



K R I V E T

WELCOME

The 2nd Meeting of the 2nd Phase
of ASEM Working Group on

INNOVATIVE COMPETENCES AND ENTREPRENEURSHIP EDUCATION

Wifi: Meeting Room
Password: secretpassword

Ministry of Education and Culture
Republic of Indonesia
Jakarta, 21th March 2016

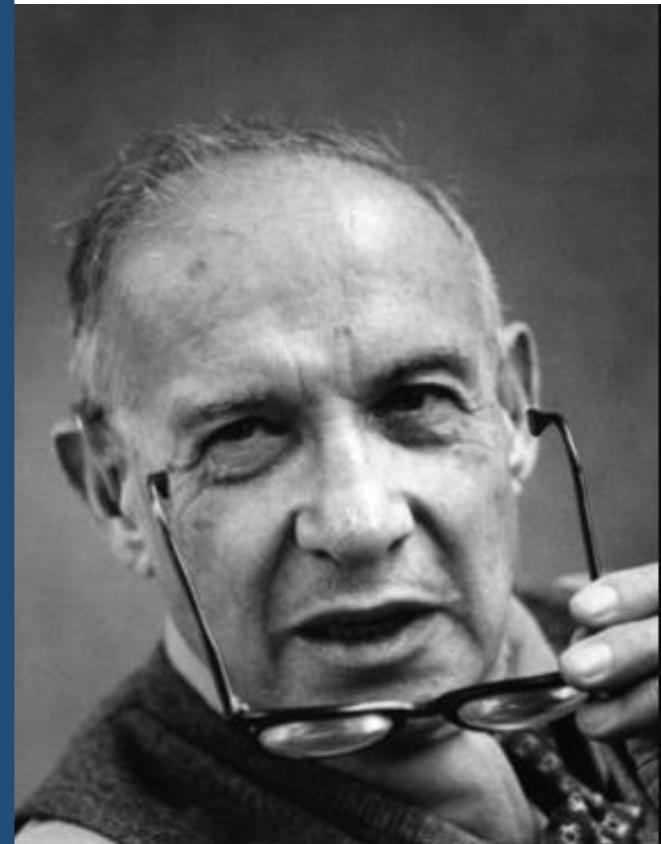
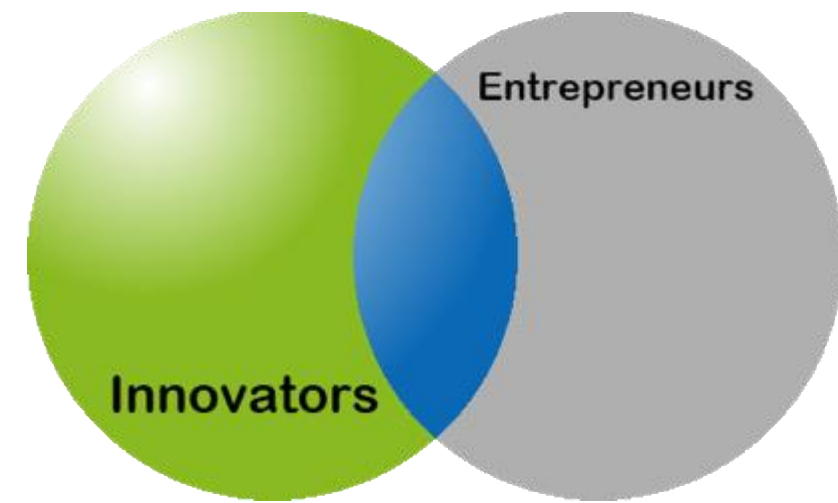


The 2nd Meeting of the 2nd Phase
of ASEM Working Group on

INNOVATIVE COMPETENCES AND ENTREPRENEURSHIP EDUCATION

Ananto Kusuma Seta
Senior Advisor to the Minister
on Innovation and Competitiveness

Ministry of Education and Culture
Republic of Indonesia
Jakarta, 21th March 2016



Innovation is the specific tool of **entrepreneurs**, the means by which they exploit changes as an opportunity for a different business or a different service. It is capable of being presented as a discipline, capable of being learned, capable of being practiced.

