

# Chapter 7

## Promotion of Entrepreneurial Education

March 2014

**This chapter should be cited as**

ERIA and OECD (2014), 'Promotion of Entrepreneurial Education' in ERIA SME Research Working Group (ed.), *ASEAN SME Policy Index 2014-Towards Competitive and Innovative ASEAN SMEs*, ERIA Research Project Report 2012-8, pp.129-150. Jakarta: ERIA and OECD.

## CHAPTER 7

### Promotion of Entrepreneurial Education

#### 1. Introduction and Assessment Framework

Human resource, especially entrepreneurship, is one of the determining factors for SMEs to succeed. Developing the human resource and entrepreneurial spirit for SMEs requires a comprehensive approach, including social structures and systems such as broad educational reforms; encouragement of entrepreneurship, business skills acquisition (management, accounting and marketing) and innovation in society; mechanisms for self-learning and training of human resources; and appropriate governmental support programs.

Entrepreneurship programs, including advisory and outreach services, should be expanded to equip owners of SMEs with new and improved management and business practices and methods in production, quality improvement, marketing and distribution to raise productivity, efficiency and profitability as well as to commercialize and market innovative ideas.

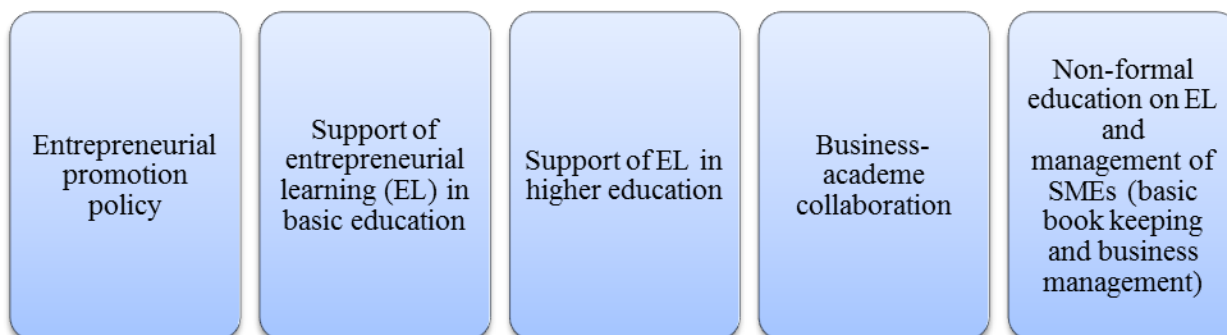
It is also essential to encourage young students to enter into businesses by providing start-up facilities and incentives such as start-up grants, business incubating centers, networks of angel investors, venture capitalists, and equity funds.

Drawing from OECD (2009) and Alonzo (2012), the framework proposes five core indicators as enumerated below for this policy dimension on promotion of entrepreneurship education or entrepreneurial learning (EL). Please also refer to Figure 17.

##### (i) Entrepreneurial promotion policy

It is also important that the national policy on EL be well-elaborated and articulated in official statements and documents. The policies should cover all modes of entrepreneurial learning as discussed earlier – formal schooling at all levels, non-formal education programs, internships, small business counseling, and the like.

**Figure 17: Assessment Framework for Promotion of Entrepreneurial Education**



The policies should also clearly articulate the linkages of EL with SME, employment and R&D policy documents; they should be integrated within the overall National Development Plan and should include the planning and installation of a monitoring and evaluation system.

Policy instruments specific to each level of the education and training system should clearly identify EL as a priority development area with due reference to curriculum, teacher/trainer training and school governance. Policy support resources refer to the allocation of financial resources to support the implementation of policies on EL.

**(ii) Support of entrepreneurial learning (EL) in basic education**

In order to nurture a vibrant entrepreneurial and innovative community, entrepreneur-related programs should be incorporated at the secondary school and tertiary levels, and should promote creativity and innovation among students at an early stage. This will develop and enhance innovative and entrepreneurial talents. Creating awareness and acquiring such capabilities will facilitate the change in mindsets as well as inculcate positive business values and discipline.

In order to effectively promote EL in basic education, EL materials and expertise with flexibility in new arrangements that would promote entrepreneurship and key competencies (e.g. opportunity identification, initiative, creativity, innovation and risk taking) will be required. A more systematic approach to teacher training and development of training materials is an important policy issue, opening up the opportunity to mainstream in materials and curriculum development.

