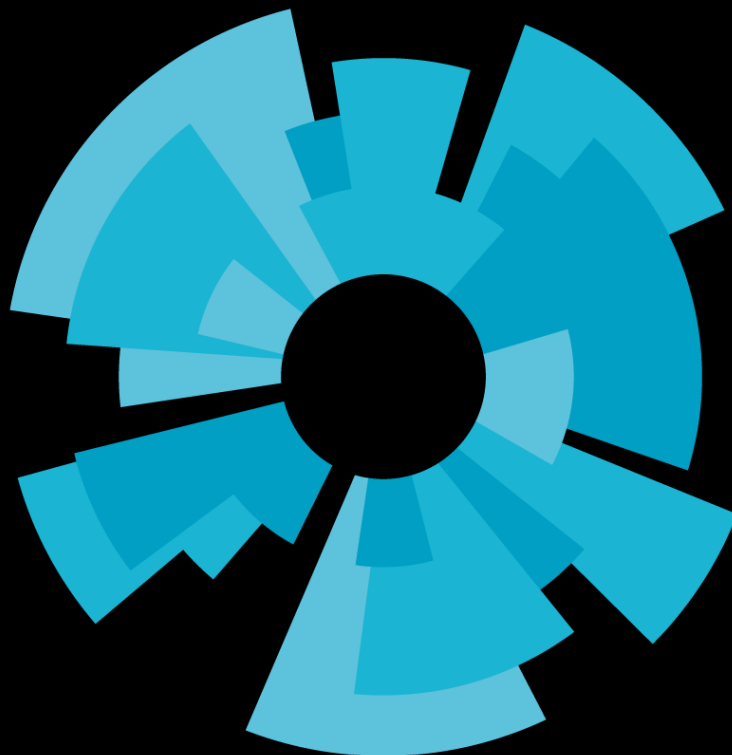




IÐNÞING 2011

GUÐRÚN HÖGNADÓTTIR, FRAMKVÆMDASTJÓRI

OPNI HÁSKÓLINN Í HR | 10. MARS, 2011



MENNTUN, MENNING OG MÁTTUR TIL NÝSKÖPUNAR



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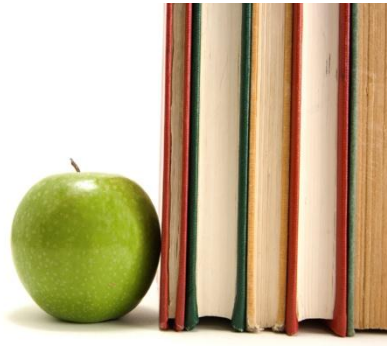


SAMNEFNARAR ÁRANGURS?



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...Menntun hvers manns verður að metast eftir því hve hæfur hann er til að lifa og starfa í mannlegu félagi, lifa og starfa þannig að líf hans verði með hverjum degi meira virði fyrir sjálfan hann og aðra..

...Enginn getur orðið að manni nema í samfélagi annarra manna.

Guðmundur Finnbogason, 1903

HVATI SAMFÉLAGSLEGRAR VELFERÐAR OG VAXTAR

“In the closing decades of the 20th century, entrepreneurship gained increased recognition among economists as a **significant driver of improvements in societal welfare**. Across the globe, governments have acknowledged the importance of their roles in motivating individuals, businesses and related stakeholders to perceive and develop new opportunities that can promote **positive change** and create economic growth in their societies“