Entrepreneurs need to search purposefully for the sources of **innovation**, the changes and their symptoms that indicate opportunities for successful innovation. And they need to know and to apply the principles of successful innovation.

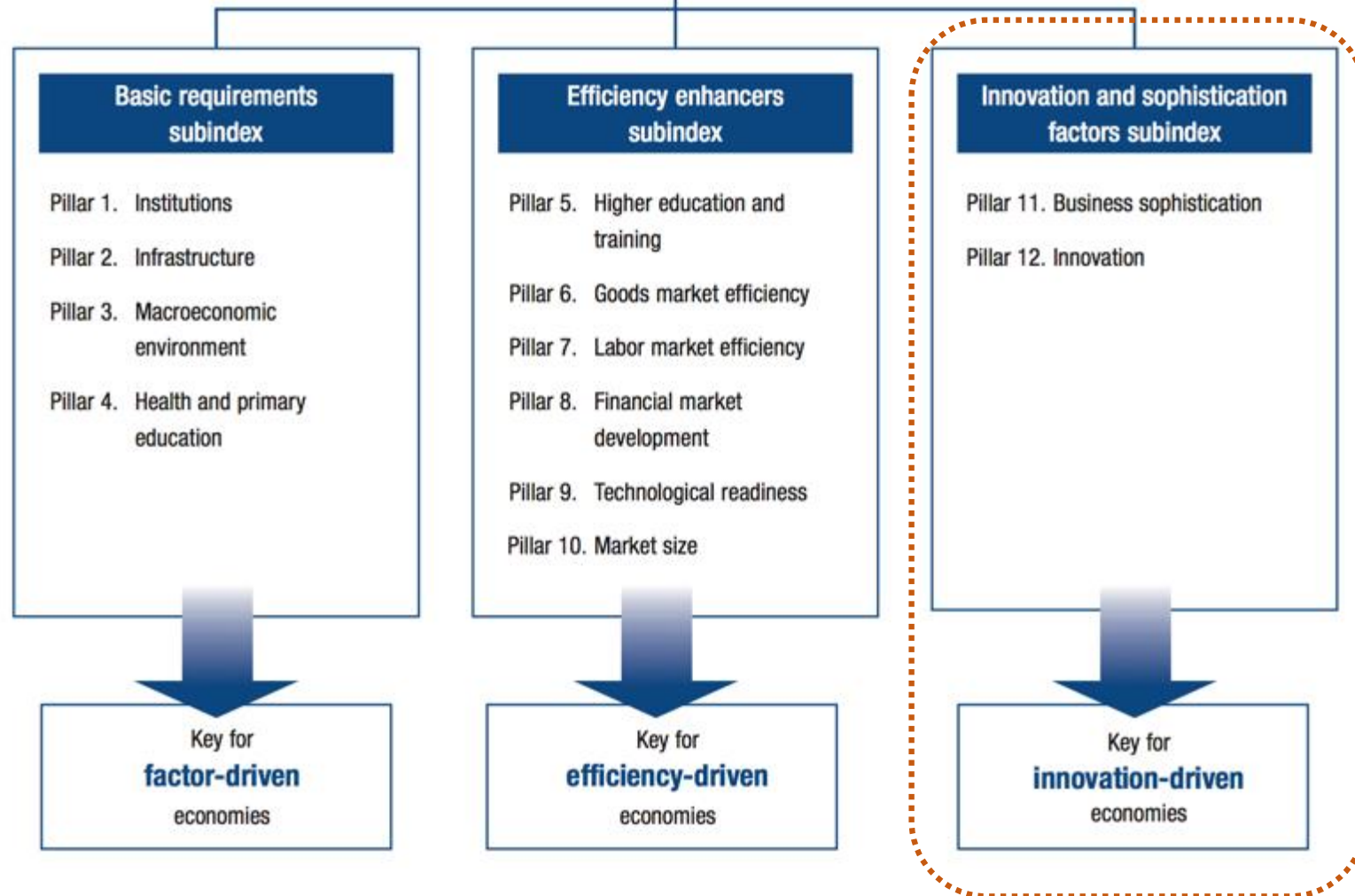
- Peter Drucker -

The Global Competitiveness Report 2015–2016

Klaus Schwab, World Economic Forum



GLOBAL COMPETITIVENESS INDEX



The Global Competitiveness Report 2015–2016

Klaus Schwab, World Economic Forum



	Business Sophistication	Innovation
Korea, Rep.	4.8	4.8
Malaysia	5.3	4.8
Latvia	4.1	3.3
Indonesia	4.3	3.9

KOREA, REP.



— Korea, Rep. — Advanced economies

Stage of development



MALAYSIA



— Malaysia — Emerging and Developing Asia

Stage of development



LATVIA



— Latvia — Advanced economies

Stage of development



INDONESIA



— Indonesia — Emerging and Developing Asia

Stage of development



Driving the skills agenda: Preparing students for the future

