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RESULTS

OF THE 5th ASEM EDUCATION MINISTERS' MEETING
"ASEM EDUCATION COLLABORATION FOR RESULTS"

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27-28 APRIL 2015



LIST OF ABBREVIATIONS**AES**

ASEM Education Secretariat

ARC4

4th ASEM Rectors' Conference and Student's Forum

ASEF

Asia-Europe Foundation

ASEM

Asia-Europe Meeting

ASEM10

ASEM Summit

ASEMME5

the 5th ASEM Education Ministers' Meeting

ASEMME6

the 6th ASEM Education Ministers' Meeting

EU

European Union

ICT

Information and Communication Technologies

ISOM

Intermediate Senior Officials' Meeting

SOM

Senior Officials' Meeting

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OPPORTUNITIES FOR THE NEW EDUCATIONAL SILK ROAD



Dear Colleagues,

When the heads of state and government met at the 10th ASEM Summit in Milan in October 2014, they invited the Education Ministers to reaffirm their commitment to strengthen and further develop collaboration within the ASEM Education Process. As Chair of the 5th ASEM Education Ministers' Meeting I am pleased to see how this call has been supported through the vast responsiveness and result-oriented spirit of the meeting in Riga. So it gives me great satisfaction to understand that the guiding principles to this meeting which the state of Latvia developed in its preparation of ASEMME5 – continuity, commitment, consultation and collaboration – have met with such an enthusiastic response from delegates. ASEMME5 welcomed 57 delegations and 196 participants in total, including rectors and students' representatives, making the meeting in Riga the largest ministerial gathering in the field of education that ASEM has ever seen. I am delighted to say that this is further evidence of the value and esteem in which our members hold education as a process for collaboration, change and growth. This initiative, known as the New Educational Silk Road, is a powerful tool for combining the traditions of the old road with the inclusive advantages of the technological highway.

ASEM will mark its 20th anniversary in 2016. The number of members has grown from 28 to 53 and it has proved to be a key platform for informal dialogue and collaboration between Asia and Europe. ASEM countries now represent 60% of the population of the world, and the growth in membership has brought a wide diversity in views and values within the ASEM family. All members have sometimes different, sometimes opposite views. Some aim for an enhanced dialogue and some for tangible outcomes. The essence of strong families is that they can accommodate differences within a harmonious spirit of movement forward. ASEM typifies this type of family.

ASEMME5, hosted by Latvia, also introduced a two-pillar collaborative platform to face these issues. This is enabling family members with differing views to commit to common objectives, depending on their national targets and priorities.

Quality education is a vital precondition for all countries to be able to compete in an ever-changing world. It enables the young and

old to gain the dynamic range of knowledge, skills and attitudes for professional and personal growth as well as increasing their prospects in the labour market. Skill development at all levels of education was one of the sub-themes of ASEMME5 and we linked it to the idea of employment. We specifically highlighted the acquisition of digital skills as a powerful sub-topic because information and communication technologies make great opportunities available for the improvement of our educational experiences and the overall quality of learning. Sustainable global development depends on creativity, the readiness to study and change as well as taking advantage of the vast digital opportunities on offer.

The Conclusions by the Chair, which I am pleased to say were adopted unanimously, set very specific priorities for the future work-cycle and reaffirmed the determination of the 53 members at government-level.

The number of bilateral meetings and new agreements signed during ASEMME5 illustrated that tangible outcomes become a natural step forward when a large-scale educational dialogue gains momentum.

Nevertheless, we still need to pay particular attention to how we jointly communicate the results of the ASEM Education Process. Raising the visibility of ASEM and contributing to the awareness and understanding of our collective collaboration is a significant task for the future work-cycle and for all concerned.

I would like to thank you for your participation and contributions. Our special thanks for support goes to the ASEM Education Secretariat, the Asia-Europe Foundation and the European Commission. I look forward to a very productive future work-cycle and I am sure that we, as ministers, will treat this collaborative opportunity as a matter of great responsibility regarding the children, students and societies of the future – this is our task today!

