

**Promoting Entrepreneurship Education and Culture
Within the Basic Education System**

**The Fourth Annual Forum for High Officials of Basic Education
of SEAMEO Member Countries and Associate Members**

11 – 12 June 2014, The Centrepoin Hotel, Gadong, Brunei Darussalam

Organized and hosted by the Ministry of Education, Brunei Darussalam in cooperation with the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat, Bangkok, Thailand

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I. INTRODUCTION

1. Employability of young people is of paramount concern not only to countries in this region but to all countries around the world. We acknowledge that the development of entrepreneurship plays an important role in the economic development and employment creation of a country. We also acknowledge that education should encompass both academic knowledge and practical skills to prepare young people for responsible citizenship and the world of work. However, since entrepreneurship education has its root in business education, many countries are still focusing on entrepreneurship development in adult education level and not so much in basic education.

2. Today, it is important that entrepreneurship education as well as the development of the entrepreneurial culture exist at all educational levels including primary and secondary schools throughout common curricula. For instance, the national curriculum for basic education should include elements of entrepreneurship education and the idea of entrepreneurship also should be embedded in all subjects and pedagogy, not applied as a specific subject. Fostering entrepreneurship attitudes and skills especially in secondary schools raises awareness of career opportunities, as well as of ways young people can contribute to the development and prosperity of their communities. It helps to improve the quality of education and at the same time will reduce youth vulnerability, social marginalization and poverty.

3. In the school contexts, entrepreneurship education is not a subject in its own right but must be implemented as an interactive theme which will be included in the local subject and be realized through school cultures. The entrepreneurship education will not only help students to develop innovation and business ideas, but also to strengthen cooperation between school and work life, fostering the right mindset, entrepreneurial skills and awareness of career opportunity.

4. The success of the entrepreneurship programme is very much depend on the support from the school administrators and professional development of teachers; the wishes and concerns of students, parents and even the community; the partnership model used; and the curriculum design and contents which include the planning, evaluation and measurement for its teaching and learning effectiveness.

5. Objectives of the Forum:

1. To keep abreast with the current regional and global trends, issues and challenges in entrepreneurship education.
2. To share knowledge of best practices relating to entrepreneurship education that has positive impact on school children’s future business and entrepreneurship development.
3. To explore potential areas for collaboration on entrepreneurial education among SEAMEO Member Countries, Associate Members and development agencies.

6. Expected Results:
 1. Enhance knowledge and implementation of the different success programmes, projects, policies, strategies, national curriculum in providing entrepreneurship skills for primary and secondary school students.
 2. Strengthen cooperation in entrepreneurship education among member Countries.
7. The theme selected for the Fourth Forum was "Promoting Entrepreneurship Education and Culture Within the Basic Education System."

The Forum's concept note, programme and list of participants are attached as **Appendices 1, 2 and 3**, respectively.

II. OPENING CEREMONY (11 June 2014)

A. SEAMEO Member Countries and SEAMEO Song

8. The Opening Ceremony began with showing the SEAMEO Member Countries' Flags and the SEAMEO Song, followed by the Welcome Remarks by Dr Witaya Jeradechakul, Director of the SEAMEO Secretariat, and Dr Haji Junaidi bin Haji Abdul Rahman, Permanent Secretary (Core Education), Ministry of Education and finally the Opening Remarks by Dato Seri Setia Haji Awang Yusoff bin Haji Awang Ismail, Acting Minister of Education, Brunei Darussalam.

B. Welcome Remarks by Dr Witaya Jeradechakul, Director of SEAMEO Secretariat

9. Dr Witaya Jeradechakul Secretariat, greeted the Guest of Honour, Dato Seri Setia Haji Awang Yusoff bin Haji Awang Ismail, Acting Minister of Education, Brunei Darussalam. Dr Haji Junaidi bin Haji Abdul Rahman, Permanent Secretary (Core Education), Ministry of Education high officials and representatives from SEAMEO Member Countries, Associate Members, and other officials of the Ministry of Education, Brunei Darussalam and members of the various working committees for this event. He thanked and congratulated the Ministry of Education of Brunei for hosting the Fourth Annual Forum for High Officials of Basic Education of SEAMEO Member Countries and Associate Members and for allowing the SEAMEO Secretariat to participate in the event with the corresponding theme: "Promoting Entrepreneurship Education and Culture Within the Basic Education System".

10. He informed that in the year 2010, the concept of an annual forum dedicated to the discussion of issues and challenges on basic education among high officials of SEAMEO Member Countries and Associate Members proposed by SEAMEO Secretariat, was approved during the 45th SEAMEO Council Conference held in the Philippines.

11. The Director of the SEAMEO Secretariat further shared that in the same year, the first forum was hosted by the Ministry of Education Malaysia, followed by the Ministry of Education and Training, Vietnam in 2011 for the second forum, and in 2013, the third forum was organized by the Ministry of Education, Thailand, and this year, the fourth forum in Brunei Darussalam.

12. He stated that the primary reason we convene in this forum is to share ideas, knowledge and experience for future development in the realm of basic education, and as education is deemed the most important area a country invests in, formulation of educational policies should be ideally preceded by sound evidences and research findings, and what better avenue to share the evidences and findings than a forum like this.