Blenker, Dreisler and Kjeldsen, 2008



JARÐVEGUR NÝSKÖPUNAR OG FRAMFARA

Global Entrepreneurship Monitor

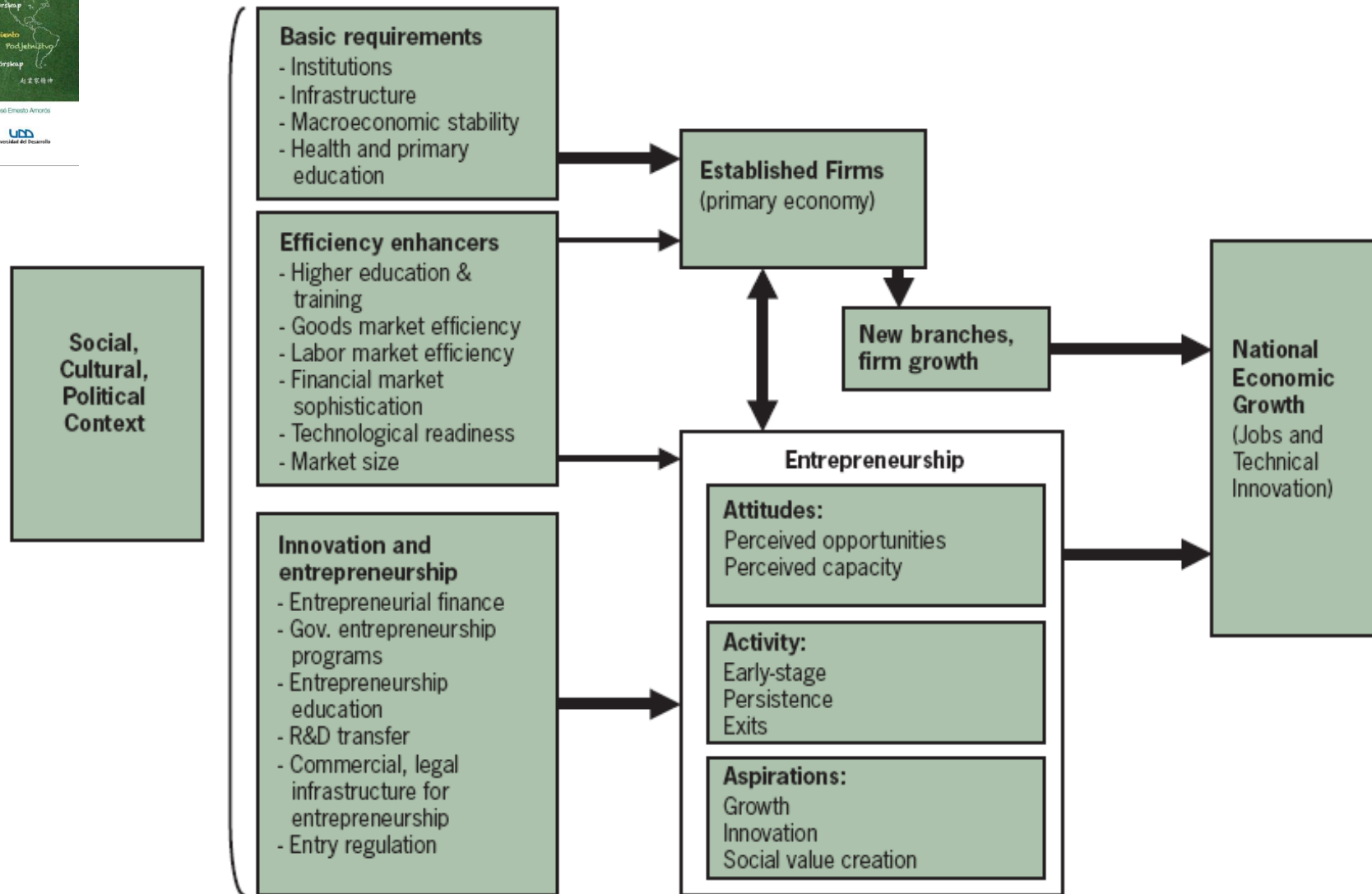
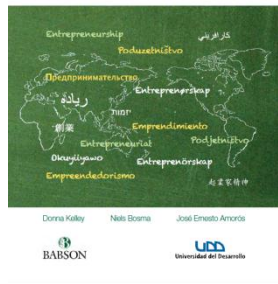


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“... economists have begun to argue that in today’s economy, knowledge is an intrinsic part of the economic system—a third factor, added to the traditional two of labor and capital.” (Florida, 2002; Romer, 1990)

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Figure 1 — The Revised GEM Model



VIRÐI MENNTUNAR Á SVIÐI NÝSKÖPUNAR

Global education initiative World Economic Forum

“...while education is one of the most important foundations for economic development, entrepreneurship is a major driver of innovation and economic growth. Entrepreneurship education plays an essential role in shaping attitudes, skills and culture—from the primary level up. ...We believe entrepreneurial skills, attitudes and behaviors can be learned, and that exposure to entrepreneurship education throughout an individual’s lifelong learning path, starting from youth and continuing through adulthood into higher education—as well as reaching out to those economically or socially excluded—is imperative.” (p.7–8)



„Menntun er grunnur efnahagslegrar þróunar...

