Distinguished Participants,
Ladies and Gentlemen,
Good afternoon!

It gives me great pleasure to present the meeting summary on behalf of the organizers. First of all, I would like to thank all the honourable speakers for your informative and thoughtful presentations. I am also grateful to the valuable inputs and interventions of the panellists and participants from the floor during different sessions and the panel discussion.

The importance of entrepreneurship education was highlighted in the outcomes of both 1998 and 2009 World Conferences on Higher Education organized by UNESCO and prioritized in the UNESCO Medium-term Strategies for 2008-2013. UNESCO Asia and Pacific Regional Bureau for Education responded timely to this important issue by choosing entrepreneurship education as the theme of the 15th UNESCO-APEID International Conference, held last December in Jakarta, Indonesia. This meeting in Hangzhou is a follow-up activity to the Jakarta Conference, and is also serving as a follow-up activity to the Third UNESCO International TVET Congress held last month in Shanghai, in order to further collect good and innovative practices in entrepreneurship education in this region for experience sharing and partnership building.

It has been widely recognized that entrepreneurship education cannot be implemented by a single party of stakeholders. It needs multi-stakeholder support for the development and delivery of effective educational programmes for entrepreneurship. I am glad to see that this meeting is a policy dialogue not only among different countries and regions, but also among different stakeholders, including representatives from the government, education institutions, academia, private sector, international organizations, and the students, which is helpful to the establishment of a favourable eco-system for the promotion of entrepreneurship education in every country.

On the part of government, there has been increasing awareness of the importance of entrepreneurship education in spurring economic growth and achieving better societies. It was noted that comprehensive national policy packages have been developed in Malaysia where the promotion of entrepreneurship education has been closely linked to the national development goals in the Malaysia Vision 2020 and the New Economic Model in which entrepreneurial economy is one of the key concepts. In the Republic of Korea, the recent global financial crisis has had a negative impact on the willingness of people in pursu
entrepreneurial activities as they prefer more secure and stable employment. However, entrepreneurship education has drawn increasing attention of the government as a tool to enhance employability and job adaptability. The Singapore case presents us with a view that state entrepreneurship was the key to their early economic success as one of the Asian Tigers, while the promotion of private sector entrepreneurship is regarded as one of the important measures to overcome the current economic crisis. The Government of Hong Kong SAR of the People's Republic of China has intensified its efforts to promote innovation and entrepreneurship within its university system, in order to build itself into a regional higher education hub. The Hong Kong government believes that by encouraging universities to be entrepreneurial, the students themselves would also become more entrepreneurial. The proposal in the Malaysian report to establish a single authority in charge of entrepreneurship education within the ministry as one way to provide solid coordination among all the stakeholders in developing and delivering effective entrepreneurship education programmes could be considered by other governments.

Access and exposure to entrepreneurship within education systems at all levels are critical in the development of entrepreneurship skills, attitudes, and behaviours of the next generation. As the report Educating the Next Wave of Entrepreneurs: Unlocking Entrepreneurial Capabilities to Meet the Global Challenges of the 21st Century released by the World Economic Forum in 2009 pointed out, entrepreneurship education can happen within the formal and informal education systems, including entrepreneurship education for the youth (primary/secondary education), entrepreneurship education in higher education, and entrepreneurship education for social inclusion. This meeting is pleased to have several presentations from the academia which provide us with new conceptual frameworks to analyse the development of entrepreneurship education in the future.

As noted from the Malaysian and Chinese case studies, entrepreneurship education is mainly carried out in higher education institutions through general entrepreneurship education (EE) programmes, intensive EE programmes for students with strong entrepreneurial intentions, specialized and advanced EE programmes for students in business schools, extra-curricular activities such as entrepreneurship/business plan competitions and entrepreneurship clubs. We are impressed with the experiences of Binus University in Indonesia and University Malaysia Kelantan in Malaysia with their clear visions and objectives, and holistic approaches in promoting entrepreneurship activities. Zhejiang University in China has successfully integrated entrepreneurship into their collaborative research activities with local industries; technology transfer; and the development of Science Park, incubators and community engagement efforts. Activities at the school level are largely in the form of innovation and enterprise programmes, economic education, and business education, as demonstrated in the cases of Singapore and the Republic of Korea. The experience of the BizCool project run by Small & Medium Business Administration of the Republic of Korea provides a good example of how informal entrepreneurship education programme operates at the school level.

The term social entrepreneurship is relatively new to many scholars but is of great
significance for the reorientation of entrepreneurship education in many countries. Compared to the conventional perception of business entrepreneurship, social entrepreneurship places more emphasis on the social and ethical responsibilities and commitment of entrepreneurs.

**International organizations** and **NGOs** also play an important role in supporting entrepreneurship education. As the UN agency with a mandate in education, **UNESCO** encourages entrepreneurship education among its member states through policy advocacy, capacity building, international cooperation, collection and dissemination of best practices for knowledge sharing. This meeting is another example of UNESCO’s efforts in promoting entrepreneurship education in this region. **The World Bank** has also been supportive in co-sponsoring the Jakarta conference and this meeting. The **International Labor Organization** has successfully implemented several initiatives to develop and deliver EE programmes in collaboration with various national partners and education institutions in China, including Start & Improve Your Business (SIYB), Know About Business (KAB), Get-Ahead and Green Business Options (GBO). The **European Union Chamber of Commerce in Korea**’s Europe-Korea Business Plan Competition provides an inspiring model for encouraging innovation and entrepreneurship by connecting youth, private and public sectors.

The **private sector** is a key partner in entrepreneurship education. Mr. Driscoll Devins demonstrated how we can and should optimize local talents and resources in entrepreneurial pursuits. Alibaba Cloud Computing has developed a comprehensive online platform for entrepreneurs in China.

Lastly but most importantly, the role of **students** themselves cannot be overlooked. Mr. Muhammad Ilham’s example is inspiring and we can learn from other similar examples of how young people can take the lead with support and mentoring from their universities and professors.

**The Way Forward**

Based on the presentations and discussions, I would like to propose that the following collaborative actions for scaling up entrepreneurship education activities in this region:

- Establish an **online knowledge base for entrepreneurship education**. The knowledge base can provide a platform for all stakeholders to upload their latest information for joint knowledge creation and information sharing. Interested countries and qualified institutions can apply for hosting the knowledge base as an outsourcing service for UNESCO.
- Continue **policy dialogue and experience sharing** with a follow-up meeting being planned for next year in Hangzhou. More similar meetings can be organized by UNESCO in collaboration with other stakeholders in entrepreneurship education.
- Publish **Regional Guidelines on the Effective Development and Delivery of Entrepreneurship Education Programmes in Asia and Pacific Countries**, or **A Toolkit**
in the Development and Delivery of Entrepreneurship Education in Higher Education Institutions.

- Encourage inter-university collaboration.

That’s all from me. Thank you very much for your attention!