13. He highlighted that the theme for this year's forum is "Promoting Entrepreneurship

Education and Culture Within the Basic Education System”, and in this era of the 21st Century, driven by demands for a dynamic economy, the theme chosen for this forum is pertinent and accurate because educators today are faced with the challenges of producing a flexible and resilient work force well equipped with the necessary skills and key competencies (EC, 2013).

14. Dr Witaya concluded that is our hope that this forum would not be just another gathering of educational practitioners from SEAMEO Member Countries, who are interested only in talking about challenges and concerns facing the ever-evolving world of education. He also concluded that what’s more important is that we should use this opportunity to address our common educational concerns, and when we walk away from this forum, we walk away with workable solutions to our educational problems and practical recommendations for future improvements, and then, all of us can proudly say that the 4th Annual Forum for High Officials of Basic Education of SEAMEO Member Countries and Associate Members has been a roaring success.

The full text of the Welcome Remarks is attached as **Appendix 4**.

**C. Welcome Remarks by Dr Haji Junaidi bin Haji Abdul Rahman,
Permanent Secretary (Core Education), Ministry of Education, Brunei
Darussalam**

15. Dr Haji Junaidi bin Haji Abdul Rahman, Permanent Secretary (Core Education), Ministry of Education and the Co-Advisor of the Fourth Annual Forum for High Officials of Basic Education of SEAMEO Member Countries and Associate Members, first and foremost, express his appreciation and gratitude to Yang Mulia Dato Seri Setia Haji Awang Yusoff bin Haji Awang Ismail, the Acting Minister of Education, for his presence at the official opening of the Fourth Annual Forum for High Officials of Basic Education of SEAMEO Member Countries and Associate Members.

16. He also warmly welcomed all colleagues from SEAMEO and Associate Member Countries and their delegation as well as the SEAMEO Secretariat Director and official to Brunei Darussalam. He shared that it really feels good, once in a while, to have a chance to meet up with friends in a different place other than our usual meeting place at 920 Sukhumvit Road.

17. He further conveyed that The Ministry of Education, Brunei Darussalam is most privileged and honoured to host the Fourth Basic Education Annual Forum and to present to all delegates the theme on “Promoting Entrepreneurship Education and Culture Within the Basic Education System”.

The full text of the Opening Remarks is attached as **Appendix 5**.

**D. Opening Remarks by Yang Mulia Dato Seri Setia Haji Awang Yusoff bin
Haji Awang Ismail, Acting Minister of Education, Brunei Darussalam**

18. Yang Mulia Dato Seri Setia Haji Awang Yusoff bin Haji Awang Ismail, Acting Minister of Education, Brunei Darussalam was greatly honoured to be invited to officiate the Fourth Annual Forum for High Officials of Basic Education of SEAMEO Member Countries and Associate Members. He also expressed his warmest welcome to all delegations from SEAMEO Members Countries and the Director of SEAMEO Secretariat to the Annual Forum and to Brunei Darussalam.

19. He was very pleased when informed that the theme chosen for this year’s forum is “Promoting Entrepreneurship Education and Culture within the Basic Education System” and

also acknowledge that the purpose of this Annual Forum is for participants to exchange views, knowledge and experiences on best practices relating to entrepreneurship education that definitely has positive impact on our school children's future business and entrepreneurship development.

20. He further emphasised on entrepreneurship education globally has been kept in high importance by most leaders. He mentioned that in Brunei Darussalam's case, His Majesty the Sultan and Yang Di Pertuan of Brunei Darussalam, in his titah at the opening ceremony of the 10th Session of the Legislative Council Meeting 2014, commended the initiative made by the Ministry of Education as well as other agencies to raise the level of business literacy among the youths and students by incorporating entrepreneurship in the education curriculum and His Majesty stressed that it is about time Brunei Darussalam produced successful businesses and entrepreneurs among the local people.

21. He concluded his Opening Remarks by wishing the success of this Forum and look forward to learning the outcome of the roundtable discussion that would be held on the next day. He hoped that the outcome of this forum will initiate future collaborations and further strengthen the cooperation among SEAMEO Member Countries in the development of entrepreneurship education that surely will benefit our people and the region as a whole. With the Kalimah, *Bismillahir Rahmanir Rahim*, he declared opening of the Fourth Annual Forum for High Officials of Basic Education of SEAMEO Member Countries and Associate Members.

The full text of the Opening Remarks is attached as **Appendix 6**.

III. PLENARY SESSION 1 (11 June 2014)

A. Promoting Entrepreneurship Education and Culture Within the Basic Education System in Brunei Darussalam.

**By Mr Haji Zulkifli bin Haji Yusuf
Acting Director Curriculum Development Department
Ministry of Education, Brunei Darussalam**

22. Mr Haji Zulkifli bin Haji Yusuf, Acting Director of Curriculum Development Department, Ministry of Education, Brunei Darussalam, shared his presentation with an overview the experience of the Ministry of Education of Brunei Darussalam on the Entrepreneurship Education at the basic education system. In order to understand or to make sense on the Brunei Entrepreneurship Education, this paper will firstly explore the origin of this initiative in its Education System called "Sistem Pendidikan Negara Abad ke-21" or in English "National Education System for the 21st Century" (SPN21) national framework.

23. The third section of his paper describes on how to equip students to meet the challenges of the 21st century skills at the basic entrepreneurship education. This will focus more towards knowledge acquisition and applications: the 21st century skills as well as enhancing student's personal attributes.

