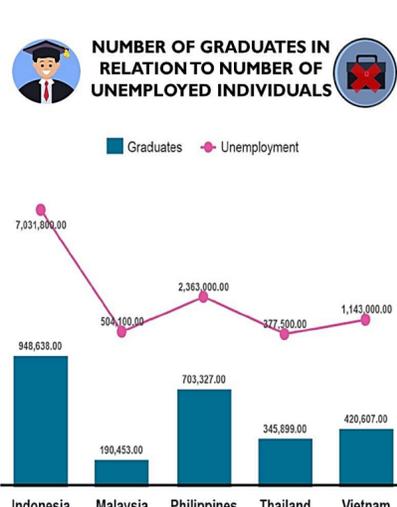
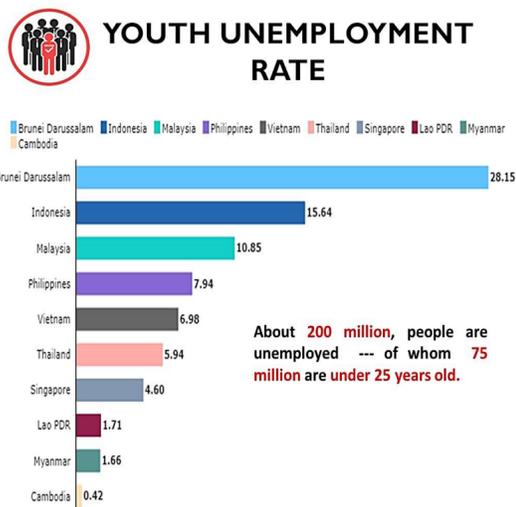
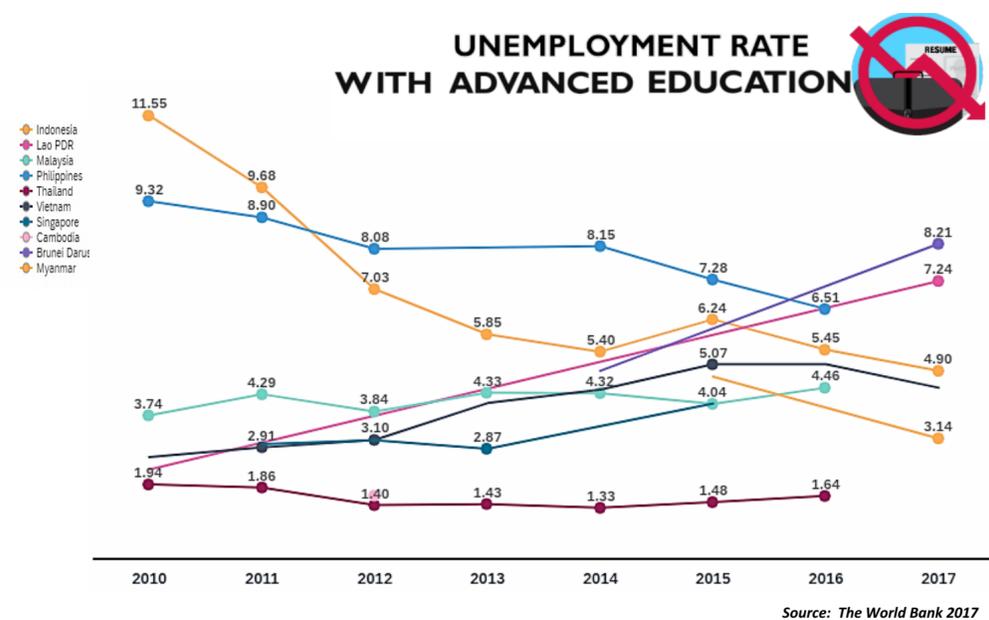
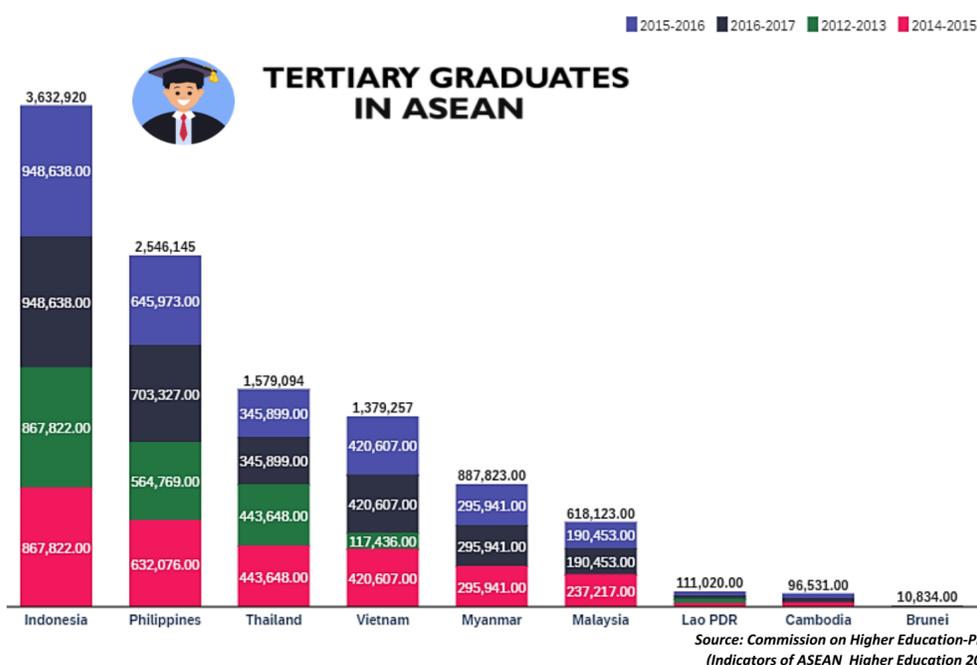


