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Abstracts for Concurrent Sessions ................................................................................

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WELCOME MESSAGE

Fifteen years ago, Jacques Delors wrote that education has a fundamental role to play in personal and social development in the keystone report, The Treasure Within. That statement remains uncontested even today.

The world is still vulnerable to political, social, economical and environmental changes and fluctuations. The unpredictability and complexity of current events and conditions demand more innovative, bold strategies and approaches. This calls out for creative, outside-the-box thinking and for the courage to put cutting-edge ideas to work – characteristics embedded within the essence of entrepreneurship.

Embracing the view that learning should enable people to discover, unearth and enrich their creative potential, and thus to reveal the treasure within them, education is in itself an act of creativity, facilitating the individual to learn through any of their multiple intelligences. 21st century societies also demand workforces who are creative, flexible, adaptable and innovative. These traits and characteristics must, and can, be nurtured through education which has to keep pace with New World demands and conditions. Education has to adapt to changes in the nature of work and facilitate the development of useful and productive members of society.

However, the linkages between creativity and entrepreneurship in education need to be fully explored, understood and maximized. Consequently, appropriate educational policies, strategies, pedagogies and curricula must be developed and implemented. Examples of enterprising and successful stories from both the public and private sectors will be useful to illustrate the power of creativity and entrepreneurship, and in turn inspire future generations of innovative individuals who are knowledgeable and well informed, can think laterally and dare to take calculated risks, are resourceful, committed, and more importantly, responsible and productive citizens of society.

UNESCO, the Indonesian Ministry of Education and Culture, and the World Bank supported by the Basic Education Capacity Trust Fund, with the European Commission and the Royal Netherlands Government, are co-organizing the 15th UNESCO-APEID International Conference, Inspiring Education: Creativity and Entrepreneurship to facilitate discussions on these issues and to strengthen the relationships and linkages between creativity and entrepreneurship in education and the workplace.

We encourage you to reap as much benefit as possible from the knowledge and experiences of speakers and paper presenters, to learn how you too can nurture children, youth and adults to meet 21st century challenges with inspiration, passion and courage, and instil in them honourable ethics, morals and values.

We wish you a very productive, engaging and inspiring Conference.

Ainun Na’im
Secretary General
Ministry of Education and Culture, Republic of Indonesia

Mae Chu Chang
Head
Human Development Sector
World Bank Indonesia

Gwang-Jo Kim
Director
UNESCO Bangkok
Introduction to the Raja Roy Singh Lecture

Beginning in 1997, the first Keynote Address at each UNESCO-APEID International Conference on Education is designated as the “Raja Roy Singh Lecture”. This is in recognition of, and to honour, the enormous contribution Dr. Raja Roy Singh had made to assisting UNESCO Member States in the Asia-Pacific region improve their education systems, through working in partnership with UNESCO Bangkok to promote educational innovation for development.

Dr. Raja Roy Singh

Dr. Raja Roy Singh joined UNESCO in 1964 and served initially as the Regional Director of Education and later as the Assistant Director-General of UNESCO in the Asia and the Pacific. He was based in Bangkok for 20 years until his retirement in 1985. Dr. Singh was deeply involved in international co-operation for the promotion of education in the Asia and the Pacific region. He was instrumental in developing the UNESCO Bangkok office into an effective institution that helped to address and resolve educational issues and problems in Member States. In his work, he was a visionary, ushering in a new donor-recipient model that became the Asia-Pacific Programme of Educational Innovation for Development (APEID).

Prior to joining UNESCO, Dr. Singh gained extensive and varied experience in the education field in India, first as a State Director of Education, and subsequently as an Educational Adviser at the Federal Ministry of Education. After his retirement, Dr. Raja Roy Singh lived in Chicago where he maintained a keen interest in the role of education for the development and betterment of humanity. He passed away quietly on 3 November 2005 at the age of 87.
### Conference Programme

**Tuesday, 6 December 2011**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>07:30 – 09:30</td>
<td>Registration</td>
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<tr>
<td>09:30 – 10:15</td>
<td>Opening Ceremony</td>
<td>Golden Ballroom</td>
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<tr>
<td></td>
<td>Welcome Speeches</td>
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<td></td>
<td>• H. Arief Rachman, Executive Chair, Indonesian National Commission for UNESCO, Indonesia</td>
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<td>• Mae Chu Chang, Head, Human Development Sector, World Bank Indonesia</td>
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<td>• Hubert Gijzen, Director, UNESCO Jakarta, Indonesia</td>
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<td>• H.E. Mohammad Nuh, Minister of Education and Culture, Indonesia</td>
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<tr>
<td>10:15 – 10:45</td>
<td>Break</td>
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<tr>
<td>10:45 – 11:45</td>
<td>Introduction to Raja Roy Singh Lecture</td>
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<tr>
<td></td>
<td>Gwang Jo Kim, Director, UNESCO Bangkok, Thailand</td>
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<tr>
<td></td>
<td>Raja Roy Singh Lecture</td>
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<tr>
<td></td>
<td><em>Entrepreneurship Education and Globalization</em></td>
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<td></td>
<td>Fernando Reimers, Ford Foundation Professor of International Education and Director of Global Education and of International Education Policy, Harvard University, USA</td>
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<tr>
<td>11:45 – 12:00</td>
<td>Intel School Award Ceremony</td>
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<tr>
<td>12:00 – 13:30</td>
<td>Lunch</td>
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<tr>
<td></td>
<td>Chair: Ananto Kusuma Seta, Indonesia</td>
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<tr>
<td></td>
<td>• Building Creative Capacity through Arts Education</td>
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<td></td>
<td>Larry O'Farrell, Professor and Holder of the UNESCO Chair in Arts and Learning, Faculty of Education, Queen's University, Canada</td>
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<tr>
<td></td>
<td>• Promoting Creativity and Entrepreneurship in Higher Education: Context, Government Initiatives and Institutional Responses in the P.R. China</td>
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<td></td>
<td>Wang Libing, Professor of Education, Zhejiang University, China</td>
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<td></td>
<td>• Creativity, Social Entrepreneurship and Education</td>
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<td></td>
<td>Susan Allen and Susiawan, Yellow Coco Creative Arts Centre, Indonesia</td>
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<tr>
<td>15:00 – 15:30</td>
<td>Break</td>
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<tr>
<td>15:30 – 17:00</td>
<td>Concurrent Session 1</td>
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</tbody>
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#### Session Title and Room

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>1A</td>
<td>UNESCO Session 1: Inspiring Entrepreneurism through Education</td>
<td>Golden Ballroom</td>
</tr>
<tr>
<td>1B</td>
<td>Reflections on Creativity and Learning</td>
<td>ASEAN Room 2</td>
</tr>
<tr>
<td>1C</td>
<td>Entrepreneurship Education in Higher Education Institutions</td>
<td>ASEAN Room 4</td>
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<tr>
<td>1D</td>
<td>The Net Generation: Technology for Games and Businesses</td>
<td>ASEAN Room 6</td>
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<tr>
<td>1E</td>
<td>Professional Development to Enhance Creativity: Model, Lesson Plan and Tool</td>
<td>ASEAN Room 8</td>
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<tr>
<td>19:30 – 21:00</td>
<td>Welcome Reception/Dinner hosted by Ministry of Education and Culture</td>
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<tr>
<td>21:00</td>
<td>End of Day 1</td>
<td></td>
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</tbody>
</table>
### Wednesday, 7 December 2011

#### 09:00 – 10:30 Concurrent Session 2

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>2A</td>
<td>World Bank Session: Promoting Entrepreneurship in Indonesia</td>
<td>Golden Ballroom</td>
</tr>
<tr>
<td>2B</td>
<td>Multiple Approaches to Promote Creativity and Entrepreneurship</td>
<td>ASEAN Room 2</td>
</tr>
<tr>
<td>2C</td>
<td>Inspiring Mathematics for Creative and Critical Thinking</td>
<td>ASEAN Room 4</td>
</tr>
<tr>
<td>2D</td>
<td>Education for Sustainable Development: Enhancing 21st Century Social Responsibilities</td>
<td>ASEAN Room 6</td>
</tr>
<tr>
<td>2E</td>
<td>Regional Intel® Teach School Awards</td>
<td>ASEAN Room 8</td>
</tr>
</tbody>
</table>

#### 10:30 – 11:00 Break

#### 11:00 – 12:30 Plenary Session II: Innovative Strategies, Designs and Models for Creativity and Entrepreneurship **Golden Ballroom**

Chair: Molly Lee, UNESCO Bangkok, Thailand

- **Innovation in Teacher Education: For Teachers’ Initiative**  
  Ren Youqun, Vice President of East China Normal University, China
- **Building Successful Public-Private Partnerships to foster Innovation and Entrepreneurship**  
  Ananta Gondomono, Government Programme Manager, Intel Indonesia Corp
- **A Personal Creative Journey with Laskar Pelangi (The Rainbow Troops): Promoting Creative Industries through Film and Musical Theatre**  
  Mira Lesmana, Writer and Film Producer, Indonesia

#### 12:30 – 13:30 Lunch

#### 13:30 – 15:00 Concurrent Session 3

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>Shadow Puppetry as a Tool in Teaching and Learning</td>
<td>Golden Ballroom</td>
</tr>
<tr>
<td>3B</td>
<td>Frameworks, Models and Good Practices of Creative Entrepreneurship</td>
<td>ASEAN Room 2</td>
</tr>
<tr>
<td>3C</td>
<td>Balancing the Gender Equation for Entrepreneurship</td>
<td>ASEAN Room 4</td>
</tr>
<tr>
<td>3D</td>
<td>Nurturing Creativity through Drama and Theatre Pedagogy</td>
<td>ASEAN Room 6</td>
</tr>
<tr>
<td>3E</td>
<td>Promoting Creativity: From Theory to Implementation on Teachers’ Creativity within the Context of Education for Sustainable Development</td>
<td>ASEAN Room 8</td>
</tr>
</tbody>
</table>

#### 15:00 – 15:30 Break

#### 15:30 – 17:00 Plenary Session III: Enabling Creativity and Entrepreneurship **Golden Ballroom**

Chair: Gwang-Jo, Director, UNESCO Bangkok, Thailand

- **Entrepreneurship in Indonesia: The Importance of Educational Institutions**  
  Sandiaga Uno, Co-founder of Saratoga Capital, Indonesia
- **How Regional Autonomy Can Foster Creativity and Entrepreneurship**  
  Sofjan Wanandi, Indonesian Employers Association (APINDO), Indonesia
- **Entrepreneurship Ciputra Way: Entrepreneurship for the Nation**  
  Ciputra, Entrepreneur and Founder of Ciputra University, Indonesia

#### 18:00 – 20:00 Welcome Reception/Dinner hosted by World Bank

20:00 End of Day 2
### Thursday, 8 December 2011

**09:00 – 10:30**  
**Concurrent Session 4**

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>4A</td>
<td>UNESCO Session 2: Uncovering Creativity and Entrepreneurship in Education Policy</td>
<td>Golden Ballroom</td>
</tr>
<tr>
<td>4B</td>
<td>Advancing Creativity and Entrepreneurship Education in Secondary and Vocational High Schools</td>
<td>ASEAN Room 2</td>
</tr>
<tr>
<td>4C</td>
<td>Application of Creative and Entrepreneurial Education in Different Subject Areas</td>
<td>ASEAN Room 4</td>
</tr>
<tr>
<td>4D</td>
<td>Problem-based Learning: Cases from Malaysia and Indonesia</td>
<td>ASEAN Room 6</td>
</tr>
<tr>
<td>4E</td>
<td>Public-Private Partnerships for Arts and Entrepreneurship Education</td>
<td>ASEAN Room 8</td>
</tr>
</tbody>
</table>

**10:30 – 11:00**  
**Break**

**11:00 – 12:30**  
**Plenary Session IV: Education for Creativity and Entrepreneurship**  
Golden Ballroom

Chair: Johannes Lokollo, ILO Country Programme Advisor, Indonesia

- Creativity in the Classroom and the Entrepreneurial Spirit  
  Mae Chu Chang, Head, Human Development Sector, World Bank, Indonesia
- Education for Creativity and Entrepreneurship: Attitudes, Skills and Knowledge (ASK)  
  Kavil Ramachandran, Thomas Schmidheiny Chair Professor of Family Business and Wealth Management, Indian School of Business Hyderabad, India
- School is the Answer  
  Ponheary Ly, 2010 CNN Hero, Social Entrepreneur and Project Director, Cambodia

**12:30 – 13:30**  
**Lunch**

**13:30 – 15:00**  
**Concurrent Session 5**

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Room</th>
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<tbody>
<tr>
<td>5A</td>
<td>Enabling Environment and Factors for Creative Thinking and Learning</td>
<td>Golden Ballroom</td>
</tr>
<tr>
<td>5B</td>
<td>Devising Entrepreneur and Lifeskills Programmes for Disadvantaged and Rural Youth</td>
<td>ASEAN Room 2</td>
</tr>
<tr>
<td>5C</td>
<td>Measuring and Assessing Creativity and Progress towards Self-fulfilment</td>
<td>ASEAN Room 4</td>
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<tr>
<td>5D</td>
<td>Developing Business, Administration and Marketing Skills inUniversities</td>
<td>ASEAN Room 6</td>
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<tr>
<td>5E</td>
<td>Having Fun Learning In and Outside the Classrooms</td>
<td>ASEAN Room 8</td>
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</tbody>
</table>

**15:00 – 15:30**  
**Break**

**15:30 – 17:00**  
**Closing Session: Panel Discussion on Next Steps and Partnerships**  
Golden Ballroom

Facilitators:  
Gwang-Jo Kim, UNESCO Bangkok, Thailand  
Mae Chu Chang, World Bank, Indonesia

- Zuhal, Committee for National Innovation, Indonesia  
- Fernando Reimers, Harvard University, USA  
- Larry O'Farrell, Queen's University, Canada  
- Ponheary Ly, Social Entrepreneur, Cambodia  
- Timothy Marburn, TV news anchor and Sabang 16 founder, Indonesia  
- Paulina Pannen, Sampoerna School of Education, Indonesia

**Vote of Thanks and Closing Remarks**

- Molly Lee, Coordinator, APEID-UNESCO Bangkok, Thailand  
- Suryo Hapsoro Tri Utomo, Director, Research and Community Service, Ministry of Education and Culture, Indonesia

**End of Conference**

Collection of Certificates of Participation
PROGRAMME OF CONCURRENT SESSIONS

Day One: 6 December 2011
Concurrent Session 1: 15:30 – 17:00

1A: UNESCO Session 1: Inspiring Entrepreneurism through Education
Chair: Anwar Alsaid  Venue: Golden Ballroom

15:30 – 17:00  Panellists:
- Paulina Pannen, Sampoerna School of Education, Indonesia
- Marina Payen, The European Union Chamber of Commerce in Korea
- Philip Johnson, Education First, Asia

1B: Reflections on Creativity and Learning
Chair: Ren Youqun  Venue: ASEAN Room 2

15:30  1.B.1. Reflections on Korea’s Creative Education Policy
Heewoong Kim, Korean National Commission for UNESCO, Republic of Korea

16:00  1.B.2. Can Schools ‘Fit’ Creativity into Science Lessons?
Gareth Price, Sheffield Hallam University, United Kingdom

16:30  1.B.3. Student Teachers’ Perception of Creativity – Why Should This Matter and What Can Be Done About It?
Gita Lestarini Rachayu, Creative Education Indonesia Foundation, Indonesia

1C: Entrepreneurship Education in Higher Education Institutions
Chair: Jonghwi Park  Venue: ASEAN Room 4

15:30  1.C.1. Student Entrepreneurship Programme at Indonesian Higher Education Institutions
Agung Purwadi, Centre for Educational Policy Research, Indonesia

16:00  1.C.2. Ciputra’s Way in Shaping Entrepreneurship Spirit in Indonesia: Best Practice of Entrepreneurship Education Programme in Universitas Ciputra Surabaya
Ianinta Sembiring, Ivan Abraham Sandjaja and Tony Antonio, Universitas Ciputra, Indonesia

16:30  1.C.3. An Implementation Framework for Enabling Creativity and Entrepreneurship in Higher Education Institutions in China
Ping Xu, UNESCO Bangkok, Thailand
1D: The Net Generation: Technology for Games and Businesses  
**Chair:** Muhammad Zuhdi  
**Venue:** ASEAN Room 6

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<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Speakers</th>
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<tbody>
<tr>
<td>16:00</td>
<td>1.D.2.</td>
<td>The Serious Business of Play: How Gaming can Unlock Creativity and Foster Entrepreneurship</td>
<td>Jim Playfoot and Ross Hall, White Loop Limited, United Kingdom</td>
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<tr>
<td>16:30</td>
<td>1.D.3.</td>
<td>Games-based Learning to Enhance Entrepreneurship and Creativity in Elementary Schools</td>
<td>Siripen Iamurai, King Mongkut's University of Technology Thonburi, Thailand</td>
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</tbody>
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1E: Professional Development to Enhance Creativity: Model, Lesson Plan and Tool Development  
**Chair:** Janti Gunawan  
**Venue:** ASEAN Room 8