24. He shared the Education Policy of Brunei Darussalam under the Ministry of Education where the earliest draft on education policy was introduced in the First National Development Plan (1954-1959). It laid down the basic foundation for the infrastructure of Brunei's education system. An important provision was six years of free education in Malay schools for Brunei Malay children aged 6-14 years.

25. He then addressed the Education Framework: Brunei National Education System (SPN21) where the Ministry of Education (MOE) has produced a report on a general study of the education development of the country in retrospect of the past 20 years. It ascertained that there are some milestones of success as well as shortcomings in the present system of education. In an effort to address those issues and concerns, the MOE recently laid out a broad overview plan for the next 20 years.

26. He elaborated on Entrepreneurship Education in Brunei Darussalam from primary level until higher education. In primary level, exposures are towards the entrepreneurship on the basic level which focuses on work readiness, entrepreneurship and financial literacy (i.e. Junior Achievement Programme). For secondary students, students have the real hands-on experience of practising business through entrepreneurship programmes. In technical level, students could relate to courses or skills taught in schools such as agricultural science or interior design to earn by establishing an enterprise based on their skills.

27. He illustrated on the three pillars that act as a foundation or infrastructure for a person to be entrepreneurial which are mindset, community and mechanics. These three pillars would become the Entrepreneurship National Agenda (ENA) which education system plays an important role to support the ENA. He also pointed out three of issues and challenges faced in Brunei on entrepreneurship education, namely; mindset, inducing innovation and creativity, and role model.

28. Finally, he ended his presentation by recommending two initiatives; (i) student-student or teacher-teacher exchange on entrepreneurship programme; and (ii) teacher training on entrepreneurship for SEAMEO Member Countries where one member country to become the centre of entrepreneurship for SEAMEO region.

A full presentation is attached as **Appendix 7**.

B. Promoting Entrepreneurship Education and Culture Within the Basic Education System in Cambodia

By Mr Doung Vuth

Deputy Director of Information and ASEAN Affairs Department, Ministry of Education, Youth and Sport (MOEYS), Cambodia

29. Mr Doung Vuth, Deputy Director of Information and ASEAN Affairs Department, Ministry of Education, Youth and Sport (MOEYS) Cambodia, first shared Cambodia's national context on Vision 2030: Building a Sustainable, Competitive and Harmonious Economy. The Royal Government's vision is to build a Cambodian society which is peaceful, with political stability, security and social order; a prosperous nation with long-term economic growth, sustainable and equitable development, enhanced livelihoods of people, and reduced poverty incidence; a society which is committed to environmental protection, enhanced culture and national identity which firmly adheres to the principles of multi-party democracy and shows respect for human rights and dignity; and an advanced society with well-connected social fabrics and well-educated and culturally advanced population who enjoy a good standard of living and live in harmony both within the society and family; and a noble nation with high reputation in international for a full-fledged member of the international community.

30. He shared that Cambodia aspires to reach the status of an upper-middle income country by 2030 and a high-income country by 2050. The Royal Government has set out four strategic objectives; (1) ensuring an average annual economic growth of 7 percent; (2) creating more jobs for people especially the youth; (3) achieving more than one percentage

point reduction in poverty incidence annually; and (4) further strengthening institutional capacity and governance at both national and sub-national levels.

31. He further clarified that The Royal Government will focus on human resource development to ensure competitiveness in an increasingly open regional labour market through: (1) training of skilled and productive labour to meet market demand and increase value added; (2) building educational and vocational training institutions and developing regulatory frameworks; (3) encouraging private sector participation; and (4) strengthening the quality of education and promoting scientific research, technology development and innovation.

32. He then shared on Cambodia's National Development Policies and Priorities. In response to the National Vision, the National Strategic Development Plan (NSDP) 2014 – 2018 makes clear how Cambodia will respond to ASEAN integration in 2015 and lay the foundations for becoming a middle income country in 2030. In order to promote public service delivery and local development, the Government is committed to transfer roles and responsibilities to sub-national councils. In the long term, these unified administrations will coordinate all administrative activities, including those of the Ministries' line offices. The process to gradually transfer roles and responsibilities is reflected in the MOEYS (draft) policy on decentralization and de-concentration reform.

33. He further explained that the MOEYS vision is to establish and develop human resources of the very highest quality and ethically sound in order to develop a knowledge-based society within Cambodia. In order to achieve the above vision, MOEYS has the mission of leading, managing and developing the Education, Youth and Sport Sector in Cambodia in responding to the socio-economic and cultural development needs of its people and the reality of regionalization and globalization.

34. He elucidated on Cambodia Education Priority Programs such as Early Childhood Care and Education (ECCE) expansion program, school establishment and development program, school quality system and quality assurance program, national and international student assessment systems strengthening program, scholarship program, technical and vocational education program, teacher performance management and appraisal program for quality teaching, higher education development program, result based management system development program, education financial management reform and financing program, literacy and lifelong learning program, cross-sector and sector coordination program, and cross-cutting issues.

35. He enlightened on Cambodia Secondary and Technical Education that during the 2009–2103 period, a number of policy level actions have been taken. The Master Plan for Secondary Education Development and the operational manual for Secondary Education Resource School are approved, a Child Friendly School Policy for basic education, and changes in curriculum development. The in-service training systems for math and sciences were developed. The local life skills, ICT, tourism curriculum is approved and library standards for secondary school have been drafted.

