HUNDRED RESEARCH REPORT #010

Spotlight: Employability

Report

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Contents

SPOTLIGHT:
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Foreword from Sayling Wen Educational and Cultural Foundation

The Sayling Wen Cultural & Educational Foundation is committed to provide talents for future society, and had been organising a series of training programs over the last decade. The six talent indicators of "FIT+HUG" is based on results derived from academic research, service industry trend study, talent value prospective study and years of experience in planning and executing educational activities.

Our mission is to promote lifelong learning and develop talent whilst utilizing innovative technology to fulfil industrial value. The Foundation's programs consist of four key elements: embedding Chinese cultural value in primary and secondary education, enhancing career readiness in tertiary education level students, enabling cross-domain learning in society, and promoting service science and service innovation in a bid to achieve its vision to provide talents for the future society.

For over 15 years, we have accumulated numbers of achievements and experience in education and talent development. Through joint cooperation with the academics and industry, we have defined six characteristics "FIT + HUG" that we focus on while developing talents that is ready for the future society.

The "FIT+HUG" is comprised of three attributes and three capabilities. The three attributes are: F: Friendly by nature, I: Innovative with diversity and T: Technology-aware. These three attributes will grow and strengthen constantly through lifelong learning. In addition to the three attributes, we also emphasize the three capabilities, including a H: Human-centric approach, U: Uniting multiple domains and G: Global view with local act.

These attributes need one's continuous effort to formulate. With these attributes and capabilities, we believe one possesses the so-called "Employability". Therefore, we advocate "FIT HUG -- Employability" as our talent cultivation concept; pushing forward our talent cultivation masterplan.

We are grateful to be able to work with HundrED on hosting the [NXTEducator: Spotlight on Employability], Chinese Speaking teachers and institutions from all over the world have the opportunity to share their educational innovation ideas. The results have exceeded our expectations and there were nearly over 100 wonderful ideas from 21 countries being shared. Through this opportunity, we have been able to see the potential of these educational innovations!

To wrap up, at this important moment where the world is moving toward the new era of "service economy", the Sayling Wen Foundation hopes to be the pioneer in developing talents needed by the society. Our FIT+HUG – Employability would be the fundamentals to enable the people for the future. Most importantly, we hope to assemble the forces of schools, non-profit organisations, social enterprises and other enterprises, so that we can all work together to promote and serve the new era of the economy. Talent cultivation will bring a better world for tomorrow.

Welcome to Taipei.

Teresa Lin

Chief Executive Officer
at Sayling Wen Cultural
& Educational Foundation

Foreword from HundrED

HundrED.org is a Finnish not-for-profit organisation, which seeks and shares inspiring innovations in K–12 education. Our goal is to help school education through pedagogically sound practices and solutions. Annually, we select 100 education innovations for our Global Collection, as well as lead research Spotlights with partner organisations, which are based either on a theme (e.g. sustainability) or within a geographic region (e.g. Pittsburgh). For this Spotlight on the theme of Employability, we were delighted to collaborate with the Sayling Wen Cultural & Educational Foundation. Any Chinese speaking educator or innovator was invited to submit an innovation promoting future focused employability skills.

The major issues current students will have to work on in the future will be large and complex, which will require creative approaches to solving problems that connect divergent ideas across disciplines. However, the slow educational model most school systems use across the world today was made in–and for– the industrial era, which value a narrow and somewhat outdated range of knowledge and skills. These sets of skills and knowledge are segregated into subject areas and are largely taught and tested in limited ways. Thus, current school systems are considered inadequate to develop the employability skills needed for the future of work. Education innovations that align with the effective development of these future-focused skills are in high demand and are critical for young people to prepare for the modern workforce.

In this report, we have highlighted solutions that are scaling or have the potential to scale for improving Employability skills in schools.

In this report, we have highlighted solutions that are scaling or have the potential to scale for improving Employability skills in schools. There are a wide range of approaches used in the selected innovations, including: entrepreneurship education, project based learning, design thinking, interdisciplinary learning, architecture education, teacher professional development and more. We greatly admire the hard work that these innovators are doing in this space. It is our hope that this Spotlight will help promote these innovative approaches to develop employability skills in schools as well as inspire educators, policy makers and innovators to work together.

Christopher Petrie

Head of Global Research at HundrED

Introduction

It is well established that the employability skills needed for the future of work will change in significant and unforeseeable ways due to the accelerating rate of technological innovations in all industries. Therefore, many agree that the 'employability' skill set required for this future will need to be aligned and adapted to shifting demands in a highly agile way. It is critical that education adapts to the future 'modern workforce' to help mitigate against economic instability and a widening gap between rich and poor (WEF, 2018; Frey & Osborne, 2017).

HundrED Spotlights are organised with partner organisations to help them discover the most innovative, impactful, and scalable innovations in a specific area or theme. This Spotlight partners with the Sayling Wen Cultural and Educational Foundation and purpose is to discover the brightest innovations that focus on the most effective development of employability skills for Chinese speaking educators around the world. These innovations were required to have an educational element that promoted an increased understanding of a range of aspects on the theme of Employability education in schools.

Assessing each innovation used a combined rubric from HundrED's three criteria and six factors from behavioural indicators under the acronym FIT+HUG developed by Sayling Wen Cultural and Educational Foundation. After exchanging ideas between Research Teams, the six indicators of FIT+HUG were recognised to evaluate employability on an individual level, and the three HundrED criteria (innovativeness, impact, and scalability) evaluated an innovation on an organisational level.

The Sayling Wen Cultural & Educational Foundation developed FIT+HUG after thorough research by a group of experts through survey and analysis. The three attributes of the model are: F [Friendly by nature], I [Innovative with diversity] and T [Technology aware]; the three skills are: H [Human-centric mindset], U [Uniting multiple domains] and G [Global view with local act]. These indicators integrated the results of new service talent research, service industry analysis, and talent value prospective enquiry and the in-depth experience of educational field work, Sayling Wen Cultural & Educational Foundation developed six indices for employability development.

A review of the literature begins this report, which aims to provide an overview of the employability education currently happening in schools. Following this, we present interviews from four different perspectives including: student, academic, innovator and teacher. Next, an overview of the methodology and findings from the innovation search and selection process are presented. Finally, the selected innovations are showcased, followed by concluding remarks.

SAYLING WEN CULTURAL & EDUCATIONAL FOUNDATION

The Sayling Wen Cultural & Educational Foundation's mission is to promote lifelong learning and develop talent whilst utilising innovative technology to fulfil industrial value. The Foundation's programmes consist of four key elements: embedding Chinese cultural value in primary and secondary education, enhancing career readiness in tertiary education level students, enabling cross-domain learning in society, promoting service science and service innovation; in order to achieve its vision to provide talents for future society.

HUNDRED

Finnish based not-for-profit, HundrED, discovers, researches and shares inspiring innovations in K12 education. Their goal is to help improve education and foster a movement through encouraging valuable, impactful and scalable innovations to spread, mindful of context, across the world. HundrED Spotlights create unique opportunities for both educational professionals and independent organisers of the Spotlight to gain a thorough insight into the education innovations taking place in either a specific area of education, like literacy or sustainability, or within a certain geographic location, for example, India or London. For each Spotlight, we select the brightest education innovations, which then undergo a deep study by our Research team and an expert advisory board. HundrED Spotlights are organised with partner organisations, who help to discover innovations in their area of expertise.

HundrED's Mission

HUNDRED MANIFESTO

The purpose of education is to help every child flourish, no matter what happens in life.

In a fast changing world focusing on traditional academic skills will remain important, but that is not enough. To thrive as global citizens, children must be equipped with a *breadth of skills*.

While we are advocates of a child-centric approach and *personalised, passion-based learning*, the relationship between an *inspired teacher* and a motivated student will remain essential. *Assessment* has to be aligned with the core purpose of helping kids flourish and all of this should be reflected in the *learning environments* of the future.

To make this happen, we need *visionary leadership* at every level of our education system with ambitious, impactful and scalable education innovations that are globally effective.

The world of education is full of hardworking specialists who are making this happen every day.

Our mission at HundrED is to give them the recognition and visibility they deserve.

CHILD

- Everything we do starts with the child in mind. Our mission (in our manifesto) is to help every child flourish in life, no matter what happens.

GLOBAL: IDENTIFY (9–10 MONTHS)

- Annually select the top 100 innovations that are transforming education globally
- Examples: Hello Ruby, Speed Schools
- Funded by foundations, companies

SPOTLIGHT: CELEBRATE (9–12 MONTHS)

- Identify & celebrate innovations within a region or/and a theme
- Examples: Pittsburgh, Digital Wellbeing
- Funded by foundations, companies

FORERUNNERS: PROMOTE (9–12 MONTHS)

- Select innovative policies and practices that make change happen at scale in systems
- Examples: City of Helsinki, County of St. Louis
- Funded by education providers

TAILOR-MADE: SOLVE (2–12 MONTHS)

- Identify the best external solutions to a specific problem or focus in a region or theme
- Examples: Croatia Ministry of Ed.
- Funded by education providers, foundations, companies

CONNECT

- HundrED Connect gives innovators access to the network they need to help them scale their impact
- The platform is free of charge and connects innovators to funders, implementors, and advisors

AMBASSADORS

- Our global network of education professionals seek, share & review innovations to provide consistent yet diverse standards
- Youth Ambassadors keep us grounded. By listening to their critical opinions, we can understand what they need.

MEDIA

- HundrED Media is dedicated to spreading awareness about selected innovations through articles on our websites, frequent webinars and discussions across our social media platforms.
- Our global community further supports the distribution into local education networks.

EVENTS

- The annual HundrED Innovation Summit in Helsinki brings together our community to foster education collaboration
- GLocals allow community members to organize local Summit-style events

HundrED's Aim

Transform K12 education globally to help every child flourish in life, no matter what happens.

HundrED's Long Term Goal

Every child has access to the best possible education innovations by 2030.

HundrED's Short Term Goal

Help grow more than half of our selected innovations in their number of users by at-least 10% annually.

Literature Review

The Big Picture

HISTORY OF K12

> "Schools teach students what to think as opposed to how to think. There are important critical skills that aren't taught."
>
> - BOYCE, 2019

Not until 1763, did the notion of mass schooling begin to prevail. Prussia, following the Seven Years' War, in an attempt to strengthen its position in the world, developed the world's first system of compulsory and universal education. Unlike previous educational models, all boys aged 7–14 were educated. This was the first time that education was divided into subjects and age level classes (Winthrop, 2018). Almost a century later an educator from the United States visited Prussia and took what he witnessed back to the United States. It quickly caught the attention of factory owners, who needed workers across the country who would have the same skill sets. This led to the formation of the Committee of Ten, who were tasked with developing a standard set of subjects that all children should know in the United States (Most Likely to Succeed Documentary, 2015). Similar models were mirrored globally, and in 1989 with the introduction of the United Nations Convention on the Rights of the Child, there was a global push for the basic education of all children.

