4th UNESCO-APEID Meeting on Entrepreneurship Education
A Supportive Ecosystem for Entrepreneurship Education
12-14 October 2015
Pullman Hotel King Power, Bangkok, Thailand

Organized by
UNESCO Asia and Pacific Regional Bureau for Education, Bangkok, Thailand
Bangkok University, School of Entrepreneurship and Management Thailand (tbc)

Concept Note

Over the past few decades, the world witnessed significant economic transformations and shifts in the labour market as a result of globalization, regionalization and technological advances. The reach of globalization runs deep and wide, leaving indelible impacts on societies in multiple areas and at all levels. The pathways from education to employment are more twisted and complex. Lifelong tenure and job security can no longer be taken for granted. New forms of employment and contractual agreements have emerged, in some cases favouring the employers, and in others allowing individuals to have greater flexibility to meet their family responsibilities and pursue other interests.

An area of substantial change is the shrinking of agriculture-based employment. According to Dobb et al. (2012), between 1990 and 2008, more than 1 billion non-farm jobs were created worldwide, of which 84% were in developing countries, thus helping to lift 620 million people out of poverty. At the same time, advanced economies saw their service and technology industries expanding to provide millions of new high-paying jobs for highly skilled workers. The financial crisis in the late 2000s, however, slowed the growth and created a situation where the demand for high-skill workers remains high, but low-skill workers are having difficulties securing gainful employment.¹ Data from the Asia-Pacific region showed similar trends with the service sector increasing its share of employment (from 37.1% in 2010 to 39% in 2013) against a drop in the agriculture sector (38.4% in 2010 to less than 35% in 2013).²

The recent Greek debt crisis and China’s unexpected devaluation of the yuan demonstrate again how interconnected the world has become. The repercussions of these events are yet to be fully understood as we continue to monitor their developments. The Association of Southeast Asian Nations (ASEAN) members should be equally concerned as they are poised to launch the ASEAN Economic Community (AEC) at the end of 2015. Expected to bring about freer movements of the 600+ million people, goods and services, the AEC will have to contend with and consider these external fluctuations in tandem with formulation of agreements among its members.

Governments are placing greater emphasis on developing their human resources in their attempts to make their countries more competitive. Providing quality education to their citizens has never been more important. World leaders will meet in New York in September to endorse the Sustainable Development Goals for 2015 to 2030. As one of these goals, the Education Agenda 2030 aims to leave no one behind by looking at education through a broader context of development to enable education systems to respond to rapidly-changing labour markets, technological advances, urbanization, migration, political instability, environmental degradation, competition for natural resources,

demographic challenges, rising unemployment, persistent poverty and widening inequalities, and expanding threats to peace and safety.\textsuperscript{3}

In pushing forward, many countries are confronted with high unemployment rates or disengaged youth. Globally, about 200 million people were unemployed in 2013, of whom 74.5 million were between 15 and 24 years old. The global youth unemployment rate stood at 13.1\%, which was almost three times higher than adult unemployment rate. Viable solutions are needed urgently to address the unemployment issue and ensure that the millions of unemployed youth are not left behind.

Entrepreneurship is attracting substantial attention from policy makers, educators and among the young people themselves as a driver of economic growth and innovations. In many ways, the march towards entrepreneurship is very much inspired by the likes of Steve Jobs and Mark Zuckerberg, and closer to home Jack Ma and other successful innovators. The questions often being asked are what made them so successful? Can we create more Steve Jobs and Jack Mas, and if yes, how can we do it? Notwithstanding the debate on nature vs. nurture, Peter Drucker said that entrepreneurship is a discipline, and like any discipline, it can be learned.\textsuperscript{4} The growing numbers of entrepreneurship education programmes and courses indicate that policy makers, educators and those future entrepreneurs agree with Drucker.

Clearly, many factors have to be considered and necessary conditions put in place to equip aspiring entrepreneurs with appropriate knowledge, skills and attitudes for their journey. To better understand these factors and conditions, and to provide recommendations for effective entrepreneurship education, UNESCO Bangkok has initiated a research study on the ecosystem needed to support entrepreneurship education in universities in the 9 countries listed below:

South Asia: India, Pakistan, Sri Lanka
Southeast Asia: Indonesia, Malaysia, Philippines
East Asia: China, Japan, Republic of Korea

The study is an activity under the umbrella of UNESCO Bangkok’s project on \textit{Creating a New Generation of Entrepreneurs and Innovators} with support from the Japan Funds-in-Trust. Researchers of the studies are members of the Entrepreneurship Education Network (EE-Net) – a network established by the project. They are tasked to address three key areas:

1. Current status of entrepreneurship education in the respective countries
2. Key issues facing entrepreneurship education in the respective countries
3. Major elements of the ecosystem in universities that need more research and support in the respective countries

To share their findings, UNESCO Bangkok is organizing the 4\textsuperscript{th} UNESCO-APEID Meeting on Entrepreneurship Education on 12-14 October 2015 at Pullman Hotel in Bangkok, Thailand. In addition, mini-workshops will be held to provide more hands-on sessions on selected themes based on the preliminary findings, e.g., mentoring, social entrepreneurship, women entrepreneurships and so on.


\textsuperscript{4} Drucker, P.F., 1985. \textit{Innovation and Entrepreneurship}. Harper and Row, New York:
Objectives of the meeting

- Present preliminary findings of the research study on a supportive ecosystem for entrepreneurship education in selected countries in Asia
- Conduct mini-workshops on selected topics, e.g., mentoring, social entrepreneurship, women entrepreneurship.
- Discuss plans and follow-up activities for EE-Net.
- Strengthen networking and collaboration among EE-Net members

Participants

About 100 participants to include policy makers, educators, entrepreneurs, professionals and youth are expected to attend the meeting. UNESCO Bangkok will provide accommodation, lunches and refreshments for the duration of the meeting. Participants are expected to cover their own travel costs and other expenses.

Since space is limited, those interested in attending the meeting must fill in an application form (as attached). The completed form has to reach UNESCO Bangkok by **Friday, 11 September 2015**. Those selected to participate in the meeting will be notified by Friday, 18 September 2015.

Proposed programme

- Session 1: Presentations of research findings
- Session 2: Mini-workshops on selected topics
- Session 3: Entrepreneurship Education Network (EE-Net) and Future Plans

For more information

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