

ASEM WG 2 of Phase2

Jakarta 21-23.Mar 2015

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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?

- 2nd 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 2nd 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 2nd 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 2nd 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. 21-23 2016, Jakarta)

- 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 the results from the 1st meeting
- Sharing updates from each nations(homework)
- Review of Framework of 1st WG

Group Discussion(Mon.pm)

- Survey Plan : Review of tentative questionnaire
 - Policy makers
 - Teachers
 - Employers
 - Students

Group Discussion(Wed.am)

- Survey plan : Review the tentative questionnaire (cont.)
- Survey Guidelines

Group Discussion(Wed.pm)

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

Review the results from the 1st meeting

- Survey related

*** Tentative Title of the Survey: International Survey on Innovative Competences and Entrepreneurship Education amongst ASEM nations (to be revised later)**

Category		Main consents
Participation		- All the members agreed on participating in the survey : Denmark, Latvia, Malaysia, Indonesia, Korea, (+Brunei)
Respondents		- policy makers (researchers, opinion makers, principals), teachers, students, employers
Survey contents	Revision of definition(basic terms)	- Revision of the definitions (Innovation, Entrepreneurship, and Three Drivers – Policy, Organizational, Educational)
	Questionnaires	- Questionnaires will be very much interrelated with three drivers from the 1 st phase of WG (with revised version), and all the questions should be able to be included in the each flow of CIPP model (Context-Input-Process-Product)
Survey Method	For Students	- With regards to the survey amongst students, we will not use the stratified sampling, but will divide them into two groups, (controlled group and independent group depending on whether the students are subject to the representative entrepreneurship program). We will avoid international comparison in student survey.
	For Others	- Questions related with conception of entrepreneurship; context, input and process of entrepreneurship education amongst policy makers, teachers and employers could be subject to international comparison. (as shown in ‘spider web’ in power point material)
Presentation of the survey (Final report)		- Use of CIPP model (Context-Input-Process-Product)

Review the results from the 1st meeting

- Case studies related
 - New members (Indonesia, Malaysia) will share the case studies of best practice regarding Innovative Competences and Entrepreneurship Education. (please refer to the report from the 1st phase regarding the format)
 - Old members will also try to find other case studies related with Innovative competences and entrepreneurship education.

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 1st 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

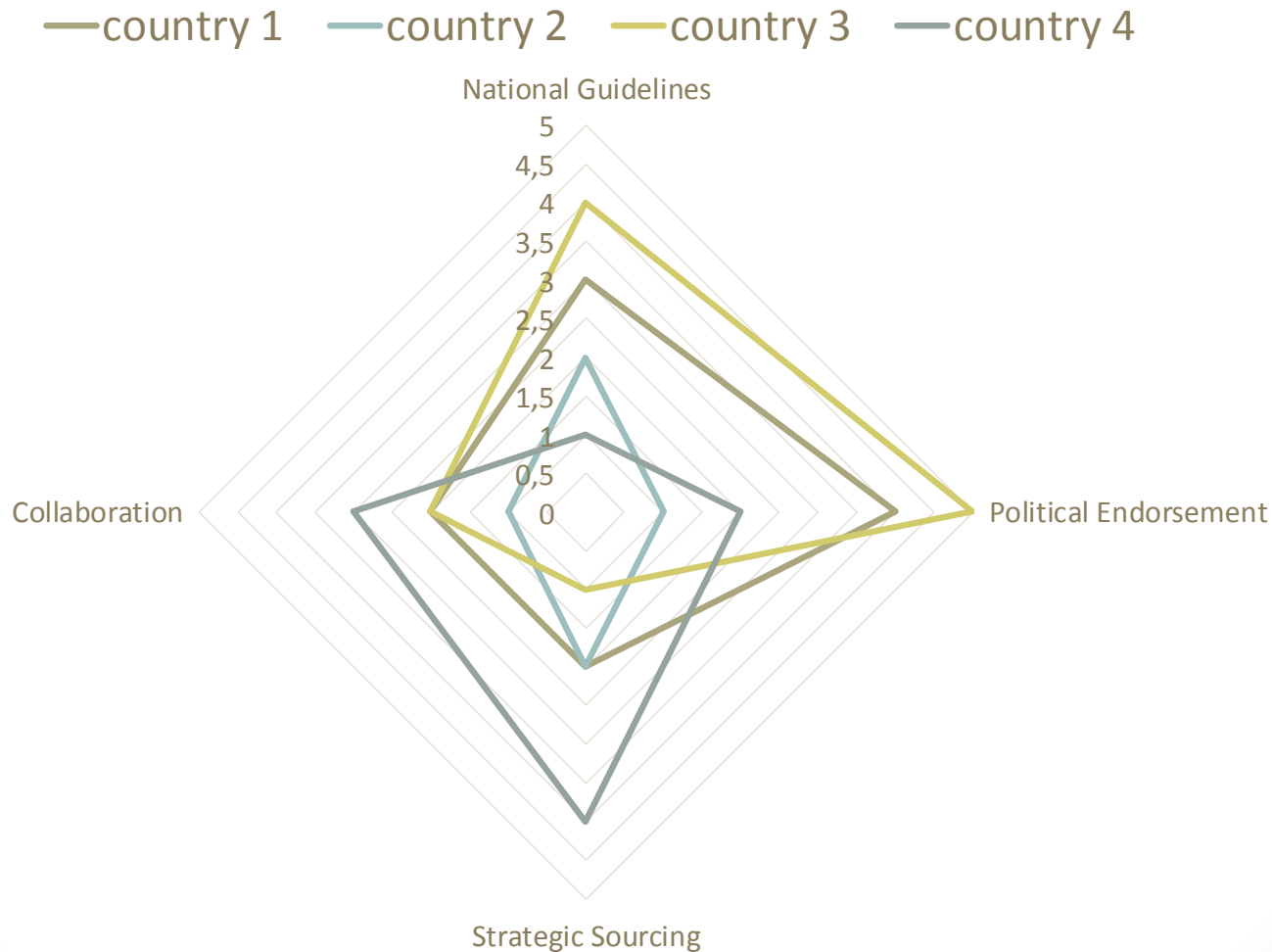
- Rationale : Policy research oriented with quantitative studies, analysis and discussion, considering that 1st phase of meetings focused on thematic approach and the programs of each nation per se.
- Respondents : Policy makers, teachers, students, employers
- Survey contents : status of entrepreneurship 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 1st 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