36. He concluded with the current technical education program lacks both a strong quality framework and quality inputs. There is neither an accreditation system nor a school quality assurance system and links between the school system and labour market are very limited. A school administrative and financial management system is yet to be developed. Technical education service will learn from other countries. More development partners are becoming interested in these programs.

A full presentation is attached in **Appendix 8**.

C. Promoting Entrepreneurship Education and Culture Within the Basic Education System in Indonesia

**By Dr. Ir. Paristiyanti Nurwardani
Education Attache in Manila
Bureau of Planning and International Cooperation
Ministry of Education and Culture, Indonesia**

37. Dr Paristiyanti, Bureau of Planning and International Cooperation, Ministry of Education and Culture, Indonesia, firstly elaborated on the concept of learning in Indonesia Education System whereby there are three types of skills needed which are very much link to each other namely, academic skill, vocational skill and general life skill. Before moving on to elaborating Entrepreneur Education, she pointed out the 4 core competency in Indonesian curriculum namely: K-1 – Spiritual Competency, K-2 – Social Competency, K-3 – Knowledge Competency and K-4 – Skills Competency.

38. She then elaborated on Entrepreneurship Education in schools. It has been incorporated in five areas which are Teacher Quality Improvement, as part of learning activities, students' activities, pre-vocational/vocational activities and student organisation activities. Therefore, in Basic Education, Entrepreneurship Education is integrated in all subjects, in extra curriculum, personal development, school culture and local content.

39. She stated that currently, Indonesia has undergone 3 programmes in relation to Entrepreneurship Education, there are: in delivering the programme through School Principal (i.e. Life Skill Programme), school block grant for Vocational Programme and the current programme is an Income Generating Unit where respective school develop a product and selling it to the community. She further elaborated on the implementation where these particular programmes are implemented in pre-vocational skills in Open Lower Secondary School, granted for vocational programme for 400 schools and One-roof Lower Secondary School and granted for vocational programme for 300 schools.

40. With the proper professional procedures and proper implementation of current programmes, she elaborated that students could sharpen their entrepreneurship and marketing skills while studying in the Community Learning Centre where they are able to produce saleable product in Department Store Chain. Despite that, Indonesian migrant worker working abroad (i.e. in Hong Kong and Singapore) are able to accomplished their Package B Programme and many of them has continued to Package C and the remaining continued to Open University abroad. She further explained that a productive and efficient Community Learning Centre can boost economic income in the community and could reduce unemployment rate in the community.

41. Despite the following programmes, she added on the issues and challenges faced by them whereby not all tutors are qualified to be a tutor. The Community Learning Centre Management has been functioning unprofessionally and the unproductive Enterprise Unit has not bring benefit to the community learning centre and to the community which leads to the slow progression of the current programmes.

42. She concluded with lists of recommendations to overcome issues and challenges, she recommended to strengthen Community Learning Centre Management, Upgrading Tutor Quality and Optimize Enterprise Unit to ensure the progression and success of Entrepreneurship Education in Indonesia.

A full presentation is attached in **Appendix 9**.

IV. PLENARY SESSION 2 (11 June 2014)

D. Promoting Entrepreneurship Education and Culture Within the Basic Education System in Lao PDR

**By Dr Mithong Souvanvixay
Director General of Department of Pre-School and Primary Education,
Ministry of Education and Sports, Lao PDR**

43. Dr Mithong Souvanvixay Director General of Department of Pre-School and Primary Education, Ministry of Education and Sports, firstly apologised that due to the time constraint he was unable to prepare paper presentation for the forum.

44. Nevertheless, he shared that basic education in Lao PDR has increased from 11 years to 12 years, to align with its neighbours in the Southeast Asian region, and English became a compulsory subject not only in primary but also in secondary schools.

45. He informed that the challenges Lao PDR is facing are to change the attitude of the people and to seek utmost support from the parents of the children regarding Entrepreneurship Education.

46. He concluded that Lao PDR requires a standard Entrepreneurship Education curriculum for their education system.

E. Promoting Entrepreneurship Education and Culture Within the Basic Education System in Malaysia

**By Dr. Masnah binti Ali Muda
Director of Curriculum Development Division
Ministry of Education, Malaysia**

47. Dr Masnah, Director of Curriculum Development Division, Ministry of Education, Malaysia, began her presentation by explaining the background of Malaysian Education System whereby integrated curriculum started in 1991 until 2000 for primary and secondary school and was revised in 2000-2007. In 2010, they reviewed the curriculum and this new curriculum aims at developing students with the 21st century skills which are thinking skills, teamwork, entrepreneurship, innovation and creativity.

48. She stated that the transformation of the curriculum has seen a shift on how assessment is done and will encourage student-centred teaching and learning. With regards to Entrepreneurship Education in Malaysia, she firstly define Entrepreneurship Education in Malaysia which is modelled towards inculcating entrepreneurial values, norms and ethics as well as the acquisition of entrepreneurial knowledge and skills in the basic education system so as to act in an entrepreneurial way for the well-being of the self, community and the nation. She then clarified that across the curriculum it focusses on general competencies and the elements of entrepreneurship is an explicit taught in certain subjects or as co-curricular activities. She further elaborated that it is either incorporated as elements in certain subjects at the primary level for instance in Technology and Design (Year 4-6); Technology and Vocational Education (Form 1-3) or as a component of other subjects at the secondary level, such as Principle of Accounting, Commerce, Basic Economy and Entrepreneurship Studies. She added that in co-curricular activities, the few programmes conducted are Junior Entrepreneurs Programme; Entrepreneur Symposium; Entrepreneur Convention and Entrepreneur Camp.

