Summary of decisions and conclusions
Opening Seminar 30.09 – 02.10.2013 in Copenhagen

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I. Preface

The Opening seminar in the ASEM ME program on Innovative Competences was held in Copenhagen from 30. September to 02. October. The meeting included the participation of 10 ASEM member[1] countries together with representatives from the OECD and the Nordic Counsil. The ASEM ME University HUB for Lifelong Learning was introduced at the meeting.

The Opening seminar was the point of departure for a 1 ½ Year cooperation process between the countries involved. The backbone of the cooperation will be the Working group representing the countries involved. The establishment of the Working group was decided and endorsed by the ASEM ME 4 Ministers meeting in Kuala Lumpur in May 2013. The ambitious outcome of the Working Group is to carry out…

- a best practice case study on successful programs on Innovative Competences in ASEM member states.
- prepare an International Conference/ASEM on Innovative Competences
- prepare a number of recommendations for further development of Innovative Competences
- propose a web-based inventory to exchange methods and practice for policy makers and practioners.
- prepare a report for the ASEM ME 5 in Latvia 2015

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[1] Republic of Korea, Vietnam, Malaysia, Brunei, Singapore, Philipinnes, Norway, Lathvia, Hungary and Denmark. Furthermore the Czech Republic and Austria will participate in the process ahead.

The timeline for the working group is to complete its operation by the ASEM ME 5 in Latvia in May 2015. The next working group meeting (2) will take place in Singapore 27-29.01.2014.

In this short seminar report we have concluded the most important decisions and conclusions from the meeting.

II. Outcome of the Meeting

In this par we will summarise the main outcomes and decisions of the seminar. The most important outcome of the seminar was the very strong and positive commitment from the working group members to take part in the proposed process towards an important elaboration on how policy and professional programs and measures can create new and innovative opportunites for children and youth. First of all in the participating countries active in the working group - and in a wider context the whole ASEM ME Community of countries.

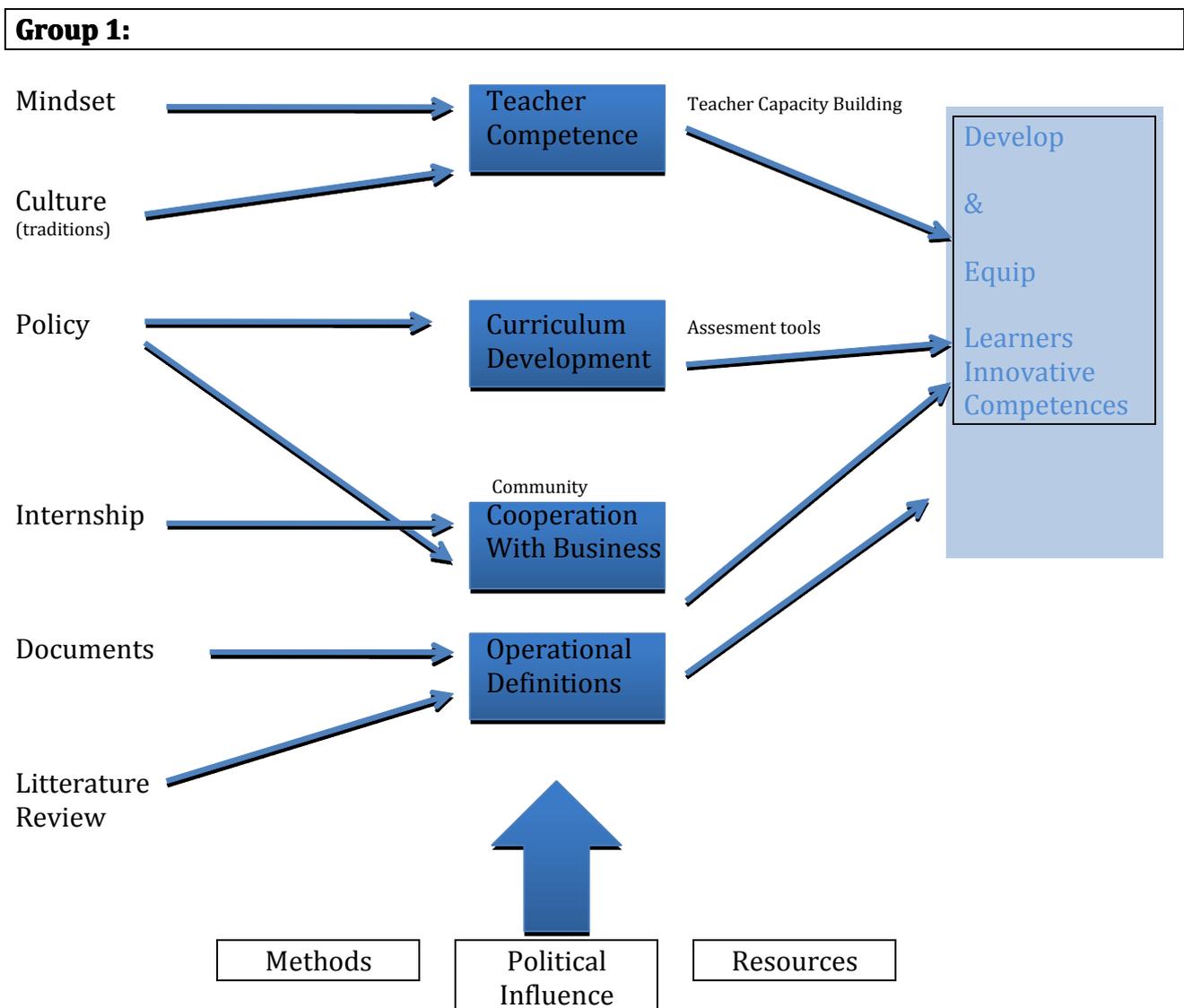**The most important decisions/outcomes:**

