, History and Philosophy and the Law (figures of agreement are just above 10%). Least easy to make transitions to online delivery are Technology, Physical and Biological sciences, Architectural planning, Veterinary science, Medical and Dental sciences, and Agriculture with respondents explaining they are the hardest to make transitions (2%).

In conclusion, what is known about the impact of COVID-19 on international higher education is at best a partial glimpse of the reactions of colleges and universities to the pandemic. Most of the reactions proclaim tentative actions and results, and most reactions are fundamentally lacking in explicit recommendations and plans. We do not know much about the impact of graduation, partial deferment or reductions of tuition for students, or the ability of students to move into jobs or greater education. These positions should not come as a great surprise as neither do our scientists, politicians, or policy makers seem to be any better off. However, concern and fear of greater and continuing endurance of the COVID-19 virus are expected to continue for at least the next few years.

REFERENCES

Altbach, P. G., & de Wit, H. (Winter, 2019). *Too Much International Higher Education,* (96), 2-3. Routledge.

DAAD (2020). DAADcorona info page https://www.daad.ee/en/coronavirus/

Harkavy, I., Bergan, S., Gallagher,T., & van't Land,T. (18 April 2020). Universities must help shape the post-COVID-19 world, https://www.universityworldnews.com/post.php?story=20200413152542750

Hunter, F., & Sparnon, N. (2018). *The future agenda for Internationalization into institutional life.* Routledge.

Hunter, F., & Sparnon, N. (2018). Weaving internationalization into institutional life. In Proctor, D. & Rumbly, L. *The future agenda for internationalization in higher education*. Routledge.

Marinoni G., & van't Land, H. The impact of COVID-19 on global higher education (2020) *International Higher Education Special Issue* 102

Zhou, Y. (2020). How international students are supposed to deal with coronavirus, according to their universities. Global Economic Disruptions.

ROSEMARY GILLETT-KARAM, PhD is an Associate Professor at Morgan State University, Baltimore, MD. Her major area of interest includes research about American and International Community Colleges, their leadership and the mismatches of leadership considering lack of inclusion and diversity; she has written extensively on women in higher education and on international community colleges and their relationships to American community colleges. Email: r.gillett-karam@morgan.edu

Manuscript submitted: ***July 1, 2020***
Manuscript revised: ***July 15, 2020***
Accepted for publication: ***August 15, 2020***

OJED
OPEN JOURNALS IN EDUCATION
Volume 4, Issue 1 (2020), pp. 35-38
International Journal of Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Importance of Decisive Leadership and Clear Direction During the Pandemic

Michael L. Wright
Blue Ridge Unified School District
Northern Arizona University, USA

ABSTRACT

This essay considers the importance of strong leadership during critical incidents and crisis, including a decisive approach that seeks to understand problems through exploring data and stakeholder feedback, but ultimately leadership's willingness to take ownership, and finally action. This work also sets forth organizational benefits of establishing clear direction, as well as the downfall of failing to provide support.

Keywords: crisis, leadership, decision-making, problem-solving, communication, planning.

Assessing and providing organizational direction amid a broad-based crisis like the COVID-19 pandemic requires strong leadership, proactive thinking, collaboration, and courage. Disaster demands of leaders an inclusive yet decisive approach, one that seeks to understand the problems through exploring data and stakeholder concerns. Leadership also is ultimately about a willingness to take ownership, responsibility, and action. Particularly in times of trouble, people need and expect a clear direction from their leaders.

MAIN ARGUMENT

Critical incidents demand, firstly, an assessment of the current state, including identification and comprehension of the most pressing problems,

as well as those issues anticipated shortly. In such cases, leaders must focus teams, groups, and individuals, on determining the organization's immediate gaps while simultaneously considering what's potentially going to happen next? In the absence of doing all that, people and organizations drift. However, effective leadership does not stop there; it continues to press for relevant data, including the opinions of key stakeholders, all while keeping an eye on the health, safety, and welfare of their people. Importantly, effective leadership also provides clear objectives that are understood and actionable.

> Along with clear goals, one should strive for simplicity in general. Something to notice about leaders that execute, they speak simply and directly. They talk plainly and forthrightly. They know how to simplify things so others can understand them, evaluate them, and act on them (Bossidy & Charan, 2002).

Anticipation and clear communication reflect a real-world approach to problem-solving, which aids leaders in wading through information to communicate specific actions that must be taken immediately or in the near term, thus instilling a feeling of empowerment among the people working to solve the problems. After all, an organization is nothing more than a structured group of individuals, each ideally working toward a shared vision or a problem held in common. Conversely, the unknown and the ambiguous are frightening for most, with such uncertainty breeding a variety of unproductive human emotions and reactions, including anxiety, fear, and confusion. Economic markets and people from all walks of life—and perhaps especially employees, typically do not respond favorably to work environments lacking well-defined parameters, absolutes, and objectives. Vagueness, therefore, is an enemy to organizational effectiveness and emotional stability, overcome only by strong leadership behaviors, including, but not limited to, providing clarity of direction and establishing expectations— both of which are critically important, particularly during times of stress. Not knowing what will happen, combined with indecisive leadership, is a recipe for stakeholder doubt, insecurity, and panic. Therefore, effective leadership, especially in times of crisis, requires clear and consistent communication, confidence, anticipation, and proactive, data-driven decision-making, all without losing touch with people, including one's superiors. Mike Armstrong, the former CEO of AT&T, said it best:

> In the end, [leaders] have to have the guts to make a decision. You will never have all of the data you need. You will never be able to sort through all of the alternatives and threats and risks that are in front of you. You get the right information and couple it with the right instincts…to make a decision (Neff & Citrin, 2001).

Sadly, in some ways, leadership at most levels has failed during the COVID-19 crisis to provide definitive guidance, probably owing to political forces, and the desire not to make any big mistakes. However, the result has created conflicting advice, finger pointing, and an unwillingness to decisively recommend next steps. Instead, in many instances, national leaders continue to defer to the states, and the states, are "passing the buck" to local governments, forcing them to make essential determinations for their local schools and communities. For example, within the context of the COVID-19 issue, much is yet unknown about the disease. And, what guidance that has been provided by governmental agencies at the national and state level is inconsistent or, at best unenforceable.

Further, much of the direction offered to schools, churches, and businesses, as well as other organizations, is entirely impractical, if not altogether impossible, to implement. Thus, school leaders and Governing School Boards are left to interpret for themselves what steps must be taken to get their operations up and running in advance of the new academic year. Unavoidably, any return to customary school activity requires a thorough assessment of anticipated problems, some of which are quantifiable, with others more challenging to measure, layered against risk tolerance. All of the above must be successfully considered and managed, notwithstanding the influences of local, state, and national politics.

CONCLUSIONS

If there is anything leaders should remember from the current global pandemic is that the world does not pause or provide a pass for those found ill-prepared, including schools. In truth, if schools are unprepared to meet the demands caused by COVID-19, they and their students will be left behind. After all, life moves on, with the pace usually quickening during periods of crisis. The current calamity, if nothing else, has reinforced this fact. In short, influential and effective leaders move the work and people forward, past pressing problems, and beyond all the worry, uncertainty, and fears. Especially in times of trouble, leaders must demonstrate decisiveness, determination, and confidence within whatever direction or decisions they choose. That's leading.

REFERENCES

Neff, T.J., & Citrin, J.M. (2001). *Lessons from the top* (2nd ed.). Doubleday.

Bossidy, L., & Charan, R. (2002). *Execution, the discipline of getting things done*. Crown Business.

MICHAEL L. WRIGHT, Ed.D., is a superintendent of a unified public-school district in Arizona, and an adjunct professor at Northern Arizona University, and CEO of Game Plans USA, LLC., a consulting group designed to support non-profit organizations. Wright is also a Commissioner on Arizona's Commission for Post-Secondary Education. Email: mwright@brusd.org

Manuscript submitted: ***May 29, 2020***
Manuscript revised: ***June 10, 2020***
Accepted for publication: ***July 14, 2020***

Short Essay

OJED
OPEN JOURNALS IN EDUCATION

Volume 4, Issue 1 (2020), pp. 39-44
International Journal of Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Sri Lanka's Economic Woes amidst COVID-19 and the Way Forward

Nuwan Herath
General Sir John Kotelawala Defence University, Ratmalana, Sri Lanka

ABSTRACT

Whereas the ongoing COVID-19 crisis is yet another tragic event that has added a further blow to Sri Lanka's already reeling economy, it also presents an opportunity to rethink the country's economic future. This essay argues that the way forward for Sri Lanka after the crisis is to practice traditional economics by putting in place a state-sponsored manufacturing sector, instead of relying heavily on activities like tourism and supplying migrant labor to other countries. The pandemic provides further proof that depending on such service-oriented sectors to lead the economy can have bad consequences in times of global emergencies.

Keywords: Covid-19, Manufacturing Economy, Migrant Labor, Sri Lankan Economy, Tourism

The Economist periodical recently placed Sri Lanka in one of the lowermost positions in a study of emerging markets hit by the COVID-19 crisis, ranking it in 61st place out of 66 countries (The Economist, 2020). This position that was based on such indicators as public debt, public and private foreign debt, plus borrowing costs and reserve cover came about as yet another worrying sign that Sri Lanka was hurtling towards economic doom.

The COVID-19 pandemic was just one more link in the chain of events that has inexorably dragged the country's tottering economy into what appears to be a hopeless situation. Of the developments that contributed to this declining strength of the economy over the recent past, several key issues stand out. One is the excessive borrowing of non-concessionary loans that led to a rapid rise in their volume from a little less than Rs.21 Billion in 2009 to Rs.52 Billion in 2017 (Shengnan, 2019). Well before the COVID-19 crisis arose, there were speculations about the decline in the 'debt sustainability' status of Sri Lanka as the 'debt service ratio' kept increasing steadily while export earnings could not maintain an equilibrium with external borrowings (Weerakoon, Kumar, & Dime, 2019).

Secondly, the launching of massive development projects, mostly in the southern part of the island failed to deliver the promised economic benefits in return. The construction of the harbor and airport in Hambantota had increased the debt burden to such an extent that the government was obliged to lease out the same projects to the creditors, that is the Chinese state–owned corporations for 99 years (Wibisono, 2019). Also, the infamous Central Bank bond scam in 2015 damaged the credibility of the Central Bank of Sri Lanka badly. Later on, a forensic audit revealed that an estimated sum of 9.6 Billion Rupees were lost due to the fraudulent practices of the Central Bank in 2015–16, and a further sum of 9.9–10.4 Billion Rupees may have been lost during the 2005–15 period (Economynext, 2020). In addition, it was estimated that Sri Lanka had suffered more than 102 Billion Rupees of economic losses in 2018 due to the internal political crisis that was caused when the incumbent president attempted to appoint a new prime minister disregarding all constitutional provisions (Sirimanna, 2018). This was followed by the shocking Easter Sunday bombings in April 2019 that caused major losses to the tourism industry, which is one of the three main sources of foreign exchange earnings for the country (Findlay & Dissanayake, 2019). Apart from these major setbacks that had a direct impact on the country's economic performance, other abuses such as 'political corruption', 'robbing public goods', 'accumulation of unexplained wealth' and money laundering were also taking place to the detriment of the economy (See: Abeyagoonasekera, 2020). Corruption of public officials and nepotism within the political elite were other factors that contributed to the lackluster performance of the economy by undermining growth and development.

IMPACT OF COVID-19

The series of economic debacles that Sri Lanka had to suffer culminated with the COVID-19 crisis striking at the heart of Sri Lanka's economy. Both the manufacturing and service sectors of the economy declined by a record 24.2 and 29.8 points in the Purchasing Manager's Index (PMI), respectively (Central Bank of Sri Lanka, 2020). Yet both sectors have revived with the manufacturing sector recording a quick-paced recovery of 49.3 PMI while the service sector scored 43.1 PMI (Central Bank of Sri Lanka, 2020). Despite these indicators of recovery, two of the most vital props of the economy that collapsed were its tourism industry and remittances from migrant workers. In comparison to the previous year, the tourist arrivals declined by 70.8 percent and remittances by 13.9 percent in the month of March (PTI, 2020). At the initial stage of the outbreak of the virus, even after one Chinese tourist was found infected, the government took it lightly and was hopeful of the prospects of more tourist arrivals to Sri Lanka and so kept the ports open. An unanticipated increase in the number of patients and mounting social pressure forced the government to ban all incoming flights and ships on 22nd March by which time 28 infected patients had been identified within the country. For an industry that the previous and present governments expected would recover in a few months after the lethal Easter Sunday attacks, the subsequent Covid-19 crisis has dealt a double whammy, and that will have severe repercussions for the national economy.

The issue of migrant labor seems more complex than the revival of tourism. According to some estimates, 17,000 migrant workers and their family members are hoping to return home but the government is facing a big challenge in repatriating them. Not only that, as there are other ramifications too, such as loss of foreign exchange earnings, re-entering them into the labor market, increase in the labor reserve in Sri Lanka due to retaining the 'would have been migrant workers', permanent repatriation or extended stay at home due to the loss of jobs or lack of valid visas etc, (Weeraratne, 2020). These unexpected challenges to an already beleaguered economy together with the increasing burden of debt will likely cause a sense of doom in time to come.

POST-COVID OPPORTUNITIES AND CHALLENGES

Probably the most important opportunity this crisis brings for developing nations like Sri Lanka is that it prompts them to rethink their economic future and strategy. After the adoption of the open economic policy in 1978,

it persisted in this economic policy based on a voluntary acceptance of neoliberal principles even before any of its Asian neighbors. Irrespective of the arguments as to whether it was the right economic strategy at that time, Sri Lanka had the chance to capitalize on whatever opportunities the strategy might have presented if not for the fact that the civil war had started by then. According to some economists, the 1980s and 1990s were lost decades for Sri Lanka because the country failed to attract investors like the Japanese due to the political turmoil, while other countries like Malaysia were able to do so successfully (Iqbal, Hussin, & Seman, 2015). Even after the end of the civil war, Sri Lanka's economic strategy did not deviate markedly from the earlier period. For instance, no proper initiatives were taken to enhance its international standing and stature as a service-oriented economy, though this could have been achieved by exploiting the island's geographical location in the Indian Ocean. Highly ambitious investments to make Sri Lanka a maritime, civil aviation, tourist and commercial hub only ended up with expensive infrastructure projects that increased its debt burden without yielding any fruitful returns as expected.

At this crucial juncture, Sri Lanka needs to rethink how the costly investments made on infrastructure can be salvaged and diverted to benefit the local infant industries instead of relying on services like tourism and the export of labor in the long run. Even if Sri Lanka decides to persist in a neoliberal strategy by inviting foreign investors to come, invest and generate economic prosperity with their trickle-down economic magic, that strategy will need more skilled human labor from within the country. In such a scenario, promoting migrant labor for its workers would be counterproductive as it will simply lead to a brain drain and create a shortage of labor in the island.

During the COVID-19 crisis thus far, the manufacturing sector has shown greater resilience in comparison to sectors like tourism and migrant labor. Particularly, the tea industry has continued its operations by means of online auctions, and the apparel industry, despite some initial losses due to the lockdown measures has been able to resume its functions gradually. In spite of being somewhat primitive in their own ways, these industries have been able to show some resistance in comparison to the other sectors that successive governments have relied on for taxes and foreign exchange inflows.

Due to these realities, it is high time that Sri Lanka reconsiders the positive aspects of a manufacturing economy and endeavors to build up one. It is important to recognize that all advanced capitalist countries have achieved economic success not by placing excessive reliance on services

like tourism or migrant labor but through heavy government involvement and control over the infant industries and giving them a great deal of protection until such time as they become strong and stable (MacEwan, 2009). It is imperative that Sri Lanka have faith in its fledgling industries and utilize its infrastructure to facilitate their growth rather than rely on highly volatile sectors like tourism and migrant labor that are far more dependent on external factors that are beyond the control of the government.