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<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Speakers</th>
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</table>
| 15:30 | 1.E.1.  | Developing Creativity in Science Classrooms through a Capacity Building Model of Continuing Professional Development | Mark Windale, The Centre for Science Education, Sheffield Hallam University, United Kingdom  
Kanjana Chookravong, Science Education Centre, Srinakharinwirot University, Thailand  
Nason Phonphok, Science Education Centre, Srinakharinwirot University, Thailand |
| 16:00 | 1.E.2.  | Creative Ability and the Ability to Design Lesson Plans that Teach Creative Thinking | Dina Riyanti and Savitri Putri Natasukma, Creative Education Indonesia Foundation, Indonesia |
| 16:30 | 1.E.3.  | Strengthening Creative, Innovative and Integrative Systemic Thinking of Young Social Entrepreneurs in Indonesia through the AtKisson ISIS Accelerator Tools and Methods | Robert Steele, Sustainability Asia/AtKisson Group, Thailand  
Maria Nindita Radyati, Trisakti University, Indonesia |
Day Two: 7 December 2011  
Concurrent Session 2: 09:00 – 10:30

**2A: World Bank Session: Promoting Entrepreneurship in Indonesia**  
**Chair:** Pariaman Sinaga  
**Venue:** Golden Ballroom

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>09:00</td>
<td>2.A.1. Promoting Entrepreneurship for the Youth</td>
<td>Rathoyo Rasdan, Ministry of Youth and Sports, Indonesia</td>
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<tr>
<td>09:30</td>
<td>2.A.2. Laying Down the Pathway: Indonesia’s Strategy to Promote Creative</td>
<td>Rahma Iryanti, Manpower and Employment Opportunities Development, National</td>
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<tr>
<td>10:00</td>
<td>2.A.3. Strategies to Promote Entrepreneurship</td>
<td>Euis Saedah, Small and Medium Enterprises (SME), Ministry of Industry, Indonesia</td>
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</tbody>
</table>

**2B: Multiple Approaches to Promote Creativity and Entrepreneurship**  
**Chair:** Wang Libing  
**Venue:** ASEAN Room 2

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<th>Time</th>
<th>Session Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>09:00</td>
<td>2.B.1. Reviewing the BDS Debate from Multidisciplinary Insights: A Proposed</td>
<td>Vik Naidoo, Swinburne University of Technology, Australia</td>
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<td>Framework for Supporting Entrepreneurial Creativity</td>
<td>Mark Kelly, Australian Federal Government, Australia</td>
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<td>Janti Gunawan, Sepuluh Nopember Institute of Technology, Indonesia</td>
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<tr>
<td>09:30</td>
<td>2.B.2. Promoting Entrepreneurship Research and Education about Business Angels</td>
<td>Janti Gunawan, William Scheela, Naning Arianti Wessiani and Maulida Luthfiyah,</td>
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<tr>
<td></td>
<td>in Indonesia</td>
<td>Sepuluh Nopember Institute of Technology, Indonesia</td>
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<tr>
<td>10:00</td>
<td>2.B.3. Fostering Children’s Entrepreneurial Attitude Orientation: the Role of</td>
<td>Hetty Karunia Tunjungsari, Universitas Tarumanagara, Indonesia</td>
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<td></td>
<td>Upbringing Patterns and Creative Teaching Methods in Elementary Schools</td>
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**2C: Inspiring Mathematics for Creative and Critical Thinking**  
**Chair:** Mark Windale  
**Venue:** ASEAN Room 4

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<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>09:00</td>
<td>2.C.1. Exploring Idea Generation in a Problem-solving Class</td>
<td>Alleli Domingo, University of the Philippines Los Banos, Philippines</td>
</tr>
<tr>
<td>09:30</td>
<td>2.C.2. Inspiring Mathematics Learning: The Design of 21st Century Mathematics</td>
<td>Kevin Walker, Universiti Brunei Darussalam, Brunei Darussalam</td>
</tr>
<tr>
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<td>Lessons</td>
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<tr>
<td>10:00</td>
<td>2.C.3. Developing a Math Curriculum that Cultivates Creativity</td>
<td>Fong Ho Kheong, SEAMEO RECSAM, Malaysia</td>
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</tbody>
</table>
### 2D: Education for Sustainable Development: Enhancing 21st Century Social Responsibilities

**Chair:** Mee Young Choi  
**Venue:** ASEAN Room 6

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>09:00</td>
<td>2.D.1. A Voice from the Field: Teaching Experience with Mangroves in the Wakatobi Islands</td>
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<td><em>Usri Masidi, SMP Negeri 2 Tomia-Wakatobi, Indonesia</em></td>
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<tr>
<td>09:30</td>
<td>2.D.2. Educational Approaches for Promoting Innovation in Japanese ESD/UNESCO schools</td>
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<td><em>Tomonori Ichinose, Miyagi University of Education, Japan</em></td>
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<tr>
<td>10:00</td>
<td>2.D.3. From Trash to Treasure: Designing Upcycling Systems</td>
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<td><em>Sydney Pun, Hong Kong Institute of Education, Hong Kong</em></td>
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### 2E: Regional Intel® Teach School Awards

**Chair:** Anjali Mallya  
**Venue:** ASEAN Room 8

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>09:00</td>
<td>The Regional Intel® Teach School Awards seek to recognize the accomplishments of schools</td>
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<tr>
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<td>which have demonstrated excellence in Technology Integration, Creativity and Innovation.</td>
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<tr>
<td>10:30</td>
<td>These awards are presented in partnership between Intel Corporation and UNESCO Bangkok.</td>
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<td>The awards aim to recognize the impact of ICT in transforming education and will be given</td>
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<tr>
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<td>to schools that have demonstrated the role that technology and innovative methodologies</td>
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<td>play in support of enhancing the teaching and learning experiences.</td>
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<td>Four schools winning the First and Second Prizes in two categories, Emerging Market and</td>
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<td>Mature Market, will share their presentations in this session.</td>
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</tbody>
</table>
**Day Two: 7 December 2011**  
**Concurrent Session 3: 13:30 – 15:00**

### 3A: Shadow Puppetry as a Tool in Teaching and Learning  
**Facilitators:** Susiawan and Susan Allen  
**Venue:** Golden Ballroom

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<tr>
<td>13:30</td>
<td>In this session, participants will witness a performance and discuss how shadow puppetry has been used traditionally, in the context of a multi-cultural environment such as Toronto, Canada, and in the context of education in Bali, Indonesia, as a tool for creative exploration and expression.</td>
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### 3B: Frameworks, Models and Good Practices of Creative Entrepreneurship  
**Chair:** Gareth Price  
**Venue:** ASEAN Room 2

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<th>Time</th>
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| 13:30      | 3.B.1. Framework/s to Improve Entrepreneurial Potential of Developing Countries  
* Siddhartha Shankar Saxena and Saritha Sudharmma Vishwanathan, Indian Institute of Management, Ahmedabad, India  |
| 14:00      | 3.B.2. Design and Evaluation of Entrepreneurial Design Thinking Module towards Business Idea Generation among Polytechnic Students  
* Shamsuri Abdullah and Nor Aishah Buang, National University of Malaysia, Malaysia  |
| 14:30      | 3.B.3. Good Practices and Lessons Learned from ILO’s Entrepreneurship Models and Activities  
* Tendy Gunawan and Nicki Ferland, International Labour Organizations, Indonesia  |

### 3C: Balancing the Gender Equation for Entrepreneurship  
**Chair:** Sheila Town  
**Venue:** ASEAN Room 4

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| 13:30      | 3.C.1. Women Entrepreneurship  
* Shinta Widjaja Kadmni, Sintesa Group/Global Entrepreneurship Program Indonesia, Indonesia  |
| 14:00      | 3.C.2. Building Capacity to Ignite the Entrepreneurial Spirit: The Story of Four Entrepreneurial Women  
* Della Alamsyah, Dina Riyanti and Savitri Puti Natasukma, Creative Education Indonesia Foundation, Indonesia  |
| 14:30      | 3.C.3. Socio-cultural Factors Affecting Boys’ Participation in Entrepreneurship Programmes in Sub-Saharan Africa: The Case of Awka, Southeast Nigeria  
* Willie Emeka Obiozor and O.T. Ibeneme, Nnamdi Azikiwe University, Nigeria  |
### 3D: Nurturing Creativity through Drama and Theatre Pedagogy

**Chair:** Lenaur Abbot  
**Room:** ASEAN Room 6

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| 13:30 | 3.D.1. Educating Young Children to be World Citizens through Narrative Stories  
*Maila Dinia Husni Rahiem, State Islamic University, Indonesia* |
*Muhammad Zuhdi, Jalan Sesama, Indonesia* |
*Anjali Capila, Lady Irwin College, University of Delhi, India*  
*Pragati Bhalla, Jamia Millia Islamia (Central University), India*  
*Aparna Khanna, Lady Irwin College, University of Delhi, India* |

### 3E: Promoting Creativity: From Theory to Implementation on Teachers’ Creativity within the Context of Education for Sustainable Development

**Chair:** Paulina Pannen  
**Venue:** ASEAN Room 8

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*Fumihiko Shinohara, Tokyo Gakugei University, Japan* |
| 14:00 | 3.E.2. Introducing ESD to Education Community through the Development of the Mangrove Education e-Guideline: Issues and Challenges  
*Stien Matakupan, Sampoerna School of Education, Indonesia* |
*Agus Sujariyadi, Environmental Division-Probolinggo Municipality, Indonesia* |
# Day Three: 8 December 2011

## Concurrent Session 4: 09:00 – 10:30

### 4A: UNESCO Session 2: Uncovering Creativity and Entrepreneurship in Education

**Policy**  
**Chair:** Anwar Alsaid  
**Venue:** Golden Ballroom

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<tr>
<td>09:00 –</td>
<td>Panellists:</td>
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<tr>
<td>10:30</td>
<td>- Joko Sutrisno, Ministry of Education and Culture, Indonesia</td>
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<td></td>
<td>- Seungbo Kim, Korea Research Institute for Vocational Education and Training, Korea</td>
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<td>- Ronald Stones OBE, Richard Chandler Corporation, Singapore</td>
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<td>- Christian Timothy Wijaya, Sampoerna Academy, Indonesia</td>
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### 4B: Advancing Creativity and Entrepreneurship Education in Secondary and Vocational High Schools

**Chair:** Rino A. Sa'danoer  
**Venue:** ASEAN Room 2

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| 09:00     | 4.B.1. A Focus on Value Creation in Developing Entrepreneurship Curriculum for Lower Secondary Education in Brunei Darussalam  
Halimahtun Pehin Sulaiman, Curriculum Development Department, Ministry of Education, Brunei Darussalam |
| 09:30     | 4.B.2. Architecture of Creativity and Entrepreneurship: A Participatory Design Programme to Develop School Entrepreneurship Centre in Vocational High School  
Yandi Andri Yatmo and Paramita Atmodiwirjo, Universitas Indonesia, Indonesia |
| 10:00     | 4.B.3. Capacity Building for Advancing Creativity and Entrepreneurship: Teen Entrepreneurship Competition in Hong Kong  
Christina Yu, Hong Kong Institute of Education, Hong Kong |

### 4C: Application of Creative and Entrepreneurial Education in Different Subjects

**Chair:** Fumihiko Shinohara  
**Venue:** ASEAN Room 4

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| 09:00     | 4.C.1. Developing Programmes and Curricula to Enhance Entrepreneurial Skills and Creativity in Hospitality and Tourism Education in Indonesia  
Hera Oktadiana, BINUS International – Binus University, Indonesia |
| 09:30     | 4.C.2. Innovative Agriculture Training Programme for Freshmen at Obihiro University of Agriculture and Veterinary Medicine  
Marshall Smith, Obihiro University of Agriculture and Veterinary Medicine, Japan |
| 10:00     | 4.C.3. Entrepreneurship Education to Recover from Disasters  
Ryoju Hamada, Tohoku University, Japan |
### 4D: Problem-based Learning: Cases from Malaysia and Indonesia

**Chair:** Jonghwi Park  
**Venue:** ASEAN Room 6

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<tbody>
<tr>
<td>09:00</td>
<td>4.D.1.</td>
<td>Problem-based Learning the 4 Core Areas (PBL4C): Identifying and Redefining Values for Nurturing Creativity in Building a New Nation in Southeast Asia</td>
<td>Teoh Boon Tat, Warabhorn Preechaporn, Leong Chee Kin and Fong Ho Kheong, SEAMEO RECSAM, Malaysia</td>
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<tr>
<td>09:30</td>
<td>4.D.2.</td>
<td>Problem-based Learning the 4 Core Areas (PBL4C): Preparing Children for the Future</td>
<td>Warabhorn Preechaporn, Teoh Boon Tat, Leong Chee Kin and Fong Ho Kheong, SEAMEO RECSAM, Malaysia</td>
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<tr>
<td>10:00</td>
<td>4.D.3.</td>
<td>Creative Problem Solving – An Application by Children for a Real-life Problem</td>
<td>Ka Yee Man, Creative Education Indonesia Foundation, Indonesia</td>
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### 4E: Public-Private Partnerships for Arts and Entrepreneurship Education

**Chair:** Robert Steele  
**Venue:** ASEAN Room 8

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<tr>
<td>09:00</td>
<td>4.E.1.</td>
<td>Creating Positive Social Relationships through Public-Private Sector Partnership</td>
<td>Yisung Kim, Yonsei University, Republic of Korea</td>
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<tr>
<td>09:30</td>
<td>4.E.2.</td>
<td>Creative Community Arts and Entrepreneurship: A Case Study from Hong Kong</td>
<td>Samuel Leong, Josephine Do and Hilary Louise Du Cros, Hong Kong Institute of Education, Hong Kong</td>
</tr>
<tr>
<td>10:00</td>
<td>4.E.3.</td>
<td>Private Sector Involvement in Entrepreneurship Education in Indonesia</td>
<td>Ghani Kunto, Indonesia</td>
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### Day Three: 8 December 2011
Concurrent Sessions 5: 13:30 – 15:00

#### 5A: Enabling Environment and Factors for Creative Thinking and Learning
**Chair:** Taufik Hanafi  
**Venue:** Golden Ballroom

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| 13:30 | 5.A.1. Developing Innovative and Creative Thinking: An Ecological Approach  
*Glenda Crosling and Mahendhiran Nair, Monash University Sunway Campus, Malaysia* |
| 14:00 | 5.A.2. Fostering Creative Problem Solving in Pre-Service Teacher Education: A Case of Humanistic Study Project  
*Nisa Felicia and Hatim Gazali, Sampoerna School of Education, Indonesia* |
*Paramita Atmodiwirjo, Universitas Indonesia, Indonesia  
Edy Tri Baskoro, Board for National Standards in Education, Indonesia* |

#### 5B: Devising Entrepreneur and Lifeskills Programmes for Disadvantaged and Rural Youth
**Chair:** Marshall Smith  
**Venue:** ASEAN Room 2

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| 13:30 | 5.B.1. Youth Economic Empowerment Programme  
*Sumarna Fathulbari Abduralihan, Plan-Indonesia, Indonesia* |
| 14:00 | 5.B.2. YCAB Foundation’s Social Investment: An Approach to Advancing Indonesian Education through Socio-economic Empowerment  
*Veronica Colondam, Yayasan Cinta Anak Bangsa, Indonesia* |
| 14:30 | 5.B.3. Nurturing Creativity and Entrepreneurship Skills of Youth Using the Process of Developing a Life Skills based Game for Rural Teen Clubs in India  
*Aparna Khanna, Lady Irwin College, University of Delhi, India  
Anjali Capila, Lady Irwin College, University of Delhi, India  
Pragati Bhalla, Jamia Millia Islamia (Central University), India* |

#### 5C: Measuring and Assessing Creativity and Progress towards Self-fulfilment
**Chair:** Ka Yee Man  
**Venue:** ASEAN Room 4

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| 13:30 | 5.C.1. Development of a Scoring Rubric to Assess the Creativity of Student-Designed Product  
*Maimunah Husien, Institut Aminuddin Baki, Malaysia* |
| 14:00 | 5.C.2. Using Abbreviated Torrance Test for Adults (ATTA) to Measure Creativity Training Effectiveness: The Indonesian Context  
*Trimadona Wiratrisna, Creative Education Indonesia Foundation, Indonesia* |
| 14:30 | 5.C.3. Innovative Entrepreneurial Education for International Hospitality and Tourism Business: Case Study of IHTB Culture Festival 2011 |
## 5D: Developing Business, Administration and Marketing Skills in Universities

**Chair:** Ivan Sandjaja  
**Venue:** ASEAN Room 6

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<tr>
<td>13:30</td>
<td>5.D.1.</td>
<td>The Development of a Breakthrough MBA Programme in Creative and Cultural Entrepreneurship at Bandung Institute of Technology</td>
<td>Dwi Larso, Bandung Institute of Technology, Indonesia</td>
</tr>
<tr>
<td>14:00</td>
<td>5.D.2.</td>
<td>Entrepreneurial Education in the MBA Programme of Wuhan University of Technology: A Case Analysis</td>
<td>Argelia Pahuamba, Wuhan University of Technology, China</td>
</tr>
<tr>
<td>14:30</td>
<td>5.D.3.</td>
<td>An Innovative International Collaborative Project for Developing Soft Skills and Entrepreneurial Skills</td>
<td>Syaharom Abdullah, Universiti Malaysia Perlis, Malaysia</td>
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## 5E: Having Fun Learning In and Outside the Classrooms

**Chair:** Samuel Leong  
**Venue:** ASEAN Room 8

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<tr>
<td>13:30</td>
<td>5.E.1.</td>
<td>Enriching Children’s Experience with Art Education Workshop Design</td>
<td>Marcos Sadao Maekawa, Chihiro Sato and Keiko Okawa, Keio University Graduate School of Media Design, Japan</td>
</tr>
<tr>
<td>14:00</td>
<td>5.E.2.</td>
<td>Theater in the Classroom, Classroom in the Theater: Creative Instructional Practices and Principles</td>
<td>Lenaur Abbot, Southwill Learning Center, Philippines</td>
</tr>
<tr>
<td>14:30</td>
<td>5.E.3.</td>
<td>Removing the Walls and Textbook from the Classroom: A Case Study of Creative Entrepreneurship Class of Multinational Students in South Korea</td>
<td>Zen Parry and Craig Baird, SolBridge International School of Business, Republic of Korea</td>
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ABSTRACTS FOR PLENARY SESSIONS

Tuesday, 6 December 2011
Rajah Roy Singh Lecture
Golden Ballroom
11:00 – 12:00

Entrepreneurship Education and Globalization
Fernando Reimers, Ford Foundation Professor of International Education and Director of Global Education and of International Education Policy, Harvard University, USA

This lecture will examine the major global trends which have changed the context for education in most societies around the world. It will focus on the development of entrepreneurship education as an emerging response to increase the relevance of education. The lecture will discuss lessons learned in the practice of entrepreneurship education, and their implications for policy and programming, and will illustrate several principles emerging from those lessons in the context of an innovative curriculum designed to develop global competency through entrepreneurship education.