For the greater part, in the last 150 years, the curriculum globally has not changed, yet the face of employment has changed drastically (Boyce, 2019).

DISCONNECT WITH THE FUTURE

> "My fear is that they're heading into a society and an economy, and a workforce that doesn't value those skills very much anymore. And I think we need to take a good hard look and figure out what kinds of people, what kinds of skills are demanded in the technologically extraordinary society and economy that we're creating."
>
> - MOST LIKELY TO SUCCEED DOCUMENTARY, 2015

There is an increasing disconnect between the skills students are obtaining in their education, and whether or not these skills are meeting the needs of an uncertain future. When researching the disconnect between today's education system and the future job market, the majority of research papers, articles, news and social media posts focus on the role technology has to play. It is argued that with the extent of technology available, and the role it has in most jobs, young people are not being encouraged, or shown how to develop their skills in this area. HundrED's recent spotlight on 'Digital Transformation at School' (2019), highlights the desire to help improve digital educational practices within schools using a holistic and child-centred approach, so that students are developing independence, teamwork and critical thinking, as well as many other desirable skills for employment.

> "It is vital that students are able to exploit the opportunities created by automatization and digitalisation as an aspect of their future job."
>
> - HUNDRED TVET REPORT, 2019

Definitional Issues

The term 'employability' is marred by inconsistent definitions, resulting in a term that fails to provide a consistent meaning (McQuaid & Lindsay, 2005). Employability skills are often communicated interchangeably with soft skills, life skills and career skills (Baumback, 2018), further complicating and diluting a clear set of attributes. Definitions tend to focus on immediate employability, immediate employment and sustainable employability (Watts, 2006). These three key overarching definitions indicate the value given to young people having the necessary skills expected by employers, as well as skills that are adaptable and transferable to help navigate a constantly changing workforce.

DEFINITIONS

- "A set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy" (CBI/NUS 2011)
- "Employability skills are those which support your ability to perform in the workplace, also known as transferable skills ... learned in one context which can be applied and further developed in other contexts and roles ... non-technical skills, also known as "soft skills" (Australian Chamber of Commerce)
- The Cambridge Dictionary (2019) defines employment as: "The skills and abilities that allow you to be employed: There will no longer be jobs for life, but employability for life."
- Cedefop, an overarching European body that focuses on vocational skills, defines employability as: "a combination of factors (such as job-specific skills and soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers" (Cedefop, 2018).
- "Employability skills are the attributes of employees, other than technical competence, that make them an asset to the employer." (Buck and Barrick, 1987, p.29)
- "Generic essential workplace skills related to seeking, obtaining, keeping and advancing in any job" (Anderson-Yates, 1996, p. 136).

With differing definitions, also comes varying emphasis on what skills are most valued. In the 'Leapfrogging Inequality' report (Winthrop, 2018), it is noted how 'breadth of skills' are becoming increasingly valuable in our education systems. That alongside traditional skills such as literacy and numeracy, we must ensure that students are developing skills in collaboration, problem solving and creativity. This report sees 'breadth of skills' as synonymous with terms such as 'diverse skill set', 'broad range of skills' and '21st century skills'. For example, Study International (2018) believes that metacognitive skills (e.g. computational thinking) are now more important than ever before, with the distraction of technology and shorter attention spans, the value of emphasising metacognition in education is paramount.

It quickly becomes apparent that despite definitions generally being non-descript, there is an overarching emphasis on a base set of skills that allow employees to be adaptable and fluid in their career paths.

> With differing definitions, also comes varying emphasis on what skills are most valued.

Why focus on employability skills?

GENERAL

Employability literature consistently refers to the competitive nature of the labour market today, and how students need an 'edge' to succeed (Baumback, 2018). A university degree in a specific discipline is no longer deemed enough to be seen as an ideal candidate for employment. Unfortunately, the research literature and reports by employers often fail to clarify and outline which skills they believe would make candidates successful.

The need to stay competitive within the labour market, particularly in a climate of post-Brexit Britain, is seeing a bigger focus on ensuring that those who are hired are addressing a skills gap, as well as employers making sure that they are able to retain employees (Baumback, 2018). Employability is inevitably intertwined with the supply and demand of labour markets (McQuaid & Lindsay, 2005).

> "Key for sustainability is employability."
>
> - DONALD ET AL., 2019

The notion that employees will need to be adaptable and have the skills necessary that they will not need to retrain, but can in fact transfer their skills to a new setting is the most consistently discussed area of employability skills in the research literature (Skills You Need, 2019). There is a large focus in the literature, that many in fact have the skills needed, but are not able to demonstrate these during the application process or are unaware that they do in fact have these skills (Skills You Need, 2019).

Employability skills are also seen as a way of addressing inequalities and boundaries. Arnau-Sabatés et al. (2013) see the value in teaching basic employability competencies from a very young age, due to the potential impact it can have on young people in residential care and their transition to independence and adulthood. Teaching employability skills is more than creating perfect employees for future employers, but inherent in equipping young people to successfully navigate the world around them and break down social barriers.

CHINA CONTEXT

Enhancing skills for employability is currently seen as vitally important in Chinese educating countries (ILO, 2019). However, there currently appears to be a skills mismatch between shortages for skilled work, and a large proportion of university graduates struggling to gain employment (Cao, 2017). There is a popular perception that China is a country of cheap, low skilled labour (Tim Cook, 2017). Tim Cook, CEO of Apple has recently come out as declaring that China, contrary to popular belief, is a country of highly skilled workers, who are by no means cheap labour.

> "The vocational expertise is very very deep here, and I give the education system a lot of credit for continuing to push on that even when others were de-emphasizing vocational. Now I think many countries in the world have woke up and said this is a key thing and we've got to correct that. China called that right from the beginning."
>
> - TIM COOK, 2017

In Malaysia, the government and related departments have conducted several surveys on graduate employability and labour market conditions, showing that Malaysian graduates are unemployed not because they are unintelligent but rather because most of them lack 'soft skills' (Singh & Singh, 2008). Similarly to their Western counterparts, students are finding that they are not adequately trained with the skills that are now becoming increasingly valuable in the labour market.

Zyzo (2017), similarly remarks on how the Taiwanese labour market is saturated with employees who have trained for extensive periods of time in their chosen career path, but are unable to meet the real-life demands once at work. He attributes this to students being trained to pass standardized tests, but lacking the additional skills needed to succeed in the workplace.

The need for teaching employability skills is currently a global issue, with a 'skills mismatch' being consistently cited as a major concern amongst politicians, academics, employers, and students. Countries want to ensure that their young people are fully equipped to enter the future job market.

The need for teaching employability skills is currently a global issue, with a 'skills mismatch' being consistently cited as a major concern amongst politicians, academics, employers, and students.

Teaching Employability Skills in K12 now and in the future

PERSPECTIVES

> "Individuals and businesses will need a range of skills to thrive in the 21st century. The workforce of the future may not even be doing the same jobs as the workforce of today, and while many technical skills could become redundant, building a culture of employability will enable individuals and businesses to adapt as needed. Equipped with a set of transferable skills that span all roles and sectors our workforce will be well placed to navigate the changing economic landscape and uncertain times ahead."
>
> - BAUMBACK, 2018

It is worth considering how definitions that are currently available for the term 'employability', may differ from what we wish the term to embody in the future. The basis of education, is to ensure that future generations will be provided with the relevant skills they need to survive, including their ability to be employed (Zaphir, 2019). As Tien and Wang (2017) highlight, Asian societies compared to Western, have had a more traditional understanding of employment, with the focus being on earning a living. However, they go on to state that the idea of a career now encompasses a wide range of attributes across a person's life span.

The American Chamber of Commerce in Taipei (AMCHAM, 2019) in their Business Climate Survey, asked the question 'To what extent are you satisfied with your company's ability to recruit enough – and sufficiently capable – personnel to meet your business needs in Taiwan?'. Although the majority of employers selected 'somewhat satisfied', the language of this option has arguably negative connotations, and 39.67% of employers were 'neutral' or 'not satisfied' with the capability of potential employees for their business in Taiwan. Interestingly, in this same survey, and coming to a remarkably different conclusion than what the research has highlighted thus far; out of 18 characteristics, the top five cited were: execution of assigned tasks, trustworthiness, openness to training, iIndustriousness and business ethics. With the bottom five skills being noted as: creativity/ability to innovate, ability/willingness to take initiative, communication skills, english ability and an international mindset. This is a clear mismatch with the research literature so far, which found initiative, creativity, international mindset and communication skills highly desirable. Whether this is due to cultural differences, or research neglecting to include employers perspectives in Taiwan is in need of further research.

Biro (2016) believes that it is the role of the employers to ensure that students have the skills they need for success, by fighting for their need for adequately trained future employees. He sees it as their responsibility to collaborate with educators. Liao and Hsieh (2019) found that cooperation between stakeholders was a defining feature as to why Singapore successfully kept a low unemployment rate during the 1997 Asian financial crisis. The need for cooperation between stakeholders was deemed similarly valuable in HundrED's Spotlight on TVET (2019).

APPROACHES TO TEACHING EMPLOYABILITY SKILLS IN K12

> "Educators certainly have a role to play in preparing students for the modern workplace. With employers regularly voicing concerns over a lack of work-readiness among school and college leavers and even graduates, it's clear that academic and vocational qualifications alone won't suffice."
>
> - BAUMBACK (2018)

In order to address issues related to employability, we need to begin educating differently from an early age. Zyzo (2017) believes that schools need to move from individual learning to peer-based learning and that there needs to be a change in how we evaluate students.

Dream a Dream, one of HundrED's 2020 Global Collection innovators have produced an assessment matrix for 'soft skills', this innovation has the potential to help educators feel more comfortable in their teaching of employability skills and how best to determine progress. Zyzo also states that: "Design-thinking-based learning will allow us to address the three major concerns that business people have... lack of initiative, innovation, and creativity." He also states that learning needs to be a lifelong process and that this can be achieved through continuous feedback, learning and adjustment. This is more true than ever before given the nature of the current work climate.

