

Global Education Initiative

Latin America Roundtable on Entrepreneurship Education

Rio de Janeiro, Brazil 26 April 2011



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Foreword

The World Economic Forum's Global Education Initiative (GEI) advocates positive and sustainable change in education through quality, innovation and entrepreneurship. Capitalizing on the successful launch of the 2009 report, *Educating the Next Wave of Entrepreneurs*, the GEI will continue championing this issue globally in 2011. The approach taken and primary vehicle by which to achieve this has been a series of high-level regional entrepreneurship education roundtable meetings that have been held to coincide with the appropriate Forum regional meetings. The first two roundtables focused on Europe (Brussels, Belgium, May 2010) and the Middle East and North Africa region (Marrakech, Morocco, October 2010). The third roundtable and the focus of this report took place in Latin America on 26 April 2011, on the occasion of the World Economic Forum on Latin America in Rio de Janeiro, Brazil. The objectives for each of these regional meetings were to:

1. Convene stakeholders from business, government, academia, international organizations, civil society and non-governmental organizations in a roundtable to develop action plans to advance entrepreneurship education within the region in question
2. Focus on strengthening entrepreneurship education at the secondary and higher education levels
3. Provide a tangible opportunity to influence policy regarding entrepreneurship and innovation in education
4. Provide an open forum to discuss regionally the possibilities for implementing the recommendations of the 2009 GEI report, *Educating the Next Wave of Entrepreneurs*
5. Develop and establish concrete partnerships and cross-sector collaboration in the region targeted that will lead to the globally relevant advancement of entrepreneurship education

Latin America has emerged relatively unscathed from the recent global economic downturn. However, one-fourth of the region's 600 million inhabitants still live below the poverty line with unequal access to basic services, health and quality education. Young people, of whom 10 million are unemployed in the region, face much higher unemployment rates than adults. At the same time, 22 million youth are not studying or working, and more than 30 million young people work in the informal sector or under precarious conditions.

Integrating innovation and entrepreneurial thinking into the education process is a prerequisite to build and foster the 21st century skills, aptitudes, attitudes and entrepreneurial mindsets that the youth of the region must acquire to succeed and create opportunities. Some countries have already started to develop their entrepreneurial ecosystems, but they tend to focus on the higher education level and, as yet, only a handful of countries in the region are actively introducing national policies related to the implementation of entrepreneurial learning in their national education curricula.

The Latin America (LatAm) Roundtable on Entrepreneurship Education is the first milestone in advancing the policy dialogue in the region, and complements the solid work that has already been done in this area by the United Nations Educational, Scientific and Cultural Organization (UNESCO), Endeavor and others at both the international level and the national level in several countries. Building on the momentum from the roundtable, the focus now is to develop a sustainable platform driven by local partners that continues to raise visibility on the importance of entrepreneurship education across the region and promote the implementation of the recommendations outlined in this report. We invite you to join us in this undertaking.

We would like to thank the Global Education Initiative Steering Board for their many years of unconditional support of the initiative and the mission of the World Economic Forum. We specifically thank the GEI Steering Board members – Cisco, Deloitte, EMC, Hewlett-Packard, Intel, Lenovo, ManpowerGroup, McGraw-Hill and Microsoft – for their leadership and stewardship of the LatAm Roundtable and this report.



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Head of Centre for Global Industries
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1. Introduction

This report provides a summary of the discussions and outcomes from the Latin America Roundtable on Entrepreneurship Education, organized by the World Economic Forum's Global Education Initiative (GEI).

On 26 April 2011, on the occasion of the World Economic Forum on Latin America in Rio de Janeiro, Brazil, the Steering Board of the World Economic Forum's Global Education Initiative, the Latin America Advisory Group and other leaders from business, government, academia and civil society gathered for a private high-level roundtable meeting on entrepreneurship education. The roundtable outcomes included a series of recommended actions and the ***Manifesto for Entrepreneurship Education in Latin America***, which is outlined below.

1.1. Manifesto for Entrepreneurship Education in Latin America

The gap between skills and jobs is widening further in Latin America and many countries in the region lag behind other countries around the world in terms of employability of youth¹. The region must invest in developing entrepreneurial and innovative skills to build sustainable economic development, create jobs and increase competitiveness.

However, this must be accomplished through partnerships, as no single entity or sector will be able to drive the necessary action. The World Economic Forum GEI roundtable discussions in Latin America resulted in the creation of the following manifesto, which is built around six pillars. The participants in the roundtable plan to form an "Action Group" and are committed to pursuing the action items outlined below.



I. Promote Entrepreneurship and Integration into Education

Entrepreneurship is not always viewed positively in Latin America. The first step in building support for entrepreneurship education is therefore to promote entrepreneurship more broadly to change society's perceptions of what it means to be entrepreneurial and to be an entrepreneur. Greater awareness and access to role models and success stories (international, national and local) are needed to encourage young people to pursue their potential. The media and new forms of social media should be leveraged to raise awareness as well as facilitate networks and partnerships.

Entrepreneurship and innovation are driving new ways of learning, living and working. Embedding entrepreneurship and innovation, cross-disciplinary approaches and interactive teaching methods in education requires new models, frameworks and paradigms. Changes in the educational system are needed across all levels and should address the lifelong learning process as well as critical links and interactions between levels (primary, secondary, higher and vocational education).

Entrepreneurs and others with entrepreneurial experience should be integrated into classroom discussions and hands-on projects with students. Entrepreneurs provide great value in the learning process and also serve as role models for students. Engaging them enhances entrepreneurial spirit within the institution overall and creates stronger links with the local community and the entrepreneurial ecosystem. Training programmes outside of formal education play a key role in providing greater access to entrepreneurial training and should be expanded.

¹ World Economic Forum Skills and Talent Mobility Initiative research conducted by BCG

Suggested Actions

- Raise awareness and interest through entrepreneurship campaigns**
 Link into existing movements such as Global Entrepreneurship Week (www.unleashingideas.org) and encourage the participation of all countries across Latin America, as well as more partners within each country. Partners should include schools, NGOs, government agencies, companies, entrepreneurs, etc.
- Leverage the media to provide stories about successful entrepreneurs**
 Print, online and social media can play a critical role in shaping society's views on entrepreneurship. Stories about entrepreneurs can provide role models for youth and generate greater interest in entrepreneurship. TV plays a particularly important role – partnerships should be created to further develop quality entrepreneurship programmes to reach broader audiences.
- Integrate entrepreneurs into the classroom**
 Invite entrepreneurs to participate in classroom discussions and provide opportunities for students to visit entrepreneurial firms, potentially engaging in projects with these firms.

II. Raise Awareness and Build Political Commitment for Entrepreneurship Education

Governments across Latin America must act now to address the growing skills gap. This requires a clear, coherent and continuous commitment at the highest political levels. Policies should send a strong signal of support for entrepreneurship and also set the strategic framework in which schools and universities can work to implement programmes and activities within their institutions in partnership. To do so, greater coordination is necessary across ministries and action is needed at the national, regional and local levels. It is also important to review existing policies to identify gaps and overlaps as well as to evaluate what has worked and what has not.

However, policies and national strategies are not enough. The engagement of stakeholders in the entrepreneurial ecosystem – academia, business, the NGO community, international institutions and foundations – is critical to ensure the development of relevant policies and to assist in the implementation of programmes.

Suggested Actions

- Build upon existing work on policies and guidelines**
 The European Commission, ILO, UNESCO and several other UN bodies have recently conducted work on entrepreneurship education policies. This work should be built upon to develop and disseminate a set of customized guidelines relevant for countries in Latin America.
- Promote entrepreneurship education policy in countries across Latin America**
 Hold roundtables in selected countries with the heads of government and senior officials from ministries, such as enterprise, education and employment, to build high-level and cross-ministry support.
- Participate in high-level policy events**
 Latin America "Action Group" members, as a group as well as individually, should participate in high-level policy events across Latin America to promote entrepreneurship education.

III. Leverage and Scale Good Practices through Multistakeholder Partnerships

Entrepreneurship thrives in ecosystems in which multiple stakeholders play key roles. In particular, education should be better linked with practice to ensure that future skills match future jobs. Academia should be encouraged to reach out to the business community and integrate them into the learning process. Students need to be given the opportunity to experiment and experience entrepreneurship.

While an increasing number of entrepreneurship education programmes exist in Latin America today, scalability and penetration remain key challenges. In today's environment, technology plays an increasingly important role in the educational process, both as a delivery channel and a teaching tool. Not only can technology help reach larger audiences, including those who previously might not have had access to entrepreneurship education, but it can also help in the development of interactive and locally relevant programmes and materials. Technology provides a mechanism for reaching greater economies of scale as well as providing broader sharing of practices.

Suggested Actions

- **Identify and share good practices**
Identify good practices through a process that screens and evaluates existing practices from the region and around the world. Create resource guides and online tools to share these practices.
- **Scale up existing good practices**
Build multistakeholder partnerships to scale up existing good practices. Leverage media (including TV) and technology to provide greater access and awareness.

IV. Ensure the Appropriate Metrics and Incentives are in Place

More effective measurement and evaluation of the impact of entrepreneurship education programmes and policies are needed. These should be based not only on inputs but also on outputs and outcomes, including cognitive and non-cognitive data. Evaluation needs cover both short-term results and longer term impact in formal and informal education. Data is critical for building evidence-based policies and increasing the chance that governments will adopt and maintain policies.

Currently, there is limited data on entrepreneurship education. For comparable data across countries, there needs to be agreement on the definition of entrepreneurial competency, the scope of what should be measured and agreement on the process of data collection. Existing data collection efforts should be coordinated to enable the development of an agreed-upon framework and process for collecting entrepreneurship education indicators. At the same time, differences in the culture and business environments between countries must be taken into account.

Suggested Actions

- **Develop entrepreneurship education metrics and indicators**
Leverage existing and develop new indicators to provide a benchmarking of developments in countries across the region, and create incentives for action.

V. Train, Develop and Motivate Teachers

It is critical to train, develop and motivate educators to teach entrepreneurship. To teach entrepreneurship education most effectively, teachers need to learn new skills such as utilizing interactive teaching methods and developing project-based work. This is a challenge in a region in which there is a lack of the necessary resources for education and in which the teaching profession itself is not given the proper status and recognition.

There are many new models being tested around the world, both inside and outside of formal educational systems, which need to be shared more broadly to fuel new and more effective approaches to entrepreneurship education. While international materials and programme packages can be leveraged, they need to be tailored for the local environment and include local examples.