Tuesday, 6 December 2011
Plenary Session I: Concepts and Context of Creativity and Entrepreneurship in the 21st Century
Golden Ballroom
13:30 – 15:00

Building Creative Capacity through Arts Education
Larry O’Farrell, Professor of Drama and Arts Education and Holder of the UNESCO Chair in Arts and Learning at Queen’s University, Canada

Leaders of industry, government and social-cultural organizations such as UNESCO have expressed a need for creative problem-solvers in all sectors of the economy as a means of enhancing productivity and entrepreneurship as well as dealing with major social and cultural challenges. Consequently, our education systems are being called upon, with an increasing sense of urgency, to build creative capacity in the current generation of students. Critics of education have pointed out that, as currently configured, most education systems are poorly equipped to meet this demand. In many parts of the world, rote learning continues to be the only pedagogical method used and, in more developed countries the acquisition of received knowledge is given priority over creative experimentation through the restraining effect of standardized testing. In this context, educationalists have begun to show an interest in arts education as a venue where teaching for creative achievement is regularly practiced. While the ultimate goal is to foster creativity in all school subjects, notably in subjects associated with economic development and entrepreneurship such as science and technology, the arts are commonly associated with creativity in ways that other subjects typically are not. The arts tend to valorise creative production and offer specific methods of teaching and learning through which creativity can be fostered. Perhaps more importantly, like artists, students of the arts appear to have acquired a personalized understanding of what creativity is and how to maintain a creative attitude in other aspects of their lives. This presentation will focus on the expectations that have been placed on arts education as a source of creative achievement, on evidence that high quality teaching and learning in the arts can, indeed, meet
these expectations, and on the potential of arts education to serve as a model for capacity building in creativity.

Promoting Creativity and Entrepreneurship in Higher Education: Context, Government Initiatives and Institutional Responses in the P.R. China

Wang Libing, Professor of Education, Zhejiang University, P.R. China

Despite early advocacies from UNESCO and other institutions from developed countries, the idea of creativity and entrepreneurship education did not enter the public domain in China until the late 1990s when the country started to expand its higher education system in 1998.

This paper starts with a brief review of the main factors that have shaped the policy formation of creativity and entrepreneurship education in China since late 1990s. It is argued that the expansion of Chinese higher education system in the last decade, which has resulted in the system to be transformed from an elite system to a system of mass higher education, is one the major factors behind the quest for the introduction of creativity and entrepreneurship education in higher education institutions. The traditional academic-oriented education was gradually replaced by an employment-oriented higher professional or even vocational education. Another important factor is the structural unemployment of university graduates caused by the expansion of higher education. The promotion of creativity and entrepreneurship in higher education can serve to increase the employability of university graduates and their adaptability to the changing economy. Moreover, as the country is determined to turn its economy into a more knowledge-intensive and innovation-driven economy, university graduates with creativity and entrepreneurship skills can help in job creation, technological innovation, as well as the upgrading of traditional labour-intensive economy.

In the second part of this paper, government initiatives and policies on entrepreneurship education in higher education are discussed. Special attention is given to the latest national policy framework introduced in 2010 by the Chinese Ministry of Education. Firstly, it is required by the national framework that creativity and entrepreneurship education should be integrated into different aspects of institutional reforms within higher education institutions, including redefinition of the missions of higher education institutions, reforms of teaching modalities and curriculum systems, capacity building of teaching staff, promotion of creativity and entrepreneurship through different kinds of extracurricular activities, establishment of relevant monitoring mechanism, collection of best practices for information and experience sharing. Secondly, in order to provide supportive platforms for the students to engage in entrepreneurial activities, central and local partnerships in the establishment of entrepreneurship education bases are encouraged, with existing university science parks and incubation centres playing important roles. Thirdly, provincial education authorities are required to provide more favourable policies for university graduates to create their own business plans and start new ventures.

In the third part of this paper, more focus is put on the institutional responses based on experiences received from the pilot colleges and universities. Innovative strategies, designs, and models for creativity and entrepreneurship education are highlighted. It is noticed that there has been growing awareness among university leaders that the promotion of creativity and entrepreneurship should become one of the main concerns if they want to realize their institutional missions in an increasingly knowledge-based, innovation-driven economy. Some models of creative and entrepreneurship education that have emerged from pilot colleges and universities are identified in areas of institutional orientations, curriculum development, extracurricular activities, capacity building of teaching staff, resource mobilization, and the linkages with local commerce and industry.
This paper concludes with some discussions on the problems and future directions of creativity and entrepreneurship education in Chinese higher education institutions.

**Creativity, Social Entrepreneurship and Education**  
*Susan Allen and Susiawan, Yellow Coco Creative Arts Centre, Indonesia*

Yellow Coco Creative Nest is a new initiative of two artist educators – Susiawan from Java, Indonesia, and Susan Allen from Toronto, Canada – in the village of Nyuh Kuning, Bali, Indonesia. Set up as a community-based arts space, Yellow Coco is designed to use the arts as a tool in bridging the expat community with the local community through arts-based programmes.

This model emerged after years of experience working in the arts in schools and in communities in Canada and Indonesia. The artist educators have worked with many different children in many different settings. The main issues in the children’s lives are not just about the arts per se, but about living on the streets, living in a multi-cultural urban settings, or living as an expat in a foreign land. In all of these settings, the arts are used as a tool to express, share, collaborate and solve problem. In all cases, the mediums used took sustainable living into consideration with the use of natural colours and dyes, and recycled or re-used materials.

The two presenters will share their experiences in these diverse settings with a focus on sustainable arts practices, supporting creative ventures, arts as a tool in problem-solving and bridging diverse communities.

**Wednesday, 7 December 2011**  
**Plenary Session II: Innovative Strategies, Designs and Models for Creativity and Entrepreneurship**  
**Golden Ballroom**  
**11:00 – 12:30**

**Innovation in Teacher Education: For Teachers’ Initiative**  
*Ren Youqun, Vice President of East China Normal University, China*

The new vision of education in China is characterized by fast-food learning style of liberal education, a new generation of student group with strong personalities and a new reading pattern from book reading to screen reading. The new educational context calls for a paradigm shift in teacher education. Preparing innovative teachers for the changing world requires a new learning ecology teacher development.

Teacher education programmes in East China Normal University focus on removing barriers between theory and practice by constructing an integrated system with its orientation on practicality, involving classroom observation, research-based learning, and experience-based teaching internship. In addition, ECNU has built a network-based data bank for China’s Teacher Education Research and has conducted neuroscience studies on Mind, Brain and Education for qualified learning and teaching.

**Building Successful Public-Private Partnerships to foster Innovation and Entrepreneurship**  
*Ananta Gondomono, Government Programme Manager, Intel Indonesia Corp, Indonesia*
The importance and positive contribution of an entrepreneurial culture in economic and social development cannot be overstated. Entrepreneurs create and bring to life new technologies, products, services and create new markets and jobs along the way.

To drive the economy and help alleviate poverty, countries need to aggressively harness the power of innovation and innovation-led, inclusive growth to achieve economic and social transformation. This means governments at various levels face the daunting task of providing efficient and reliable infrastructure facilities and employment opportunities to improve the quality of life, connectivity, utilities and access to basic and civic amenities for all its citizens.

Considering these various factors, governments and urban local bodies cannot shoulder the responsibilities alone, and the role of the private sector becomes crucial. The need of the hour is to focus attention to get measurable forms of success in the short term, while relentlessly moving forward towards the long term. One way to achieve this and that really works for a region as large and diverse as ours is through Public-Private Partnerships (PPP). PPP models are still at a nascent stage in the region and understanding the underlying incentives for the public and private sectors is essential to reach a win-win situation for all involved and make PPP models work better.

Intel believes technology is the key to global competitiveness in today's world and has partnered with academia, governments, start-up companies, NGOs and funding agencies to invigorate the start-up ecosystem in the region. We will present a couple of successful interventions in this paper.

A Personal Creative Journey with *Laskar Pelangi* *(The Rainbow Troops)*: Promoting Creative Industries through Film and Musical Theatre

*Mira Lesmana, Writer and Film Producer, Indonesia*

*Laskar Pelangi*, or *The Rainbow Troop*, was originally a novel written by Andrea Hirata (2006), based loosely on the story of the author’s own childhood growing up in Belitung, an island south of Sumatra. The story was adapted into a movie (2008), and later a stage musical (2010-2011), both of which attained phenomenal successes in Indonesia and received international recognition. *Laskar Pelangi* was Indonesia’s highest selling movie and had its world premier at the prestigious Berlin International Festival in 2009. The musical created a huge buzz all over the country, and was recently performed before an international audience at the Malay Arts Festival in Singapore. This success has significantly increased the popularity of the Belitung Island, promoted its tourism, and boosted the creative energy of its people to turn the once quiet and underdeveloped island into a vibrant destination.

This presentation will highlight the journey and creative process of *Laskar Pelangi* and how it has successfully not only rediscovered the potential of the island, but also gave birth to a new pack of young creative talents. The presentation will also provide some insight of how this creative energy was able to overcome the lack of support and established infrastructure in Indonesia. By the same token, it will also look into the ironic possibility of how constraints might actually trigger more creativity. Finally, it will explore the possible channels through which *Laskar Pelangi* drove creativity, including by providing the opportunity for the people of Belitung and those working in Indonesia’s creative industry, as well as by introducing creative role models, personified by the author and the characters in the story itself.

Wednesday, 7 December 2011
Entrepreneurship in Indonesia: The Importance of Educational Institutions
Sandiaga Uno, Co-founder of Saratoga Capital, Indonesia

When we talk about entrepreneurship in Indonesia, the role or the importance of education institutions has often been ignored and set aside. It is often said that to become a successful entrepreneur, young people do not need to go to college. Some entrepreneurship mentors even suggest that going to college is a waste of time. They encourage college or university students to quit their school and start to build their own business immediately. This is not the suitable path for the Innovation Driven Economy countries (countries that have GDP more than USD 17,000 per capita). Innovation Driven Economy countries rely heavily on university graduates and their knowledge-based economy to drive their economic growth.

The Global Entrepreneurship Monitor (GEM) reveals that higher number of entrepreneurs does not actually lead to a higher GDP per capita. From the innovation driven economy, we have also learned that shaping the mindset and attitudes may be more critical because entrepreneurs are more likely to enter this role by choice. Indonesia has around 50 million of micro entrepreneurs, but our GDP is only USD 3,200.

Entrepreneurship does not impact an economy simply through numbers of entrepreneurs alone. It is important to consider quality like growth, innovation and infrastructure. Indonesia was categorized by the World Economic Forum as one of the Efficiency Driven Economy Countries. One of the success indicators of an Efficiency Driven Economy is higher education and training. Indonesia must upgrade its education system and training to produce knowledge based on innovation and creativity that will eventually spark the entrepreneurial spirit by choice not by necessity.

How Regional Autonomy Can Foster Creativity and Entrepreneurship
Sofyan Wanandi, Indonesian Employers Association (APINDO) Indonesia

Knowledge accumulation from five decades of Ciputra Group development experience strongly suggests that creativity, innovation and entrepreneurship are important keys to transform dirt and scrap to gold. It is the essence of entrepreneurship the Ciputra way, a spirit that can be applied into government, academics, business and society. Creativity is believed to be inherent in every born child, however, it is not nurtured well at home and school. It is therefore education that cherishes, trains and celebrates creativity must be encouraged for the sake of the future of Indonesia. Innovating and entrepreneurial process must come after creativity. All of these processes must be systematically done as early as possible. Greater impact for the implementation of entrepreneurship can be created only when necessary support from the government with its political will, wide welcome from the society and well trained teachers are received.
Creativity in the Classroom and the Entrepreneurial Spirit
Mae Chu Chang, Head, Human Development Sector, World Bank, Indonesia

The presentation will aim to improve the audiences’ understanding of teaching practices and effectiveness in Indonesia’s classrooms by looking at the results from the Video Study (2007). It will explore the role of creativity in improving the teaching and learning experience, and how this links to cultivating innovation and the entrepreneurial spirit in students.

Teachers play a key role in improving student outcomes, and since 2005 Indonesia has undertaken a major teacher reform effort. A cornerstone policy of the reform is the requirement that all teachers have a four-year degree and become certified by 2015. However, little empirical evidence exists in Indonesia to guide professional development.

The Indonesia TIMSS Video Study of 8th Grade Mathematics conducted jointly by the Ministry of National Education in Indonesia and the World Bank provides an in-depth analysis of teaching practices leading to insights that can be applied to Indonesia’s teacher reform effort.

It is said that a picture is worth a thousand words; similarly, a video study is able to go beyond traditional surveys or observational techniques to capture a rich set of both quantitative and qualitative information to better inform national and local-level policy making. Findings from the 2007 study have not only provided insights into teacher development needs and implications for certification, but also clarify links between teaching techniques and student achievement.

The study focused on key dimensions that frame mathematics classroom practices: structure of lessons, content of lessons, actions of participants, instructional practices and classroom climate and resources. The cross-country comparison highlighted similarities and key differences between Indonesia’s classrooms and those of seven other countries.

Education for Creativity and Entrepreneurship: Attitudes, Skills and Knowledge (ASK)
Kavil Ramachandran, Thomas Schmidheiny Chair Professor of Family Business and Wealth Management, Indian School of Business Hyderabad, India

Entrepreneurship training has evolved over a long period of time, always learning on the way, to cater to the specific requirements of each target group. This includes students. There is a high level of acceptance of the relevance on training on entrepreneurship, as we have moved beyond the traditional assumption that entrepreneurs are born. Also, entrepreneurship is not limited to only commercial business. Its scope covers a variety of disciplines including social development. The basic objective in all such efforts is the preparation of a person to pursue an entrepreneurial journey. This could range from certain aspects of attitudes, skills and knowledge (ASK) to a complete transformation through the synthesized interaction of each element of ASK over a period of time. Programmes that are of the transformationalistic type have also been practiced with variation to suit the specific requirements of the target group for greater effectiveness. For instance, programmes for students at the school or junior college level may have greater emphasis on the creative and fun element of entrepreneurship. However, the extent of rigour and emphasis on enterprise competiveness will be greater at senior college level as the assumption is immediate implementability in such cases. Given that the contents of entrepreneurship have to be tuned to suit
the target audience, there has to be changes in the contents and pedagogy according to the stage on
the firm lifecycle they are in.

School is the Answer
Ponheary Ly, 2010 CNN Hero, Social Entrepreneur and Project Director, Cambodia

This presentation offers an insight into the life of a child who lived through war and genocide. Despite the hardships faced, the child grew up believing in the power of education to provide a better future, not only for herself, but for thousands of children in Cambodia through her social entrepreneur spirit and the generous donations and help from volunteers.

For her, school is the answer to all problems and questions about life.

Thursday, 8 December 2011
Closing Session: Panel Discussion on Next Steps and Partnerships
Golden Ballroom
15:30 – 16:30

Facilitators: Gwang-Jo Kim, UNESCO Bangkok and Mae Chu Chang, World Bank, Indonesia

- Zuhal, Commission for Innovation, Indonesia
- Fernando Reimers, Harvard University, USA
- Larry O’Farrell, Queen’s University, Canada
- Ponheary Ly, Social Entrepreneur, Cambodia
- Timothy Marbun, TV News Anchor and Sabang 16 Founder, Indonesia
- Paulina Pannen, Sampoerna School of Education, Indonesia
ABSTRACTS FOR CONCURRENT SESSIONS

Tuesday, 6 December 2011
Session 1A: UNESCO Session 1: Inspiring Entrepreneurism through Education
Golden Ballroom
15:30 – 17:00

Panellist:
- Paulina Pannen, Dean, Sampoerna School of Education, Indonesia
- Marina Payen, Director, the European Union Chamber of Commerce in Korea
- Philip Johnson, Education First, Asia

Entrepreneurism is often seen for its potential to drive economic growth and development. Entrepreneurial thinking, however, allows individuals to build value for others, help create and engage communities and enhance social well-being. Through financial self-sufficiency, entrepreneurial thinking helps individuals achieve self-realization in the context of, and as it contributes to, the common good.

Unfortunately, however, education systems in most countries do not support the entrepreneurial impulse of youth. Countries are increasingly recognizing an inherent failure of their education systems to educate young people to create, and not simply respond to, economic opportunities. Millions of young people around the world are also disengaged from formal schooling and the economic, social and ethical consequences of disengagement from education cannot be understated.

Entrepreneurship education provides one potentially significant tool for reengagement, for combating youth employment, and criminality and allowing individuals to achieve ‘self-realization’. Encouraging greater entrepreneurship education, however, requires potentially significant changes to primary and secondary education systems – cultivating the entrepreneurial spirit of youth requires an education system that is itself inherently entrepreneurial.