REFERENCES

Abeyagoonasekera, A. (2020). Unexplained wealth and for what purpose: A Sri Lankan perspective. *Journal of Financial Crime, 27*(01), 24-28. https://doi.org/10.1108/JFC-12-2018-0128

Central Bank of Sri Lanka. (2020). *SL Purchasing Managers' Index: PMI April 2020.* https://www.cbsl.gov.lk/sites/default/files/cbslweb_documents/press/pr/news_20200519_pmi_april_2020_e.pdf

Central Bank of Sri Lanka. (2020). *SL Purchasing Managers' Index: PMI May 2020*. https://www.cbsl.gov.lk/sites/default/files/cbslweb_documents/press/pr/20200616_news_pmi_may_2020_e.pdf

Economynext. (2020, January 24). *Sri Lanka may have lost Rs10.4bn from direct placement of bonds: forensic audit*. Echelon Media Company. https://economynext.com/sri-lanka-may-have-lost-rs10-4bn-from-direct-placement-of-bonds-forensic-audit-41807/

Findlay, S., & Dissanayake, C. (2019, May 27). Terror attack weighs on Sri Lanka's economy. *Financial Times*. https://www.ft.com/content/dcef89f2-7529-11e9-bbad-7c18c0ea0201

Iqbal, U., Hussin, N., & Seman, A. A. (2015). The Historical Development of Japanese Investment in Malaysia 1991-2003. *Management and Administrative Sciences Review, 4*(2), 275-283.

MacEwan, A. (2009). The Gospel of Free Trade. In R. Bhandari, C. Sturr, & Dollars and Sense Collective, *Real World Globalization* (pp. 1-9). Boston: Economic Affairs Bureau.

PTI. (2020, June 02). *Sri Lanka's economy hit by coronavirus; decline in earnings from tourism, remittances*. Financial Express.

https://www.financialexpress.com/economy/sri-lankas-economy-hit-by-coronavirus-decline-in-earnings-from-tourism-remittances/1978651/

Shengnan, N. (2019). Rethinking the External Debt Issue of Sri Lanka: Causes and Implications. *China International Studies, 74*, 138-164.

Sirimanna, B. (2018, December 23). Treasury tightens government expenditure. *Business Times*. http://www.sundaytimes.lk/181223/business-times/treasury-tightens-government-expenditure-326080.html

The Economist. (2020, May 02). Which emerging markets are in most financial peril?. https://www.economist.com/briefing/2020/05/02/which-emerging-markets-are-in-most-financial-peril

Weerakoon, D., Kumar, U., & Dime, R. (2019). *Sri Lanka's Macroeconomic Challenges: A Tale of Two Deficits* (Asian Development Bank South Asia Working Paper No.63). https://www.adb.org/publications/sri-lanka-macroeconomic-challenges-two-deficits

Weeraratne, B. (2020, May 18). *Repatriation and replacement of lost foreign jobs: Handling labour migration during COVID-19*. Lanka Business Online (LBO). https://www.lankabusinessonline.com/repatriation-and-replacement-of-lost-foreign-jobs-handling-labour-migration-during-covid-19/

Wibisono, A. N. (2019). China's "Belt and Road Initiative" in Sri Lanka: Debt Diplomacy in Hambantota Port Investment. *Jurnal Ilmu Hubungan Internasional, 02*(02), 222-245.

NUWAN HERATH, is a Senior Lecturer at the Department of Social Sciences in General Sir John Kotelawala Defence University. His major research interests lie in the areas of Sociology of Religion, Peace and Conflict Resolution, and Political Economy. Email: nuwan@kdu.ac.lk

Manuscript submitted: ***May 29, 2020***
Manuscript revised: ***June 10, 2020***
Accepted for publication: ***July 14, 2020***

OJED
OPEN JOURNALS IN EDUCATION

Volume 4, Issue 1 (2020), pp. 30-34
International Journal of
Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Teacher Education: An Adaptive Response to the Movement to Online Instruction

Robert Ceglie
Queens University of Charlotte, USA

ABSTRACT

The COVID-19 pandemic has an impact on teacher training programs, as the shift to online instruction sent shock waves through the K-12 public education system in the United States. Teacher education programs were found in situations where their current student teachers needed significant additional support to navigate the rapid changes in the means that instruction was provided in their schools. This essay provides some insight on how one university navigated this process and provides suggestions for training future teachers.

Keywords: Covid-19, online instruction, pre-service teachers, teacher education

The COVID-19 pandemic influenced many different elements of our lives, but it may have an impact on how education is delivered in ways that may alter the future of teaching and learning in public schools across the world. In the United States, education quickly moved to online instruction with just under a half of the academic year of learning yet to occur. This led to major efforts by school district leaders to find solutions for the best method to continue educational delivery for their students. In addition, local colleges and universities with teacher preparation programs found themselves in a

precarious position as they examined ways to support their student teachers who were currently in the field. Simultaneously, as college faculty were challenged with moving to online modalities, they sought out novel ways to support and mentor their students, conduct teaching evaluations, and complete teacher certification requirements. While nobody was prepared for this situation, often events such as this can afford opportunities to reflect on current practices and explore methods for improvement. This experience has provided a learning opportunity which will force colleges of education to evaluate ways to better support their pre-service teachers and in turn be better prepared for events like this in the future.

CURRENT TEACHER EDUCATION PRACTICES

The current landscape of teacher education prepares future teachers through a curriculum that requires coursework and clinical experiences in local schools and finally culminates in a semester long student teaching experience. The focus on much of the coursework is a blend between content and curriculum while the later portion of work is more focused on implementing curriculum. With respect to a preparation for online instruction, most colleges require some type of course in digital literacy. Queens University of Charlotte requires a digital literacy course which helps teachers utilize the current tools typically used in K-12 classrooms. We rely heavily on the International Society for Technology in Education (ISTE) standards for teachers (2017) which focus on seven elements of technology which teachers must be able to successfully navigate. In addition, these standards emphasize the need to empower learners and to aid in using technology as a learning catalyst. While a course in digital literacy is certainly important, it alone can't be a substitute for informing new teachers how to migrate their entire curriculum to an online format.

One advantage of the latest cadets of teachers is that they likely have had some of their own learning conducted in a virtual format. Estimates suggest that at least 30% of current college students have taken at least one course online (Black, 2020). Thus, it stands to reason that a percentage of these students will be future teachers. However, just taking an online course does not prepare someone for online instruction, but it does offer some insight into the student perspective of virtual learning. One particular challenge for student teachers is that they may not be familiar with the current Learning Management System (LMS) that their placement school is using. Few pre-service teachers would have utilized the same LMS or related technology that they are experiencing in their current placements, thus placing them at the start of a steep learning curve just to get started with

online instruction. In addition, the local K-12 school district does not offer any type of technology training to support our incoming students. Thus, the pre-service teachers rely on their personal experience and those gleaned during their digital literacy coursework.

COVID-19 IMPACT

The local school district for Queens University of Charlotte's 12 student teachers were halfway into their semester-long student teaching experience when schools migrated to online instruction. At that point, all of our student teachers had assumed full responsibility for their classrooms and would typically continue this for at least five additional weeks. When schools moved online, they were serving as the primarily teacher and without appropriate technology or curriculum support, they faced considerable challenges during this transition. Overall, the move to online learning was chaotic and inconsistent as some teachers had no training or support for the school-level technology tools and yet they were expected to quickly learn technology such as Zoom and then were expected to deliver synchronous learning. Other teachers had leadership that attempted to provide training and guidance in the new technology and the school completed a slow migration to online instruction and did not force the use of any specific tool, including synchronous learning. Two specific students explained that their principal created benchmarks that all teachers had to meet before the school transitioned into any new stages of curriculum implementation. In addition, they felt there were ample support staff to assist in learning the new technologies. Those in this situation were able to spend more time modifying curriculum, creating engaging videos for their students, and felt better supported. As a supervisor to these students, I found it challenging to design the type of support needed because it varied so much.

Coupled with the frustration that the teachers felt as they tried to adapt to the new learning environment, they were also still being evaluated by faculty and school leadership. The state board of education failed to offer any guidance on how student teaching was to continue, nor did they provide guidance for if or how evaluations might change. My faculty continued our evaluation process, this time either evaluating synchronous lessons or evaluating asynchronous lessons created by our teachers. Perhaps the greatest challenge for our teachers was that most were afforded little technical support as they continued their teaching. As a consequence, college faculty began to ramp up our efforts to support their student's assigned to student teaching. We held more virtual seminars, prepared new material, designed short tutorials and brainstormed ways to support them. In

many cases, we participated in the curriculum development and delivery process as a means to support our teachers. It is hard enough for novice teachers to student teach, but were now added additional challenges and demands of the new normal classroom. While all our teachers successfully completed their student teaching, we are fortunate, as other institutions did not fare as well.

GOING FORWARD

The experience that our student teachers faced moving to online instruction provided us with many lessons for changes that we can make going forward. The most logical suggestion is to embed additional technology instruction within our curriculum to support our teachers. Instead of just having our pre-service teachers learn the technology, a new goal would be for them to create "real" online lessons using the technology that they know. We must embed more technology, better connect with the technology our districts use, and help our students design and implement online lessons prior to their student teaching experience. We must find opportunities for them to fully explore this and evaluate ways to improve as they move through our program. Second, this experience has reminded us to continue to remain flexible and sensitive to our student's needs, especially during challenging times. While our student teachers are usually highly stressed during this time, we found that the movement to a new learning platform really stretched their abilities to handle all their student teaching duties. We worked to offer additional one-on-one support and guidance, which appeared to really help support these students. Another important implication is that it is clear that it would be beneficial to reach out to our school partners and look at ways to: a) assist in training their teachers on technology as a way to learn exactly what they are using and need to know and, b) explore opportunities for our students to participate in their technology training prior to student teaching. Both of these ideas allow our students the ability to better understand what schools are using, how they are implementing their tools, and to potentially champion technology that the schools are currently not using. Our relationships with school leaders have been excellent; however, this experience helped us realize areas where we could extend ourselves to improve the experiences of both parties. Collectively, these recommendations would provide our pre-service teachers with additional preparation and support to be able to handle similar situations in the future. While the move to remote learning may not be the best situation for a child's learning, it is likely here to stay in some form or another. As we begin to prepare for the coming school year, many schools

have already added some remote learning into their plans and having teachers prepared for this challenge will ensure better outcomes on future learning. Teachers of tomorrow will now be required teach in both face-to-face and virtual environments and we must provide ample opportunities for our teachers to gain skill and confidence in these delivery methods.

REFERENCES

Black, G. C. (2020). Who are today's college students? Understanding the 21st century higher education digital learner. In Thornburg, A. W., Abernathy, D. F., & Ceglie, R. J. (Eds.), *Handbook of research on developing engaging online courses* (pp. 1-13). IGI Global.

International Society for Technology in Education. (2017). *ISTE national educational technology standards (NETS*). International Society for Technology in Education.

ROBERT CEGLIE, PhD, is an Associate Professor of Education in the Cato School of Education at Queens University of Charlotte. His major research interested are focused on STEM learning, with a specific emphasis in science education and exploring means to extend opportunities for those traditionally marginalized by science. Email: ceglier@queens.edu

Manuscript submitted: ***May 29, 2020***
Manuscript revised: ***June 10, 2020***
Accepted for publication: ***July 14, 2020***

OJED
OPEN JOURNALS IN EDUCATION

Volume 4, Issue 1 (2020), pp. 45-49
International Journal of
Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Challenges of Online Education during COVID-19 Pandemic in Nepal

Kabita Khati
Padmakanya Multiple Campus, Nepal,

Khem Raj Bhatta
Central Department of Psychology, Nepal

ABSTRACT

Covid-19 lead to colleges and universities ending in-person instruction. The online education that emerged after COVID-19, has been challenging in Nepal because students, teachers, and administrators were not prepared for it. Stakeholders of education should work in many areas to enhance the effectiveness of online education and make it more similar to classroom education.

Keywords: COVID-19, Online Education, Challenges, College Education

The coronavirus outbreak that started from Wuhan city of China in late 2019, has claimed more than four hundred thousand deaths globally. COVID-19 pandemic has become a threat to the community worldwide (Buheji et al., 2020) and Nepal is no exception. Nepal had the first case of COVID-19 on 20th February 2020 (Shrestha et al., 2020). In a span of three months, cases have been increased to 10728 and death toll to 24 (Mishra, 2020).

Besides the casualties, the COVID-19 pandemic has a multidimensional impact globally and a large number of students are deprived of their education. The Pandemic contributed to closure of more than 90% of world's schools (Strauss, 2020). Many students in Nepal are experiencing distress due to the lockdown imposed immediately a week before their scheduled exams. Several students are still waiting for the exam schedule. Due to pandemic, those planning for abroad study are either waiting indefinitely or abandoned their plans (Dhungana, 2020). Educational institutes have, however, started online education as an emergency alternative to traditional face-to-face education. As lockdown completed three months government of Nepal and many Universities have formalized online classes.

Online classes are flexible for both teachers and students but such classes have their own challenges (Gillett-Swan, 2017). The attention of students and safety issues can be important challenges during online classes (Phuyal, 2020). Also, children from low-income working class cannot join the online class as they often do know have access to a computer of reliable Internet service (Ghimire, 2020; Ojha, 2020). Professors who mostly relied on in-person modalities found the shift to online teaching challenging (Subedi, 2020). Many academicians considered the decision to move quickly to online or virtual class as premature in face of limited infrastructure and training. Some experts also argue that online classes in the Nepalese context are against the spirit of equitable access to education as this deprived right to education of economically marginalized people. Recent coverage by ABC News showed that many students do not consider online classes as equivalent to classroom experiences (Binkley, 2020). Teachers, administrators, and parents have are also questioning the effectiveness of online education.

MAIN ARUGMENT

Even though all stakeholders of education have concerns regarding the effectiveness of online education in Nepal, they report it differently. Students have four main issues regarding online education. First, they find it difficult to adapt to technology. Students often struggle to post assignments and log on to classes. Second, some students consider online classes as less interactive. For example, one of our students said, "there is more of teacher talking and less of interaction." Third, poor Internet connectivity in many areas of Nepal makes it difficult for students to attend classes and post

assignments. Fourth, the unavailability of computers poses a challenge in learning.

For teachers, the problem arises because they neither expected nor prepared for online classes. Learning technology is one challenge for teachers. Also, the lack of eye contact makes it difficult for them to understand whether or not students are getting their pace. For some teachers, their children at home often disturb synchronous class delivery.

Administrators have different problems during online classes. For school administration, the primary problem surrounds on payment of house rent and salary in light of obstruction in fee collection. School administrators do worry that COVID-19 will result in a higher dropout rate as poverty soars. At the university level, administrators often find it hard to make teachers available to engaging training to better prepare for online learning. Also, the lower rate of attendance is a burden to administrators.

Parents also have many concerns regarding online education. The overreliance of their children on the Internet during lockdown is one insecurity they have. One parent said, "I fear, my child can go out of my hands." Working parents have added burden due to lower safety standards at worksites. These parents report anxiety about bringing COVID-19 to their homes. Also, some parents have issues because they have no one to take care of children when they are at work.

Despite many challenges, online education has some benefits for students, administrators, and teachers. Some students loved online classes either because it is flexible or because they would miss traditional classes due to jobs. For some students, online classes are good because it saves travel time. For administrators, the engagement of a variety of experts can be one benefit of online education. Due to flexibility of time, administrators can engage experts who would be unavailable in face-to-face classes. This trend has now started with many university classes engaging foreign experts as guest lecturers. For teachers, the flexibility of time is one merit of the online class. Thus, handled effectively, online education can be long term supplementary to traditional classes.

CONCLUSIONS AND IMPLICATIONS

Online education, though it has its positives, is full of challenges at the moment in Nepal. Despite some flexibility and the only alternative at the moment, a continuation of it without the development of physical and human resource infrastructures can be ineffective. Poor network, the security of the Internet, and the possibility of Internet addiction can be other

challenges. Consideration of online education as a short-term solution by teachers and administrators can contribute to lower motivation and the ultimate effectiveness of online classes.

To enhance the effectiveness of online education in Nepal, stakeholders should focus more on the improvement of infrastructures, to train teachers, and motivate students. According to the World Health Organization, COVID-19 extend for two- three years. Thus, online education can be one important knowledge-sharing platform. Also, the enhancement of online education can be helpful to continue teaching learning education in other natural calamities like that Nepal experienced in the 2015-earthquake. At the moment, online education should be considered complementary rather than an alternative to traditional classes. Stakeholders of education should also work for equitable education when they plan for online education.