Suggested Actions

- **Share global best practices in teacher training and adopt international standards**
Leverage existing international standards for teacher training (OECD, UNESCO, etc.) and identify best practices on a global basis; bring them to Latin America and adapt as appropriate.
- **Develop training programmes for entrepreneurship educators**
Develop training programmes and build networks for entrepreneurship educators across the region, leveraging existing international programmes as well as creating new local initiatives.

VI. Launch Pilot Projects

The participants in the roundtable felt strongly that words are not enough – there must be pilot projects launched to test and further develop the ideas discussed in the meeting. In addition to the action items above, the group committed to the following actions.

Suggested Actions

- **Develop an online platform to share entrepreneurship education materials in Latin America**
UNESCO and Monterrey Institute of Technology and Higher Education (ITESM) have agreed to partner to develop a Web-based platform on entrepreneurship education for Latin America, which the Latin America “Action Group” agreed to populate with the relevant information.
- **Launch joint partnerships between cities and regions in Latin America**
The Minister of Buenos Aires and the Minister of São Paulo have agreed to collaborate on a teacher training initiative over the coming year.
- **Join forces on existing initiatives**
Many GEI Steering Board members and other participants in the roundtable identified several overlapping initiatives and have made a commitment to partner on these activities. These include: tournaments for teachers, students and start-ups, and business case competitions.

2. Entrepreneurship and the Role of Education in Latin America

To set the scene for the roundtable, an overview was provided on the findings from the 2009 World Economic Forum Report “**Educating the Next Wave of Entrepreneurs**”, and recent background data from the region was shared. The discussion then highlighted the importance and evolution of education and entrepreneurship in Latin America.

Opening Remarks

Alex Wong, Senior Director, Head of Centre for Business Engagement, Geneva, World Economic Forum

Nuno Simões, Director, Corporate Affairs, Latin America, Intel Semicondutores do Brasil, Brazil

Scene setting

Karen E. Wilson, Founder, GV Partners and Senior Fellow, Kauffman Foundation, Switzerland

Fernando Reimers, Ford Foundation Professor of International Education and Director of International Education Policy Program, Harvard Graduate School of Education, USA

Fernando Dolabela, Author and Professor, Brazil

Firestarters

Andy Freire, Chairman and Chief Executive Officer, Axialent, Argentina

The opening presentations were followed by a discussion at each table on key opportunities and challenges in Latin America in entrepreneurship education. Tables were split into educational levels to discuss different aspects and perspectives of entrepreneurship education: 1) youth; 2) higher education; 3) vocational education; 4) leveraging technology for education; and 5) informal education. Each table gave a short report back at the end of the session to share their findings with the group.

Discussion Leaders

1) Secondary Education

Wilma Resende Araujo Santos, Chief Executive Officer, Junior Achievement Brasil, Brazil

Vera Lucia Cabral Costa, Coordinator - Teacher training school, Secretariat of Education of the State of São Paulo, Brazil

2) Higher Education

Silvia de Torres Carbonell, Executive Director, Escuela de Dirección y Negocios, Universidad Austral (IAE), Argentina

Antonio José Junqueira Botelho, President, Gavea Angels, Brazil

3) Vocational Education

Alvaro Ramirez, Specialist Business Development and Professional Training, International Labour Organization (ILO), Costa Rica

Paulo Iudicibus, Director, Developer and Platform Strategy Group, Microsoft Informática, Brazil

4) Leveraging Technology for Education

Laura Ruiz Pérez, Dean of Social Development, Virtual University, Monterrey Institute of Technology and Higher Education (ITESM), Mexico

Dan Stone, Vice-President, Strategy and Corporate Development, Lenovo, USA

5) Informal Education

Martin Burt, Founder and Chief Executive Officer, Fundación Paraguaya, Paraguay

Tomás Recart, Managing Director, Enseña Chile, Chile

Facilitator

Karen E. Wilson, Founder, GV Partners and Senior Fellow, Kauffman Foundation, Switzerland

The participants also had the opportunity to learn about some exciting initiatives in the region leveraging television to reach broader audiences and engaging young people in the process. In addition, the group heard the perspectives of students involved in entrepreneurship programmes and initiatives.

Firestarters

Lucia Araujo, General Manager, Canal Futura, Brazil

Yaro Carvalho, Council President, RioJunior - Federação das Empresas Juniores do Estado do Rio de Janeiro, Brazil

The following sections provide an overview of all the discussions.

2.1 Scene Setting and Overview of “Educating the Next Wave of Entrepreneurs”

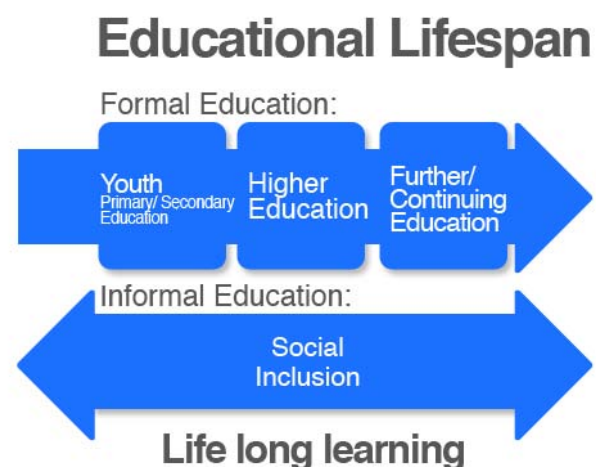
The session opened with remarks from the World Economic Forum, stating that the purpose of the roundtable was to have an open forum in which participants could discuss key issues in the region and also to build both a network and a commitment for action among the participants. The roundtable brought together stakeholders in entrepreneurship education from government, academia, international organizations and NGOs. This roundtable was the third in a series of regional roundtables that have already been held – a European Roundtable held in Brussels, Belgium, on 11-12 May 2010 and a MENA Roundtable held in Marrakesh, Morocco, on 24 October 2010.

The facilitator began by saying that entrepreneurship has never been more important than it is today, especially in the Latin America region. Now more than ever, entrepreneurs are essential for creating jobs and economic wealth as well as to address the growing set of global challenges society is facing. Recent studies from the Kauffman Foundation² have demonstrated that entrepreneurs have been major drivers of economic growth and job creation in the US.

The 2009 World Economic Forum Report “Educating the Next Wave of Entrepreneurs” discusses definitions of entrepreneurship and highlights one from Howard Stevenson at Harvard Business School: “the pursuit of opportunities beyond the resources you currently control.”

The report reviewed entrepreneurship education in youth, in higher education and outside formal education in what was termed “social inclusion”. Both in the report and in the roundtable discussions, the importance of links between programmes in primary, secondary, vocational and higher education were highlighted, as well as the role of informal and out of school programmes.

The report examined what, how, who and where to teach entrepreneurship education and highlighted the importance of embedding entrepreneurship in education, using interactive teaching methods and training of teachers. Some other successful approaches to entrepreneurship education include cross-disciplinary approaches, curriculum development, outreach to business and leveraging technology. At the same time, some key challenges remain, including the fact there is “no one size fits all” solution – each country/region needs to modify the approach to fit the local context. In addition, continuous learning, effective measurement and evaluation are needed to ensure programmes are meeting their goals. Finally, scalability remains a key challenge and is the one of the reasons for holding roundtables and working on building links and collaboration across key stakeholders from various sectors in the region.



The report also emphasizes the importance of building the entrepreneurial ecosystem, in which governments, business, academia and NGOs collaborate together to create the right environment for entrepreneurship. Entrepreneurship thrives in ecosystems in which multiple stakeholders play key roles.

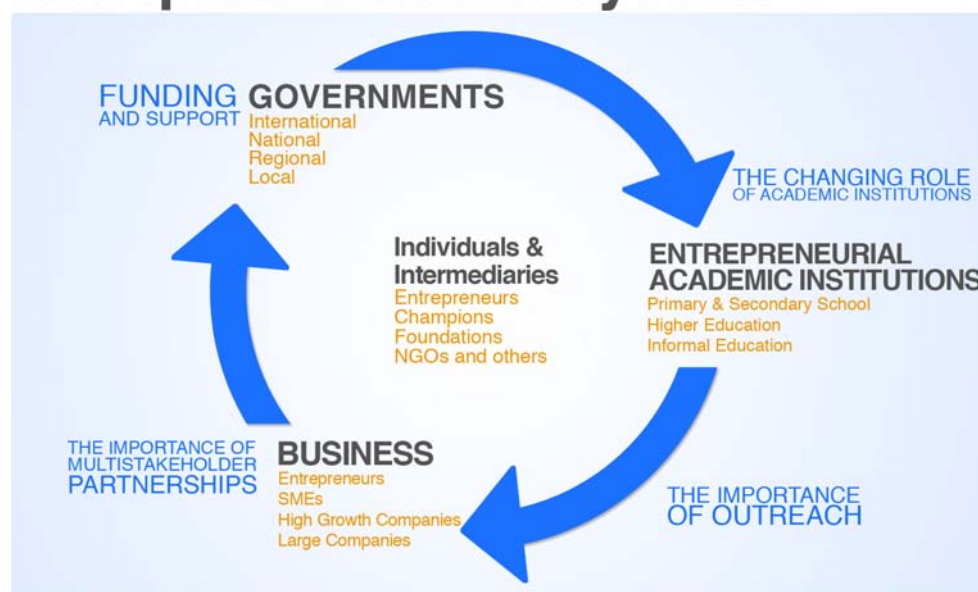
Academic institutions are central in shaping young people’s attitudes, skills and behaviours. Educational institutions, particularly at the higher education level, provide a critical role as intellectual hubs in entrepreneurial ecosystems by serving as incubators for innovation and research, and focal points for collaboration among researchers, students, professors, companies and entrepreneurs.

² www.kauffman.org

However, actors outside of education systems play an increasingly critical role in working with formal and informal educational programmes, and in reaching underserved and socially excluded target groups. These other stakeholder groups include governments (national, regional and local) and companies (both large and small). Therefore, creating a functioning entrepreneurial ecosystem requires collaboration and multistakeholder partnerships.

Foundations, NGOs and other organizations can play important facilitation or intermediary roles, often helping to link various stakeholders. Most important are the champions (often serial entrepreneurs but also educators, staff or students) who leverage their social capital and serve as catalysts for building the entrepreneurial ecosystem.