This session “Inspiring Entrepreneurship through Education” will provide a forum for specialists to present and discuss how entrepreneurship can be adopted into education systems and education policy. With a particular focus on the Asia-Pacific region, the session will discuss the benefits of entrepreneurship for social well-being, how education systems are failing to encourage entrepreneurship, the implications and potential strategies for adopting entrepreneurship education into education systems and education policy.

The session will involve a panel discussion involving 1) a first round of presentations from each panellist, 2) comments and discussion between panellists, and 3) Q&A and interaction from the audience.
1.B.1. Reflections on Korea’s Creative Education Policy  
_Richard Florida_ suggested the 3T theory of creativity: Talents, Tolerance, and Technology & Rules. Based on this theory and certain case studies, social tolerance of new ideas and risk-taking is as, if not more, important to promoting creativity. Hence, along with STEAM which centres on talent, the government must promote more tolerance in the society. Along this line, UNESCO and the Korean National Commission’s activities in creativity city network, efforts to link ESD and arts education, and the Creativity Forum series seem to be meaningful in building a flexible social ecology to promote creativity.

1.B.2. Can Schools ‘Fit’ Creativity into Science Lessons?  
_Recent UK government initiatives aim to reduce the degree of prescription in the National Curriculum to create this space. The Secretary of State for Education Michael Gove described the change as “an exercise in intellectual liberation” in a speech to scientists and mathematicians at the Royal Society in June 2010. This paper will present the results of a survey of hundreds of UK science teachers into their perceptions of their autonomy, the space they have for creativity, how recent announcements have affected that space and their attitudes to autonomy in students. This survey is the first stage of a longer research project into how creativity can be promoted in school science in the UK.

1.B.3. Student Teachers' Perception of Creativity – Why Should This Matter and What Can Be Done About It?  
_Gita Lestarini Rachayu_  
Creativity is needed in almost all aspects of life (Davis, 2004). Furthermore, creativity is not an inherited talent but an ability that can be learned and taught (Esquivel, 1995; Millar, 2002; Colvin, 2008). Thus, it is argued that creativity is needed in the field of education to help draw out student teachers’ creative potential for them to develop their future students' creativity. How do these student teachers perceive their own creativity? What is the connection between this perception and
the perceived role of creativity in a teacher's profession? Can creativity training have a positive influence on these perceptions? The purpose of this study is to examine student teachers' perception of creativity for themselves as individuals and as teachers. The results indicate that student teachers lack self-confidence in their own creativity but creative ability is perceived to be important for creative teaching. Results show that creativity training can build self-confidence and a positive attitude on problem solving that can influence the job of a teacher. This paper argues that in order to develop the creative potential of students, help must first be given to teachers to realize their creative potential. Specifically, teachers must be confident of their own creativity and be taught strategies to increase their creative abilities.

Tuesday, 6 December 2011
Session 1C: Entrepreneurship Education in Higher Education Institutions
ASEAN Room 4
15:30 – 17:00

1.C.1. Student Entrepreneurship Programme at Indonesian Higher Education Institutions
Agung Purwadi, Centre for Educational Policy Research, Indonesia

Massive entrepreneurship preparation efforts for university students in Indonesia have been conducted since 1997. There are seven schemes that have been introduced so far and the latest as well as the most comprehensive scheme is the Student Entrepreneurship Programme that was introduced in 2009. This scheme consists of seven steps, i.e. participant selection, theoretical entrepreneurship concept, provision of internship in small business enterprise, new business development proposal writing, business proposal evaluation, business start-up funds, provision and mentoring of new-business start-ups.

This study was conducted in 2010 to track the scheme’s progresses, successes and failures after one year’s implementation. Adopting a qualitative programme evaluation approach, the study collected data from all variants of higher education institutions which implemented the scheme. Data were collected from five main parties involved, namely higher education institution managers, programme organizers, students who participate in the programme, and mentors including lecturers, small-business owners as well as bank representatives through focused group discussions and in-depth interviews followed by questionnaires.

The results showed that the programme was successful in helping about 38 percent of the participants in starting new small businesses. Nevertheless, five areas need to be improved to make this scheme even better: students’ preparation processes, external parties including local and national entrepreneurs, participation programme organization, business start-up funds and programme provision’s equity.

1.C.2. Ciputra’s Way in Shaping Entrepreneurship Spirit in Indonesia: Best Practice of Entrepreneurship Education Programme in Universitas Ciputra Surabaya
Ianinta Sembiring, Ivan Abraham Sandjaja and Tony Antonio, Universitas Ciputra, Indonesia

Over the past several years, entrepreneurship has become a popular programme among many Indonesian universities. However, there remains a pressing need to create entrepreneurs to sustain the growth of the Indonesian economy. This paper presents some facts and findings discovered during the evaluation of the entrepreneurship education in the Universitas Ciputra (UC), Surabaya, Indonesia.
Mr. Ciputra, a renowned Indonesian entrepreneur, as well as the founding father of UC; wants to leave as his principal legacy a substantial number of young and highly successful Indonesian entrepreneurs who create medium to large-size enterprises. Emphasizing entrepreneurship education, the UC perceives creativity as an essential and fundamental characteristic needed to create world class entrepreneurs.

This paper shares best practices from UC for those involved in university-level entrepreneurship education. Our recent survey research reported here, explores the degree of effectiveness of the UC entrepreneurship programme known as “Inspiring Wednesday.” It is a one-day-a-week programme solely dedicated to entrepreneurship topics. UC offers its students a learning experience in combination with skills which are useful assets for aspiring entrepreneurs. Entrepreneurship education at UC is carried out by both professional entrepreneurs and entrepreneurial educators to achieve UC’s objectives.

1.C.3. An Implementation Framework for Enabling Creativity and Entrepreneurship in Higher Education Institutions in China
Ping Xu, UNESCO Bangkok, Thailand

According to the latest statistics from China’s Ministry of Education (MOE) in 2011, the total number of university graduates is a record 6.6 million more than 0.3 million over the last year. The highly competitive job market and growing unemployment pressure have triggered university students’ interest in seeking creativity and entrepreneurship education. Consequently, it has become a new tendency and an urgent demand for China’s Higher Education Institutions (HEIs) to inspire and strengthen university students’ creativity and entrepreneurship. In April 2002, the MOE conducted a pilot test on entrepreneurial education in nine universities including Tsinghua University, Beijing University of Aeronautics and Astronautics, People’s University of China, Shanghai Jiao Tong University, Xi’an Jiaotong University, Wuhan University, South Economic Institute, Northwestern Polytechnical University and Heilongjiang University. In November 2003, the MOE officially initiated entrepreneurship education in HEIs in China. Since creativity and entrepreneurship education in the country is still at its initiate stages, the objectives of this paper are to: (1) provide an overview of creativity and entrepreneurship’s status quos in China HEIs, (2) analyze the practical challenges of enabling creativity and entrepreneurship in the HEIs, and (3) offer an implementation framework for making the HEIs more conducive to creativity and entrepreneurship development.
learning, visual, auditory and kinesthetic learning must be integrated into a child-centred curriculum for the Net Generation. The UNESCO Club Philippines and NGOs such as Visayan Forum have endorsed this project by identifying the skills and behaviour of the Net and Gamer Generation in Manila. This paper will introduce an essential element of an effective education system that can develop innovation creativity and entrepreneurship among this generation of IT natives.

1.D.2. The Serious Business of Play: How Gaming can Unlock Creativity and Foster Entrepreneurship

Jim Playfoot and Ross Hall, White Loop Limited, United Kingdom

Creativity is the cornerstone of entrepreneurship. Without a steady flow of brilliant new ideas, businesses cannot flourish or compete, and economic, social and environmental progress slows down.

Research clearly suggests that education systems across the world are failing both in terms of the feeding and nurturing of creativity in young children and later on the blossoming of entrepreneurship and innovation amongst learners in higher and further education and beyond.

Play has long been recognised as a powerful mechanism to promote creativity, encourage exploration, foster critical thinking and support collaboration. These are the skills and behaviours that underpin entrepreneurship. Led by a rapid adoption of new and existing technologies, gaming is fast becoming a global pastime to match television, viewing with mobile gaming and social gaming adding to existing console and online channels.

This paper considers how gaming is revolutionising the way we learn and explores the impact this might have on the fostering of creativity and development of entrepreneurship. We consider the serious game paradigm and provide compelling examples of what the future of learning might look like.

1.D.3. Games-based Learning to Enhance Entrepreneurship and Creativity in Elementary Schools

Siripen Iamurai, King Mongkut's University of Technology Thonburi, Thailand

The model of games-based learning has been applied into the additional subject in elementary school in Thailand. It uses the Intranet system as a learning environment and source of games and other contents to replicate real-life situation and business scenarios. The games and simulations help to develop entrepreneurship and creativity through fun and easy step-by-step instructions. The teacher uses these tools to coach and facilitate learning of their young students. A study was conducted with a sample of 500 students aged 10 years in both private and public elementary schools. The paper will share some of the findings from the study.
Tuesday, 6 December 2011
Session 1E: Professional Development to Enhance Creativity: Model, Lesson Plan and Tool
ASEAN Room 8
15:30 – 17:00

1.E.1. Developing Creativity in Science Classrooms through a Capacity Building Model of Continuing Professional Development
Mark Windale, The Centre for Science Education, Sheffield Hallam University, United Kingdom
Kanjana Chookravong, Science Education Centre, Srinakharinwirot University, Thailand
Nason Phonphok, Science Education Centre, Srinakharinwirot University, Thailand

For the past twenty-five years the Centre for Science Education, Sheffield Hallam University (UK) has been committed to the development of teachers’ and learners’ creativity through the development of innovative active teaching and learning curriculum materials and continuing professional development (CPD). Following two pilot programmes and in collaboration with the Science Education Centre in Srinakharinwirot University, Thailand, a team ran a capacity building programme for 260 school leaders and 560 science teachers from 80 schools across Thailand in 2004-2007.

The programme had many beneficial outcomes. The schools introduced structures to encourage creativity and the teachers embedded a wide range of creative teaching and learning approaches into their learning programmes through the development of their own innovative curriculum materials. Their students became very creative in the communication of their scientific knowledge and understanding, writing cartoon books, leaflets and newspapers, and performing dramas, role plays and science shows. They also became very capable in applying creative thinking in solving problems and designing scientific investigations.

This paper will outline the CPD model and the outcomes of the participatory action research including their reflective partner sessions and the comprehensive research including case studies, questionnaires, classroom observations and focus groups with students, school directors and teachers.

1.E.2. Creative Ability and the Ability to Design Lesson Plans that Teach Creative Thinking
Dina Riyanti and Savitri Putri Natasukma, Creative Education Indonesia Foundation, Indonesia

In collaboration with the Faculty of Early Childhood Education at the State University of Jakarta, Creative Education Indonesia Foundation (Credo), a non-profit organization based in Jakarta, designed and taught a course in Designing Lessons that Teach Creative Thinking. The course was part of a wider project with the goal to prepare teacher students to be able to teach creatively and ultimately develop the creative thinking of their students. The course was taught to teacher students in their third year of undergraduate studies in 2011. This paper will analyze whether the creativity of the teacher students is correlated to their ability to design lesson plans that teach creative thinking. As part of the course assignment, the teacher students were asked to design lesson plans that teach creative thinking. Separately the Abbreviated Torrance Test for Adult (ATTA) was administered as a measurement of their creative abilities.
1.E.3. Strengthening Creative, Innovative and Integrative Systemic Thinking of Young Social Entrepreneurs in Indonesia through the AtKisson ISIS Accelerator Tools and Methods

Robert Steele, Sustainability Asia/AtKisson Group, Thailand
Maria Nindita Radyati, Trisakti University, Indonesia

Social enterprise and entrepreneurship are gaining ground throughout the Asia-Pacific region as an effective way to use entrepreneurial principles to help solve some of the most difficult social and environmental issues and transition towards a more sustainable system. With the success of this model gaining adherents, there is a real need for building capacity amongst both the private and civil society sector stakeholders for strengthening creative innovative and systemic thinking so as to ensure that social enterprise ideas and initiatives are both effective in addressing root causes of social and environmental problems as well as be sustainable in the long-term. Trisakti University located in Jakarta, Indonesia, is at the forefront of education and training efforts with regards to corporate social responsibility (CSR) and social entrepreneurship/enterprise development in the country through their Masters in Management (MM)-CSR programme.

One of the key sets of tools and methods used in their coursework and in the practical application of their students is the AtKisson ISIS Accelerator. The ISIS Accelerator is a comprehensive toolkit for supporting and facilitating sustainable development initiatives of all kinds including social entrepreneurship and enterprise development. It has been developed over a period of 20 years through real-time use by hundreds of organizations and individuals around the world. Like a physical toolbox, it contains separate tools that can be used for different sustainability related tasks. The primary tools include:

1. Compass which is the overall name for a family of tools used for framing, defining, analyzing, assessing and measuring progress and for engaging the right stakeholders;
2. ISIS is the method or sequence of steps that one takes in the planning and agreement process with ISIS representing Indicators System Innovation Strategy;
3. Pyramid is a versatile group process tool that can be used for strategic planning and for creating new initiatives projects visions or strategies and as a multi-stakeholder process for building consensus around a specific course or action;
4. Amoeba is a set of tools for accelerating innovation planning for change and building competence in the art of successful change agentry.

This paper describes the uses of the ISIS Accelerator tools and methods specifically as they have been used in practice in Indonesia for education and training through Trisakti University’s MM-CSR programme and by some of its graduates as they have initiated their own social enterprises.

Wednesday, 7 December 2011
Session 2A: World Bank Session 1: Promoting Entrepreneurship in Indonesia
Golden Ballroom
09:00 – 10:30

2.A.1. Promoting Entrepreneurship for the Youth
Rathoyo Rasdan, Ministry of Youth and Sports, Indonesia

This paper attempts to review the growing interest of policy-based entrepreneurship from four perspectives: regulatory frameworks, academic literature, best practices, and the needs of young potential entrepreneurs. To promote entrepreneurship activities to achieve the ultimate goals of
economic growth and job creation, policies should be directed at three areas: creating awareness among communities, especially for the youth; nurturing those interested in entrepreneurship; and fostering the energy of young nascent entrepreneurs by providing special financing schemes for start-up business, not only to rely on existing regular financing scheme.

Entrepreneurship policies, empowerment and activities are undertaken by both public and private institutions. It is time to encourage more policy dialogues, design regulatory frameworks, establish special sustainable financial mechanisms, and strengthen public-private partnerships to promote entrepreneurship. Effective coordination among public institutions and synergetic cooperation between public and private sectors is needed to strengthen the effort to encourage new potential entrepreneurs. This should include a comprehensive design of the entrepreneurial journey from curriculum development for elementary schools to higher education that is in line with the spirit of creativity and entrepreneurship. Furthermore, more attention should be given to the development of all levels of enterprises, from micro-, small-, medium and large corporations.

2.A.2. Laying Down the Pathway: Indonesia’s Strategy to Promote Creative Entrepreneurship Development

The government of Indonesia believes that entrepreneurship offers alternatives for youth employment creation and promotes economic development. However, the sustainability of these enterprises relies heavily on their ability to transform, respond to market, and create new means of developing in a changing economy. The government’s role includes developing a bundle of entrepreneurial support systems which address individual character development, facilitating access to business development tools, and creating a supportive environment for new and potential entrepreneurs.

Local economic development theory argues that ensuring competitive advantage of new enterprises in the global economy is possible with a combination of both local and global knowledge and resources. Competing against mass produced goods and services from China and India will be difficult. However, Indonesia ought to focus on a niche market which promotes local resources and, as we develop our capacity, upgrade our products to be competitive in international markets by combining both local and global knowledge.

With this in mind, the government of Indonesia is developing a series of strategies which promote creative entrepreneurship development at the individual, institutional and environment levels. At the individual and institutional levels, the government is focusing on capacity development. Due to the current gap in infrastructure and resources, a partnership strategy is a viable option. It may include public and private partnerships or national and international partnerships. At the environment level, increased and constructive social dialogue between government and non-government stakeholders is necessary. Such dialogue allows for better policies that can support individual and institutional movement towards an entrepreneurial culture and economy. Social dialogue can also bridge the divide between certain resources and localities, allowing for a more productive and dispersed domestic environment.

2.A.3. Strategies to Promote Entrepreneurship
Euis Saedah, Small and Medium Enterprises (SME), Ministry of Industry, Indonesia

The number of entrepreneurs in Indonesia is less than 1 percent of the total population. At the same time, the ratio of entrepreneurs on Java and outside the island is 70:30. The Ministry of Industry intends to increase the number of entrepreneurs and balance this distribution more evenly,
targeting a 60:40 ratio in 2014. One strategy developed is “by design and fast track” approach. The by design approach involves a series of activities in recruitment, training and provision of investment capital. The fast track approach targets potential entrepreneurs with their own resources through buying industrial chains or participating in training, so in a relatively short time they can engage in entrepreneurial activities.

This presentation will discuss both approaches as strategies to promote entrepreneurship. In general, by design approach is implemented through collaboration with institutions, universities and academies in various fields such as telecommunication technology, food sector and hardware and software manufactures. The fast track approach is still being developed. Some small- and medium-sized companies have offered their businesses to be managed by other people through franchising system. The Directorate General of SMI is looking into the training programmes for new entrepreneurs with their own financial backup.

