



United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

ED/BAS/STV/2008/RP/1

## UNESCO INTER-REGIONAL SEMINAR



## ON PROMOTING ENTREPRENEURSHIP EDUCATION IN SECONDARY SCHOOLS

BANGKOK, THAILAND  
11 – 15 FEBRUARY 2008

Final Report

## A. Overview

UNESCO Headquarters in collaboration with The Thai National Commission for UNESCO organized an Inter-Regional Seminar on Promoting Entrepreneurship Education in Secondary Schools in Bangkok from 11-15 February 2008.

The overall aim of the Seminar was to produce the following outcomes:

- a strategy for promotion of entrepreneurship education;
- a communication strategy for networking and partnership among practitioners of entrepreneurship education;
- and a publication of 'good practices' in education.

Throughout the week, aligning with the objectives of the Seminar, participants presented outlines of entrepreneurship education in their countries, and took part in lively question and discussion sessions focusing on challenges and opportunities in promoting entrepreneurship education in developing countries. Seminar participants also visited schools and colleges to view practical examples of entrepreneurship projects in Thai institutions of learning.

A partnership and networking ethos was promoted among participants and early on the idea of forming a working group began to take shape. On the final day of the Seminar, participants, in groups, took part in a plenary session in which they took the ideas of the week and used them to propose a possible design for a policy document as part of the strategy for promoting entrepreneurship education in secondary schools.

Ideas for a communication strategy included the development of an interactive web page. There were two purposes for this web page. These were for accessing case studies, links and guidance for the promotion of entrepreneurship education in developing countries and for keeping the group interactive and informed.

A CD-Rom containing participants' presentations of entrepreneurship education in their countries or institutions or agencies along with the presentations from the plenary session was distributed to all participants. This will act as the first step towards publication of 'good practice' in entrepreneurship education.

At the closing session UNESCO thanked the participants for their contributions throughout the week and looked to continuing the relationship with the participants in taking forward entrepreneurship education. UNESCO also thanked the Thai National Commission for their efficient organisation of the week and their hospitality. The cultural evening in Bangkok gave a wonderful flavour of the life and history of Thailand.

## B. Presentations of the week

Information on the presentations and presenters is given in the table below.

- Monday 11<sup>th</sup> February 2008

Country	Presenter	Presentation Title
	Maja Zarini, UNESCO-UNEVOC	Skills development for entrepreneurship and technical and vocational education and training (TVET)
	Siriporn Pajharawat, Microsoft, Bangkok	Microsoft Unlimited Potential Programme
	Klaus Haftendorn, ILO/SEED, Global KAB Coordinator	Youth Employment, Youth Entrepreneurship and Entrepreneurial Training
New Zealand	Sue Jury General Manager, Enterprise New Zealand Trust	Enterprise Education - The New Zealand Experience

- Tuesday 12<sup>th</sup> February 12<sup>th</sup> 2008

Country	Presenter	Presentation Title
Liberia	Saku S. Dukuly, Specialist, TVET	Entrepreneurship Education in Secondary Schools in Liberia
Tanzania	Frederick Mukebezi, Senior Curriculum Developer, Tanzania Institute of Education (TIE)	Government Emphasis on Entrepreneurship Education: The Tanzania Experience
	Klaus Haftendorn, ILO/SEED, Global KAB Coordinator	KAB (Know about Business) Implementation and Strategy
China	Prof. Xu Xiaozhou, Deputy Dean, College of Education, Zhejiang University, P. R. China	Entrepreneurship Education in Secondary Schools in China
Jordan	Tha'er Issa Tawalbeh, PhD	Entrepreneurship and the Jordanian Curricula Developed for Knowledge Economy
Tunisia	Mohamed Jemni, Professor of Computer Sciences, École Supérieure des Sciences et Techniques de Tunis, ESSTT - UNEVOC Center	Entrepreneurship Education in Tunisia
	Astrid Hollander, UNESCO	Entrepreneurship Education in the Latin American Region
Barbados	Paul Leach, Ministry of Family, Youth Affairs and Sports	YES Juniors Programme: The Barbados Experience in Developing Entrepreneurship Education
	Klaus Jahn, GTZ	Sector Project: Entrepreneurship activities in Guatemala.