Entrepreneurial Ecosystem



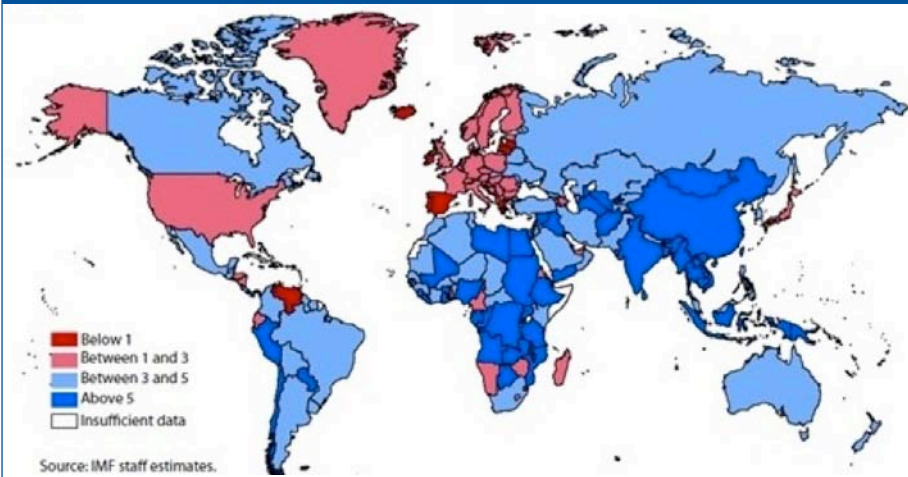
Greater interaction between business, schools and universities needs to be encouraged in the region. Companies and entrepreneurs can play instrumental roles in shaping entrepreneurial mindsets of young people by providing knowledge, expertise, mentoring, social capital and financial support. Policy makers at the international, national, regional and local levels all have important roles to play in setting the appropriate legal and fiscal frameworks to encourage entrepreneurship and in filling market gaps as necessary.

It was noted that, while policy-makers and academics are becoming more aware of the importance of entrepreneurship education, there needs to be a greater focus on implementation. An increased amount of materials and good practices are available but need to be leveraged and scaled. Multistakeholder partnerships are needed to move to tangible actions within countries and across the region.

2.2 Background Data and Research

In a review of background research, it was clear that growth in Latin America has been strong compared to the rest of the world, particularly the US and Europe.

Figure 1: Average Real GDP Growth during 2010-2011 (%)



Paraguay, Uruguay and Peru were the fastest growing economies in the region with GDP growth rates above 8%, but Brazil and Argentina also grew strongly with growth rates of 7.54% and 7.47% respectively.

Source: World Economic and Financial Surveys World Economic Outlook (WEO) Rebalancing Growth April 2010 ©2010 International Monetary Fund

Figure 2: Real GDP growth (market exchange rates)

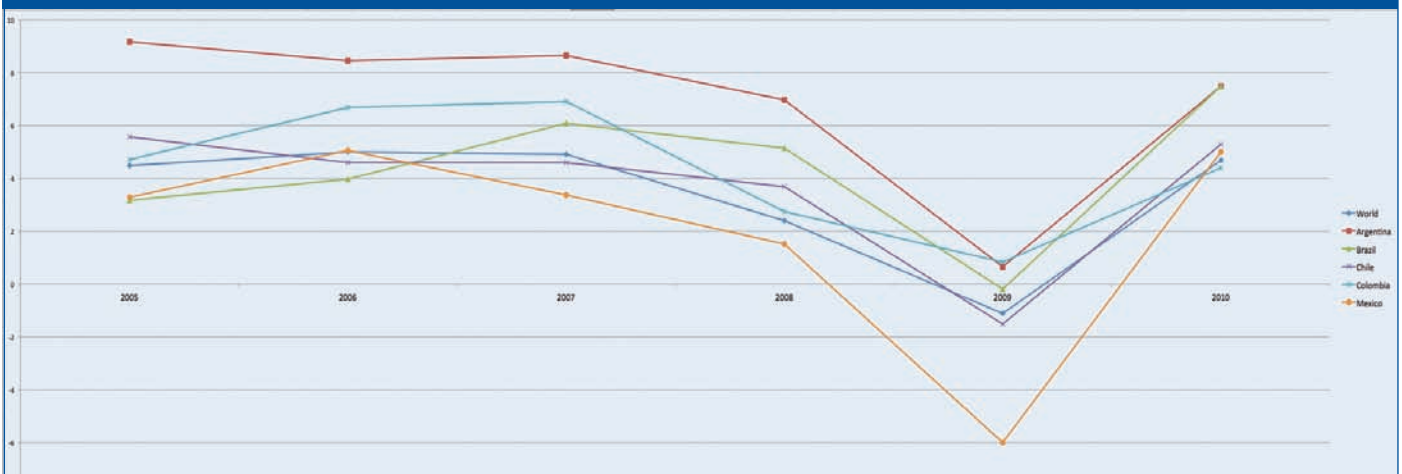
Growth league table for Latin America, 2010 (Real GDP Growth, %)			
Fastest-growing		Slowest-growing	
Paraguay	8.95	Colombia	4.68
Uruguay	8.49	Bolivia	4.04
Peru	8.26	Costa Rica	3.8
Brazil	7.54	Ecuador	2.9
Argentina	7.47	Venezuela	-1.3

Source: Economist Intelligence Unit

Brazil's growth was strong due to large and growing agricultural, mining, manufacturing and service sectors. In Argentina, economic growth is expected to continue to be driven by strong private consumption and a positive outlook for global commodity prices, underpinned by expansionary monetary and fiscal policies.

Mexico, Latin America's second largest economy, was the most impacted by the financial crisis due to a heavy (80%) reliance on exports to the US; however, after a large drop in 2009, GDP grew at 4.98% in 2010.

Figure 3: GDP Growth – Value in Percentage Change



Source - IMF October 2010 World Economic Outlook (WEO) database Report

Recovery in the region has been shaped by a number of factors. First, accommodative policies are helping underpin domestic demand. Second, good fundamentals (sound financial systems, solid balance sheets) are helping the region recover and re-attract capital flows in an improved global financial environment. Third, higher commodity prices and external demand are supporting growth in many economies, given their dependence on commodity-related earnings³.

At the same time, the Latin American and Caribbean region has the capacity to achieve greater and better quality growth. The region's economic performance needs not only to be more robust but also to ensure greater levels of inclusion, social equality, productive investment and quality employment, and less exposure to the impact of external volatility⁴.

Technology rates are good in Latin America, above the world average. However, they are still far behind Europe and the US, which means there is still a lot of room for growth.

Figure 4: Latin America Region in a Global Comparison – Technology

2009	World	Western Europe	Sub Sahara Africa	America	Middle East & North Africa	Latin America	East and Central Europe
Telephone main lines (per 100 people)	17.5	36.5	2.5	40.4	15	19.7	24.3
Mobile Subscribers (per 100 people)	73.7	126	62.4	88.3	92	89.9	123
Internet Users (per 100 people)	30.7	71.2	21.1	76.9	25	38.6	53.5
Broadband Subscriber Lines (per 100 people)	8.8	28	0.4	26	4.4	7.5	14.7
Personal Computers (stock per 1,000 people)	271	671	79	955	155	223	453

Source: The Global Information Technology Report 2009-2010 @ 2010 World Economic Forum

As in other regions, young people face much higher unemployment rates than adults. In Latin America and the Caribbean, youth unemployment is 16%, while among adults the rate is 5%⁵.

Over the past decade, many countries in Latin America and the Caribbean have made important advances towards the goal of universal primary education (UPE). But the pace of advance has been uneven, with some countries registering increases in the number of children not enrolled in school⁶. Drop-out rates remain high. Youth literacy rates in most Latin American countries (with some exceptions) range from 97% to 99%⁷; however, illiteracy remains a challenge.

Getting children into school is a necessary but insufficient condition for achieving Education for All. What children learn in the classroom is what ultimately counts. Levels of learning achievement are low in many countries in Latin America and the Caribbean, pointing to the major challenge of improving the quality of education. Progress in education quality depends on having sufficient teachers and ensuring that they are properly trained and supported.

Second-chance programmes can provide a skills development lifeline to youth and adults who missed out on earlier opportunities, but the availability of such programmes remains scarce in the region. Their record is mixed; in some cases, graduates gain few employable skills. However, experience shows that when courses are properly resourced and designed to generate skills that employers need, much can be achieved.

The region is edging towards gender parity in school enrolment, but gender disparities still exist in many countries in the region. At secondary school level, existing gender disparities are at the expense of boys and the situation is worsening. Latin America and the Caribbean have moved slightly farther away from gender parity, reporting a regional secondary GPI

³ World Economic and Financial Surveys World Economic Outlook (WEO) Rebalancing Growth, International Monetary Fund, April 2010

⁴ "Time for Equality. Closing Gaps, Opening Trails". Report by ECLAC

⁵ Source: EIU & United Nations World Population Prospects: 2008 Revision & Global Employment Trends for Youth, August 2010, ILO