1. The **Terms of Reference** of the Working Group proposed by the Danish Ministry of Education **was approved** by the seminar (enclosed as Annex A in this document)!

2. It was decided by the seminar that The Danish Ministry of Education represented by mr. Jørn Skovsgaard will **act as the chair of the working group**. This will include coordination with the future hosts of the working group meetings.

3. The **host of the 2nd working group meeting** is the Ministry of Education of Singapore represented by Deputy Director Eugenia Tan. The preparation of this meeting will start by late October 2013. However we urge the working group members to start the preparation of this immediately.

4. A full **plan for the 4 working group** meetings & venues was proposed and discussed. The plan was approved. (Included as Annex B).

5. The **International Conference** was proposed to be held in Seoul – Republic of Korea in the spring of 2015. The representative of KRIVET– Ms. Misug Jin will start to investigate the possibilities in such an arrangement and shall report back on the 2nd working group meeting. The justification is that Korea will take over the chair of the ASEM ME by 2015 – and therefore the Conference could mark an important entrance into the ASEM ME 5 process.

6. Content-wise it was decided that **the proposed two case studies**; One on Police measures and the one on professional measures **were merged into one overall case study** starting off at the 2nd working group meeting. It was decided that **the Chair will send out a guideline** on this not later then the 23. October.

7. It was decided that the Chair will **continue to invite** Austria, The Czech Republic and Japan still to join the program based on their initial support and interest in the program.

8. The chair will start the **promotion of the International Conference** in cooperation with ASEF (Asia Europe Foundation). The first meeting with ASEF management is going to be held in Copehagen in the first week of November 2013 and will be followed by a meeting in connection with the second working group meeting in Singapore, where also ASEF will be invited.

9. It was decided that the Chair will make **an information to the ASEMInfoboard** as soon as possible about the seminar in Copenhagen and an outline of the working group process ahead. In case new countries will participate ahead, this will be decided only by the working group established in Copenhagen. In case of a request for participation the chair will contact all members for a decision.