- Thursday 14th February, 2008

Country	Presenter	Presentation Title
Scotland	Angela Jackson and Fiona Young, University of Strathclyde, Glasgow	Enterprise Education in Scotland: Strategy, Implementation and Future Development
Norway	Halfdan Farstad, Norwegian Ministry of Education and Research	National Strategy for the promotion of Entrepreneurship in Norway
U.S.A	Tamo Chattopadhyay, Columbia University, New York	Teaching and Learning of Entrepreneurship in Secondary Education for a Global Era
	Ayumi Fujino, UNIDO Regional Representative	Entrepreneurship Education
Thailand	Jerdruedee Chinvaroj, Office of Vocational Education Commission (OVEC), Ministry of Education	The Guide for Operation on Promoting Entrepreneurship Education in OVEC
Ghana	Joseph Apprey, Deputy Director, Technical/Vocational Education Division, Ministry of Education, Science and Sports,	Toolkit for Change: (An Integrated, Project-Based, Entrepreneurship Training for Wage or Self-Employment) (A collaborative Project between Ghana and Bow Valley College, Calgary, Alberta, Canada)

- Friday 15<sup>th</sup> February, 2008

Country	Presenter	Presentation
Thailand	Julian Bomert	The Beluga School for Life
	All Participants	Feedback presentations from working groups (see page 10)

## C. Key points of the week

These have been divided into **discussion points, observations, challenges and opportunities.**

### 1. Discussion Points

The presentations prompted a number of questions throughout the week, which formed the basis for a lively discussion on entrepreneurship education, the potential benefits, and the method of implementation, as detailed below:

#### Preconditions

- Are there building blocks, foundations that need to be in place?
- How do we set the context for entrepreneurship and SMEs?

#### Starting points

- Where do we start?
- What should be done first – policy, implementation or coordination?
- Is having entrepreneurship as a subject the starting point?
- Does it have to be a new subject?
- Do we need textbooks?
- What are the entry points?
- Should it be phased or all together?
- What is there already, current good practice?

#### Forms of entrepreneurship

- How do we accommodate academic and vocational streams?
- Entrepreneurs or enterprising?
- Should we not consider ethics and professionalism?
- Should it be open with different resources around?

#### Teachers

- Who would teach it effectively?
- How do you recruit teachers?
- Should we start with teachers who have business studies, economics or financial qualifications? How do we get teachers skilled?
- Do teachers have a lack of entrepreneurial skills and knowledge?
- How do we train teachers?
- Does it have to be developed through practice?
- Who can teach the teachers?

#### Curriculum

- What place does entrepreneurship education have in the curriculum?
- Should it be compulsory?
- If not compulsory, who gets it?
- Should entrepreneurship be part of the general curriculum or should it be in TEVET?
- Should it be integrated as a subject or into a subject?
- Is the curriculum a barrier or a stepping stone?
- How do we develop an entrepreneurship curriculum?

## Assessment

- Do we want to examine entrepreneurship and if so, how do we do it?
- Is the subject examinable?
- Does examination culture conflict with entrepreneurship culture?

## Stakeholders

- How do the MoE contribute?
- What is the role of other Ministries?
- How do we include parents and carers?
- Business involvement in the curriculum?
- How do we coordinate and raise awareness of work of NGOs, charities, etc.?
- How do we divide roles and ensure linkages between NGOs and Ministries?

## Sustainability

- How do you maintain the system?
- How do you ensure back up?

## 2. Observations

- It was recognised that not everyone would be an entrepreneur and that countries are looking for a well rounded society. Although traditionally, entrepreneurship education might have been for high achieving young people, it should be available for all.
- Entrepreneurship education has two strands – being an entrepreneur and being entrepreneurial. Both the academic and vocational streams need entrepreneurial education.
- Not all individuals who are exposed to entrepreneurship will become entrepreneurs and establish businesses.
- A consensus of all participants that the introduction of entrepreneurship education programmes is critical to each country's development
- Each country should determine its needs in relation to an entrepreneurship programme before moving towards developing a definite policy and methodology for implementation
- Consider the differences between developed and non-developed countries such as time and space within the curriculum
- Is there a basic element of entrepreneurship education that can be introduced so that developing countries can start small depending on the capability and resources available in the country?
- Are countries able to implement and deliver the necessary reforms?
- The Norwegian model's emphasis on project work is very appealing. Project work is perhaps the best way to allow students to experience and thus develop the appropriate knowledge and skills. It is difficult to envisage how entrepreneurial skills can be attained without any sort of project work.
- Importance of networking for entrepreneurship education was noted.

