

# ASEM WG 1 of Phase2

## Introduction of the Program

Seoul 14-16.12 2015

Dr. Misug JIN(KRIVET)

Ms. Soorin Yoon (KRIVET)

# Our justification

## 1) Fourth Asia-Europe Meeting of Ministers for Education (ASEMME4) /Kuala Lumpur, 13-14 May 2013

Strategizing ASEM Education Collaboration

**The Ministers: (point 34)**

- **Expressed their conviction** that innovative and entrepreneurial skills and competences should be fostered from an early age **and endorsed Denmark's proposal** to develop a programme for improving innovative and entrepreneurial skills and competences in school education, in cooperation with Brunei Darussalam, the Czech Republic, Latvia, Malaysia, Norway, Republic of Korea, Singapore and Vietnam. (Hungary/Philippines)

## 2) Fifth ASEM Education Ministers' Meeting / Riga, Latvia , 27-28 April 2015

ASEM Education Collaboration for Results

- **“The Report of the Working Group on Innovative Competences and Entrepreneurship Education drew attention to the case studies and site visits in which the Working Group took part. The opportunity for the continuation of the Working Group for a further two years was welcomed, new members were invited and a vacancy for a new lead country for the Working Group was announced.”**
- **Later on, Korea accepted to chair the continuing WG on Innovative Competences and Entrepreneurship Education.**

# Rationale of the program – what differentiates the second phase from the first one?

- 2<sup>nd</sup> phase of the WG will be operated with more emphasis on **policy perspectives**, whereas the previous phase focused on the case studies
- “How to ensure proper implementations and sustainability of the innovative competences and entrepreneurship in education”
- Detailed subjects for the theme will be more policy oriented with **quantitative research**, analysis and discussion. This will involve surveys of diverse stakeholders such as policy makers, teachers, students etc., and analysis of data from various aspects
- Series of WG Meetings shall include site visits to schools and institutes which show exemplary cases with regard to the subjects above

# What are the expectation for the 2<sup>nd</sup> WG?

- **Refining the concept:**
  - Innovative competency/entrepreneurship skill
- **Continuing**
  - site visits, lessons from site visits, case study for each nations
- **Developing the 1st WG result**
  - The findings (three drivers), validation of the findings, diagnosis based on our findings (survey)
    - Assessment of output/performance
- **Expanding and sharing with others**
  - Website to share our findings and work

# What are the ultimate expectations for the 2<sup>nd</sup> WG?

- **Developing policy implication on Innovative Competences and Entrepreneurship Education?**
- **From the perspective of member nation**
  - : Learning from other countries (site visits and case studies)?**
- **Network? (network amongst Innovative Schools and related institutes)**
- **Building a tangible platform regarding Innovative schools across the ASEM Nations? (e.g. Building of Center of excellence, Websites etc.)**

# Final Outcomes from the 2<sup>nd</sup> WG

- Proposal of Policy and strategies for the ME meeting 2017 Seoul
- Such as
  - ✓ Research
  - ✓ Network Formation and Sharing
  - ✓ Center of Excellency
  - ✓ International Survey for the Competence and entrepreneurship skills
  - ✓ Conference

# Program Roadmap 2015-17(Tentative)

## WG meeting 1 (Dec. 14-16 2015, Seoul)

- Establish the WG
- Plan the work
- Set frameworks for the subjects
- Hold an open seminar

## WG meeting 2 (Mar. 2016)

- Develop case studies (including new cases)
- Analyze frameworks
- Complete survey design

# Program Roadmap 2015-17(Tentative)

## WG meeting 3 (Sep. 2016)

- Complete the case studies
- Complete the survey
- Outline the documents for ASEM ME member states

## WG meeting 4 (Jan. 2017)

- Complete case study analysis
- Complete survey analysis
- Prepare the documents for ASEM ME member states
- Make policy recommendation
- Distribute the case studies

# Group Discussion(Mon.am)

- Review of Concept of Innovative competence and entrepreneurship skills
- Findings
- Review of Framework of 1<sup>st</sup> WG

# Group Discussion(Mon.pm)

- Output of the 2<sup>nd</sup> WG
- Our work and plan
- Survey plan:
- Scope, target group, sampling so on

# Group Discussion(Tue.pm)

- Survey plan

# Group Discussion(Wed.am)

- Survey plan

# Group Discussion(Wed.pm)

- Preparation for the next meeting
- Hosting country
- Homework
- Issues

# Survey Framework – revising definition

(Letters in Red : newly added)