10. The Chair will work out a ***formal letter of participation*** which can be used by the members in the further process ahead to ensure official funding for participation. (Requested by The Phillipines and Malaysia).

11. The members of the Working group will be **invited to join the DropBox** of the program in order to provide availability to all documents of the program. However the Chair/coordinator will ensure that all documents are send by mail to the participants. This is due to the fact that not all members are allowed to use the Dropbox system for security reasons.

Record/lars alrø olesen

III. Preparation of the Case study – 1ˢᵗ outline

The Opening seminar started the initial elaboration of the proposed Case study on successful policy and professional programs. The working process however revealed that a merger of the two proposed casestudies will provide a more adequate and useful picture for the potential readers and users. The justification of the merger is foremost to show the importance of the interlink between policy and practice – and how they fruitful can nurture each other!

The work was organised in three smaller working groups and here is the actual poster result of the working group process:

Group 1:

Mindset

Teacher Competence

Teacher Capacity Building

Develop

&

Equip

Learners Innovative Competences

Culture
(traditions)

Policy

Curriculum Development

Assesment tools

Community

Internship

Cooperation With Business

Documents

Operational Definitions

Litterature Review

Methods

Political Influence

Resources

Group 2

No	Thematic issues	Policy	Program/practice
1	Student target group	v	V
2	Teachers willingness	v	V
3	Industry Collaboration – Cooperate Social Responsibility	v	V
4	Capital / Financial aspects	v	V
5	Resource Management	v	V
6	Revenue Management	v	V
7	Program Advisor	v	V
8	Program Assistant	v	V
9	Curriculum and Guidelines	v	V
11	TimeFrame	v	V
12	Disability Group	v	V
13	Assessment	v	V
14	Types of Program	v	V
15	Activities	v	V
16	Product/Service/Marketing	v	V

Group 3

The third group elaborated the question about how the case study could be organised in a clever and even different way, where the Working group constantly tries to withhold the discussion about the purpose and the outlook of the Case study. The result of the group ended in a number of questions/issues raised:

1. How is it possible to organise a case study which to a high extend show aspects of Next Practice more then Best Practice. Or at least balance these two aspects in the Case study?

2. How is it possible to utilise the valuable diversity within the Working group to set new directions and angles on how Innovative Competences can be enhanced? As the Working group represents very diverse educational background and culture it should be possible to develop interesting features – this can then be underlined with experience from various cases.

3. Is it possible to introduce new innovative methods (e.g. the Value Based Backcasting – see Annex D) which can inspire and bring forward the working group process? (This was underlined by the fact that there is a good working spirit in the Working group.)

4. From OECD point of view the aspect of the "Joker" is important to maintain in such a working group process – An exchange of working methods from CERI/OECD can be organised.

5. How do we maintain the original idea with the Case study?; The purpose of the Case study was introduced in the Lifelong Learning Program to overcome the tendency that a lot of research tends to create a very complex and often negative picture of the possibilities. The Case study should enhance the possibility to show that a successful practice is proven possible.

These questions will be brought forward to next working group meeting in Singapore.

IV. Conclusions

The three sub groups introduced various angles on how to develop the Case study ahead:

Group 1 has shown how the 4 thematics of; Teacher Competence; Curriculum Development, Cooperation with Business/Community and Operational definitions are interlinked with a number of background factors such as culture, policy and mindset – and how important it is to understand how this influence the actual possibilities to enforce innovative learning. The group also emphasise that underneath are strong factors of Methodology, Resources and Political influence – what are important to visualise in a case study.

Group 2 has further elaborated the number of thematics which are important to look at in a Case study description and that no matter how it is elaborated these thematics are all more or less rooted in both the policy conditions and the practical conditions. The outcome of the group can also be a was to look at as a "Case-Study Description" checklist.

Finally the Group 3 has underlined the importance for the Working group constantly to look at the purpose and the rationale of creating a Case Study. These questions will enable the working group to continue its own internal discussion whether we are on the right track and also ensures, that the Case study is not only done for the purpose of its own – but should be able to reach out to a larger target group of both policy makers and practioners.