„Menntun á sviði nýsköpunar er lykilþáttur í að móta viðhorf, færni og hegðun ...“

„... og er afgerandi á öllum menntastigum.“



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GLOBAL ENTREPRENEURSHIP MONITOR SPECIAL REPORT:

A GLOBAL PERSPECTIVE ON ENTREPRENEURSHIP EDUCATION AND TRAINING

ALICIA ODURAS MARTÍNEZ, JONATHAN LEVIE, DONNA J. KELLEY,
RÖGNVALDUR J. SÆMUNDSSON AND THOMAS SCHÖTT



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STAÐA MENNTUNAR Á SVIÐI NÝSKÖPUNAR

(1 AF 4)

Figure 6 — Average Level of Training in Starting a Business in the Adult Working-Age Population (18–64 Years) Across All 38 Participating Countries

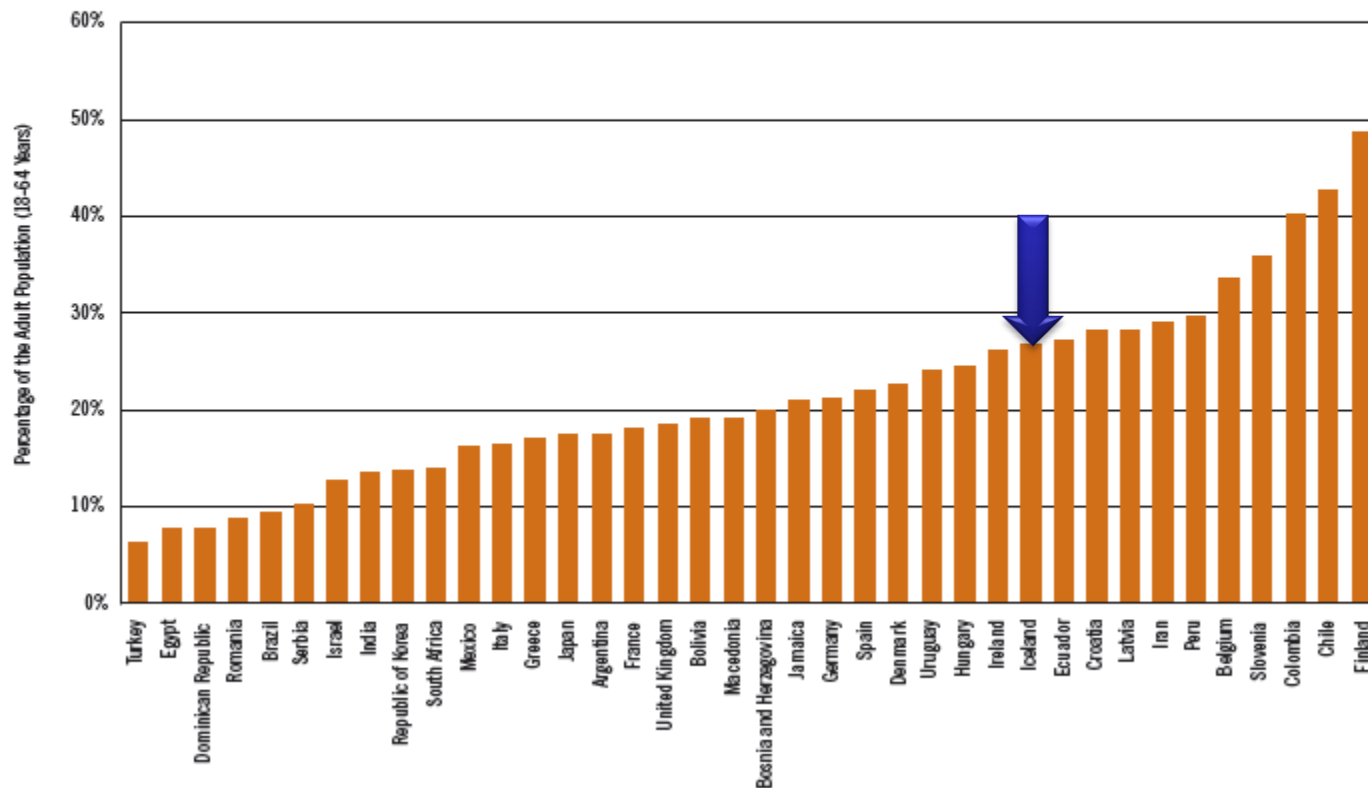
Source: GEM Adult Population Survey 2008