REFERENCES

Binkley, C. (2020, May 5). Unimpressed by online classes, college students seek refunds. *abc News*, Retreived https://*abcnews.go.com*

Buheji, M., da Costa Cunha, K., Beka, G., Mavric, B., de Souza, Y. L., da Costa Silva, S. S., ... & Yein, T. C. (2020). The extent of covid-19 pandemic socio-economic impact on global poverty. a global integrative multidisciplinary review. *American Journal of Economics*, *10*(4), 213-224.

Dhungana, S. (2020, June 25). Covid-19 lockdown affects Nepali students planning to go abroad. *The Kathmandu Post*, Retrieved https://*kathmandupost.com*

Ghimire, B. (2020, May 28). Digital divide too wide for online classes to succeed in Nepal. *The Kathmandu Post*, Retrieved https://*kathmandupost.com*

Gillett-Swan, J. (2017). The challenges of online learning: Supporting and engaging the isolated learner. *Journal of Learning Design*, *10*(1), 20-30.

Mishra, A. (2020, June 25). Bikalpa ma Suti Ko Mask. *Kantipur*, p. 2.

Ojha, A. (2020, June 9). Children from low-income working class families can't join online classes. *The Kathmandu Post*, Retrieved https://*kathmandupost.com*

Phuyal, K. (2020, April 10). Challenges of Virtual Class. *Himalayan Times*, Retrieved https://*thehimalayantimes.com*

Shrestha, R., Shrestha, S., Khanal, P., & KC, B. (2020). Nepal's First Case of COVID-19 and public health response. *Journal of Travel Medicine*, *27*(3), taaa024.

Subedi, A. (2020, May 10). Guru karma in virtual times. *The Kathmandu Post*, Retrieved https://*kathmandupost.com*

Strauss, V. (2020, April 6). Schools of more than 90 percent of the world's students closed during this pandemic. This graphic shows how fast it happened. *Washington Post*, Retrieved https://www.washingtonpost.com/

KABITA KHATI, M.A., is a Senior Lecturer in Padmakanya Multiple campus, Psychology Department, Tribhuvan University. Her major research interests lie in the area of psychological welling, higher education research and women issues. Email: kabitaedu@gmail.com

KHEM RAJ BHATTA, M.A., is Lecturer in Central Department of Psychology, Tribhuvan University. His major interests lie in the area of academic achievement of students, test anxiety and elderly issues. Email: bhattakhem123@gmail.com

Manuscript submitted: ***June 25, 2020***
Manuscript revised: ***July 10, 2020***
Accepted for publication: ***July 15, 2020***

OJED
OPEN JOURNALS IN EDUCATION
Volume 4, Issue 1 (2020), pp. 50-53
International Journal of
Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

The Rebirth of the Eagle and Learning in the COVID 19 Pandemic: An International Student's Perspective

Muhammad Sharif Uddin
Morgan State University, USA

ABSTRACT

COVID 19 has brought a new struggle in our lives throughout the world. Thousands of people are affected every day with the coronavirus, and this virus is still killing 1,000s of people. It has brought a new order of life for us with many changes. This current pandemic is also a message for everyone to look for alternatives in their daily lives for the sake of survival. Using the parable of the eagle, this paper examines the experiences of an international student how the epidemic has affected and changed his study.

Keywords: alternative**,** COVID 19, eagle, life, rebirth, survival.

THE REBIRTH OF AN EAGLE

I was born and grew up in a hilly area of a developing country named Bangladesh. When I was an elementary school student, my family did not have electricity in our area. We, the siblings, used to study at night together using one oil lamp inside the house. When it was the moonlit light, we came out to the yard and studied using the moon's light. The older adults of the community often came to us and wanted to hear stories from our books.

They also shared various folk stories with us. Very often, I remember many of these motivational stories. The following story during the COVID 19 pandemic gives me more strength and inspiration.

It is a story about the eagle. An eagle usually lives 30-40 years. But it can survive up to 70 years if it can take a rebirth itself. An eagle cannot fly at a particular age. Between 30-40 years of age, its feathers become thick and heavy and stuck with its chest. Additionally, its beak becomes long and bent; thus, it cannot prey any animal to eat. It that stage, the eagle needs to make a solid decision either to die without food or to take a rebirth through a painful and lengthy process.

For taking a rebirth, the eagle looks for a rock. When it finds a stone, it knocks its beak until it plucked out. Then the eagle waits to grow its new beak. As soon as its beak grows, the eagle pulls off its old feathers with the beak and waits for growing new feathers. Then, new feathers come out, and the eagle again starts its new life to prey and survive. This lengthy process takes four to five months, and the eagle passes that time even without food.

Reading online news in Reuter recently, this story again reminds me that we can lead our lives in an alternative way. The report was about a young girl in India. Sharma (2020) wrote in Reuters about a 15 years old poor girl, who rode a bicycle 745 miles carrying her father in the cycle's back. The grueling journey of Jyoti Kumari, saved her father's life while there was a lockdown due to the COVID 19 pandemic. While driving an autorickshaw in New Delhi to earn basic groceries, her father lost one of his legs in an accident. They ran out of money to pay rent, and even they had no food to eat due to the lockdown. Thus, Jyoti decided to leave New Delhi to save her disabled father's life. As there was no transportation, she used her bike to carry her father over seven days and reached their hometown in Bihar. They drank water and dry foods on their long journey.

ALTERNATIVE FOR SURVIVAL

Jyoti's journey and the rebirth of an eagle have a similarity with me. An eagle takes a resurrection experiencing a long and painful process. Throughout its 70-year life span, this eagle does not surrender to the situation. It is not hopeless. The eagle knows the process will be severely painful, but it wants to survive through it. Eventually, it achieves the rebirth through hard work and determination. Jyoti also did the same thing. A young girl knew that it was not easy to cycle hundreds of miles carrying a man. She was determined and wanted to survive herself and to save her

father from the current COVID 19 pandemic. At last, she succeeded. She did not depend on others and did not wait if the government would help the poor people. She was determined to fight against a difficult situation.

I glean motivation from the above real stories to take alternative actions to survive. As an international student at a university in the United States, I live here without family. I am an experiencing struggle for my academic career due to the pandemic. It started from the second week of March 2020 when we received an email from the President of the university that all classes were switched to online from the next day for two weeks. I had no experience in online courses and even no expertise in technology. Even my adjunct professor to whom I have two classes for that semester also has incompetency in technology that we experienced in his classes.

In that situation, I became hopeless and helpless as it was my last semester to complete the course works for doctoral studies. I emailed my professor, called over his cell phone several times, and texted him. Unfortunately, I got no reply. Then I contacted my course mates, and they also shared the same feeling as mine. I kept emailing and calling him over his cell phone. I contacted the department's chair, and she replied that we would be fine. The next week I got an email from my instructor, and he sent me an assignment for the following week. Every week I received an email from the instructor to submit assignments, and I followed those directions. Nonetheless, there was no communication other than getting instructions for the task and sending them to him.

By this time, I received another email from the University President that the rest of the semester will be online. My life became more stressful due to the campus closing. I prepared my dissertation proposal, and the dissertation committee approved it to move forward to a defense. The committee chair suggested that I wait and see what would happen to the campus due to the pandemic. The campus closing was protracted and continued through the end of the semester. My committee then suggested that I change my dissertation topic as there is uncertainty regarding the fall semester. If the campus goes online with remote instruction, I will be unable to ascertain the data to complete my dissertation. As a result, I have prepared a new proposal and have submitted it to my committee for their approval. My alternative actions are giving me the light of hope to complete my studies soon.

CONCLUSION

Both of the stories stated above are not from the myth. We know that our lives are full of struggles, and we face challenges every day. We cannot surrender without fighting with reality. To be successful in our mission, we should have self-determination and self-motivation. Though I have used the word hopeless, I was scared that my study could not be completed. My determination has shown me the path that I have to look for alternatives to go to my destination. The stories about the eagle that I enjoyed in my early life have provided a model for me to preserve despite the painful transformation to online learning.

REFERENCES

Sharma, S. (2020, May 27). 'I was determined', says girl who cycled injured dad across India. *Reuters.* https://www.reuters.com/article/us-health-coronavirus-india-women-trfn/i-was-determined-says-girl-who-cycled-injured-dad-across-india-idUSKBN2331WV

MUHAMMAD SHARIF UDDIN is a scholar in the Urban Educational Leadership Program at Morgan State University, USA. He also works as a graduate research assistant and as an adjunct faculty in the Department of Teacher Education at Morgan. He is a Fellow of International Leaders in Education Programs. His research interest is teacher education, critical pedagogy, and soka education. His email address is uddinsm@gmail.com

Manuscript submitted: ***May 29, 2020***
Manuscript revised: ***June 10, 2020***
Accepted for publication: ***July 14, 2020***
for publication: ***August , 2020***

OJED
OPEN JOURNALS IN EDUCATION

Volume 4, Issue 1 (2020), pp. 54-58
International Journal of
Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Monetary Policy Peri-Post Covid-19 and Rise of Enterprises in Nepal

Kiran Mainali
King's College, Nepal

ABSTRACT

The paper analyzes the way distressed enterprises of Nepal can be kept afloat or conserved against upheaval through major amendments in the monetary policy. The narrowed business groups can be revitalized if the government would immediately impose certain leverages to monetary policies and increase the inflow of capital to make it accessible to the needy entrepreneurs. Good chances for re-emergence of companies post Covid could accommodate repatriated people for employment with an effective draft of the monetary plans.

Keywords: distressing, employment, enterprise, monetary policy, moratorium, recession, repatriated.

INTRODUCTION

Covid-19 has evolved as the latest threat that has wreaked massive havoc in human society and its economic structure. Businesses are crippled and large portions of the workforce are losing their employment. Consequently, some greatest economies in the work are progressing to devastation as a result of the sprawling pandemic. According to *Financial Times* (2020), economists speculated a massive plunge of the economic activity globally as a consequence due to the official shelter-in-place orders. Covid-19 now has become more than overwhelming for the developing country like Nepal.

Nepal being a country whose GDP is largely backed up by tourism and remittance apart from agriculture is likely to face serious economic adversities further degrading the entrepreneurship ecosystem in Nepal.

The rippling effect instigated by the novel Covid-19 health crisis, have completely dismantled the existing entrepreneurship sector in Nepal. Most of the small-scale entrepreneurs who do not have excess privilege of abundant resources have started to terminate their business, laying off their pool of employees. Their sustainability has shuttered. Similarly, many more enterprises largely working on the ecommerce or logistics arrangement had certain aberrations to their usual business practice in pursuit to sustain their business and have a constant financial inflow. Most of the elite innovative leading business houses like Foodmandu, Sastodeal, and Pathao quickly made a steady switch to deliver groceries. The IT centered startups endorsed the work at home culture, which indeed did not harm their business as compared to other strata of industry. The hospitality and tourism affiliated industries were the worst hit sector in Nepal; most of the restaurants operated within the valley went bankrupt and are expected to bear long-term financial consequences.

Monetary policy is often referred to as the demand side of policy, which explains the power provided to the central bank of the country to control the money flow within the state. These policies align with the ambition of meeting the macroeconomic goals of the nation. The major objective behind articulated execution of monetary policy is to create price stability, curb unemployment, and maintain the balance of payment (Precious & Palesa, 2014). Changes in the monetary policy framework are pivotal in bringing drastic amelioration in the economy of Nepal by driving the notion of entrepreneurship. Therefore, with such challenging times approaching ripping the economic development, a bigger question needs to be effectively addressed, how will the spirit and culture of entrepreneurship be redeemed in Nepal? How can the government or the state rebuild the shrunk economy through entrepreneurship? The main objective of the paper is to explore the expected monetary policy changes and the way the incubation of startups can be fostered post Covid period.

MAIN ARGUMENT

Covid-19 has completely ravaged the operation of the enterprises and rendered such operations largely dysfunctional. The entrepreneurs now need to muster enough strength, willpower, courage, and determination to rebound against the vile impact that Covid-19. Apart from this, the governmental assistance or stimulus plan is what the entrepreneurs are counting on to steadily recover their compromised businesses. The latest national budget announced in Nepal for the fiscal year 2076-77 BS, has

some accommodation or relief program dispensed to the entrepreneurs or the business that has been intensely affected by the influence of Covid-19. According to Ozili and Arun (2020), hard-hit countries like China and Italy have majorly granted the debtors or the ventures moratorium in their payment of the principal and interest. These actions have been the point of relief for several entrepreneurs who were succumbing to the economic adversities imposed by the restriction in the mobility of the people. Similarly, other countries have brought immediate amendments on their monetary policies by lowering the interest rates and buying the bonds from the market whose values went plummeting. This also provided some extent of financial relief to the entrepreneurs or businesses scrambling their way in the country.

As per the research conducted by Koirala and Acharya (2020), enterprises of Nepal, which are devastated by the unprecedented Covid-19 crisis, need to be provided with an immediate disaster relief plan. If the government cannot support the failing business on all levels, the government should intervene in a sector where there is an influence from the governmental such as electricity, taxes, or the central bank. However, much relief to the business enterprises came after the announcement of the national budget where prime changes in the monetary policies applied. The largely affected entrepreneurs associated with the tourism industry were provided space to procure loans at 5% for quick recovery (Aryal, 2020). Evidently, after any post-recession period, the government attempts to inflict expansionary monetary policies where the interest rates of the banking and financial institutes are reduced. The desired outcome is for an increase in spending throughout the country.

Since, a large number of young workers are expected to be repatriated to the country amid the financial difficulties, the government has decided to provide loans at 2% of nominal interest rates for entrepreneurs to promote a startup culture. In turn massive employment opportunities' should emerge in all sectors. Further, considering the slumping economy creates large vacuum on the enterprise development, more advanced changes on the monetary policies can be expected. The government might consult with the banks and financing institutions to accept the proposal of moratorium of the entrepreneurs of the hard whacked sectors. Similarly, a more conducive monetary environment might be fostered such that the sinking enterprises will remain afloat and deduction on the interest rates might ensue more entrepreneurs to invest on their business idea utilizing the dwindled interest rates. Similarly, to create a constant balance of payment, the government should even make necessary changes in the monetary plans and provide loans to the other productive sector, export oriented industries at lower costs, such that they could effectively see a major jump and transition in assisting the economic growth of Nepal. The government has also decided

to ease off the process of company registration and dissolution such that the distressed companies can easily vacate out and other enterprises keen to bring necessary amplification in the economy of the nation can be well promoted.

CONCLUSIONS/ IMPLICATIONS

As the impact of the Covid-19 widens, the entrepreneurs are desperately hoping of some financial relief or change in policy framework. Such assistance would boost their affected ventures. Since, major economists believe the Covid-19 streak of inhibiting business might scale up, immediate revamping in the monetary policy is the attribute that the entrepreneurs of hard hit sectors of Nepal are relying upon to survive the current economic conditions. Most of the developed countries were quick to respond and provide assistance through monetary policies amendments to help small business persevere through the pandemic. Comparatively, the Nepalese government has been sluggish in the initial days of the pandemic. However, the affirmation of the national budget of 2076/77 had some relief plans for the hard hit enterprises and aspiring entrepreneurs. In the post Covid-19 phase, if the government of Nepal would enhance its plans and relax the monetary policies favoring the enterprises, distressed businesses could proactively rebound. Such steps would initiate an economic healing that would first manifest in the agricultural sector.