From the site of the Chair of the group we will strongly take these consideration into account when preparing the next working group meeting together with the host of Singapore.

(See guidelines; Annex C)

Annex

Annex A

**UNDERVISNINGS
MINISTERIET**
THE MINISTRY
OF EDUCATION

Asia-Europe Meeting

Terms of Reference for the

**Working Group
Responsible for the implementation of the ASEM ME Program on "Innovative
Competences"**

**Proposal approved by the Working Group Meeting
30.09-02.10.2013**

I. Aim and justification of program

The program ASEM ME Innovative Competences (hereafter "the program") has been
developed to explore the wide range of policies, practices and pedagogical methods that leads
to involvement of the students into self-managed activities, sustainable business or
community activation.

The program is justified in the ASEM ME 3 decision taken by the ASEM ME members on how
to improve and encourage the cooperation between the education system and business,
industry and community life. The ASEM ME 4 has endorsed and approved "the program" at
the Ministers meeting in Kuala Lumpur 13-14 May 2013.

To summarise the aim:

"The program" shall:
- Collect and communicate how children and youth can be supported to become the
  future entrepreneurs and innovators of community.
- Contribute to develop a cross cultural understanding of what Innovative Competences
  are.
- To clarify what ensures the educational contribution to sustainable growth of business
  and community in the ASEM countries.
- Display "best practices" and "next practices" of Innovative Competences, which have a
  positive impact on the world of work and the community development.

II. The Working Group

II.2 Establishment of the WG

The organisational cornerstone of "the program" is the Working Group (hereafter WG). The WG will have the responsibility to implement the program endorsed by the ASEM ME4. The WG consist of delegates from a number of ASEM ME member countries. Denmark represented by the Danish Ministry of Education has taken the initial responsibility to establish the group. To prepare the proposal for the ASEM ME 4 in Kuala Lumpur, the Danish Ministry has involved a group of member states to prepare the program; Republic of Korea, Singapore, Czech Republic, Norway, Malaysia and Vietnam. This initial group has worked out the endorsed proposal.

Furthermore the Danish Ministry of Education has taken the initiative to set up an Opening Seminar in Copenhagen – September 2013. This seminar has invited all member states of the ASEM ME and has been announced on the *ASEM Info board*. Furthermore the *ASEM ME Secretariat* in Bonn (former) and in Djakarta has been involved in the process.

II.3 Conditions for participation in the WG

The participation in the WG follows the general principles for taking part in ASEM activities. Unless other is agreed each participating country will have to pay for own participation. First of all travel, accommodation and subsistence. Other activities have to be decided internally in the WG.

For the WG activities the Danish Ministry has proposed the following condition:

- Participation in the Copenhagen Opening Seminar – September 2013 - is conditional to get involved in the program.

- Travel and subsistence for 1-2 participants for up to 5 meetings to be held on changing terms in Asia and Europe in the two year program period.

- The establishment of a national working group (backing group) inviting the most important stakeholders of the program – as a national advisory group. Holding 3-7 members. (3-4 meetings in period). The organisation of this is fully in the hand of the country representatives.

- Willingness to host one working group meeting having app. 12-15 members – This will include venue, local transport, hosting a dinner and preparing a site visit to successful national programmes

- Contribution to the case study in terms of preparing a national report on policy making and successful learning/training program. This shall not exceed 200 working hours.

- Select the participants / delegation for the International Conference.

These conditions have been endorsed by the ASEM ME 4, and approved by the Working Goup in Copenhagen on the 1st of October 2013.

II.4 The responsibility and activities of the WG

The responsibility of the WG is foremost to ensure the implementation of the program according to the proposed activities. The overall ***responsibility and the outcome*** of the WG is

to **submit a report for the Ministers meeting / ASEM ME5 in Latvia 2015** . This report shall outline the result of the Program and it shall present a number of recommendations for further development.