### **(iii) Support of EL in higher education**

At the tertiary level, the menu of approaches to EL widens considerably. Traditionally, universities, in their business management colleges, offer, aside from outright management, finance, marketing, and accounting degrees, basic courses in these areas for non-majors enrolled in other disciplines. But some EL advocates would say that the orientation of most traditional business colleges is still the production of graduates for the corporate world of big business. Lately, however, the offering of baccalaureate degrees in entrepreneurship is gaining ground. Simultaneously, business courses being offered for non-majors, especially those from the sciences and engineering, are tailored for small business start-ups.

The ASEAN Common Curriculum in Entrepreneurship, one of the initiatives under the APBSD and the Plan of Action, has moved beyond the initial stages and is being piloted in several Member States. Its core Entrepreneurship subjects are: Entrepreneurial Leadership, Business Planning, Business Policy and Strategy, Operations Management, Human Resource Management, Marketing Management and Strategies, Business Creativity, Commercial Law, Communication, Financing, Environmental Studies, Business Start-up, and IT Management. The Curriculum is capped by a six-month practicum, the Consulting-based Learning for ASEAN SMEs (CoBLAS), which involves internship and business incubation.

### **(iv) Business-academe collaboration**

Business-to-university cooperation can be in various forms. On top of support in building training facilities and state-of-the-art equipment, the business managers/engineers can teach at universities; the business sector can involve in research, piloting and development of curriculum; the business sector can cooperate in student projects and host interns and university staff placements.

University-to-business cooperation can include: academic staff getting directly involved in business activities. Universities are given funding to invest in businesses, sell patents and technology licensing, customize education and training services to businesses, undertake applied research, and provide support structures (e.g., technology incubators, technology transfer centers, centers for entrepreneurship).

Collaboration between industry and the university in entrepreneurial education is often associated with Silicon Valley and the Massachusetts Institute of Technology-Route 128 Corridor. In East Asia, science parks and technology business incubators patterned after the United States experience now flourish in Japan, South Korea, Taiwan, and more recently the People's Republic of China. The approach has yet to grow big in ASEAN. On a smaller scale, however, the CoBLAS Project described above has been pilot-tested and evaluations show promising results.

Award schemes through business plan competitions offer another effective mode of innovative EL. Initially, these competitions were confined to business schools and their students. However, contestants have been coming from different disciplines, not only from science and engineering but also from architecture and the arts. Cross-fertilization is developed in the process. In some programs, the finalists are assigned coaches who are successful entrepreneurs. Winners may be given cash prizes or extended financing to start up their business ideas. Some universities even send student teams to international business plan competitions.

**(v) Non-formal education on EL and management of SMEs (basic book keeping and business management)**

In many ASEAN Member States, the goal of basic education for all remains an elusive dream, even though much progress has been achieved in recent decades. The promotion of EL, therefore, has to extend beyond the classroom, as most of those in need of EL are already outside the formal schooling stream.

Short EL courses (say, those that can be completed in less than one calendar year), including advisory and outreach services, should be expanded to equip SMEs with new and improved management and business practices and methods in production, quality improvement, marketing and distribution to raise productivity, efficiency and profitability as well as to commercialize and market innovative ideas. It can be provided full-time or part-time, one-day or one-week or one-month, on any topic, by all sorts of service providers (training organization, business, NGOs, and economic development agencies).

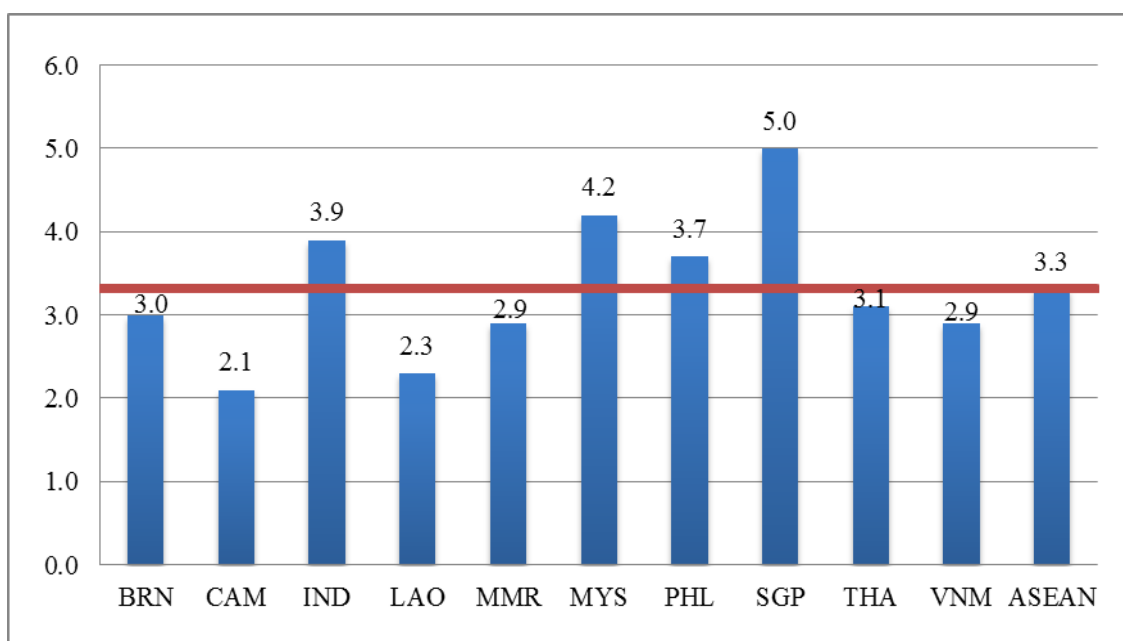
From a policy viewpoint, the challenge is how to guide the potential user or client of such services into those EL courses or programs that are most relevant to their needs.

