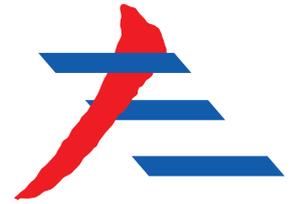




THE MINISTRY OF  
CHILDREN  
AND EDUCATION



Asia-Europe Meeting

# ASEM ME Innovative Competences

Proposal for Education Ministers Meeting

13-14 May 2013

Kuala Lumpur - Malaysia

Asia-Europe Meeting



# Participating Countries in the ASEMME4

## Dear Ministers!

Innovative Competences and Entrepreneurship are a part of the primary, secondary and VET education. Innovative Competences are aimed to improve and support the talent-development of our students and to become a life-sustainable learning approach!. Innovative Competences shall strengthen the creativity of the student learners, and for some of them it will even encourage them to develop entrepreneurial skills to become the new generation of entrepreneurs. For others, improved Innovative Competences, will guide them to become active citizens in their communities, and to strengthen their courage and abilities to take concrete actions to be involved in sustainable growth of their communities. In times where a growing number of countries are facing rapidly increasing youth unemployment and shrinking opportunities for millions of young people, it is definitely the time for the education system to explore new pathways to improve the learning possibilities for children and youth to become the innovators and entrepreneurs of the future.

This program will explore how Innovative Competences are developed and matured in the Asian and European Education systems – The program will support an exchange of “best practices” in both regions, but it will also explore “next practices” which can encourage the primary and secondary school system to focus on the importance of Innovation in its wider context.

We strongly encourage the ASEMME4 to endorse this programme as a component in the ASEM Education Process and member states to appoint experts to take part in the development of the programme.

We suggest that the programme is supplied with a sunset clause by May 2015 so that a report can be submitted to ASEMME5 in Latvia for the evaluation of the outcome of the programme, discussion of the perspectives in and a decision for an optional continuation.

The Danish Minister of Children and Education

A handwritten signature in blue ink, reading "Christine Antorini".

Copenhagen xx,xx,2013  
Christine Antorini

# Introduction

## Background and justification

Taking the point of departure in the crucial fact that a majority of ASEM member states are facing rapidly growing youth un-employment it is high time to create new learning and education strategies for active involvement of children and youth into working and business life.

Due to the shrinking number of workplaces and an ever growing labour force, this program will focus on how the education system from primary & secondary school to adult education- by innovative strategies and innovation measures - can support and enhance students at all levels to become entrepreneurs in a very broad sense; *From* the involvement in creating own companies or own jobs, *and* to the involvement in community programmes and social innovation within their local community.

This ASEMME programme shall explore the wide range of education policies, practices and pedagogical methods that leads to a growing involvement of the students into self-managed and innovative business or working life. And it shall explore how learners become more innovative and creative in general so it will be a value added to their everyday life.

## Innovative from early childhood...!

We have evidence that much is founded at an early age. Implementing innovative strategies at university level or even in upper secondary programmes is too late. The programme will target a wide span of education domains - from the youngest students where it is all about creativity, innovation and self-managed activities founded in self confidence and beliefs in own abilities to the older students in secondary and VET education, where the strategy is to encourage career development and even the involvement of students into the creation of micro projects and companies. Educational policy lines must be developed to focus more dedicated and strongly into innovation.

## Teacher & trainer

Teaching and trainer competences play a crucial and decisive role in creating an innovative approach. Therefore the focus on how to improve the innovative capabilities of the teacher is a main

pillar in the program. Especially to strengthen the focus on how teachers can facilitate and encourage the process of innovation and entrepreneurial spirit among the students. This goes from the positive attitude towards entrepreneurship - to the creation of innovative learning environments which can improve the creativity and innovative competences of the students. Finally also how teachers and trainers can mentor and encourage the career choice of self-management and self-ownership.

Teachers' repertoire must be expanded to include ways to promote innovation and avoid rigid and repetitive learning patterns. Linking the schools matters to the real world by practical examples and hands on activities have potentials, which the programme will illuminate.

To explore how Innovative competences can be a valuable part of all levels of the education system, and how these efforts and learning strategies can be interlinked, plays an important role in this program as well as nurturing innovation has a variety of practises, but must be practised at all levels.