Wednesday, 7 December 2011
Session 2B: Multiple Approaches to Promote Creativity and Entrepreneurship
ASEAN Room 2
09:00 – 10:30

2.B.1. Reviewing the BDS Debate from Multidisciplinary Insights: A Proposed Framework for Supporting Entrepreneurial Creativity
Vik Naidoo, Swinburne University of Technology, Australia
Mark Kelly, Australian Federal Government, Australia
Janti Gunawan, Sepuluh Nopember Institute of Technology, Indonesia

The international development community remains divided on the effectiveness of business development services (BDS) as a pro-poor development intervention targeted at micro-, small- and medium enterprises (MSMEs). Reviewing insights from beyond the boundaries of international development, we have sought to advance our understanding of the BDS debate by developing a generalizable framework around BDS delivery which allows us to evaluate, refine and make sense of BDS based on a fundamental rethinking of current theory and practice. Our aim through this commentary is to postulate a practical piece that provides a new agenda for advancing the literature on the BDS debate.

2.B.2. Promoting Entrepreneurship Research and Education about Business Angels in Indonesia
Janti Gunawan, William Scheela, Naning Arianti Wessiani and Maulida Luthfiyah, Sepuluh Nopember Institute of Technology, Indonesia

Indonesia is shifting the focus from small business development to entrepreneurship development. Small and medium enterprises (SMEs) as a business unit for entrepreneurship practice have been promoted since 2007 through Indonesia President Instruction No. 06/2007 while youth policy which stresses youth entrepreneurship was introduced in 2009 (Law No. 41/2009) to respond to the high level of Indonesia youth unemployment. We are studying the impact that business angel investors have on the creation of high-growth potential entrepreneurial firms in Southeast Asia.

Business angels invest their personal funds and expertise into early-stage ventures (Morrissette, 2007) and studies have determined that business angel investors support the growth of entrepreneurship development in both developed and emerging economies (Scheela and Isidro,
We have determined that business angels in the emerging economies of Thailand and the Philippines support the funding and development of early-stage high-growth potential entrepreneurial ventures in spite of the lack of fully-developed legal and financial institutions needed to support private equity investing.

We are now expanding our research to Indonesia focusing on the same research question: How do Indonesian business angel investors survive in an emerging economy which lacks fully-developed institutions? This is a work-in-progress study and we propose to develop a model for business angels investing in Indonesia to provide a new agenda for advancing the development of entrepreneurship in emerging economies. Our research can be used to develop case studies, policy papers and networks for teaching entrepreneurship students about the crucial value-added services provided by business angel investors to entrepreneurs in their quest to start and develop creative high-growth potential ventures.

2.B.3. Fostering Children’s Entrepreneurial Attitude Orientation: Investigating the Role of Upbringing Patterns and Creative Teaching Methods in Elementary Schools
Hetty Karunia Tunjungsari, Universitas Tarumanagara, Indonesia

Entrepreneurial Attitude Orientation (EAO) was widely studied and has been empirically supported as a potential precursor of one’s intentions to engage in entrepreneurial activities in the future. This study investigated how attaching entrepreneurial-based activities on upbringing patterns of mothers together with creative teaching methods of teachers in elementary schools will create high EAO among children.

A survey of 300 elementary school children, including their mothers and 25 teachers from five National Plus Elementary Schools in Jakarta was conducted. The four dimensions of EAO – achievement motivation, personal control, self-esteem, and innovation – were used to measure entrepreneurial upbringing patterns and the children’s entrepreneurial attitudes. Investigation of creative teaching methods examined how the teachers had created meaningful and fun ways for learning through simulations, games and role playing.

The findings showed high correlation between the children’s EAO levels and entrepreneurial upbringing patterns and as well as creative teaching methods. This research underlines the importance of nurturing a positive attitude in entrepreneurship among children at an early age, in and out of school. The Government of Indonesia intends to increase the number of entrepreneurs steadily. Since EAO can help to predict one’s entrepreneurial activities in the future, it is beneficial for the government to orchestrate entrepreneurship education as early as possible.

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Wednesday, 7 December 2011
Session 2C: Inspiring Mathematics for Creative and Critical Thinking
ASEAN Room 4
09:00 – 10:30

2.C.1. Exploring Idea Generation in a Problem-solving Class
Alleli Domingo, University of the Philippines Los Banos, Philippines

The field of mathematics is normally associated with left-brain thinking. By its very nature, mathematics as the science of patterns can be a gateway to innovative ideas. A general education course on problem solving was instituted to help awaken learners to the joys of mathematics and to entice them into encounters with what they do not yet know about mathematics while honouring what they already know.
Aside from the development of critical thinking, the course also promotes thinking out of the box. Lessons were designed to foster the development of a disposition toward behaving rationally and thinking strategically when confronted with problems. Serious consideration was given to the cognitive features of tech-savvy university students of the internet generation or iGen. Strategies of empowering the learners to realize their full potential were adopted to match the entrepreneurship skills required by the workplace. Exposing students to unconventional ways of applying math principles lights the fire of their imagination and enables them to think broadly and across disciplines.

Kevin Walker, Universiti Brunei Darussalam, Brunei Darussalam

2.C.3. Developing A Math Curriculum that Cultivates Creativity
Fong Ho Kheong, SEAMEO RECSAM, Malaysia

The underpinning principles and theories for cultivating creativity will be discussed. A primary math curriculum has been developed by the author which practices these principles and theories. In the presentation, these principles and theories will be shown together with concrete examples using solving mathematical problems approaches to develop creativity. The rationale behind the activities which were built into the curriculum will also be discussed. Examples also show some of the work of teachers who have attended the Acheh course at RECSAM demonstrating their creativity through Math Trail Activity.

Wednesday, 7 December 2011
Session 2D: Education for Sustainable Development: Enhancing 21st Century Social Responsibilities
ASEAN Room 6
09:00 – 10:30

2.D.1. A Voice from the Field: Teaching Experience with Mangroves in the Wakatobi Islands
Usri Masidi, SMP Negeri 2 Tomia-Wakatobi, Indonesia

Located in the world-renowned Coral Triangle, Wakatobi in Southwest Sulawesi is rich with coastal and marine resources. The government and community of Wakatobi have been actively promoting the sustainable use of their natural endowment through various efforts. One is through the introduction and implementation of local content curricula (Mulok) of marine studies as a required subject at all levels from elementary to secondary schools.

A valuable coastal resource in Wakatobi (including the village of East Onemay Tomea) are the mangrove forests. However unsustainable practices since the 1990s have threatened the future of the mangroves and their contribution to the lives of local inhabitants. It is important for students to understand the bio-ecological, socio-cultural and economic aspects of mangrove forests on their environment and livelihood. With the support of teachers, school principals, parents and the fishing community, students are engaged in a variety of fun activities which have helped improved their appreciation for the mangroves and motivated them to care for the local resources in their community.

This paper presents the experiences and lessons learned in incorporating local content into the science curriculum in a school.
2.D.2. Educational Approaches for Promoting Innovation in Japanese ESD/UNESCO Schools
Tomonori Ichinose, Miyagi University of Education, Japan

It is well known that the Johannesburg Summit designated 2005 to 2014 as the United Nations Decade of Education for Sustainable Development (UNDESD) based on a proposal by the Japanese government and NGOs. The UNESCO Associated Schools Project Network plays an important role in the promotion and the spread of ESD. Over the past four years, the number of elementary schools, junior high schools and high schools that are members of the nationwide UNESCO School Network (ASP) has increased from 24 schools to nearly 300 schools.

This paper documents three main approaches of ESD on school education in the process of promoting ESD in Japanese schools: integrated approach, infusion approach and whole-school approach. Integrated studies combines curriculum from two or more disciplines. Teaching in contextual manner promotes collaboration, critical thinking and knowledge retention. Curriculum infusion uses sustainable issues as the context for teaching academic skills and knowledge. A whole-school approach involves addressing the needs of students, staff and the wider community not only within the curriculum but across the entire school and learning environment.

2.D.3. From Trash to Treasure: Designing Upcycling Systems
Sydney Pun, Hong Kong Institute of Education, Hong Kong

People of the world incessantly take natural resources make them into products and trash them after a while. This take, make and waste production and consumption model is no longer socially ethically and humanly viable. There are other alternatives and one of which is upcycling: a waste take and make creative endeavour. Upcycling carries connotations of both upgrading and recycling. To upgrade is to add value – be it monetary, aesthetic, functional or ethical – to waste.

If you respect the practical value of a plastic bottle, you can reuse it repeatedly. If you appreciate its form, you can transform it into a decorative chandelier or product packaging. In this sense, supposed waste can generate revenue through repurposing which not only reduces waste but also enhances the creativity of designers, artists and producers as they move towards a more eco-aware and ethical mode of practice. People’s moral, integrity and capabilities are upgraded at the same time as the waste.

This paper records Hong Kong’s first experiment on upcycling systems design. Spanning across material collecting, upcycling design, local production and public dissemination, there are insights and proposals towards a sustainable system that will cast impact on our strategies of waste handling and energy saving.

Wednesday, 7 December 2011
Session 2E: Regional Intel® Teach School Awards
ASEAN Room 8
09:00 – 10:30

The Regional Intel® Teach School Awards seek to recognize the accomplishments of schools which have demonstrated excellence in Technology Integration, Creativity and Innovation. These awards are presented in partnership between Intel Corporation and UNESCO Bangkok. The awards aim to recognize the impact of ICT in transforming education and will be given to schools
that have demonstrated the role that technology and innovative methodologies play in support of enhancing the teaching and learning experiences.

The contest aims to recognize the accomplishment of schools which meet the following criteria:

- The school has used ICT and innovative methodologies as a part of the learning environment for a period of one year.
- The use of ICT and innovative practices has resulted in creative and practical outcomes that have had an observable impact on the students and community.

Seventeen schools from ten countries (Korea, Singapore, Malaysia, Indonesia, India, Philippines, Pakistan, Sri Lanka, Vietnam and Thailand), categorized into Emerging Market and Mature Market, have participated in the contest. Three rounds designed to filter the participants on the basis of their achievements and lead to the selection of the best schools will culminate in the announcement of the winners. The four schools winning the First Prize and Second Prize respectively in both categories, Emerging Market and Mature Market, will share their presentations during this session.

Wednesday, 7 December 2011
Session 3A: Shadow Puppetry as a Tool in Teaching and Learning
Golden Ballroom
13:30 – 15:00

Shadow puppetry is an ancient art form found in countries such as China, India, Indonesia and Turkey. The rich artistic medium touches on spiritual questions of life on earth, morality and ethics, the transience of life and the variety of situations and dilemmas we find ourselves in as humans on this planet.

Shadow play can become a flexible integrated art form for self or collective expression that is connected to the rich tradition but emerges as its own form to express themes, ideas, folktales, issues and personal stories for all ages. In this session, participants will witness a section of a performance and discuss how the medium has been used traditionally in Java and Bali, in the context of a multi-cultural environment such as Toronto, Canada, and in the context of education in Bali, Indonesia, as a tool for creative exploration and expression.

Wednesday, 7 December 2011
Session 3B: Frameworks, Models and Good Practices of Creative Entrepreneurship
ASEAN Room 2
13:30 – 15:00

3.B.1. Framework/s to Improve Entrepreneurial Potential of Developing Countries
Siddhartha Shankar Saxena and Saritha Sudharmma Vishwanathan, Indian Institute of Management, Ahmedabad, India

Innovations are not only ‘eureka’ moments but also the result of understanding a current problem at hand and using local resources to solve the issue at the lowest expense. Have you heard about Juggad (locally-made motor vehicle that is used mostly in small villages as a means of low-cost
transportation in rural India) or husk power system (generating electricity using biomass gasifier from fuel made of rice husk) or Nano Ganesh (utilizing mobile phones to monitor and switch on irrigation pumps for watering crops in remote locations) or Mitti cooler (a refrigerator for that works without electricity)?

Like many developing nations, India has been a hotbed of innovations for quite some time. However it still underperforms on its entrepreneurial potential due to product or process commercial viability, local/global availability, adequate assistance from government officials and private firms, and lack of public awareness. This paper captures examples of some successful and failed entrepreneurial cases focusing on the current governance, management and regulatory framework(s) if present. The study will demonstrate the various deterrents faced by the entrepreneurs and concentrate on designing a policy and regulatory framework taking into account the gaps and limitations in the present system.

3.B.2. Design and Evaluation of Entrepreneurial Design Thinking Module towards Business Idea Generation among Polytechnic Students

Shamsuri Abdullah and Nor Aishah Buang, National University of Malaysia, Malaysia

Creativity is an important element in generating creative business ideas. This paper discusses the effectiveness of a module developed by the authors based on conceptual instructional design business idea generation model in order to produce an effective approach in teaching creativity. The model is an integration of creativity process, creativity techniques and guided discovery learning strategy. Specifically, the creativity process model used was the entrepreneurial design thinking model which comprised four phases. The module was tested by 48 marketing diploma students from two Malaysian polytechnic institutions in four weeks. The evaluation of the module was conducted using 27 item questionnaire and two focus group interviews. The result showed that students were able to achieve the objectives of the module. Students agreed that the module has enabled them to generate creative business ideas following the phases in the model. Thus the instructional module has shown that creativity can be thought and learned.

3.B.3. Good Practices and Lessons Learned from ILO’s Entrepreneurship Models and Activities

Tendy Gunawan and Nicki Ferland, International Labour Organizations, Indonesia

In recent years, entrepreneurship development has been the main focus of public and private employment interventions in Indonesia. However the lack of published reviews on these initiatives underlines the need for good practices. Lessons learned from others’ experiences can increase understanding of what works in a particular situation or environment, and provide benchmarks for adapting existing activities to improve performance.

This paper shares good practices and experiences taken from the most recent and ongoing reviews of ILO Jakarta’s entrepreneurship skills development-related programmes and technical cooperation activities with emphasis on the Education and Skills Training Migrant Workers and Papua Indigenous People projects. These practices highlight the competitive advantage of ILO’s comprehensive approach spanning a wide range of target groups from in-school youth to women with limited education, and the implementing procedure featuring a selection process and delivery method that includes financial education, post-training support and regular monitoring and evaluation to ensure the relevancy, effectiveness, efficiency and sustainability of activities. Lessons learned are drawn from the reviews of these activities and ILO’s entrepreneurship models, namely Start and Improve Your Business (SIYB), Know About Business (KAB), Gender and Entrepreneurship Together (GET), Ahead and the 4-in-1 Handbook.
Wednesday, 7 December 2011
Session 3C: Balancing the Gender Equation for Entrepreneurship
ASEAN Room 4
13:30 – 15:00

3.C.1. Women Entrepreneurship
Shinta Widjaja Kamdani, Sintesa Group/Global Entrepreneurship Program Indonesia, Indonesia

Indonesia is the fourth most populous nation in the world. With a population of around 240 million people, women comprise up to 50 percent of the population (BPS, 2010). However, inequalities between men and women as well as between boys and girls are widespread across the country. Much needs to be done to promote the role and contribution of women in the economic growth strategy, in terms of women and access to capital, women and access to market, women and access to capacity and skills building, and women in leadership roles.

On the other hand, Indonesia has made significant progress in improving the welfare of its citizens. With a GDP per capita of USD 3,000, the Indonesian economy continues to grow steadily and the economic growth rate maintained positively (6.1 percent in 2010). Indonesia’s continuous process to become a strong and stable democracy will also give considerable optimism for more opportunities for women across the archipelago. Still, more effort is needed to get women into the financial mainstreams in terms of entrepreneurship, access to capital and higher value employment. In fact, out of the total population, only 2 percent in the business sector and 0.1 percent of entrepreneurs are women.

In addition, there are many regulations requiring the use of collateral to secure finances, and women often lack fixed assets as sources of collateral. Finally, a lack of information and knowledge about lending requirements and practices hinder women business owners’ ability to obtain capital. To facilitate access for women entrepreneurs, the Global Entrepreneurship Program Indonesia approach is to focus on 6 areas: identifying promising entrepreneurs, training them, connecting and sustaining entrepreneurs, guiding them to capital, advocating for supportive policy and regulations, and celebrating their successes. This holistic approach is not only important for Indonesia but also for developing Indonesia women entrepreneurs.

3.C.2. Building Capacity to Ignite the Entrepreneurial Spirit: The Story of Four Entrepreneurial Women
Della Alamsyah, Dina Riyanti and Savitri Putri Natasukma, Creative Education Indonesia Foundation, Indonesia

Amidst the privileged city life in Jakarta, Indonesia, poverty is rampant as evidenced by the existence of many economically-challenged communities. Based on results from interviews and observations, this paper provides an analysis of the impact of a creativity training programme on the efforts of four entrepreneurial women. In 2005, as part of a non-governmental organization initiative to increase accessibility of education for children in urban poor communities, the women established learning centres for 4-6 year old children in their respective communities. The learning centres are now run independently and are the only three centres that remain operational out of the 17 that were originally established. Many social, economical and political obstacles have contributed to the learning centres’ closure. The three surviving learning centres not only overcame the challenges they faced but have become financially self-sustaining. All the women have claimed that the creative training has helped them to find ways to keep their learning centres operational. During training, the women have shown changes in attitude, became more confident in generating ideas, voicing opinions and making decisions to solve problems. The training has
enhanced the women’s creative skills thus igniting their entrepreneurial spirit to ensure the survival of their learning centres.

3.C.3. Socio-Cultural Factors Affecting Boys’ Participation in Entrepreneurship Programmes in Sub-Saharan Africa: The Case of Awka, Southeast Nigeria
Willie Emeka Obiozor and O.T. Ibeneme, Nnamdi Azikiwe University, Awka, Nigeria

Wednesday, 7 December 2011
Session 3D: Nurturing Creativity through Drama and Theatre Pedagogy
ASEAN Room 6
13:30 – 15:00

3.D.1. Educating Young Children to be World Citizens through Narrative Stories
Maila Dinia Husni Rahiem, State Islamic University, Indonesia

In a globalized world, it is important for people to learn more about others and be integrated into the global community. It is particularly important to start the learning process as early as possible beginning with young children learning from a variety of sources including their families, peers and communities. They need to learn about diversity and respect for others. They have to learn to deal with disagreements and conflicts to be able to live peacefully with others. They have to learn about how the sun, moon, earth and living beings are connected to appreciate the need to care about their environment.