REFERENCES

Aryal, M. (2020). *Monetary Policy after the Financial Crisis of 2020.* Kathmandu: ICTFrame. Retrieved from https://ictframe.com/monetary-policy-after-the-financial-crisis/

Financial Times. (2020). *Global recession already here, say top economists.* Retrieved from https://www.ft.com/content/be732afe-6526-11ea-a6cd-df28cc3c6a68

Koirala, J., & Acharya, S. (2020). Impact of Novel Coronavirus (COVID-19 or 2019-nCoV) on Nepalese Economy. *SSRN*, 1-7. doi:10.2139/ssrn.3560638

Ozili, P., & Arun, T. (2020). Spillover of COVID-19: impact on the Global Economy. *Munich Personal RePEc Archive*, 1-27. Retrieved from https://mpra.ub.uni-muenchen.de/99850/

Precious, C., & Palesa, M.-K. (2014). Impact of Monetary Policy on Economic Growth: A Case Study of South Africa. *Mediterranean Journal of Social Sciences, 5*(15), 76-84. Retrieved from 10.5901/mjss.2014.v5n15p76

KIRAN MAINALI, is an agricultural engineer by qualification and currently pursuing MBA-Agribusiness at King's College, Nepal affiliated with Westcliff University, CA, USA. His major research interest areas lie on agriculture, technology, entrepreneurship, economics and innovation.
Email: Kmainali11111@gmail.com

Manuscript submitted: ***June 25, 2020***
Manuscript revised: ***July 10, 2020***
Accepted for publication: ***August 01, 2020***

Short Essay

OJED
OPEN JOURNALS IN EDUCATION

Volume 4, Issue 1 (2020), pp. 59-64
International Journal of
Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

When Cultures Collide: Global Cultural Intelligence in the Age of Covid-19

Clea Patrick
Bruce Haselrig
Bruce Haselrig Group: Diversity Training, USA

ABSTRACT

The first step is to consider that the "p" in pandemic means a type of passport, a passport to recovery, passport to resurgence, but a passport to a direction in which the leaders' respective messages guide the local response. The 'p' is a passport to a global new normal, yet culturally competent leaders must set the path that will circumvent further ruin. Closing borders and restricting travel to other countries and states to control the spread of COVID-19 are strategies that should reflect decisions made by culturally intelligent leadership. Therefore, this paper will reflect on the past successes of global collaboration, and the current medley of responses from various countries to deal with COVID-19.

Keywords: Covid-19, cultural intelligence, leadership

"**C**ultural intelligence is the ability to adapt to various cultural contexts and function in different cultural settings or with those of a different culture in one's setting" (Kannan, 2018, p.1). Cultural intelligence is a combination of emotional and social intelligence that is acquired through the maturation

process of observing and analyzing how people function in different societal situations. Further, the application of culture on the emotional and social intelligence generates human understanding and culturally informed solutions within the cultural context (Kannan, 2018).

MAIN ARUGMENT

Global citizens need to comprehend the value of applying cultural intelligence as this global COVID-19 pandemic infiltrates all seven continents. The nexus of this cultural collision is presumably the day-in-the-life activities in a Wuhan, China wet market. World travelers to Mexico City, Istanbul, Toronto, San Francisco, and other international destinations know that wet and dry markets crammed with people have been commonplace for centuries. However, the collision of such cultures was apparently not at the forefront of leaders' strategies. Nationalist and separatist ideologies springing from the current United States federal government and Brexit have exacerbated and vilified differences leaving the world vulnerable (Colantone & Stanig, 2016; Giroux, 2017). By comparison, the world did not experience cataclysmic pandemics with two other novel viruses, the SARS-Cov-1 of 2003, and the MERS-COV of 2012.

A unique way of looking at the global pandemic is to consider the strata embedded in our society. To reflect on colliding cultures, we consider the work of Harvard trained biophysicists Dr. Donnella Meadows who commented that our cultures would have immense trouble together without further intervention, a problem that needed dire attention even 30 years ago (Meadows, 1990). She argued that if the world were only 1000 people, the following would occur. See Table 1.

Table 1
Meadow's summary of a global community, hypothetically n = 1000

584	Asian	64	Speak Spanish
123	African	300	Christians
95	Europeans	175	Moslems
165	Speak Mandarin	128	Hindus
86	Speak English	55	Buddhists
86	Speak Hindi	200	Have ¾ of wealth
		200	Have only 2% of wealth

The one thing that clear on this 1000-person island, the community had enough nuclear power to 'blow itself to smithereens many times over" (Meadows, 1991, para. 7). Of the 1000 people in Meadow's village, only 100 would have control of the weapons, while 900 watched anxiously on how the weapons were handled. These numbers are analogous to our current explosive pandemic. So many of our global citizens are watching anxiously, at times following the ill-informed advice to their peril that COVID-19 is a hoax. While the virus blows up the community, only a few leaders are in control; they must guide us through these unprecedented times with cultural competency, otherwise, parts of the global community will continue its battle with the disease.

Ironically, the early strategy of shelter in place also served to divide global communities further, yet not just along racial lines, but within socioeconomic structures. The "haves," that is those who have reliable Internet, jobs that can convert to home offices, and children whose schools can do the same, can withstand and afford the isolation. The 'have-nots," those disenfranchised essential workers who have been advised to juggle their health concerns and economic stability are left with little choice but to enter the belly of the pandemic whale by reporting to front-line jobs with minor controls to stifle the virus. Again, as Meadows (1990) posited, the 'haves' thus those in control, are in the minority, while 'the have-nots" are much more vulnerable to the resulting economic instability.

The division continues for our youth with many parents of public school-aged youngsters who are scrambling and worried about leaders forcing the opening of schools in the fall 2020. In converse, parents who can afford to send their school-aged children to private schools are nestled in place with a relatively smooth transition to online learning, complete with the high-end laptops and appropriate bandwidth to sustain interactive remote instruction. Culturally intelligent leaders who are more concerned with the safety and environments of all citizens could have better prepared their respective administrations and constituents to be braced for the pandemic and understand that those in financially more fragile situations, such as Blacks and Hispanics, are more likely to work and live in communities with infrastructures that minimize protection from the virus. Our hope is that our children growing up in this pandemic learn from the mistakes of divisive leaders and instead prepare the world of colliding cultures.

The COVID-19 threat rolled across our globe during the spring of 2020. In the summer of 2020, several communities are facing a relapse of the virus, with lines of people waiting for tests stretching for miles. The

fifth largest economy on the planet, Los Angeles, California, is reeling from the need to resurrect another lock-down. Health care workers report another shortage of personal protective equipment (PPE) and record capacity in emergency rooms. The Center for Disease Control (CDC) has been battered in the news from a government that is pushing for economic recovery despite the risk to front line workers. Nonetheless, the CDC relying on science predicts that second wave in the United States (Sun, 2020) will bring even worse conditions if leadership and science cannot align in a common and data-informed message.

This common message should be a coordinated one from global leaders. Yet we still see that other countries have varied reactions, successes, and failures. Brazil has reported over 1.9 million cases and over 74,000 deaths, while the United States has reported 3.4 million cases and 133, 000 deaths. India and Mexico also report record deaths with 23,727 and 35,491 respectively. The United Kingdom has also reported over 45,000 deaths and France reported 35,000 deaths (Johns Hopkins, 2020). Comparatively, Canada has reported 8,790 deaths and Uruguay has lost only 30 people to the pandemic. The World Health Organization (WHO) highlights Cambodia for a swift and effective response to the virus (WHO, 2020). With the range of successes and recoveries regardless of race, religion, and region, some countries have effectively staved off the bio biohazard while other countries remain trapped in an endless cycle of infections. If the world could come together after World War II to develop the North Atlantic Treaty Organization (NATO) (Kaplan & Kaplan, 2004) and even the Warsaw Pact (Mastny & Byrne, 2005), though it is now defunct, to establish united and collaborative responses to prevent the threat of war, reasonably global leaders could work together to create a coordinated response in the battle against COVID-19.

CONCLUSIONS/ IMPLICATIONS

This short dialogue shows that we should not fear the collision of cultures. Whether recognize it or not, we have been interconnected at the speed of light in this modern society (Patrick & Hollis 2018). We should have learned just how small our global community is from the Internet, weather, and other phenomena that confirm close proximity amongst humanity. The danger is not the collision, the mixture of environments, social mores, and traditions that inform a global community. The mistake our leaders have made, and many continue to make, is that humanity is not manifest in neatly individually wrapped societies, where one never influences the other; we are

all interconnected and mutually dependent. Yet culturally we all need to understand that those with the most complex personas that drift away from traditional forms of power are the most susceptible to the ill effects (Hollis, 2018). The cultural collision, if embraced without fear and prejudice, would prevent existential threats, a realty first felt by the most vulnerable among us.

REFERENCES

Colantone, I., & Stanig, P. (2016). Global competition and Brexit. *BAFFI CAREFIN Centre Research Paper*, (2016-44).

Giroux, H. A. (2017). White nationalism, armed culture and state violence in the age of Donald Trump. *Philosophy & Social Criticism*, *43*(9), 887-910.

Hollis, L. P. (2018). Bullied out of position: Black women's complex intersectionality, workplace bullying, and resulting career disruption. *Journal of Black Sexuality and Relationships*, *4*(3), 73-89.

Johns Hopkins (2020). Corona Virus Resource Center. https://coronavirus.jhu.edu/map.html

Kannan, R.S. (2018). Cultural Intelligence. Research Starters Education. http://connection.ebscohost.com/c/articles/45827545/cultural-intelligence

Kaplan, L. S., & Kaplan, L. (2004). *NATO divided, NATO united: the evolution of an alliance*. Greenwood Publishing Group.

Meadows, D. (1990). State of the global village. *The Global Citizen*. http://redrat.net/thoughts/global_village.htm

Mastny, V., & Byrne, M. (Eds.). (2005). *A cardboard castle?: an inside history of the Warsaw Pact, 1955-1991*. Central European University Press.

Patrick, C., & Hollis, L. (2018). Contentious Cloud Chatter: A Comparative Analysis of Aggressive Speech. *Comparative Civilizations Review*, *78*(78), 8.

Sun, L. (2020). CDC director warns second wave of coronavirus is likely to be even more devastating. *Washington Post*. https://www.washingtonpost.com/health/2020/04/21/coronavirus-secondwave-cdcdirector/

World Health Organization (2020). Cambodia's effective rapid response to early COVID-19 cases due to early investments in health security systems. https://www.who.int/news-room/feature-

stories/detail/cambodia-s-effective-rapid-response-to-early-covid-19-cases-due-to-early-investments-in-health-security-systems

---

CLEA PATRICK is the executive secretary for the Bruce Haselrig Group and a founding member of the African American Heritage Society in Cambria County, Pennsylvania. Her commitment to social justice continues to inform the diversity training she provides to her local community.

BRUCE HASELRIG is the founder and president of the Bruce Haselrig Group. His expertise has led to cultural sensitive training of over 100 colleges and high schools in the last decade. Both practitioners may be reached at bhaselrig_group@yahoo.com.

Manuscript submitted: ***June 25, 2020***
Manuscript revised: ***July 15, 2020***
Accepted for publication: ***August 15, 2020***

OJED
OPEN JOURNALS IN EDUCATION

Volume 4, Issue 1 (20xx), pp. 65-69
International Journal of Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Sustainable Organizations to Emerge as Leaders During the COVID-19

Sandeep Shrestha
Dolma Impact Fund, Nepal

ABSTRACT

Organizations design sustainability framework to proactively assess, manage risks, and make financial decisions, Sustainability frameworks also generate positive environmental and social impact. Empirical research in developed markets shows that sustainable practices enable organizations to manage global risks such as COVID-19 and perform better than competitors. This paper explains how sustainable integrated approaches can enable organizations in emerging markets to have a robust model to overcome and flourish after times of crisis. A scenario in Nepal will inform this short essay.

Keywords: COVID-19, entrepreneurship, innovation, sustainability

Thousands of workers embarked on several perilous days across Nepal, left with no option nor relief support, as organizations were forced to cease operations due to the COVID-19 lockdown. Fortunate ones traveled before the lockdown; however, the less fortunate with limited resources had to brave the journey home on foot, relying on a limited supply of instant noodles. Some travelers were elderly, pregnant, or with young children. Others carried disease. With millions of people fleeing under these conditions, the hustle and bustle of Kathmandu had a desolated look of abandoned construction sites, empty streets, and a sense of insecurity. Many more travelers continued from India, exposing themselves to the COVID-19 contagion across crowded border lines. These people endured squalid quarantine facilities and unstable rest areas.

Organizations react defensively at times of crises as the focus shifts to reducing costs and staying viable. As organizations wait for government bailouts and relief packages, workers are left on their own. The market will pick-up slowly, but the relationship with workers and the community will deteriorate. Until organizations manage business continuity risks and adopt good practices to ensure job security and healthy work communities, workers will return slowly to their various places of business. However, during the chaos, organizations with sustainable practices are developing innovative solutions. These organizations consider sustainability as a valuable creation rather than an expense. Such ingenuity can poise them to emerge as market leaders.

A healthy corporate culture of trust with appropriate decisions at times of crises are essential for survival. Individuals in a group expect leaders to centralize authority and take action as situations become overwhelming (Mazánek, 2015). Organizational sustainability ensures that organizations have a set of principles and indicators to manage the developmental impact, to proactively manage risks, and to create positive value. As organizations scramble to revamp their strategies for continuity, the innovativeness and leadership of sustainable organizations have given them the edge. Nepal has had its fair share of crises in the last two decades. It has experienced civil turmoil and political unrest, a devastating earthquake, and an ensuing blockade from India. As a result, Nepali organizations' have developed an innate adaptability and survival approach, but have continuously failed to integrate sustainability. COVID-19 presents the perfect opportunity to integrate sustainability within the organizational framework.

The Nepali entrepreneurial ecosystem continues to be vibrant and innovative. Alibaba skyrocketed after the 2002 SARS pandemic where there was underlying anxiety around traveling and human contact. Likewise, Airbnb and Uber gained fame after the 2008 financial crash as people relied on alternative income sources to cover their finances (Mudassir, 2020). And at times, a solution that has accelerated during this new market demand is the case of Zoom. The most well-placed sectors during COVID-19 in Nepal are the e-commerce platforms and delivery services that rolled out collaborative efforts to provide essentials to the masses. In turn, the economy stayed vibrant and, education institutions have created a significant virtual presence. Manufacturing industries and home-based workers started manufacturing personal protective equipment (PPEs) and face masks. The pharmaceutical sector manufactured Nepalese hand sanitizers, while travel companies continue to work on building a sustainable tourism framework to recover post COVID-19. The pandemic has certainly pushed the more innovative and risk-taking entrepreneurs to start surfing the waves. While chasing rainbows, they should continue

focusing on managing the ongoing risks of the business. There are plenty of entrepreneurial opportunities to be explored in agriculture, healthcare, robotics, research, and innovation. As the lockdown eases, whether organizations move towards sustainability, technology, or services is yet to be seen. Nonetheless, there is a strong sense of importance on workers' health and safety practices which are often overlooked.

During this pandemic, the healthcare industry has suffered due to a lack of preparedness and regarding the safety of both patients and health care employees. Revenues have dropped sharply and staff including doctors and nurses are in limbo. The same trends can be seen in manufacturing, construction, and trade sectors. Close to four million formal workers and 5.7 million informal workers have been affected in these sectors. Tourism is hit hardest in terms of recovery because 570,000 workers not including informal workers in the sector have faced employment disruptions. Further, 3.5 million migrant workers and 1.4 million home-based workers are also facing the aftermath of COVID-19 (International Labour Organization, 2020). With negligible legal requirements on good working conditions, labour standards, health and safety, human rights, and organization's failure to provide benefits to contract workers even though mandated by the law, millions of workers in Nepal have been negatively affected.

It is a different yet welcome sight to see workers donning their PPEs. Their health and safety are of the utmost importance. COVID-19 has helped inform people that workplace safety really does matter, and coronavirus is not the only risk to the workers. Beyond biological risks like the coronavirus, other risks including chemical risks, safety risks, physical risks, ergonomic risks, and psychosocial risks exist at the workplace (Martinelli, 2019). Even though Nepal's labour law requires all workers to be provided with insurance, a variety of gratuity, wages, and construction workers are often not provided with such benefits. If organizations had practices respecting the rights of workers and had the resources in place to manage the basic workplace hazards, their new safe practices would not be novel. Another crucial component of social dimension is community, and when organizations can ensure the health and safety of community including development plans and emergency response, the organizations build on their credibility gaining a social license to operate.