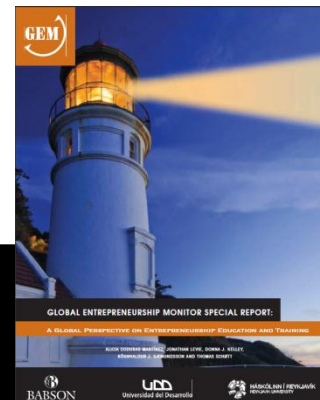
STAÐA MENNTUNAR Á SVIÐI NÝSKÖPUNAR (2 AF 4)

Figure 7—Percentage of the Adult Working-Age Population (18–64 Years) That Received Training in Starting a Business, by Country, Ordered by Increasing Prevalence

Source: GEM Adult Population Survey 2008



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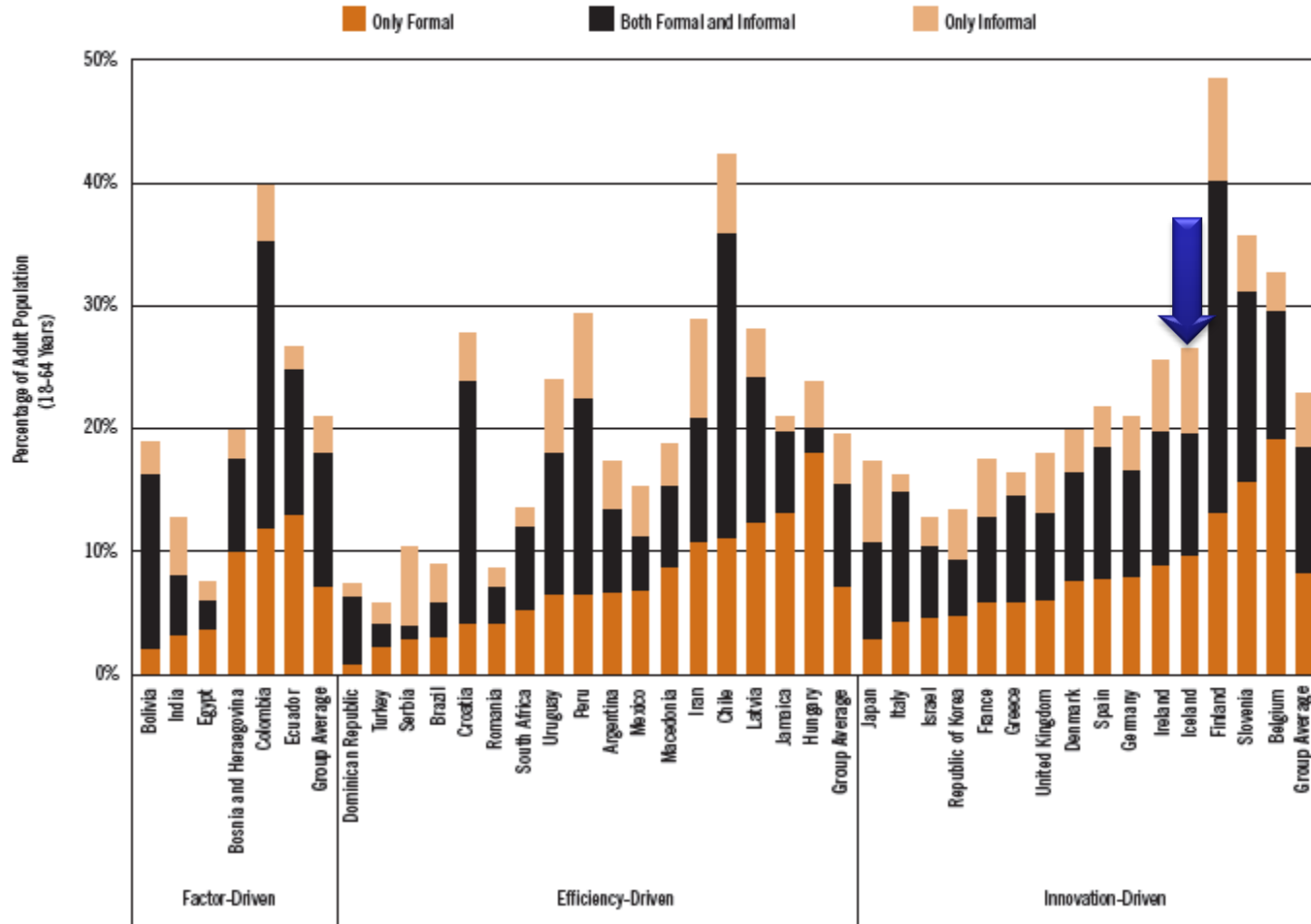