## Innovation and community

This ASEMME Programme will explore the crucial cooperation between the education institutions and the business and community life. This co-creation between the school and the life of business and work are crucial to create a practical understanding and a sense on how to get started. The interface between business and industry, civil society and education must be vitalised at institutional level.

All these various factors and features of innovation and entrepreneurship form the universe of possibilities for the students to become self-made – either in business, in working life and in community development.

The programme will strengthen the global evidence base related to the development of innovative competences and shall coordinate and feed into other international programmes (see reference-box). To summarise the rationale of this ASEMME4 Program on Innovative Competences;

*"The program will approach and explore how new learning opportunities gained from the experience and best practice from the primary and secondary education sector can improve Innovative Competences and Entrepreneurship in the two regions. The Program shall.....*

- Collect and communicate how children and youth can be supported to become the future innovators in their own life, in their local community and in working and business life.
- Contribute to develop a cross cultural under-

standing of what Innovative Competences are, and what ensures the educational contribution to sustainable growth of business and working life as well as community development in the participating ASEM countries?.

- Present showcases of "best practices" and "next practices" of Innovative Learning, which have positive impact on the quality of life and prosperity of community.

## Activities of the programme (Programme Components)

This ASEMME Program shall as its most important objective create sources and inventories for *policy makers and practitioners* to exchange experience and to set joint discussions and assessment about how the primary and secondary education in the ASEM Member-countries can contribute to the wider target of entrepreneurial and innovative learning. The global perspective of the components is to create measures and meeting opportunities where it is possible to explore the wide range and diversity of educational practices and strategies and policies which are taken in the ASEM member countries. This will create a valuable pool of sources and best practices.

The main activities and outcome of the program will be:

### **Component I: An ASEMME4 Opening Seminar 2013. (Early autumn 2013)**

The aim of the Seminar is to create the joint understanding and framework of the program. Secondly the aim is to involve the member countries who are ready to commit to a further development of this important aspect of education policy and practice in the two regions.

The Seminar shall appoint a Working Group with the responsibility to outline the program on Innovation Competences and Entrepreneurship in ASEM Member countries. Denmark will take the initiative to invite and manage the Opening seminar. The Opening Seminar shall introduce the

thematic orientation of the program and ensure precise terms of reference of the working. The target group for the seminar is policy makers from the ASEM member countries and dedicated experts and practitioners from the field of Innovative Competences.

**Result/Outcome;** *Establishment of a broad ASEM-ME Working Group to disseminate case studies and create an overview about existing experience in the field of Innovative Competences*

### **Component II: An ASEMME member-country case study on successful policy strategies. (Autumn 2013 to July 2014)**

The aim of the case-study is to create an overview about the recent years' successful policy programs, and best practices in the field of Innovative Competences Programs. The case study provides an opportunity for the member states to present what has had an impact on the promotion and practice of innovative competences and entrepreneurship in the primary and secondary education. The case study will communicate important principles of education policy in this field. This will also include a comparative study of useful/operative definitions on Innovative Competences and Entrepreneurship education at all levels of the primary and secondary school. The target group of the case study will both be education policy makers.

**Results/Outcome;** *An ASEM-ME "Case Study on Successful Policy Making and National Programs" on types, principles and evidence based policy strategies to improve*

children and youth participation in innovative competences and entrepreneurship. The Case study will be combined with the study on practice and learning models (see next)

**Component III; An ASEMME member-country case study on successful practices and learning models (September 2013 to October 2014)**

to improve innovation and entrepreneurship in the primary and secondary school. This case study shall in particular focus on how the teacher capabilities and repertoire creates impact and improvement of children’s access to innovative competences.

**Result/Outcome; in parallel with the case study on policy-making the ASEM ME Catalogue on success learning programs and methods** shall compile an interesting source of best practices. All ASEM ME members will be invited to send their contribution to the case study. The case study will be launched through normal ASEM ME channels./ASEF etc.

**Component IV; Proposal for an ASEMME Web-Inventory on Innovative Competences (August 2014 to January 2015)**

The aim of the proposal for an ASEMME Inventory is to elaborate and propose a professional and low cost instrument to distribute and update the experience of the ASEM memberstates as it has been presented in the Case study. The inventory shall utilise the social media to create relevant networks among policymakers and practitioners. The obligation of the Working group is to present such a proposal at the ASEM ME Conference on Innovative Competences. Target group of the proposal is the participants in the conference – for the wider dissemination of the program it is to be regarded as an open source.