Ms Māriņa Seile

Minister for Education and Science, Latvia

SUMMARY

OF THE 5th ASEM EDUCATION MINISTERS' MEETING

“ASEM EDUCATION COLLABORATION FOR RESULTS”

Chaired by Ms Māriņa Seile, Minister for Education and Science of Latvia, ASEMME5 brought together 196 participants from 46 ASEM member states, 11 stakeholders, the ASEM Education Secretariat and the European External Action Service. The meeting entitled „ASEM Education Collaboration for Results” aimed to ensure forward-looking dialogue, the exchange of good practice and the encouragement of tangible and more result-oriented activities that would serve the interests of both Asia and Europe. To enable the differing ASEM countries to commit to specific themes and action-based activities depending on different national targets and priorities, ASEMME5 introduced a two-pillar system in which Pillar 1 covers dialogue-oriented cooperation and Pillar 2 enables result-oriented cooperation.

To adjust the final preparations for ASEMME5, the 2nd Senior Officials' Meeting (SOM2) was held in Riga on 26 April. The meeting was co-chaired by Ms Sanda Liepiņa, the State Secretary of the Ministry of Education and Science of Latvia and Professor Dr Aris Junaidi, the Director of the ASEM Education Secretariat (AES). Professor Dr Junaidi presented the Stocktaking Report, jointly developed by ASEM members and stakeholders. It contained information on the progress achieved in the implementation of the initiatives described in the ASEMME4 Conclusions by the Chair and proposals for ASEMME5 Conclusions by the Chair. Ms Liepiņa stressed that ASEM members could be proud of the results of the existing and new educational initiatives documented in the Stocktaking Report. This report paves the way towards reaching the common goals of the ASEM Education Process. Finally, participants of SOM2 stressed that ASEM Education Process needed to remain a platform for dialogue and information exchange on topics of common interest and supported the two-pillar system.

Meanwhile, ASEMME5 on 27–28 April commenced with a warm welcome for the representatives from new members – Croatia and Kazakhstan – who joined the ASEM Process during the 10th ASEM Summit held in Milan, Italy in October 2014. ASEMME5 consisted of an introductory session, two plenary sessions and an informal discussion at political-level – the Working Breakfast. Over 20 bilateral meetings took place during ASEMME5 and new bilateral agreements were signed within the framework of the meeting. New agreements on the mutual recognition of higher education qualifications were agreed between China and Estonia as well as China and Lithuania. Latvia signed a Memorandum of Cooperation with Japan in the fields of education, science, youth, sport and culture.

The role of the ASEM Education Process for dialogue and collaboration from a European and Asian perspective was explained and stressed during the introductory session. The themes of the plenary sessions were chosen based on the results of consultations with members and stakeholders prior to ASEMME5. The plenary sessions addressed issues such as the contribution of collaboration in ASEM education and its role in the development of skills for increased employability, as well as in the current rapid technological changes and new learning technologies in education. In order to set the scene for the debate, the themes of the plenary sessions* were introduced by the policy makers of different ASEM members – Germany, Indonesia, Japan, business representatives – Business Europe and Microsoft, as well as the Executive Vice-President of Zhejiang University, China.

During the plenary sessions, participants made suggestions regarding methods of tackling issues of skill development for increased employability and new learning technologies in education through ASEM collaboration in education, as well as shared national and international experiences.

In respect of the development of skills for increased employability, one of the main priorities of ASEM education for future years, needs to be the establishment of real collaboration between universities and the business sector and improving the availability of work-based learning for students.



* The themes were, namely, Cooperation on Four ASEM Education Priorities – Investing in Skill Development for Increased Employability; New Learning Technologies in Education – Opportunities in Education and ASEM Collaboration

To promote student employability, participants made various suggestions, such as removing the barriers to increasing international mobility, creating new learning strategies for engaging youth in work, designing study programmes, internships and traineeship periods, focusing on vocational training for the young, ensuring student-centred and problem-based learning; along with encouraging students to innovate through creating their own companies. This would mean that the organisation of forums, conferences and working groups. Participants also suggested the creation of specialised seminars as well as exchange of information and best practice among policy makers, universities, businesses, institutions and communities.