- Definitions of key words (from the first phase)
  - Innovation
    - : Education for innovation enables and encourages children and young people to reach out to a desired future of their lives, community, business and nation.
    - : Innovation is a process.
    - : Innovation is contextualized.
    - : Innovative competences are composed by skills, knowledge and attitudes.
    - : Goals of innovative competences should be the same across the school levels
    - : Innovative competences are precondition for the entrepreneurship
    - : Innovative competences should be measured from the perspective of both hard skill and soft skill

# Survey Framework – revising definition

(Letters in Red : newly added)

- Definitions of key words (from the first phase)

- Entrepreneurship

: Entrepreneurship is when there is acted on possibilities or good ideas, and these are translated into value for others. The value created can be economic, social or cultural. Entrepreneurship as a competence is foremost the ability to create change. It is not enough only to be productive. It is a condition that the actions /initiatives taken by the entrepreneur leads to changes, and that the actions/initiatives have a proven value for others, and is possible to put into action.

: Finally it is important to understand the concept of entrepreneurship as a broad term, and which can be used in wide range of activities from community work to building profit making companies. Entrepreneur origins from the French notion "Entreprenant" – meaning "to take action and initiatives".

- \* ET is not only for specific skills to operate own business but the mindset to create new ideas and solution
- Innovative competence can be included in the ET
- Abilities related with risk-management

# Survey Framework – 3 drivers

- Can consider the main drivers extracted from the 1<sup>st</sup> phase of WG, for the coherent report linking with the results from the previous WG
  - policy drivers
  - educational drivers
  - organisational drivers

# Survey Framework – How to address the 3 drivers

- Something that policy makers would like to listen to
  - Simple, easily understand
  - Focus more on real action
  - Effective way to communicate the message-Using multimedia contents
  - Case study: Success Story as well as failed story

## Survey Framework – How to address Successful Stories (to be discussed later)

- Address strong points  
(Can address natural talent, open; unfolding natural capacity)
- Address in deeper and profound manner
- Address the reform of TVET on entrepreneurship
- Address Non-formal education/career education
- Address HRD policy
- Address Youth capacity

# Survey composition : Policy drivers(strategic)

## (Letters in Red : newly added)

- Expert groups(researchers, academia)
  - Researchers and academia are involved in developing ideas or policy recommendations (e.g. SCEP of Korea and Norwegian case)
- Horizontal cooperation among ministries
  - It often requires several ministries to cooperate to implement a program. (e.g. Norwegian case and Brunei case)
- Partnership between private and public sector
  - cooperation with relevant stakeholders (e.g. Brunei case, Latvian case)
- Funding/Sponsorship
  - Direct funding from the national government(e.g. Norway, Korea), local government(e.g. Demark), private sector (e.g. Brunei) or existing scheme of funding (e.g. Singapore)
- **Comprehensive Strategy**
- **Aligned curriculum with strategy**
- **Balanced level of autonomy**
- **Legislature**
  - **Obligatory Entrepreneurship course in Sweden**
- **Financial Mechanism**
- **Implementation frame**

# Survey composition : organisational drivers(institutional)

## (Letters in Red : newly added)

- School leadership
  - more than the administration of budgets and management within the institutional framework (e.g. Latvia, Korea)
- Teacher training/staff development
  - teachers being the front-liners when facing the students and developing new and innovative learning processes (e.g. Singapore and Norway)
- Collaborations among organizations/institutions
  - Organisations can invite diverse ideas or resources generated from schools and other expert groups and build sturdy partnership between stakeholders. Also industry can give opportunities for organisations to participate in working environment. (e.g. Latvia, Brunei, Singapore, Norway, Denmark)
- **Proper allocation of teachers**
- **Proper assessment, appraisal and motivation of teachers**
- **Career guidance**

# Survey composition : Educational drivers(learning)

## (Letters in Red : newly added)

- Highly skilled and professional teaching force
  - Teachers need to be trained in and familiar with a variety of teaching methods (e.g. Norway, Korea)
- Innovative learning methods
  - learning methods should be open, motivating and inclusive to all the participants and should enable the participants to unfold their imagination and eagerness to create in a yet structured and target oriented manner (e.g. Korea, Denmark)
- Responsive to the needs of society
  - Innovative ideas should be guided into paths of usefulness and also for the benefit of society (e.g. Malaysia, Hungary, Latvia and Norway)
- Alignment between curriculum, pedagogy and assessment
  - The curriculum and assessment should be closely related with each other under the umbrella of relevant pedagogy. (e.g. Norway)
- **Work-based learning**
- **Career exploration in the real setting**