- There was an agreement that it is not 'one size fits all' and that cultural aspects and differences had to be taken into consideration. However, it was felt that we should be able to define certain basic elements which could be considered the key success factors.
- There was recognition that various Ministries with an interest in entrepreneurship education were essential partners. Coordination of, for example, Ministries of Education/Information/Industry and Trade/Labour was seen as difficult and it was suggested that when a need was indicated in a sector the relevant Ministry could respond. Ministries and the Private Sector should also coordinate.

### 3. Challenges

- How to develop a policy on entrepreneurship education that can be used on a global scale which will still allow for customisation at regional and local level
- How to take into consideration different cultures, customs, experiences and expectations of various target audiences
- Challenges of using a multi-agency approach- which agency will take the lead and have ultimate responsibility for driving the process? What role will the other participating agencies play in the entire process? Different stakeholder involvement (private and public sector). Synergies/partnerships/coordination?
- Sourcing resources for implementation
- How do we mobilise and coordinate these resources?
- Developing countries lack capacity on every level
- Teaching methodologies (approaches) to different groups
- How could we bring entrepreneurship education to the full attention of INGOs and donors?
- How could we bring entrepreneurship to the attention of governments in developing countries?
- The degree of autonomy and flexibility and the level of commitment amongst all stakeholders is what stands out in the Norwegian model. Is this possible in most other countries? How can we achieve this?
- Inclusion of entrepreneurship education into the curricula (cross-cutting, separate subject?)
- Convincing decision makers that this is not yet another 'fuzzy' subject that needs to be accommodated in an already overflowing curriculum
- National policy makers and industry may not see eye-to-eye with the need for the inclusion of entrepreneurial programmes in schools curricula. Also they may have different interests as to how the programme ought to be organised
- Training (and motivation) of teachers for entrepreneurship education
- Evaluation and assessment
- Funding

#### 4. Opportunities

- Capacity building (who, how, what)
- Impact studies
- Hearing about the different experiences of practice in different countries and learning from them to apply in your own country
- That we have created the opportunity of a network to share ideas
- For all to have input into what the document will look like and the kind of issues in and structure of the document
- To raise awareness with relevant stakeholders about what entrepreneurship education actually is
- To scale up from dispersed individual initiatives to broader approaches
- Good introduction of activities and approaches in entrepreneurship education to apply. Activities vary from small programmes with introduction of subject on entrepreneurship education in secondary schools, up to nationwide programmes on development of an entrepreneurial culture



## **D. The Plenary Session**

Group 1 (ILO, Norway, UNESCO/UNEVOC, USA, Scotland) outlined a suggested possible format for a UNESCO document intended to guide and support countries in creating a strategy for the implementation of entrepreneurship education. The suggested possible format included: a statement of significance; an outline of key issues; actions of UNESCO and International Agencies; and a suggestion for a number of useful Annex Documents with further guidance materials.

Group 2 (China, Barbados, Tanzania, GTZ, Thailand, Malawi, Scotland, UNESCO) created a flow chart 'Networking towards an integrated approach' outlining networking through partnerships, synergies and materials.

Group 3 (Liberia, Thailand, UNIDO, Jordan, UNESCO LAC, India, Thailand) discussed issues relating to entrepreneurship as education or training, entrepreneurship as a subject in the curriculum, assessment, monitoring and evaluation of entrepreneurship and target groups.

Group 4 (Tunisia, New Zealand, Ghana, UNESCO BKK, Thailand) identified and provided a summary of stakeholders roles and responsibilities, identified roles and provisions for economic and financial enablers and gave a consideration of policy to enable the development of entrepreneurship education in participating countries.

## **E. Outcomes**

### **1. Networking**

There was much interest in following up the idea of an interactive web page to keep the group interactive and informed as had been discussed in Bangkok and to use the page as a 'repository' for practitioners and developers of entrepreneurship education.

### **2. Working Group**

A consensus arose during the week that the group would continue to share thoughts and experiences on the development of entrepreneurship in countries and would move towards the forming of a working group. Recommendations for the components and tasks of the Working Group were identified.

#### **i) Possible components of the working group**

##### **Communication:**

We should have annual or bi-annual meetings of the working group in revolving locations where UNESCO has a presence. Meetings should be preceded by a circulation of documents to all participants to give them ample time to go through before the meeting. We have already started with loose networking via the internet and this should continue while we move forward.