49. She explained that there are various efforts needed to ensure that a subject is

implemented faithfully in the classroom and sustainable in the basic education system which includes teacher training, curricular support, curriculum evaluation and review. She further elaborated that the training of teachers in entrepreneurship education is conducted both at the pre-service and the in-service level and master trainers among teachers were also given exposure to the entrepreneurship elements as a component of the new primary school curriculum. She added that teachers were also given supporting materials which includes teachers' guide and application modules in entrepreneurship aims to help teachers understand how entrepreneurship could be incorporated in teaching and learning of their respective subjects. Furthermore, in order to ensure the relevance and suitability of the subject content and pedagogy, she addressed that Curriculum Development Division is tasked to monitor, evaluate and review the curriculum in line with the needs of schools.

50. She continued with explaining the issues and challenges related to entrepreneurial education in the primary schools. The issues are: teacher's attitude and skills in the implementation of the subject which requires various sets of teaching methods and pedagogy and usually demands great effort to change their classroom practices; effectiveness of teacher training due to the problems in logistics and resources during the training itself and the short duration of training course; and obstacles in the school environment and logistic is also another issue to be consider whereby teachers find their work load increases due to more administrative and supervision work.

51. Even though the transformation and major curriculum change is still new, she highlighted the best practices of the new curriculum, which include bringing in the industry into the education system (i.e. Business, Economics, Sport Science, Sustainable Technology, Home Economics, Agriculture, Inventions and ICT) and it also engages students in global networking and double certification effort in technical subjects.

52. Before she ended her presentation, she proposed six programmes among Member Countries, which are: (1) sharing best practices through annual conferences and seminars; (2) publication of Journal of Entrepreneurship Education; (3) teacher exchange programme; (4) research and comparative studies; (5) setting up of association and networking among Member Countries; and (6) providing frameworks or guidelines on Entrepreneurship Education. Finally, she concluded her presentation with showing some pictures and video presentation of students involved in entrepreneurial education.

A full presentation is attached in **Appendix 10**.

F. Promoting Entrepreneurship Education And Culture Within the Basic Education System in Philippines

By Ms. Jocelyn Dr. Andaya
Director III
Department of Education, Philippines

53. Ms Jocelyn Dr Andaya, Director III, Department of Education, Philippines started the presentation with providing four legal bases of the Philippine Education with regards to the entrepreneurship which are The 1987 Philippine Constitution, Republic Act (RA) No.9501, the Philippine Strategy for Sustainable Development, and the creation of the Philippine Council for Sustainable Development and the Executive Order No.370.

54. She elaborated on the basic education programme in Philippine whereby under RA No.10533, the enhanced basic education programme encompasses at least 1 year of kindergarten education, 6 years of elementary education and 6 years of secondary education. She added that there are 4 tracks in senior high school namely Academic, Technical-Vocational-Livelihood, Sports and Arts & Design and with that the concepts of

entrepreneurship are touch in the first stage of education, as students enter the second stage of education, their knowledge and skills on entrepreneurship are enhanced and broadened.

55. She explained that the programmes in the curriculum of K to 12 aim to nurture holistically developed Filipinos who are equipped with 21st century skills and are ready for lifelong learning. These 21st century skills include Information, Media and Technology Skills, Learning and Innovation Skills, Effective Communication Skills and Life and Career Skills which prepare learners for several streams of exits namely, higher education, employment, entrepreneurship and middle level skills development.

56. She informed that the Department of Education, the Technical Education and Skills Development Authority and the Commission on Higher Education has agreed to adopt the 8 Level Philippine Qualifications Framework (PQF) which was endorsed by the Social Development Committee of the National Economic Development. She further elaborated that the PQF recognizes the alternative learning system and the principles of lifelong learning, prior learning and equivalency and that graduates of K to 12, may proceed to the technical education and skills development track and higher education track.

57. She shared the current scenarios as Philippine is a country of Micro Entrepreneurs. She explained that of the 3 island groups, Luzon had the most number of micro (m), small (S) and medium (M) enterprises (Es), which totals 68% of mSMEs, Visayas has 14% while Mindanao had 18% of total mSMEs. She illustrated that this scenario points to the importance of educating the Filipino students on the basics of entrepreneurship as this is one avenue whereby they can have sustainability even if they will not pursue higher education.

58. She shared the recommendations of Department of Education, the teaching of Entrepreneurship concepts in namely, Home Economics, Industrial Arts, Agro-Fishery Arts and ICT. Moreover, lessons on Environment and Market, Process and Delivery in coming up with the targeted learning outcomes/marketable products/services are also taught thus, enabling students to think and plan about what they can sell, given the concepts learned.

59. She then explained on the issues and challenges faced by the country, which are; gaps in infrastructural and support services for entrepreneurial activities, inadequate digital connections and internet facilities, handicap in obtaining capital/credit, "backwardness" in production technology and management know-how and lacking of entrepreneurial education.