Baumback (2018), argues that 'soft skills' can be embedded in the curriculum from as young as early childhood. He argues that primary school children are actually already being taught the skills of resilience, problem-solving and how to develop a 'growth mindset'. Which he believes are transferable skills that employees will need to compete in a fast paced work environment. The LEGO Foundation (2019) also believe that learning through play is one way to develop the skills that we currently deem valuable to successful employment. They see the kindergarten approach to learning as incredibly valuable for 21st century learners of all ages, specifically when looking at developing creativity skills. Educators are teaching skills for jobs that have not been invented yet. The LEGO Foundation sees the value in ensuring that educators are adequately trained to enhance creativity skills in their pupils.

In the United Kingdom, the document 'Development Matters in the Early Years' (Department for Education, 2012) is used across early childhood education providers and in the first year of formal schooling. This framework arguably creates a matrix for what we now deem as employability skills (see below). The characteristics of effective learning have many overlaps with this reports findings on skills which are characterised as valuable to successful employment.

Whether employability skills are something which should be explicitly taught, learnt as a consequence of traditional education/real world experiences, or are unteachable, is a contentious topic. Cotton (1993) looks into the various arguments for how/if employability skills can be taught. She found that employability skills are very open to being taught, and specifically found that when employability skills are explicitly being taught to students, it maintains the focus of both the educator and students on the learning goal and the value of these skills as an academic skill.

> "The skills related to general employability can be learned; therefore, all of them are appropriate and important targets for professional interventions."
>
> - HERR & JOHNSON, 1989, P. 26

Galloway (1998) goes into various approaches that he had seen being used to teach employability skills, particularly focussing on vocational education. Galloway was writing from his experiences over twenty years ago, yet his belief for the need in vocational education to evolve to meet real world application in the workplace mirrors HundrED's findings in its recent TVET report (2019). Employers are looking for skills that go beyond qualifications and experience, arguing that they can teach any job specific skills that are necessary (Skills You Need, 2019). Robert Half, a global recruitment group, recently identified in their research that a fifth of UK companies are looking for soft skills, with the view that they will develop employees technical skills on the job (2019).

There is a need for further research into effective teaching of employability skills, and whether there is greater success through work-based learning of these skills or the skills being taught through traditional schooling methods.

FUTURE

> "Digital transformation is taking the world of work by storm. In order to remain competitive, scalable and efficient, organisations have found that they need to overhaul infrastructure, and implement AI and automation. The impact on hiring has been drastic. A rise in demand for professionals with the necessary digital skills has caused an industry-wide skills shortage..."
>
> - ROBERT HALF, 2018

Characteristics of Effective Learning

	A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
Playing and Exploring *engagement*	**Finding out and exploring** • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests **Playing with what they know** • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people **Being willing to 'have a go'** • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error	• Play with children. Encourage them to explore, and show your own interest in discovering new things. • Help children as needed to do what they are trying to do, without taking over or directing. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else, and help develop roles and stories. • Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language. • Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. • Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong.	• Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. • Make sure resources are relevant to children's interests. • Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play. • Help children concentrate by limiting noise, and making spaces visually calm and orderly. • Plan first-hand experiences and challenges appropriate to the development of the children. • Ensure children have uninterrupted time to play and explore.
	A Unique Child: observing how a child is learning	**Positive Relationships: what adults could do**	**Enabling Environments: what adults could provide**
Active Learning *motivation*	**Being involved and concentrating** • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details **Keeping on trying** • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties **Enjoying achieving what they set out to do** • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise	• Support children to choose their activities – what they want to do and how they will do it. • Stimulate children's interest through shared attention, and calm over-stimulated children. • Help children to become aware of their own goals, make plans, and to review their own progress and successes. Describe what you see them trying to do, and encourage children to talk about their own processes and successes. • Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. • Encourage children to learn together and from each other. • Children develop their own motivations when you give reasons and talk about learning, rather than just directing.	• Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests. • Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated. • Ensure children have time and freedom to become deeply involved in activities. • Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities. • Keep significant activities out instead of routinely tidying them away. • Make space and time for all children to contribute.

Note. Characteristics of Effective Learning Table, from Development Matters in the Early Years Foundation Stage, 2012. Crown Copyright 2012 by Early Education.

Characteristics of Effective Learning

	A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
Creating and Thinking Critically *thinking*	**Having their own ideas** • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things **Making links** • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect **Choosing ways to do things** • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked	• Use the language of thinking and learning: *think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do*. • Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out. • Encourage open-ended thinking by not settling on the first ideas: *What else* is possible? • Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea. • Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play. • Give children time to talk and think. • Value questions, talk, and many possible responses, without rushing toward answers too quickly. • Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. • Model the creative process, showing your thinking about some of the many possible ways forward. • Sustained shared thinking helps children to explore ideas and make links. Follow children's lead in conversation, and think about things together. • Encourage children to describe problems they encounter, and to suggest ways to solve the problem. • Show and talk about strategies – how to do things – including problem-solving, thinking and learning. • Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time. • Model the plan-do-review process yourself.	• In planning activities, ask yourself: *Is this an opportunity for children to find their own ways to represent and develop their own ideas?* Avoid children just reproducing someone else's ideas. • Build in opportunities for children to play with materials before using them in planned tasks. • Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships. • Recognisable and predictable routines help children to predict and make connections in their experiences. • Routines can be flexible, while still basically orderly. • Plan linked experiences that follow the ideas children are really thinking about. • Use mind-maps to represent thinking together. • Develop a learning community which focuses on **how** and not just what we are learning.

Note. Characteristics of Effective Learning Table, from Development Matters in the Early Years Foundation Stage, 2012. Crown Copyright 2012 by Early Education.

This report has shown that there is a mismatch between what are deemed skills that make students employable and are taught day to day, and what skills students should be learning to prepare for an uncertain future. Digital learning will need to form an integral part of the school's curricula to meet the demands of an increasingly technology dependent world. Employability skills also need to be explicitly taught to students to ensure that they grasp the value of developing a wide skill set, and are aware of their potential when it comes to the interview process.

> "60% of businesses agree that emotional intelligence (EQ) is an important trait for employees to have."
>
> - ROBERT HALF, 2018

Robert Half (2018) looks at the value now given to the emotional intelligence of candidates during the hiring process. Arguably, emotional intelligence is an area that digitalisation can not yet compete with, and will give candidates an edge on automation.

NEED FOR INNOVATION

Innovative approaches to teaching employability skills are needed to ensure that young people are able to keep up with a rapidly changing modern world. In its search for innovative approaches to employability skills, HundrED's research team and the Sayling Wen Cultural and Educational Foundation, found seven innovations that are working towards improving students prospects.

EMPLOYABILITY INTERVIEWS

To gain some perspective on promoting employability skills in schools, we asked four stakeholders in education to answer a series of questions on this theme to gain some real life insight. These interviews are featured in the following pages.

Digital learning will need to form an integral part of the school's curricula to meet the demands of an increasingly technology dependent world.

Yi-Hwa Liou / ASSOCIATE PROFESSOR

Yi-Hwa Liou, Ph.D. is an Associate Professor of the Department of Educational Management at the National Taipei University of Education. Prior to this position, Yi-Hwa worked as a project consultant at the University of California, San Diego, where she continues to oversee multiple national-funded projects. Her research interests primarily focus on organisational dynamics and learning, leadership and development, professional and networked learning communities, and the use of social network analysis and mixed methodologies. She has published her work in various peer-reviewed journals and has been leading multiple research projects in collaboration with international scholars from more than 10 countries (Belgium, Canada, Cyprus, Denmark, Germany, Israel, New Zealand, Norway, South Africa, Spain, Switzerland, The Netherlands, UK, and US) on systemic change across all levels of education. Aside from her work in educational settings, she also provides a variety of professional services to public and private sectors both in Taiwan and internationally. In particular, Yi-Hwa has been serving as a research investigator for Sayling Wen Cultural & Educational Foundation in supporting the Foundation with its projects that aim to ultimately enhance the career-readiness for young adults. She is committed to creating and co-constructing knowledge with school practitioners and research scholars that helps schools to develop educational systems that better support students and staff working in diverse settings in this interconnected and globalized world.

WHY DO YOU THINK EMPLOYABILITY SKILLS ARE IMPORTANT TO TEACH IN SCHOOL?

On a surface level, education with a focus on employability skills can help address the skill shortages across the economy and skills gaps between employees' possessed skills and the skills that their employer requires. At a deeper level, the ultimate aim of education is to equip young learners with the skills they need to become well-rounded, future-ready citizens. It is more important than ever that our education systems are committed to working toward the goal of developing future-ready education for all.

HOW DO YOU THINK THE TEACHING OF EMPLOYABILITY SKILLS DIFFERS BETWEEN YEAR GROUPS (E.G. PRIMARY TO SECONDARY)?

The key to differentiate curricula and instruction practice for employability skills between different age groups is the capacity for needs assessment for young learners. In other words, instructors should be knowledgeable about different developmental stage(s) of their learners and how to support their development and learning, determine the employability skills the learners need at their level, and assess the degree to which individual learners have demonstrated their skill development.

It is more important than ever that our education systems are committed to working toward the goal of developing future-ready education for all.

WHAT ARE YOUR DREAMS FOR THE TEACHING OF EMPLOYABILITY SKILLS IN SCHOOLS?

I envision networked education systems in which all stakeholders work together in partnerships and are committed to helping every learner develop as a whole person and reach their fullest potential, and co-create a shared future built on the well-being of individuals, communities and the world.

HOW DO YOU THINK WE SHOULD MAKE THESE DREAMS A REALITY?

There is no single 'best' method of teaching employability skills on a particular content, unit, or discipline, or for certain grade levels. One way to think about this is from an immersive learning perspective, which suggests that learners learn better if they are fully immersed in an environment that enables them to access learning experiences that are similar to the real world. In this sense, those involved in the teaching process need to consider embedding the employability skill sets in the curricula, even within specific units that directly focus on employability.

WHAT DID YOU THINK OF THE INNOVATIONS YOU REVIEWED? WHAT WAS SURPRISING OR INTERESTING?

In general, this year's innovations on the theme of employability are cohesive around the core of education but diverse in a sense that each of them reaches out to its target users and audience, thus making various scales of impact. They are also interrelated with one another, as most of them are developmental in nature, and as such their experiences are learnable, actionable, and transferable to other contexts or settings.

WHAT RECOMMENDATIONS WOULD YOU GIVE TO POTENTIAL IMPLEMENTERS WISHING TO ADOPT AND ADAPT AN INNOVATION THAT PROMOTES EMPLOYABILITY SKILLS FOR THEIR CONTEXT?