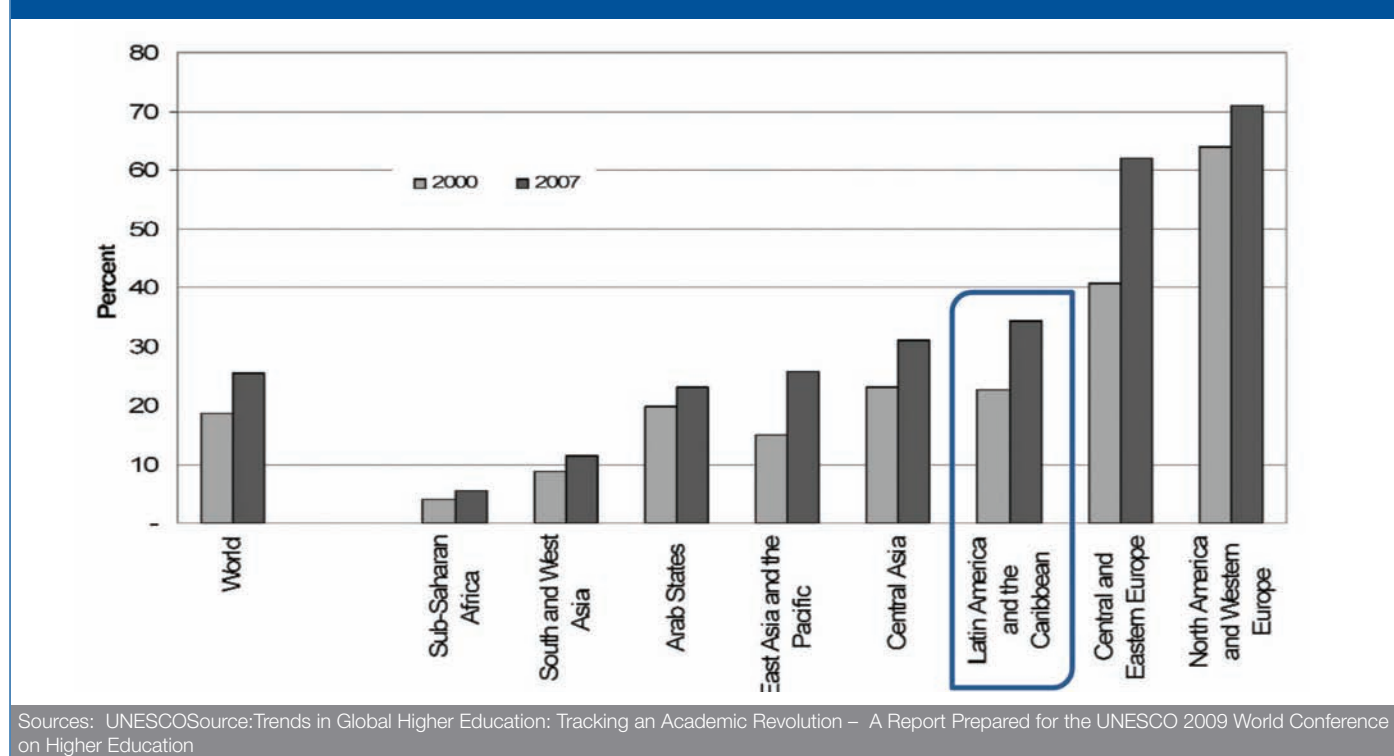
⁶ UNESCO "Education for All Global Monitoring Report 2011" - Summary Report on Latin America & the Caribbean

⁷ United Nations Educational, Scientific and Cultural Organization (UNESCO), including the Education for All 2000 Assessment

of 1.08 in 2008, compared with 1.07 in 1999. Gender disparities to the advantage of girls are most marked in Argentina, the Dominican Republic, Honduras, Nicaragua and Suriname. Eleven countries, out of 36 with data, had achieved gender parity at the secondary level⁸.

Turning to higher education, enrolment in Latin America is still less than half that of high-income countries. The World Economic Forum's Skills and Talent Mobility Initiative showed that "employability" indicators in the region are low, indicating that the educational system in Latin America needs to better prepare young people for jobs and build the skills needed to enter the job market.

Figure 5: Tertiary gross enrolment ratio by geographical region, 2000 and 2007



Inequality among national higher education systems as well as within countries has increased in the past several decades. A number of governments have put measures in place to increase access to higher education. In Brazil, the legislature has mandated universities to reserve space for disabled and Afro-Brazilian students. Cost remains an enormous barrier to access. Even where tuition is free, students have to bear indirect costs such as living expenses and often loss of income. Scholarships, grant and/or loan programmes are demonstrating some degree of success but cannot by themselves remove economic barriers. In Mexico, the Ministry of Education has invested in the development of additional educational services in disadvantaged areas with some success: 90% of students enrolled are first in their family to pursue higher education, and 40% live in economically depressed areas. Meanwhile, Chile has introduced a new loan programme that targets students from low-income families⁹.

Turning to entrepreneurship education specifically, data indicates that educators and policy-makers may need to consider how to broaden access and increase the scale and scope of entrepreneurship training. This may require greater use of technology. Internet-based learning, for example, may extend a programme's geographic reach or satisfy high demand¹⁰.

In terms of the regulatory environment, a number of countries have undertaken reforms to smooth the process for starting a business into stages – and often as a part of a larger regulatory reform programme. Economies with higher entry costs are associated with a larger informal sector and a smaller number of legally registered firms.

⁸ EFA Global Monitor Report - UNESCO 2011 – Regional Overview: Latin America and the Caribbean

⁹ UNESCO Source: Trends in Global Higher Education: Tracking an Academic Revolution - A Report Prepared for the

¹⁰ UNESCO 2009 World Conference on Higher Education

Solomon, Duffy and Tarabishy, 2002; Hegarty, 2006

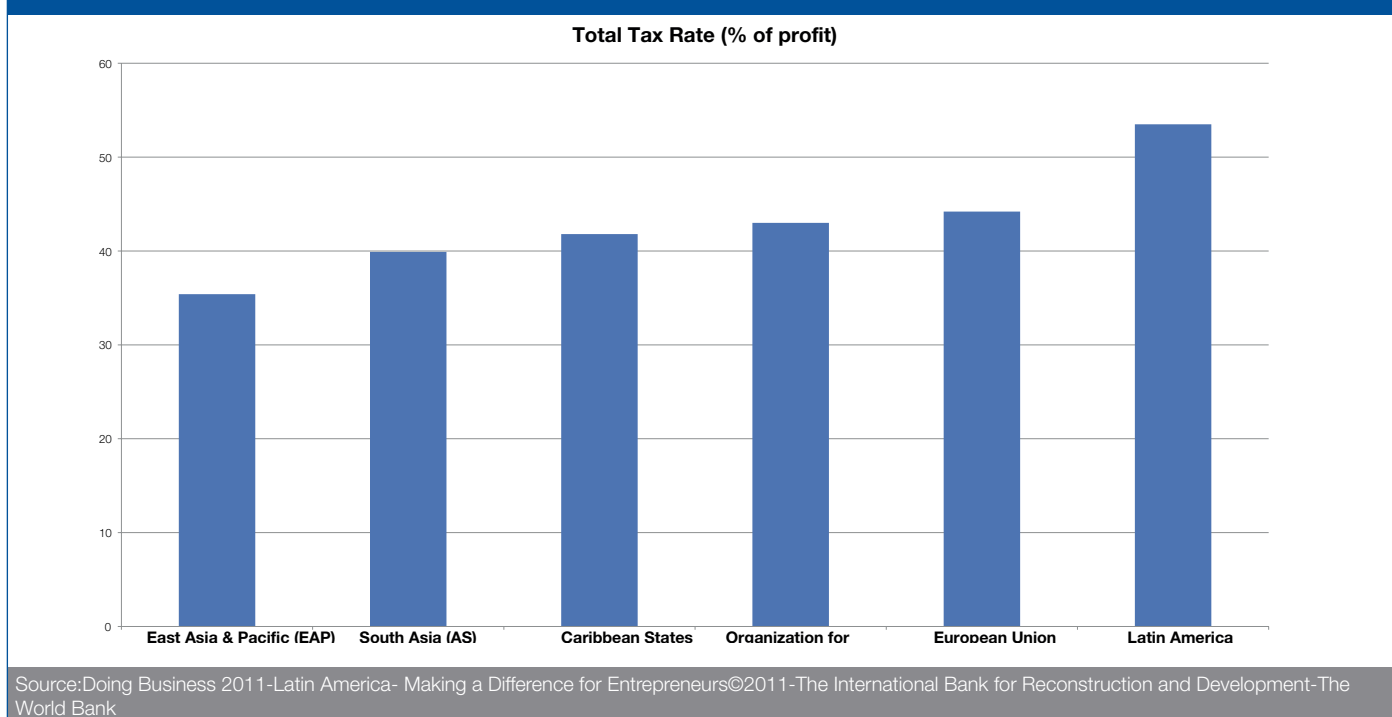
Figure 6: Ease of Doing Business

Economy	Ease of Doing Business Rank in LatAm	Ease of Doing Business Rank - World	Starting a Business	Getting Credit	Paying Taxes	Closing a Business
Mexico	1	35	12	7	15	1
Peru	2	36	8	2	11	17
Colombia	3	39	14	10	19	5
Chile	4	43	10	13	3	15
Paraguay	21	106	18	13	17	23
Argentina	22	115	24	10	23	12
Uruguay	24	124	23	7	26	8
Brazil	26	127	20	18	25	21
Bolivia	29	149	30	25	31	9
Venezuela	32	172	25	32	32	27

Source: Doing Business - Economy Rankings IFC © 2011 The World Bank

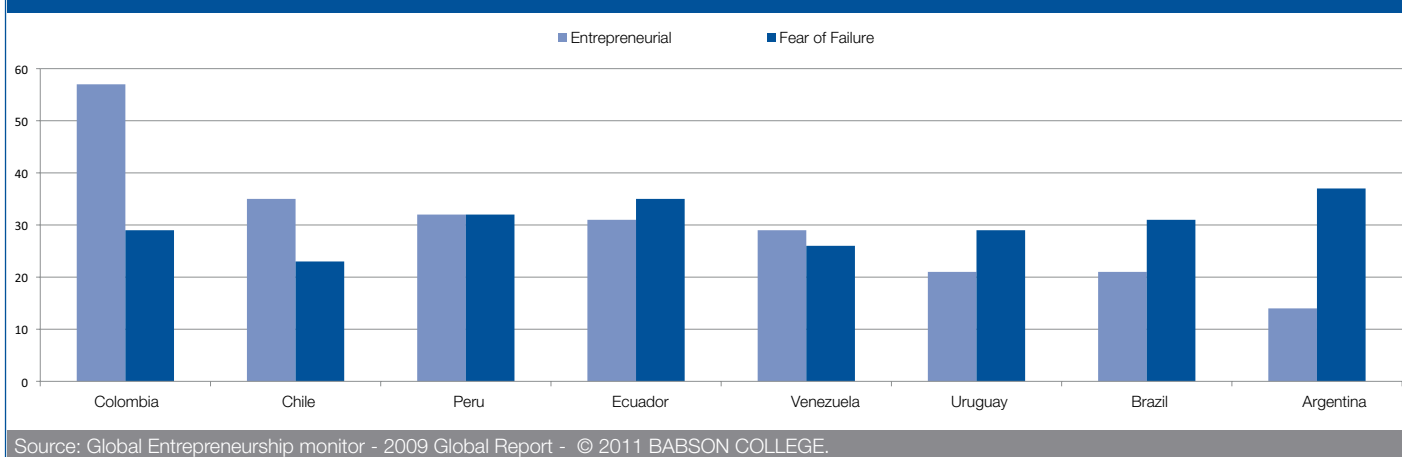
Meanwhile, tax rates in Latin America are the highest in the world, clearly creating a significant barrier for potential entrepreneurs.

Figure 7: Total Tax Rates (% of Profit)



Another barrier to entrepreneurship in Latin America is the fear of failure. In a number of countries in the region, including Ecuador, Uruguay, Brazil and Argentina, the fear of failure is greater than the intentions to start a business, which can be a significant barrier to entrepreneurship.

