



**The 2nd Working Group Meeting of the 2nd Phase of ASEM Innovative
Competences and Entrepreneurship Education
21-23 March 2016
Century Park Hotel, Jakarta**

MINUTES MEETING

DAY ONE, 21 March 2016

I. OPENING PROGRAMME

1. The 2nd Working Group of the 2nd Phase of ASEM Innovative Competences and Entrepreneurship Education 2016 was held on 21-23 March 2016 in Jakarta, Indonesia. On the first day's meeting, the Working Group was Chair by Dr. Misug Jin of Korea Research Institute for Vocational Education and Training (KRIVET), Republic of Korea and Co-Chair by Dr. Suharti, Director of ASEM Education Secretariat as well as the Head Bureau of Planning and International Cooperation, Ministry of Education and Culture (MoEC), Republic of Indonesia.
2. At the welcoming remarks, Dr. Suharti extended her warm welcome to all participants which consisted of representatives from Indonesia, Republic of Korea (KRIVET), Latvia, Malaysia and Brunei Darussalam. She overviewed the completion of the 1st Phase of the WG and wished the 2nd Phase would be successful in attaining the objectives that included developing research questionnaire/survey framework. The result of the WG would be presented at Intermediate Senior Officials Meeting (ISOM) in Russia in April 2016.
3. Dr. Misug Jin of KRIVET, Republic of Korea, conveyed her appreciation to ASEM Education Secretariat (AES) and MoEC Indonesia for their excellent arrangements and hospitality for the meeting as well as appreciation to the committed delegates/participants from ASEM Member Countries. She reiterated the importance to produce skilled human resources to support social development through high quality education. She put forward the significance of case studies/site visits to enrich the study, including site visit to vocational schools in Indonesia to obtain a better understanding of Indonesia innovative and entrepreneurship education policy. She wished the WG would be successful in achieving its objectives.
4. Dr. Ananto Kusuma Seta, Senior Adviser to the Minister on Innovative and Competitiveness, MoEC Indonesia, delivered opening remarks of the Working Group. He extended his warmest welcome to all participants/delegates to Jakarta. In his remarks, he highlighted the significance of innovation and entrepreneurship education as follows (Annex 1):
 - a. Innovation and entrepreneurship were closely connected.
 - b. Compared Global Competitiveness Index (2015-2016) of Indonesia, Malaysia, Latvia and Republic of Korea on basic requirements (stage 1), efficiency enhancers (stage 2) as well as innovation and sophistication factors (stage 3). The report placed Republic

- of Korea on the innovation driven, whilst Malaysia and Latvia on transition period from second to third stage. Indonesia was on the efficiency driven or the second stage of development. Report on Brunei Darussalam was unavailable.
- c. Raised key questions related to national policies to improve the understanding on innovative and entrepreneurship, such as national policy on entrepreneurship curriculum and how innovation and entrepreneurship could integrate within the education curriculum, etc. Those questions could be used to stimulate more in-depth discussion.
 - d. Put emphasis on skills the students required in order to prepare them facing 21st century challenges compared to what school has provided in the existing/current situation.

II. COUNTRY PRESENTATION AND DISCUSSION SESSION I

5. Mr. Mustaghfirin Amin, Director of Vocational School, MoEC Indonesia, presented Indonesian vocational education policy. He put forwards the country's competitiveness index based upon Global Competitive Index and the employment and manpowers condition, majority of which were unskilled. His presentation covered the following (Annex 2):
 - a. Technical, Vocational Education and Training (TVET) cited as one of the solutions to address current national problem of low skilled labor/work force and quality education. Hence, vocational school (Vocational Secondary School – VSS) gained more popularity in recent years.
 - b. Policy and programmes designed to address challenges facing education in Indonesia, particularly TVET. Some notable policies were: 1) Universal and Compulsory Secondary Education which mandated 12 years compulsory education; 2) Formulated programmes of vocational education (2015-2019), one of them was to produce graduates with skills required by industry; 3) MoEC focused on improving quality education through Indonesian Qualification Framework, harmonising TVET System and engaging industry closely; 4) Increased the number of Reference Vocational Secondary Schools that referred to excellent schools with big capacity access (1000 students and more); 5) Strengthened transfer skill through teaching factory due to difficulty in providing on the job training for VSS students since industry was concentrated in Jakarta and its satellite cities. Teaching factory referred to in-house training at school by teachers and educators and industry; and 6) Focused on more ICT-based instructional methods, including the examination and resource sharing to improve VSS.
 - c. The presentation was closed by short film accentuating a close collaboration on a successful project between vocational secondary school, industry and financial institution which provided financial assistance.
6. ASEM Member Countries delivered responses, feedbacks and questions pertaining to Indonesia's presentation as follows:
 - a. Percentage of vocational school compared to general school.
 - KRIVET (Republic of Korea) shared Korean experience pertaining to vocational secondary school. As mentioned, the percentage of vocational school in Korea was 25% compared to general school.
 - Compared to Indonesia, the country's vocational school enjoyed popularity up to 51% compared to 49% of general school. The number would likely to increase up to 60% as targeted by the government. The improved accessibility of VSS whilst at the same time the capacity of general school was limited led to the increased number of students wished to study in vocational schools. VSS not only supported by the government but also by local community and industry surrounded the area.