Provision of information on accredited providers, supporting grants for training and skill upgrading, and development of toolkits widely accessible are therefore critical for this mode of training.

## 2. Assessment

Promotion of entrepreneurial education exhibits both gaps between the two groups of AMSs and the lowest standing at the ASEAN level because most AMSs have not clearly articulated entrepreneurial promotion policy nor integrated it into the national development plan with adequate budget, monitoring and evaluation system. Key competencies of entrepreneurship learning programs are not well introduced into the general and higher education system, and do not have an active collaboration with the private sector to develop curricula, research, customized training, coaching, internship, business awards and scholarships. Non-formal education in entrepreneurship and management of SMEs are not well promoted as can be deduced from the numbers in Figure 18 and Table 8.

**Figure 18: Overall Scores for Promotion of Entrepreneurial Education**



- **Singapore**

There is a concerted effort by the government to promote entrepreneurial education in the educational system. The entrepreneurial learning (EL) policies and projects have been implemented with sufficient budget and proper evaluation and monitoring system. The overall development objectives do articulate the EL policies with R&D, SME and industrial strategies. The EL partnership gets support from government to cover the cost of administration, work plan, and capacity building to sustain the EL objectives (Youth Entrepreneurship Scheme for Schools (YES! Schools); ACE Schools Programme).

The EL programs are integrated in the secondary school curriculum and teaching materials. However, there is no formal evaluation of the EL programs in the main curriculum of the schools. The EL teaching has benefited 131 schools and nearly 32,000 students under the YES! Schools program and 11 pilot schools starting the EL learning under the ACE Schools program.

At the higher level of education, EL courses are currently offered and there is a formal degree on entrepreneurship provided by the Singapore Institute of Management, and Nanyang Technological University. There is a strong partnership between the private sector and universities to promote entrepreneurship through business plan competitions and awards for students. Likewise, there are initiatives by local universities that both assist SMEs, and provide experiential learning for students in the area of entrepreneurship. One such example is the SME Consulting Programme by the United Overseas Bank (UOB) – Singapore Management University (SMU) Asian Enterprise Institute. Students get hands-on experience in working with SMEs on their business projects and are supervised by members of the university faculty.

To equip potential entrepreneurs with basic information on business management, SPRING Singapore has developed a set of interactive toolkits which includes hands-on guides, common business templates and content on specific topics of business management. These are free of charge and available online for easy reference.

- **Malaysia**

The move by the Government to transform the Malaysian economy to a knowledge-based one has led to the proliferation of entrepreneurial education in the country. Both the Vision 2020 and the Tenth Malaysia Plan 2011-2015 highlight the importance of entrepreneurship education. The curricula designed to promote entrepreneurial orientation place strong emphasis on creativity, innovation, and entrepreneurship across all specialisations. This emphasis is also found in the National Higher Education Strategic Plan of 2007-2020, which, inter alia, seeks to improve academia-industry collaboration for teaching, learning and research. As a corollary of these developments, entrepreneurship centres have been established in Malaysian universities with a strong motivation for students to participate in internship programs with industry. Entrepreneurial promotion is also clearly articulated in SME, industrial, and innovation policy documents.

In addition to commerce as a course and technical and vocational schools in the country, entrepreneurial courses are also available at all levels of secondary education in Malaysian schools. However, the extent of interaction between students and industry can still be improved.