An Economist Intelligence Unit report, sponsored by Google



...global surveys of senior business executives, teachers and two groups of students, aged 11 to 17 and 18 to 25. Countries represented in the sample include Australia, Brazil, Canada, China, Finland, Ghana, India, Malaysia, Mexico, the Netherlands, New Zealand, Nigeria, the Philippines, Poland, Romania, Russia, Saudi Arabia, South Africa, Spain, Sweden, Thailand, Turkey, the UAE, the UK and the US..

1

What skills will the future demand?

“

Education systems need to provide students with hands-on learning that mirrors real-world problems and work opportunities in an interdisciplinary way.

”

Dr Helen Soulé, executive director, Partnership for 21st Century Skills

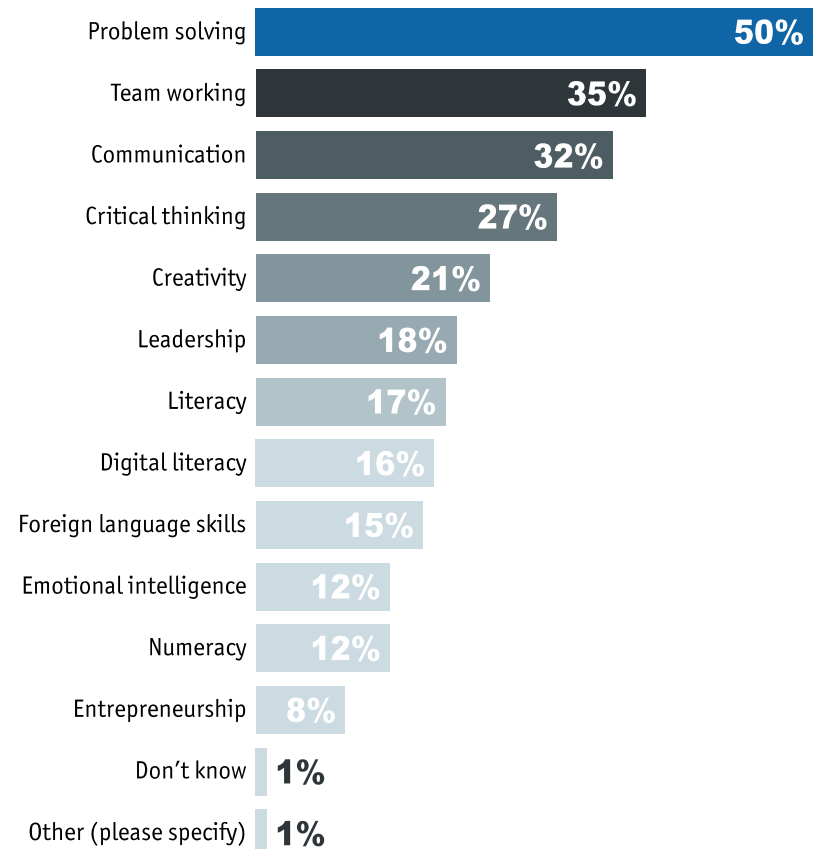
Chart 2 (business survey)



Which of the following would you say are the most critical skills for employees in your organisation to possess today?

