

Program on Innovative Competences and Entrepreneurial Skills - endorsed by ASEMME4 May 2013

Stocktaking Report as of September 2014

Introduction – the point of departure

Taking the point of departure in the crucial fact that a majority of ASEM member states are struggling with devastating youth unemployment issues it is high time to create new learning and education strategies for active involvement of children and youth into working and business life.

There is a significant mismatch between the number of workplaces available for the broader segments of youth and an ever growing labour force. This program will focus on how the education system from primary & secondary school to adult education - by innovative strategies and innovation measures - can support and enhance students at all levels to become entrepreneurs in a very broad sense; *From* the involvement in creating own companies or own jobs, *and to* the involvement in community programmes and social innovation within their local community.

This ASEMME programme shall explore the wide range of education policies, practices and pedagogical methods that leads to a growing involvement of the students into self-managed and innovative business or working life. And it shall explore how learners become more innovative and creative in general so it will be a value added to their everyday life

Innovative from early childhood!

We have evidence that much is founded at an early age. Implementing innovative strategies at university level or even in upper secondary programmes is too late. The programme targets a wide span of education domains - from the youngest students where it is all about creativity, innovation and self-managed activities founded in self-confidence and beliefs in own abilities to the older students in secondary and VET education, where the strategy is to encourage career development and even the involvement of students into the creation of micro projects and companies. Educational policy lines must be developed to focus more dedicated and strongly into innovation.

Teacher & trainer

Teaching and trainer competences play a crucial and decisive role in creating an innovative approach. Therefore the focus on how to improve the innovative capabilities of the teacher is a main pillar in the program. Especially to strengthen the focus on how teachers can facilitate and encourage the process of innovation and entrepreneurial spirit among the students. This goes from the positive attitude towards entrepreneurship - to the creation of innovative learning environments which can improve the creativity and innovative competences of the students. Finally also how teachers and trainers can mentor and encourage the career choice of self-management and self-ownership.

Teachers' repertoire must be expanded to include ways to promote innovation and avoid rigid and repetitive learning patterns. Linking the schools matters to the real world by practical examples and hands on activities have potentials, which the programme will illuminate.

To explore how Innovative competences can be a valuable part of all levels of the education system, and how these efforts and learning strategies can be interlinked, plays an important role in this program as well as nurturing innovation has a variety of practises, but must be practised at all levels.

Innovation and the link to business life and community

This ASEM ME Programme explores the crucial cooperation between the education institutions and the business and community life. This co-creation between the school and the life of business and work are crucial to create a practical understanding and a sense on how to get started. The interface between business and industry, civil society and education must be vitalised at institutional level

All these various factors and features of innovation and entrepreneurship form the universe of possibilities for the students to become self-made – either in business, in working life and in community development.

The programme will strengthen the global evidence base related to the development of innovative competences and shall coordinate and feed into other international programmes (see reference-box). To summarise the rationale of this ASEMME4 Program on Innovative Competences;

”The program will approach and explore how new learning opportunities gained from the experience and best practice from the primary and secondary education sector can improve Innovative Competences and Entrepreneurship in the two regions. The Program shall.....

- Collect and communicate how children and youth can be supported to become the future innovators in their own life, in their local community and in working and business life.
- Contribute to develop a cross cultural understanding of what Innovative Competences are, and what ensures the educational contribution to sustainable growth of business and working life as well as community development in the participating ASEM countries?.
- Present showcases of ”best practices” and ”next practices” of Innovative Learning, which have positive impact on the quality of life and prosperity of community.

Activities of the programme

This ASEMME Program shall as its most import objective create sources and perspectives for *policy makers and practitioners* to exchange experience and to set joint discussions and assessment about how the primary, secondary and vocational education in the ASEM Member-countries can contribute to the wider target of entrepreneurial and innovative learning. The global perspective of the components is to create measures and meeting opportunities where it is possible to explore the wide range and diversity of educational practices and strategies and policies which are taken in the ASEM member countries. This will create a valuable pool of sources, best practices and narratives about the important drivers of successful programs.

The main activities and outcome of the program have so far been:

Meeting 1: Opening Seminar Copenhagen September 2013.

The aim of the Seminar was to create the joint understanding and framework of the program. Secondly the aim was to involve the member countries committed to further development of this important aspect of education policy and practice in the two regions.

The Seminar founded the Working Group with the responsibility to outline the program on Innovation Competences and Entrepreneurship in ASEM Member countries. Denmark invited and managed the Opening seminar. The Opening Seminar introduced the thematic orientation of the program and terms of reference of the work was proposed and endorsed.

Result/Outcome; Establishment of a broad ASEM-ME Working Group to disseminate case studies and create an overview about existing experience in the field of Innovative Competences

Meeting 2: Working group session in Singapore January 2014

The Working Group (WG) meeting in Singapore presented the case study on successful/best practice programs or projects selected from the participating countries. In autumn 2013 we sent out some guidelines to support the WG in the selection and preparation of the cases. The guidelines were also done to ensure a certain level of "uniformity" in the description to ensure comparability of the cases.