A local e-commerce company, Sasto Deal, exemplified a good case of sustainable practices during the lockdown. Under the leadership of Amun Thapa, the organization had an effective environmental, social, and governance (ESG) management system and employment plan including employment stock options and menstruation leave for their employees. Options also included health and safety plans for workers and community, risk assessment framework, and verification system to ensure vendors and third-party's management of workforce. Sasto Deal's team worked with full

benefits. Their team members were provided with PPEs including accommodation facilities for delivery drivers. To help its own employees during the crisis, Sasto Deal created an "Employee Essentials Fund," to support employees with their basic necessities during the crisis. They had an integrated approach to work with a diverse community and give back to the society as evident from their work with Women for Human Rights, Nepal Barbers' Trade Union, and distribution of PPEs to frontline heroes. Furthermore, in the past few months, Sasto Deal worked alongside its competitors to strengthen the industry. They signed an agreement with the Nepal Government, and raised an investment of USD 1 MN to set a milestone of achieving USD 10 MN revenue (Thapa, 2020). This is a real testament that with the right approach and sustainability framework, organizations can fluster even in times of crisis.

CONCLUSION

The consequential impact of COVID-19 on Nepal and the global economy is yet to unfold, but the emergence of sustainable organizations with empathic leaders to tackle the challenges and opportunities presented by the pandemic is inevitable. Leaders of such organizations exhibit certain personality dimensions on entrepreneurial orientation, such as proactiveness, risk-taking and innovativeness. Personability and empathy also convey social responsibility (Rahman, Pihie 2014). The belief and actions of entrepreneurs lead to the notion of job creation, voluntary nature, and a helping mindset (Thompson, 2002) that creates a unique proposition to influence policymakers (Daytona 2007). At times of an economic and health crisis caused by COVID-19, there is unsurmountable financial and emotional stress within organizations and communities, but there is an element of leadership that requires collaborations with employees and the community. Visionary leaders that embody sustainability will emerge and revolutionize post COVID-19 entrepreneurial ecosystem as a resilient and sustainable organization.

REFERENCES

International Labour Organization (2020). *COVID-19 labour market impact in Nepal.* https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-kathmandu/documents/briefingnote/wcms_745439.pdf

Jensen, S., & Luthans, F. (2006). Relationship between Entrepreneurs' Psychological Capital and Their Authentic Leadership. *Journal of Managerial Issues, 18*(2), 254-273. Retrieved July 7, 2020, from https://search.proquest.com/docview/194166140?accountid=158986

Martinelli, K. (2019, January 7). *A guide to most common workplace hazards*. High Speed Training. https://www.highspeedtraining.co.uk/hub/hazards-in-the-workplace/

Mazánek, H. (2015). Leadership during crisis: Threat identification and solution proposal. *Trends Economics and Management, IX(24),* 61-70. Retrieved July 7, 2020, from https://pdfs.semanticscholar.org/b55a/1103d4d0027c69b77021912829a2b440dc23.pdf

Mudassir, H. (2020, March 16). *COVID-19 will fuel the next wave of innovation.* Entrepreneur. https://www.entrepreneur.com/article/347669

Thapa A., personal communication, June 19, 2020

SANDEEP SHRESTHA is a professional in sustainability specializing in Environmental, Social, and Governance (ESG) practices and impact management. He is ESG and Impact Manager at Dolma Impact Fund. His major research interests lie in the areas of ESG investing, social entrepreneurship, business sustainability, and impact management and reporting. Email: xsandeep@gmail.com

Manuscript submitted: ***June 22, 2020***
Manuscript revised: ***July 10, 2020***
Accepted for publication: ***July 30, 2020***

OJED
OPEN JOURNALS IN EDUCATION
Volume 4, Issue 1 (2020), pp. 70-74
International Journal of Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Mental Health among Entrepreneurs: The Benefits of Consciousness

Jeffrey Overall
Ontario Tech University, Canada

ABSTRACT

High enterprise failure rates, the need to pivot, and fleeting runways are contributing to mental health issues among entrepreneurs. To treat a myriad of mental health conditions, western medical practitioners are acknowledging the effectiveness of consciousness and mindfulness tools, like yoga and meditation that have been practiced by indigenous people and eastern cultures for millennia. Some entrepreneurs are starting to use consciousness practices as not only a tool to balance the mind-body connection, but they are also using them to optimize performance. Implications for practice are discussed.

Keywords: Consciousness; entrepreneurship; meditation; mental health; mindfulness

Since the 1950s, the rates of depression have increased by 1,500%. In Canada, with a population of nearly 37 million, 500,000 Canadians call into work sick every week due to mental health. This costs the Canadian economy $20 billion annually with $6 billion of this being directly shouldered by organizations through a lack of productivity. With these figures, some are

suggesting that modern society is in the midst of a mental health crisis (Overall, 2020).

Although entrepreneurs are often praised for their high quality-of-life and standard of living (Kautonen et al., 2017), with entrepreneurial failure rates close to 80% (Overall, 2016), the life of the entrepreneur can be stressful. Compared to the general public, entrepreneurs are 50% more likely to suffer from a mental health condition. They are two times more likely to suffer from depression, six times more likely to suffer from ADHD, three times more likely to suffer from substance abuse, two times more likely to have suicidal thoughts, ten times more likely to suffer from bipolar disorder, and two times more likely to require psychiatric hospitalization (Freeman et al., 2015).

To address the mental health crisis, medical practitioners in western societies are beginning to explore alternative methods, like mindfulness and consciousness practices, such as yoga and meditation. They are observing that, through regular consciousness practices, patients are able to alleviate deep-rooted stresses, trauma, and anxiety. Research has shown that regular consciousness practices are having a profound improvement on mental health (Overall, 2020). As a result of these findings, medical practitioners are increasingly prescribing consciousness practices in their treatment plans (Lavretsky, 2010).

MAIN ARUGMENT

Consciousness practices have been integral to ancient indigenous wisdom and eastern philosophical traditions, like Buddhism, Taoism, and yoga for millennia. In various eastern traditions, health is synonymous with balancing the mind, body, emotion, and spirit that occurs naturally by enhancing one's consciousness (Cashwell, 2007). Within the past century, however, many of these ancient conversations have entered the scientific lexicon starting with the work of Emerson, Thoreau, and Whitman among others (Coholic, 2005).

Consciousness practices have been shown to aid in remedying various ailments such as: chronic pain, Axis I disorders, fibromyalgia, and cancer-related mood disturbances (Vlasic, 2013; Lavretsky, 2010). Through regular practice, individuals are able to achieve a profound state of relaxation that simultaneously alleviates deep-rooted stresses and anxiety (Alexander et al., 1991). Medical practitioners have used consciousness practices as part of psychotherapeutic treatments designed to help emergency personnel better manage, cope with, and overcome post-traumatic stress disorder (PTSD) (Godwin, 2018). In addition to stress, consciousness practices are used to treat anxiety, depression, and to assist those with overcoming addiction (Sultanoff, 2002). Given that stress is one of the leading causes of health deterioration,

Lim (2018) has shown that a consciousness regime can help improve serious health conditions, like: diabetes, heart disease, and cancer. Practitioners have showed significant improvements in attentional performance, cognitive flexibility, and cognitive functions on all levels of attention (Moore & Malinowski, 2009). Even in the midst of transitioning through difficult times, sustaining a consciousness regime can help people maintain a healthy mind-body connection (Freeman, 1998).

For entrepreneurs, consciousness practices have been shown to aid in enhancing their: interpersonal skills, emotional self-awareness, and ability to self-actualize. This helps them manage their stress and emotional reactions. Through regular practice, leaders become more vulnerable, genuine, congruent, balanced, and authentic in their interactions (Purnell-Webb et al., 2002). When this enhanced authenticity is integrated throughout the organizational hierarchy, managers are better able to engage with their subordinates by developing deeper interpersonal relationships, which translates into improved leadership capabilities (Young, 2002) whereby managers are in a better position to rally their subordinates, develop motivational, and inspirational abilities. In turn, they are better able to perform at their optimal level (Amar et al., 2015). Through regular practice, entrepreneurs are able to increase: imagination, visualization, sensing, feeling, focusing (Sultanoff, 2002), creativity, and innovation. To this end, entrepreneurs are using consciousness practices as a tool to optimize performance.

Given the benefits, multinational organizations like The Body Shop and Tom's of Maine, have started integrating consciousness practices within their strategic plans (Purnell-Webb et al., 2002). The leadership of Whole Foods and LinkedIn are using consciousness terminology. Xerox, Pizza Hut, and Taco Bell have started investing in the mind-body connection of their employees by offering them incentives. Google has installed meditation centres in their corporate campuses and other companies, like Deloitte, offer onsite yoga sessions for employees. PwC has also implemented various wellness programs that incentivize employees to focus on enhancing their mind-body connection through physical, emotional, mental, and spiritual wellbeing, which has led to significant improvements in employee morale and wellness (LaVito, 2018).

CONCLUSIONS/ IMPLICATIONS

Resources have been put toward aiding entrepreneurs and entrepreneurship students in overcoming the entrepreneurial failure rates (Overall et al., 2018). However, an equal amount of resources have not been spent on aiding

entrepreneurs in coping with the mental health challenges of entrepreneurship. To this end, it is recommended that policy makers and entrepreneurship educators promote the benefits of consciousness practices to entrepreneurs to better equip them with the skills needed to succeed. Entrepreneurs need to be given the road map so that they know how to navigate their internal challenges. Beyond the performance optimization that can be gained through consciousness practices, these tools are lifesaving strategies (Overall, 2020).

REFERENCES

Alexander, C.N., Rainforth, M.V., & Gelderloos, P. (1991). Transcendental meditation, self-actualization, and psychological health: A conceptual overview and statistical meta-analysis. *Journal of Social Behavior and Personality, 6*(5), 189-249.

Amar, A., Hlupic, V. & Tamwatin, T. (2015). Effects of Practicing Meditation in the East and the West: Leaders in the West Benefit More. *Academy of Management Conference 2015*, Vancouver, Canada. https://westminsterresearch.westminster.ac.uk/item/q28v7/effects-of-practicing-meditation-in-the-east-and-the-west-leaders-in-the-west-benefit-more

Cashwell, C. S., Bentley, D. P., & Yarborough, P. (2007). The only way out is through: The peril of spiritual bypass. *Counseling and Values, 51*, 139-148.

Coholic, D. (2005). The helpfulness of spiritually influenced group work in developing self-awareness and self-esteem: *A preliminary investigation. The Scientific World Journal, 5*(2005), 789–802.

Godwin, R. (2018, August 4). You've had what we call a cosmic orgasm: The rise of conscious breathing. *The Guardian*. https://www.theguardian.com/lifeandstyle/2018/aug/04/cosmic-orgasm-rise-of-conscious-breathing

Freeman, M.A., Johnson, S.L., Staudenmaier, P.J., & Zisser, M.R. (2015). Are entrepreneurs "touched with fire"? *University of California San Francisco*. https://michaelafreemanmd.com/Research.html

Freeman, A. (1998). Spirituality, well-being, and ministry. *The Journal of Pastoral Care, 52*(1), 7-18.

Kautonen, T., Kibler, E., & Minniti, M. (2017). Late-career entrepreneurship, income and quality of life. *Journal of Business Venturing, 32*(3), 318-333.

LaVito, A. (2018, September 26) Anxiety is expensive: Employee mental health costs rise twice as fast as all other medical expenses. *Health and Science. CNBC*. https://www.cnbc.com/2018/09/26/employers-are-starting-to-think-about-healthy-differently.html

Lavretsky, H. (2010). Spirituality and aging. *Aging Health, 6*(6), 749-769.

Lim, J.R. (2018, May 29) Mindful medicine. Can meditation really cure disease? *Men's Journal*. https://www.mensjournal.com/health-fitness/how-mindfulness-meditation-can-cure-disease-w446104/

Moore, A., & Malinowski, P. (2009). Meditation, mindfulness and cognitive flexibility. *Consciousness and Cognition, 18*, 176-186.

Overall, J.S. (2016). The dark side of entrepreneurship: A conceptual framework of cognitive biases, neutralization, and risky entrepreneurial behaviour. *Academy of Entrepreneurship Journal, 22*(2), 1-12.

Overall, J.S. (2020). The pursuit of sustainable happiness. *Ivey Business Journal*. https://iveybusinessjournal.com/the-pursuit-of-sustainable-happiness/

Overall, J.S. Gedeon, S., & Valliere, D. (2018). What can universities do to promote entrepreneurial intent? *International Journal of Entrepreneurial Venturing, 10*(3), 312-332.

Purnell-Webb, P., Glendon, I., & Creed, P. (2002). Understanding spirituality in the workplace: A qualitative study. *Journal of Spirituality, Leadership and Management*, *2002*(1), 2-14.

Sultanoff, B.A. (2002). Chapter 10 - breath work. Handbook of complementary and alternative therapies in mental health. *ScienceDirect*, 209-227.

Vlasic, R.L. (2013). *Waking up: Radical self-change through mindfulness and spirituality*. [Ph.D. Thesis. Michigan School of Professional Psychology]. ProQuest Dissertations Publishing. https://search.proquest.com/openview/4baa17f7f4f45cdbfa43b41e1b2e1211/1?pq-origsite=gscholar&cbl=18750&diss=y

Young, J.E. (2002). A spectrum of consciousness for CEOs: A business application of Ken Wilber's spectrum of consciousness. The International Journal of Organizational Analysis, 10(1), pp. 30-54.

JEFFREY OVERALL, PhD, is an associate professor of entrepreneurship and strategy at Ontario Tech University. He is an expert researcher in conscious business where he studies the link between consciousness (mindfulness) and: optimum performance, increased productivity, sustainability, and financial performance.
Email: jeffrey.overall@ontariotechu.ca

OJED
OPEN JOURNALS IN EDUCATION

Volume 4, Issue 1 (2020), pp. 75-78
International Journal of Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Overcoming Stress during the COVID19 Pandemic?

Pushpa Priya
Orchid Int'l College, Nepal

ABSTRACT

The COVID-19 epidemic is a global public health emergency causing an adverse impact on people's lives from different perspectives. One factor about COVID19 has contributed to physical and psychological diseases among people that sometimes even leads to the higher risk of suicide. The aim of this short essay is to discuss stress responses and how to manage these reactions. I will also discuss some contributing factors behind suicidal acts and the ways to overcome suicidal thoughts during pandemic.

Keywords: COVID19, stress management, suicide prevention

The epidemic of the 2019 novel coronavirus disease first expanded from the Wuhan region of China and quickly spread to other countries. This f transmitted infectious disease quickly caught worldwide attention leaving people in fear, especially in the absence of a vaccine. The World Health Organization (WHO) declared it as a global pandemic and an international public emergency. Social isolation and various symptoms, along with constantly evolving updates about the infection leads to psychological

distress among people around a globe, (Hawryluck et al. 2004). This review intends to discuss the stress response related to the COVID19 outbreak and how to address the stress through some of the strategies discussed below. The stress response can be perceived in different forms.

MAIN ARUGMENT

Some of the preventive measures to endure COVID-19 include quarantines, and social distancing; however, these strategies contribute to stress. The stress response, or "flight or fight "response is the emergency reaction system of the body. It involves physical and thought responses to one's opinion of various situations. According to Huntley, et al. (2009) when the stress response is activated, one's body may release substances like adrenaline and cortisol. One's organs are programmed to respond in certain ways to situations that are perceived as threatening and challenging. Stress response can be different for different individuals. Some of the physical stress response are: muscle aches, constipation, increase in heart beat rate, dizziness, stomach cramps, leg cramps, low energy, weight gain, dry mouth, diarrhea, sweating, headache, nausea. Resultantly, people can be subjected to neck pain, chest pain, high blood pressure, and increased urination. Emotional and thought stress responses are: restlessness, agitation, worthlessness, depression, guilt, anger, mood swings, poor concentration, expecting the worst, overthinking, forgetfulness, intolerance, impatient. Behavioral stress responses are: avoidance, neglect, increase in smoking, poor appearance, poor appetite, nail biting, sexual problems, poor exercise, aggressive speaking, over sleeping. Stress response can adversely affect one with social withdrawal, poor hygiene, teeth clenching, seeking reassurance, alcohol use, arguing, multitasking, uninterested in fun activities. Feeling of being 'out of our control' because of these circumstances trigger negative feelings and emotions such as aggressiveness and fear.

