



## **ASEM University-Business Seminar**

**Brussels, 4 March 2015**

**Ministry of Education and Training**

**Conscience Building**

**Koning Albert II-laan 15, 1210 Brussels**

### **Background**

The ASEM University-Business Forum was agreed during the ASEMME4 ministerial conference in Kuala Lumpur in May 2013.

The Chair's conclusions of the fourth Asia-Europe Meeting of ministers for Education (ASEMME 4) the ministers welcome Belgium's willingness to organize the 4<sup>th</sup> University-Business Forum (4<sup>th</sup> UBF) and Vietnam's readiness to host the 5<sup>th</sup> UBF. The ministers invited both Forums to discuss how to combine study with work-based learning. The ministers also asked the European Commission to give special attention to the ASEM Education Process in its European University-Business Forum.

Due to the election in Belgium and in the European Union we decided to postpone the 4<sup>th</sup> UBF.

The European Commission is organizing the next European University-Business Forum in Brussels, 5 and 6 March 2015. In order to fulfil our commitment we have decided to organize a half day ASEM University-Business seminar in the evening before the European UBF.

The ASEM seminar will focus on the education side of the University-Business cooperation according to the wish of ASEM ministers for Education. How can higher education contribute better to the social, economic, technological and cultural innovation through education? To what extent could trans-regional and cross-border (Asia-Europe) university-business cooperation enhance the effectiveness and the impact on innovation, taking into account the global nature of business and the fact that many companies have branches in the other region? To what extent trans-regional university-business cooperation could better ensure that the graduates can successfully operate in international/global environments).

It is our expectations that the speakers and the participants will touch upon some of the following topics:

- Entrepreneurship and the student as a young entrepreneur;

- Workplacements and if possible cross-regional workplacements – internships – hosting and employing students;
- Work-based learning opportunities – hosting and employing students;
- Link between practical work and theory : balanced curriculum and dual study programmes;
- The role of employers and the role of HEIs and in particular in case of cross-regional work placements;
- The university-business cooperation in LLL;
- Higher education as an engine for social, technological and cultural innovation;
- Higher education and community engagement and regional development.

The seminar will be hosted by the Flemish Ministry of Education and Training.

Central assumption: trans-regional university-business cooperation could ensure that the graduates can successfully operate in international/global environments.

Questions to all speakers:

- What have been your experience in university-business cooperation? What do you have learnt?
- What are the opportunities today and tomorrow to reinforce the UB cooperation and partnerships with regard to education and to delivering high quality and highly relevant curricula?
- What could you recommend to improve the cross-border and cross-regional UB partnerships in the area of education?

### **Summary report**

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The 4th ASEM University-Business Forum/Seminar was held in Brussels, 4th March 2015. It has been postponed due to the elections in Belgium and in the EU in 2014.

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trans-regional and cross-border (Asia-Europe) university-business cooperation enhance the effectiveness and the impact on innovation, taking into account the global nature of business and the fact that many companies have branches in the other region? To what extent trans-regional university-business cooperation could better ensure that the graduates can successfully operate in international/global environments).

There were 6 presenters: 4 from academia (1 from Japan, 1 from China, 1 from Spain and 1 from Finland), 1 from a Consulting company and 1 from business (Samsung). The seminar was attended by some 75 people.

Ms Chen (China) told us that China has entered the Era of University-Business cooperation 2.0: from university-run enterprise to university-networked innovation base. Universities have to nurture entrepreneurship through an entrepreneurial ecosystem that includes the following components: government policy, regulatory framework and infrastructure, funding and finance, culture, mentors, advisors and support systems, universities as catalysts, education and training, human capital and workforce, local and global markets. The Peking University build upon alumni's initiatives to invest on student entrepreneurship (1898 Café of Peking University, meeting place of students and alumni).

Comparing Finland with Malaysia Mr. Parkkinen from Finland made it clear that the industrial infrastructure plays an important role: in Malaysia the industrial structure is more production based than knowledge based and there is a somewhat more protective environment (restrictions to give internships to foreign students). Also the example of a good practice of the a Erasmus + MSc program was presented (COSI: Colour in Science and Industry). The programme includes 4 European and 5 Asian universities as well as 15 associate industrial partners across the globe.

Mr. Mora (Spain) told us that some teaching and learning modes are more effective in developing the competencies and skills that are more and more required to be successful on the labour market, in particular problem-based learning, facts and practical knowledge, participation in research projects and internships. He also pointed to some examples of good practices in Europe: UAS Cologne and the Deutsche Bahn, Endowed chairs in some particular fields of study.

Mr Thelen (Germany) drew our attention to the differences between academic education and corporate learning. He presented also some examples of good practices in particular the Carl Benz Academy (China, US and Germany): it is a corporate academy with degree and non-degree education and with the possibility of credit transfer to the regular university programmes. It is a joint international education program lead by Mercedes-Benz (China) Ltd and Mercedes-Benz Auto Finance Ltd, and in cooperation with the renowned universities PKU (Peking University / Guanghua School of Management) (Beijing, China), Woodbury University (Los Angeles, USA), DUW (Deutsche Universität für Weiterbildung / Berlin University for Professional Studies) (Berlin, Germany) and INA (International Academy for Innovative Pedagogic, Psychology and Economics at the Freie Universität Berlin) (Berlin, Germany).