60. She concluded with lists of proposed initiatives/programmes, which include benchmarking with schools in the ASEAN region focusing on best practices in entrepreneurship education, holding of conventions/seminars to exchange ideas on how to promote entrepreneurship education and teacher exchange programmes.

A full presentation is attached in **Appendix 11**.

V. PLENARY SESSION 3 (11 June 2014)

G. Promoting Entrepreneurship Education and Culture Within the Basic Education System in Singapore

**By Mr. Gin Toh
Curriculum Planning Officer, Humanities Branch
Curriculum Planning and Development Division 2**

Ministry of Education, Singapore

61. Mr. Gin Toh, Curriculum Planning Officer, Curriculum Planning and Development Division 2, Ministry of Education, Singapore, provided information on desired learning outcomes of education in Singapore and approaches to provide entrepreneurship education in secondary schools.

62. He stated that the learning outcomes from entrepreneurship education are aligned with the three desired twenty-first century competencies within the 21st Century Competencies (21CC) namely: Civic Literacy, Global Awareness and Cross-Cultural Skills; Critical and Inventive Thinking; and Communication, Collaboration and Information Skills.

63. He elaborated that there are four approaches to provide entrepreneurship education in Secondary schools, which are: firstly, Applied Learning Programme (ALP) which provides funding for schools to develop a whole-school integrated programme to connect academic knowledge, secondly, Entrepreneurship Clubs (Co-Curricular Activity) which provide students with opportunities to cultivate their interest and aptitude in entrepreneurship and thirdly, elective modules related to entrepreneurship which is conducted by post-secondary institutions like the Polytechnics and the Institute of Technical Education for a 30 to 40 hours courses and lastly, the elements of business skills, aim for students to put into practice what they learnt about marketing and customer service and develop communication, decision-making and problem-solving skills.

64. He continued with challenges faced by the country, the two areas of challenges are the diverse needs and interests of the students at different levels and courses and professional development of teachers in the field of entrepreneurship education.

65. He emphasized that needs of many agencies, private and public in helping individuals and groups realised their entrepreneurial aspirations. He provided one such partner, namely, SPRING Singapore who works with the Ministry of Education to promote Entrepreneurship Education in schools through two initiatives/programmes which are Young Entrepreneurs Scheme for Schools (YES! Schools) and Action Community for Entrepreneurship Schools (ACE School).

A full presentation is attached in **Appendix 12**.

H. Promoting Entrepreneurship Education and Culture Within the Basic Education System in Thailand

**By Dr. Chaowarit Jongkatkorn
Educational Supervisor, Secondary Education Service Area Office 42,
Office of the Basic Education Commission, Ministry of Education,
Thailand**

66. Dr. Chaowarit Jongkatkorn, Educational Supervisor, The Secondary Education Service Area Office 42, Office of the Basic Education Commission, Ministry of Education, gave introduction that employability of young people is of paramount concern in Thailand. Ministry of Education also acknowledged that the development of entrepreneurship plays an important role in the economic development and employment creation of Thai; and The Ministry also acknowledge that all levels of education the primary, secondary, vocational and higher education should encompass both academic knowledge and practical skills to prepare young people for responsible citizenship and the world of work.

67. He shared that under Acts and Policies of Entrepreneurship Education and Culture within the Basic Education System in Thailand held the promotion of teaching career in basic

education. The National Education Act BE 2542, Section 7 states that education must instill the youth with knowledge as universal. The consciousness of conservation and natural resources as well as occupation capability, self-reliance, and be creative thinking and terms such as the direction of the provision of basic education, led to the preparation of the Core Curriculum for Basic Education Act 2551.

68. He later added on Thailand Education System Framework/Aspirations that the curriculum assigned to the career and technology group focus to better understand the career and technology careers and by providing students of all grade levels whereby basic education system is 6 years in primary, 3 years for junior secondary and another 3 years for high school to have the necessary skills and to refer guidelines on occupational programme.

69. He also shared that the current scenario or state of affairs of Entrepreneurship Education and Culture within the Basic Education System in Thailand that the Ministry of Education promotes and supports the students to work and earn outside classes since 2004 to the present. In 2010, the Ministry of Education promotes and supports the implementation of project work for students to earn while studying. The objective is for the poor children as the target group from the low-income families experiencing crisis, work during their leisure time is useful and appropriate for the society.

70. He concluded his presentations by proposing: (1) initiatives/programs concerning Entrepreneurship Education and Culture for the purpose of further strengthening cooperation among Member Countries and Associate Member Countries in the near future; (2) establishing a network of service centers, both public and private joint projects in the region; and (3) assigning project activities in the schools' teaching procedure in order to learn the skills and behaviors suitable for a career in the future.

A full presentation is attached as **Appendix 13**.

VI. SCHOOL VISIT TO DULI PENGIRAN MUDA AL-MUHTADEE BILLAH COLLEGE, GADONG (12 JUNE 2014)

71. On the second day of the forum, the participants went for educational visit to Duli Pengiran Muda Al-Muhtadee Billah College, Gadong for a close up of activities or programmes on entrepreneurship activities namely, Brunei Entrepreneurship Education System (BEES) Livewire. The visit started with a welcoming remark from the Principal of Maktab Duli Pengiran Muda Al-Muhtadee Billah and followed by opening remarks from Head of Entrepreneurship and Business Unit, Curriculum Development Department. The session was then followed by five presentations of successful stories of young entrepreneurs of BEES in Brunei Darussalam. The presentations ranged from primary level to institutional level followed by showcases selling of their products from four schools which were Anggerek Desa Primary School, Sayyidina Husain Secondary School, Wasan Vocational School and Duli Pengiran Muda Al-Muhtadee Billah College, and a group of successful young entrepreneurs from Brunei Darussalam, the alumni of Duli Pengiran Muda Al-Muhtadee Billah College.

