

Trincomalee Declaration

Promoting Entrepreneurship Education for Inclusive Economies and Sustainable Development

Adopted at the 7th UNESCO-APEID Meeting on Entrepreneurship Education, 9-10 October 2018, Trincomalee, Sri Lanka

Taking into account the Sustainable Development Goals (SDGs) adopted by the UN General Assembly in 2015, especially SDG 4 aiming at ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all,

Thinking of the SDG Target 4.4 calling for substantially increasing the number of youth and adults with relevant skills for employment, decent work and entrepreneurship,

Considering the opportunities and challenges brought about by the 4th Industrial Revolution characterized by many technological breakthroughs, such as big data, the internet of things, artificial intelligence, robotics and neuro-technologies,

Taking note of the outcomes of previous UNESCO-APEID meetings on entrepreneurship education,

Participants from 21 countries in and beyond the Asia-Pacific region, as well as resource persons gathered at the 7th UNESCO-APEID Meeting on Entrepreneurship Education in Trincomalee, Sri Lanka, agree that:

- Promoting entrepreneurship is of strategic importance in unleashing the productivity and vitality of economies and contributing to the development of inclusive and sustainable societies. It is especially relevant as economies are shifting from traditional industries to Industry 4.0, with many technological breakthroughs helping to lower the threshold of entrepreneurship activities and make them more accessible to the wider public.
- Entrepreneurship is related to a series of qualities and attributes that are the results of relevant knowledge, skills, competencies, values and attitudes. They can be nurtured and developed through different levels of education. There is clearly a need for the whole education system to be re-oriented towards entrepreneurship and entrepreneurial mindsets so that it can contribute to the inclusive and sustainable development of societies.
- The integration of entrepreneurship education into different levels of education can be promoted in different ways. For school education, it is more appropriate to identify and strengthen entrepreneurship-related qualities and attributes in the school curriculum standards so that they can be embedded into the curriculum development and delivery processes. For post-school education, the same should be done with qualifications frameworks to allow entrepreneurship-related competencies, values and attitudes to be mainstreamed into the level descriptors for learning outcomes.

- Entrepreneurship can have many purposes for different target groups, including entrepreneurship for women's empowerment, disaster reduction and prevention, and rural social transformation. While encouraging innovation and technology-based entrepreneurship activities in general, efforts should make entrepreneurship activities more accessible and beneficial to specific groups of people, including women and other marginalized groups in societies. In this regard, work and community-based capacity building and training activities are necessary.
- Education constitutes one of the most important parts of the entrepreneurship ecosystem. Capacity building of the teaching staff; linkages with communities, governments and industries; and the establishment of angel and venture capital funds as well as other forms of financial support to nurture innovative ideas and start-ups are all critical for the development of a favourable ecosystem for entrepreneurship.
- Changing mindsets and attitudes in favour of entrepreneurship is quite challenging, but can be done through various kinds of incentive measures, such as the establishment of government entrepreneurship awards at different levels and for different sectors, to give entrepreneurship activities higher visibility and recognition. Successful entrepreneurs can also serve as role models to inspire and convince students, parents, families and the public that entrepreneurship is a viable and desirable career choice.
- Public and private partnerships should be encouraged to contribute to the development and implementation of entrepreneurship education programmes; the establishment and functioning of industrial incubator centres; the financing of entrepreneurship activities; and capacity building of teaching staff, including the introduction of external mentors and supervisors for entrepreneurship activities undertaken by students.
- We thank the Eastern Province Government and the National Enterprise Development Agency under the Ministry of Industry and Commerce for their generous support and warm hospitality in hosting the meeting this year, enabling participants to witness the entrepreneurship potential of Sri Lanka.

UNESCO's Entrepreneurship Education Network (EE-Net), established in 2013, provides a valuable platform for information sharing and partnership building. With support from the EE-Net National Chapters and Focal Points, the annual UNESCO-APEID Meeting on Entrepreneurship Education is a highly anticipated event enabling participants to discuss critical entrepreneurship education issues and challenges. UNESCO Bangkok confirms its commitment to assist Member States in the Asia-Pacific region to enhance their entrepreneurship education programmes through this network and meetings.