Several countries emphasised the value of exchanging experience and ideas as it was fundamental to learn from each other. The setting up of a working group on information and communication technologies and teacher training was also strongly supported. ICT will not be used to its best advantage if only old methods of teaching continue or old materials are digitalised. It was also suggested that involving more basic capacity-building programmes across countries and regions would be extremely useful. Moreover, the new EU programme for Education, Training, Youth and Sport, “Erasmus+”, has a very strong capacity-building component and projects between universities in Asia and Europe need to be strongly encouraged.

The Working Breakfast was organised to discuss future prospects, the main challenges, opportunities and expected outcomes of ASEM education collaboration. As was acknowledged, many objectives had been achieved in the ASEM Education Process since 2008 and the results should now be made more visible. The discussion also demonstrated that it was now time to deal with new challenges. It was proposed that the ASEMME meeting format could be changed and that the next 1st Senior Officials Meeting could feature more intensive discussions on educational levels in the ASEM Education Process. Different opinions were put forward on the question of whether cooperation in research and technologies between both regions needed to be one of the focus areas of the ASEM Education Process.



According to the views expressed, the reduction of obstacles to mobility needed to be one of the main ASEM education priorities. It was emphasised during the discussion that the ASEM Rectors Conference and Student Forum had added considerable value to ASEM education collaboration process. This had in turn encouraged policy making and strengthened national and inter-regional collaboration. Strengthening institutional collaboration, developing joint education programmes for increased employability, increasing scholarships and developing teacher training had also been significant themes for various countries during the meeting.



Please see the following texts for summaries of the ASEMME5 plenary sessions and the informal Working Breakfast discussion in more detail (p10, p12, p16).

By adopting the Conclusions by the Chair at the end of ASEMME5, members reaffirmed their commitment to achieving more transparency and improving the understanding between different education systems within and between both regions, as well as set priorities for the future work-cycle. The Conclusions contained approximately 20 accomplished and partially accomplished ASEM educational activities as well as 15 new activities.



One of the main principles for Latvia as the host of ASEMME5, was to ensure commitment to the long-term sustainability of the ASEM Education Process. Participants reaffirmed at the meeting their commitment to strengthen and further develop ASEM education collaboration, as demonstrated both by the energetic participation of representatives during exchanges of views, as well as the commitments set out in the Conclusions, so responding to call of the leaders of the countries of the 10th ASEM Summit. A number of international non-governmental organisations represented at the ministerial meeting confirmed their commitment to the ASEM Education Process. Representatives of ARC4 who were present at the ministerial meeting for the first time also affirmed their commitment.

In accordance with the Conclusions by the Chair, the ministers also highlighted the importance of tangible activities and collaboration, and also encouraged other ASEM members and stakeholders to implement definite joint initiatives, activities and projects in the future, so contributing to the achievement of the common goals of the ASEM Education Process.

Ministers expressed their appreciation to the AES hosted by the Ministry of Education and Culture of Indonesia for its excellent work in assisting ASEM member countries in implementing various ASEM educational activities, preparing the Stocktaking Report and for launching the new *ASEM Education Gazette*.

To make better use of the website of the AES, the Conclusions stressed the necessity for a communication plan developed in close cooperation with the members and stakeholders. The ministers highlighted the need to enhance the visibility of the ASEM Education Process at all levels, including political, stakeholder, expert, institutional as well as at individual levels. Increased awareness and understanding of the ASEM Education Process is one of the major tasks for the next two years, as it is a prerequisite for promoting connectivity between both regions. The media presence and livestreaming at ASEMME5 made the content of the ministerial meeting available across the globe.