There are many contributing factors behind stress during pandemic, The most common immediate psychological disturbances among the pandemic survivors are depression that even push towards suicidal thoughts. Different life experiences affect person's risk for suicide. The group most vulnerable to suicide includes people suffering in poverty. Also repeated exposure to stories about the crisis can increase fear and heighten suicidal risk. Stress hormones weaken body immunity system and reduce body response to fight against any viruses. Suicidal thoughts are mainly emerging from high levels of stress.

According to David D. Burns, MD., a clinical psychiatrist anxiety, guilt, pessimism, low self-esteem and other "black holes" of depression can

be cured without drugs. He outlines the remarkable, scientifically proven techniques that will immediately help one to look at positive side of life by uplifting spirit. In his book, *The Feeling Good* proven strategies for treating depression are offered. The World Health Organization (WHO, 2020) suggested investigating some techniques that address this growing problem of stress response.

During such a pandemic, quarantine can be one the preventive measures. However, it may also be accompanied with psychological distress related to the isolation, fear for loved ones, and fear for contracting the disease. Officials need to ensure that quarantined households have enough supplies for their basic needs. In order to relieve stress quarantined people should also be provided with some stress management support. Similarly, health workers deserve special attention during pandemic of COVID19.

To prevent suicide among vulnerable populations, there should be the adoption of some other techniques such as medical health services that can assuage suicidal ideation Helplines would require volunteer workforces and evidence-based online interventions to provide mental health interventions during an extended quarantine period. Providing community support for those living alone may be helpful (Gunnel et al., 2020). Research suggests adopting healthy habits may reduce stress. Healthy habits include the consumption of healthy food, periodic exercise, meditation, breathing exercises, and, good sleep. One should consume food that strengthens immune system and offers protection from seasonal illness. According to Elizabeth Anne Scott MS, and Carly Snyder, MD (2020) deep breathing can make mind calm and decline level of stress. Junk foods must be avoided since it contributes to poor mental health and also weakens the immunity system. Exercising boosts level of serotonin, dopamine and norepinephrine; therefore, one should download some useful apps to consider which exercises are best for relieving stress. Research has also shown that random acts of kindness bring greater joy to one's life and leads more acts of kindness. According to there are some techniques to relieve stress like: breathing exercise, PMR (Progressive Muscles Relaxation), mini meditation, quick burst of exercise, good laugh.

CONCLUSIONS/ IMPLICATIONS

In conclusion, there is an urgent need to bring awareness among people about mental wellness. Individuals should take time to discover the dietary intake and cluster of exercises which best serve their mental wellness needs. As several governments have demonstrated ulterior motives which do not best serve those subjected to the lockdown, individual should also be

circumspect and verify information through various media outlets. Though we should be able to rely on official news releases, people also need to engage correct information for themselves and families in an effort to maintain mental wellness during the pandemic.

REFERENCES

Brooks, et al. (2020). The psychological impact of quarantine and how to reduce it: *The Lancet 395 (10227*), https://doi.org/10.1016/so140-6736(20)30460-8

Bohemia, M., & Jahrami, H. **(**2020). Minimizing stress exposure during Pandemics similar to COVID19*: International Journal of Psychology an Behavioral Sciences*, https://doi.org/10.5923/j.ijpbs.20201001**.02**

D. Burns, (1999). Feeling Good*, The New Mood Therapy Revised and updated: Avon Books*

Gunnel, D; et.al. (2020**).** Suicide Risk and Prevention during the COVID19 Pandemic: *The Lancet Psychiatry 7(6),* 30171-1

Hunter, C.L; et al. (2009). Integrated Behavioral Health and Primary Care: *American Psychological Association,*

Scott, Elizabeth Anne (2020*):* Easy Strategies for dealing with the near-universal experience of Stress, Norton Professional Book

WHO (2020) Mental Health and Psychological considerations during COVID19 Outbreak

---

PUSHPA PRIYA, M.A., is a Lecturer of English Literature at Orchid International College and K & K International college, Nepal. In addition, she is an author of numerous articles that usually publish in English National Daily of Nepal like: The Himalayan Times, The Rising Nepal. She has been also working as a Capacity Building Trainer for social events. organized by NGO. Her academic interest includes psychological wellbeing, leadership, writing articles. Email: pushpaapriya@gmail.com

Manuscript submitted: **June25, 2020**
Manuscript revised: **July11, 2020**
Accepted for publication: **July 30, 2020**

OJED
OPEN JOURNALS IN EDUCATION
Volume 4, Issue 1 (2020), pp. 79-88
International Journal of Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

A New Era of Social Enterprise? A Global Viewpoint

Jamie P. Halsall,
University of Huddersfield, UK

Roopinder Oberoi,
University of Delhi, India

Michael Snowden
University of Huddersfield, UK

ABSTRACT

The outbreak of Coronavirus across the world has fundamentally changed the way society functions. The pandemic has shifted the way a capitalist economy works for the state. The aim of this paper is to provide an overview of the ways forward and the ways in which social enterprise will be imperative in this global pandemic.

Keywords: Community, Coronavirus, Social Enterprise, Mentorship, Social Entrepreneurship, Pandemic

The Coronavirus (COVID-19) has forced politicians and policymakers to think differently regarding the way the state approaches the current global health crisis. Traditionally, a democratic government would ensure that the country's economy maintained a steady growth rate. Economists, such as Rostow (1961) have held the view that the growth of a country's economy

centers on economic prosperity that builds the country's world standing. As history has informed us, there have been certain periods when global economic downturns have occurred, most notably the Great Depression of 1929 and the Global Financial Crisis of 2007-2008. According to Danny Dorling:

> Today's slowdown (a word first used in the 1890s, meaning to go forward more slowly) affected far more than our rate of population growth. It affects almost every aspect of our lives. Our current slowdown represents a huge challenge to the expectation of acceleration, and a step into the unknown (2020, p. 1).

Moreover, the current Coronavirus pandemic has had wide implications for the global economy, and, back in April 2020, it was suggested that "Britain will suffer its deepest recession for 300 years if the Coronavirus lockdown continues into the summer" (Rayner, 2020, p. 1). Hence, the current Coronavirus scenario has demanded a re-think of how key societal functions should work. Social enterprise is a key player in societal changes; when examining social enterprise at a global level, Bidet and Defourny (2019) state:

> Many social enterprises have their roots in a transformation of traditional solidarity patterns that results in a general tendency to externalise social services outside the familial sphere and/or to reduce the scope of public solidarity (especially in former or reformed Communist countries). Examples show that the social mission of social enterprises is quite systematically related to one or more of the following fields and challenges: work integration of disadvantaged groups, provision of social services and community development (p. 358).

In this brief paper, the authors provide a viewpoint on the possible ways forward for social enterprise in the current global health crisis. Part one of this paper comprises a brief discussion of the methodology that the authors applied for this research. Then, in part two, the authors offer a critical discussion on the great importance of social enterprise in a social economy context. In part three, the authors explore new strategies for social enterprise, which place particular emphasis upon coaching and mentorship. Finally, the paper concludes with some suggested areas for development.

RESEARCH APPROACH

The research project upon which this paper draws is supported the UK India Education Research Initiative (UKIERI). For more information on this research, please see the Annual Report 2018-2019 (British Council, 2019, p. 15). At the start of the funded project, the authors undertook an extensive literature review, aided by examining the work of Hart (2001) on how to conduct a literature review, and using the digital research tool, Summon. After the literature review was completed, a qualitative research design phase was undertaken. There were three data collection methods applied: documentary data sources, a series of focus group meetings, and semi-structured interviews. The recruitment of participants for this research project involved gatekeepers in the social enterprise sector. In this paper, the authors present some of the findings from their focus groups that were held in the summer of 2018, in which there were 16 participants in total. The research process adhered to strict ethical guidelines throughout. After the data collection was completed, the authors of the research implemented a thematic analysis strategy for all of the data that was collected (Guest, et al., 2012). The work that is presented in this paper builds on previous published articles by the authors (please see: Oberoi, et al., 2020; 2019; 2018).

THE IMPORTANCE OF SOCIAL ENTERPRISE

Theoretically, the social enterprise concept can be understood as a tool for building bridges between distinct components of the third sector. A social enterprise is a business that has both social and commercial goals, where surpluses are principally reinvested for the purpose of the community, rather than being driven by the maximization of profit for shareholders. For a long time, the established paradigm has been that social enterprise is an adjunct to a corporate mission, where well-meaning companies have organized volunteer brigades, donated to charities or practiced as Corporate Social Responsibility (CSR). Social enterprise is more proactive in its approach to social change, while CSR is reactive and post facto. Conventionally, businesses took a silo approach to social impact. But today, cutting-edge corporations are viewing philanthropic efforts through the lens of Total Societal Impact (TSI). To accelerate social impact and understand its benefits, company leaders should mull over new approaches to linking companies and communities.

There is growing consensus that investing in social impact is good for business. Stakeholders are supporting companies to become more engaged in social initiatives, and as more global challenges unfold, corporates have to have both a moral and an economic imperative to do good and leverage core companies to create the maximum impact. No doubt, we are living in a world of tremendous economic growth and technological revolution, but are also lots of concerns about equality, sustainability, diversity, inclusion, fairness, and equity. It is estimated that it will take up to $7 trillion to meet the UN's Sustainable Development Goals – but at present the United Nations anticipates a shortfall of nearly $3 trillion. The public sector cannot close this gap single-handedly, so the private sector has to step up to tackle these problems. The UN believes that by addressing the SDGs, we can unlock about $12 trillion of new market opportunity, product opportunities, and service opportunities to activate (United Nations, 2014).

Social enterprises are crucial catalysts for social change. They have become key players in bringing much needed transformation to people, communities, and the world at large. In the last decade, studies on social enterprises have suggested that governments and other agencies seeking to tackle complex, difficult and long-standing problems should place social enterprises at the heart of their strategies. In this research project, participants were probed on the definition and impact that social enterprise has on a local community. One of the participants who was involved in this research offered a succinct definition:

> Social enterprise and Social Action, actually looking at how regeneration can be used as a way of empowering local people, local communities, to do things for themselves […] we're very much around developing that asset based approach. The same thing, different titles, but working with people on the ground, helping them realise their potential and whether they go and set up their own community initiative, Social enterprise or find employment, for us it's still a valuable outcome (Focus Group, Participant 3, 2018).

Social enterprise is a key asset to a local community as an organization that pursues business principles to address social or environmental need through a product, service, process, or distribution of profit. The journey social enterprises attempt to embark upon is an attempt to fulfil social needs efficiently and sustainably through market-based models and they are frequently at the forefront of social innovation. They help local economies, serve the underserved, provide employment to the

disadvantaged and fill gaps in services. It can be said that social enterprise as a concept aims to shed light on particular dynamics of both traditional non-profit organizations and cooperatives, namely collective entrepreneurial dynamics focused on social aims (Borzaga & Defourny, 2001).

The frequently used definition of social enterprises comes from the European Research Network of Social Economy (EMES):

> Social enterprises are non-profit private organizations dealing with producing of goods and rendering of services, which is directly linked with their clear objective that the community should benefit from their activity. They rely on collective dynamics, while involving different types of stakeholders into their management bodies; they highly value their autonomy and take the economic risk associated with their activities (Defourny & Nyssens, 2008, p. 5).

The main characteristics of social enterprise shape governance models that improve the partaking of stakeholders in democratic manner to a large degree, thus contributing to the espousal of considered decisions for the public through a participatory mechanism.

The continued expansion and resulting appreciation of social enterprises is a broad process that cuts across various countries. Where social enterprise and social impact workers have been conscious of systemic inequalities that have existed for decades, the emergence of the current coronavirus crisis has made these further obvious for the rest of the world.

The COVID-19 pandemic has hit harder the people at the bottom of the pyramid, which has exposed how health crises, food shortages, job insecurity, etc. impacts the vulnerable more severely. It is becoming increasingly clear that social enterprise and social impact entrepreneurs and companies are needed urgently in this space. Targeted support for social enterprises during the current crisis is therefore critical.

MENTORING SOCIAL ENTERPRISE IN HIGHER EDUCATION

Mentoring is complex; it is a term that is used interchangeably and inconsistently within practice, across different disciplines, and within published studies exploring the notion of mentoring. As such, it is beyond the scope of this paper to explore in depth the origins and development of mentoring. However, the authors of this paper have adopted a widely accepted definition: “an intervention that supports those individuals with

less experience within any given context in their personal, social and professional development" (Snowden & Halsall, 2017, p. 297). Mentoring is characterised as a process that:

> …enables the mentee to access the inside knowledge that the mentor has developed over their life course; distinctly, the mentor is able to translate reality, and help the mentee inhabit their own patterns of reasoning, insight and the application of knowledge and skill (Snowden, 2019, p. 123).

Clearly, as Snowden and Hardy assert, "mentoring enables the mentee "to make best use of the resources available by accessing the 'inside knowledge' that the mentor possesses" (2012, p. 90). Mentoring, as a strategy to promote success, is acknowledged in a variety of different contexts; for example, business, medicine, nursing, dentistry, law, and education all recognize the importance that the mentoring role has on personal development and the development of practice (McSherry & Snowden, 2019). Furthermore, the importance of the mentor in the development of social enterprise and the personal development of social entrepreneurs is emphasized by organizations such as Social Enterprise UK, The British Council and the School for Social Entrepreneurs. However, as Thomaz and Catalão-Lopes (2019) assert despite the perceived benefits of mentoring its application within social enterprise has largely been neglected.

Nonetheless, as part of the UKERI initiative the authors of this paper have developed an approach to mentoring that can be applied within social enterprise. During the study we identified that mentoring in the context of social enterprise is: a transformative experience that promotes reality, engagement and contributes significantly to success. It was described by a participant within the focus group interview as providing "a helping hand", as "sharing a journey" and "gaining the inside track of knowledge and experience" (Focus Group, Participant 2, 2018). These sentiments were also reflected by participants in a focus group of current social entrepreneurs, who suggested that mentors could be:

> Encouraging, getting the students to communicate more, getting them involved with the various projects that are going on in the area" (Focus Group, Participant 4, 2018). Importantly that mentors would be able to promote "…a better feel about the students…a bit more sort of crossover and understanding and involvement in both directions…" (Focus Group, Participant 4, 2018).

Heutagogy emphasizes a self-determined learning approach (Snowden & Halsall 2016) that involves an expansion and re-interpretation of anagogical principles, where emphasis is on learning how to learn and how to achieve in the real world; it is a non-linear process and promotes autonomy where all learning opportunities and contexts are utilized. Adopting this approach as part of the mentoring process enables the development of the mentee's role as the architect of learning, where learning and developmental need are arranged around activities and opportunities that are context specific. In this way, the mentee, enabled by the mentors, creates their own pattern of ideas and experiences relevant to their own setting, needs and aspirations. Simply put, the mentee is enabled to develop knowledge, skills and their role within the enterprise setting.

Fundamental to this approach to learning is the encouragement of a solution focused approach – where resolution strategies are solution-focused rather than problem-focused – and the term indicates where we look: forwards, towards solutions, rather than backwards, by studying solutions rather than dwelling on problems. Adopting this tripartite approach of mentoring, heutagogy and solution focused learning promotes a transformative learning experience that enables cognitive, affective and skills competence. Mentoring within the social enterprise context promotes a 'real world approach' that focusses upon strengths, abilities, hopes and thinking of possibilities that are creative and sustainable. A mentor in social enterprise certainly has a major developmental role to play and, consequently, must be someone who is able to cultivate a resilient solution seeker with the ability to work with uncertainty and who is able to focus on finding solutions. It is essential, therefore, that the mentor has knowledge and experiences that include real examples of successes and failures. Mentoring is a key to successful social enterprise and the authors of this short paper urge further study, especially in terms of impact and evaluation.