Figure 8: Entrepreneurial Attitudes and Perceptions 2009



2.3 The Evolution of Education and Entrepreneurship Education in the Region

Fernando Reimers, a Ford Foundation Professor of International Education and Director of the International Education Policy Program at the Harvard Graduate School of Education, began by paraphrasing Albert Einstein as saying that it is a bad idea to solve problems with the problem-solving tools you already have. He said that “a main goal of education should be to educate everyone”. In Latin America, the state has tried to do so but the result has not been quality education. He went on to say that, in the 1980s, Latin American governments stopped paying attention to the educational system. But in the last 20 years, with the democratization of Latin American governments, there has been a series of reforms in basic education. “Governments began implementing a revolutionary idea: measuring the results of improved education in Latin America and comparing those results with results in other parts of the world,” he said.



Reimers stated that “it is common knowledge that, in Latin America, students tend to score lower [on standardized tests] in comparison to many other countries, with no gains reported in the last several years.” He added that “the relevancy of Latin American education can be measured by determining: 1) how well schools are preparing students to have a role in the world; 2) how well Latin America will be able to compete in the world; and 3) how well Latin America will fare in creating innovative economies.”

Reimers said that education in Latin America has come to mean disciplining students and making them obedient. Yet, he noted that a “Latin American education is, in some ways, better than a US education in that educators teach ethics, don’t test kids as much as US teachers do, and let kids be kids.” He said that improving education in Latin America requires strengthening democracy. It also means producing “student-centred” education, where students help solve real world problems, allowing teachers to relax and to trust student-centred education by teachers acting as coaches and inviting non-teachers into the classroom. Improving education in Latin America also requires involving the government and the business sector more closely in the teaching agenda through public-private sector partnerships, introducing innovation into education, “and getting rid of the idea that business is evil”.

Fernando Dolabela, a Brazilian author and teacher, said that entrepreneurship education needs to be used as a lever for social change. He stated that democracy and economic growth are doing well in Latin America, but that the high concentration of wealth inequality is an historical legacy that needs to be reversed. He added that “entrepreneurship education solutions must be developed that can scale up to the entire national education system.” More needs to be done in providing access for poor children from 7 to 14 years of age, rather than just focusing on university students, and that doing so could act “as a tool for social justice”. He added that entire cities, not just the schools in them, need to take part in bringing entrepreneurship education into the lives of children, including illiterate ones. “Civil society must have a leadership role in this,” he said.



Lucia Araujo, General Manager at Canal Futura, outlined Canal Futura’s role in bringing educational television to poorer segments of Brazilian society. Futura is a public-oriented partnership between private companies, non-profit organizations and educational institutions. Open access TV reaches 80 million lower income people, 70% of whom are 16-40 of age, and 2 million people access the channel as part of an institutional educative experience. She explained the channel’s growing role in providing young people with access to audiovisual skills, often through collaborative productions, carried out in partnership with the relevant institutions and including public information campaigns. One example is “Generation Brasil”, a Futura video-making project making co-productions around the country.

Yaro Carvalho, a 22-year-old from RioJunior, explained the work of the Junior Enterprise Network, a non-profit organization run by and for entrepreneurial students. The aims are to provide leverage for small enterprise projects and help students develop practical knowledge of the real world and the marketplace. He said, “I started my own junior enterprise when I was 19. It has been a great experience and I would like to help others have the same opportunity.”

The Brazilian Confederation of Junior Businesses is one of the biggest of its kind, and the Junior Enterprise Network provides a forum for discussing education policy with the government, Carvalho explained. He outlined plans for Brazil to host the international Junior Enterprise World Conference in 2012. “We want more recognition that we are the professionals of the future,” he said. “I think that is the most important point here.”



Entrepreneur Andy Freire, Chairman and Chief Executive Officer, Axialent, Argentina, recalled his student days, saying that “we teach students to become employees, not employers”. This environment did not inspire him; he was inspired by the one and only contact he had with an entrepreneurial guest speaker to the students. “We should ask ourselves what we can do to provide role models for students – which can mean going to the universities to talk with young people about how to develop their future.”

His first move into entrepreneurial ventures was through an acquaintance that offered him the possibility of obtaining some equity in the future. This changed when he was visited by Endeavor and obtained advice on structuring his business in Argentina. “Endeavor was very important for learning skills and how to promote my entrepreneurship,” said Freire.

Freire built a successful office supply business, OfficeNet, which was eventually sold to Staples of the US. He has re-invested his own knowledge and experience as chairman of Endeavor in Argentina, working with other successful entrepreneurs on the board to help young entrepreneurs build their businesses.

2.4 Challenges and Opportunities in Entrepreneurship Education at Various Levels

A brainstorming session at a previous World Economic Forum on Latin America identified some of the barriers to entrepreneurship education as being: 1) the image of entrepreneurs; 2) the rigid educational system; 3) the role of government; and 4) the lack of tolerance of failure. Two of the enablers of entrepreneurship education were identified as being public-private sector partnerships and tapping into the dynamism of youth.

The development of entrepreneurial skills and mindsets must be tackled throughout the entire education system as well as outside of formal education. Today, too few graduates are equipped with the skills needed in the job market. Educational systems need to change to focus on 21st century skills. While changing the education system is not an easy process, steps must urgently be taken now to implement a short-, medium- and longer-term agenda that can move education in the right direction. There must be commitment from both the political and educational systems' leadership to make the necessary changes. In addition, coordination is needed across ministries and sectors.

Entrepreneurship should be embedded into the curriculum for all levels. However, the programmes need to be tailored for each age group, particularly in terms of motivation and behaviour. For all ages, skills such as leadership and self-efficacy are a key component. For young students in primary school, raising awareness and generating interest is important. For vocational, secondary school and university students, entrepreneurship should be more experiential, hands-on and action oriented. For all ages, role models and mentors, particularly those from the local area, are important for providing inspiration.

Links between academia and business are important, not only in making sure the curriculum is relevant but also in providing role models, mentorship and expertise. Academic and business links are also critical for building an entrepreneurial ecosystem, without which it is difficult for entrepreneurs to thrive. This requires partnerships (and trust-building) across sectors and a regulatory environment that facilitates business creation and growth.

In order to create an entrepreneurial culture, parents also need to have an understanding and positive attitude about entrepreneurship, as their views influence their children's. Young people should be encouraged, both at home and at school, to pursue entrepreneurial opportunities. The roundtable participants agreed that there needs to be a more common language about why entrepreneurship is important for the economy, society and culture.

a. Secondary Education

This discussion group concluded that government, business and civil society need to work together to promote entrepreneurship education and that, to do so, it is imperative to change how children are educated from a very early age. The group also agreed that everyone should have equal access to education and that improving the quality of education means focusing on teacher training.

b. Higher Education

The higher education discussion group concluded that the university culture needs to be changed so that universities see themselves as the engine of economic development.

It was noted that, in Latin America, there is an ideological aversion to business, especially in public universities, and that schools of higher education are teaching students not to be entrepreneurial. University deans and trustees must be shown evidence of the role that universities can play in catalysing entrepreneurship and economic development.

c. Vocational Education

The vocational education discussion suggested that barriers to entrepreneurship education in vocational schools include a culture that implies that entrepreneurship is bad, stressing technical but not entrepreneurial or managerial skills. In addition, there is a lack of access to technology. The group said that some of the solutions to those barriers include top-down mandates from the government to vocational educational systems to bring entrepreneurship education into the classroom and to use mechanisms such as technology and television to promote entrepreneurship.



d. Leveraging Technology for Education

This discussion group stressed the need for public-private partnerships to promote and deliver entrepreneurship education. Participants suggested that students need to be taught technological skills to become entrepreneurs. It was noted that students could learn such skills on the Internet if the appropriate materials were available in a language that they could understand.

e. Informal Education

The informal education discussion group concluded that there are no set models to teach people how to be entrepreneurial. Participants noted that school systems do not incorporate the interest of the students in developing a curriculum and that school systems do not teach students skills needed to get out of poverty. As a result, many students drop out. The Internet can help reach those young people and provide a mechanism for them to learn about entrepreneurship.



3. Entrepreneurship Education Policies in Latin America

During the roundtable, an overview of national policies on Entrepreneurship Education in selected countries across Latin America was presented. Participants then discussed policy gaps and challenges across the region.

Special Remarks

Mario Martin Delgado Carrillo, Secretary of Education, Mexico City, Mexico

Esteban Bullrich, Minister of Education for the Federal Capital, Argentina

Firestarters

Roberto dos Reis Alvarez, Manager of International Affairs, Agência Brasileira de Desenvolvimento Industrial (ABDI), Brazil

Verónica Abud Cabrera, General Education Director, Ministry of Education, Chile

Valeria Steffens Vidal, Project Manager, Innovation Division, Ministry of Economy of Chile, Chile

Freddy Penafiel, Ministry of Education, Ecuador

Camilo Pinzón, General Coordinator of Enterprise Investment and Development, Ministry of Employment and Competitiveness, Ecuador

3.1 Developments across the Region

It was clear in the discussions that inter-ministerial coordination is critical to the implementation of entrepreneurship education. There were some clear examples of this coordination from a number of the countries presenting.

Argentina

Esteban Bullrich, Minister of Education for the Federal Capital of Argentina, identified one of the key challenges in the region to be achieving consistency and continuity in policies, due to a cultural tendency for incoming administrations to overturn or put an end to a predecessor's projects. Another challenge is providing students with the freedom to pursue their own ideas. This requires changes in teaching models in middle and secondary schools.

Integrating entrepreneurship into education requires developing entrepreneurial teachers and making them more independent of governments and unions – not an easy challenge. He identified partnerships with other countries as one strategy for embedding practices and making it more difficult for the next government to uproot or reverse policies.

He provided details of initiatives in Argentina. One that is designed to train headmasters and school directors in leadership includes outreach initiatives that increase parent participation in school events. Another initiative promises to provide children with their own laptops, but has identified advance teacher training as fundamental to success.



Brazil

Roberto dos Reis Alvarez, the Manager of International Affairs with the Brazilian Agency for Industrial Development (ABDI), said that it is more important to introduce entrepreneurship education into the public as opposed to the private sector. But he said that public-private partnerships are needed to develop entrepreneurship education programmes that match the needs of each country.

He added that entrepreneurship education needs to have more “hands-on” initiatives so that students can develop their business capabilities and be helped to match those capabilities to business opportunities. He said that innovation is critical to building the Brazilian economy, and that entrepreneurs are the engine for such innovation.