The continued assistance of the AES, the intensified follow-up and the enhanced coherence of all activities, projects and initiatives were also set out in the Conclusions. To ensure coherence among ASEM educational activities and their successful implementation, ministers invited senior officials of ASEM to set the main goals, objectives and tasks and also to define the expected outcomes. They were also invited to plan the implementation of the activities of Pillar 2 which is included in ANNEX 1 of the Conclusions. The senior officials were also asked to explore how policy recommendations developed by Rectors and Students during the 4th ASEM Rectors Conference and Student Forum could be integrated into the work of the two pillars of the ASEM Education Process.

Similarly, ministers expressed their willingness to build ASEM education collaboration on a two-pillar system which would aim at compromise within a context where ASEM collaboration is being broadened with differing national priorities and interests.

Covering the results of existing initiatives and working groups, new initiatives and current trends in education, 17 presentations were delivered by the ASEM members and stakeholders during the senior officials' meeting, as well as the ministerial meeting. ■

OPENING REMARKS

The participants were welcomed by H.E. Mr Andris Bērziņš, the President of Latvia, H.E. Mr Edgars Rinkēvičs, the Latvian Minister for Foreign Affairs and Ms Māriņa Seile, the Latvian Minister for Education and Science



H.E. Mr Andris Bērziņš

President of Latvia

” Education without adjustment to occupation and career promotion in a particular industry or a company is just broadening horizons of an individual. It is the baggage of knowledge that loses its value and empties if not used and applied in practice. Today, we are facing a new trend and a new experience at the same time, when young people, who have studied just for the sake of obtaining an academic degree become unsuccessful job seekers. Youth unemployment is the consequence of inappropriate education policies and ill-considered social policies. It is a relatively new problem in many countries and one which needs to be tackled urgently.

” Latvia has become increasingly attractive in recent years for those young foreign people, who wish to undertake higher education. The number of foreign students in Latvian universities has doubled every three years since academic year 2009/2010, particularly in medicine and technical sciences. Latvian academics have visited foreign countries on a regular basis to make as many direct educational contacts as possible. A number of inter-governmental and university collaboration agreements have been signed and this has justified the valuable investment in education in Latvia.

” This meeting is a reference point and a basis for discussion concerning future collaboration in our open, mobile, and technologically-advanced world. Maybe we will not solve all the problems immediately but I believe that a common understanding of opportunities for collaboration and solutions will significantly increase contacts between European and Asian countries in the field of education after this forum.



H.E. Mr Edgars Rinkēvičs

Minister for Foreign Affairs, Latvia

” ASEM has grown from an initial six partners to fifty-three and new partners are willing to join. Thus ASEM has increasing significance not only in regional, but also global context.

” Since its establishment nearly two decades ago, hundreds of ASEM meetings have taken place ranging from the level of expert to head of state and government as well as meetings that have included teachers, researchers, students and civil society. The ASEM meetings have been promoting mutual understanding, and facilitating the exchange of views and practical cooperation, thus bridging the two regions.

” [These] connections are not only concerned with links in transport and infrastructure, it is also concerned with establishing strong networks between institutions in the fields of education, science, technology and culture as well as individual contacts. The Asia-Europe Foundation plays an important role here. (..) Latvia is committed to developing its collaboration with ASEF and to enhancing the role of ASEF in the ASEM process.



Ms Mārīte Seile

Minister for Education and Science, Latvia

” In my opinion, education is a system of knowledge, skills and attitudes that nurtures respect for others while maintaining respect in ourselves.

” Education can be a powerful instrument for enhancing understanding and tolerance between people from different parts of the world who have different views; there is also significant evidence for this within the framework of ASEM. Direct collaboration between European and Asian countries can enrich experience, enhance skills, open new opportunities and provide everyone with positive contacts. This enables (..) better understanding of others and trust based on experience and so ensuring peaceful co-existence in our global world.