Mr. Yonezawa (Japan) told us that the national campaign in Japan for fostering 'Global Human Resources' certainly changed the perspectives and attitudes of universities and industries and students to be more active in getting international experiences for getting better employability in the globalized labour market. But still the customs and the mindsets of students and even young employees need to change. Universities, business and the government have to make great efforts in

order to achieve the objectives of the Global Human Resources Development programme (recruitment of graduates from outside Japan, programs taught in English to Japanese students, financial support for mobility).

Mr Dijkman from Samsung Benelux pointed to the efforts of Samsung in reaching the young people through digital academies (VET and university partnerships) for developing digital skills: app development, service engineering and teacher training. Samsung runs also local programmes focussing on (continuing) education in hospitals, museums and sports. Samsung Smart Classrooms gave some 16.000 young people (6-16 years) and their teachers access to ICT and a chance to develop their digital skills with a special focus on pupils from disadvantaged background.

Finally I would like to draw your attention to the ASEM pilot project on Workplacements. The pilotproject includes the following countries: Belgium (Flanders) Brunei Darussalem, Germany, Thailand and Indonesia. It was agreed that for the year 2015 - 2016, each participating country will send 5 - 10 students to join the programme, and the balanced exchange between Asia and Europe needs to be taken into account. The duration of the exchange should be 2 - 6 months [full-time] and the programme should be voluntary or embedded in the curriculum to allow the flexibility for the students. One common training agreement for both Asian and European sides, and a service and information package for workplace, universities, and students will be developed. A certificate should be given to the students upon their completion of the programme for marketing the programme and for increasing the students' employability chances.

Programme:

**16.00-16.30:** registration

**16.30:** welcome and introduction to the theme of the seminar

**16.40-17.30:** 3 introductions:

- Prof. Akiyoshi Yonezawa from the Nagoya University in Japan: 'Fostering Global Human Resources, Policies and Debates'
- Udo Thelen from Udo Thelen Consulting: 'University-business Cooperation in LLL: strategies, formats and constraints in cross-regional perspectives'
- Michiel Dijkman, Manager Public Affairs and Corporate Citizenship, Samsung

**17.30-17.50:** discussion

**17.55-18.40:** 3 introductions:

- José-Ginès Mora visiting professor in the Institute of Education University College London and emeritus from the Technical University of Valencia and one the project leaders of the GOODUEP-project (Good Practices in University-Enterprise Partnerships): 'University-Enterprise Partnerships for improving skills'

- Ms Shuang-Ye Chen, assistant professor in the dept. of Education Administration and Policy at the Chinese university of Hong Kong: 'Chinese universities: supporting a new knowledge economy'
- Prof. Jussi Parkkinen from University of Eastern Finland: 'University - industry cooperation, experiences from Finland and Malaysia'

**18.40-19.00:** discussion

**19.00-19.15:** conclusions

The seminar will be chaired by Paul Temple from the Institute of Education University College London.

### **Introductory remarks by Paul Temple:**

The questions posed for this seminar by the ASEM Ministers of Education include:

- How can higher education better contribute to social, economic and technological innovation?
- To what extent can trans-regional university-enterprise cooperation enhance innovation and its spread?
- What more needs to be done to ensure that graduates can operate effectively in international environments?

Universities have been international institutions, concerned with innovation, since their creation in 11<sup>th</sup> and 12<sup>th</sup> century Europe: universities such as Bologna, Paris and Oxford attracted students from across Europe and prepared them for professional careers. The international recruitment of both academic staff and students remains a key objective for universities today which wish to be vibrant, relevant institutions. Their international characters are important in allowing them to prepare their students for a changing, globalising world.

But both universities and employers need to be aware that a key function of university teaching is to prepare students for jobs that do not exist, working in companies that do not exist, yet. What universities can do is to give their students the intellectual foundations – being critical, analytical, empathetic, and so on – that will enable them to do these currently non-existent jobs. Personally, I'm delighted when a former student tells me how much they gained from their university days, and then gives me a totally mystifying account of their present job.

Universities are about both teaching and research – the mix of the two is what distinguishes them from other sorts of educational institutions. (The nature of the interaction between teaching and research is a source of continual academic debate.) Their research, as various studies (including one involving Professor Mora and me) have shown, can be greatly

strengthened when it is carried out in conjunction with the enterprises which will be involved in applying the research: this is sometimes known as “Mode 2 knowledge”, in contrast with Mode 1 knowledge, created in isolation from potential users. Knowledge can often actually be created by the to-and-fro exchange between university researchers and end-users in the enterprise. Both universities and enterprises have much to gain through such interactions – though their management can raise difficulties for both parties.

Let me make a few brief comments about the organisational form of the university (generalising wildly here). They are, or should be, deeply ethical institutions – because trust, and a belief that they will act in the wider interest, not just the narrow interest of the present leadership – is what gives them the right to be heard, and to support individual academics who may propose controversial ideas. As I mentioned they are international organisations – yet they are also regional ones, usually with strong regional roots, supporting regional economic and social development. These two contrasting roles should not be in conflict, but should be a source of synergy – just as teaching and research can complement each other.