



# **The ASEM LLL Initiative – "Ensuring Key-competencies for All"**

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## Brief Outline of the ASEM LLL history

- The initiative was taken in 1999.
- WG1 was established January 2002.
- WG1 completed its first report in June 2002.
- The ASEM-LLL initiative submitted 3 thematic reports to ASEM 4 Copenhagen Sept. 2002.
- It was decided to continue WG1 January 2003.
- WG1 aligns with ASEF June 2004.
- WG1's proposal to establish a HUB for studies in LLL was adopted by ASEM 5 Hanoi Oct. 2004
- ASEM Education and Research HUB established in Copenhagen May 2005.



# A Point of Departure

- different approaches and traditions

## Curriculum:

vs

## Didactics:

- Result-oriented
- Capacities/ Skills
- Summative assessment  
– tests/ examens
- Conceptualized

- Proces-oriented
- Capabilities/  
Competences
- Formative assessment  
– dialogue/ feed back
- Contextualized



# A Point of Departure

- different strengths

## Curriculum:

vs

## Didactics:

- Transparency
- Explicit expectations to teachers and students
- Measurable outcomes
- Feed-back mechanisms, quality assurance and governance are legitimized by the concept

- Dynamics and flexibility
- Learning is made meaningful to the students in the context
- Focus on personal development
- Room for teachers' professionalism



# A Point of Departure

- different problems

## Curriculum:

*vs*

## Didactics:

- Lack of dynamics and flexibility
- Content gets obsolete
- Rigid and instrumental learning
- Teacher's responsibility limited to instruction
- Focus on the elite tend to leave disadvantaged students behind - high drop-out rate

- Diversity in the quality of teaching
- No motivation in training of basic skills
- Low expectations - underachievement
- Lack of evidence
- Focus on the weak learner tend to ignore the needs of the most talented students



# A Point of Departure

- the necessity of evaluation

- A foundation for dialogue
  - A foundation for evidence-based education policy
  - A foundation for internationalisation of education
  - A foundation for R&D
- **Involving:**
    - Policymakers
    - Stakeholders
    - Professionals
  - **Ingredients:**
    - Empirical data
    - Qualitative analysis
    - Generation 4 instruments – interpretation, negotiation, dissemination



# A Point of Departure

- Please keep in mind!

**Curriculum:**

vs

**Didactics:**

***Hard facts are needed to identify your problem but-***

***Soft facts are needed to find the solution but -***

***What you measure is what you get – So you should be careful to measure what you want!***

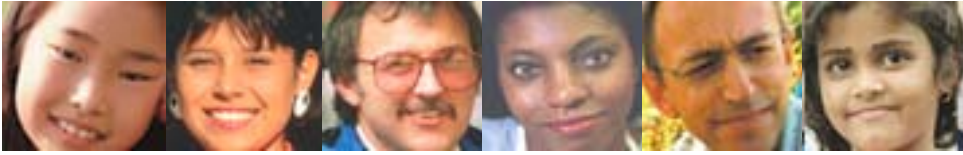
***Without data you're just a person with another opinion!***