VII. ROUNDTABLE DISCUSSION ON THE PROMOTION OF ENTREPRENEURSHIP EDUCATION AND CULTURE WITHIN THE BASIC EDUCATION SYSTEM (12 JUNE 2014)

Moderator/Facilitator:
Pengiran Redzuan bin Pengiran Haji Abbas
Programme Director

Livewire Brunei

72. Pengiran Redzuan bin Pengiran Haji Abbas, Programme Director, Livewire Brunei started the roundtable discussion with highlighting about the actual understanding of business among the students. He also pointed out about the three spectrums among Member Countries concerning mutual interest, cultural attitude and that the Member Countries are “identical but not the same”. In addition, he emphasised that the entrepreneurship education is the responsibility of All and not only the Government sectors. He ended his presentation with a brief review of all the countries presentations.

Discussion

73. During the roundtable discussion, other SEAMEO Member countries had subsequently responded to the discussion, as follows;

1. Cambodia is currently bridging policies and practices (i.e. policies implementations, how to start, employability of students, and initial funding);
2. Indonesia is to initiate research and development and to improve and expand their existing Entrepreneurship Education programme based on exemplary practices from other Member Countries and to learn from other countries;
3. Lao PDR requires standard Entrepreneurship Education curriculum and changes in attitude of the people towards entrepreneurship especially the young generation;
4. Malaysia is currently supplying the needs of the country and to initiate on creating jobs rather than seeking jobs which could be done with the adaptation of Applied Learning Programmes from Singapore. Furthermore, Malaysia seeks to change the mindsets of the people and focus more on social entrepreneurship and entrepreneurship in teaching;
5. Philippines proposed on agreement on basic reference and viable framework for Entrepreneurship Education for SEAMEO Member countries, documentation of best practices of SEAMEO Member Countries and strategic plan for building capacities of teachers including sound values and ethics;
6. Singapore is currently developing the mindsets of young people on entrepreneurial skills and knowledge. It's worrisome for Singapore on the less risk-taking and creativity among their students. Singapore believes that in order to meet the needs of the industry, it is crucial to gain support from private sectors; and
7. Thailand needs to further improve the existing entrepreneurship programmes and activities.

A full presentation is attached as **Appendix 14**.

VIII. PROJECT PROPOSAL BY ASSOCIATE PROF. DR WITAYA JERADECHAKUL, DIRECTOR, SEAMEO SECRETARIAT (12 JUNE 2014)

74. Dr Witaya Jeradechakul, Director of the SEAMEO Secretariat, presented a project proposal titled SEAMEO Basic Education Standard and Student Networking.

75. He emphasised that the purpose of the project proposal are: (1) to develop a minimum basic education framework from pre-school to pre-university; (2) to develop a minimum competency standards and indicators for Science, Mathematics and English; and (3) to prepare an action plan for the eventual implementation of the project.

76. Dr Witaya elaborated that The One SEAMEO Basic Education will be instrumental in achieving the Golden SEAMEO vision 2020. The overall goal of the SEAMEO Education

Standard is to foster regional integration and mobility of students and teachers across the Southeast Asian region by harmonizing the curricular contents, standards and assessments. The initiative also envisions of creating a functional basic education system in the Southeast Asian region that will produce productive and responsible citizens equipped with essential competencies and skills for life-long learning, global competitiveness and employment.

77. The High Officials of the meeting took note of the project proposal about SEAMEO Basic Education Standard with no objection to the project proposal.

A full presentation is attached as **Appendix 15**.

IX. REFLECTION AND RECAPITULATION OF COUNTRY PRESENTATIONS FROM DAY 1 AND LINKING DAY 2 EXPERIENCES WITH THE FORTH ANNUAL FORUM THEME AND WAY FORWARD (12 JUNE 2014)

**Dr Haji Junaidi bin Haji Abdul Rahman,
Permanent Secretary (Core Education)
Ministry of Education, Brunei Darussalam**

78. Dr Haji Junaidi bin Haji Abdul Rahman, Permanent Secretary of Core Education, Ministry of Education, Brunei Darussalam presented on the achievements, challenges and way forward.

79. He indicated the 14 achievements with regards to the entrepreneurship education within the Basic Education System of SEAMEO Member Countries:

1. Multi agencies efforts (Ministry of Education with other government agencies and private sectors)
2. Introduction of Entrepreneurship Education from primary level i.e. within the basic education system
3. Income Generating Unit Programme whereby schools develop products and sell to the community
4. Promoting Entrepreneurship Education through Community Learning Centre.
5. The importance of sound values, ethics and character education included in Entrepreneurship Education
6. Certification for Entrepreneurship Education within the basic education system
7. Entrepreneurship as a subject at the school level
8. Establishments of Entrepreneurship Clubs
9. Whole-school integrated programme (Connecting academic knowledge and skills with the real world)
10. Participation in Entrepreneurship Competitions
11. Elective modules on Entrepreneurship
12. Applied Learning Programmes (Business & Entrepreneurship)
13. Career-based curriculum
14. Sufficiency Economy Philosophy (Self-reliant living)

80. Nevertheless, there are challenges faced by SEAMEO Member countries in conducting Entrepreneur Education, the challenges that he pointed were, inadequate specialized teachers/instructors in Entrepreneurship Education which most countries are facing; employability of graduates is of paramount concern; there are also inadequate support from parents and communities with the implementation of Entrepreneurship Education; also on the issue of limited allocation of budget, limited infrastructure, facilities and support services.