- b. Indonesia's national policy to engage industry into education, including teaching factory.
- Malaysia Delegate raised an issue on the difficulty to engage industry into vocational and sought information about Indonesia's policy to engage industry.
 - In Indonesia's experience, MoEC implemented 21st century skills that covered 4Cs: 1) Creativity and innovation; 2. Critical thinking, strongly related with industry; 3. Communication with all stakeholders; and 4) Collaboration with stakeholders. There were VSS fully supported by industry and community with limited government support in terms of funding. In addition to incentives to allow students enrolled for internship, industry was also invited in curriculum development and guest teacher in VSS. The incentives were not only financial incentives but also other kind of incentives to attract more industry involved in education particularly in vocational schools.
- c. Indonesia planned to prolong the length of vocational secondary school years from 3 to 4 years.
- Indonesia currently planned to prolong secondary vocational school from 3 years to 4 years in order to equip students with 21st century skills. The country sought information and lesson learnt from other countries that had the experience.
 - ASEM Member Countries were delighted to share their countries experiences with Indonesia.
- d. Challenges facing graduates equipped with 4Cs skills (Creativity and innovation, critical thinking, communication and collaboration).
- KRIVET took note on the 4Cs competences being developed by the MoEC and asked the policy adopted if the work vacancies were insufficient to accommodate VSS-graduate job seekers. She later emphasised the importance of becoming entrepreneurs as the alternative solution.
 - In his response, MoEC Indonesia explained that most VSS graduates were women and how the MoEC focused to develop priority sectors which absorbed most VSS graduates. Those priority sectors included maritime, tourism and hospitality as well as agriculture and agribusiness. MoEC added that education development should be visionary and able to answer future challenges. In that regards, MoEC Indonesia would open other priority sectors that matched the need of future development.
 - In Korean case, the decreased trend of vocational school did not affect work force directly since the government invited college/university graduates and foreign workers to fulfill the demand.
 - In the case of Indonesia, the current condition showed limited university access was limited to accommodate all youth. Hence, VSS is the alternative solution. Revise and revitalise the VSS programmes to meet the new challenge.
 - Both Indonesia and Republic of Korea agreed that student competences and skills should be balanced between the industry needs and personal development.
- e. Country experience on TVET development.
- Brunei Darussalam Delegate shared her country experience on technical education which was increasing since Brunei Darussalam suffered a quite high unemployment rate. The development of technical education became alternative that focused on competency based and educators trained in competency based training (in house training) similar to teaching factory. Those were aggressive strategy to attract vocational students.
 - Other countries would share their experience later.

III. DISCUSSION SESSION II

7. KRIVET of Republic of Korea briefed the WG on the initiative and result of the last year WG in Seoul, Republic of Korea. She began by citing the background of the WG as mandated by the ASEM Ministers of Educations at ASEMME4 and ASEMME5 during which the ministers endorsed the development of innovative and entrepreneurial skills and competences in school education. Details of the 2nd WG of the 2nd phase were outlined as follow (Annex 3):
 - a. The 2nd Phase of the WG would put emphasis on policy perspectives, whereas the 1st Phase focused on case studies.
 - b. Expected result of the 2nd WG was to develop a survey plan, questionnaire, respondents and guidelines to ensure proper implementation and sustainability of the programme. The survey would involve diverse stakeholders namely policy makers, teachers, students, etc.
 - c. Participating countries concured sto involve more countries in Asian and European regions in the aforecited survey. It was suggested that more countries would be invited during ISOM in Russia Federation. ASEM Education Secretariat reaffirmed its commitment to fully support the implementation of the survey
 - d. In regards of the results of the 1st WG, participating countries were committed to share their best practices on TVET development.
8. KRIVET explained the survey framework prepared by KRIVET and sought feedbacks from participating countries.
 - a. Indonesia suggested the following:
 - More comprehensive methods (macro and micro levels, including in-depth interview and Focus Group Discussion/FGD) to collect data since questionnaire was insufficient. Many respondents in Asia countries culturally inclined to submit positive comments. Negative comment was deemed impolite. Surveyor would not attain comprehensive data required.
 - Identify other indicators such as culture and other fudamental factors in designing survey framework since innovation and creativity were intagible that difficult to quantify.
 - Constraint of the concepts' definition should be made to avoid wrong perception on terms/concepts on the survey plan.
 - More factual data to be included to picture the real situation. Learning from OECD experience in conducting survey in Indonesia, the data gathered from survey through questionnaire related to policy implementation did not represent the real condition.
 - Agreed to refine the term "entrepreneurship education" used in the survey plan to "innovative competences including entrepreneurship skills".
 - Disagreed that the survey's sample was calculated on percentage term due to the large number of vocational institutions in Indonesia.
 - b. Malaysia proposed the following:
 - Agreed to refine the term "entrepreneurship education" used in survey plan into "entrepreneurship skills". This was to avoid confusion and generality.
 - Concured to share Malaysia's experience and best practices in Innovative Competences and Entrepreneurship Education.
 - Suggested to elaborate the question beinga asked in the survey to accomodate the impact of innovative competences to personal, social, business and national development.