Story telling is an effective way to promote world peace, sustainable environment, values and respect. Narratives stories include folklores, legends and even Disney stories. Narrative stories can be oral (storytelling/reading aloud), printed and electronic materials. These forms of narrative stories are familiar to young children. In school and at home, the children hear, read and watch stories being enacted. Stories from other cultures will increase their understanding and knowledge about others, opening their eyes to understand and deal with the complex world around them. Stories can help children define who they are or hope to be.

This presentation investigates how narrative stories can be an effective media for educating young children to be world citizens.

Muhammad Zuhdi, Jalan Sesama, Indonesia

Creativity is everywhere ranging from simple everyday creativity to great fine arts. Even though the arts have a long history as a symbol of creativity, creativity is also an essential tool for critical thinking and everyday problem-solving as well as flexibility in thinking and innovation that are essential for participating in a society experiencing rapid scientific and technical advancements. Continuing its mission to entertain and educate Indonesian young children Jalan Sesama – the Indonesian rendition of the renowned children television series Sesame Street – has focused its fifth season of the television series on creativity. This paper offers a unique perspective on how to nurture children’s creativity through media using approaches that are not only engaging and entertaining for children but also educationally sound. Based on asset of curricular guidelines that specifically addresses this theme Jalan Sesama offers messages on creativity through the stories and, by using the characters as role models, to portray creativity as an amazing tool for approaching the world and facing daily life challenges. Additionally, the episodes also depict
supportive environment that nurtures creativity. The paper will outline the approach and curricular guidelines that the project uses to create content that addresses this critical topic.

Anjali Capila, Lady Irwin College, University of Delhi, India
Pragati Bhalia, Jamia Millia Islamia (Central University), India
Aparna Khanna, Lady Irwin College, University of Delhi, India

Young people constitute an important section of our society. They are the biggest reservoir of human resources and are the future of our country. Their development has a direct affect on the development of the nation. Street Theatre is not a moment’s act. It is a participatory approach which deals with fictional narratives that are used for communicating important societal issues. It allows individuals to express themselves in their own unique way. The freedom to participate is always there. The influence of theatre activities on development can be seen as it stimulates life skills and challenges the attention of the participants and audience.

Life skills are developed through experiential learning. Skills are always developed through active participation in activities that enable young people to sharpen their thinking, social and self-management skills. The context and environment in which activities take place influence the outcomes not only in terms of building life skills but also sensitizing the youth on issues that are focused in the activities.

The present study Street Theatre for Edutainment was conducted with the active participation of young people who developed Street Theater to communicate messages among audiences. The main objective of the study was to explore the relationship between street theatre for edutainment and youth development.

Session 3E: Promoting Creativity: From Theory to Implementation on Teachers’ Creativity within the Context of Education for Sustainable Development
ASEAN Room 8
13:30 – 15:00

3.E.1. Practical Strategies for Educators to Utilize ICT Capabilities for the Development of Education and Training Curriculum
Fumihiko Shinohara, Tokyo Gakugei University, Japan

Creativity is closely related to divergent thinking and problem solving with continuous curiosity into the phenomena in our everyday life. Aside from the major aim of ICT utilization as a tool to solve problems, the divergent thinking is thought to be strengthened by the proper use of ICT or multimedia with the Internet connections.

The multimedia is defined as the integrated or seamlessly unified media consisting of such symbols as text, graphic, sound, video images and animation, all of which are combined, controlled and coordinated digitally to stimulate the significant seeds of our creativity. With the Internet, the multimedia becomes more powerful for searching, editing, reconstructing and presenting information with design and layout skills.

This paper will present practical strategies for educators based on the innovative and quality model of ICT education and training curriculum. It will also propose the collaborative creation of a database on ESD by educational institutions and enterprises to make it enjoyable, attractive,
culture-specific and culture-dependent, aided by the utilization of free software to ensure their sustainability.

3.E.2. Introducing ESD to Education Community through the Development of the Mangrove Education e-GuideLine: Issues and Challenges
Stien Matakupan, Sampoerna School of Education, Indonesia

At present South East Asia harbours the largest extent of mangroves on earth, i.e. 4.9 million ha or nearly 35 percent of the world’s total, with coverage along the coasts of Brunei Darussalam (0.3 percent of total South East Asia), Cambodia (1.3 percent), Indonesia (59.8 percent) and Malaysia (11.7 percent). The largest mangrove areas in South East Asia therefore is found in Indonesia. Unfortunately over-exploitation and non-sustainable use have destroyed and degraded the large of mangrove ecosystem. Therefore there is an urgent need to restore degraded mangrove ecosystems for economic, social and conservation reasons. Consequently it is crucial to develop public awareness of the social, economic and ecological importance of mangrove ecosystem, together with the principles of tolerance and participation, among teachers and students.

Within the framework of enhancing the quality of teaching and learning in ESD and the application of ICT in education, a community of teachers and educators in Indonesia were introduced to the concept of ESD and involved in the development of the mangrove education e-guideLine for teacher and learning purposes within the local context.

This paper will discuss issues and challenges regarding the action-based initiatives in the development of e-education material and learning resources for a sustainable future.

Agus Sujariyadi, Environmental Division-Probolinggo Municipality, Indonesia

As a city with 217,062 inhabitants, the quality and quantity of natural resources in the Probolinggo Municipality are decreasing year by year. At the same time, the need for natural resources is increasing in view of escalating demands for development.

A set of policies have been developed to make Probolinggo a sustainable city. However, there are several problems in implementing the policies, such as insufficient information, limited technologies, lack of environmental law enforcement and the quality of human resources. To tackle these issues and support the Decade of Education for Sustainable Development, the government has shown a strong commitment to improve the quality of education at all levels including developing teacher creativity. This paper will discuss the policy to support teacher creativity in Probolinggo Municipality, the programme, its successes and challenges, and strategies in working with various stakeholders to empower local community’s active participation.

Thursday, 8 December 2011
Session 4A: UNESCO Session 2: Uncovering Creativity and Entrepreneurship in Education Policy
Golden Ballroom
09:00 – 10:30

The UNESCO-APEID International Conference, “Inspiring Education: Creativity and Innovation” provides an opportunity to acknowledge and celebrate the important role of creativity and
innovation in our education systems. Indeed, creativity and innovation will be critical to meeting changes and overcoming the challenges of an increasingly globalised and interconnected world.

Throughout the conference, much discussion will be dedicated to the practical implementation of “creativity and innovation” in schools: How can teachers promote creativity in their students? What makes for a creative classroom environment? What are some examples of creative learning in schools?

But to fully promote creativity and innovation within education systems, our discussion must go further; if we are to fully realize the true potential of creativity and innovation we must begin to take a more macro-level perspective. We must draw focus on system-wide reform towards the broader implementation of creativity and entrepreneurship education and we must begin to take stock of how such policies actually deliver individual fulfilment and contribute to socio-economic development.

This session “Uncovering Creativity and Entrepreneurship in Education Policy” will provide a forum for education policy makers and practitioners to review and exchange the experiences of a) regional government-led creativity and entrepreneurship policies in education, and b) the lessons learned and implications for future policy reform toward enhanced creativity and entrepreneurship of Asia-Pacific youth.

Panellists:

- Joko Sutrisno, Ministry of Education and Culture, Indonesia
- Seungbo Kim, Korea Research Institute for Vocational Education and Training, Korea
- Ronald Stones OBE, Richard Chandler Corporation, Singapore
- Christian Timothy Wijaya, Sampoerna Academy, Indonesia

Thursday, 8 December 2011

Session 4B: Advancing Creativity and Entrepreneurship Education in Secondary and Vocational High Schools

ASEAN Room 2

09:00 – 10:30

4.B.1. A Focus on Value Creation in Developing Entrepreneurship Curriculum for Lower Secondary Education in Brunei Darussalam

Halimahtun Pehin Sulaiman, Curriculum Development Department, Ministry of Education, Brunei Darussalam

4.B.2. Architecture of Creativity and Entrepreneurship: A Participatory Design Programme to Develop School Entrepreneurship Centre in Vocational High School

Yandi Andri Yatmo and Paramita Atmodiwirjo, Universitas Indonesia, Indonesia

Education for entrepreneurship is an important component of vocational high school education where students aspire to prepare for a career soon after graduation. It should provide the foundation for the students to initiate their own enterprises. Certain spaces and time need to be devoted to harness the students’ potentials in entrepreneurship along with the development of their creative skills and innovative attitudes. This paper presents a model of participatory programme in building an entrepreneurship centre in a vocational high school in Depok (West Java, Indonesia) to provide spaces for students’ entrepreneurship practice. In this programme, we worked closely with
the school community to create architecture as an instrument for entrepreneurship education. The programme is strongly based on the aspiration and dreams of the school community and emphasizes the engagement of the whole school community through a variety of methods. While the programme resulted in the construction of a physical building, the primary goal of the programme is actually to enable the school community to create an innovative plan, implement it with their own resources and eventually achieve their own target. In this way the physical architecture acts as a trigger for building the innovative spirit, creative ideas and ‘can do’ attitudes of the school community. These are all the key aspects of entrepreneurship education that are important for the students’ future.

4.B.3. Capacity Building for Advancing Creativity and Entrepreneurship: Teen Entrepreneurship Competition in Hong Kong
Christina Yu, Hong Kong Institute of Education, Hong Kong

Teen Entrepreneurship Competition (TEC) is an annual inter-school competition aiming to promote entrepreneurship education in Hong Kong secondary schools. Secondary schools would be invited to form teams to run a small business venture for a Chinese New Year market hosted by the TEC organizers Hong Kong Institute of Education and local schools. Throughout the competition teams would go through the process of business planning, proposal presentation, 3-day authentic market selling and evaluation. TEC attracted an average of 50 teams from more than 25 schools and 400-450 secondary school students in each of the past eight years.

This is a case study paper that aims to (1) demonstrate the movement of TEC in Hong Kong, (2) illustrate how TEC can advance creativity through a capacity building of core entrepreneurial values social responsibilities and partnerships and (3) examine participants’ creativity in response to the capacity building. Through a critical analysis of capacity building for advancing creativity at both the organizational and individual levels, a better understanding of the relationship between creativity and entrepreneurship education can be achieved through the case of TEC. Finally some recommendations on strengthening the linkages between creativity and entrepreneurship at programme and participant levels would be made.

Thursday, 8 December 2011
Session 4C: Application of Creative and Entrepreneurial Education in Different Subjects
ASEAN Room 4
09:00 – 10:30

4.C.1. Developing Programmes and Curricula to Enhance Entrepreneurial Skills and Creativity in Hospitality and Tourism Education in Indonesia
Hera Oktadiana, BINUS International – Bina Nusantara University, Indonesia

Hospitality and tourism education in Indonesia has been viewed as inferior to many other disciplines. It is perceived as having low value by the public as the study is considered easy, requires no mathematical skills and is mostly involved with practical activities such as cooking, serving and tour guiding. It rarely occurs to the public that hospitality and tourism education is a business study and involves creativity. In fact, entrepreneurship knowledge and skills are needed since the study relates to business.

To change the perception, hospitality and tourism school should develop programmes and curricula which contain entrepreneurship activities and encourage creativity. Here are some programmes that have been implemented in a hospitality and tourism school in Jakarta. In a
restaurant management class, students are given a project to establish a restaurant. They are provided with some capital and required to create a business plan starting from budgeting, staffing, creating menu and concept of the restaurant up to running and managing the restaurant. In the event management class, students have to execute a real event such as charity dinner, fun, bike or competition. These programmes have been quite successful and give students an insight into hospitality practices as well as enhance their creativity.

4.C.2. Innovative Agriculture Training Programme for Freshmen at Obihiro University of Agriculture and Veterinary Medicine

*Marshall Smith, Obihiro University of Agriculture and Veterinary Medicine, Japan*

Due to an increasing number of students entering the university with little knowledge and often biased ideas of agriculture, the main objective of this unique training programme is to provide all freshman students with basic experience and accurate knowledge in agriculture to enable them to eventually be able to select a specialty within agriculture that would best match their interests and aspirations.

These objectives are achieved by students participating with teachers in a series of original hands-on group activities during their first year that include practicing environmental conservation, planting and harvesting crops, milking cows, making butter and ice cream, shearing sheep, raising and butchering livestock, and making meat products culminating in an outdoor barbecue where students are able to enjoy the outputs of their labour.

This well-organized programme has been highly evaluated due to the exceptional participation level of teachers and positive feedback, and has enhanced relationships among students and teachers. In fiscal 2006, it was awarded a 3-year Japanese Ministry of Education Culture Sports Science and Technology grant for Supporting Programme for Distinctive University Education. Because of this recognition, the programme is ongoing and continues to be fine-tuned for an even more effective pedagogical tool for the future.

4.C.3. Entrepreneurship Education to Recover from Disasters

*Ryoju Hamada, Tohoku University, Japan*

On March 11, 2011, Sendai City in Tohoku Region, Japan, was devastated by huge earthquake and tsunami. More than 700 people died. It was an unbelievable shock for residents and we were unable to do anything for one or two weeks. After the emergency subsided, many people began discussing how to overcome future disasters, especially how to create new businesses to promote recovery. Hence entrepreneurship education would be more important than before. We would like to introduce some unique activities and actors that encouraged the recovery in Sendai and also examine their sustainability. Through this study I would like to propose a framework of entrepreneurship education for disaster recovery.

Thursday, 8 December 2011

Session 4D: Problem-based Learning: Cases from Malaysia and Indonesia

ASEAN Room 6

09:00 – 10:30
4.D.1. Problem-based Learning the 4 Core Areas (PBL4C): Identifying and Redefining Values for Nurturing Creativity in Building a New Nation in Southeast Asia
Teoh Boon Tat, Warabhorn Preechaporn, Leong Chee Kin and Fong Ho Kheong, SEAMEO RECSAM, Malaysia

Problem-based Learning the 4 Core Areas (PBL4C) promotes the learning of the core areas of values besides multi-disciplinary content knowledge, multi-dimensional skills and appropriate thinking in mathematics classrooms. In PBL4C, students learn and use universal peace values in decision-making in solving context problems. In this paper, we present a PBL4C context problem themed in the Southeast Asia region, promoting student creative thoughts in building a new island nation born as a result of changes to the earth. It explores the values, thoughts and their application of content and skills in building a new nation. Amongst others, we found cooperative spirit, which is essential in a problem-based lesson, is but a pseudo value, not a real value, as commonly thought. This paper explores further the effects of critical thinking, which is commonly thought as a highly valued higher order thinking skill. Is it?

4.D.2. Problem-based Learning the 4 Core Areas (PBL4C): Preparing Children for the Future
Warabhorn Preechaporn, Teoh Boon Tat, Leong Chee Kin, Fong Ho Kheong, SEAMEO RECSAM, Malaysia

Problem-based Learning the 4 Core Areas (PBL4C) that emerged from SEAMEO RECSAM to promote the learning of the 4 core areas namely: content knowledge, thinking processes, skills and values. In a PBL4C classroom, students work in groups on developing skills and the content knowledge needed to build a solution to an assignment. Teachers act as a facilitator to guide students by assigning a real-life problem aimed at probing the content knowledge and using harmonious peace values in decision-making to figure out possible solutions and appropriate thoughts. This paper intends to discuss the implementation of PBL4C assignments on four groups of teachers from Southeast Asian countries. Each group was given the same context problem that is: How are you looking after your siblings while your parents are not around? All group members were cooperative in solving the problem. They came out with various thoughts and their applications not only required content knowledge and skills, but also use creative thinking for harmonious values in decisions. In our role as parents, teachers or educators, we should ask ourselves, what do we want children to be when they grow up and how do we prepare children for the future.

Ka Yee Man, Creative Education Indonesia Foundation, Indonesia

Research has shown that creativity can be taught (Firestien and Lunken, 1993; Parnes and Noller, 1972; Rose and Lin, 1984; Scott Leritz and Mumford, 2004) and that creativity training can be effective (Parnes and Noller, 1972; Rose and Lin, 1984). How does this research translate to the Indonesian context and in the population of children?

This paper presents the design process and outcome of a Creative Problem Solving (CPS) (Osborn, 2001) programme taught to a group of Indonesian children aged six to ten years of age and the children’s application of their learning in solving a real-life problem – the floods of Jakarta. A 9-week long, 30-hour programme was developed for children based on the CPS model. The children were taught the principles of CPS and various divergent and convergent thinking tools and techniques. The CPS process proved to be an effective means to facilitate collaboration among children to find ideas and reach decisions. Results also show that CPS stretched the children’s
imagination, participation in different parts of the process was affected by motivation and that many opportunities occurred for the children to reflect on their cognitive and emotional blocks and leverages in problem solving.

Thursday, 8 December 2011
Session 4E: Public-Private Partnerships for Arts and Entrepreneurship Education
ASEAN Room 8
09:00 – 10:30

Yisung Kim, Yonsei University, Republic of Korea

Nowadays, our society faces various issues such as climate change, population problems and the North-South divide. Among modern society circles, many key stakeholders also confront serious problems of their own and struggle to resolve them. For example, schools, where next generations learn skills for their future, have confronted some difficult challenges. One of most serious challenges of school is to improve student creativity, which can be addressed effectively by partnership with other sectors. In response, the business sector has reinforced its participation in solving social problems and environmental issues through their corporate social responsibility (CSR) activities.