##### **Coordination:**

Many people felt that the working party should be convened under the umbrella of UNESCO to give it an international presence and recognition. A small 'task force' should be set up to actually drive the process and make sure that things get done on behalf of the Working Group.

##### **Composition:**

It was suggested that large biannual meetings such as the one held in Bangkok should continue to be convened. The Working Group should however meet once or twice a year depending on the need. All participating agents should indicate if they want to be part of the WG.

#### **ii) Possible tasks of the working group**

- to continue to examine the topic of entrepreneurship education in order to assist each individual agency/country in the development of its national programmes
- to be a resource pool of persons from which information, experiences and best practices can be drawn
- to continue the work of the groups at the plenary session and produce a final document to support developing countries in taking forward entrepreneurship education
- to systemise experiences of participants and use them as a basis to draw up recommendations and guidelines which are both concrete (in order to be an applicable tool for stakeholder) and flexible (in order to be applicable to different contexts)
- to coordinate the different agencies, partners and institutions to avoid duplication of effort
- to ensure the 3 expected outcomes of the Seminar – a strategy for promotion of entrepreneurship education; a communication strategy for networking and partnership among practitioners of entrepreneurship education; and a publication of 'good practices' in education.

- get data on what economic and financial environment is necessary in order to develop entrepreneurial programmes
- develop a catalogue of questions on how to develop entrepreneurial programmes
- develop a catalogue of different options of entrepreneurial education and its introduction
- develop a needs catalogue/framework for adjustment of teacher training, curricula and syllabi
- continue work on definition of entrepreneurship education
- define the links between entrepreneurship education and other approaches as well as differences

### **3. Components of the recommendation and guidelines policy**

#### **i) Possible Definitions of Entrepreneurship Education**

- Entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing students' ability to anticipate and respond to societal changes.
- Entrepreneurship education is education and training which allows students to develop and use their creativity, and to take initiatives, responsibility and risks.
- It should be called entrepreneurship education (not enterprise education) so that it does not sound as if it is focusing on business.
- There should be a wide definition of entrepreneurship education including social and economic issues (preparation for life and work) with entrepreneurial teaching in all subjects, activity and problem based learning in all subjects, practical skills training based on problem based learning. Various entrepreneurship education topics should include the above approaches and it should foster creativity.
- The definitions of entrepreneurship education in developed countries (creativity, innovation and thinking outside the box) and developing countries (a way to develop positive attitude towards entrepreneurship and self-employment) are different.

#### **ii) Possible aims of Entrepreneurship Education**

- to raise the level of awareness among key stakeholders of entrepreneurship and enterprise creation as a viable and realistic option for career development
- to tie entrepreneurship education to technical/vocational education
- to nurture and develop entrepreneurial characteristics in an individual and encourage that individual to become an entrepreneur while acknowledging that not all graduates of TEVET will become entrepreneurs
- to raise awareness that entrepreneurship education is not about reading books or writing essays
- to develop strategic plans for activities at different levels, targeting different players

- through above to influence decision makers to give more attention and higher priority to entrepreneurship education and to take initiatives according to the strategic plan
- to develop innovation in young people and to develop their skills to identify, create, initiate and successfully manage personal, community, business and work opportunities of which owning an enterprise is just one example
- to reach all young people not just those taking the vocational route
- to give young people the opportunity to develop skills
- to have varied models to suit each country, not a one-size-fits all approach
- to focus on the idea of creating an 'entrepreneurial culture' and not limit entrepreneurship education to the teaching of business skills and learning about setting up one's own small business
- to empower students with the competencies and skills necessary to prepare them to respond to their life needs including running their own business, so that they become productive citizens
- to allow students to demonstrate entrepreneurship through entrepreneurial practice as well as the study of entrepreneurship

### **iii) Issues for countries relating to teachers**

- Teaching methods need to be adapted to the local context
- Teacher motivation and qualifications
- Monitoring and assessment of entrepreneurship education activities
- Entrepreneurship education should not be about assessment

## **F. Next Steps**

- Formally establish International Working Group on entrepreneurship education through letters.
- Develop agenda and documents for the next meeting.
- Invite participants to the meeting.
- Convene first IWG Meeting September/October 2008.

**Special acknowledgements:** I wish to thank Fiona Young and Angela Jackson of Strathclyde University, Scotland, for putting together most of the report. I wish to thank also Dr. Teeluck Bhuwanee of UNESCO BREDa for outstanding work in facilitating the seminar.

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**This report will also be available on the UNESCO website.**