



**UNDERVISNINGSGS  
MINISTERIET**  
THE MINISTRY  
OF EDUCATION



**Asia-Europe Meeting**

# Guidelines for the Preparation of Case Studies

2013-2015

Innovative Competences

## Introduction

In Copenhagen we had the initial discussion about the Case Study that we are going to deliver to the ASEM ME 5 as a formal obligation. Hopefully the Case Study will achieve more than the fulfilment of the formal obligations, and certainly contain findings and recommendations on how to improve and ensure education strategies for ***Innovative Competences*** - findings useful to both policy makers and practitioners in the ASEM Member states.

The Groupwork held in Copenhagen was the starting point to understand the thematic and the overall purpose of the Case Study. As mentioned in our seminar-report, the idea of a case study originates from the idea to show - and in an intercultural context - how successful various and diverse programs are able to fulfil the vision of Innovative Competences. To show how this vision can be an active and successful part of the primary, secondary and vocational schooling.

## The way forward

*There is a story often told of a farmer who wins at the County Fair each year for several best crops. When asked the secret of his success, he surprises people with his answer. The secret, he says, is that he shares his best seeds with his neighbors. He further explains that, with winds and proximity, if he didn't do this, the cross pollination would do damage to his crops; but in this way, the farmer protects his own and elevates that of his neighbors.*

This short story is the introduction of a very important Case Study, which was introduced to us by our colleague from Singapore Ms. Eugenia Tan, as a potential role model for our work ahead.

The Case study can be found on:

<http://www.battelleforkids.org/initiatives/initiatives/global-education-study>

From the side of chair we find that this way of doing a case-study really offers a very important contribution on how to utilise each others experience. We propose all working group members to take a look at it!

Of course this case comes from a different thematic and context.

*First of all the aim has been* to find “factors to improve students success”. *Secondly* the focus of this case study is “national systems”, and *finally the rationale* is to conclude on important drivers of the “high performing school”.

*In our context, the factors* are first of all; Teacher Performance – Curriculum Development and Cooperation with Business and Community – in order to improve Innovative Competences. *Secondly* the focus in our case is “to select successful programs” (some were already shown by the members at our meeting in Copenhagen), and *finally our rationale* is to conclude on

important drivers to realise Innovative Competences in primary, secondary and vocational school.

So we think we are on the same track as shown in the case study presented above.....

We also find that it is possible for us to learn from this example. It shall not be copied directly – but it might offer an opportunity for us to be inspired to keep the focus on the important issues, and to keep our joint working group process on track.

We have also included the record of our discussions in Copenhagen in this guideline presentation. Hopefully it will help you to recall our discussions in Copenhagen. It will be an important point of departure for our work ahead.

As a preparation of our 2. Working group meeting in Singapore we would therefore like you to follow the guidelines on the next page:

**Notice: We think that each member of the working group should select at least two case examples to bring to Singapore for presentation!**

## Proposed Guidelines.....

We propose that the program you select are described in a 2-3 A-4 document based on the topics mentioned in the guideline. In point 1. we shortly provide you with some definitions for each topic. Point 2. Is for your purpose. The aim is to be able to compare the app. 24-28 case examples and to be able provide you with a 1<sup>st</sup> outline Case catalogue - from where the Working Group can carry out its analysis and conclusions at our 2<sup>nd</sup> meeting.

### I. Defintions

<b>Program Identity</b>	<i>Name of the Program / Location /Key Responsible Organisation</i>
<b>Selection of Program (justification)</b>	<i>Why was this program selected to be a contribution to the ASEM ME Case Study ( Results/Cutting Edge/Expectation/Innovation)</i>
<b>Thematic field (select)</b>	<i>Teacher Development Curriculum Development Cooperation with Business/Community Combined</i>
<b>Education Level (select)</b>	<i>Primary School Secondary School Vocational School Combined</i>
<b>Rationale and Aim of the Program</b>	<i>What was the background of the program and what was it expected to do something about – create a new situation or reach a specific target group</i>
<b>Beneficiaries of Program</b>	<i>Target Group and Stakeholder involved Outline the age group involved</i>
<b>Size of Program</b>	<i>No of students, schools, teachers and/or other groups</i>
<b>Duration</b>	<i>Length of Program / starting; (year) ending; (year)</i>
<b>List of activities (prioritised order)</b>	<i>List the 5-6 main activities / groups of activities or program components</i>
<b>Resources</b>	<i>What is invested into the program / Financial background</i>
<b>Sources</b>	<i>Where does the resources come from? /public/private/donations/combined</i>
<b>Assessment / Evaluation (Type)</b>	<i>How is the program being assessed / outcome? – output? – learning?</i>
<b>Available materials</b>	<i>Bring all available materials – websites – reports – brochures etc. about the program</i>
<b>Initial Analysis ( To be done on the working group meeting)</b>	
<b>Key drivers in the program</b>	Drivers are the factors that has had the strongest influence on the success or failure of a program. On the working group meeting we will look into the aspect of drivers and how they are analysed.