- c. Latvia delivered feedbacks as follow:
 - Suggested participating countries to share their experience and best practice as a lesson learnt before survey plan was developed. That way, the survey framework would be more focus.
 - Questionnaire should be focused on innovative competences and entrepreneurs skills rather than entrepreneurs education.
- d. Brunei Darussalam put forward some of the suggestion as follow:
 - The country would share its experience on innovative and entrepreneurs skills, particularly in technical and business schools.
 - Suggested to revise the term “innovative competences and entrepreneurs skills” to “21st century skills”
- e. Republic of Korea responded to the feedbacks as follow:
 - Agreed to refining the concepts used in the survey plan as well as replacing the term “entrepreneurs education” into “entrepreneurs skills”.
 - Considered to add more comprehensive methods other than questionnaire to collect data.
 - Would invite more countries to participate in the survey, not only the committed/participating countries. The survey plan was suggested to be presented in the ISOM in Russia in April 2016.

9. The revised survey framework enclosed in Annex 4.

DAY TWO, 22 March 2016

IV. VISIT TO VOCATIONAL SCHOOLS

Participating countries of the ASEM WG visited SMK Mitra Industri Cikarang, Bekasi on the second day of the WG. Afterwards, they proceeded to SMKN 1 Cibinong, Bogor.

- 10. The objectives of the schools visit were outlined of the following:
 - a. Participating countries were able to experience Indonesia’s education policy, particularly the vocational education.
 - b. To share best practice regarding innovative competences and entrepreneurship skills.
- 11. Participating countries were warmly greeted in the two exemplary vocational schools being visited:
 - a. SMK Mitra Industri MM 2100, a VSS which was developed according to the industrial needs and entrepreneurs. The school was specialised in automotive, electrical, accounting, industrial electronic, machinery and hospitality. The students enrolled reached 1013 students.
 - b. SMKN 1 Cibinong, as one of the Reference VSS that excelled in multimedia, software engineering, industry and machinery techniques. One of the school’s missions was to provide education and non-formal training for community and education institution. The school enjoyed high number of students enrolled that reached 1925 students.
- 12. During the visit, participating countries exchanged knowledge through discussion with school stakeholders namely school principal, teachers and students. Some of the issues discussed were summarised as follow:
 - a. Shared the development of vocational schools over the years, including the vision and mission of the school, school’s expertise, and teaching and learning methods.
 - b. Strategic collaboration with other education institutions, industry and business, both local and international/regional partners.

- c. Employability of the graduates equipped with vocational skills.