This is an organisational learning issue or consideration. The concept of innovation is context-specific in nature, meaning that what works in one context may or may not work in another setting. The concept is oftentimes related to change. However, change does not directly take effect or act on the central nervous system of education staff. It requires educators or even all stakeholders to notice the needs for change of their education systems, co-construct the meaning of change, and then realize an infrastructure that supports the change. A big implementation challenge is–how can education systems create that infrastructure that encourages educators to think in new ways about what it means to know, teach, and learn a particular subject, or topic such as employability? One of the fundamental approaches to this challenge is to create a climate of innovation and learning that facilitates the implementation of any change initiatives.

Yuqing Wu / STUDENT

Yuqing Wu is a freshman student at the University of Chicago. She studied in public school and an international school in China, and is passionate about innovative approaches to learning and education equity for rural schools. She has been a student representative on the evaluation panel for Holistic Education Awards in China. She volunteered as an online English teacher for a rural school in China, and set up online classrooms in four rural schools. She has helped organise several teenager leadership camps in China and Canada. She proposed a curriculum reform to her high school and that was adopted by the school board.

WHY DO YOU THINK EMPLOYABILITY SKILLS ARE IMPORTANT TO TEACH IN SCHOOL?

Employability skills are transferable skills that can be used after students leave school. They are essential for anyone who wants to live healthily in different working and living environment.

Schools can give students space and assistance in exploring different interests, and cultivating core skills in class and after class.

HOW DO YOU THINK THE TEACHING OF EMPLOYABILITY SKILLS DIFFERS BETWEEN YEAR GROUPS (E.G. PRIMARY TO SECONDARY)?

In younger year groups, cultivating interpersonal skills such as collaboration, communication, and problem-solving skills. Whereas in older year groups, students start to be exposed to more career-specific knowledge. I do not think there is an absolute distinction between year groups.

WHAT ARE YOUR DREAMS FOR THE TEACHING OF EMPLOYABILITY SKILLS IN SCHOOLS?

I hope the teaching of employability skills can be better incorporated in the school curriculum. Very often, the teaching of employability is separated from the major classes, or after-school. I hope employability skills can be part of the school curriculum and assessment.

HOW DO YOU THINK WE SHOULD MAKE THESE DREAMS A REALITY?

It is important for schools, students, parents and society to consider learning employability skills as important as learning cognitive skills. Schools can give students space and assistance in exploring different interests, and cultivating core skills in class and after class.

WHAT DID YOU THINK OF THE INNOVATIONS YOU REVIEWED? WHAT WAS SURPRISING OR INTERESTING?

There is a similarity across all projects that they all try to provide more holistic education to the traditional pedagogy in Asia. It is interesting to see many initiators of the projects are not from the education industry, and they try to bring knowledge from their previous background to give students more opportunities to explore different experiences. There are also teachers in school who decide to use a more innovative approach to teaching and aim to influence more teachers by sharing their project planning online, by organising events to empower more teachers.

I do not think there is an absolute distinction between year groups.

Anita Chen / DIRECTOR OF TECHNOLOGY

Anita is the Director of Technology at the International School of Helsinki. She specialises in integrating student-driven technology into interdisciplinary curriculums. As an Apple Distinguished Educator, Google Certified Innovator, Harvard Graduate School of Education Future of Learning Leader, she is a highly sought advocate and advisor for technology driven learning innovations and creativity.

WHY DO YOU THINK EMPLOYABILITY SKILLS ARE IMPORTANT TO TEACH IN SCHOOL?

We are preparing students for their future.
I believe the purpose of education is doing good to other people or environment. However, the short term goal or what so call the reality world is to apply their skills and understanding in the workforce. Employability skills are important as we do not know what future jobs look like. However, we could predict and identify those competencies and prepare our learners.

HOW DO YOU THINK THE TEACHING OF EMPLOYABILITY SKILLS DIFFERS BETWEEN YEAR GROUPS (E.G. PRIMARY TO SECONDARY)?

It needs to be age and developmentally appropriate. For example: more teacher directed, guided questions to help students to think and elaborate their ideas in the early years. More student centered, student driven and open questions to secondary students.

WHAT ARE YOUR DREAMS FOR THE TEACHING OF EMPLOYABILITY SKILLS IN SCHOOLS?

Thinking, Curiosity, Ethics, Beauty, Moral... etc many skills that already have been identified however, none of them are a "subject" on students' timetable. More time, space and focus on those skills would be my dream.

HOW DO YOU THINK WE SHOULD MAKE THESE DREAMS A REALITY?

Rethinking what schooling is about, what learning really matters, and make changes on school structure, timetable, space. and think carefully what impact it will make with those changes.

WHAT DID YOU THINK OF THE INNOVATIONS YOU REVIEWED? WHAT WAS SURPRISING OR INTERESTING?

I see many innovations happening outside school life/ time. Those time and space help to make up what is missing in the current education system.

WHAT RECOMMENDATIONS WOULD YOU GIVE TO POTENTIAL IMPLEMENTERS WISHING TO ADOPT AND ADAPT AN INNOVATION THAT PROMOTES EMPLOYABILITY SKILLS FOR THEIR CONTEXT?

Scalability and sustainability would be the key, this applies to any innovation and rollout. Actively document the journey and continue to reflect and reposition future direction.

Albert Liang / BEEP PRINCIPAL ARKIDTECT

Albert Liang is a Taiwanese who is based in Singapore as an Architectural Education Innovator. He is the founder of BEEP Lab, promoting Built Environment Education Programme for children and youth. He is passionate about how to empower children to creative thought the discovery of the build, natural and cultural environment by learning design and architecture. And adjunct Design Tutor at National University of Singapore, Architecture Department. He is happily married to his beloved wife Lau Soh Yong, who has been a core support of his education startup.

WHY DO YOU THINK EMPLOYABILITY SKILLS ARE IMPORTANT TO TEACH IN SCHOOL?

To me employability skills are timeless skill sets that will set our children and youth to be prepared not just for a workforce. In this VUCA and information driven world, work ethics, character development, and the ability to problem solve and to make critical judgement and decisions are important employability skills we can nurture our children to be.

HOW DO YOU THINK THE TEACHING OF EMPLOYABILITY SKILLS DIFFERS BETWEEN YEAR GROUPS (E.G. PRIMARY TO SECONDARY)?

At BEEP Lab, we work with children as young as pre school to lower secondary school. Every age group has different learning needs and priority. Due to cognitive development or other life experiences.

What I tend to focus on is what are some common traits and skills that we can nurture these young ones to consider:

1. Broad Thinking: The ability to consider things with a bird's eye view and able to organise what is important
2. Design Thinking: The ability to empathise and identify a problem and then find possible ways to look at solutions

To me employability skills are timeless skill sets that will set our children and youth to be prepared not just for a workforce.

3. Detail thinking: The ability to develop a worm eye view to look into the bolts and nuts.

Most importantly is to develop the attitude to want to learn, relearn and unlearn, and that is certainly a skill that a design, an architect have to possess to shape the built environment around us. It isn't the professional skills we are imparting, it's traits and characteristics and mindset we want to nurture.

WHAT ARE YOUR DREAMS FOR THE TEACHING OF EMPLOYABILITY SKILLS IN SCHOOLS?

BEEP Lab aims to establish our own School of Design & Environment for kids and youth. Our dream is that these kids they can learn from design and education professionals through mentorship and design facilitation. I believe in mentorship and facilitation to learning.

HOW DO YOU THINK WE SHOULD MAKE THESE DREAMS A REALITY?

For this, we need to get the buy-in from working professionals in the design, architecture and education to come together to share and co-create know how's and pedagogical approaches to be able to translate key literacies that are involved in how design and learning are communicated and articulated so that we can create a consistent methods to connect, communicate with our children. This we need both the public and private sector to form tripartite partnership to turn this dream into reality.

WHAT RECOMMENDATIONS WOULD YOU GIVE TO POTENTIAL IMPLEMENTERS WISHING TO ADOPT AND ADAPT AN INNOVATION THAT PROMOTES EMPLOYABILITY SKILLS FOR THEIR CONTEXT?

I think to be contextualised, we should first map out what are the learning needs and economic condition of the city and the people whom we are engaging. Find an innovation that is like a vehicle that is able to take you on missions and journeys where you are able to reach you mission. It could be literacy in language, design thinking, digital and technology or music.

Most importantly is what are the resources available to you, people with the heart and passion that are willing to journey with you, and not focusing on what they can get out of this venture, or what they can give.. but believing the transformation and formation of a human being's potential that is what matters.

Start with knowing who you are, what you care about people, who you can use your skill sets to meet other people's needs and be a blessing to others. When you are serving others and bring people to be successful and where they need to go? You will find yourself going where you need to go.

It isn't the professional skills we are im parting, it's traits and characteristics and mindset we want to nurture.

HundrED and FIT+HUG Criteria Definitions & Rubric

It is apparent that there is an increasing attempt to break down the skill areas related to employability, and that there is some consensus of what attributes and skills are deemed valuable. For example, Yan (2007) argues that employability is a set of comprehensive abilities related to occupations; including knowledge, skills, attitude, personality, mental endurance and social adaptability, and Xie (2005) states that employability contains basic abilities (e.g. communication, motivation and adaptability), professional abilities (e.g. academic performance and professional skills) and 'otherness' abilities (individuation, innovativeness and creativeness).

Assessing each innovation for this spotlight used a combined rubric from HundrED's three criteria and six factors from behavioural indicators under the acronym FIT+HUG developed by Sayling Wen Cultural and Educational Foundation. After exchanging ideas between HundrED and Sayling Wen Educational and Cultural Foundation Research Teams, the six indicators of FIT+HUG were recognised to evaluate employability on an individual level, and the three HundrED criteria (innovativeness, impact, and scalability) evaluated an innovation on an organisational level.

FIT+HUG

The Sayling Wen Cultural & Educational Foundation developed FIT+HUG after thorough research by a group of experts through survey and analysis. The three attributes of the model are: F [Friendly by nature], I [Innovative with diversity] and T [Technology aware]; the three skills are: H [Human-centric mindset], U [Uniting multiple domains] and G [Global view with local act]. These indicators integrated the results of new service talent research, service industry analysis, and talent value prospective enquiry and the in-depth experience of educational field work, Sayling Wen Cultural & Educational Foundation developed six indices for employability development. The definitions and behavioural indicators of FIT+HUG can be seen in a table in the following pages.

Part of the purposes of this FIT+HUG research project was to guide the development of training courses/programs for employability in the service industry, which has been running successfully for several years at many universities in Taiwan and now expanded to recruiting international students. While much of the previous literature focuses on the development and discussion of employability at a college level, we argue that K-12 education is even more important in nurturing the skills at an earlier stage of youth development.