Several institutes of higher learning participate in the CoBLAS program. Inspired by CoBLAS, many other universities in the country, through assistance given by SME Corp., have developed similar programs to strengthen industrial participation in their curricula and student development activities. All public universities have introduced courses related to entrepreneurship. Further efforts have been made by other organisations, including SME Corp., to develop collaboration programs related to entrepreneurship learning between the business sector and education institutions. The SME@University programme by SME Corp. provides learning opportunities to chief executive officers of SMEs to promote knowledge on management for new and existing business owners. The collaboration between business and academia has improved considerably as a consequence of SME Corp's initiatives.



The Human Resources Development Fund (HRDF) under the Ministry of Human Resources offers double deduction incentives to SMEs to stimulate formal training. Nevertheless, training providers are required to register with the HRDF. Efforts have also been made to provide grants for training, especially for online distance learning and on the job training. The National Human Resources Centre was established in 2011 to provide training toolkits mainly on human resources practices solutions for SMEs. This program is useful as SMEs are generally reluctant to send their workers for training because of staffing problems.

In Malaysia, non-formal education on entrepreneurial learning is limited. Entrepreneurial education in Malaysia takes place generally in formal settings through training offered by various training institutes related to management of SMEs. Nevertheless, workers do get substantial learning from on-the-job training. Both government promotional programs as well as conditions imposed by buyers and suppliers (including from export markets) have helped raise informal training in SMEs in Malaysia. Such initiatives have also reached those not employed in firms but are looking to enter the labour market.

- **Thailand**

Thailand's National Economic and Social Development Plan is a five-year plan. The current eleventh plan covers 2012-2016. Since the 8th plan, it has focused on human-capital development and other areas such as environmental sustainability and, more recently, social harmony. The direction of human capacity development would focus on providing children and youths with a firm foundation for attaining morality and public-mindedness, together with capacities, skills and basic knowledge essential to their future lives. The national development plan is large in scope and does not specify details of implementation.

The 5-year National Education Development Plan (2012-2016) follows the strategic goals and policy framework set in the 11th National Economic and Social Development Plan. Accordingly, various separated five-year plans for specific levels of education are

also created, following closely the guideline described in the national development plan. Such 5-year plan and annual action plan then provide more concrete action plans. Overall, entrepreneurial education is clearly not a priority development area with due reference to curriculum, teacher training and school governance.

The Thai government elaborates entrepreneurial learning (EL) in the national basic education core curriculum 2008. The 2008 basic education curriculum indicated five key competencies - communication capacity, thinking capacity, problem-solving capacity, capacity for applying life skills, and capacity for technological application. Among many learning areas specified in the core curriculum, “Occupations and Technology” learning area indicates understanding and acquiring necessary skills and experiences; proper perception of future career; technological application for occupational development; possessing morality and favorable attitude towards occupations. However, teaching staffs and materials may not be well developed to promote entrepreneurship as key competence in primary and secondary level (excluding vocational education). There has been an attempt to revise the current learning curriculum to address the skill and key competency needed for the 21st century skills.

Some Thai vocational colleges and universities offer subjects on entrepreneurship, which are beyond the traditional business subjects like management, finance, marketing or accounting. It is difficult to evaluate them from the title of degrees offered by universities. In addition, there is no national standard for such subject. Many public and private universities offer degrees on entrepreneurship or related courses.

Many universities attempt to impart essential entrepreneurial knowledge in the syllabus. The CoBLAS Program is an example of best practice of entrepreneurship education among universities in ASEAN. The CoBLAS basically involves three different parties: university and faculties, SMEs, and students. Learning is created by mutual assistance and consultancy among each other. There are many business-academic collaboration programs in Thailand. There are also programs requiring apprenticeships or internships with business sectors. Some universities have practicum for their students to help SMEs.

The Thai government and some NGOs provide non-formal education on EL and business management for SMEs. However, information on training program and training providers might be somewhat limited and sporadic. The New Entrepreneur Creation (NEC) program has been operated by the Department of Industrial Promotion since 2002. Its main objectives are to stimulate and support young graduates, unemployed persons, and knowledge employees to become entrepreneurs. The main delivery channels are via an education short program which provides training on business planning, managerial skills, company visits, an advisory service after training, access to marketing channels, and business matching.

Another non-formal education on EL is channeled through the One Tambon (sub-district) One Product (OTOP) program. This program encourages local communities to specialize their production. The OTOP program has been one of the major SME and entrepreneurship programs. The OTOP program was coordinated by the OSMEP since the beginning in 2001. At present, various government agencies are active and funded to support the implementation of the program. The OSMEP also provides non-formal EL through e-SME university program with wide range of university networks.