# RECALIBRATING EDUCATIONAL GEARS THROUGH ENTREPRENEURSHIP EDUCATION

## Objective

Our educational system works like a machine which processes graduates to become job seekers who are dependent on the availability of jobs in the market. This contributes to the proliferation of unemployment, even in graduates with advanced degrees, in the ASEAN region.

This project aims to recalibrate the educational system through the incorporation of Entrepreneurship Education: entrepreneurial school, entrepreneurial teacher, and entrepreneurial curriculum, to the “educational gears”, thereby producing job creators instead of job seekers. Entrepreneurship Education is expected to produce graduates who are job creators and professionals with entrepreneurial spirit who are more productive and self-sufficient. With this the perennial problem of unemployment can be minimized.



## Findings

The current educational gears are producing hundreds of thousands of graduates each year, according to the Commission on Higher Education-Philippines.

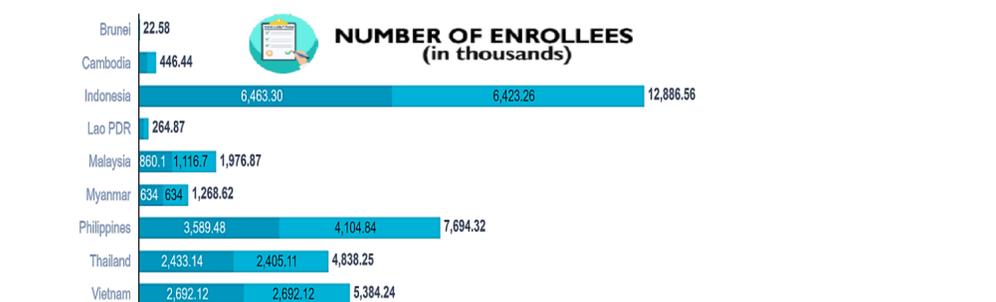
For seven years, there is an increasing trend of unemployment with advanced education, specifically to the countries Malaysia, Cambodia and Brunei Darussalam.

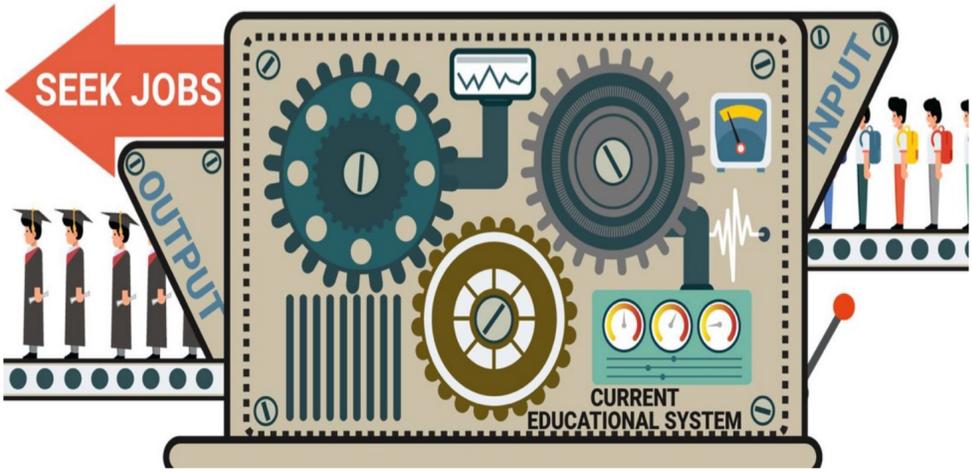
According to the World Bank, advanced education comprises of short-cycle tertiary education such as a bachelor's degree, master's degree and doctoral degree. Therefore, finishing a degree in college is not a sole ticket for ASEAN graduates to secure a job.