<b>Other important aspects</b>	In this you can list issues that you find important for the
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<b>not mentioned in the guideline</b>	understanding of the selected program, but not
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**2. Selection of Program (please select at least two examples from your country)**

<b>Program Identity</b>	
<b>Selection of Program (justification)</b>	
<b>Thematic field</b>	
<b>Education Level</b>	
<b>Rationale and Aim of the Program</b>	
<b>Beneficiaries of Program</b>	
<b>Size of Program</b>	
<b>Duration</b>	
<b>List of activities (prioritised order)</b>	
<b>Resources</b>	
<b>Sources</b>	
<b>Assessment / Evaluation (Type)</b>	
<b>Available materials</b>	
<b>Initial Analysis ( To be done on the working group meeting)</b>	
<b>Key drivers in the program</b>	
<b>Other important aspects not mentioned in the guideline</b>	

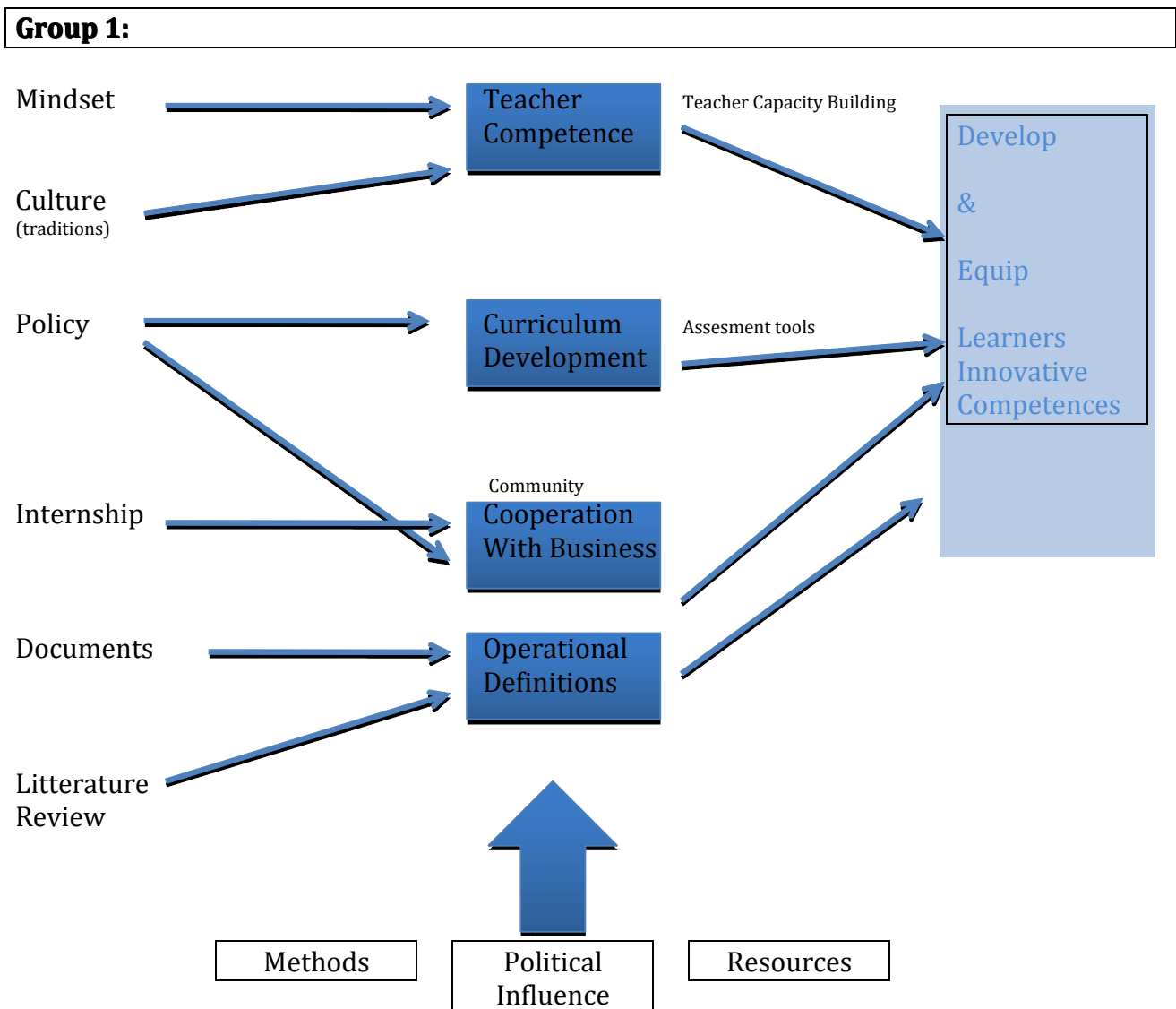
## Annex

### Experience from Copenhagen ( can also be found in the seminar report)

#### Preparation of the Case study – 1<sup>st</sup> 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 2
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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
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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.