- **Indonesia**

Indonesia's performance in the promotion of entrepreneurial education has been quite good in almost all aspects of policy dimension. The government has clearly articulated the linkages between EL policy and its policy documents in other sectors, including SME, industry, employment, and innovation. The EL has also been integrated in secondary school teaching materials and supported with staffs that have knowledge and skills for teaching entrepreneurship.

While the government, together with higher education institutions, have developed and offered national quality assurance system and course subjects for small business and entrepreneurship, universities and private sector have also collaborated and supported the EL programs, curricula, research, customized training services, coaching, business plan competitions as well as awards and scholarships. Furthermore, information on

training programs, networks of providers and online services are available throughout the country.

The government promotes EL in the national education policy. The Medium Development Plan 2010-2014 (RPJM 2010-2014) of the Ministry of Education and Culture (MoEC) clearly stated that one of the education development objectives in Indonesia is to achieve high economic growth supported by sufficient skilled labour with entrepreneurial skills.

The EL is integrated in the national curriculum by establishing the “link and match” model in secondary and tertiary education. Currently, in the new 2013 curriculum, the EL would be taught to all students in all senior high schools and not only in the vocational high schools.

At the tertiary level education, meanwhile, the EL policy instrument is not clearly obvious. Nevertheless, EL is implemented through several flagship programs of the Directorate General Higher Education such as the Program Mahasiswa Wirausaha (PMW) and the Co-operative, Program Kreativitas Mahasiswa Kewirausahaan (PKM-K). The EL policies, programs, and projects are funded with monitoring and evaluation system.

There are, however, no teaching materials and curriculum to promote entrepreneurship as a key competence in primary school. This is because by intention the basic education, especially at the elementary school level, in Indonesia is not directed to promote entrepreneurship. Nevertheless, EL has been included in teaching materials and curriculum of secondary schools, especially for those categorized as vocational schools in economics and business, both at junior high school and senior high school. Secondary schools with EL teaching materials and staff with knowledge and skills for teaching entrepreneurship cover up to 25 percent of enrolments (Monitored through Education Ministry records). Moreover, other types of vocational secondary schools teach students a variety of skills which help them to be entrepreneurs in the future such as tourism management, information technology, and fashion. These schools also

provide students with entrepreneurial skills in some ways although the subject of EL is not included in the final examination.

National quality assurance system and course subjects for small business and entrepreneurship are developed and offered in Indonesia. Nevertheless, Indonesia has no national standard for this subject, although some universities have offered subjects on entrepreneurship. Moreover, there are also a limited number of universities offering degrees or programs on entrepreneurship. Most of them are categorized as new private universities and do not rank high in the region.

Nevertheless, many public universities now start to offer entrepreneurship as a compulsory or elective subject for their students. Business-major students in some universities may also choose Entrepreneurship as minor elective in their degree program. Meanwhile, the adaptation of the ASEAN Common Curriculum based on the CoBLAS project is still in a pilot stage. Similarly, the nationwide EL network among universities does not exist as there are still very limited universities emphasizing EL.

Collaboration programs of EL between the business sector and educational institutions have been developed fairly well in Indonesia. Universities and private sector jointly support EL programs, curricula, research, customized training service, coaching, business plan competitions, awards and scholarships. Some large firms conduct these EL programs in universities. In addition, some universities require business-major students to have an apprenticeship or internship in firms to get experience in the real sector. However, collaborations between business and education institutions are mostly driven by the needs of the business sector for qualified graduates. Sharing entrepreneurial skills and spirit is not the primary aim of most business firms in collaborating with educational institutions.

The Indonesian government has provided information about training providers on non-formal education EL and management of SMEs. Subsidized small business training provisions have also been developed but are limited to some industries and locations. The government conducts non-formal education, taking the form of variety of courses

including beauty & spa, agriculture-related skills such as seeding, car machinery, and others. This is a nationwide program. The training providers are accredited by the National Accreditation Body (BAN/Badan Akreditasi Nasional).

- **Philippines**

The importance of developing entrepreneurial skills and fostering a culture of entrepreneurship and entrepreneurial mindset is integrated in the Philippine Development Plan, SME Development Plan, Philippine Labor and Employment Plan as well as in the Filipinnovation innovation policy.

EL policy linkages are clearly articulated with SME, industrial, employment, and innovation policy documents. It is also integrated in the Philippine Development Plan's section on developing human resources that is crucial to increasing firm-level productivity and boosting competitiveness awareness.