In 2017, the countries Brunei Darussalam, Indonesia & Malaysia recorded the highest percentage of youth unemployment, respectively.

Furthermore, despite the fact that millions of ASEAN graduates are unemployed, statistics shows that the number of enrollees is still high. Unfortunately, these enrollees will face the same downfall if nothing will be done to recalibrate our educational system.

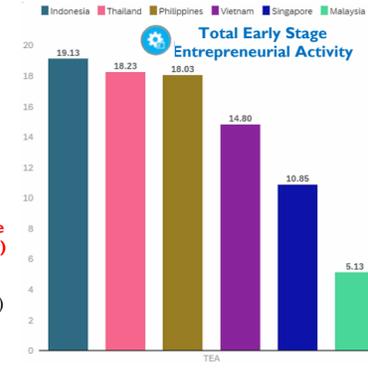
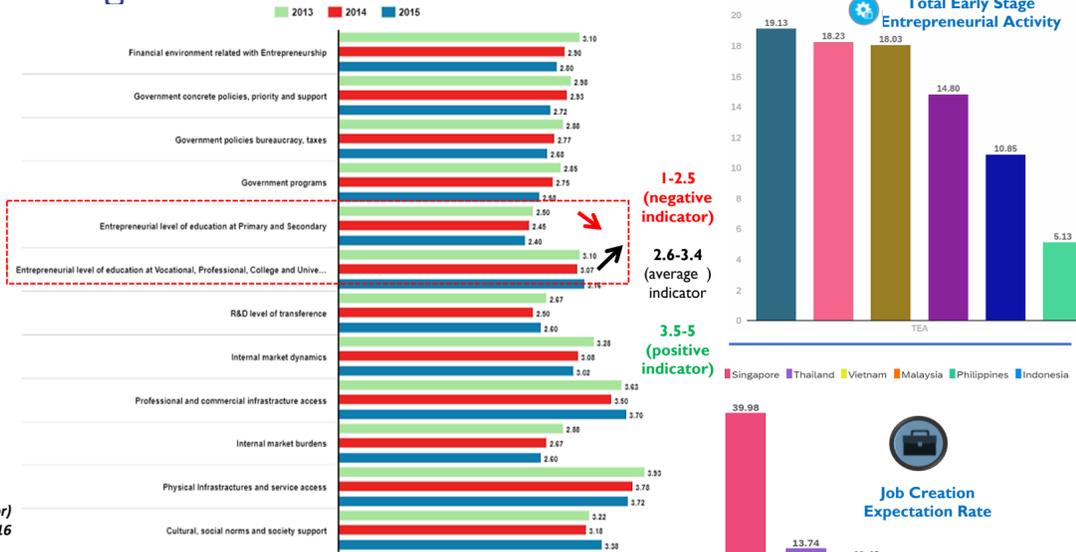
Sources: Commission on Higher Education-Philippines (Indicators of ASEAN Higher Education 2013-2017, ASEAN Statistical Yearbook 2016-2017, The World Bank 2017)



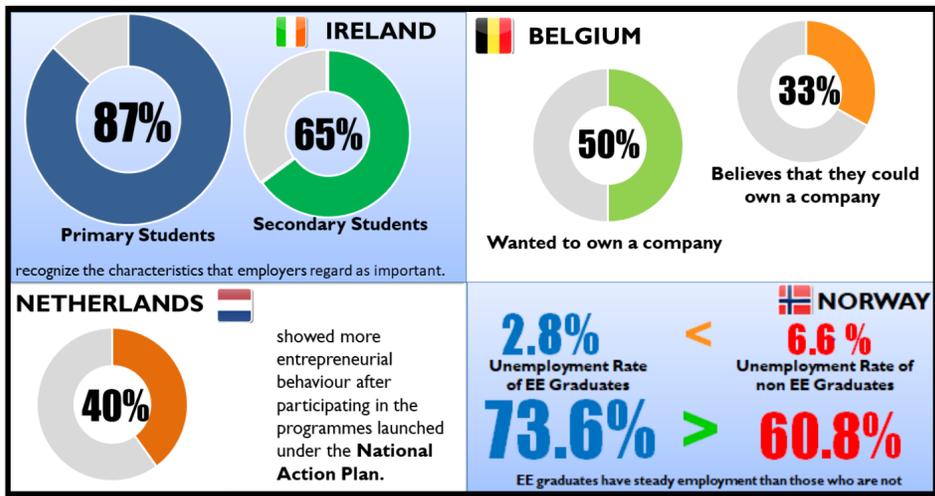


Source: GEM (Global Entrepreneurship Monitor) ASEAN Regional Entrepreneurship Report 2016