Chile

Veronica Abud Cabrera, the General Education Director for the Ministry of Education in Chile, and Valeria Steffens Vidal, the Project Manager of Innovation Division of the Ministry of the Economy, spoke about the need to ensure quality education for all 3.4 million primary and secondary Chilean students. With that need in mind, Cabrera talked about “the goal of developing a national programme for entrepreneurship education using multiple methodologies”.



She added that the education and economy ministries had collaborated in developing an entrepreneurship education programme and, in 2010, registered 78,000 students from 546 schools. They also invested US\$ 3 million to develop entrepreneurship education teaching methodologies. She said that the two ministries plan to “measure the impact of developing a national public policy for entrepreneurship education by the year 2014”. She added that such a policy needs “not just to be related to the business sector but also to have civil society support”.

Ecuador

Freddy Penafiel, from Ecuador’s Ministry of Education, and Camilo Pinzón, the General Coordinator of Enterprise Investment and Development at the Ministry of Employment and Competitiveness, discussed how the two ministries are working together to develop entrepreneurship education policies in Ecuador. Penafiel said they are developing a model for placing entrepreneurship in high school classrooms. He said that they are devising an entrepreneurship education curriculum for high school students and will involve the Ministry of Employment and Competitiveness to develop it. He added that, in Ecuador, students from technical high schools are required to go into the trade they learned in technical school and are not allowed to go to universities, which are open only to students from traditional (non-technical) high schools. He said that entrepreneurship education programmes should allow and encourage students from technical schools to go to universities.

Pinzón said that Ecuador needed to boost employment and not rely so heavily on exporting oil and raw materials. He said that this could be done in part by using entrepreneurship education programmes to stimulate the growth of “new high-growth companies”. In 2010, the Ecuadorean government sponsored a national contest, publicized on TV, for developing new high-growth companies. The contest received 4,500 ideas (from contestants who were 18 years old or older), selected 300 winning ones and granted each US\$ 10,000 to develop a business plan for the new high-growth company. Pinzón added that his ministry wants to connect these 300 winners with “angel investors”, who can provide capital, networking and coaching, to help create these new high-growth companies.



Mexico

Mario Martin Delgado Carrillo, the Secretary of Education for Mexico City, said that, in Mexico, 36 million people are between 12 and 29 years old, and the fastest growing group is of those between the ages of 15 and 18. He said that 19% of those between 12 and 29 years of age (7 million people) are neither working nor studying, while 41% of them are studying and 39% of them working.

Because of the high percentage of 15-to-18-year-old students neither working nor studying and because of a 25% high school dropout rate in Mexico City, the Mexico City government started in 2008 a “Yes, High School” programme, in which it pays 15-to-18-year-old students between US\$ 50/month to US\$ 70/month (depending on their grades) to remain in high school. “In part, because of these municipal government grants, the Mexico City high school drop-out rate has been reduced from 20% to 6%, which means that 120,000 people have stopped leaving the educational system,” said Delgado Carrillo.

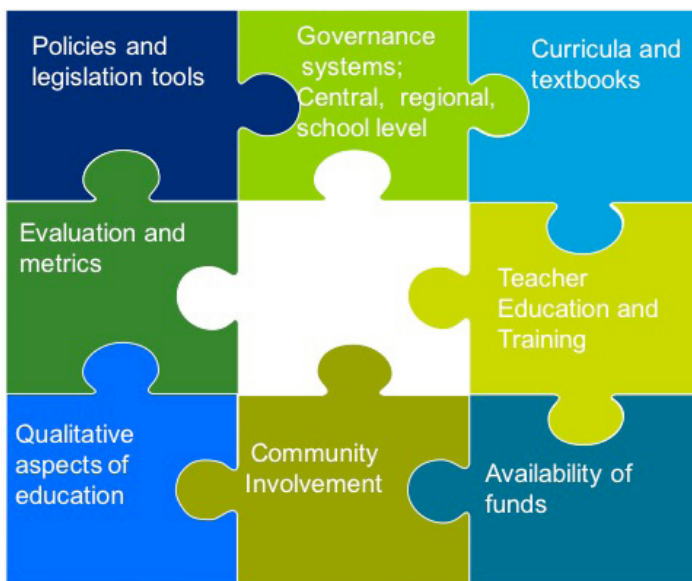
3.2 Policy Approaches

It was clear from the discussion that, essentially, a paradigm shift is needed in the education system, from the earliest levels through to continuing education. In addition, ministries must collaborate to develop national entrepreneurship education strategies and policies.

The building blocks for entrepreneurship should be identified and required outcomes need to be monitored to ensure the efficiency of the programmes and policies. Providing entrepreneurship education does not mean that all learners will go into entrepreneurship. It does, however, equip all learners with training in areas such as technical skills, working in teams, leadership, critical thinking and problem-solving, and therefore creates a labour force with the skills needed for the jobs of the future.

Training teachers is critical. Teacher training programmes must be updated and good practices should be shared from across the world. All stakeholders must be active participants in education, including parents, students, industry and the government.

During the roundtable, the International Labour Organization (ILO) shared a draft of policy guidelines the organization recently developed for entrepreneurship education. These guidelines were based on experience in working with governments and stakeholders around the world to integrate entrepreneurship education into the curriculum through their Know about Business (KAB) and other related programmes.



ILO's KAB programme works with ministries to introduce entrepreneurship education in the curriculums at the secondary, vocational and higher education levels.



While the guidelines are still “work-in-progress”, the participants found them to be a useful guide for policy-makers and suggested that the World Economic Forum’s Entrepreneurship Education work stream should build on them.

4. Practices and Partnerships

In preparation for the roundtable, some of the key NGO and private sector initiatives in entrepreneurship education in Latin America were identified, and profiles of these organizations were created. One-page summaries of the organizational profiles and information on related initiatives were made available to facilitate connections between participants (see the appendix for shorter snapshots of the organizational profiles).

During the final working session of the roundtable, new multistakeholder partnerships and initiatives for entrepreneurship education in the region were announced. There were also short updates from the Action Groups that have been working in Europe and MENA, following the roundtables in each of those regions last year. The participants then split into five groups to discuss key entrepreneurship education issues, followed by a second round of table discussions, which led to the creation of the Manifesto in section 1.1 of this report.

Scene setting from the GEI Steering Board

Cisco, Intel, Microsoft Initiative: **Martina A. Roth**, Director, Global Education Strategy and Research, Intel Corporation, Germany

Discussion tables on key themes for entrepreneurship education:

- 1) Building policy and institutional commitment
- 2) Leveraging and scaling good practices through multistakeholder partnerships
- 3) Training, developing and motivating teachers/educators
- 4) Developing clear outcomes goals and measuring impact
- 5) Creating an entrepreneurial culture

Firestarters: Proposed action items for entrepreneurship education in Latin America

Juliano Seabra, Director, Education & Research, Endeavor, Brazil

Jorge Sequeira, Director, Regional Office for Education in Latin America, United Nations Educational, Scientific and Cultural Organization (UNESCO), Santiago

Update on the Europe Action Group: **Kimberly Voltero**, Student Audience Marketing Manager, Microsoft Worldwide, Academic Audience Marketing, Microsoft International, France

Update on the MENA Action Group: **Andreas Cox**, Associate Director, Global Education Initiative, World Economic Forum

Discussion tables on proposed action items:

- 1) Building political commitment
- 2) Conducting research
- 3) Developing policy guidelines
- 4) Launching pilot projects
- 5) Training and developing teachers

Discussion Leaders

Mirela Malvestiti, Manager, Department for Entrepreneurship Education, SEBRAE, Brazil

Marcelo Pérez Alfaro, Senior Education Specialist, Inter-American Development Bank, Brazil

Adrian Magendzo Weinberger, Vice-Director of Projects, Corporacion de Fomento de la Produccion (CORFO), Chile

Fabiana Velloso Galvao, President, Students In Free Enterprise (SIFE) Brasil, Brazil

Michael Morrell, HR Partner, Deloitte, Brazil

Miguel Angel Toledo, Managing Director, Mexico, McGraw-Hill Education, Mexico

Renata Chilvarquer, Entrepreneurship Education Manager, Endeavor, Brazil

Priscila Fonseca da Cruz, Executive Director, Todos Pela Educação, Brazil

Facilitator

Karen E. Wilson, Founder, GV Partners and Senior Fellow, Kauffman Foundation, Switzerland



4.1 Key Themes to Address in Entrepreneurship Education

The group split into five tables to discuss some key themes in entrepreneurship education in further detail. Below are summaries of the findings of each table.

1. Building policy and institutional commitment

- Promote closer links between the private and public sectors
- Any institutional framework must be bundled with enough money to take commitment beyond mere aspiration, thus avoiding expensive and wasteful “never had the wings to fly” initiatives
- Encourage shared responsibility between government entities and agencies, promoting aims from within the institutional framework
- Fostering autonomy among educational institutions was identified as a priority area for Latin America – enabling them to develop their own rules and goals can help foster entrepreneurship
- Promote perspective/job “switching” between the academic world and business, at national and regional levels

“The economic boom Latin America has been through in the last couple of years has provided the region’s economies with very favorable conditions for entrepreneurship to take off. Many opportunities are flourishing, the education in the region has greatly improved over the last 10 years, and more attention has been given to entrepreneurship and entrepreneurship education. However, there is still a lot of work to be done, and organizations and government should come together to support entrepreneurship, by taking such actions as implementing entrepreneurship education in the formal education system, properly and continuously training teachers, and sharing successful entrepreneurs’ stories to motivate others. I believe the WEF Entrepreneurship Education Roundtable event served as an incentive for a big change in the region and people’s lives. By taking on the initiatives discussed, much progress can be made to improve the state of entrepreneurship education in Latin America.”