STAÐA MENNTUNAR Á SVIÐI NÝSKÖPUNAR

(3 AF 4)

Figure 11—Prevalence of Formal and Informal Start-Up Training, by Country and Economic Group, Ordered by Frequency of Formal Only Training

Source: GEM Adult Population Survey 2008



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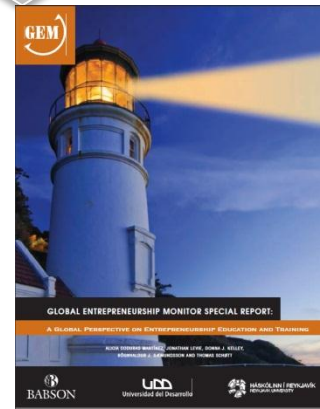
STAÐA MENNTUNAR Á SVIÐI NÝSKÖPUNAR (4 AF 4)

Hvaða „óformlegu“ (INFORMAL)
menntagáttir á Íslandi:

University/College	25,7%
Local Business Associations	15,2%
Public Agencies	16,4%
Employer	26,2%
Self Studies	14,2%
Other	4,2%
Online	7,8%

klak
NÝSKÖPUNARMIÐSTÖÐ
ATVINNULÍFSINS

innovit



Ján Figel EU Commissioner responsible for education, training, culture and youth

The **modern world** puts emphasis on better use of **knowledge** and **rapid innovation**. It therefore requires a broadening of the **creative skills base** involving the whole population. In particular, there is a need for skills and competences that enable people to embrace **change as an opportunity** and to be open to new ideas in a culturally diverse, **knowledge-based society**. Education and training are determining factors in this.



LYKILÞÆTTIR MENNTUNAR Á SVIÐI NÝSKÖPUNAR

1. HVERNIG:

Raunhæf kennsla „Learning by doing“ / „Experimental learning“ mun árangursríkara en fyrirlestaraform. *Walter & Dohse, 2009*

2. HVAÐ:

Mikilvægt að **blanda** grunnþekkingu (fjármál, sala, markaðssetning, mannauðsstjórnun) við þjálfun í sköpunargleði, hópstarfi, að koma auga á tækifæri, og sjálfbærni og sjálfstæði. *Stevenson & Gumpert, 1985*