The Sayling Wen Cultural & Educational Foundation developed FIT+HUG after thorough research by a group of experts through survey and analysis.

Chinese speaking researchers have been developing their understanding of what the key skills for employability may be, and research supports the importance of each element of FIT+HUG. For example, Chang, Yang, and Chiang (2008) found attitude towards work (F), team work (H), innovation skills (I) and oral communication skills (H) are especially important. Additionally, Ren (2005) proposed three levels that graduates need to be employable: the first level is basic working abilities such as IT skills (T), foreign language (G), capacities of organising (U), communicating and teamwork as well as professional ethics (H); the second level is professional skills, for instance, problem analysing and solving (U), learning ability and innovation capability (I); and the third level is job-hunting skills including the ability of collecting information, presentation skills and decision-making ability (U+G).

	Criteria	Definition	Behavioural Indicators
Attributes	**F**riendly by Nature	Friendly not only at work, but also exhibit sincerity and goodwill in all interaction with people, matters and things.	Enthusiastic at work and in life. Initiate care, customer oriented. Think positively Diligent in job responsibilities. Able to engage people, treat others with sincerity and build long-term and harmonious partnerships. Respectful and caring towards surrounding people, matters and things.
	Innovative with Diversity	Integrate different cultural influences and are accustomed to formulating solutions from multiple perspectives.	Respect cross-domain professions and multicultural values. Open minded and willing to initiate contact with and understand cross-domain industries Open minded and willing to initiate contact with, understand and experience a diversity of cultures. Accustomed to formulating measures from cross-domain perspective, ideas and issues. Demonstrate curiosity for various matters. Courage to confront difficulties and accept challenges. Has initiative, is enthusiastic and harmonious. Frequently seeks ways for innovative changes at work.
	Technology Aware	Willingness to accept technological trends and new knowledge and seeks to utilize them.	Keep abreast with trends and the development of new technology. Takes initiative to understand new knowledge and trends and the development of technology. Take initiative to explore how new technology knowledge can enhance work. Courage to confront the changes and impact of technology in work. Willing to learn to apply technological knowledge and skills in work. Thinks about how to use new technology in life.

Functional definitions and behavioural indicators of FIT+HUG

Tsan-der, C. (n.d.). New Service White Paper. Sayling Wen Educational and Cultural Foundation. Unpublished Whitepaper.

	Criteria	Definition	Behavioural Indicators
Capabilities	**H**uman-Centric Approach	Be empathic and take initiative to understand customers' needs, and design or provide customer-centric services in a timely manner as well as effectively solve problems and meet customer needs.	Provide assistance and meet needs in a sincere and empathetic manner. Enable the other party to feel fully respected during communication and dialogue. Perceptive of customer's values and expectations and provide appropriate solution options. Able to provide customized services and added value experience.
	Uniting multiple domains	Understand the cultural and professional values of different domains, lead teams from different disciplines to have discussions and dialogues and jointly create the best solution for achieving goals.	Understand the professional values of various domains and know one's own professional strengths and weaknesses and those of others. Able to listen to different opinions and communicate with others rationally and objectively during team discussion. Goal oriented and jointly discuss the best solutions with those from different professional domains. Able to give credit to the opinions of those from other domains and accommodate different cultural values. Effectively work in teams with different professional domains to accomplish task.
	Global view with local act	Appropriately using global knowledge and experience to design solutions that are suitable and capable of enhancing the value and quality of local industries.	Able to consistently observe as well as keep abreast of the industry's international knowledge and trend developments. Able to continue improving foreign language proficiency, and to quickly absorb global information. Able to utilize international seminars or exhibitions to enhance professional knowledge and development in the industry. Understand cross-national strengths and weaknesses and cultural differences relevant to the industry. Understand the local traditional cultural characteristics of the target market. Appropriately integrate the knowledge, experience and practices of foreign industry development into local industry and improve service quality. Understand and make good use of the strengths and value of one's own industry in the international arena to enhance international competitiveness.

Tsan-der, C. (n.d.). New Service White Paper. Sayling Wen Educational and Cultural Foundation. Unpublished Whitepaper.

Definitions of HundrED's three Criteria:

- **Innovativeness:** Valuable improvement within the context
- **Impact:** Evaluated as a valuable improvement within the innovation's context. All innovations must have at-least 1-year of being implemented with its intended users.
- **Scalability:** Either the innovation is actively scaling to other contexts or has a high potential to scale for others to adopt its practice/technology.

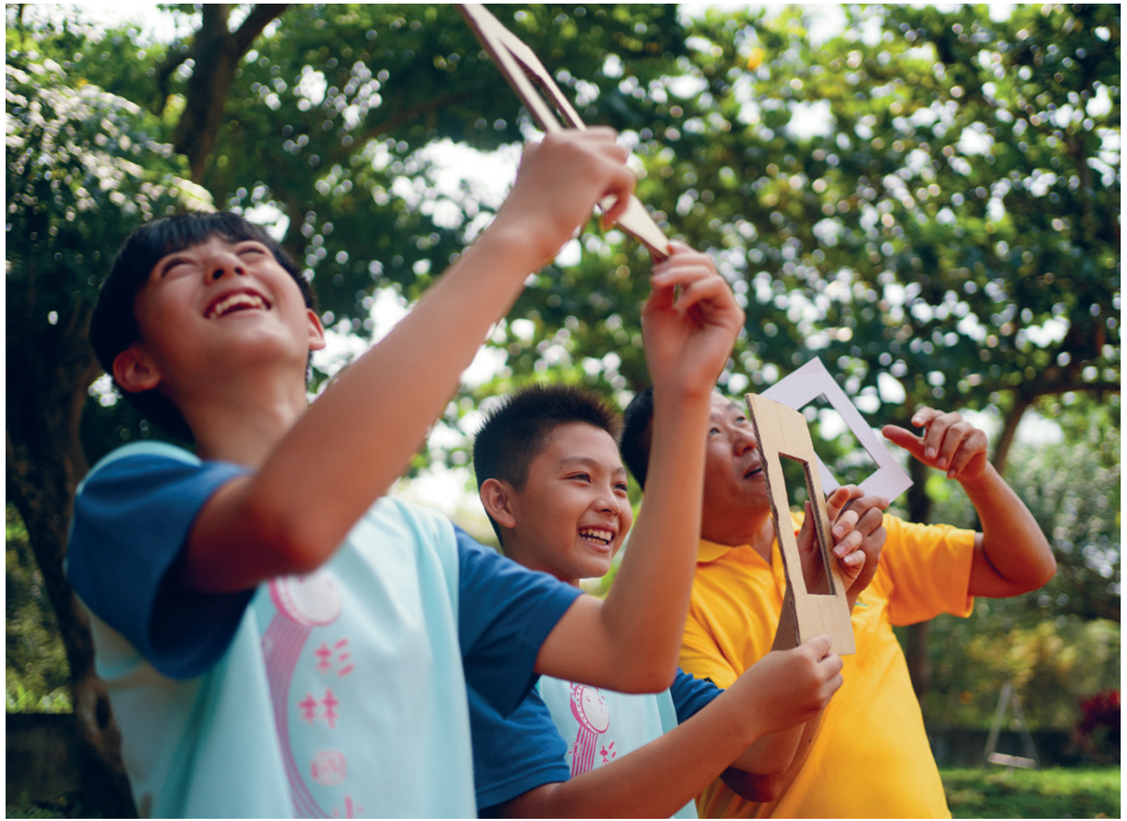
Using the rubric with a four-point rating scale that was developed in collaboration with both research teams, each innovation was assessed on its current situation and potential in the future by our expert advisory board. Additionally, each reviewer were asked to give comments for the rationale behind giving the selected rating. Thus, the rubric below was developed to include all these factors.

Step 1 – Current situation

		1	2	3	4
Assessment of individual qualities and competencies	**F I T**	Ineffective quality	Developing quality	Effective quality	Highly effective quality
	+				
	H U G	Ineffective competency	Developing competency	Effective competency	Highly effective competency
Assessment on an organisational level	**Innovativeness**	No difference from the norm	Slight difference from the norm	Moderate differences from the norm	Significant difference from the norm
	Impact	No Improvement	Slight positive improvement from norm	Moderate positive improvement from the norm	Significant positive improvement from the norm
	Scalability	Not implemented with real users yet	Implemented with the innovator only	Moderate spread of innovation independent of the innovator to a narrow range of context	Significant spread of innovation independent of the innovator to a mild range of context

Step 2 – Potential

		1	2	3	4
Assessment of individual qualities and competencies	**F I T**	Little or no potential growth	Slight potential growth	Moderate potential growth	Major potential growth
	+				
	H U G	Little or no potential growth	Slight potential growth	Moderate potential growth	Major potential growth
Assessment on an organisational level	**Innovativeness**	No potential difference from the norm	Slight potential difference from the norm	Moderate potential difference from the norm	Significant potential difference from the norm
	Impact	No potential improvement	Slight potential positive improvement from norm	Moderate potential positive improvement from the norm	Significant potential positive improvement from the norm
	Scalability	Not Implemented with real users yet	Implemented with the innovator only	Moderate potential spread of innovation independent of the innovator to a narrow range of context	Significant potential spread of innovation independent of the innovator to a mild range of context



Additionally, each reviewer was also asked to give a summative evaluation of "yes", "no", or "maybe" as to whether they would recommend the innovation to be included in theis spotlight based on this rubric. All reviews were evaluated by HundrED and SWF's research teams to inform the final selected innovations for this spotlight over a series of meetings.

METHODOLOGY FOR SELECTING INNOVATIONS

We used the following definition of innovation in education:

Innovation in education can be defined as meaningful improvements in a new or modified practice and/or technology that supports any part of the educational ecosystem (for example: skills, teachers, assessment, environment and/or systems, and leadership).

Our innovation selection process can be distilled into three distinct stages:

Stage 1	Stage 2	Stage 3
involves discovering leading innovations with our global community of over 350+ ambassadors and 80+ youth ambassadors	is where we review each innovation based on the rubric we developed	a shortlist of innovations that are worthy of being selected are reviewed by an elected advisory board, made of over 30 experts in education and young people including academics, education consultants, school leaders, teachers, students, and innovators from around the world.

We believe that the diversity of experienced perspectives from a wide range of contexts is fundamentally important to our selection process. With help from our highly experienced advisory board, we can be more certain if an innovation is both highly impactful and scalable to other contexts. All advisory board members were required to be fluent in both Chinese and English.