Select up to three

(% of respondents)



Source: The Economist Intelligence Unit.

2

How are skills of the future best taught?

“

Teachers need to understand that 21st century skills are not taught but modelled.

”

*Brian Schreuder,
deputy director-general,
Curriculum and Assessment
Management, Western Cape
Education Department*

Chart 3 (teacher survey)



To incorporate “21st-century skills” in any way into your daily teaching, which are the biggest challenges you have faced to date? Select up to three

(% of respondents)

49%

Lack of time—standard curriculum is too demanding and strictly enforced

31%

Lack of appropriate training

30%

Education authorities’ strict requirements that focus in the classroom be on literacy and numeracy

26%

Difficulty identifying what skills students need to be successful in the labour market

24%

Lack of support from school management

23%

Lack of motivation

23%

Lack of support from the business community

6%

Don't know

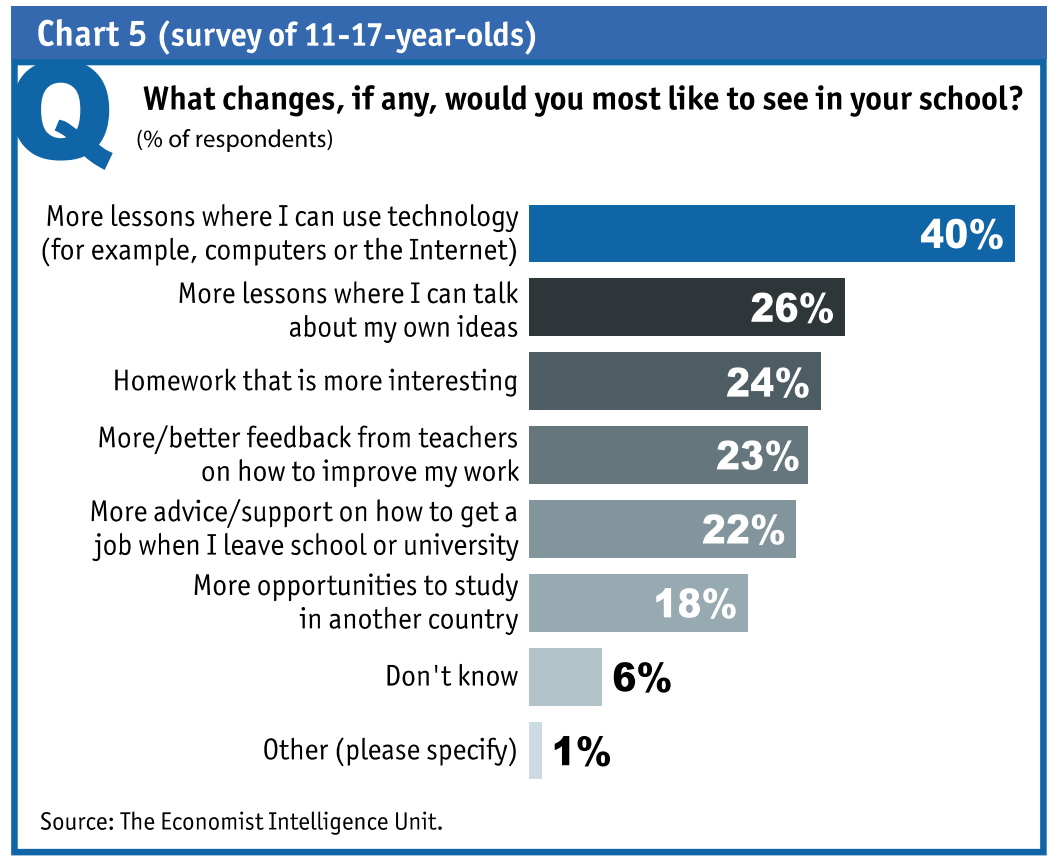
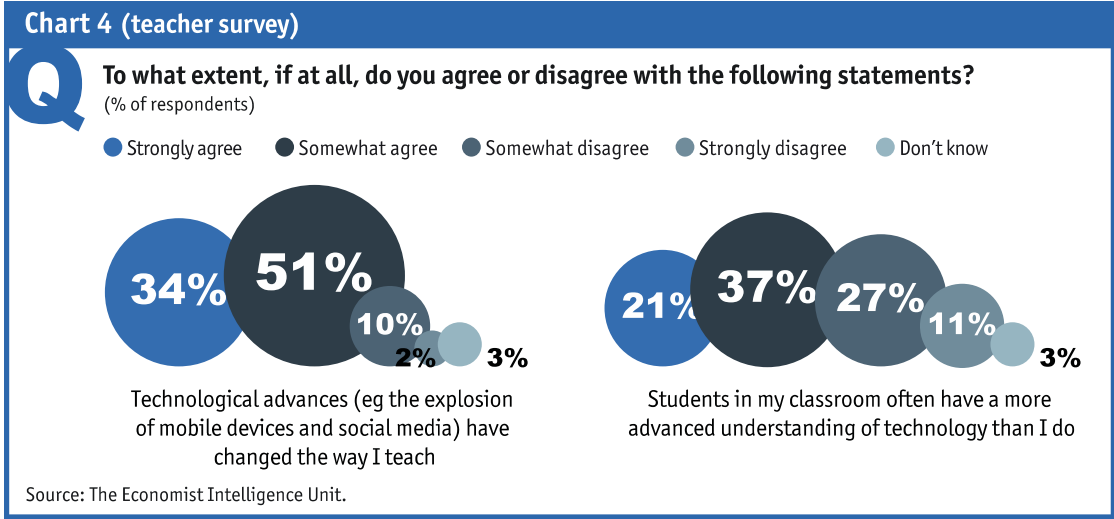
4%