Mr Tibor Navracsics, European Commissioner for Education, Culture, Youth and Sport, and Mr Idris Jusoh, Minister for Education of Malaysia highlighted the role of the ASEM Education Process for ASEM dialogue and collaboration from a European and an Asian perspective



Mr Tibor Navracsics, European Commissioner
European Commissioner for Education, Culture, Youth and Sport

” Unemployment, especially among young people, continues to be unacceptably high in Europe. Europe is running a serious risk of losing an entire generation of people who neither work nor study and who face poverty and social exclusion. A young person without prospects seems to be the most dramatic and absurd waste in our society.

” The Member States of the EU have around 4,000 higher education institutions. Despite a wide variety of languages, cultures and specific structures in the different countries, the higher education systems of Europe are comparable and compatible. Why should we not be able to replicate a similar system across Europe and Asia, in particular with the support of “Erasmus+” and our expertise?

” Internationalisation is an opportunity. Partnerships can bring real benefits for higher education systems, institutions and individual students, researchers and staff. It is also possible to go further than this, as I believe that our educational dialogue is crucial in ensuring effective exchanges and collaboration in other policy areas too.



Mr Idris Jusoh
Minister for Education, Malaysia

” As a result of the ASEM we have established the Asia-Europe Institute through the University of Malaysia. This includes professors from EU Member States and from Asian countries. The Institute also has students from all participating ASEM countries.

” Within the existing programmes we have continued collaboration with the international branch campuses throughout the world and the Joint Degree Programme through the Asia-Europe Institute. We will also continue to extend collaboration through research programmes. We hope this will lead to greater collaboration among ASEM countries. (..) At this moment we have 15,000 Malaysian students in ASEM countries but we have only 1,000 students from other countries in Malaysia. Hopefully we can increase the mobility of students from other ASEM countries in Malaysia through this programme.

” We also hope to attract support from government and industry and we believe that Malaysia has something to offer in the field of biodiversity and heritage. We hope our multi-ethnicity – we regard Malaysia as truly Asia – with both Chinese and Indians living in it, will be able to make all participants really understand multi-ethnicity in the world. In addition, as a moderate Islamic country, we hope that participants can learn moderation in Islam and we believe that Malaysia can play a positive role in increasing positive Asia-Europe relationships.

PLENARY SESSION I

COLLABORATION IN FOUR ASEM EDUCATIONAL PRIORITY AREAS – INVESTING IN SKILL DEVELOPMENT FOR INCREASED EMPLOYABILITY

QUOTES BY THE KEY-NOTE SPEAKERS

A SINGLE HIGHER EDUCATION AREA LINKING EUROPE AND ASIA WOULD FACILITATE MOBILITY AND INTENSIFY EXCHANGES



Dr Georg Schütte

State Secretary of the Federal Ministry of Education and Research, Germany

” While some of ASEM member states struggle with the challenges of an ageing population, others need to deal with a sharp increase in the birth rate. This situation can lead to an enormous shortage of skilled labour in industry in some countries, while other countries face dramatic levels of youth unemployment. No country can afford a lost generation. We have realised in Germany that focusing on higher education cannot be the only solution to the situation. We believe that education and training within the Dual System* have great potential for reducing youth unemployment and developing skilled individuals.

” However, even if all our countries have modern education systems with a reasonable balance between vocational training and higher education, the demographic divide between regions would still be enormous. Migration and the ensuing question of integration are issues for the future, and education is the key to solving this problem.

” What we must do is to ensure that the ASEM Education Process becomes an effective instrument which, on the one hand, encourages transparency and improves mutual understanding in education policy and, on the other hand, sets a clear and binding framework to help us to promote our goals for mobility in particular. If I were asked to develop a vision for this, it would be one of a single higher education area linking Europe and Asia, an area which would facilitate mobility and intensify exchanges. I am aware that this is a long and difficult process which started in the European Union through the so-called Bologna Process. However, if we want to make progress, we must start moving towards this goal.

” We should also consider the possibility of aiming to achieve binding regulations for everyone in specific areas. One example is the Bridging Declaration with the aim of harmonising two existing regulatory frameworks. However, an ASEM Credit Transfer System would be equally valuable to achieve this objective.