How can we settle these problems? Through strengthening partnership between different sectors, it is possible for each sector to address their own problems and at the same time create positive social relationship, which can act as social/public capital. Through partnership between schools and corporations, various outcomes can be expected. In the case of schools, through collaboration with the business sector, students can experience creative and advanced knowledge. Partnership with private sector through CSR can provide many examples of good practices. Furthermore, partnership involvements can help to increase understanding of each other, which in turn can become the basis for social capital of the community at large.

4.E.2. Creative Community Arts and Entrepreneurship: A Case Study from Hong Kong
Samuel Leong, Josephine Do and Hilary Louise Du Cros, Hong Kong Institute of Education, Hong Kong

The Arts Bus: On the Move! project was an innovative and creative example of a partnership between a university and a commercial company to promote the arts and to physically bring the arts to the wider community. Run over several months in 2011, it involved 20 buses that travelled around Hong Kong with special body designs of children’s art works, and two others that carried out arts activities in community venues. The project successfully engaged a local transportation company in supporting the development of community arts education. It also provided an opportunity to showcase student creativity to the community and was enterprising in creating a mobile venue for a company to display its corporate social responsibility (CSR) backed by the expertise of a higher education institution. The project not only benefited the school community but also local artists and musicians by giving them exposure to a new audience, assisting them in building brand equity and that of their work with potential arts consumers.
The company regarded the project as an exciting new way to implement their CSR policy. This paper will discuss the partnership forged and how such a project might be considered a positive example of entrepreneurship that brings together both partners and the community to achieve their particular goals.

4.E.3. Private Sector Involvement in Entrepreneurship Education in Indonesia

Ghani Kunto, Indonesia

The private sector has a large role to play in youth entrepreneurial education in Indonesia, and it needs to play it for entirely selfish reasons. Youth awareness of advertising and traditional marketing approaches continues to dwindle. Advertising is no longer trusted by the youth market, and recent research shows that even 10 year olds are weary of “below-the-line” marketing approaches. By engaging and empowering Indonesian youth through entrepreneurial education, a company can create a marketing asset that will outlast marketing campaigns.

The private sector needs to approach youth entrepreneurial education by means other than grants or competitions, approaches that have proven ineffective in creating lasting impact both for the youth involved and for the company.

The ideal approach would include a recruitment process that is focused on creating a few successful young entrepreneurs, instead of getting as many students as possible to join the programme. It would also include basic business skills and mindset training, connecting participants with resources (funds, mentor, support community), and providing basic start-up tools, such as an office space, internet connection and stationeries.

The best youth entrepreneurship programmes would focus on social drivers as behavioural motivation instead of the usual economic drivers.

Thursday, 8 December 2011
Session 5A: Enabling Environment and Factors for Creative Thinking and Learning
Golden Ballroom
13:30 – 15:00

5.A.1. Developing Innovative and Creative Thinking: An Ecological Approach
Glenda Crosling and Mahendhiran Nair, Monash University Sunway Campus, Malaysia

The governments in the developing world recognize that innovation is critical for socioeconomic development. Hence many of them are investing resources to create enabling environments that foster creativity. This paper will provide a framework for studying the ‘DNA’ that nurtures creativity. The DNA is characterized by the seven blueprints outlined in Nair (2007) and they are the following: infrastructure; intellectual capital; interaction; institutions; incentives; integrity and systems. The paper will also examine the leadership characteristic that complements the ecosystem to create a sustainable environment to foster innovative teaching and learning. Best practices from other countries that have successfully fostered creative teaching environments will be explored in this paper.

5.A.2. Fostering Creative Problem Solving in Pre-service Teacher Education: A Case of Humanistic Study Project
The purpose of this study is to describe the use of creative approach to problem solving through a series of activities carried out by pre-service teachers on the humanistic studies course. The humanistic studies course aims at the development of personal skills and the social awareness. Through this course, pre-service teachers learn to be critical in responding to social and cultural issues in Indonesia, including religious diversity, social economy gap, globalization and traditional culture, ethnics and gender conflicts, and so on. As an assessment for this course, student teachers conduct small-scale survey research on social-cultural issues that occur in schools. The result of their research is to be reported in two manners: individual written reports in a form of creative writing and group report in a form of poster. As students are required to perform creative approach to problem solving, we see creativity as both thinking process and products. The data for this study are both the research products/reports (creative writings and the posters), and the process. The products are assessed using rubrics based on the dimensions: novelty or originality of the products, resolution or the ability of the product to solve the problem, and style or the attractiveness of the elaboration and presentation. Problem, in this case, is a solution or recommendation generated based on the research findings. In order to understand the process of solving the problem creatively, we also interview a group of students. It is concluded that creativity can usefully be engaged into the teacher education curriculum more systematically as part of the assessment criteria. It is also recommended that the creative approach be emphasized in the problem solving tasks in higher education.


Paramita Atmodiwirjo, Universitas Indonesia, Indonesia
Edy Tri Baskoro, Board for National Standards in Education, Indonesia

Learning process becomes meaningful when delivered through enjoyable learning activities in a supportive environment. Quality education requires certain standards in all aspects of education including standards for school spaces and facilities that could foster creative learning process. Lack of spaces and facilities often becomes a barrier to quality improvement in many schools particularly in developing countries. This paper provides an overview of facilities and infrastructure standards that have been developed by Board for National Standards in Education (Badan Standar Nasional Pendidikan) in Indonesia. The standards set the minimum requirements that should be fulfilled by all primary and secondary schools including minimum space per pupil, types of spaces required for learning library and laboratory resources, outdoor spaces and informal social spaces. The paper discusses how each physical element of schools as required in this national standard provides opportunities to support creative learning process. It emphasizes not only on the role of physical environment to support formal curriculum but also other social-spatial dimensions that are necessary to promote creativity. Baseline data on the current national situation of school facilities and infrastructure suggests some ways forward for the improvement of learning environment. The relationship between physical learning environments and other aspects of educational process also needs to be enhanced to ensure quality education.
Over the last 15 years, Indonesia has experienced one of the largest expansions in education expenditure and enrolment. The net enrolment rate at senior secondary level has doubled, and tertiary education enrolment has increased threefold, resulting in the most educated generation in the country’s history. At the same time, the increases in educational attainment have been accompanied by an economic transformation away from agriculture and into the manufacturing and service sectors, which account for 75 percent of the GDP and 56 percent of total employment. Yet employment in these sectors has not kept up with the increased numbers of educated workers, resulting in high youth unemployment (53 percent of the total unemployed in Indonesia). In the meantime, 3.3 million young people in Indonesia leave formal schooling before completing high school – and the share is significantly higher in rural areas and for poorer segments of the population. These school dropouts tend to get bad quality jobs (unpaid jobs or go into self-employment).

One of the main problems is a mismatch between the skills acquired by young job seekers and skills required by industries. Employers rate the quality of 25 percent of senior secondary graduates as poor. The education and training system has a big role to play to compensate and upgrade skills, but it currently is focused on basic courses, that serve mainly educated and higher income populations. There are still important gaps in generic skills (behavioural, problem-solving, and critical thinking).

In responding to this problem, Plan Indonesia has initiated a five-year programme called the Youth Economic Empowerment (YEE). The programme consists of three major (integrated and holistic) components including technical and vocational education and training (TVET), micro enterprise development (MED) and financial services. Since 2010, the programme has been implemented in Grobogan district in Central Java and targets 1,250 youth to be trained to have the necessary skills and knowledge to get decent works or establish micro enterprises.

This project is designed to economically empower disadvantaged youth (aged 15-29 years old) so that they are able to find gainful employment and become economically secured. The programme targets mainly young women as the main beneficiaries because they often prove to be more financially responsible than men, and are more likely to invest increased income in household and family well-being including health and education for their children. In addition, women’s economic empowerment can lead to improved gender equality.
5.B.2. YCAB Foundation’s Social Investment: An Approach to Advancing Indonesian Education through Socio-Economic Empowerment
Veronica Colondam, YCAB Foundation, Indonesia

This paper examines the practices implemented by the Yayasan Cinta Anak Bangsa (YCAB) Foundation in its efforts to improve Indonesia’s human development index through its healthy lifestyle promotion, education provision and welfare creation. HeLP (Healthy Lifestyle Promotion) addresses risky behaviours towards the prevention of drug abuse and HIV/AIDS, helping building healthy and strong future generations.

House of Learning and Development (HoLD) is our community learning centres for underprivileged children and school dropouts while Hands on Operations and Entrepreneurships (HOpE) is creating employment opportunities and entrepreneurship. HoLD and HOpE are the two programmes that are linked, creating perpetual social equity with YCAB Foundation’s creative innovation of the Education Linked Microloans. It is the first micro financing programme in Indonesia where mothers get access to education-linked funds – education of their own kids and the dropouts in their neighbourhood. This microloan is a social investment in which most of the funds generated from loans are reinvested for the education programme at HoLD. Thus, HOpE’s microloan activity provides education attainment: education for all.

This paper will use existing research in addition to evidential data to illustrate how YCAB Foundation’s social investment model provides an excellent and creative model of sustainable development that revolutionize the combination of education attainment and welfare creation.

5.B.3. Nurturing Creativity and Entrepreneurship Skills of Youth Using the Process of Developing a Life Skills based Game for Rural Teen Clubs in India
Aparna Khanna, Lady Irwin College, University of Delhi, India
Anjali Capila, Lady Irwin College, University of Delhi, India
Pragati Bhalla, Jamia Millia Islamia (Central University), India

The Indian Ministry of Youth Affairs and Sports engages rural youth in national development activities through the Nehru Yuva Kendra Sangathan. Adolescents are organized into Teen Clubs. A review by UNFPA (New Delhi) found that Teen Club members needed to be given new opportunities to engage them interactively, impart relevant age appropriate information and develop life skills to enable them to make informed decisions and be responsible citizens. A project to develop the prototype of a game for Teen Club members was initiated with post graduate students specializing in development communication. The mandate was ‘engaging youth to develop IEC material for youth’.

The idea was to impart important information and educate adolescents in a creative and entertaining manner. A graphic-based colourful flipbook game with eight pullout panels and informational factsheets was designed with a comic book layout. The instructions for playing the game were written in the form of a poem for quick and easy understanding. Thereafter the players have to flip through eight colourful panels with pullout options and select visuals of people, locations and issues to narrate their life experiences and discuss their growing-up concerns, share their joys, apprehensions and achievements. Through peeping into several ‘windows’, they are encouraged to look into their own life, family, friends, peers and neighbours, and talk about their concerns. A game session leads the players to engage in several creative activities like storytelling, drama role play, puppetry, script writing, poems and songs, etc.

The game was finalized after field testing the visuals and the format in Teen Clubs of villages in two states of India: Rajasthan and Haryana. It was highly appreciated by the adolescents and all
the stakeholders. Hence the game can serve as a template to develop several other forms of visual learning materials in print or digital format for imparting education to adolescents.

The project gave hands-on experience to post graduate students in content writing, visual communication, project management, field testing and development of prototype materials for edutainment, thus enhancing their life skills and professional expertise in the process. The model of engaging youth to develop IEC material for youth was very successful though challenging.

Thursday, 8 December 2011
Session 5C: Measuring and Assessing Creativity and Progress towards Self-fulfilment
ASEAN Room 4
13:30 – 15:00

5.C.1. Development of a Scoring Rubric to Assess the Creativity of Student-Designed Product
Maimunah Husien, Institut Aminuddin Baki, Malaysia

Creativity assessment of student work is important in the effort to nurture the construct. This paper will discuss the development of a scoring rubric to assess the creativity of the product designed by the Engineering Technology students in Malaysia. Functional Creativity by Cropley and Cropley (2005) had been delineated as a conceptual framework for the rubric development. Creativity indicators were sought through the review of literatures. The 30 indicators found were used to construct a rubric of five performance levels. Two studies had been done on the rubric. The first study which involved five raters assessing 30 products was meant to investigate the internal consistency of the rubric besides getting the raters’ feedback on how improve it. The result was very convincing with all indicators being retained with slight modification. Based on the raters’ suggestion, criteria were added to most of the indicators to make the judgment more objective. The second study involved 10 raters assessing 20 products each. Result from the Exploratory Factor Analysis showed that the factors underlying the rubric, though slightly different, were still in line with Functional Creativity. Further study will be done to see whether further refinement on the rubric will result in a better structure.

5.C.2. Using Abbreviated Torrance Test for Adults (ATTA) to Measure Creativity Training Effectiveness The Indonesian Context
Trimadona Wiratrisna, Creative Education Indonesia Foundation, Indonesia

Research has shown that creativity can be taught (Firestien and Lunken, 1993; Parnes and Noller, 1972; Rose and Lin, 1984; Scott Leritz and Mumford, 2004; Horng et al., 2005) and that creativity training can be effective (Parnes and Noller, 1972; Rose and Lin, 1984). Davidovitch (2006) also indicated that a strong relation exists between creative thinking and effective teaching. Much research has been conducted in the field of creativity but most of it in the Western context. The purpose of this study is to investigate whether creativity can also be taught in the Indonesian context. Creativity training was provided to teacher-students in various departments of several teacher preparation universities and an independent teacher organization. The Abbreviated Torrance Test for Adults (ATTA) was administered to the participating teacher-students and teachers to test for their creative thinking abilities before and after creativity training. Results show a significant difference in participants’ creative ability before and after training. This indicates that creativity training can be taught and effective in the Indonesian context. A recommendation is made
for creativity training to be integrated with teacher preparation curriculum in order to improve teacher-students’ competencies and for creativity training to be provided for in-service teachers.

5.C.3. Innovative Entrepreneurial Education for International Hospitality and Tourism Business: Case Study of IHTB Culture Festival 2011
Maria Christina Liem and Eric Yosua, University of Ciputra, Indonesia

This paper presents an example of effective and innovative entrepreneurial education for first semester International Hospitality and Tourism Business (IHTB) students at the University of Ciputra in Indonesia through the IHTB Culture Festival 2011: Discover Exotic China project. This festival held at the end of October 2011 was a self-financed entrepreneurial project involving 48 IHTB students. Tasked to engage their target group of teenagers and adults creatively, the students focused on four specific processes: generation of ideas, market testing, project preparation, and implementation. Evaluation throughout their learning journey helped the students to articulate their experience and consolidate their knowledge in the hospitality sector.

Even though the financial returns were not the only expected result of this learning journey, the profit of Rupiah 20 million clearly indicated the success of the project and provided great satisfaction and a sense of achievement to all the students.

Thursday, 8 December 2011
Session 5D: Developing Business, Administration and Marketing Skills in Universities
ASEAN Room 6
13:30 – 15:00

5.D.1. The Development of a Breakthrough MBA Programme in Creative and Cultural Entrepreneurship at Bandung Institute of Technology
Dwi Larso, Bandung Institute of Technology, Indonesia

The state of business in Indonesia shows that (1) the number of entrepreneurs compared to its population is very low and (2) the proportion of micro and small businesses on total businesses is very high. Therefore Indonesia needs to develop more higher value-added entrepreneurs. The Bandung Institute of Technology (ITB) has taken on the responsibility to develop such entrepreneurs. With its strengths in science technology, art and design, ITB is in good position to play this role. ITB’s School of Business and Management takes a lead in harnessing these strengths to develop a breakthrough MBA Programme in Creative and Cultural Entrepreneurship. The programme was launched in 2011 and started accepting students. This paper explains why creative and cultural-related industries are targeted. Entrepreneurship education issues will be addressed since educating entrepreneurs needs a different approach than a conventional one. A methodology was followed including literature review, benchmarking, site visits and interviews. The results of this development consist of (1) a complete curriculum of MBA Programme in Creative and Cultural Entrepreneurship and (2) entrepreneurship education ecosystem which supports the curriculum to achieve the programme’s goal in developing new entrepreneurs in creative and cultural related industries.

5.D.2. Entrepreneurial Education in the MBA Programme of Wuhan University of Technology: A Case Analysis
Argelia Pahuamba, Wuhan University of Technology, China
Entrepreneurial education is the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them. It includes instruction in opportunity recognition, commercializing a concept, marshalling resources in the face of risk and initiating a business venture. Moreover, it also encompasses instruction in traditional business disciplines such as management, marketing, information systems and finance. The aim of this paper is to describe the design and introduction of a new MBA programme with entrepreneurship education at Wuhan University of Technology. Within this new programme, the process and responsibility of learning has largely been reversed through the process of student-centred learning. This new method of learning represents a challenging departure from traditional mainstream teaching practices. In considering the benefits achievable from this new teaching method, this paper also considers the difficulties in transferring increased responsibility to students to manage their futures and to meet 21st century aspirations and challenges.

Syaharom Abdullah, Universiti Malaysia Perlis, Malaysia

A cross-border collaborative project involving 16 engineering students from a Malaysian university and 16 social science students from a Thai university was implemented with the objective of enhancing the participants’ soft skills and entrepreneurial skills. The project spanned over a period of fifteen days, with seven days in Malaysia and eight days in Thailand. The arrangement was chosen to provide opportunities for the participants to utilize their acquired knowledge to facilitate the generation of technology-based innovative products for marketing. The 32 students were divided into four teams of eight participants each with four students from each institution. Each team worked on a business plan for an ‘innovative’ product proposed by the team to seek funding. Each team was supervised by two facilitators, one from each university. In addition to writing a business plan, the participants also joined field trips to places of interest and visited manufacturing facilities. A questionnaire survey and interview were conducted to gauge the achievement of the objectives. This paper will describe the design of the project, present the findings obtained and discuss the impact on soft skills and entrepreneurial skills development.