## Education for World-Citizenship - part 1



# **Knowledgebased Society: -The Context.**



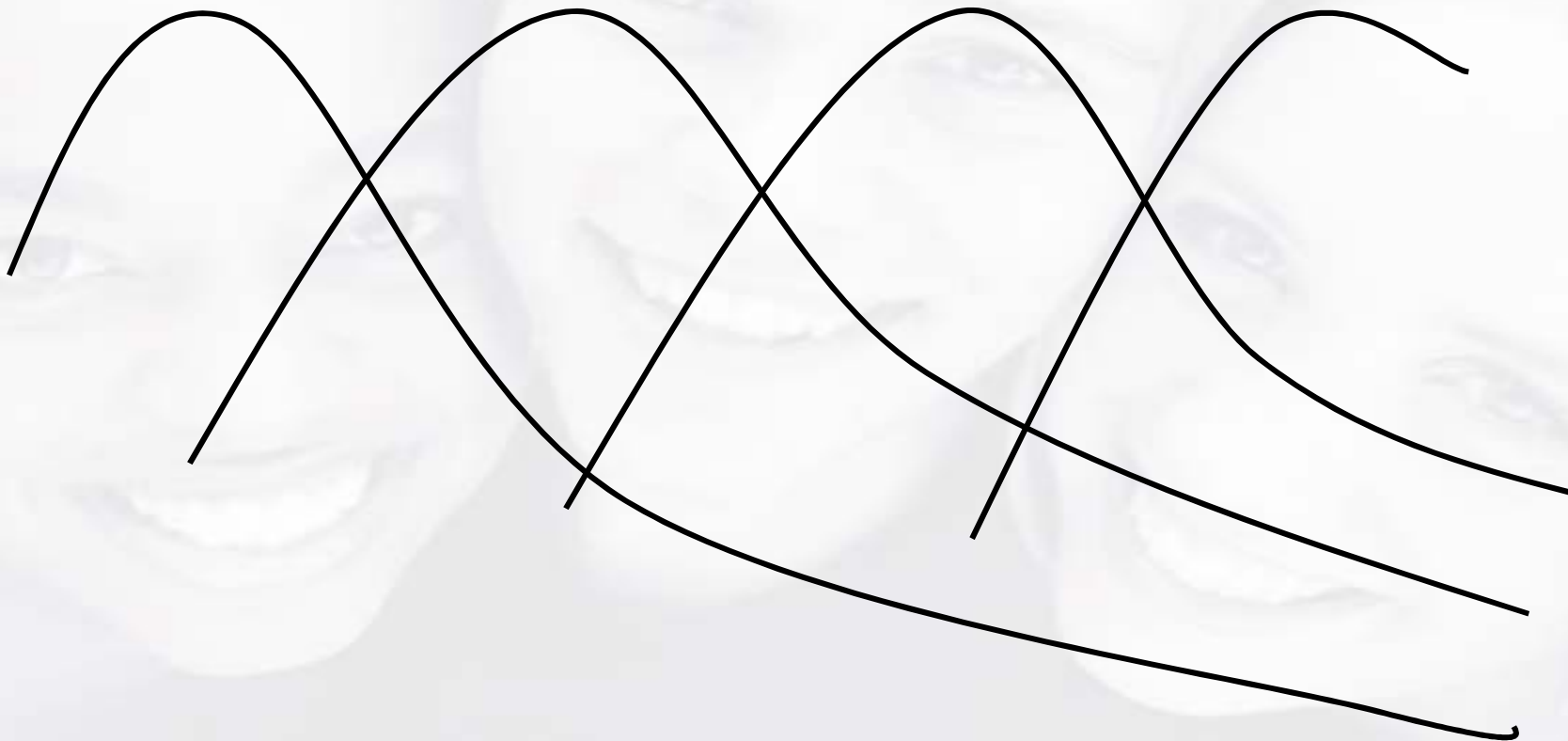
# Knowledgebased Society - the Context

Agriculture

Industry

Service

Knowledge





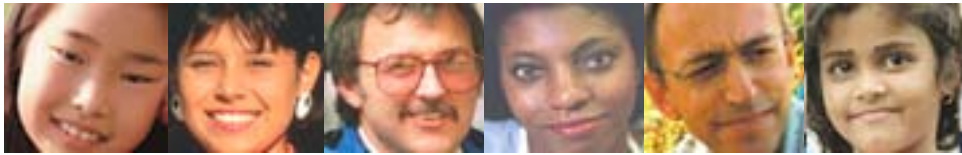
# Knowledgebased society – the context.

Agriculture:

Industry:

Service:

Knowledge:



# Knowledgebased society

– the context.

*The Local*

*The Perspective*

**Agriculture:**

**Industry:**

**Service:**

**Knowledge:**

*The National*

→ *The Global*



## Knowledgebased society

– the context.

*What regulates production?*

**Agriculture:**

*Laws of nature, seasonal variation*

**Industry:**

*Organisation of time, human- and material capital*

**Service:**

*Articulation of demand*

**Knowledge:**

*Complex logistics*



## Knowledgebased society

– the context.

*What are key drivers to growth?*

### **Agriculture:**

*Mechanization, use of fertilizers, new crops*

### **Industry:**

*Development of the assembly-line/ “Taylorisation”*

### **Service:**

*Deprivatizing of family-functions*

### **Knowledge:**

*Access to innovation and knowledge systems*



## Knowledgebased society

– the context.

*Who are the progressive producers?*

### Agriculture:

*Family-driven farms and co-operatives*

### Industry:

*Stock corporation, single mover*

### Service:

*The public sector*

### Knowledge:

*Strategic alliances, networks, "co-petition"*



## Knowledgebased society

– the context.

*What are ideals for outputs?*

**Agriculture:**

*Durability*

**Industry:**

*Large volume, uniformity and low cost*

**Service:**

*Functionality and design*

**Knowledge:**

*Customised, flexibility, embedded service*



## Knowledgebased society

– the context.