The selection of the Advisory Board involved ensuring they support HundrED's mission to help every child flourish in life and a careful balance for a range of experienced stakeholders in education. In addition, they must have had some experience or expertise on the topic of Employability.

All Advisory Board Member responses were considered to identify strengths and weaknesses from multiple perspectives about each innovation. These evaluations were discussed with the Research Team to make the final selections.

Innovations

Submitted innovations

Throughout our innovation search, we found 75 innovations submitted for this Employability Spotlight. The majority had been established in the last 10 years. In general, they covered: entrepreneurship education, project based learning, design thinking, interdisciplinary learning, architecture education, teacher professional development and more. The spotlighted innovations were selected to cover a range of approaches to promoting employability skills in school aged children.

Selected innovations

Of the selected innovations, they've:

- been established from 2008 to 2018
- spread to 1 to 8 countries
- a range from 60 to 10000 total users.

BEEP LAB – DESIGN MENTORING TO SPARK CREATIVITY & INNOVATION FOR KIDS 快樂追築

SINGAPORE, 51 MIDDLE ROAD

Experiencing our Built and Natural Environment through the lens of Architecture

CITY WANDERER- WANDERING CHALLENGE

TAIWAN

How can we inspire young people to step out of comfort zone, discover their passion & purpose and create meaningful impact in the society?

CO-PUBLISHING PROJECT : INSPIRE TAIWAN CHILDREN FROM REMOTE SCHOOLS LEARNING MOTIVATION

SHANLIN DISTRICT, TAIWAN

This project collected the pictures from children and the formula from teachers to Co-Publishing the "Photography formula" books.

DRONE-BASED INTERDISCIPLINARY LEARNING & ENTREPRENEURSHIP EDUCATION

HONG KONG

A Pedagogical Model connecting Drone Technology to STEAM Learning for Secondary Grades 9–10.

FUNMEIKER-ARKIDECTURE EDUCATION TO EMPOWER CHILDREN TO NURTURE THE SENSE OF AESTHETICS

YILAN, TAIWAN

FunMeiker's educational approach is inspired by Architecture education for children. We aim to develop learning methodologies and approaches that is contextualised for Taiwan and the asia region, so as to promote interdisciplinary learning and nurture the sense of aesthetics.

MTA WORLD (MONDRAGON TEAM ACADEMY)

SHANGHAI

MTA is an international community made up of +1500 entrepreneurs in teams, with +80 team companies created and 13 MTA labs worldwide.

TEACH FOR TAIWAN

TAIWAN

Teach For Taiwan creates a movement of lifelong leaders working from within various sectors to eliminate educational inequity in Taiwan.

Experiencing our Built and Natural Environment
through the lens of Architecture

BEEP Lab – Design mentoring to spark creativity & Innovation for kids 快樂追築

Singapore, 51 Middle Road

BEEP Lab is an education & training consultancy founded in Taiwan since 2015 and is now based in Singapore as a registered social enterprise. We aim to enrich and engage the minds of children, teenagers and educators through lens of architecture. Using design thinking to nurture one's mastery in creativity, confidence, and collaboration so as to prepare them to be responsible users and designers.

BEEP Lab= **B**uilt **E**nvironment **E**xperiential **P**rogramme.

BEEP Curriculum uses **[AR.C.HI.TEC.TURE]** as a Catalyst to promote interdisciplinary learning to enrich K-12 education to be a more scenario and inquiry oriented learning approach.

[**AR**t X **C**ommunity X **HI**story X **TEC**hnology X na**TURE**] Framework

BEEP Lab aims to redefine how an architectural practitioner can apply the multidisciplinary approach to merge Education, Design, Social work & Creativity. We collaborate with Singapore based architecture firms and developers to work with student care centres and schools. Together, we are able to initiate multiple platforms and reach 1500 elementary school students.

BEEP Lab KidsBuild X Archifest

WHAT ARE THE LEARNING GOALS OF THE INNOVATION?

Architecture is a multidisciplinary discipline that allows children and youth to experience learning with diverse point of views. This allows the learner is to holistically develop their sensitivity and awareness to the built, natural and cultural environment around us.

OUR APPROACH TO LEARNING

The best way to learn is to teach, and indeed, quoting from Confucius, "I listen and I forget. I see and I understand. I do and I remember." Architecture offers a diverse approach to enable learning to be relevant to their lives and experiential by stimulating a diverse way to learn, some are Auditory, Visual, Reading/Writing or Kinesthetics.

WHAT IMPACT IS THE INNOVATION EXPECTED TO HAVE?

In this VUCA world, a "one-answer-fits-all" approach no longer applies. Thus, BEEP lab believes in empowering our future generations with the skills and abilities to create an environment of openness that values discovery, diverse perspectives, and experimentation. *BEEP lab hopes that through this approach, our future generations will be better positioned for the future of work, live and play.*

WHAT ARE OUR GOALS AND VISION FOR THE FUTURE?

BEEP Lab is now in a transitional phase where we have developed a core team of design facilitators over the last 3 years since 2016 we have worked with students from various tertiary design institutions such as National University of Singapore (NUS) and Nanyang Academy of Fine Art (NAFA). And we have also trained over 100 design facilitators who are able to work alongside us to engage in large scale festivals, events and camps.

Moving forward as we are growing to our 6th year milestone, BEEP Lab is poised to grow our own full time Architectural Education Team to anchor our own BEEP curriculums, BEEP Toolkits, BEEP studio and BEEP training frameworks to impact and grow our design facilitator team base and capability as an **education and training portal**.

We aim to attract 20 Design mentors from the interdisciplinary field to guide and provide positive role models to our BEEP Kids and youth. We wish to empower 100 design facilitators and 500 professional educators over the next 3 years **to impact 10000 children and youth** age between 5–14 years old.

So that by 2022 we will have a **self sustaining community of design facilitators and mentors** who possess the BEEP Lab values and vision to engage, enrich and empower children with design thinking skills that are able to map traditional subjects to real life situations so that they can develop their interest in learning.

ArKIDtect for a Day

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5–17	2015	2
AGE GROUP	ESTABLISHED	COUNTRIES

How can we inspire young people to step out of comfort zone, discover their passion & purpose and create meaningful impact in the society?

City Wanderer–Wandering Challenge

Taiwan

City Wanderer strives to inspire youth to discover, pursue their purpose through innovative education program, to find their passion and self-worth through persistent actions. Youth sign up in a team of 3, and over 3 weeks complete 30 missions to begin a journey of self-exploration and creating change. So far we have inspired 10,000 youth in 17 cities to complete over 35,000 missions!

> "No one can do everything, but everyone can do something to change the world!"
>
> - 張希慈 ANNY CHANG, CO-FOUNDER AND CEO OF INTERNATIONAL CITY WANDERER EDUCATION ASSOCIATION

WHAT WE DO?

City Wanderer enhances the self-understanding and the social participation of youth through the innovative education service, helping them to be more courageous in exploring their passion and attempting to create change so they could have different possibilities in the future. After interacting with groups from other cultural background, these youth can also increase their empathy, gratitude, interpersonal skills, action-taking skills and other global citizenship components. We aspire to inspire youth to discover and pursue their purpose through gamified guidance.

The idea of Wandering Challenge was born in 2013, with the purpose of urging students to step out of school, make the city their classroom and create meaningful learning and growth through challenging themselves and their comfort zone. The Challenge designs for 3 students to form a team, challenge themselves to complete 30 missions within 3 weeks. These missions encourage students to bravely make personal breakthroughs, meet and listen to people from diverse social levels and minority groups, and attempt to create changes using innovative methods.

Through Wandering Challenge, young people develop a sense of purpose and responsibility for the world, and as a result they try to make the world a better place as they pursue their passion.

4 Dimensions that we are seeking our participants to cultivate through finishing different missions in Wandering challenge

1. Self-Awareness: Self-understanding, self-approval, and the ability to listen to oneself
2. Adventure & Challenge: Courage to make personal breakthroughs, perseverance, and the ability to problem-solve.
3. Connection Rebuilding: Communication and interperonsal relationship development
4. Social Participation: Global citizenship, empathy, and social responsibility.

WHY WE DO IT?

City Wanderer was formed by six students in 2013, at a course of National Taiwan University called "Introduction of Organisation Operation". The team found out that the education system of Taiwan doesn't focus on encouraging teenagers to get involved in social participations and explore or determine their own future under the testing-oriented culture. This leads to a phenomenon where most college graduates could not get into suitable fields or work in a field that they are passionate about, and many focus so much on self-achievement that they ignore the needs of different groups in the society.

So, they started thinking: "What if there are more young people willing to brainstorm and think about ways to make the world a better place? Moreover, if they could find their purpose and self-worth throughout the process, wouldn't that make these youth more confident and resilient in facing the ever-changing world today? Wouldn't that also build a society with more empathy and tolerance for diverse career pathways and various life choices?" The team also figured that most of students often stayed in their comfort zone, so they make it as the objective, combining the mission challenging idea from one of the Taiwanese TV show "Fun Taiwan" in designing the global first "City Wanderer Wandering Challenge"(CWC). The CWC is structured as 30 different missions, with the theme: "stepping out of the comfort zone", completed by 3 people in a group, and participants share their reflections during the closing ceremony.

CITY WANDERER'S MISSION

Inspire youth to discover and pursue their purpose. Guide our youth to step into the city as their classroom, find their passion and self-worth through persistent actions. As they change themselves, they can change the world and make it a better place.

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16–18	2013	8
AGE GROUP	ESTABLISHED	COUNTRIES

This project collected the pictures from children and the formula from teachers to Co-Publishing the "Photography formula" books.

Co-Publishing Project : Inspire Taiwan children from remote schools learning motivation

Shanlin District, Taiwan

Visual is the worldwide language.This project has already published two kind of Visual composition books which total amount are 6,000 copies. We combined smart phones, internet and social media. Children could take pictures by "Photography formula"and discussed with teachers by "Facebook" or" Line" group without distance. This two books transferred different culture of families to Chinese World.

> "This project created simple 'Photography formula' which based on 'Gestalt psychology' combined with smart phones, social media to arouse remote children learning motivation, and overcame real market."
>
> - CHANG TIEN-HSIUNG, CEO OF WU-MAI EDUCATION FOUNDATION

In Taiwan, remote school children & the second generation of new residents were treated as economically disadvantaged groups, they were used to accept donation from the masses by stereotype of compassion and mercy.

Proposer of this project spent 10 years in remote school education, interacted with children to create 15 "Photography formula" for the first book and 6 "Picture story formula" for the second book. These two books have 6,000 copies and e-books.