3. HVAR:

Þverfræðilegt nám ekki endilega innan viðskiptadeilda *EC 2008 og Katz 2003*

4. HVER:

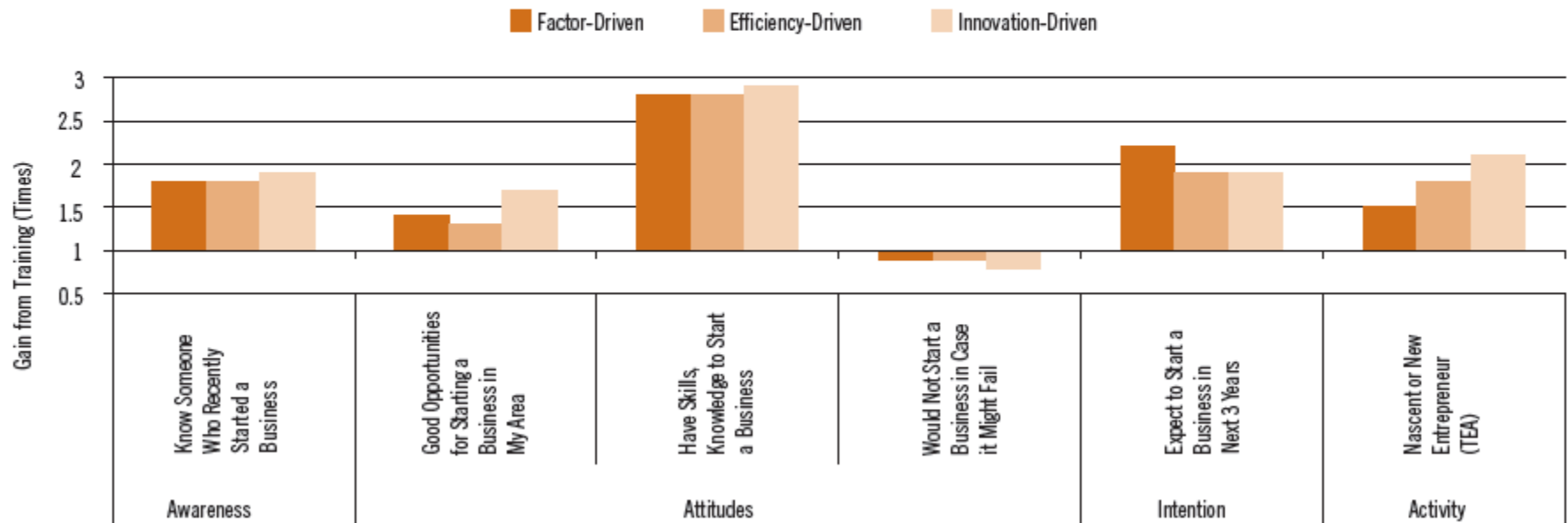
Einblína á **teymið** ekki einstaklinginn. Virkja **klasa** ekki „Palla, sem var einn í heiminum“. *Sawer 2005*



ÁHRIF MENNTUNAR Á SVIÐI NÝSKÖPUNAR

Figure 20—Gain from Training in Entrepreneurial Awareness, Attitudes, Intention and Activity for 38 Countries, by Economic Group

Source: GEM Adult Population Survey 2008



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ÁRANGUR



CLARA



Human creativity is the defining feature of economic life.

THE ART OF THE START



Guy Kawasaki

1. **Make meaning.** Not money. Increase quality of life, right a wrong, prevent the end of something good.
2. **Make mantra.** Not mission statement. 3 orð dregur starfsfólk framúr á morgnanna.
3. **Get going.**
 - Think different. Don't do different sameness.
 - Polarize people. Don't love all serve all.
 - Find solemates
4. Define a **business model** (specific, simple, ask women!)
5. **Weave MAT** (Milestones, Assumption, Task)
6. **Niche** thyself!
7. **10-20-30** rule. Pitches (10 PPT slides. 20 minutes. 30 point font.
8. Hire **infected** people. Hire better than yourself!
9. The art of **branding**.
10. Seed the cloud.
11. Don't let the bozo's grind you down!



Creativity expert Sir Ken Robinson challenges the way we're educating our children. He champions a radical rethink of our school systems, to cultivate creativity and acknowledge multiple types of intelligence.

- See our creative capacities for richness they are.
- See our children as hope they are.
- Educate our whole being.



1. Skólar útskrifi nemendur sem sjá tækifærin í að skapa atvinnu. Ekki eingöngu að þiggja atvinnu.
2. Styðja við þverfaglegt nám sem byggir á grunni ólíkra faggreina sbr. „Stofnun og rekstur“
3. Hefja fyrr kennslu– gera frumkvöðlahugsun / sköpunargleði að lykilþætti í námsskrá neðri skólastiga.
4. Auka sveigjanleika menntakerfis - breikka námsframboð á sviði nýsköpunar – ekki eingöngu innan háskóla heldur e-learning, life long learning, innovation labs, alþjóðlegt ...
5. Menntakerfið sem ensím milli atvinnulífs, rannsókna og kennslu. Setur / vettvangur uppspretta hugmynda, samstarfs, nýsköpunar, þróunar, prófana, stuðnings...
6. Þurfum viðhorfsbreytingu – fræði vs. færni. Control vs. creativity.
7. Virða fjölbreytileikann. Liðsheildina. IDEO teymi.
8. Námskrár voru hannaðar á fyrri hluta síðustu aldar til að mæta þörfum hins iðnvædda samfélags. Við verðum að endurskoða námskrár með hliðsjón af þörfum þekkingarsamfélagsins.
9. Skólar okkar þurfa að kenna nemendum að skapa þekkingu, í stað þess að „neyta“ hennar.
10. Vera tilbúin að gera mistök.
11. Þolinmæði og þrautseigja.



ÍSLAND 2050