*What are implicit ideological goals for education?*

### Agriculture:

*Subservient and useful subjects*

### Industry:

*Disciplined workers/ assertion of rights and duties*

### Service:

*Motivated and self-reliant citizens*

### Knowledge:

*Risk-taking entrepreneurs, focused at the global context and technological advance.*



## Education for World-Citizenship part 2



# **Key Competences - Conceptual Framework**



## **Key Competences for Knowledge Society** **- An Overarching Conceptual Framework**

**Justification for Education:    *Added value -***

***for individuals:***

- Employability
- Active Citizenship
- Personal fulfilment

***for society:***

- Human Capital
- Social Cohesion
- Cultural Diversity



## Key Competences for Knowledge Society - An Overarching Conceptual Framework

### Justification

- Employability
  - Human capital
- Active Citizenship
  - Social cohesion
- Personal fulfilment
  - Cultural diversity

### Key Competences (DeSeCo)

- Act autonomously
  - ✓ Act in the big picture
  - ✓ Conduct plans and projects
  - ✓ Asserting rights, limits and needs.
- Using tools interactively
  - ✓ Language, symbols, text, knowledge, information, technology.
- Interact in heterogeneous groups
  - ✓ Relate well to others
  - ✓ Cooperate
  - ✓ Manage and resolve conflicts



# Key Competences for Knowledge Society - An Overarching Conceptual Framework

## Justification

- Employability
  - Human capital
- Active citizenship
  - Social cohesion
- Personal fulfilment
  - Cultural diversity

## Key Competences

- Act autonomously
- Using tools interactively
- Interact in heterogeneous groups

## Foundations - knowledge, skills, attitudes

- Communicative
  - ✓ Speak/ Listen
  - ✓ Read/ Write
  - ✓ Negotiate/ Mediate
- Analytical
  - ✓ Operate in formal-logic systems
  - ✓ Create models
  - ✓ Sociological imagination
- Personal
  - ✓ Basic knowledge
  - ✓ Sensori-motor development
  - ✓ Emotional balance



# Key Competences for Knowledge Society - An Overarching Conceptual Framework

## Justification

- Employability
  - Human capital
- Active Citizenship
  - Social cohesion
- Personal fulfilment
  - Cultural diversity

## Key Competences

- Act autonomously
- Using tools interactively
- Interact in heterogeneous groups

## Foundations

- Communicative
- Analytical
- Personal

## Contextualize the concept.

- Define a taxonomy of learning targets
- Create curricular frameworks
- Create an assessment- and accreditation system
- Implement at institutional/ local level; capacity-building
- Define indicators and benchmarks
- Create framework for exchange of best practise and in-service training
- Create framework for evaluation, research and development