The rationale of the case study

The case study "exercise" provides a hands-on description and understanding on how the education system can contribute to the improvement of "*Innovative competences*"; How Innovative competences are supported in diverse cultural contexts and also how it can be done on both micro (institution) and macro(system) level. The case study enables us to identify the driving forces to create more innovative abilities within the education and school system.

The aim of the case study

The aim is to deliver a variety of initiatives in the field of "Innovative Competences and Entrepreneurial education" to visualise and encourage policy makers in the ASEM ME Countries to take similar or extended initiatives.

The outcome of Singapore

- **Collection (catalogue)** of "1st outlined" case studies - The collection consists of both micro/school projects – medium sized/clusters of schools or programs or macro/policy initiatives covering broader parts of the education system.
- **Targeted analysis of the best practices within the presented case studies**

Meeting 3: Oslo May 2014

The meeting in Oslo brought forward the selection and further elaboration of the Case studies. The meeting was organised also to clearly present the casestudies into the three main categories of; Teacher development – Curriculum design and development and finally the improved cooperation between the education sector and business and community life.

The second part of the meeting focused on a joint analysis to elaborate what are the Key Drivers for successful implementation in the participating countries.

The outcome of Oslo:

The result of the WG meeting was:

- **Outline of the Table of Content for the final ASEM ME Report on "Innovative Competences and Entrepreneurship" to be submitted to the members of the ASEM ME in Latvia April 2015.**
- **The outline of key drivers for successful implementation of policies and programs**
- **Design principles of the Case Study. The Case Study consist of 18 individual casestudies from the 10 participating countries. Moreover the report will present a Gallery of successful schools, education programs or learning centres from the countries hosting the WG meetings.**

Activities to come:

Meeting 4: Hanoi October 2014

The content of the Hanoi Meeting will focus on...

- **Create the final version of the Case Study report. Edition and principles of mainstreaming of the report to the ASEM ME Members.**
- **Complete the Key Drivers for successful policies and programs.**

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Outline the main Policy Recommendations. This will be the principal outcome of the meeting.

Meeting 5: Riga January 2015

The meeting in Riga is the final meeting in the Working Group. Foremost this meeting is organised to hand over the case study report – findings and recommendations – to the Latvian ASEM ME 5 Chair.

The meetings will also create an opportunity for the working group to discuss with the ASEM ME Chair potential new initiatives and strategies to move this important work forward.

The Working Group will carry out an Evaluation report also to be submitted to the ASEM ME Chair.

After delivery of the report to the ASEM ME Chair the Working Group has completed its preparatory work.

Main outcome of the project:

A Final Evaluation Report to be submitted to ASEMME5 April 2015 in Riga to outline the main findings and the recommendations for the ASEMME5.

Options to be considered;

- *Proposal for a second phase of implementation aimed at an exchange program for policy makers and professionals;*
- *Initiating a research and practitioners network*
- *Presenting the ASEMME Case-study on best practice in Innovative Competences and Entrepreneurship.*
- *Launching of a follow up process and to implement a new program plan with a sunset clause by May 2017 - report to be submitted to ASEMME6 in Seoul 2017.*

Additional outcomes of the project:

In parallel with the case study *ASEM ME Catalogue on success learning programs and methods* shall compile an interesting source of best practices. All ASEM members will be invited to send their contribution to the case study. The case study will be launched through normal ASEMME and ASEF channels.

Initiating an ASEMME5 International Conference (to be presented as one of the recommendations of the Working Group)

An International conference on Innovative Competences has two aims; First of all it shall reveal the results and findings of the Working Group; Case studies, proposals and recommendations for further action. Secondly the Conference shall match these findings with the newest research and development in the field of Innovation and entrepreneurship for the primary and secondary school. This will include presentations and discussions with leading researcher and education policy makers. The Conference shall mark the completion of the initial phase and it shall outline how proposed initiatives can be implemented for the ASEM 5. The conference shall also offer an opportunity to showcase the relevance of exchange of experience between the two regions in the field of crucial educational challenges.

Target group of the conference; Policy Makers, Education Managers and Practitioner experts from the two regions.

Organisation and Responsibility

The ASEMME Programme on Innovative Competences has been initiated by and the secretariat has been funded by the Danish Ministry of Education.

Countries participating actively in the process have funded the participation and work of national experts. Countries who have hosted working group sessions have generously provided hospitality, meeting venues and the arrangement of inspiring site visits.

The following ASEM Member states are actively involved in the project; Vietnam, The Republic of Korea, Norway, Czech Republic, Malaysia, Philippines, Brunei Darussalem, Hungary and Singapore. France has taken part as observer at the Oslo meeting. Exchange of experience has been made with Austria.

The project has also actively joined by the head of the OECD Innovative Strategies Unit; senior analyst Stephan Vincent Lancrin.

Danish Ministry of Education
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