” We have come a long way in the field of education, achieving much more than in other areas of work, but I would like to reiterate the call of the heads of state and government for even greater commitment. Every single country is now called upon to commit even more and that is why the motto of this conference is so appropriate.

* The German vocational training system, with its combination of classroom and business, theory and practice, learning and working, is recognized worldwide as a basic and highly effective model for vocational training. An essential characteristic of the dual system is the cooperation between largely private companies, on the one hand, and public vocational schools, on the other. Based on this educational model, practical vocational training is given at work, backed up by theoretical training and general education provided in vocational training schools which are generally attended on one or two days a week. This cooperation between companies and vocational schools is regulated by law. The advantage of this system is that the provision of knowledge and skills is linked to acquiring the necessary work experience.

ENGAGING INDUSTRIES BRIDGES THE GAP BETWEEN COMPETENCY REQUIREMENTS AND SKILL LEVELS



Professor H. Mohamad Nasir

Minister for Research, Technology and Higher Education, Indonesia

Engagement with industries definitely plays an important role in cultivating and developing both hard and soft skills. Engaging business and industry in education is important to bridge the gap between the competency requirements of employers and the skill levels of graduates. Through specially designed programmes such as apprenticeships and internships, higher education providers, together with representatives of industry, can help transfer knowledge and skills to learners and increase the skill levels of learners to the standards required by industries.

Efforts in developing hard and soft skills can only advance and be sustained if we have a robust quality assurance system to guarantee quality deliverables in the implementation of these aspects. Quality assurance arrangements need to be robust enough to satisfy stakeholders and social partners in establishing and developing their confidence and trust in higher education outputs and outcomes. The elements of trust and confidence need to be placed at a very high level in any quality assurance mechanism as subjectivity cannot be avoided.

ASEM EDUCATION POLICIES SHOULD STIMULATE A UNIVERSITY-WIDE ENTREPRENEURIAL CULTURE



Professor Yonghua Song

Executive Vice President of Zhejiang University, China –
the host of the 4th ASEM Rectors' Conference and Students' Forum

The following recommendations identified by the 4th ASEM Rectors' Conference as priorities require our immediate attention as ASEM Education Ministers and Senior Officials:

Countries play a dual role in their legislative and administrative capacities to equip students with employability skills. ASEM member countries need to establish and enhance various platforms to promote a dialogue between universities, businesses, government institutions and communities to increase collaboration and need to play an active role in their financial provision and service.

ASEM education policies need to be formulated to support a university-wide entrepreneurial culture. Universities need to be empowered to develop policies and measures according to specific national policies and strategies to incorporate innovation and entrepreneurship, should also strengthen the partnership between governments, business enterprises and communities.

ASEM members need to facilitate and support universities to execute and develop clear policies that foster an environment and culture conducive to a university-business partnership. Members also need to encourage universities to provide flexible and innovative learning environments for students and support universities in developing strategies for evaluating university-business partnerships. This is necessary to assure the sustainability of high quality effective partnerships.

PLENARY SESSION I

THE FLOW OF DISCUSSION AND MAIN CONCLUSIONS

The first plenary session of ASEMME5 was based on the key-notes speeches, the discussion document and the guiding questions and was entitled “Collaboration in Four ASEM Education Priority Areas – Investing in Skill Development for Increased Employability”.

It was acknowledged that it would be useful to reconsider the education system to solve the unemployment issues faced by young people. New approaches were needed to reduce and prevent youth unemployment in the present and future. Similarly, new competences and qualifications would contribute to broadening the framework of education involving values such as citizenship and co-existence within the world.

Access to quality education for all is always crucial and a focus needs to be made on the weakest links in the education chain, especially for people not in education, training or employment. It is also important not simply to focus on basic schooling but also on vocational training and adult education to provide people with a second opportunity in education. A further aspect of this topic is the need to improve initial training. Apart from the quality assurance aspect, a student-centred learning approach is necessary and would be beneficial.