CONCLUSION

This paper has been concerned with the importance of social enterprise in the COVID-19 outbreak. The paper began by providing a Geopolitical viewpoint on the current global situation and argues that social enterprise plays a vital role in communities that have suffered during the current pandemic. From recent research undertaken on social enterprise, the concept overall empowers communities and brings different agencies together. Social enterprise and social impact entrepreneurs are needed most urgently,

as they can come up with realistic social solutions for dealing with the COVID-19 pandemic. Moreover, the people who run social enterprise organizations have the power to reach out to different networks and have the opportunity to engage with mentoring, which can bring about positive solutions during a difficult time. In this paper, we recommend:

- Encouraging more joined up thinking with different sectors regarding the importance of social enterprise. This would allow different sectors to understanding the social impact social enterprise has and how different organizations can work more closely together.
- More emphasis on the theoretical understanding of crisis management. This could be achieved by observing how organizations in different sectors have coped during the COVID-19 pandemic and provide a narrative on the processes they have been through. This would be useful for wider society.
- Urging organizations to champion and showcase the benefits of mentoring in different sectors more, as well as highlighting the advantages it brings within different local, regional, national and global networks. These actions would allow different stakeholders to understand the complexities of mentoring in more detail.

REFERENCES

Bidet, E., & Defourny, J. (2019). *Social enterprise in Asia: Theory, models and practice.* Routledge

Borzaga, C., & Defourny, J. (2001). *The emergence of social enterprise.* Routledge

British Council. (2019). *Annual report 2018-2019, New Delhi, India: UKIERI secretariat-India.* http://ukieri.org/reports/annual-report

Defourny, J. & Nyssens, M. (2008). *Social enterprise in Europe: Recent trends and developments,* EMES Research Network, WP no. 08/01.

Dorling, D. (2020). *Slowdown: The end of the great acceleration—and why it's good for the planet, the economy, and our lives.* Yale University Press

Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis.* Sage

Hart, C. (2001). *Doing a literature search: A comprehensive guide for the social sciences.* Sage

McSherry, R., & Snowden, M. (2019). Exploring primary healthcare students and their Mentors' awareness of mentorship and clinical

governance as part of a local continuing professional development (CPD), *Program Healthcare, 7*(4). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6955968/

Oberoi, R., Snowden, M. & Halsall, J. P. (2020). The role of higher education in enhancing social enterprise, *Sannam* S4(8). https://bit.ly/3dJOYt9

Oberoi, R., Halsall, J. P., Snowden, M. & Caldwell, E. (2018). Reappraisal of social enterprise in a globalised world, In R. Oberoi, and J. P. Halsall, (Eds.) *Revisiting globalization: from a border-less to a gated globe?* (pp. 155-166). Springer

Oberoi, R., Halsall, J. P. & Snowden, M. (2019). Mapping the Role of Social Enterprise: A Sustainable Model for Future? In R. Narayan Kar, & K. Tiwari, (Eds.) *Towards a Sustainable Future: Cross-cultural strategies, practices and advancements,* (pp. 89 -108). Bloomsbury Publishing

Rayner, G. (2020, April 14). Britain faces biggest economic shock in 300 years if coronavirus lockdown extends to summer, *The Daily Telegraph.* https://www.telegraph.co.uk/politics/2020/04/14/britain-faces-biggest-economic-shock-300-years-coronavirus-lockdown/

Rostow, W. W. (1961). *The stages of economic growth: A non-communist manifesto.* Cambridge University Press

Snowden, M., & Halsall, J. P. (2016). Self-determined approach to learning: A social science perspective, *Cogent Education, 3,* 1-9. https://10.1080/2331186X.2016.1247608

Snowden, M., & Halsall, J. P. (2019). Mentoring in postgraduate supervision. In M. Snowden, and J. P. Halsall, (Eds.) *Mentorship, leadership, and research: Their place in the social science curriculum,* (pp. 61-70). Springer

Snowden, M., & Hardy, T. (2012). Peer Mentorship and positive effects on student mentor and mentee retention and academic success, *Widening Participation and Lifelong Learning, 14,* 76-92.

Snowden, M. (2019). Peer mentoring. Guaranteed gold? In M. Snowden, and J. P. Halsall (Eds.) *Mentorship, leadership, and research: Their place in the social science curriculum,* (pp. 117-128). Springer

Thomaz, I. F., & Catalão-Lopes, M. (2019). Improving the mentoring process for social entrepreneurship in Portugal: A qualitative study, *Journal of Social Entrepreneurship, 10*(3), 367-379. https:// 10.1080/19420676.2018.1561497

United Nations. (2014). *World investment report: Investing in the SDGs: an action plan*. https://unctad.org/en/PublicationsLibrary/wir2014_en.pdf

---

JAMIE P. HALSALL is a Reader in Social Sciences in the School of Human and Health Sciences at the University of Huddersfield, UK. His research interests include communities, globalization, higher education, public and social policy. Email: j.p.halsall@hud.ac.uk

ROOPINDER OBEROI is Faculty at the Department of Political Science, Kirori Mal College, University of Delhi, India, having received her MA, MPhil and PhD from the same institution. She specializes in the areas of political science, public administration, public policy, and corporate social responsibility and sustainable development.
Email: roopinderoberoi36@rediffmail.com

MICHAEL SNOWDEN is a senior lecturer in Mentoring Studies in the School of Human and Health Sciences at the University of Huddersfield. His research interests lie in the field of pedagogy, mentorship, social enterprise, curriculum enhancement, and learning.
Email: m.a.snowden@hud.ac.uk

Manuscript submitted: ***July 8, 2020***
Manuscript revised: ***July 15, 2020***
Accepted for publication: ***August 15, 2020***

OJED
OPEN JOURNALS IN EDUCATION
Volume 4, Issue 1 (2021), pp. 89-96
International Journal of Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Leveraging Innovative Entrepreneurship in Shaping Nepal's Agriculture Sector post-COVID-19

Rastraraj Bhandari
Peking University, China

Sangam Paudel
Yale-NUS College, Singapore

ABSTRACT

The COVID-19 pandemic has exposed the fragility of Nepal's agricultural system and the urgent need to strengthen food security. This paper explores the primary constraints in Nepal's agricultural sector and presents innovative entrepreneurial strategies and solutions to alleviate said constraints. By strategically assessing existing value chains, engaging both the public and private sector, and by re-evaluating the migrant crisis as an opportunity, the paper highlights agri-business opportunities in Nepal post-COVID-19.

Keywords: agriculture, business, covid-19, entrepreneurship, livestock, Nepal

At present, agriculture in Nepal employs a smaller portion of the country's workforce than in the past. This is in line with trends seen in developing countries that intensify per capita agricultural production, while growing and diversifying their economies (Federico, 2010). However, the subsequent increase in household consumption in Nepal is supported not by more

competitive domestic value chains, but by imported products. For instance, over the past ten years, import of vegetables from India has witnessed an almost eight-fold increase (Ministry of Finance, 2019, p. 70). Such industry-wide trends undermine Nepal's food security and pose a risk for the population, especially during times of crises, such as the Covid-19 pandemic.

However, such disruptions also present an opportunity for agri-businesses. As imports from India that usually displaced local produce waned during the Covid-19 induced lockdown, local farmers in Baglung gained a greater share of the market (Halokhabar, 2020). While such victories may be short-lived, they do present a glimpse into the possibility of an import substitution strategy that can leverage innovative entrepreneurship in the context of COVID-19 to significantly strengthen the nation's food security. This would not only provide much needed employment opportunities to the surplus labor added from people returning from the gulf but also reduce Nepal's dependency on its neighbors for agricultural products.

The essay proceeds as follows: First, the essay identifies access to markets as a fundamental obstacle towards Nepal's lack of self-sufficiency in agriculture. Second, the essay explores the new found dilemma of decreasing remittances but increasing labor surplus in Nepal as a result of the COVID-19 pandemic. The next section provides a case study for an effective agribusiness that can leverage public-private partnerships in the context of Nepal. Finally, the paper concludes.

ACCESS TO MARKETS AS A FUNDAMENTAL OBSTACLE

Nepal's agriculture sector is greatly affected by limited market access, as expressed in terms of distance to roads, market centers, agriculture centers, cooperative, and banks (Fig 1). Only the central and western regions are somewhat well-connected to the various agriculture-related infrastructure. This limited market access further lowers the competitive ability of the mostly small-scale Nepali farmers who are scattered over a difficult terrain. This results in Nepali farmers not getting appropriate prices for their hard-earned produce, while consumers depend on cheap imports from India's robust supply chain.

Region	Dirt road vehicle passable		Market Center		Agriculture Center		Cooperatives		Bank	
	2010	2003	2010	2003	2010	2003	2010	2003	2010	2003
Eastern	5.31 (10.60)	13.67 (19.49)	2.51 (5.26)	4.81 (10.05)	1.80 (2.07)	4.30 (8.73)	1.59 (2.35)	5.18 (9.44)	4.20 (9.29)	6.76 (11.26)
Central	1.63 (3.41)	1.13 (2.22)	2.23 (4.30)	1.71 (1.65)	2.06 (3.73)	1.76 (1.91)	1.91 (4.37)	1.91 (2.13)	3.14 (5.93)	2.31 (3.14)
Western	1.70 (2.52)	13.72 (28.71)	1.74 (2.55)	7.83 (21.19)	1.29 (2.02)	6.16 (15.81)	0.92 (0.93)	7.17 (17.49)	2.02 (3.08)	10.86 (25.37)
Mid-Western	7.56 (14.96)	29.75 (51.92)	4.75 (8.91)	11.41 (20.98)	1.87 (2.15)	7.96 (21.66)	4.26 (10.45)	11.62 (22.82)	8.32 (14.33)	12.99 (23.81)
Far Western	5.27 (8.06)	10.97 (16.25)	2.99 (6.42)	2.43 (2.32)	2.48 (9.21)	3.66 (5.44)	5.03 (12.73)	5.08 (5.79)	8.19 (15.04)	5.10 (5.29)

Figure 1: Distance to Infrastructure, Markets, and Agricultural Services (kilometers) (World Bank Group, 2016, p. 20)

The problem of market access is exacerbated by a chronic lack of storage areas for post-harvest produce, which forces farmers to sell their products early, at a low cost, even while the supply is high (International Labour Organization, 2019, p. 21). This shortage further hinders Nepal's efforts at agricultural self-sufficiency and presents itself as a bottleneck for increased agricultural productivity. Atop these problems, the COVID-19 pandemic highlights issues of animal infection, sanitation, and hygiene (The Lancet, 2020).

Despite recognizing lack of access to market as a stalling force behind Nepal's self-sufficiency, Nepal has not been able to effectively tackle this problem. The 2020-21 budget has shown positive signs by allocating increased spending on agriculture. There has been an increase in the budget for farming and irrigation to Rs 41 billion, while Rs 10 billion has been set aside to boost agriculture through various irrigation projects (Ministry of Finance, 2020). Policies ranging from relief packages for production, easy loans for farmers, agricultural extension advisory services for farmers, government support on insurance of crops and livestock, and minimum support prices for agricultural products have also been put forward. However, none of these efforts explicitly support an increased access to market for customers.

DECREASING REMITTANCE, INCREASING LABOR SURPLUS

The share of remittance and the agriculture sector continue to form the backbone of Nepal's GDP (fig2). From the FY 2006/07 to FY 2017/18, the government provided licenses to 4,365,415 migrant workers. This accounts for almost 15% of the country's total population (Ministry of Finance, 2019, p. 76).

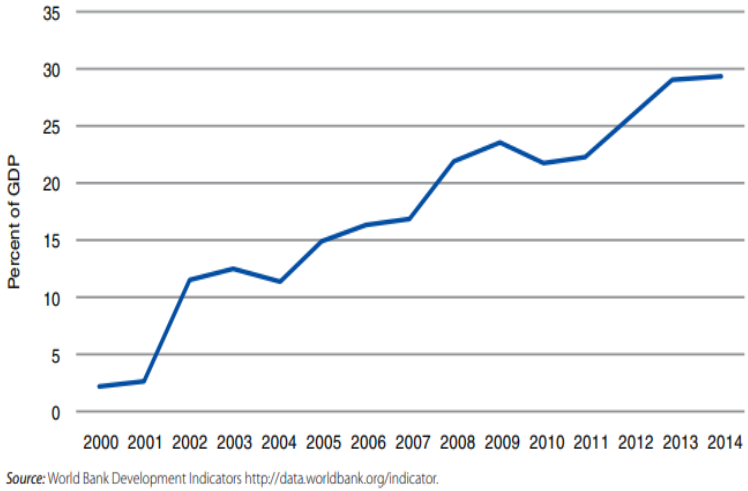


Figure 2: Remittances Income as Proportion of GDP (World Bank Group, 2016, p. 19)

On the other hand, there has been an overall decline in the production of agricultural commodities, especially in terms of net export of agricultural commodities. This is also accompanied by a decrease in the contribution of agriculture in Nepal's GDP, from above 40% in 1995 to almost 30% by 2014 (Fig 3).

The COVID-19 crisis has severely affected the stream of remittances as many migrant workers have returned back to Nepal or expect to do so as the pandemic continues. According to a study by the Foreign Employment Board released in early May 2020, 127,000 migrant workers were expected to return to Nepal immediately, with another 407,000 to follow in the subsequent weeks (Mandal, 2020). This presents a dilemma; while remittance is likely to decrease in the coming years, there will be an increase in labor surplus in the country. When viewed in light of the massive

growth in remittance as a proportion of GDP (Fig.2) , the fragility of Nepal's agricultural sector becomes ominously clear. Therefore, there is an increased opportunity to leverage the added labor surplus into the agricultural sector given it can provide the cushion for added employment and productivity, which can eventually lead to self-sufficiency in food consumption in Nepal.

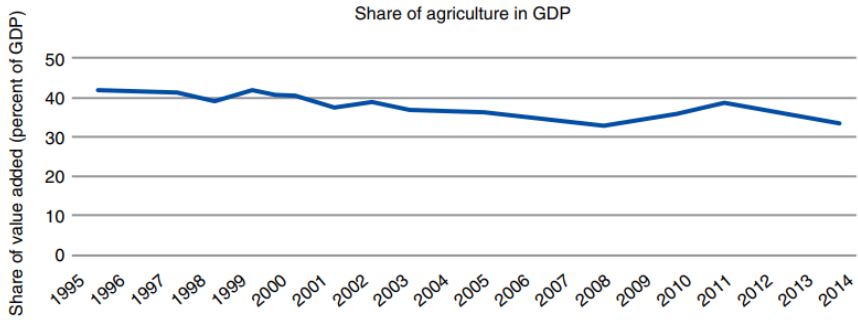


Figure 3: Share of agriculture in GDP (World Bank Group, 2016, p. 2)

What is less obvious is the mechanism through which the added labor can be leveraged into the agricultural sector. A multi-dimensional approach with incentives in the form of finance, technology, and policy will aid such a transition. However, besides incentives, education and entrepreneurship vis-à-vis the modernization of agricultural production needs to be utilized to build capacity among youths.

Linking technology with agriculture as part of pushing for entrepreneurial solutions is key in the Nepalese context. Dr Mahabir Pun's pioneering usage of Information and Communication Technology (ICT) in Agriculture to connect producers with the market is one such example of possible innovative solutions in tackling Nepal's agricultural constraints (Mahat, 2009). The resultant increased connectivity to the market can also be a further stimulus for increased productivity. While Nepal's Total Factor Productivity (TFP) has shown gradual increase since 1992, it still lags far behind that of India and Bangladesh, in most crops with the notable exception of fruits. Increased connectivity can aid in bridging this productivity gap (World Bank Group, 2016, p. 12).

The Prime Minister Agriculture Modernization Project needs to step beyond their incentive schemes and provide capacity building to these youths on how they can ideate towards solutions. It should capitalize on the observed tendency of some returning immigrants to invest in commercialized agriculture. The government must take a multi-stakeholder

approach, involving relevant educational institutions in Nepal with a proven track record in building sustainable agri-businesses. To begin with, the government needs to identify the strengths and weaknesses of the returnees before designing effective solutions that suits their needs.

CASE STUDY: AGRIBUSINESS OPPORTUNITIES IN THE LIVESTOCK SECTOR POST COVID-19

With COVID-19 being traced to the wet market in China, countries around the world are paying increased attention to the animal husbandry sector (Wu et al., 2020). This is also likely to result in a greater consumer demand for increased sanitation and health procedures in the supply chain. In the meat sector, slaughterhouses that meet health standards might enjoy an advantage over the status-quo slaughterhouses.