Technology, Livelihood and Entrepreneurship (TLE) is a mandated learning area in the basic education curriculum. The Entrepreneurship Education-based technology and livelihood education is designed to ensure that every student will learn some livelihood skills at the end of every quarter to enable him/her to start a small household enterprise. It focuses on three domains: Personal Entrepreneurial Competencies, Market and Environment, and Process and Delivery of products and services related to the mini-course. Secondary schools with EL teaching materials and staff with knowledge and skills for teaching entrepreneurship cover more than 50 percent of enrolments.

Key Philippine universities like Ateneo de Manila University, University of the Philippines and De La Salle University offer programs on entrepreneurship. Only De La Salle University adopted the ASEAN Common Curriculum (COBLAS). The Commission on Higher Education sets the competency standards and curriculum for the BS Entrepreneurship Program. Key universities offer such courses and programs. National quality assurance system and course subjects for small business and entrepreneurship are developed and offered.

Both universities and the private sector jointly support EL programs, curricula, research, customized training service, coaching and various partnership modes such as apprenticeships, mentoring, competitions, awards and scholarships. The universities have mentoring, apprenticeship and on-the-job training programs where academic institutions partner with enterprises that would hire students for short periods e.g. during the summer. There are also business plan competitions sponsored by the private sector. Businesses also provide scholarships for students in selected courses that their companies need.

The DTI-Philippine Trade Training Center (PTTC) develops and formulates training curricula and instructional materials and conducts training programs for MSMEs. Its entrepreneurship development training programs consist of two components: (i) business start-up briefings and (ii) quality and productivity improvement briefings.

The Department of Education (DepED)-Bureau of Alternative Learning System implements the Alternative Learning System (ALS), a free education program to help out- of-school youth and adults who did not finish their elementary and high school degrees. The ALS is a literacy cum livelihood program which combines academics with entrepreneurial and technical skills to provide opportunities for out-of-school youth and adults to upgrade their knowledge, values and technical skills for gainful employment. In 2006, the Bureau, in partnership with the Commission on Information & Communication Technology, engaged in a project called eSkwela to deliver alternative learning through the use of interactive electronic modules in four pilot project sites in the country.

There are several training programs and seminars available for MSMEs and individuals who aspire to become entrepreneurs.

- **Brunei Darussalam**

There is a realization that in order for Bruneians to better prepare themselves, private sector entrepreneurial studies are important. In the past, most Bruneians would seek employment in the public sector due to better salaries and benefits and also the prestige

of working with the government. However, as government jobs become more saturated, emphasis has been put in preparing Bruneians to become their own managers and run their own business.

To realize the National Vision for 2035, Brunei Darussalam has identified eight strategies with reference to different dimensions of development. Of the eight strategies, two are relevant with respect to SME development.

Education strategy is to prepare the youth for employment and achievement in a world that is increasingly competitive and knowledge-based.

The local business development strategy is to enhance opportunities for local SMEs as well as enable Brunei Malays to achieve leadership in business and industry by developing greater competitive strength.

Both strategies will have to ensure that the education system and local business development system allows for the nurturing of SMEs. Having various courses for the enhancement of entrepreneurial skills whether marketing, finance or otherwise must be an integral part of the strategy and implemented accordingly.

Entrepreneurial learning is still not part of the basic curriculum. This is currently being reviewed and the introduction of entrepreneurial learning will be done once the government has completed its review.

There are currently no degree courses specifically on Entrepreneurship. However, the School of Business, Politeknik Brunei recently introduced an Advanced Diploma in Business Entrepreneurship. As the Diploma has only just been introduced, it will be a few years before a full degree in Entrepreneurship will be introduced. The Institute Technology Brunei and University of Brunei Darussalam do have a course in Entrepreneurship but only as a module or unit of the diploma or degree program. These higher educational institutions are reviewing their courses and will ascertain whether entrepreneurship as a stand-alone diploma or degree should be offered. This will depend on feedback from the industry and whether there is a demand for such courses.

In recent years, there has been more collaboration between the local State-owned Universities and privately run educational institutions. As part of their diploma and



degree programs, students are required to do an industrial placement in either the government sector or private sector. The industrial placement varies from one educational institution to another and can be for a period of 2 months up to one year. There are certain objectives and aims that the students must achieve during the course of their attachment. Although the students are not from an entrepreneurial degree, the placement program gives them an opportunity to gather work experience in the real world.

Non-formal EL training is carried out by the Entrepreneurial Development Centre (EDC), Institut Teknologi Brunei (Brunei Institute of Technology or ITB), Universiti Brunei Darussalam (UBD) and the Brunei Economic Development Board (BEDB) and some private service providers.