# Other Suggested Survey Topics

- Entrepreneurship skills
- Multimedia on the competence
- Set of policy frameworks
- Multimedia
- -contents visuals
- -building
- Entrepreneurial skills; Attitude/ mind-setting
- School Career guidance
- Innovative competence and entrepreneurship → how to implement and do sustainable
- Common elements for successful drivers
- Special programs/Integrative approach
- Young entrepreneurship/legal frameworks
- -> competence,
- Lifelong role

## Other Suggested Survey Topics (Obligatory Elements)

- Workplace earning
- Work-based learning
- Testimony is important
- Young entrepreneur
- Constraints/challenges

# Survey : outline

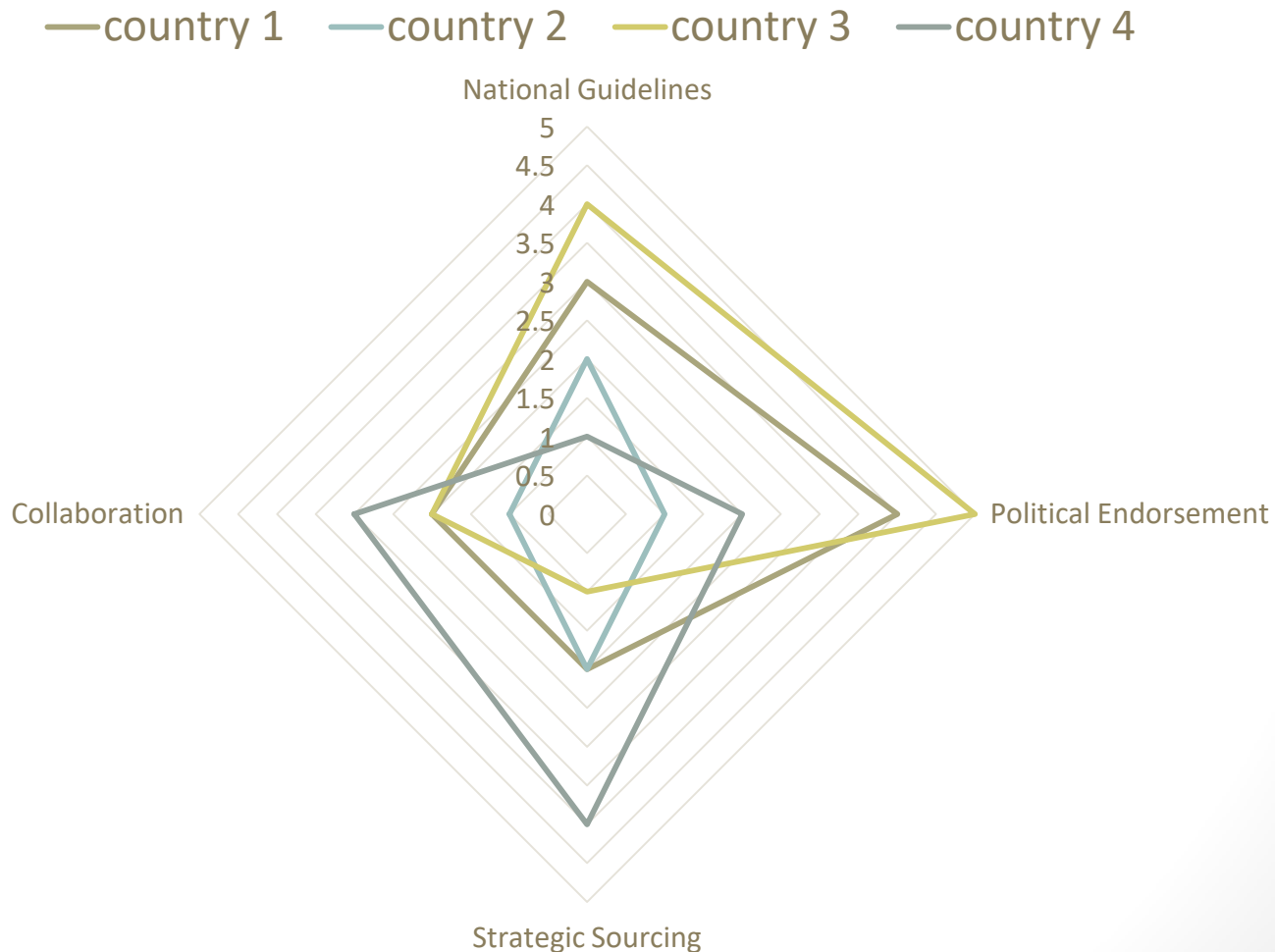
- Rationale : Policy research oriented with quantitative studies, analysis and discussion, considering that 1<sup>st</sup> phase of meetings focused on thematic approach and the programs of each nation per se.
- Respondents : Policy makers, teachers, students, employers
- Survey contents : status of entrepreneurship education, perception of entrepreneurship, policy satisfaction etc.
- Duration of survey : April 2016 – August 2016