- 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 1st phase of WG.
- By comparative studies, we can recommend seeking of close cooperation amongst ASEM nations regarding the promotion of entrepreneurship education. (This will tentatively be one of major conclusions of our project)

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 : Questionnaire

- Review separated documents (Questionnaire)

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 : Analysing Framework

- How would you characterise your country in terms of entrepreneurship education?
 - When was entrepreneurship education adapted in your country and how are they distributed?
 - How has the entrepreneurship education in your country developed as time elapsed?
 - How would you describe your country's business environment in light of entrepreneurship?
 - Other factors

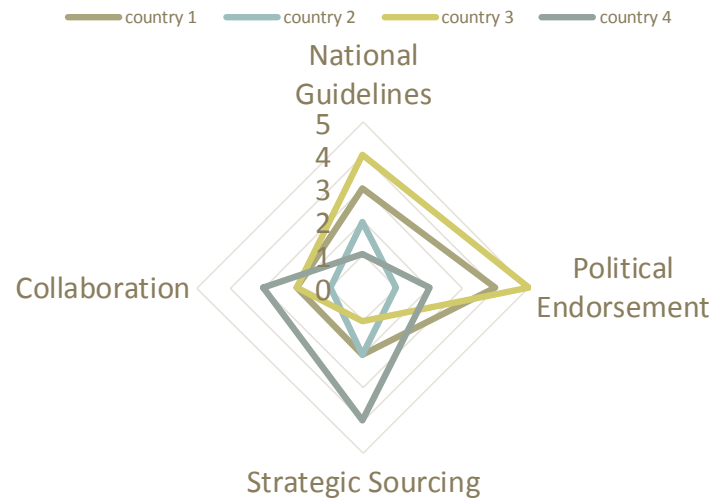
Survey : Analysing Framework (example)

- Chapter 3. Policy Makers

1. Basic Perception

✓blabla (explanation).....

Comparison : Policy Drivers (respondents : policy makers)



➤ Korea (Second Mover and Spotted, Asian Model) is comparably weak in factor, while Denmark (Early Adapter and Spreaded, European Model) is comparably strong infactor but weak infactor.

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 1st phase in regards to the survey result? (Discussion)

Division of work

- Final Survey Guideline to be distributed (Questionnaire, codebook, excel form etc.) : Korea (by the end of April)
- Translating questionnaire to each language : each nations (April-May)
- Carrying out the survey : each nation (May-August)
- Data cleaning : each nation (August)
- Data merging and basic statistical analysis : Korea (September, 3rd Meeting)
- Elaborating and developing the analysis : each nation (3rd meeting)
- Following interview (if needed) : each nation