Thursday, 8 December 2011
Session 5E: Having Fun Learning In and Outside the Classrooms
ASEAN Room 8
13:30 – 15:00

5.E.1. Enriching Children’s Experience With Art Education Workshop Design
Marcos Sadao Maekawa, Chihiro Sato and Keiko Okawa, Keio University Graduate School of Media Design, Japan

Valuable live music has only been shared among those who actually show up at concert halls. However, most young children have restricted access to these venues. Therefore such worthy live content seldom reaches their ears in real-time while listening to live music is a fertile experience to enrich creativity.

This paper introduces the Beethoven for Kids workshop conducted to challenge this barrier. The workshop was designed as a part of the Arts for All project that broadcasted the Beethoven’s symphonies concert live through the internet to stimulate children’s interests in music by offering special contents focused on how to listen to orchestral music and understanding what the instruments are.
Before the concert, children were briefly introduced to the historical background of the composer and the music. After the concert, a review session was offered to present the musical instruments and participants had a chance to actually touch and play a real instrument, in this case the violin.

Although the workshop was conducted locally this time, Arts for All aims to deliver activities targetted at the younger generation all around the world to provide similar opportunities for them and promote cross-border collaboration.

5.E.2. Theater in the Classroom, Classroom in the Theater: Creative Instructional Practices and Principles
Lenaur Abbot, Southwill Learning Center, Philippines

This research paper presents the result of the creative implementation of the alternative ESL Learning System, a supplementary programme that aims to develop and enhance the language fluency of the multilingual learners. The account stems from the experimental research conducted by the author with elementary learners raised in a multilingual community. This paper also specifies and discusses the creative mechanisms and creative spaces of Theatre Arts as being defined in the research. Hence it likely illustrates how their embodying principles and creative practices became complementary to the demands of English language instruction. Part of this presentation is showcasing the sample instructional model of theater art integration in the English language classroom.

5.E.3. Removing the Walls and Textbook from the Classroom: A Case Study of Creative Entrepreneurship Class of Multinational Students in South Korea
Zen Parry and Craig Baird, SolBridge International School of Business, Republic of Korea

Introducing creative elements into the syllabus and pedagogy of an entrepreneurship class in a business school can be a risky endeavour for an educator and the students alike. Populating the class with students from traditionally risk-averse cultures provides many opportunities for everyone to succeed, or fail if events do not go according to plan. Identifying the core behavioural issue that creates the most value in the learning experience of the students is one small step in bringing the synergy of creativity and entrepreneurship together in the academic environment. The end result was a joint learning workshop on Skype involving an author of a book that is not a textbook, a multicultural class in South Korea and a culturally homogenous class in Indonesia. Along the way, the walls of the classroom were removed and the covers from the book disappeared. At the end of the journey, a new paradigm had emerged, driven and defined by the students who want to be the entrepreneurs of their own worlds. This is the story of one creative entrepreneurship class of multinational students in South Korea.
**Biodata of Plenary Speakers**

**Fernando M. Reimers**  
*Ford Foundation Professor of International Education and Director of the International Education Policy Program, Harvard University, USA*

Fernando M. Reimers is the Ford Foundation Professor of International Education and Director of the International Education Policy Program at Harvard University. He teaches courses on the relationship between education policy and quality improvement, instructional improvement and educational innovation and social entrepreneurship. His current research focuses on the impact of entrepreneurship education with youth in the Middle East and on the impact of citizenship education programmes for youth in Latin America. He is also doing work to advance global education, and leads the design of a K-12 global studies curriculum which will be one of the defining features of a global network of schools. He is leading a large research project on education leadership in Brazil.

He is a member of the US Commission for UNESCO and works with policy makers in the United States, Brazil, Mexico and numerous other countries. He earned Doctoral and Masters degrees in education at Harvard University and obtained a Licenciatura en Psicología at the Universidad Central de Venezuela. He was awarded an Honorary Doctorate in Humane Letters by Emerson College for his work advancing global education.

**Larry O’Farrell**  
*Professor of Drama and Arts Education and Holder of the UNESCO Chair in Arts and Learning, Queen’s University, Canada*

Larry O’Farrell is Professor and holder of the UNESCO Chair in Arts and Learning, Faculty of Education, Queen’s University, Canada. Larry served two terms as President of the International Drama/Theatre and Education Association (IDEA). He is currently Chair, Board of Directors, Canadian Network for Arts and Learning and a member of the international advisory board of the World Alliance for Arts Education. As a member of the international advisory committee and General Rapporteur for the 2nd UNESCO World Conference on Arts Education (Seoul, Korea, 2010) he was instrumental in preparing *The Seoul Agenda: Goals for the Development of Arts Education*. His research includes participation in an international study of creativity in drama/theatre and arts education. Larry is the 2011 recipient of
Wang Libing
Professor of Education, Zhejiang University, P.R. China

Wang Libing received his doctoral degree at Hangzhou University, China, in 1994. He specializes in comparative education, higher education policies and teacher education. He is currently a university professor at the College of Education, Zhejiang University, China. He was a visiting fellow at the University of Sussex, UK from 1992 to 1993 and at the University of Warwick, UK from 1998 to 1999. Since 2000, his work has been closely linked with UNESCO as he was appointed as Director of UNESCO-APEID Associated Centre at Zhejiang University and Secretary of the Global University Network for Innovation – Asia and the Pacific (GUNI-AP), a UNESCO-initiated regional network that brings together leading universities in this region for experience sharing and partnership building.

Susan Allen
Artist Educator, Yellow Coco Creative Nest, Indonesia

Susan Allen has over 17 years of experience integrating arts and movement in teaching learning in a variety of contexts and organizations. She completed two years towards a Ph.D in Holistic Education at the University of Toronto, holds a Masters in Environmental Studies and an Honours B.A. in Mass Communications, Psychology and Physical Education from York University.

Susan has worked in Bali at the Green School for three years teaching a diverse Performing Arts curriculum. She established the initial holistic curriculum for kindergarten in the first year of operations of the school. She also taught a holistic curriculum for primary grades at Pelangi School in Ubud.

In 1990s, Susan worked with street children in Java and co-founded an organization for street children (AKAR) and assisted in the environmental curriculum project based on Learning through the Arts through the Cirebon Urban Development Project. In Kobe and Kyoto, Japan, she trained student teachers to use the arts and movement in education. In Toronto, Canada, she taught integrated arts, creative movement, puppetry, storytelling and ESL at York University, Toronto Parks and Recreation, George Brown College, and a variety of schools, businesses and cultural centres.

She has written and performed in over 20 plays designed for shadow puppetry and other puppet forms and has published the
following documents based on research and practice in the arts in teaching and learning. She is passionate about the creative process and bringing the whole self into all that we do at work, play and in learning.

Susiawan
Co-founder, Yellow Coco Creative Arts Centre, Ubud, Indonesia

Susiawan is an artist and children’s arts educator with over 20 years of experience. He pioneered an alternative education using the arts for children in Indonesia – Yayasan Anak Merdeka (Institute for Children’s Freedom of Expression). Susiawan holds a B.F.A. in Graphic Arts from the Faculty of Art and Design at the Bandung Institute of Technology. He received the prestigious ASHOKA Fellowship for Social Entrepreneurs in pioneering and developing children’s activities using the arts in environmental education in 1986. Susiawan developed an environmental education through the arts programme as a pilot project of the Cirebon Urban Development Project, training teachers and students in a community participation approach to develop a curriculum on environmental awareness. He worked as an art teacher in Green School Bali and pioneered lessons on natural dye batik painting, arts for sustainability and Balinese ritual arts.

Susiawan is passionate about working with children and the power of the arts. He brings his skill and love of visual arts and design to his work as a shadow puppet designer and workshop facilitator. He has worked in community centres, cultural centres and schools in Canada. He trained in Integrated Art Institute, Toronto, Ontario (2001). He is a recipient of the Ontario Arts Council, Artist in Education Grant (2003 – 2008) in delivering programme for students in shadow puppetry.

Susiawan has trained student teachers in Japan and Indonesia. He enjoys sharing his knowledge with people of different cultural backgrounds and supports children in difficult circumstances.

Susiawan is co-founder of Yellow Coco Creative Arts Centre, a community-based arts center in Nyuh Kuning, Ubud, Bali.
Ren Youqun  
*Vice President, East China Normal University and Director of UNESCO-APEID Associated Center in ECNU, P.R. China*

Professor Ren Youqun is the Vice President of East China Normal University (ECNU) in Shanghai, China. He was born in Suzhou, a UNESCO World Heritage site with beautiful gardens in Jiangsu Province. He received his Bachelor’s degree in Computer Science, Master’s degree in High Education and PhD in Curriculum and Instruction. He is a Professor at the Institute of Curriculum and Instruction and Co-Director of Learning Science Research Center in ECNU, and has published numerous papers and books on many subjects including Instructional Design, Curriculum Studies and Educational Technology. He is also the Director of UNESCO APEID Associated Center in ECNU and is actively involved in many UNESCO-initiated programmes and activities. As the Vice President of ECNU, he is responsible for the administration, finance and logistics of the university.

Ananta Gondomono  
*Government Programme Manager, Intel Indonesia Corp, Intel Corporation*

Ananta Gondomono joined Intel Indonesia Corp. last May to launch the company’s SME initiatives in Indonesia. His main focus is on building collaboration with various government stakeholders, chambers of commerce and other organizations to implement programs in the optimization of broadband utilization and other SME-related initiatives.

Ananta also supervises the enrolment of education programmes which include teacher skills training in digital literacy and education content development, under the Intel Teach programme. All these programmes have been implemented in Indonesia since 2007 and has reached out 75,000 teachers through train-the-trainer scheme.

Prior to Intel, Ananta managed the education CSR programme for Microsoft Indonesia. He always works in partnership with the Ministry of Education, local education boards, and teacher colleges to organize various workshops for in-service and pre-service teachers.

Ananta is very passionate about education and enjoys supporting the teachers in their work in and outside the classrooms. He holds a graduate degree in International Relations.
Mira Lesmana  
*Writer and Film Producer, Indonesia*

Mira Lesmana’s expertise in producing various types of films is undeniable. She gained her reputation and recognition after producing the box office feature films *Petualangan Sherina* (2000) and after that *Ada Apa Dengan Cinta?* (2002), both marking the rebirth of the Indonesian film industry. She has entered the ranks of leading film producers in Indonesia and has successfully produced eleven movie titles, each with its own individual character – from big box office hits to critically acclaimed films, and from small budget productions to epic feature films. In 2008, she produced the film *Laskar Pelangi*, followed by its sequel *Sang Pemimpi* which reached a phenomenal success, gaining almost 7 million viewers, the biggest in Indonesian film history so far. Following the success of the film, she brought the story into a musical stage production *Musikal Laskar Pelangi* in 2010. The musical was another big hit, not only at home, but also abroad, with tickets being sold out when performing at the prestigious Esplanade Theatre in Singapore, in 2011. Her upcoming feature film project will be *Bumi Manusia*, adapted from the novel written by the maestro Pramoedya Ananta Toer.

Sandiaga Uno  
*Founding Partner and CEO of Saratoga Capital, Indonesia*

Sandiaga Uno was born in Rumbai, Pekanbaru in Indonesia. He is the founding partner and CEO of Saratoga Capital, a private equity firm he co-founded with Edwin Soeryadjaya in 1998. Saratoga Capital focuses its investments in natural resources and infrastructure in Indonesia and Southeast Asia. He currently holds key positions among others at PT. Adaro Energy Tbk, one of the largest integrated coal companies in Indonesia and PT Tower Bersama Infrastructure Group, one of the largest independent telecommunication tower providers. He also co-founded a boutique investment firm, PT Recapital Advisors in 1997 together with his high school friend, Rosan Roeslani. Sandiaga graduated Summa Cum Laude with a Bachelor of Business Administration from the Wichita State University in 1990 and obtained a Masters of Business Administration from George Washington University in 1992. He was awarded the Indonesian Entrepreneur of the Year by Enterprise Asia in 2008.
Sofjan Wanandi
Chairman, Indonesian Employers Association (APINDO), Indonesia

A prominent figure in Indonesian business, economic development and politics, Sofjan Wanandi has helped shape – and is still shaping – the future of the country. In early 2000, Mr. Wanandi initiated the establishment of the National Economic Recovery Committee, which provided the government, the parliaments and public policy makers, as well as business associations, with valuable inputs to set the pathway towards economic recovery in Indonesia. He was the Executive Chairman of the organization for a number of years. Under President Abdurrahman Wahid’s administration, Mr. Wanandi chaired the National Business Development Council, which sought to promote foreign investment and to restore the confidence of the business sectors. Mr. Wanandi has served as a member of Deutsche Bank AG Regional Advisory Board Asia/Pacific and is the chairman and CEO of the Gemala Group, an Indonesian-based diversified conglomerate with interests in automotive parts, pharmaceutical, financial services and property. Mr. Wanandi is currently the Chairman of the Employers Association of Indonesia, and serves as a member of the Board of Trustees of the Regional Autonomy Watch, an independent organization that analyzes the government’s economic-related policies in the region.

Ponheary Ly
2010 CNN Hero, Social Entrepreneur and Project Director, Cambodia

After surviving the Khmer Rouge regime, Ponheary Ly returned to Siem Reap with what was left of her family. They had lost everything, including her father, an educator. She became a teacher and learned to speak French, English and Russian. In 1998, Ponheary became a tour guide and during her rounds at the temples, she saw children out working instead of going to school. She began leveraging her relationship with those who toured with her and started a project to support the return of rural children back to school and help them stay there. Ponheary was named the CNN Hero in 2010 in recognition of her contribution as an “every day” person in changing the world.
Mae Chu Chang  
*Head, Human Development Sector, East Asia and Pacific Region, The World Bank, Indonesia*

Dr. Mae Chu Chang is the Head of Human Development Sector in Indonesia and Lead Education Specialist of the World Bank. She leads a comprehensive programme of support to Indonesian education from early childhood to higher education amounting to about US$1.5 billion. She has worked intensively to help governments to develop comprehensive education reform strategies and provide World Bank technical advice and technical support – in partnership with other donors in countries such as Iran, Egypt, Yemen, Jordan, South Asia and East Asia – in China, Malaysia, Thailand and Laos. Ms. Chang holds a B.A. from Melbourne University, Australia and a Doctoral Degree in Education from Boston University, U.S.A.

Kavil Ramachandran  
*Thomas Schmidheiny Chair Professor of Family Business and Wealth Management at the Indian School of Business, Hyderabad, India*

Professor Ram is the Thomas Schmidheiny Chair Professor of Family Business and Wealth Management at the Indian School of Business. He has specialized in family business, entrepreneurship and strategy and has over 33 years of experience as an academic. He obtained a Ph.D. from the Cranfield School of Management, UK in 1986 on a comparative study of the small enterprise policies of Japan, UK and India. He has done research on family business, entrepreneurship and strategy, and has authored/edited six books and published extensively in reputed Indian and overseas journals. His consulting experience includes areas such as family business governance, professionalization, succession planning, strategic planning, and identification of new opportunities for growth, corporate entrepreneurship and turnaround strategies in family and non-family environments. He has written several management cases, and has conducted training programmes for family businesses on governance, professionalization, strategic management and entrepreneurship. He has been associated with the FBN International (Family Business Network) and STEP Successful Transgenerational Entrepreneurship Practices for several years, and has served on various advisory committees of the Government of India, World Bank, Securities and Exchange Board of India.
Ciputra
Entreprenuer and Founder of Ciputra University

Dr. Ciputra is without a doubt one of the most prominent businessmen in Indonesia, with a real estate empire that stretches well beyond the country’s borders. His name has become synonymous to “entrepreneurship”, with acknowledgement both from respectable international institutions, including Ernst & Young Indonesia, who awarded him the Special Award for Entrepreneurial Spirit in 2006, and Globe Asia magazine, who gave him the Lifetime Achievement Award in social entrepreneurship and education. With all his successes, Dr. Ciputra’s main mission seems to be to drive entrepreneurship in his country. He has provided countless training workshops on entrepreneurship and in 2006 established the Ciputra University in Surabaya, with a vision to produce world-class entrepreneurs. His wealth of experience and unquestionable commitment to entrepreneurship in Indonesia has made him one of the most respectable public figures in the country.

Paulina Pannen
Dean, Sampoerna School of Education, Indonesia

Paulina Pannen is a professor of instructional technology receiving her graduate education from Syracuse University, USA, in the field of educational technology. She has been a faculty member of Universitas Terbuka for more than 25 years, and also Director of SEAMEO Regional Center for Open and Distance Learning (SEAMOLEC). She is actively involved in various quality improvement activities for teacher education, higher education, and the use of ICT for teaching and learning, including in scholarly journal writings and speaking at various national as well as international education forums. Currently she is the Dean of Sampoerna School of Education, a newly established teachers training college in Jakarta, Indonesia.

Timothy Marbun
TV News Anchor and Sabang 16 Founder, Indonesia

Timothy Marbun is a television journalist working in the field for five years. He has covered several top issues such as the Red Shirt uprising in Thailand, the Arab Spring in Bahrain and also interviewed prominent figures including the Palestinian Prime Minister Salam Fayyad. Beyond news and pursuing his passion in writing and film, he has been involved in the 2011 film “Catatan Harian si Boy”. In 2010, together with two friends, he opened a small coffee shop called “Sabang 16” specializing in traditional srikaya jam at the Central Jakarta area. The venture received great feedback from customers thanks to its differentiated specialty and a personal twitter approach advertising efforts. Sabang 16 is looking to expand its business.
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