The legislation that governs slaughterhouse standards in Nepal – the Animal Slaughterhouse and Meat Inspection Act, 2055 (1999) – contains sections that necessitate ante-mortem examination for diseases (Department of Livestock Services, 1999). While progressive and ambitious, the Act has not been properly enforced. However, heightened consumer concern and possible co-benefits from increased regulations – including disease prevention, higher meat standard, and increased ease in export – will likely present opportunities for sanitary slaughterhouses in the country.

Amidst this backdrop, a possibility could be to leverage Public-Private Partnerships (PPP) to identify agribusiness opportunities in a post COVID-19 Nepal. Public-Private Parterships aid value chain development (VCD) by capitalizing on the private sector's propensity for attaining economic and operational efficiency and complementing it with the public sector's ability to create conducive conditions for development of commodity chains (FAO, 2016, p. ix).

Meso-level VCDs that seek to revitalize existing production areas for large-scale commodities are especially attractive to fill gaps in the livestock sector's value chain (FAO, 2016, p. 29). Considering the deficit of livestock products in the country, coupled with a great amount of barren lands in the hills and an influx of migrant workers, grass production/storage enterprises present themselves as promising prospects. Supplying grass products to farms would revitalize degraded hill soils, relieve farms of time-consuming fodder concerns, and the replacement of conventional feed with grass inputs would increase the output of livestock products. Initially, the production aspects of these efforts may have to be supported by targeted programs of the public sectors through training and workshops, some of

which may already exist. The private sector could retain control over midstream and downstream activities.

CONCLUSION

In the aftermath of COVID-19, it is therefore important to look at the entire supply chain to identify opportunities within the agricultural sector. It may be valuable to look for bottlenecks that decrease the productivity of the sector. Bottlenecks such as long-term storage units or transportation hurdles yield themselves well to innovative agri-business opportunities and local employment. These efforts do require active and ambitious support from the government in terms of incentives, capacity development, and regulations and their enforcement. However, if provided, there is an increased opportunity to develop the various agricultural sectors such that they contribute to greater local employment and increased food security.

REFERENCES

Department of Livestock Services, Government of Nepal. (1999). *Animal Slaughterhouse and Meat Inspection Act, 2055*.

FAO. (2016). *Public–private partnerships for agribusiness development—A review of international experiences*. FAO.

Federico, G. (2010). *Feeding the World: An Economic History of Agriculture, 1800-2000*. Princeton University Press.

Halokhabar. (2020, May 31). "As import ceases, local vegetables gain market." *Halokhabar*. Retrieved June 21, 2020, from https://halokhabar.com//news-details/4259/2020-05-31

ICT for Rural Community Development - Interview with Mahabir Pun [Interview by T. J. Mahat]. (2009). Retrieved June 21, 2020, from https://lib.icimod.org/record/14486

International Labour Organization. (2019). *Eight Ways to Grow Nepal's Agricultural Sector.* ILO.

Mandal, C. K. (2020, May 9). Thousands of Nepali migrant workers from Persian Gulf and Malaysia expected to return home soon. *The Kathmandu Post*. Retrieved June 21, 2020, from https://kathmandupost.com/national/2020/05/09/thousands-of-nepali-migrant-workers-from-persian-gulf-and-malaysia-expected-to-return-home-soon

Ministry of Finance, Government of Nepal. (2019) *Economic Survey 2018/19*.

Ministry of Finance, Government of Nepal. (2020, May 28). *Budget Speech FY 2020-21*.
The Lancet. (2020). Redefining vulnerability in the era of COVID-19. *Lancet (London, England)*, 395(10230), 1089–1089. PubMed. https://doi.org/10.1016/S0140-6736(20)30757-1
World Bank Group. (2016). *Nepal: Sources of Growth in Agriculture for Poverty Reduction and Shared Prosperity*. World Bank. https://doi.org/10.1596/28333
Wu, Y. C., Chen, C. S., & Chan, Y. J. (2020). The outbreak of COVID-19: An overview. *Journal of the Chinese Medical Association*, 83(3), 217.

RASTRARAJ BHANDARI is a Yenching Scholar at Peking University. Email: rb3598@nyu.edu.

SANGAM PAUDEL is an environmental studies student at Yale-NUS College in Singapore. Email: e0191993@u.nus.edu.

Manuscript submitted: ***June 25, 2020***
Manuscript revised: ***July 15, 2020***
Accepted for publication: ***August 15, 2020***

OJED
OPEN JOURNALS IN EDUCATION

Volume 4, Issue 1 (2021), pp. 97-102
International Journal of Entrepreneurship and Economic Issues
ISSN: 2616-0048 Print/ ISSN: 2631-231X Online

Impact of COVID-19 on Food Security in Nepal

Daya Raj Subedi
Mid-Western University, Nepal

ABSTRACT

Because of outbreak of the COVID-19, the economic activities have been suspended with the imposition of lockdown in Nepal. There are significant impacts visible in the food security of Nepal. Question remains- how has the COVID-19 pandemic affected the food security in Nepal? The secondary data were used to find the answer to the question.

Key Words: Availability, COVID-19, Employment, Food Security, Impact, Lockdown, Nepal

The human infectious disease COVID-19 evolved in Wuhan, China in December 2019 has been spread across more than 200 countries of the world. At some time, more than half of the world's population had been asked or ordered to stay inside the home in order to prevent the human to human transmission of the virus. The COVID-19 does not only have health issue but also has social and economic impact. In this regard, the World Food Programme (WFP) (2020b) predicted around 265 million people in low and middle income countries will face acute food insecurity by the end of 2020 up from 135 million in 2019 because of economic impact of COVID-19. The cases of COVID-19 in Nepal have been rapidly increasing since the first case reported in January 2020. Nepal enforced nationwide lockdown beginning from 24 March 2020. Being low income countries, the considerable number of populations, especially poor and vulnerable group, is prone to suffer from the acute hunger due to the socio-economic impact of pandemic in Nepal. In order to locate the impact of COVID-19 in food

security of Nepal, it is essential to review how food security is defined in international and national level.

Food security is simply comprehended as regular food availability and access to the food required for human lives. Exploring the widely recognized and systematic connotation, the 1996 World Food Summit (WFS) defines the food security as, "food security exists when all people at all time have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life" (Committee on World Food Security, 2012, p. 5). Furthermore, Food and Agriculture Organization (FAO), 2006 pointed the four dimensions of food security in WFS definition i.e. availability, access, utilization and stability. At the national level, the clause two of the Right to Food and Food Sovereignty Act (2018) of Nepal defines "Food security means physical and financial access of every person to the food required for the active and healthy human life".

This paper attempts to dig out the rejoinder to a pertinent question- "how the COVID-19 pandemic has an effect on food security in Nepal". It basically analyzes the impact of pandemic in two dimensions of food security- availability and access. For the purpose, the data were collected through the secondary sources such as articles, media releases, policy briefs, reports and studies, newspapers and resources from the official websites. Nevertheless, the information was confined to the period between February to May 2020.

Reduced Purchasing Power

The impact of COVID-19 in Nepalese economy is more palpable. The COVID-19 with subsequent imposition of lockdown has substantially decreased the economic activity causing the job losses and reduced working hours. As per the official government prediction, Nepal will witness the economic growth rate of 2.27% in the fiscal year of 2020/2021 (Central Bureau of Statistics, 2020). Arts and entertainment, accommodation and food, construction, manufacturing, transport and communication and wholesale and retail trade are the hardly hit employment sectors. Because of, hundreds of thousands of people are facing job loss and vulnerable to job loss. "Between 1.6 and 2.0 million jobs are likely to be disrupted in Nepal in the current crisis, either with complete job loss or reduced working hours and wages" (ILO, 2020. p. 1). Similarly, the rapid assessment of UNDP Nepal shows "it is found that every three in five employee lost their jobs in the micro and small businesses that were surveyed" (UNDP Nepal, 2020, para. 3). Most of the employment sectors remains closed which ultimately affected the remuneration of the employees. The rapid assessment on the problems faced by the workers due to COVID-19 carried out by the General

Federation of Nepalese Trade Unions (GEFONT) in 323 enterprises across the country shows that "68.73% of industrial and service enterprises have been closed" (GFONT, 2020, p. 1). Furthermore, the assessment points out 42.10% of the enterprises did not pay any salary or remuneration to the workers whereas 31.5% of the enterprises paid the full wages in the month of 16 March to 15 April (Ibid.).

In recent years, tourism and migration provides attractive employment opportunities as well as significantly contributes to the annual GDP in Nepal. However, the pandemic does not leave both unaffected. "Given the international travel restrictions and fall in discretionary disposable incomes worldwide, tourism receipts in Nepal are projected to fall by 60% in 2020 resulting in a loss of foreign currency earning worth USD 400 million" (UNDP Nepal para. 2). With regard of migration, 20 to 25% of Nepali employed in foreign land will lose the jobs because of COVID-19 out of 20 to 30, 00, 000 Nepali in foreign employment (Shrestha, 2020). It is worthy to mention that around 56% of households regularly receive the remittances in Nepal (Ibid.).

The cumulative effect of job loss reduced working hours and unpaid/partially paid wages, or enumeration has direct or indirect negative consequences on the household income in Nepal. This has ultimately decreased the purchasing power of individual household. More specifically, the reduced purchasing power has definitely curtailed the trouble-free economic access to sufficient, safe, and nutritious food. If the situation persists for longer time, the number of affected population will keep going upward.

Food Availability at Risk

Extending lockdown has disrupted the food supply chains inside and outside Nepal posing tremendous risks to food availability in Nepal. The market update published in early May shows that "food availability in markets was considered to be insufficient told by 53% of traders in the assessed districts" (Nepal Food Security Monitoring System, 2020, p. 1). The lockdown imposed within and outside Nepal has caused the closure of borders and disrupted the cross-border transportation services severely affecting the supply of food commodities. Not surprisingly, Nepal is highly dependent on India on importing the food. In the midst of crisis "Indian producers halted rice exports to Nepal in early April" (WFP, 2020a, p. 1). Likewise, the import of vegetables has also been limited. However, the WFP quotes that these circumstances do not cause immediate problems as Nepal has food stock for three months (Ibid.).

At the national level, the pandemic is knocking the door at the time of wheat harvest and beginning of paddy cultivation. There are reports

coming out from across Nepal illustrating insufficient available of improved seeds as well as manures required for paddy cultivation. For instance, the farmers are facing the problems for the paddy cultivation as the supply of fertilizers and seeds and agricultural implements has been disrupted due to the lockdown in Surkhet district (The Rising Nepal, 2020). This will reduce rice production in the fiscal year of 2020/21 in Nepal which ultimately origins higher dependency on food imports in new normal. In positive note, the problems of labor shortages for the agriculture production have been addressed somehow because of increased reverse migration. Nevertheless, the COVID-19 has severe effect on poultry, milk and vegetable production in Nepal. The closure of markets, disruption of transportation services, lack of access to cold stores and shutdown of hotel and restaurants pushed farmers to destroy the vegetable and dairy products. As of, the farmers from Kapilvastu threw milk on the road while farmers in Nawalparasi and Rupandehi distributed the milk free of cost (Himalayan News Service, 2020). Likewise, the vegetables have been rotten in the agriculture field because of disrupted supply chains causing the loss of investment of farmers in Chitwan district (Poudel, 2020). The loss of investment does have long-term impact in the food production. In essence, the overall national scenario stimulates threats to food availability in the country.

Conclusions

The COVID-19 has put remarkable pressure in the food security of Nepal through the reduction of the purchasing power as well as the disruption in international as well as domestic food supply chain. However, poor, daily wage labors and vulnerable groups are the frontline victims of the crisis. Having sufficient income savings as well as food stock, the middle class of the society remains unaffected by the food insecurity. The tweet of Nepalese economist elaborates as “Nepal’s urban poor and migrant workers are worst affected by the lockdown whilst the middle class with secure source of income and generally stable property prices is not affected and will likely to sustain few more months” (Khanal, 2020). The food supply chains will be eased with the relaxation of the lockdown from the mid-June. Considering the measures of social distancing intact and ongoing health crisis, the more time is needed the supply chains to get into the full shape i.e. possible be until the vaccine is invented to treat the COVID-19. Similarly, the faith of finding a new job and resuming old one will also be the same. Thus, the food security of Nepal, in the absence of appropriate response from the government, will experience the negative effects of pandemic for the longer time.

REFERENCES

Committee on World Food Security. (2012). *Coming to Terms with Terminology.* http://www.fao.org/3/MD776E/MD776E.pdf .

Central Bureau of Statistics. (2020, April 29). *Aarthik Barsha 2076/77 ko Rastriya Lekha Tathanka (National Account Statistics of the Fiscal Year 2020/2021).* https://cbs.gov.np/wp-content/upLoads/2020/04/CBS-GDP-Press-Release-2077-1-17-new.pdf

FAO. (2006, June). *Food Security* (Policy Brief No. 2). http://www.fao.org/fileadmin/templates/faoitaly/documents/pdf/pdf_Food_Security_Cocept_Note.pdf

GEFONT. (2020, May 26). *Report on "Rapid Assessment on the Problems Faced by the Workers due to COVID-19.* https://www.gefont.org/assets/upload/files/Final%20GEFONT%20Rappid%20Study%20Report%202077%20during%20Covid%2019%20(ENG).pdf

Himalayan News Services. (2020, April 4). Farmers Forced to Destroy Produce due to Lack of Market. *The Himalayan Times.* https://thehimalayantimes.com/business/farmers-forced-to-destroy-produce-due-to-lack-of-market/

Khanal, R [@rameshore]. (2020, May 7). *After Scrolling down Tens of Miles of Social Network Timelines, I've come to the Conclusions* [Tweet]. Twitter. https://twitter.com/rameshore/status/1258355387092393986

ILO. (2020, May 21). *COVID-19 Labour Market Impact in Nepal* (Briefing Note). https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-kathmandu/documents/briefingnote/wcms_745439.pdf

Nepal Food Security Monitoring System. (2020, May 6). *Nepal COVID-19: Food Security and Vulnerability Update 3.* https://docs.wfp.org/api/documents/WFP-0000115490/download/?_ga=2.203669911.660105381.1589685430-1587278730.1589685430

Poudel, R. (2020, June 8). Barimai Kuhiyera Sakiyo Tarkari, Ani Khulyo Bazaar (The market opens after the vegetable got rotten in the field). *Kantipur.* https://ekantipur.com/business/2020/06/08/15915926194256713.html

Shrestha, S. K. (2020). *COVID-19 Sankat and Samadhan (COVID-19: Crisis and Resolution).* Nepal Association of Foreign Employment Agencies. https://rojgarmanch.com/employment/2020/05/12951/

The Right to Food and Food Sovereignty Act, 2075 (2018), Act Number 13 of the year 2075. (2018). http://www.lawcommission.gov.np/en/wp-content/uploads/2019/07/The-Right-to-Food-and-Food-Sovereignty-Act-2075-2018.pdf

The Rising Nepal. (2020, April 23). Farmers Facing the Shortage of Seeds and Fertilizers. *The Rising Nepal.* https://risingnepaldaily.com/business/farmers-facing-shortage-of-seeds-and-fertilisers

UNDP Nepal. (2020, May 26). *Three in Five Employee Lost their Jobs due to COVID-19 in Nepal.*

https://www.np.undp.org/content/nepal/en/home/presscenter/articles/2020/Three-in-Five-employees-lost-their-jobs-due-to-COVID19-in-Nepal.html

WFP. (2020a, April 16). *Nepal COVID-19: Food Security and Vulnerability Update 2*. https://docs.wfp.org/api/documents/WFP-0000115489/download/?_ga=2.160745914.660105381.1589685430-1587278730.1589685430

WFP. (2020b, April 21). *COVID-19 will Double Number of People Facing Food Crises unless Swift Action is Taken* [News Release]. https://www.wfp.org/news/covid-19-will-double-number-people-facing-food-crises-unless-swift-action-taken

Daya Raj Subedi is an Assistant Professor in the Department of Conflict and Peace Studies, Mid-Western University, Nepal. His major research interests lie in the area of human security, environmental diplomacy, regionalism and multilateralism, South Asian Politics, peace and conflict studies with focus on South Asia, and peace building. Email: dayarajsubedi@gmail.com