- **Viet Nam**

EL policy is articulated in Viet Nam's SME Development Plan 2011-2015, Education Development Strategy 2011-2020, Human Resource Development Strategy 2011-2020 as well as in many industrial and sector development strategies. Investment in education has increased over time. The state budget for education increased from 15.3 percent in 2001 to 20 percent in 2010. However, entrepreneurial policies, programs and projects are not adequately funded and there is a lack of monitoring and evaluation system.

In primary and secondary schools, students are taught some key competencies such as opportunities identification, initiative, creativity, innovation and risk taking but they are not considered as main contents of these educational levels. Not many secondary schools have EL teaching materials and staffs with knowledge and skills to teach entrepreneurship. Up to now, the government does not have a plan to provide EL teaching materials and teacher training for primary and secondary schools.

Many vocational schools and universities offer subjects on entrepreneurship. International universities, joint national & international programs and international

model business schools offer graduate and post-graduate programs on entrepreneurship while economics/business colleges and vocational schools mainly offer introductory short courses in entrepreneurship.

Moreover, many universities have good practices in encouraging entrepreneurship education, and focus on leadership and entrepreneurship. They offer entrepreneurship as a core subject in their business programs. They also have substantial connections with the business community and are thus able to invite CEOs to come and deliver some lectures and organize company visits and industrial studies. However, there is no national standard for the subject on entrepreneurship.

In practice, the importance of business - academe collaboration is widely recognized by the government, education institutions and business sectors. In the Education Development Strategy 2011-2020, one of the solutions to improve education is to strengthen the coordination between the educational institutions and enterprises in defining training demands, designing and evaluating training programs, and organizing training and internship at enterprises.

Learning by experience is much more effective than learning from theory and as such, many universities have invited entrepreneurs and CEOs as guest speakers to present their experiences to students and help them to learn from real experiences. Moreover, for business major students at universities and colleges, they are required to have internship in their study.

Recognizing the effectiveness of the CoBLAS project, Viet Nam has applied it since 2008 and the Foreign Trade University was selected as a partner in Viet Nam. Students who participate in the CoBLAS have more chances to improve their knowledge and practical experiences. The students have learnt and designed the spirit of group work. Having practical experiences, students have more opportunities to develop their future or become self-employed after graduation.

The government provides information on training providers on non-formal education on EL and management of SMEs (e.g., basic bookkeeping and business management). The SME Technical Assistance Centers also publish their training programs on their websites for SMEs to follow-up and register. However, training toolkits are not available for the public and there is no accreditation and registry system of the training providers.

In general, Viet Nam's performance in the promotion of entrepreneurial education has not been good mainly because of the weak support for EL in basic education and in the entrepreneurial promotion policy.

- **Lao PDR**

Because of historical perspective and characteristics of the Laotian people, development of entrepreneurial education (EL) is crucial for promoting SME development in Laos. The importance of EL is highly recognized by the government and the promotion of EL is one of the top priorities in the process of SME development in Laos. The main task of promoting EL is included in six sub-tasks, as follows. (1) Continue the inclusion of the subject of entrepreneurship into the general, vocational and higher education systems; (2) Stimulate young people and students to consider business careers through different projects and activities; (3) Create business incubators in order to achieve experiences in business management and application of technologies before being exposed to the market competition; (4) Train people who are interested to start new businesses; (5) Increase the promotion for women to become entrepreneurs; and (6) Promote franchise businesses.

To support these tasks, there are several programs that have been implemented. For instance, there is the program on teaching on "Knowing and Learning about Business" in secondary schools and technical vocational schools. There are also competitions on business development plans for colleges and universities where women are usually given support by various donors.

The national economic development plan includes EL, detailing specific and complimentary objectives for the various parts of the EL framework. Secondary schools with EL teaching materials and staff with knowledge and skills for teaching entrepreneurship cover up to 25 percent of enrolments.

At least major universities offer a degree in entrepreneurship and adopt the ASEAN Common Curriculum. Universities and the private sector jointly support EL programs, curricula, research, customized training service, coaching, business plan competitions, awards and scholarships. Subsidized small business training provision has likewise been developed but is limited to only some industries and locations.

- **Myanmar**

Although EL is not exactly specified in the national education policy of Myanmar, the government articulates EL policy in the draft SME policy, industrial policy and national economic development plan. The Ministry of Science and Technology (MOST) is mainly responsible for Technical and Vocational Education in the public sector. In this regard, it has established six Centers of Excellence (COE) and 35 Government Technical Colleges (GTC).