Co-publishing project created three-layer innovation.

The first one is to arouse children's learning motivation. Combined with smart phones, social media and "Photography formula", we share to the children through the observation of their daily life environment and always being patience for waiting good timing to take the pictures.

The second is to transfer new residents families culture to Chinese World and fuse two generation of new residents, children could understand their mom's hard work and respect different countries culture. Because the book of "Picture story formula" was created by the second generation of new residents which recorded the new residents' mothers who came from different countries (China, Vietnam, Cambodia...). Children could understand their mom's hard work and feel grateful to their family. Though these two books, we want to deliver to people not only about the Photography skill, but also discover and share the different cultures of families in Taiwan to Chinese World.

The third-layer innovation is to build up the self-recognition and multiple intelligence for the remote school children& the second generation of new residents. To evidence that they can create their own future and overcome challenges by real market. NT$10,000 school funding has been created from this project for the poor children of remote school.

The children donated 100 copies of these 2 published books to Kaohsiung Library, thus their successful stories can be shared to the 2,770,000 KAO citizen, and from that moment the children started their new chapter to become donors with contribution to society.

The core aim of the Co-publishing project is to deploy a framework which can be duplicated by any kinds of art and life skills. Children may face different kinds of challenges by real market, but they can take responsibility by themselves.

That`s what education should do!

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7–18	2010	1
AGE GROUP	ESTABLISHED	COUNTRY

A Pedagogical Model connecting Drone Technology to STEAM Learning for Secondary Grades 9–10

Drone-based Interdisciplinary Learning & Entrepreneurship Education

Hong Kong

A Finnish curriculum framework was adopted to cultivate students' transversal competences under the theme of drone technology in Hong Kong. Students applied what they learnt to design a drone-assisted water sampling system which would offer an effective means of water quality and pollution sources monitoring at a low cost.

> "The Finnish curriculum model exhibits a set of competences that young people need to develop in the information age. It provides an excellent framework for the STEAM education in Hong Kong context."
>
> - RICHARD CHUNG-YIU YEUNG, SCIENCE TEACHER, CARMEL HOLY WORD SECONDARY SCHOOL, HONG KONG

WHAT WE DO?

https://sites.google.com/chw.edu.hk/drone-project-2018

The cross-curricular drone-based STEAM programme was implemented in two phases, namely the knowledge developing phase and the engineering problem-solving phase.

Knowledge Developing Phase

- The first phase was a 36-hour interdisciplinary course which allowed students to acquire experience in drone manipulation (quadcopters), coding polygon flight, video production, zone area measurement, micro:bit coding, simple machine design and entrepreneur proposal presentation.
- Many interesting and creative entrepreneur ideas, such as "drug delivery", "glass curtain wall cleaning", "bridge inspection" and "tree care & conservation", were proposed.
- Alumni were invited to share workplace experience in various fields in which drone technology has been increasingly important, including building survey, environmental science and marketing.

Engineering Problem-solving Phase

- Thanks to the appreciable reliability of drone technology, the unmanned aerial vehicles (UAV) have played an active role in environmental research and marine conservation.
- Surface water sampling and water analysis, in particular, came to our attention because drone-assisted water sampling could be an effective way to monitor water quality and pollution sources at a low cost.
- Making a drone-assisted surface water sampling device followed by water analysis was decided on as an exciting STEAM task for students in the second phase (12-hour) of the programme.

WHY WE DO IT?

1. STEAM education, which is considered to be one of the most effective strategies to develop students' 21st Century Skills, has become an international topic of discussion over the past few years.
2. This pilot scheme aims to build up an interdisciplinary framework of drone-based learning (which has been recently called "dronagogy") for secondary grades 9–10.
3. Interdisciplinary learning (also known as phenomenon-based learning) has been promoted in Finland since its Education Reform at 2016. The new curriculum model proposed exhibits a set of skills and values (transversal competences) that young people need to develop in order to succeed in the information age and hence has provided an excellent outline for the development of our STEAM drone-based project.
4. As STEAM education is still new to most teachers in Hong Kong, this trial project proposes a framework for interdisciplinary learning that is hoped will be useful to educators interested in the area of STEAM learning strategy development.

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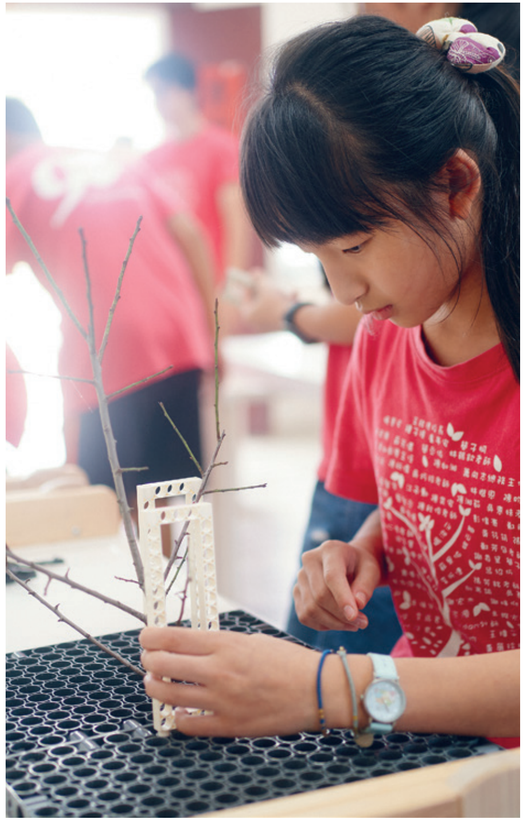
14–17	2018	3
AGE GROUP	ESTABLISHED	COUNTRIES



[Triple Six-Mission based]
Learning approach :

FunMeiker-ArKI-Decture Education to empower children to nurture the sense of aesthetics

Yilan, Taiwan

FunMeiker's educational approach is inspired by Architecture education for children. We aim to develop learning methodologies and approaches that is contextualised for Taiwan and the asia region, so as to promote interdisciplinary learning and nurture the sense of aesthetics. Our programs aims to facilitate children to develop the mind-set of problem solving, life-long learning and adaptability.

"We journey with children to discover the beauty of our world and to nurture them with relevant life skills and is to build their confidence, competency and positive attitude to life long learning."

- FUNMEIKER, TAIWAN

THE SPARK

Four years ago in 2015, my eldest daughter, age 6, was interested in the architectural model that I was building for a residential development project. She was curious and excited to find out about the design model I was working on. In the eyes of my daughter, the work I viewed as daunting was viewed as a fun and a pure joy.

Soon after, our fourth child was born. The responsibility and pressure of being parents also brought us to face the fact of the 12-year basic education (K-12) for all our children.

In May 2017, we were fortunate to meet partners such as BEEP Lab (Singapore) with the same conviction. We were also very grateful to the owner of the old farm house adjacent to Wanfu elementary school. With the studio space they have kindly provided us with, we started our own educational organisation known as "FunMeiker" (inspired by Fun X Maker) with the partners in Wanfu elementary school.

CORE BELIEF

Over the last 2 years as FunMeiker experiments with diverse ways to develop lesson plans and workshops, we are constantly focused on aligning them with the existing educational framework. With this goal in mind, we employ the concept of gamification to incorporate core learning goals that teachers are required to impart to their learners, and we work through a collaborative teaching mode to create content, connection and communications that is able to benefit the teachers through design forums and dialogue discussions to foster sharing of educational resources.

As part of Taiwan's major educational reform to the K-12 education framework for all public schools, three key directives have been established:

1. Adaptability for future
2. Problem solving ability
3. Lifelong Learning

Playing is learning is FunMeiker's core value that aims to inspire children to develop the curiosity and sense of discovery as they learn through playing with mission centric activities that is able to draw out their sense of adventure to discover.

FunMeiker's root word is when Fun meets Maker, which represent the spirit of making and creating things ourselves and in the process of learning we nurture the appreciation for aesthetics, competency and character.

In order for us to live out our core values, we established the following framework that enables us to stay true to our cause. Also Known As " Triple 6 Mission-Based" Learning process.

6 Core Curriculum: Fun-Diet, Eco-Fashion, ArKIDecture, Mobility, Nurture, FunErgy

6 Core Competencies: Observation, Design Thinking, Dexterity, Collaboration, Spatial Awareness, Environmental Stewardship

6 Phases of approach to design: Define problem, Data collection, Brainstorming, Ideate Solution, Prototype design, Show & Tell

Through the mission based approach we want to train our children to be able to think independently, learning how to learn and develop their own approach to collaborate to solve problems.

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6–12	2017	1
AGE GROUP	ESTABLISHED	COUNTRY

MTA is an international community made up of +1500 entrepreneurs in teams, with +80 team companies created and 13 MTA labs worldwide

MTA WORLD (Mondragon Team Academy)

Shanghai

MTA is an international community of changemaker entrepreneurs by implementing an educational model adapted to the new way society is organised that encourages teampreneurship through experimentation. The learning model focuses on a Learning by Creating methodology, in which the students are not taught about entrepreneurship, but are given the tools and opportunities to set up their own ventures.

"'If you want to see the future of education come to Team Academy' Peter Senge (MIT, Massachusetts Institute of Technology)."

- CO-FOUNDER

WHAT WE DO?

MTA is an international community of teampreneurs and young leading changemakers through the definition and implementation of a new vision of education. The cornerstone of this pioneer movement is teamlearning, where students become MTA teampreneurs & commit to create a team learning company throughout the academic year, and take responsibility for their participation, complementing other members' abilities and personal skills.

Currently, MTA is a living international community made up of +1500 entrepreneurs in teams, with +80 team companies created and 13 MTA labs operating in 3 continents: Europe (Irun, Oñate, Madrid, Bilbao, Valencia, Barcelona, Netherlands), Asia (Shanghai, Seoul, Pune...) and America (Queretaro). MTA World is successfully expanding in both local and international spheres and is turning into a model for entrepreneurship and teamwork all around the world through its 5 first programmes:

- LEINN: First European Official Bachelor Degree on "Entrepreneurial Leadership and Innovation" created in 2009.
- LEINN INTERNATIONAL: First Nomad & International European Official Bachelor Degree on "Entrepreneurial Leadership and Innovation" created in 2016.
- MINN: First European International Master on Intrapreneurship and Open Innovation
- TEAMINN: A internal rain of trainers program to vertificate MTA & Tiimiakatemia Team Coaches.
- MTA Change Maker Lab: A multidisciplinary multi-faculty 6 months program on teampreneurship and team learning by creating.