81. He identified eight ways forward which was agreed by SEAMEO Member countries:

(1) Student and teacher exchange programmes among SEAMEO Member Countries; (2) A common understanding and definition of Entrepreneurship Education among SEAMEO Member Countries; (3) Comparative study about entrepreneurship activities in the formal and non-formal education; (4) Teacher and school leaders training programmes for SEAMEO Member Countries; (5) Provision of frameworks and guidelines on Entrepreneurship Education; (6) To continue seminars and forums on Entrepreneurship Education among SEAMEO Member Countries; (7) Recognition awards for Entrepreneurship Education; and (8) He added that with the help of entrepreneurship experts, he believed that they will be able to train the school teachers and school leaders in improving the skills and knowledge on Entrepreneurship Education. This is because school leaders play the main role in promoting entrepreneurship education.

A full presentation is attached as **Appendix 16**.

X. CLOSING CEREMONY (12 JUNE 2014)

82. Dr Haji Junaidi bin Haji Abdul Rahman, Permanent Secretary of Core Education, Ministry of Education, Brunei, expressed his appreciation and heartfelt thanks to the delegates of the SEAMEO Member Countries for sharing and contributing to the Forum and to everyone who is involved for making the Forum a success.

83. As determined during the Third Annual Forum for High Officials of Basic Education of SEAMEO Member Countries and Associate Members last year that the subsequent Annual Forums will be hosted according to the alphabetical order of the SEAMEO Member Countries. Before the ceremony ended, Dr Haji Junaidi bin Haji Abdul Rahman handed the official letter to the next hosting of the 5th Annual Forum, Mr. Doung Vuth, Deputy Director of Information and ASEAN Affairs Department, Ministry of Education, Youth and Sport, Cambodia. Cambodia confirmed its readiness to host the 5th Annual Forum for High Officials of Basic Education of SEAMEO Member Countries and Associate Members in Cambodia.

84. Brunei Darussalam declared the 4th Annual Forum for High Officials of Basic Education of SEAMEO Member Countries and Associate Members closed.

Appendices

- Appendix 1** Concept Note
- Appendix 2** Programme
- Appendix 3** List of Participants
- Appendix 4** Welcome Remarks by Dr Witaya Jeradechakul, Director of SEAMEO Secretariat
- Appendix 5** Welcome Remarks by Dr Haji Junaidi bin Haji Abdul Rahman, Permanent Secretary (Core Education), Ministry of Education, Brunei Darussalam
- Appendix 6** Opening Remarks by Yang Mulia Dato Seri Setia Haji Awang Yusoff bin Haji Awang Ismail, Acting Minister of Education, Brunei Darussalam
- Appendix 7** Promoting Entrepreneurship Education and Culture Within the Basic Education System in Brunei Darussalam
- By Mr Haji Zulkifli bin Haji Yusuf
Acting Director Curriculum Development Department
Ministry of Education, Brunei Darussalam
- Appendix 8** Promoting Entrepreneurship Education and Culture Within the Basic Education System in Cambodia
- By Mr. Doung Vuth
Deputy Director of Information and ASEAN Affairs Department
Ministry of Education, Youth and Sport, Cambodia
- Appendix 9** Promoting Entrepreneurship Education and Culture Within The Basic Education System in Indonesia
- By Dr. Ir. Paristiyanti Nurwardani
Education Attache in Manila, Philippines
Bureau of Planning and International Cooperation
Ministry of Education and Culture, Indonesia
- Appendix 10** Promoting Entrepreneurship Education and Culture Within the Basic Education System in Malaysia
- By Dr. Masnah binti Ali Muda
Director, Curriculum Development Division
Ministry of Education, Malaysia
- Appendix 11** Promoting Entrepreneurship Education and Culture Within the Basic Education System in Philippines
- By Ms. Jocelyn Dr. Andaya
Director 111
Department of Education, Philippines

- Appendix 12** Promoting Entrepreneurship Education and Culture Within the Education System in Singapore
- By Mr. Gin Toh
Curriculum Planning Officer, Humanities Branch
Curriculum Planning and Development Division 2
Ministry of Education, Singapore
- Appendix 13** Promoting Entrepreneurship Education and Culture Within the Education System in Thailand
- By Dr. Chaowarit Jongkatkorn
Educational Supervisor, Expert Level
Office of the Basic Education Commission
Ministry of Education, Thailand
- Appendix 14** Roundtable Discussion
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- By Associate Prof. Dr Witaya Jeradechakul
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- Appendix 16** Reflection and Recapitulation of Country Presentations From Day 1 and Linking Day 2 Experiences With the 4th Annual Forum Theme and Way Forward
- By Yang Mulia Dr Haji Junaidi bin Haji Abdul Rahman
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Ministry of Education, Brunei Darussalam