**Result/Outcome;** Fully developed proposal for a web-inventory on “best practice” based on social media to be launched at conference.

**Component V; An ASEMME 5 International Conference (March 2015)**

The International conference on Innovative Competences has two aims; First of all it shall reveal the results and findings of the Working Group; Case studies, proposals and recommendations for further action. Secondly the Conference shall match these findings with the newest research and development in the field of Innovation and entrepreneurship for the primary and secondary school. This will include presentations and discussions with leading researcher and education policy makers. The Conference shall mark the completion of the initial phase and it shall outline how proposed initiatives can be implemented for the ASEM 5. The conference shall also offer an opportunity to show the relevance of exchange of experience between the two regions in the field of crucial educational challenges.

Target group of the conference; Policy Makers, Education Managers and Practitioner experts from the two regions.

**Outcome;** Proposal for a second phase of implementation aimed at an exchange program for and policy makers; secondly a research and practitioners network and thirdly presenting the ASEMME web-Inventory for best practice.

**A Final Evaluation Report (May 2015)** to outline the main findings and the recommendations for the ASEM ME 5 Follow up process and how to implement a new program concept.

**Time and duration of the Program**

The duration of the program is proposed the following way:

Presentation and endorsement of the program	ASEMME 4 - Kuala Lumpur	14-15. May
Opening Seminar - September/October	Danish Ministry Copenhagen	30.09-2.10.2013
Working Group process / 3 meetings pr. Year	Changing Venues	2013-2015
International Conference	ASEMME Conf - ASIA	2015 March
Evaluation and proposal submitted to ASEMME 5	ASEMME 5 Latvia	2015 May

# Organisation and Responsibility

The ASEMME Programme on Innovative Competences has been initiated and initially funded by the Danish Ministry of Children and Education. For the outline of this proposal Denmark has involved the following ASEM Member states; Vietnam, Republic of Korea, Norway, Czech Republic, Malaysia and Singapore.

For the further development of the programme Denmark will take the initiative to invite all ASEM Members for the opening seminar. The seminar will be organised in close cooperation with the countries already involved.

The Opening seminar shall:

- Exchange experience in the field of Innovative Competences
- Introduce leading key notes from Asia and Europe to create a conceptual basis for the program
- Carry out discussions about the actual needs for development of Innovative Competences
- Establish the formal Working Group responsible for the Program (12-15 members)
- Discuss and decide the Terms of Reference for Working Group
- Set expectations for the Case studies/White paper to be established.

The Working Group first meeting will be held in Copenhagen in connection with the the opening seminar. This meeting will:

- Outline the Working Group meeting plan

- The division of labour and expected task to be carried out
- Set performance indicators for the Working Group.

## **Obligations for participation – “How do we get involved in the programme”**

The Ministers of Education of the ASEMME4 shall ensure that for the participation in this programme funds are available for:

- Participation in the Copenhagen Opening Seminar – September 2013 - is conditional to get into the program.
- Travel and subsistence for 1-2 participants for up to 5 meetings to be held on changing terms in Asia and Europe in the two year program period.
- The establishment of a national working group (backing group) inviting the most important stakeholders of the program – as a national advisory group. Holding 3-7 members. (3-4 meetings in period)
- Willingness to host one working group meeting having app. 12-15 members – This will include venue, local transport, hosting a dinner and preparing a site visit to successful national programmes
- Contribution to the case study in terms of preparing a national report on policy making and successful learning/training program. This shall not exceed 200 working hours.
- Select the participants / delegation for the International Conference.

### **Danish Ministry of Children and Education**

Copenhagen 15.04.2013

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This proposal has been developed by an ASEM Working Group with representatives from

- Malaysia
- The Republic of Korea
- Singapore
- Vietnam
- Denmark
- Norway
- Czech Republic

# References

**OECD; Skills Strategy, Innovation Strategy and Innovative Learning Environments**

<http://www.oecd.org/edu/cei/innovativelearningenvironments.htm>

&

<http://www.oecd.org/site/innovationstrategy/>

**The EU Education and Training Policy 2020**

[http://ec.europa.eu/education/lifelong-learning-policy/framework\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/framework_en.htm)