Michael Morrell, Talent Partner, Deloitte Brazil

2. Leveraging and scaling good practices through multistakeholder partnerships

- Important to identify why good practices have not been scaled up and why entrepreneurs might not be recognized in the academic world or wider society
- Procure greater recognition, not just financially, but socially
- Need top-down support from institutions and government, but it is also important to match and bring together partners from the public and private domains, plus wider society (NGOs)
- Bring the academic world, including students, professors, deans and academic administration bodies, closer to the “real” world
- Integrate ongoing initiatives in the field of entrepreneurship in education, connecting the different players; requires money, training and skills
- Seek ways to put entrepreneurship in the curriculum and provide funding for initiatives

3. Training, developing and motivating teachers/educators

- Teachers themselves need to be entrepreneurial, and have entrepreneurial aptitudes, with the possibility of becoming mentors to other teachers in their own and other institutions
- Find ways to identify and map entrepreneurship teachers and programmes
- Identify and articulate the advantages of entrepreneurship education to society and stakeholders and involve the public and private sectors and society in partnerships
- Provide incentives for teachers, including but not limited to financial, recognizing the importance of increasing social prestige for teaching; for example, promote contests, recognition forums, prizes and teamwork projects

4. Developing clear outcome goals and measuring impact

- Measures need to follow clearly defined goals, measuring and assessing cognitive and non-cognitive data
- Results need to be assessed, for example, by taking into account culture or differing business environments
- Need to be sufficiently flexible to adapt and improve efficacy
- Avoid elements of self-measurement, especially where entity has any role in promoting a policy
- Adopt a broad matrix to cover macro-micro as well as quantitative-qualitative indicators



5. Creating an entrepreneurial culture

- Fear of failure is an important barrier to overcome in the region
- Low social mobility is a strongly negative factor that still predominates in Latin America
- Job insecurity and expectations about public sector jobs for life dampen entrepreneurship, but the group agreed that this is changing, especially among younger people
- Social entrepreneurship is rising in the region
- Policies for entrepreneurship in education should consider social and cultural factors

4.2 Action Items for the Region

To set the scene for this session, several announcements about potential new partnerships and entrepreneurship education initiatives from the region were made. Meeting participants were also given a taste of the focus and current status of the regional Action Groups formed as a result of similar roundtables in Europe and MENA.

“Entrepreneurship can’t flourish without a systemic change in the education systems throughout Latin America. Schools and universities are key factors for an entrepreneurial revolution.”
Juliano Seabra, Director, Education and Research, Endeavor, Brazil

Martina Roth, Director of Global Education Strategy Research and Policy at Intel Corporation, and representing a joint initiative of Cisco, Intel and Microsoft, spoke about the entrepreneurial roots of the three firms and how this has led them to work together to create a resource guide for entrepreneurship education, which highlights the capacity building tools currently offered by each of these firms. Their goal is to create a common framework and a set of resources that is easily available to all stakeholders in the region, and which provides an overview of activities in the region as a way to help build collaboration and partnerships. She highlighted the importance of following up initiatives with mechanisms for measuring success or failure and the importance of seeking continuous improvement through the sharing of case studies. The three companies are currently planning to publish a joint white paper spanning these topics.

Kimberly Voltero, Student Audience Marketing Manager, Microsoft Worldwide, and responsible for Academic Audience Marketing at Microsoft International, gave a short report on the progress made following the Forum’s GEI Entrepreneurship Education Roundtable in Europe in May 2010. The European Action Group (EAG) has continued its work in promoting the actions outlined in the European Manifesto. This has included three main areas of work: 1) conducting outreach to share the key messages of the manifesto; 2) collecting good practices; and 3) developing entrepreneurship indicators. The EAG has one conference call per quarter to discuss progress. The EAG chairman, Jan Meuhlfelt, Chairman, Microsoft Europe, is planning to present a set of deliverables from these working groups at the World Economic Forum on Europe and Central Asia, scheduled to take place on 8-9 June 2011.

Similarly, the MENA Action Group (MENA AG) was set up to serve the Middle East and North Africa region following

the roundtable that was convened there in late October 2010. Andreas Cox, Associate Director and operationally responsible for the World Economic Forum's Global Education Initiative, reported that, while the current unrest in the region has slowed progress of the group, it has also served to enhance the importance of providing more opportunities to young people through entrepreneurship and entrepreneurship education. The group has had one conference call and has brainstormed on a number of possible actions to take the recommendations in the MENA Manifesto further in the months ahead, one of which will be to investigate the possibilities of linking the activities of the MENA AG to those of the Arab League Educational, Cultural and Scientific Organization (ALECSO) mandated Arab Regional Agenda on Improving Education Quality (ARAIEQ).

Juliano Seabra, Director, Education and Research at Endeavor, Brazil, spoke about two entrepreneurs in Brazil. The first had a highly marketable medical product but felt held back by his academic surroundings and did not know how to take advantage of his asset. The other was a disadvantaged slum dweller whose own concerns about her hair and feelings of low self-esteem motivated her to develop hair products and a chain of salons that today employs two thousand people. Through their research and education programmes, Endeavor is seeking to understand the motivations of entrepreneurs to help others become entrepreneurs.



He said that Brazil's Sebrae, a non-profit organization for promoting small businesses, could provide models for other countries. Sebrae also offers a forum for recognizing and rewarding best teaching practices. In addition, he urged delegates to get involved in the fast-growing movement in which over a hundred countries around the world are engaged – Global Entrepreneur Week¹¹.

Jorge Sequeira, Director of the Regional Office for Education in Latin America for UNESCO, pointed out that the region is growing economically; however, socio-economic growth is more elusive, with illiteracy and functional illiteracy still high. Big questions remain in terms of how best to reduce the effects of inequity, as well as how to move towards a regional development policy for entrepreneurship in education.

He then announced that UNESCO and Endeavor have been working together, in preparation for this roundtable discussion, to outline a set of action items that the group might jointly take forward as follow-up to the roundtable. The Latin America "Advisory Group" would then turn into an "Action Group", as was done in the other regions following roundtables there.

Proposed Actions for Latin America

"UNESCO believes that the successful development, implementation and monitoring of any policy or initiative in education involves the intentional engagement and active participation of teachers. A critical step in building support for entrepreneurship education is to promote entrepreneurship more broadly and to change society's perceptions. We must consequently begin by working with the teachers, future and current, in Latin America. In doing so, we will also increase teachers' and, by extension, their students' understanding of entrepreneurship, and identify the resources they need to support them to work in this area."

Jorge Sequeira, Director, Regional Office for Education in Latin America, United Nations Educational, Scientific and Cultural Organization (UNESCO), Santiago

It was agreed that a Manifesto on Entrepreneurship Education for Latin America should come out of the roundtable, as was the case for the other roundtables, and that this Manifesto would guide the actions of the group moving forward. Furthermore, there was a strong consensus that the group should proceed in partnership since the tasks at hand cannot be addressed with any lasting significance by one entity acting on its own. A strong case for a political commitment to entrepreneurship education policies needs to be made which, in order to achieve continuity, should be grounded on very convincing evidence-based policy advice. This will increase the chance that an incoming government will adopt and maintain these new policies. There must also be a focus on teachers, including teacher education, teacher recruiting and

¹¹ For more information, see www.unleashingideas.org

compensation, and teacher morale. In addition, good practices in entrepreneurship education should be shared more broadly. Through focused breakout discussions, the roundtable participants went on to identify five key areas that they saw as pivotal to further developing the entrepreneurial ecosystem in the Latin America region. The five key areas around which the LatAm AG will take action are outlined below.

1. Build Political Commitment

Create, disseminate and present a Manifesto for Entrepreneurship Education in Latin America. This Manifesto will be used to build political commitment and action by sharing it with the relevant ministries in the region, requesting their adoption of the recommendations in the document and receiving their commitment to entrepreneurship education. To help build political commitment, it is important to identify, evaluate and share practices as well as measure outcomes. Developing teacher-to-teacher training is also important. Innovative multistakeholder partnerships that can bridge traditional shortcomings of silo approaches in this area and are a cornerstone of the GEI partner methodology can be applied to good effect to accelerate achievements in this context.

2. Conduct Research

Implement a research project on Entrepreneurship Education in Latin America to generate: a) a state-of-the-art document on entrepreneurship advancement in the region; and b) identification of “what works” and of good practices (policy and practice, projects, etc.) for sharing as appropriate. Share existing resources and leverage communication channels such as Sebrae’s “News Agency Service” covering entrepreneurship. Leverage and propagate the leading-edge examples and best practices thus created, as well as the networking and mainstreaming potentials presented by international initiatives such as Global Entrepreneurship Week.

3. Develop Policy Guidelines

Develop a package of guidelines and indicators for national policy development on entrepreneurship education at different levels (secondary, TVET, higher education) as well as for informal education. Start by building stakeholder awareness, identifying successful policies adopted and those that do not work and sharing conclusions with policy-makers. The draft guidelines shared by ILO were helpful in this discussion. Some customization would be needed country by country, and perhaps some consolidation. Guidelines for Latin America could be promoted through roundtables and meetings, presenting the business case for entrepreneurship education.

4. Launch Pilot Projects

Based on the good practice projects and programmes presented at the roundtable as well as on the results of the research on good practices and “what works”, develop pilot projects on entrepreneurship education in selected countries. This could include building on existing programmes and activities such as tournaments for teachers and students, business plan competitions, etc. Monterrey Institute of Technology and Higher Education (ITESM) delegate Laura Ruiz Pérez presented a proposal for ITESM to create a portal for entrepreneurship in education to transmit best practices in the region and share content. This will be done jointly with UNESCO.



5. Train and Develop Teachers

Share best practices between existing entrepreneurship teacher training programmes in the region as well as with key programmes that have been developed around the world (particularly in the US and Europe). The discussion group focused on best practices and experience-sharing in teacher training, resulting in an initiative between São Paulo and Buenos Aires, including mutual visits at state government level.

5. Next Steps

The roundtable brought together key stakeholders from across Latin America engaged in entrepreneurship education. This included policy-makers, academics, business leaders, NGOs and students.

In terms of results of the roundtable, the first outcome was that the key findings and recommendations were fed into both a World Economic Forum Skills and Talent Mobility Initiative workshop that took place the following day as well as into several sessions of the World Economic Forum on Latin America, which also took place that week.

The second outcome was the production of the **Manifesto for Entrepreneurship Education Latin America**, which will be presented at upcoming events in the region and used as a guide for continued work on this topic in the region.

The third outcome was the agreement to continue the work initiated by the Latin America Advisory Group, which was put together in early 2011 to provide input on the preparations for the roundtable. This group will be expanded, with additional participants from the roundtable, and will create a network to build upon the links and synergies established during the roundtable. It will enable the group to continue to work together to take actions that will contribute to promoting and implementing entrepreneurship education in Latin America. The group will pursue the items outlined in the Manifesto and are planning to report back at the World Economic Forum on Latin America in 2012.