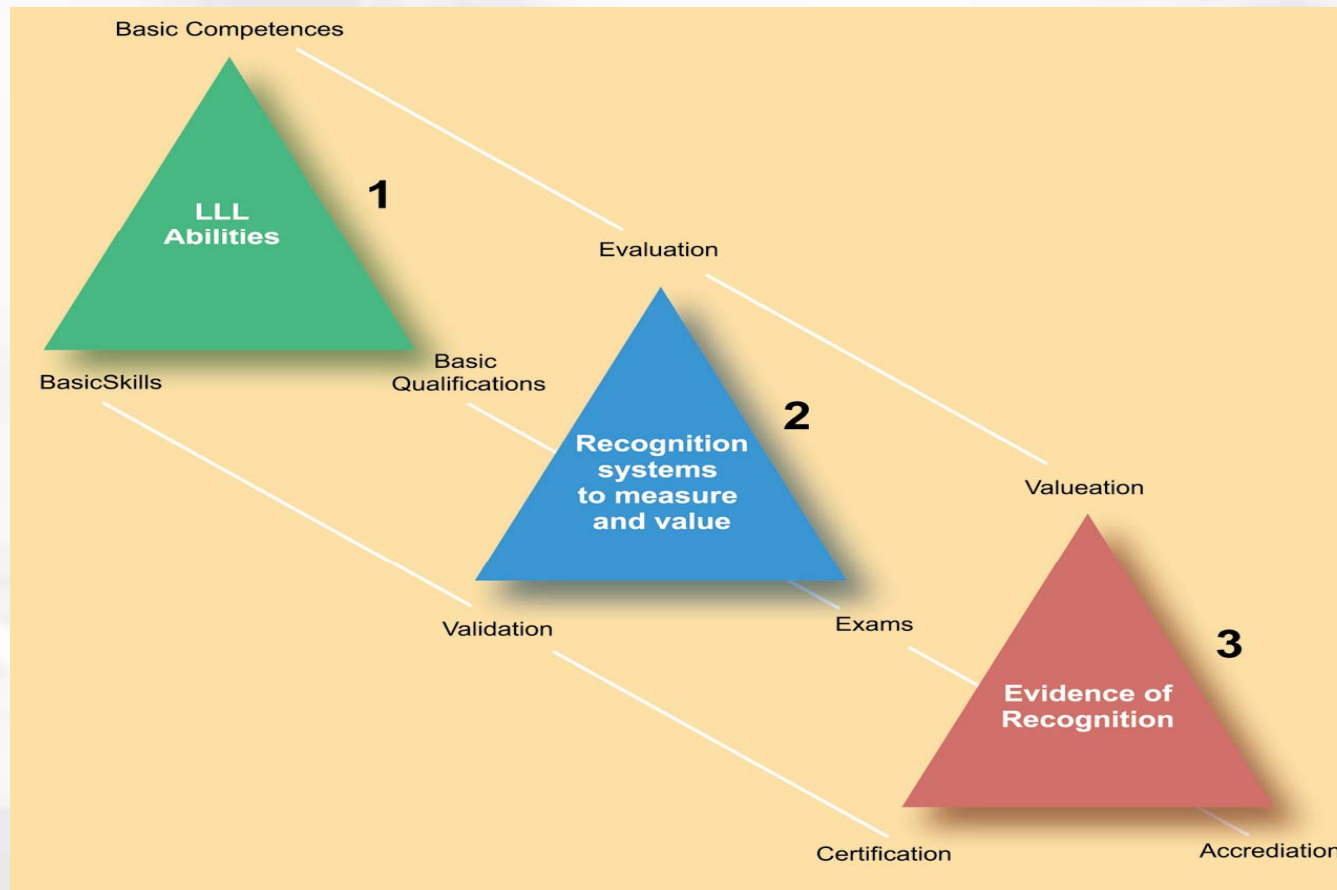
## Education for World-Citizenship part 3



## **Other Achievements & Recommendations**



# Qualifications Framework for LLL - Recognition of Formal-, In-formal- and Non-formal Learning.





# Thematic Recommendations Phase 1

1. Common efforts to strengthen competence transparency.
2. Development of new cost-effective financial models and quality systems for the LLL initiatives.
3. Further development of evaluation models on LLL learners outcome and initiatives for vulnerable groups.
4. Creation of Partnership models.
5. Strengthen the promotion efforts and incentives.
6. Institutional change and development of learning environments.
7. Strengthen the efforts regarding vulnerable group and their participation in LLL initiatives.



# Practical Recommendations

## Phase 1

- 1. A Targetoriented Working-group = *Advisory Board***
- 2. Project Clusters on Exploration and Development = *Full Scale, Real Life Changes – the Basis for Applied Research.***
- 3. Research Observatory = *The Education and Research Network.***

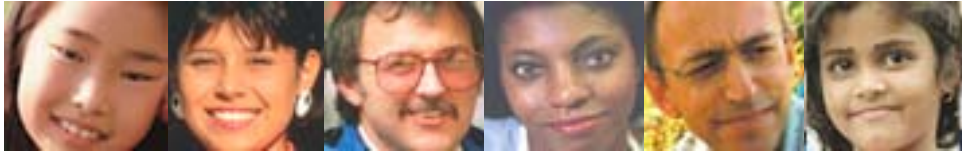


## Concluding Remarks

*We need to give them wings, expose them to the world, build their character, let them set their own goals and choices, let them learn from their own mistakes, let them grow and blossom and be themselves, guide them but don't constrain them.*

*But also we have to give them roots, emotional experiences, we should bind them here, playing together with each other, roughing it out, taking challenges together because then they will create friendships, they will create ties, they will have memories and bonds to their friends and to the places where they made these friends.*

*Prime Minister Lee Hsien Loong, Singapore 22 August 2004*



## Concluding Remarks

*In other words –*

*In a period in which global integration of economy, production schemes, cultures etc. followed by enhanced competition are challenging the traditional values in local communities and the role of the national state*

*Education must –*

***Create a platform for the good life here and now – and yet –***

***Shape a portal to the future and the wide world.***

*Me – here, today – Thank You for Your Kind Attention!*

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