Although EL teaching materials and curriculum are yet to be made available in basic education, MOST had established 36 Technical High Schools (THS) to provide technical and vocational education for those who dropped-out from junior high school.

In Myanmar, three universities, namely: Yangon Institute of Economics, Monywa Institute of Economics, and Meiktila Institute of Economics, offer subjects on entrepreneurship and small business management in their undergraduate and post-graduate courses. Although there is no national EL network of universities in Myanmar, all Institutes of Economics regularly review their courses, including subjects on entrepreneurship at joint meetings of the Board of Studies of these Institutes. These universities also adopted the ASEAN Common Curriculum in accordance with the syllabus agreed under the ASEAN University Network (AUN).

All Institutes of Economics have an internship program that is compulsory for business major students. The universities also regularly conduct seminars and workshops relating to SMEs in collaboration with the private sector. In addition, the private sector, including trade associations and private schools, regularly hold business plan competitions with the collaboration of the Institutes of Economics. They also provide customized training courses and offer awards and scholarships for business major students in the universities.

Moreover, the Myanmar-India Entrepreneurship Development Centre (MIEDC) has been established since 2008 at the Yangon Institute of Economics in collaboration with the Entrepreneurship Development Institute (EDI) of India under the Initiative for ASEAN Integration (IAI) program. The MIEDC offers several short courses to the public relating to entrepreneurship, including Entrepreneurship Development Course and New Enterprise Creation Course, among others.

Furthermore, the Yangon Institute of Economics had planned to establish a Business Skills Incubation Centre in its campus in June 2013, with the collaboration of PepsiCo Company and the United Nations Educational, Scientific and Cultural Organization (UNESCO). The incubation center is established with the objectives to create employment opportunities for the young people, to improve their skills and knowledge, and to nurture a skilled workforce for the private and public sectors.

In the meantime, with regard to non-formal education, the Ministry of Industry operates six Industrial Training Centers around the country. The Ministry of Labor also established training schools with the aim of promoting vocational training and skills development. Moreover, the RUMFCCI and MES offer several courses supporting entrepreneurial learning and SME management although these programs are offered only in limited locations such as the main cities.

- **Cambodia**

Promotion of entrepreneurial education in Cambodia does not receive active support from the government. From a policy perspective, therefore, this gives Cambodia a low score. However, the government encourages entrepreneurial education by not constraining any entrepreneurial learning activities and by recognizing it as a developing feature within education and training policy instruments.

Since Cambodia is struggling with strengthening education reform as yet, particularly in basic education, entrepreneurial learning has not been included in the basic education curriculum. However, almost all universities offer degrees in business administration, management and entrepreneurship course. One of the leading universities, the Royal University of Law and Economics (RULES), offers Master in Entrepreneurship in a joint program with the French University of Lyon 2 and University of Lille 1.

In general, university-industry linkage is weak. With respect to entrepreneurial learning, the private sector and development partners give support to business innovative contests to encourage students to seek creative business ideas. Some foreign chambers of commerce and entrepreneur associations and the Young Entrepreneur Association also organize business idea contests. Moreover, some companies also undertake internship programs for students.

The MIME also published guidebooks on management of factory for SMEs. At the same time, training on accounting standard, safety storage and business management and business start-up have been conducted widely by many vocational training institutes, non-governmental organizations, and corporate training agencies for various clients who are potential entrepreneurs, and even for farmer communities and groups.

**Table 8: Promotion of Entrepreneurial Education**

	BRN	CAM	IND	LAO	MMR	MYS	PHL	SGP	THA	VNM	ASEAN
7.1 Entrepreneurial promotion policy	2.0	3.0	4.0	2.0	2.0	4.0	4.0	5.0	2.0	2.0	3.0
7.2 Support of EL in basic education	1.0	1.0	4.0	3.0	2.0	3.0	3.0	5.0	1.5	1.0	2.5
7.3 Support of EL in higher education	4.0	2.5	3.5	3.0	3.0	5.0	3.5	5.0	4.0	3.0	3.7
7.4 Business-academe collaboration	5.0	2.0	5.0	2.0	4.5	5.0	4.5	5.0	4.5	4.5	4.2
7.5 Non-formal education on EL and management of SMEs	3.0	2.0	3.0	1.5	3.0	4.0	3.5	5.0	3.5	4.0	3.3
<b>Average</b>	<b>3.0</b>	<b>2.1</b>	<b>3.9</b>	<b>2.3</b>	<b>2.9</b>	<b>4.2</b>	<b>3.7</b>	<b>5.0</b>	<b>3.1</b>	<b>2.9</b>	<b>3.3</b>