The Forum's GEI Entrepreneurship Education work stream will officially wrap up at the end of June 2011; however, the follow-on work in the three regions will continue through the Action Groups created at the roundtables. In addition, a global report will be produced in summer 2011, which will pull together common themes from the three roundtables and highlight the key points, resources and guidelines for policy-makers. It will also summarize the follow-on initiatives from the three roundtables, identifying links between the three and opportunities to connect these on a global basis. In addition, it will highlight how the work of the GEI Entrepreneurship Education work stream can be embedded into other ongoing initiatives, such as the World Economic Forum's Skills and Talent Mobility Initiative, the UNESCO/World Economic Forum Partnerships for Education (PfE), and the World Economic Forum Global Agenda Council on Education Systems.

6. Acknowledgements

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7. Appendices

7.1 List of Reports Referenced in the Background Research

- Global Entrepreneurship Monitor 2009 Global Report, GEM, 2009
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- Doing Business Report 2011 – Economy Rankings, International Financial Corporation IFC and the World Bank, 2011
- Doing Business Report 2011, Latin America – Making a Difference for Entrepreneurs, the International Bank for Reconstruction and Development/World Bank, 2011

7.2 List of Participants

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From the World Economic Forum

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Andreas Cox	Associate Director, Global Education Initiative		
Anna Janczak	Associate Director, Head of Professional Services		

7.3 Entrepreneurship Education Organization Profiles

Steering Board Organizations Involved in Entrepreneurship Education Initiatives in Latin America



Headquarters: USA

Website: www.cisco.com

Focus: Over the past 20 years, Cisco has used technology to advance its business and become one of the world's leading companies. Cisco's vision is to offer the lessons learned from its own experience, combine business-relevant knowledge from leading business and learning resources, and connect entrepreneurs with people, information and the leadership of local organizations. The result will be strengthened business skills that help entrepreneurs grow, differentiate and innovate – and dramatically improve their potential for success.

Programmes:

- The Cisco Entrepreneur Institute
- Cisco Networking Academy



Headquarters: USA

Website: www.lenovo.com

Focus: Lenovo creates and builds exceptionally engineered personal technology. Lenovo is one of the world's largest makers of personal computers and makes the world's most innovative PCs. Today, Lenovo is a global corporation with significant operations on six continents, operating in more than 60 countries and selling products in 160. The company employs more than 23,000 people worldwide, including 1,700 designers, scientists and engineers, representing a broad collection of nationalities and languages but at the same time working with one unified language and vision: to build the world's most exceptionally engineered personal computers.

Programmes:

- Education Research Initiative
- Lenovo Hope Fund



Headquarters: USA

Website: www.deloitte.com

Focus: Deloitte Touche Tohmatsu Limited member firms provide audit, tax, consulting and financial advisory services to public and private clients spanning multiple industries. With a globally connected network of member firms in more than 150 countries, Deloitte member firms bring world-class capabilities and deep local expertise to help clients succeed wherever they operate. The Deloitte organization's approximately 170,000 professionals are committed to becoming the standard of excellence.

Deloitte21 is a Deloitte network-wide global initiative that is helping underserved young people acquire the education and skills they need to thrive in the 21st-century economy.

Programmes:

- Supports Junior Achievement in Argentina, Brazil, Colombia and Mexico
- Fundación Acción Joven



ManpowerGroup

Headquarters: USA

Website: www.manpower.com

Focus: ManpowerGroup® (NYSE: MAN), the world leader in innovative workforce solutions, creates and delivers high-impact solutions that enable clients to achieve their business goals and enhance their competitiveness. These solutions cover an entire range of talent-driven needs from recruitment and assessment, training and development, and career management, to outsourcing and workforce consulting. Around the globe, ManpowerGroup leverages its core competencies in partnerships with governments, businesses and/or NGOs for initiatives that help provide greater opportunities for long-term unemployed/under-employed persons, people with disabilities, disenfranchised minorities and immigrants, victims of disaster, victims of exploitation, refugees and youth.

Programmes:

- Junior Achievement
- YouthConnect
- NBS Entrepreneurial Screening
- Entrepreneurship Training



Headquarters: USA

Website: www.hp.com

Focus: The world's largest IT organization, Hewlett-Packard (HP) is a technology company that operates in more than 170 countries around the world. It explores how technology and services can help people and companies address their problems and challenges, and realize their possibilities, aspirations and dreams. The company applies new thinking and ideas to create more simple, valuable and trusted experiences with technology, continuously improving the way their customers live and work.

Programmes:

- Transforming Education
- HP Learning Initiative for
- Entrepreneurs (HP LIFE)
- HP Catalyst Initiative
- HP EdTech Innovators Award

The McGraw-Hill Companies

Headquarters: USA

Website: www.mcgraw-hill.com

Focus: McGraw-Hill is a leading global financial information and education company with leading brands including McGraw-Hill Education, Standard & Poor's, Platts, and J.D. Power and Associates. These brands share a commitment to creating a smarter, better world where everyone can succeed in the knowledge economy. Around the world, the company is serving this mission by personalizing education around the needs of students, and by providing the financial and business information that markets need to grow. With approximately 21,000 employees worldwide, McGraw-Hill has more than 280 offices in 40 countries.

Programmes:

- Virtual Enterprises International
- Financial Literacy Now
- Collaborations with the Grameen Foundation, Women's World Banking and Pro Mujer
- "mConnect"
- LearnSmart
- McGraw-Hill Create



Headquarters: USA

Website: www.microsoft.com

Focus: Microsoft believes that technology is a vital strategic and communication tool to achieve the potential of entrepreneurship in the 21st century. Microsoft is helping start-ups around the world realize their potential by providing world-class tools, technologies and market resources to students and entrepreneurs, bringing new ideas, new companies and new software innovation to life. This commitment is grounded in the overarching goal to support social and intellectual capital, economic growth and jobs through the provision of relevant, affordable, inclusive and accessible technology for all.

Programmes:

- DreamSpark
- Microsoft BizSpark
- The Imagine Cup
- Microsoft Innovation Center
- Microsoft Students to Business
- Microsoft Software Business
- Management for Students
- Curriculum

Selected Profiles - Multilateral Organizations Involved in Entrepreneurship Education Initiatives in Latin America



Headquarters: Switzerland

Website: www.ilo.org

Focus: The ILO is devoted to advancing opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity. Its main aims are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue in handling work-related issues.

Programmes:

- Know About Business (KAB)



Headquarters: France

Website: www.unesco.org

Focus: UNESCO works to create conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. UNESCO's unique competencies in education, sciences, culture and communication and information contribute towards realization of these goals.

Programmes:

- They lead the global Education for All movement (EFA)



Headquarters: Austria

Website: www.unido.org

Focus: UNIDO is a specialized agency of the United Nations that promotes industrial development for poverty reduction, inclusive globalization and environmental sustainability.

Its mandate is to foster and accelerate sustainable industrial development in developing countries and economies in transition, and work towards improving living conditions in the world's poorest countries by drawing on its combined global resources and expertise.

Programmes:

Entrepreneurship Curriculum Programme
Hewlett-Packard's Learning Initiative for Entrepreneurs (HP LIFE) programme
Enterprise Development and Investment Promotion (EDIP) programme

Selected Profiles – Organizations Involved in Entrepreneurship Education Initiatives in Latin America



Headquarters: Brazil

Website: www.futura.org.br

Focus: Canal Futura is an attractive and educational TV social project of communication. It begins and is built on partnerships, and is a private initiative of public interest.

Futura broadcasts valuable and useful information to the population 24 hours a day, every day. It reaches children, teenagers, families and workers. It talks about health, work, youth, education, environment and citizenship. Futura is also an educational source of knowledge and has as partners TVs from universities that broadcast the channel through a local cable or an inside channel, reaching 10 million people all over Brazil.

Programmes:

- Partnerships with international organizations such as UNICEF, UNESCO & ICAF (International Child Art Foundation).



Headquarters: Brazil

Website: www.juniorachievement.org.br

Focus: Founded in 1919 in the United States, Junior Achievement is the world's largest organization dedicated to educating students about workforce readiness, entrepreneurship and financial literacy through experiential, hands-on programmes. Junior Achievement programmes help prepare young people for the real world by showing them how to generate wealth and effectively manage it, how to create jobs that make their communities more robust, and how to apply entrepreneurial thinking to the workplace.

Programmes:

- Through a dedicated volunteer network, JA Worldwide provides in-school and after-school programmes for students.



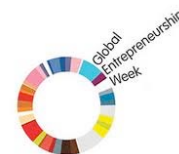
Headquarters: USA

Website: www.endeavor.org

Focus: Established in 1997, Endeavor is the global non-profit that pioneered the concept of High-Impact Entrepreneurship in emerging markets. Endeavor helps entrepreneurs overcome barriers to growth by providing the key ingredients to success: mentorship; networks; strategic advice; talent; skills; access to smart capital; and inspiration.

Programmes:

- Bota pra Fazer/FastTrack
- REE Brazil
- National Award on Entrepreneurship Education
- JumpStart Chile



Headquarters: USA

Website: www.unleashingideas.org

Focus: Launched by the Kauffman Foundation and Enterprise UK in 2008, this initiative has taken off in countries across the world. For one week in November each year, millions of young people around the world join a growing movement of entrepreneurial people, to generate new ideas and to seek better ways of doing things. Countries across six continents come together to celebrate Global Entrepreneurship Week, an initiative to inspire young people to embrace innovation, imagination and creativity.

Latin America GEW country hosts:

- Argentina – Endeavor Argentina
- Bolivia – Red Bolivia Emprendedora
- Brazil – Endeavor Brazil
- Chile – Endeavor Chile and Foro Plas Innovacion
- Colombia – Endeavor Colombia
- Mexico – Endeavor Mexico and Impulsa
- Paraguay – Junior Achievement Paraguay
- Peru – British Peruvian Chamber of Commerce
- Venezuela – ACCEDE



Headquarters: USA

Website: www.sife.org

Focus: SIFE is an international non-profit organization that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing the skills to become socially responsible business leaders.

Programmes:

- Community outreach projects
- Leadership and career opportunities
- Regional and national competitions
- Prestigious international events such as World Cup



Headquarters: Mexico

Website: www.itesm.edu

Focus: The institution was founded in 1943 thanks to the vision and commitment of Eugenio Garza Sada and a group of businessmen who established an association called Enseñanza e Investigación Superior AC, which, on 6 September of that year, created the Tec de Monterrey, an institution of higher education that began with 350 students in an old house in downtown Monterrey, Nuevo Leon, Mexico.

After six decades, it has evolved into a university system comprising four institutions: Tec de Monterrey, Universidad Tec Milenio, Tec Virtual University and Tec Health.

Programmes:

- Technology Parks
- Business Incubators
- Business Accelerators
- Institute for Sustainable Social
- Development

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