The activities of the WG are so far described in terms of four Components:

Component I: *Opening seminar and operational work plan (road map) for the WG*
(See record of opening meeting)

Component II: *Carry out a Case study on successful policy and program strategies to promote innovative competences.*

Component III: *Create a proposal for a Web based Inventory on best practice in Innovative Competences (The DropBox system will act as an initial model for this)*

Component IV: *ASEM ME5 International Conference on Innovative Competences*

II.5 The WG organisation and work process

In order to create a fruitful working process and a progression to reach the expected outcome of the working group, the following organisational principles shall be proposed.

- **WG Chair (Danish Ministry of Education will withhold this position)**
The WG process will be lead by an appointed chair. So far Denmark has chaired the initial process and the proposal. In Copenhagen the chair for the WG process up to ASEM ME 5 will be discussed and appointed. The work of the Chair is:
  - prepare the professional content of the meetings in the WG
  - chair the meetings
  - ensure progression and outcome towards the expected results
  - ensure division of task between members of the WG
  - quality control

- **WG Host**
The WG meetings will be organised Asia and Europe in a shifting mode. E.g. next WG meeting after the Opening Seminar will be in Asia. The Host shall:
  - select, prepare and run the venue of the meeting
  - coordinate accommodation
  - host a dinner
  - organise site visits to interesting programs on innovative competences
  - handle local travel

- **WG members**
Each member of the WG shall
  - ensure commitment to the working group process and prepare task according to agreements
  - elaborate distributed reports and proposals

- update on agreed network / web-conference (to be decided in Denmark)
- support the coordination process
- take responsibility about own travel and accommodation (together with host)

II.6 The WG road map/operational plan

One of the crucial outcomes of the Opening seminar will be to agree on an operational plan/road map for the WG period from October 2013 till May 2015. In the proposal a number of 5 WG meetings (including opening seminar) have been suggested plus the ASEM ME International Conference, so all together 5 meetings. This number of meetings is fully in the hands of the WG, but can hardly be less.

See Annex B in this document

Annex B

Proposed Venues and Dates for WG Meetings

| Activity	Reg	Country	Proposed date	Justification
Initia + Openingl	Asia Europe	Malaysia/ Kuala Lu. Denmark/Copenhag.	22-24.01.13 30.09-02.10.13	Completed Completed
WG 2 (jan 2014)	Asia	Singapore/Singapore	27-29.01.2014	Changing term/Clarify the role of ASEFASEM Secretariat involvement
WG 3 (may 2014)	Europe	Norway/Oslo	19.-21..05.2014	Changing Term
WG 4 (Oct. 14)	Asia	Vietnam/Hanoi	27-29.10.2014	Changing term
Wg 5 (Jan. 15)	Europe	Latvia/Riga	26-28.01.2014	Changing term/Prepare ASEM ME 5
Int. Conference (Spring 15)	Asia	Korea/ Seoul	To be determined at wg 2	Changing Term
Additional meetings (in case)	Europe/ Asia	Hungary/Brunei	To be determined	Changing terms

Annex C

Guidelines for the Case study preparation

(Included in separate document)