Another important issue is the need to improve the career management skills of individuals so that they can take appropriate decisions regarding educational choice and career paths. Everybody needs to know about the improvement of skills for employability – availability of courses etc. – and students also need to know where employment opportunities are limited.

Other important aspects highlighted during the discussion were the need to develop professional skills for students, competency-based programmes and the strengthening of links between the educational and business sectors. This would equip students with employability skills. Development also needs to involve companies in curriculum design and the integration of traineeships, apprenticeships and work placements within almost every study programme. Several countries highlighted training periods in a company as a means of improving links between schools, universities and companies. Some ministers claimed that universities and the educational sector need to be encouraged to work with business partners to enable individual business representatives to be able to input into the direction of educational programmes. Participants shared examples of how they have worked to improve student employability as well as expressing suggestions on investing in skill development for increased employability in the context of ASEM education collaboration.



There are several examples of good practice regarding methods that ASEM countries have used to promote student employability; for example, introducing dual education and training programmes, setting up programmes to ensure that jobs are available at the end of a programme or at the beginning of enrolment, expansion of apprenticeships, establishing industrial liaison offices at universities offering work placements or apprenticeship opportunities for students, reforming education systems using various strategies to increase employability, including schemes which combine knowledge and competences as well as knowledge and skills. Other examples could include

reforming the curriculum, reviewing it to make it more competency-based and demand-driven, setting up Sector Skill Councils and revising or developing new national occupational standards, implementing National Qualifications Frameworks. Additional adaptations could include creating a sustainable structure and methodology for the analysis of skills and the demand of competences in the labour market which could serve as a basis for qualifications standards in different fields, investing in modernising school laboratories to connect theory and practice, and also investing in local facilities to encourage employability.

Entrepreneurship is an important idea for reducing unemployment, increasing employability and also taking measures to encourage students to create their own companies. Similarly new facilities need to be further developed to provide technological assistance and mentoring to students who want to start their own business.

In the context of ASEM education collaboration, countries now need to look forward to more tangible targets in building capacities for skill development so that every country has the opportunity to develop this critical area. Areas of tangible collaboration in educational, human resource development, vocational training and skill development adopted at ASEM10 need to be driven forward. It was also recommended that a network needed to be established to share experiences between individual ASEM members to mobilise all available resources for investment in vocational education and training.

One of the main priorities in the future needs to be the establishment of practical collaboration between universities and the business sector to equip students with employability skills and reduce the high level of youth unemployment within many ASEM countries. Specific seminars, forums, conferences and working groups could also be organised so that information and best practice could be exchanged. It is vital to improve the availability of work-based learning for students in all ASEM countries. This needs to be the way forward.

Suggestions regarding the promotion of student employability through educational collaboration among ASEM members included: increasing international mobility and removing barriers, creating new learning strategies for engaging young people in work and business life, ensuring student-centred and problem-based learning, encouraging students to start their own companies, focusing on vocational training for the young, designing effective study programmes, work placements, and traineeship periods. This would include establishing funding models that enable universities, business organisations and governments to support the development and sustainability of university – business partnerships with a specific emphasis on developing internships and traineeships, ensuring closer collaboration between educational institutions, enterprises and research institutes.

The universities of ASEM countries need to develop policies and strategies to support cross-cultural student mobility and ASEM members need to be part of the fight to remove barriers to international mobility, both for studies and work placements. One of the suggestions made related to credit and degree mobility among European and Asian universities. It was put forward that this needed to be encouraged to boost skills and the employability of graduates. Building increasing trust in qualifications gained in all countries of ASEM was also felt to be important so that learners could obtain recognised qualifications and so mobility would be increased. The importance of establishing links between the European Qualification Framework and Regional Qualification Frameworks was also stressed. Collaboration between the frameworks could contribute to better understanding of education systems and could facilitate the recognition process. ■

THE WORKING BREAKFAST

AN INFORMAL DISCUSSION AT POLITICAL LEVEL ON “GOALS, OBJECTIVES AND THE FUTURE VISION OF THE ASEM EDUCATIONAL PROCESS”

