



3rd UNESCO-APEID Meeting on Entrepreneurship Education *Entrepreneurship Education for Global Prosperity*

10-12 December 2013

Royale Chulan Hotel, Kuala Lumpur, Malaysia

Co-organized by
UNESCO Asia and Pacific Regional Bureau for Education, Bangkok, Thailand
Ministry of Education, Malaysia

Concept Note

Introduction

Did you know that every \$1 spent on a child's education yields \$10-\$15 in economic growth over that person's working lifetime? That is an extremely good investment of our resources.

Unfortunately, the current economic conditions are causing serious concerns with global unemployment rate projected to be more than 202 million in 2013 and will continue to increase by another 3 million in 2014.¹ Young people looking for jobs are particularly at risk. With 12.6 percent (73.4 million) of them being unemployed in 2013, their employment prospects in the short-term are not promising as the youth unemployment rate is expected to increase to 12.8 percent in 2018.²

Although the Asia and Pacific region has survived the financial crisis better than other regions in the world, it still faces many challenges. It is home to more than 800 million people living in extreme poverty – representing nearly two-thirds of the world's poor, with 563 million undernourished people, and more than 1 billion workers in vulnerable employment having low wages, no benefits, no job security and difficult conditions of work.³ Across the region, economically active youth are three to five times more likely to be unemployed compared to the adult cohorts. Youth unemployment for 2013 is forecast to stand at 13.4 percent in Southeast Asia and the Pacific, 10 percent in South Asia and 9.8 percent in East Asia.⁴

A higher level of education understandably leads to an expectation of decent jobs and attractive incomes. Under current conditions, young university graduates may have to take up jobs for which they are not trained or overqualified to help meet their immediate needs. The cost of their education might not be recovered if they remain in jobs which are meant for lower-skilled workers. At the same time, long periods of disengagement and disruption to professional development of the next generation of leaders and workforce will aggravate the labour market mismatch. The gap between skills needed and skills available is likely to widen by new jobs which require competences that the unemployed or under-employed may not possess. This untenable situation, unless adequately addressed, will affect national and global economic growth and prosperity.

Several organizations have identified action plans to tackle these issues. The OECD Action Plan for Youth emphasized the importance of making the education system more relevant in preparing young

¹ ILO, 2013. *Global Employment Trends 2013. Recovering from a Second Jobs Dip*. Geneva.

² ILO, 2013. *Global Employment Trends for Youth 2013. A Generation at Risk*. Geneva.

³ UNESCAP, 2013. *Economic and Social Survey of Asia and the Pacific 2013. Forward-looking Macroeconomic Policies for Inclusive and Sustainable Development*. Bangkok.

⁴ ILO, 2013. *Global Employment Trends 2013. Recovering from a Second Jobs Dip*. Geneva.

people for the world of work. This is especially critical given that just over one-third of 15-year old students in Japan and Korea felt that they had learned skills in school that could be useful in a job.⁵ Developing the entrepreneurial competencies of youth while still in education can provide the practical skills needed on the one hand, and help to instill entrepreneurial attributes – creativeness, innovativeness, curiosity, lateral thinking, adaptability, resourcefulness, risk-taking and so on – on the other. The ILO's call for action also included two interventions: (i) enhancing young people's employability through better links between the world of education and training and the world of work and (ii) encouraging youth entrepreneurship.⁶

A recent e-forum on youth and skills organized by UNESCO-UNEVOC on 25 June - 9 July 2013 concluded that entrepreneurship education plays a key role in creating jobs where too few exist. Self-employment is an important avenue especially for women and other marginalised groups, who may encounter greater difficulties in finding jobs. Challenges to entrepreneurship education include (i) slow adoption; (ii) tendency for entrepreneurship education to be introduced in universities, but not in secondary education, TVET or non-formal education; (iii) lack of concise guided for embedding and teaching entrepreneurship across curriculum; (iv) need for sufficiently trained teachers; (v) lack of strategic collaboration between academia and industry; and (vi) unfavourable mindsets and attitudes of parents and students, who prefer to have stable jobs and steady incomes.

3rd UNESCO-APEID Meeting on Entrepreneurship Education

UNESCO Bangkok convened the 15th UNESCO-APEID International Conference on *Creativity and Entrepreneurship* in Jakarta in December 2011, followed by two meetings on entrepreneurship education in Hangzhou, China. The interest and support for these events have demonstrated the relevance and importance of entrepreneurship education in Asia and the Pacific, and resulted in requests to continue this series of meetings as a platform for sharing information, formulating multi-stakeholder collaboration and enhancing networking opportunities.