DAY THREE, 23 March 2016

V. DISCUSSION SESSION III

13. The third day of the WG, participating countries convened to discuss the result of the school visit. The meeting was chaired by Dr. Misug Jin of KRIVET, Republic of Korea.
14. Malaysia took the opportunity to outline some notable lessons learnt as follow:
 - a. Both vocational schools shared several influential factors: TVET, industry and economy.
 - b. Collaboration between school and industry stood in a mutual relationship. The school graduates fulfilled social and industry demands of skilled workers.
 - c. Skills and knowledge taught in schools served as the basis for students to be either industry worker or entrepreneur.
 - d. Teaching Factory as one of the means of technology transfer from industry to school has proven effective.
 - e. Compared to Indonesia, Malaysia had similar programme of teaching factory, called "Contract Farming" through which students were trained to produce crops for a certain company, listed as one of the suppliers. Other notable example of school and industry collaboration was Shell that produced equipment and trained teachers according to the company's syllabus. The students would be assessed by Shell to obtain certificate (Shell Certificate).
 - f. Malaysia experienced a human capital flight of skilled workers to Singapore since the latter provided a better work opportunity.
15. Brunei Darussalam acquired an insight of the vocational education in Indonesia of the following:
 - a. Vocational schools embedded entrepreneurship education into curriculum.
 - b. Teaching Factory was an excellent idea to manifest school-industry collaboration.
 - c. Compared to Indonesia, Brunei Darussalam also developed some policies regarding the innovative/entrepreneurship education:
 - Developed similar programme of Teaching Factory with following scheme: a) Industry/company involved in the programme should register with the government. One of the examples was industry based in Singapore; b) The company trained the teachers who latter would teach students; c) Students would be assessed by the industry, in this case, Singapore-based company.
 - Changing the attitude and mindset of students and parents towards innovative/entrepreneurship has been one the challenges facing the government. Parents encouraged their children to seek a stable work.
 - Enhanced collaboration with industry to develop entrepreneurship such as Business Plan Competition, a programme which trained vocational school students to draw their business plan/start-up. Students involved in the programme were surveyed to measure their interests in business and entrepreneurship.
 - Successful businessmen were invited to motivate students to encourage their entrepreneurship interest and skills.
16. Latvia took note on several key issues:
 - a. Extended appreciation to VSS in Indonesia particularly Teaching Factory programme through which, students were able to learn from teachers and industry/company. Latvia also developed similar programme.

- b. Highlighted teachers' background such as education, age, etc. Many teachers in the school visited were young in early 20s.
 - c. Compared to the schools visited that reinforced students' character development, Latvia focused on knowledge whilst attitudes came afterwards.
17. sssIndonesia Delegate identified characteristics of both schools.
- a. SMK Mitra Industri was standout in building students' character, whilst SMKN 1 Cibinong excelled in developing students' skills and knowledge. Developing students skills and competences would provide them with strong basic to continue their study in university.
 - b. Development blue print of two schools was different according to the status of the school. SMK Mitra Industri was a private school established by industry with objective to fulfil industry needs. SMKN 1 Cibinong, on the other hand, was a public school established by the government that promoted entrepreneurship education.
18. KRIVET, Republic of Korea outlined some inputs as follow:
- a. Teaching Factory served as one of exemplary programmes to engage industry/company in education through first-hand experience. The programme was more industry/company based.
 - b. Korean government promoted enterprise school that invited local business to collaborate. In terms of cost effective, it was more costly to administer vocational education than vocational training.
 - c. Recommended to embed innovative competences and entrepreneurship skills such as critical thinking, problem solving and risk taking into curriculum.
19. The session has drawn conclusion outlined below:
- a. SMK Mitra Industri Cikarang and SMKN 1 Cibinong had different focus. The former put more emphasis on training their students to be employees. In terms of school management, the school was more systematic which was important as a basic to work for company. The skills taught were also required for an entrepreneur. It was suggested that school shall be more discipline to achieve their target.
 - b. SMKN 1 Cibinong focused on preparing their students to be entrepreneurs. They enriched the students with freedom to express their creativity without bounding their student with stricter rules.

V. RESULTS

20. The meeting synthesised the three days discussion regarding recommendations on the areas of work of the Working Group on innovative competences and entrepreneurship skills. Salient points were:
- a. Draft survey questionnaire to be discussed by each country (by May 2016)
 - b. Draft Survey questionnaire to be distributed by Republic of Korea (by May 2016)
 - c. All participating ASEM Member Countries were invited to Skype Meeting on 11 May 13.00 pm Indonesian Time. The objective of the discussion was to discuss and prepare the survey
 - d. Distribution of Questionnaire, codebook, excel form etc will conducted by Republic of Korea (by the end of May)
 - e. Translating questionnaire to each national language would be conducted by each country (June 2016)
 - f. Carrying out the survey would be administered by each country (June-September 2016).
 - g. Distribution of questionnaire to policy makers (July 2016)

- h. Distribution of questionnaire to students (September 2016)
- i. Data cleaning would be organised by each country (October 2016)
- j. Data merging and basic statistical analysis would be carried out by Republic of Korea (October/November, 3rd Meeting)
- k. Elaborating and developing the analysis of the result would be conducted by each country (on the 3rd meeting)
- a. Following interview (if needed) would be administered by each country.

VI. CLOSING PROGRAMME

- 21. Dr. Misug Jin of KRIVET, Republic of Korea, delivered her closing remarks by summarising important results arised during the presentation and discussion session. She extended her appreciation to all participants attended.
- 22. The three-day meeting was conducted in a warm and cordial atmosphere reflecting the longstanding close and friendly relations amongst ASEM Member Countries.