# Survey : Issues and discussion

- Clear objective of the survey
  - Exploratory stage for the later WGs
  - Utilizing the 1<sup>st</sup> WG result
  - Policy oriented
- Target group
- Feasibility (Load of work, financial support, expertise, so on)
  - -methodology
  - -Degree of Participation

# Survey : Example of Expected outcome (example : policy makers)

## Comparison : Policy Drivers (respondents : policy makers)



## Survey : Issues and discussion (see page 29)

- What are the working group's expectations from the survey? (function of the survey)
- How far can each nation participate in the survey? For example, can each nation involve employers in the survey, not only policy makers, teachers and students?
- How many samples can be managed in each nation?
- What characteristics of samples should be defined in each nation (especially students)? And what are the preconditions of the survey that majority of participating nations can be satisfied with? (contents, respondents etc.)

# Survey : Aim of the survey

- Basic purpose : Diagnosis of entrepreneurship education status of each nation on the basis of each factors of successful entrepreneurship defined in the 1<sup>st</sup> phase of WG.
- Should the survey focus on general conception of stakeholders on entrepreneurship education, or focus on finding out factors of the representative programs of each nations?

	Pros	Cons
Focusing on general conception on entrepreneurship	- Relatively easy to compare the results of each nations	- Could result in limited policy implication - Lack of analysis framework
Focusing on finding out factors of programs	- Analysis framework could be relatively concrete	- Limited findings on general context of entrepreneurship education

- We can consider the mixture of questionnaire

# Survey : Who are to be surveyed?

- Policy makers : government officials(**local**), researchers (**opinion makers**), principals (**50 of them from 50 schools**)
- Teachers and Students are key respondents of the survey, and we can consider dividing them into controlled variable and independent variable, depending on whether they are subject to the representative program of each nation. If the program is applied to the most of students, variables need not be divided. **Teachers : min 100s, students: TBA**
- Employers : employers from SMEs and relatively large-sized companies. (**Ideally private sector**)

	Main questionnaires
Policy makers	- How entrepreneurship education is implemented in each national context (based on policy/educational/organizational drivers)
Teachers	- Conception or opinions on entrepreneurship education
Students	- Entrepreneurial competency (divided group), general conception on the entrepreneurship education
Employers	- General conception on the entrepreneurship education and its effect in the world of work

# Survey : Sampling (mainly students)

- Use of stratified sampling method : As for Korea, seventeen administrative districts could be divided into five-six sub district each, resulting in one hundred (approximately) areas in total. Samples will be extracted with regard to sex, age, and whether the respondents are subject to the representative program.
- However, if we are dividing the students into independent group and controlled group (depending on whether they are subject to representative entrepreneurship programs), we might as well select the schools with similar size, region, budget, environment etc.
- Other issues on sampling : how should we cooperate with local education offices? What are the official procedure needed in order to carry out the survey? (Is official notice by ASEM Ministry of Education needed?)

# Survey : Flow of the final report

- Final report can be comprised of contents based on CIPP model
  - 1) Context
    - : national status with regard to entrepreneurship education (e.g. policy guidelines, endorsements etc.)
  - 2) Input
    - : Budget proportion, human resources and related programs
  - 3) process
    - : Whole procedure embracing entrepreneurship education (e.g. tripartite cooperation)
  - 4) product
    - : Main outcome of the entrepreneurship education (e.g. entrepreneurship competency of students)

# Survey : Deliberating the Frame of questionnaires (Next Meeting)

- Elaborating and deliberating the survey questionnaires, on the basis of agreed survey contents.
  - Group work

# Introduction of new case studies

- How many case studies of entrepreneurship education can be introduced amongst the newly participating nations?
  - Indonesia, Malaysia, (ASEM Foundation)
  - New case studies for old members?

# How to update policy implication

How can we update policy implication derived from the 1<sup>st</sup> phase in regards to the survey result? (Discussion)

# Division of work

- Confirmation of the questionnaire : all the members (in the second meeting)
- Carrying out the survey : each nation
- Data cleaning : each nation
- Data merging and basic statistical analysis : Korea
- Elaborating and developing the analysis : each nation
- Following interview (if needed ) : each nation