Annex D

Value Based Backcasting / For inspiration only

What Is Backcasting?
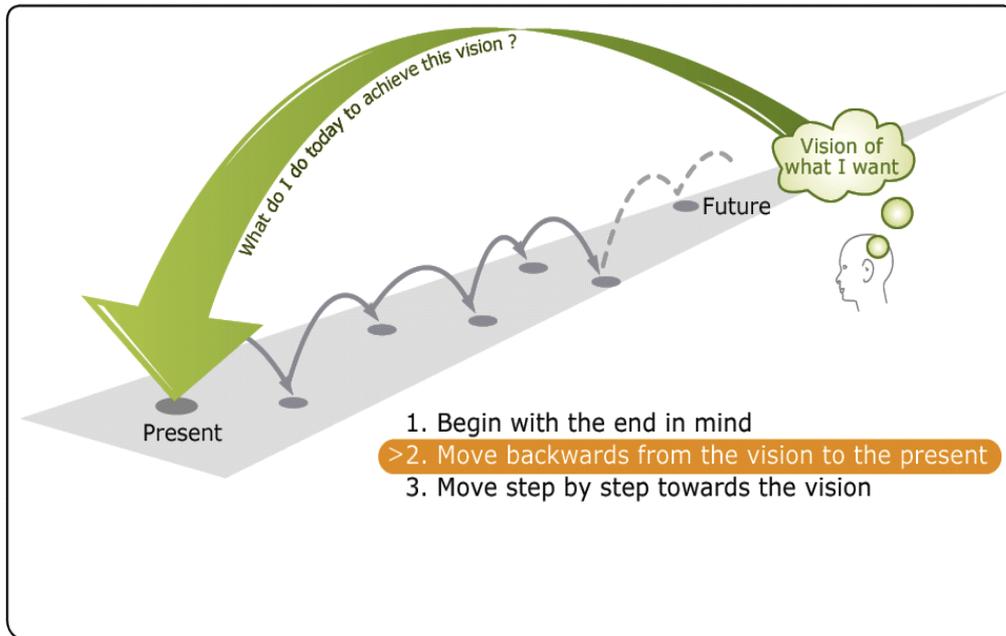
The concept of "backcasting" is central to a strategic approach to planning for sustainable development and innovation. A successful outcome is imagined in the future, then the question is asked: "what do we need to do today to reach that vision of success?" We do this all the time when we plan a trip to buy groceries or find a new home.

Backcasting is often more effective than forecasting, which tends to produce a more limited range of options, hence stifling creativity. More importantly, forecasting relies on what is known today-- but that knowledge is always imperfect and things change over time.

Backcasting from Scenarios vs. Principles

In the context of sustainability, we can imagine an infinite number of scenarios for a sustainable society. Backcasting from scenarios can be thought of as a jigsaw puzzle, in which we have a shared picture of where we want to go, and we put the pieces together to get there. However, getting large groups of people to agree on a desired future scenario is often all but impossible-- they have too many different perspectives and vested interests. Further, scenarios that are too specific may limit innovation, and distract our minds from the creative solutions needed for sustainable development.

So *strategic sustainable development* relies on backcasting from sustainability principles – principles based in science, that represent something we can all agree on: if these principles are

violated, our global society is un-sustainable. To achieve a sustainable society, we know we have to *not violate* those principles – we don't know exactly what that society will look like, but we can define success on a principle level. In this way, backcasting from principles is more like chess – we don't know exactly what the board will look like when we get to checkmate, but we know the principles of checkmate – and we go about playing the game in strategic ways, always keeping that vision of future success in mind.

Complexity Demands Backcasting from Principles

Natural physical systems (like climate or the ocean) are complex and non-linear, and while we are getting better at it, we often cannot predict what outcomes they will produce, or when those outcomes will emerge. Social systems are even more complex. Still, we try to force all these systems into models so we can 'understand' them and 'predict' how they will behave.

To do this, we are forced to make assumptions that often make the models reductionist, simplistic, and absurd. For example, in economics the assumptions that all people are 'rational actors' and that there is 'perfect information' are incorrect. In large part, this tendency of ours to make simplistic, reductionist models comes from an academic tradition of compartmentalized disciplines, where social scientists have pushed a quantitative, value-neutral approach to studying these systems in the misguided pursuit of establishing concrete laws similar to the laws of nature.

Even if we could predict the future, why would we want to? **We have the power to create a better future.** The complexity of social systems within the biosphere demands a whole-system perspective and employing backcasting from sustainability principles. In this way, we can acknowledge the value-laden reality of social systems. We can all take a transdisciplinary approach to learning to better understand the basic constraints in which we must operate. And together, we can implement the changes in how we do things necessary to create a sustainable society.