### Average Entrepreneurial Framework Conditions (EFCs) in ASEAN Countries



### EVIDENCE OF SUCCESSFUL ENTREPRENEURSHIP EDUCATION IMPLEMENTATION



Source: Entrepreneurship Education: Road To Success European Commission Report (2015)

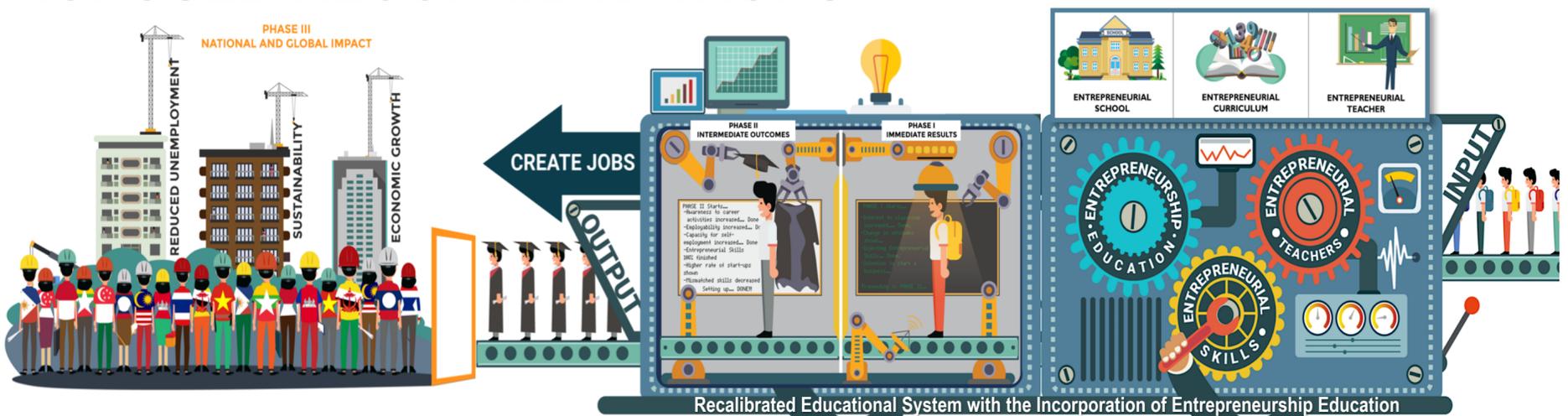
### Findings/ Assumptions

The ASEAN problem of unemployment relies on how the educational system works and produces. The problem is what the educational system 'dictates' its graduates to do. If we will dissect how the educational gears are moving, it is producing numerous graduates whose mind set is to seek for jobs. Therefore, graduates are dependent on the availability of jobs.

According to the Global Entrepreneurship Monitor, the Entrepreneurship Education (EE) level in Primary and EE level in Secondary, and in Vocational and Tertiary Level, as part of the total Entrepreneurial Framework Condition, scores **negative and average, respectively.**

**Entrepreneurship Education** is not just about preparation on how to run a business but more of instilling to students the **knowledge, skills and attitudes of an entrepreneur** which they can use to run a business on their own in the future or use that skills in their profession to become more productive. In different countries in Europe, like Ireland, Belgium, Netherlands and Norway, EE yields successful results in terms of instilling entrepreneurship attitudes and skills and achieving low unemployment and steady employment among its graduates.

### PROPOSED RECOMMENDATIONS



But, what if we come up with an educational system like this? The machine shows that the gears are already recalibrated by the incorporation of Entrepreneurship Education. As a result, the products are now **job creators**. We can do this by first developing an **Entrepreneurial School** where the vision and mission of the institution is aligned with the goals of Entrepreneurship Education. Next, a **modification of the curriculum** must be done in a way that Entrepreneurship Education must be taught either as separate subjects or incorporated across all subjects, as early as in the primary level. This will ensure that the EE skills will be continually reinforced until the tertiary level. Moreover, the distinguishing characteristics of the learning experiences should be project-based and experiential. Lastly, the **teachers** must undergo capability-enhancement trainings anchored in the development of entrepreneurial skills and attitudes so that they can do the same for their students. Now once these three "gears" are recalibrated, this will be implemented in three phases namely: **Phase 1:** Entrepreneurial knowledge, skills and attitudes will be injected to the students; **Phase 2:** The injected Entrepreneurship skills will be enhanced making the students more employable and capable to run their own business in the future; and **Phase 3:** This is where graduates will apply their knowledge and skills to build a sustainable and competitive economy either by being a job creators or professionals with Entrepreneurial spirit not just for their respective countries but also for the ASEAN region.