At Mondragon Team Academy 50% of graduates take on entrepreneurial activities, compared to 1–2% of alumni from traditional studies, while 97% of students manage to find a job, at a time when the youth unemployment rate in Europe is more than 20%, reaching 50% in countries such as Spain or Greece.

The learning model focuses on a Learning by Doing methodology, in which the students are not taught about entrepreneurship, but are given the tools and opportunities to set up their own ventures.

WHY WE DO IT?

The current educational model, where skills such as creativity, teamwork or empathy are ignored, is incompatible with entrepreneurial education. There are existing initiatives aimed at boosting entrepreneurial activity, which either take place outside of the educational system, or are justified under economic or business studies. However, none of them are reformulating the learning process as such and in most cases these attempts focus too much on an individual entrepreneurship model, promoting self-employment or individual ventures.

This is enhanced by a persistent "localist" attitude in a world that is increasingly globalized. Many individuals do not have the opportunity or the resources to interact with other cultures and discover different realities, while those who do, are not always given the tools to interpret these realities or apply them to their own actions and decision-making. The lack of a glocal approach to learning and entrepreneurial activity is one of the many barriers to a changemaker society today.

We make ours what Sir Ken Robinson said to The Guardian media group already 9 years ago; "All youngsters start their school careers with sparkling imaginations, fertile minds, and a willingness to take risks with what they think. Most students never get to explore the full range of their abilities and interests ... Education is the system that is supposed to develop our natural abilities and enable us to make our way in the world. Our approaches on education are stifling some of the most important capacities that young people now need to make their way in the increasingly demanding world of the 21st century – the powers of creative thinking" he says.

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18	2008	5
AGE GROUP	ESTABLISHED	COUNTRIES

Teach For Taiwan creates a movement of lifelong leaders working from within various sectors to eliminate educational inequity in Taiwan.

Teach For Taiwan

Taiwan

TFT goes beyond conventional measures and offers a sustainable, systemic solution to educational inequity. We recruit high-potential, mission-driven individuals to commit to a full-time teaching fellowship in educationally disadvantaged primary schools for two years. After the 2-year fellowship, TFT supports alumni to continue to drive collective long-term change for educational equity.

> "TFT believes that each child should have equal rights and opportunity to realize his or her full potential, and that education should not be compromised by solvable problems."
>
> - THE TEACH FOR TAIWAN TEAM

Teach For Taiwan was established in 2013 as a non-profit organisation dedicated to solving educational inequity and aims to create equal educational opportunities for every child. Our vision is that one day, all children in Taiwan, regardless of their background, will have access to an excellent education. This path may not be easy, but TFT believes that as we continue to work towards this vision, gather more like-minded partners, and connect various sectors in society, structural changes for educational equity will be possible.

WHY TEACH FOR TAIWAN

Taiwanese students' educational opportunities and participation remain closely associated with their socioeconomic status. The education crisis in Taiwan is a gap in opportunity and achievement between students from high and low socioeconomic backgrounds. According to OECD, this gap is one of the widest in the world.

A child's socioeconomic background predetermines their life options. Research shows that students who grow up in Taipei, the capital city of Taiwan, are 3.32 times more likely to enroll in college than those in high-need areas. With a total of 814 high-need primary schools in 2015, making up a third of all primary schools in Taiwan, Taiwan's access to educational opportunity is an urgent issue to address. One of the biggest issues disadvantaged schools face is the high teacher turnover rates, adversely affecting teaching quality. Hence, investing in committed teachers in high-need areas is the key to closing the gap in education quality and opportunities.

TFT FELLOWSHIP PROGRAM

The two-year TFT fellowship program recruits, trains, and supports talented graduates and professionals to teach in high-need primary schools, and prepares them to be lifelong leaders dedicated to educational equity for the country. Fellows receive over 500 hours of training throughout the two-year journey. They are equipped with the knowledge, skills, and mindsets necessary to lead and inspire students in academic and personal growth. In the long run, TFT alumni will continue to work towards solving Taiwan's educational crisis from various sectors.

WHAT MAKES US UNIQUE

99% of Taiwanese children, regardless of background, spend over one-third of their day at primary school. Numerous research has shown that school grants and material resources are utterly insufficient to improving students' learning outcomes and providing them better opportunities in life. Whereas, quality and motivated teachers are the most powerful resources in closing the achievement gap. TFT transforms the education system from within.

TFT's innovative solution represents not only an immediate solution to the lack of quality teachers in disadvantaged schools, but also a long-term investment in the country's brightest future leaders who will take on the challenging charge of driving change in the educational field. Most importantly, we are able to do all this with a strong foundation of trust and goodwill with the players in the existing system. While our model drew upon the inspiration of the Teach for All Global Network, we have actively engaged with existing teachers, policy-makers and scholars in localizing and launching the program, allowing us to scale our impact even beyond the organisation.

OUR PROGRESS

TFT sent out our first year of 9 TFT fellows to 8 schools in Taitung and Tainan, becoming the starting point for change. Today, TFT has accumulated 121 fellows, 56 alumni, 49 partnering schools, and affects over 3600 students. Our impact spreads over 5 counties and 41 towns. Our alumni are scattered in the education sector, whether it is pursuing teaching in disadvantaged public schools, working in community organisations or educational non-profit organisations, or studying education degree graduate programs. Additionally, partly in response to the TFT movement, the Ministry of Education in Taiwan revised the draft amendment of the Teacher Education Act in 2016. TFT's two-year fellowship program has become an officially recognized internship pathway for national student teachers starting in the academic school year in 2018.

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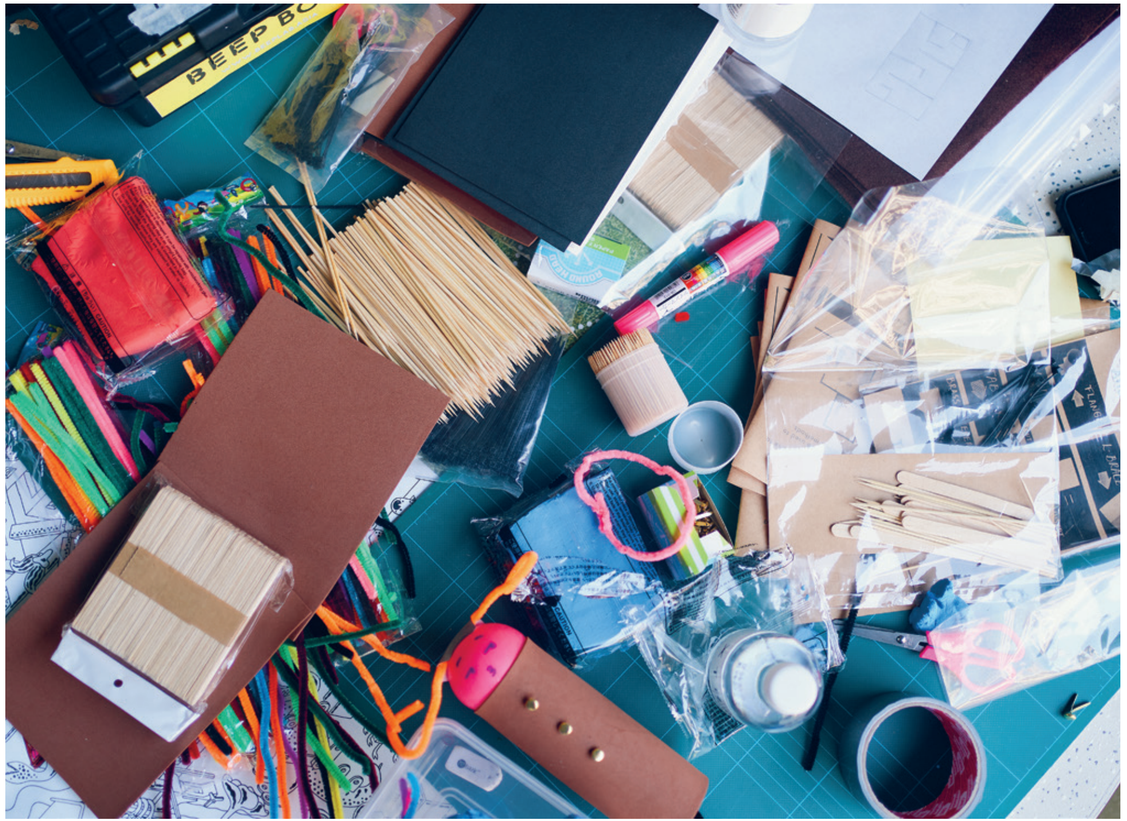
6–12	2013	1
AGE GROUP	ESTABLISHED	COUNTRY

Concluding Remarks

This spotlight showcases innovations that promotes the attributes and capabilities of FIT+HUG, and are impactful and have the high potential to spread to other contexts. We congratulate each of the selected innovators for the hard work that they are doing to promote 21st century employability attributes and capabilities for students in school. However, collaboration at all levels, including governments and institutions, is essential to bring about effective and widespread change in education. Let's help the education of employability attributes and skills for young people in school to become much more relevant and effective.

> Collaboration at all levels is essential to bring about effective and widespread change in education.



HUNDRED.ORG

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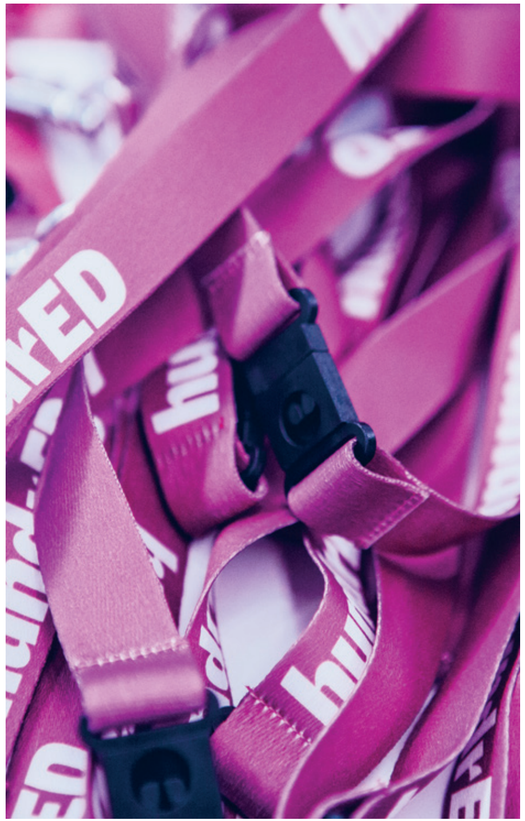

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