One outcome of the meetings is the agreement to establish the Entrepreneurship Education Network (EE-Net) with UNESCO Bangkok serving as the Secretariat of the network. The terms of reference for the network are being drafted and will be shared with those interested in joining the network. Potential activities may include research on entrepreneurship education, dissemination of innovative entrepreneurial projects and practices, and setting up a database of successful entrepreneurs who can serve as ambassadors and mentors for future entrepreneurs. Efforts will be made to include young people in the dialogues and activities. Attention will also be directed to social entrepreneurship since the purpose of education is more than just providing a skilled workforce.

As a result, UNESCO Bangkok and the Malaysian Ministry of Education are co-organizing the 3rd UNESCO-APEID Meeting on Entrepreneurship Education to be held in Kuala Lumpur on 10-12 December 2013.

Objectives of the meeting

- Launch the Entrepreneurship Education network (EE-Net).
- Share innovative and educational approaches, projects and practices of entrepreneurship education.
- Identify potential areas of joint activities.
- Discuss 4th Meeting on Entrepreneurship Education and other follow-up activities for 2014.

⁵ OECD, 2013. *The OECD Action Plan for Youth*. Paris.

⁶ ILO, 2012. *The Youth Employment Crisis. A Call for Action*. Geneva.

Participants

About 100 participants including policy makers, educators, entrepreneurs, professionals and youth are expected to attend the meeting. The Malaysian hosts will cover local accommodation and meals of the participants for the duration of the meeting. Participants are expected to cover their own travel costs and other expenses.

Proposed programme

- Keynote Address
- Session 1: Institutional Environment
- Session 2: Innovative Entrepreneurial Teaching and Learning
- Session 3: Entrepreneurial Impact and Community Development
- Session 4: Strategic Entrepreneurial Networking
- Sessions 5: Entrepreneurship Education Network (EE-Net)
- Session 6: Inaugural Launch of EE-Net
- Field Trips
- Workshop on Ee-Net
- Malaysian Entrepreneurship Award Dinner

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3rd UNESCO-APEID Meeting on Entrepreneurship Education: *Entrepreneurship Education for Global Prosperity*
Tentative Programme

Date/Time	DAY 1 (10 DEC 2013)	DAY 2 (11 DEC 2013)	Date/Time	DAY 3 (12 DEC 2013)
8.00-8.45 am	Registration			
9.00-10.30 am	Welcoming Address / Opening Ceremony Group photo	Session 3: Entrepreneurial Impact and Community Development Discussions on what impact entrepreneurship education has on the entrepreneurial outcomes of staff, students and graduates as well as in the delivery of regional and national entrepreneurship goals. The discussions will also focus on the importance of social entrepreneurship for community development. What are the roles of different stakeholders including policy makers, industry players, academia and students? Speakers: tbc Moderator: tbc	9.00-12.00 pm	Field Trip
10.30-11.00 am	Coffee Break			
11.00-12.30 pm	Keynote Address	Session 4: Strategic Entrepreneurial Networking Discussions on ways to increase strategic entrepreneurial networking between academia and industry which is critical in determining the success of entrepreneurship education. This aspect is still minimal in many Asian and developing countries as compared to developed countries such as in the US and Europe. Speakers: tbc Moderator: tbc		
12.30-2.00 pm	Lunch Break		12.00-1.00 pm	Lunch
2.00-3.30 pm	Session 1: Institutional Environment Discussions on how entrepreneurship culture can be built into an institutional environment and how have the institutions transformed their culture to provide an environment conducive for supporting student enterprise and graduate entrepreneurship. What are the roles of different stakeholders? Speakers: tbc Moderator: tbc	Sessions 5: Entrepreneurship Education Network (EE-Net) Discussions on the UNESCO Entrepreneurship Education Network and proposed activities Moderator: tbc	2.00-4.00 pm	Workshop on EE-Net Moderator: tbc
3.30-4.00 pm	Coffee Break			
4.00-5.30 pm	Session 2: Innovative Entrepreneurial Teaching and Learning Sharing best practices on how universities embed entrepreneurship elements in teaching and learning as well as to enhance entrepreneurial capacity of students through their university experience. Speakers: tbc Moderator: tbc	Sessions 6: Inaugural Launch of Entrepreneurship Education Network (EE-Net)	4.00-4.30 pm	Conclusion of Meeting and Way Forward Moderator: tbc
5.30-8.00 pm	Break		4.30-8.00 pm	Break
8.00-10.00 pm	Dinner		8.00-10.00 pm	MEA Dinner