Other (please specify)

Source: The Economist Intelligence Unit.

2

How are skills of the future best taught?

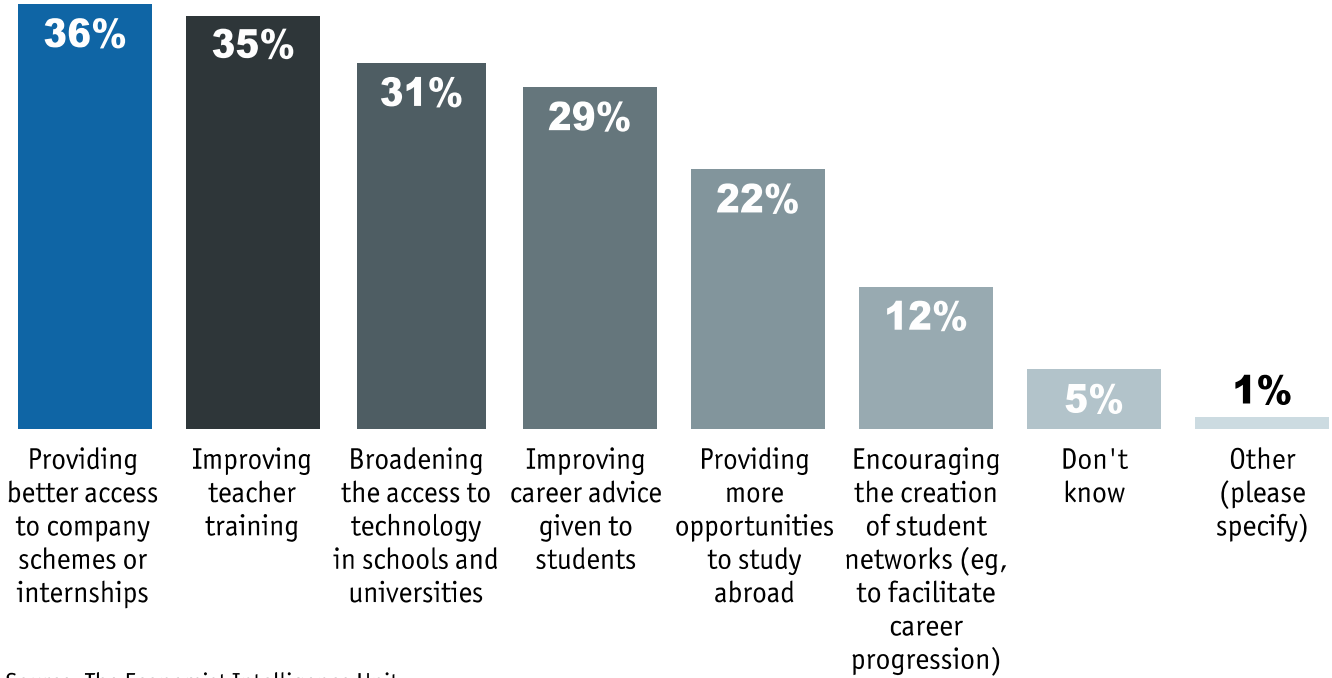


3

Are schools failing to equip students for the world of work?

Chart 6 (business survey)

Q Which of the following changes to your country's education system, if any, do you think would benefit your business?
Select up to two
(% of respondents)



Source: The Economist Intelligence Unit.

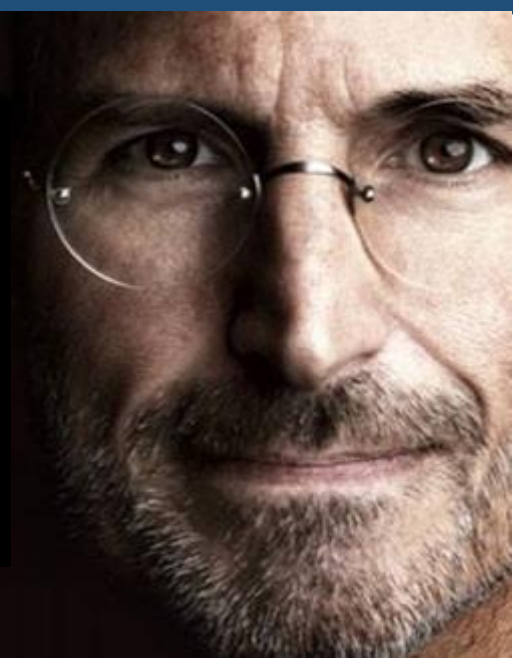
Some key questions in education and skills development

- Is there a national policy for entrepreneurship curriculum development?
- Do policies aim to integrate entrepreneurship at all levels in the educational system?
- Are there policies for introducing more interactive and experience-based teaching approaches in the educational system?
- Does the government support programmes to provide training of entrepreneurship teachers?

Source: UNCTAD (2010) - Key components of entrepreneurship and innovation policy frameworks .

I'm convinced that about half of what separates **successful entrepreneurs** from the non-successful ones is pure perseverance.

- Steve Jobs -



- Are academic institutions encouraged and supported in providing training, counselling, diagnostic and advisory services to SMEs and early-stage entrepreneurs?
- Is there funding to promote extracurricular entrepreneurial activities (e.g. student activities, business plan competitions, business development programmes etc.)?
- Are entrepreneurship training programmes offered outside the formal education system? Do these programmes address low-literacy groups and those in rural areas?
- Has research been undertaken to monitor the provision and/or outcomes of entrepreneurship education?

thank you