THE FLOW OF DISCUSSION AND MAIN CONCLUSIONS

The Working Breakfast was held on 28 April 2015 and was based on the discussion document on “Goals, Objectives and the Future Vision of the ASEM Educational Process”. The Chair of the Working Breakfast was Ms Māriņa Seile, the Minister for Education and Science of Latvia. She welcomed representatives from 31 countries, including ministers, senior heads of delegations as well as participants from the European External Action Service, the ASEM Education Secretariat and the Asia-Europe Foundation. Ms Seile expressed her hope for an open, critical and visionary debate on the future of the ASEM Education Process based on the achievements to date and the future areas of interest.

While acknowledging the informality, friendship, peace, prosperity, collaboration and inclusiveness which are promoted by the ASEM Education Process, a number of countries expressed the view that collaboration needed to be broadened regarding primary and secondary education. Others said, on the contrary, that the focus needed to be on higher education. Consequently, it was suggested that a more intensive discussion could be held at the next SOM1 of the ASEMME6 on which education levels needed to be included in the ASEM Education Process. The issue of teacher training was brought up through emphasising the need for high quality education. Additionally, it was suggested that the format of the ASEMME meetings needed to be changed.

Opposing opinions were expressed regarding whether or not both regions needed to collaborate in areas of research and technologies.

Several countries mentioned the importance of education within the post 2015 sustainable development agenda and the Global Action Programme on Education for Sustainable Development for the ASEM Education Process. They also commented on the continued promotion of this initiative and a desire was expressed for the ASEM Education Process to align to their goals.

It was emphasised again that the ASEM Education Process needed to remain a multifaceted and multi-purpose process, open to all topics and which inter-acted with other education organisations.

Participants also underlined the need for tangible results and result-oriented action. Some of the initiatives that have led to tangible results included the ASEM-DUO Fellowship Programme and the results that the Working Group on the Implementation of the ASEM Recognition Bridging Declaration had achieved. A great deal had been accomplished since 2008 and the results now needed to be made more visible to demonstrate the quantifiable achievements of the ASEM Education Process. It was also stressed that it was now time to deal with the challenges of reaching the goals of ASEM educational collaboration.

Participants also emphasised that synergy needed to be demonstrated in all four priority areas of the ASEM Education Process as well as exchanges of practice. A number of countries believed that increasing mobility, including virtual mobility, was vital for mutual understanding and learning. Obstacles to mobility had to be reduced and according to the views expressed, it was important that it became one of the ASEM educational priorities.

During the discussion it was noted that the added value of the ASEM educational cooperation are the results of the ASEM Rectors Conference and the Student Forum. This was because students knew their needs better than others while rectors knew the obstacles to balanced mobility. Strengthening institutional cooperation, developing joint education programmes for increased employability and more scholarships were also stated to be significant for many countries. Further strands to the ideas included the notions of bilateral agreements, quality assurance and mutual recognition issues. Quality assurance was still a priority for countries and the quality assurance area was supported by the EU SHARE programme and the UNESCO-led process which could contribute to progress in the area within the following two years.

A number of countries drew attention to skill development, including VET, and explained that values and attitudes were also important, particularly diversity and inclusion. There were suggestions of moving outside the current frameworks as it was necessary to analyse those skills that countries really needed. Other members highlighted ICT skills, entrepreneurship and language proficiency as important. Work-based learning and technical fields of study were also mentioned as areas where further development was needed.

It was also stressed that definitions needed to be clear in the field of ASEM education collaboration. A common understanding of terms was needed; for example, a “qualifications system”, can have many different specific meanings in different countries. When the meaning is clear, it will be easier to solve problems and move forward to an agreed understanding.

In respect of process-related improvements, the need for evaluation was highlighted; for example, indicators needed to be clear for results of projects. It was suggested that the ASEM Education Process needed monitoring and that a Working Group could be created to monitor these processes and to assess results in different sectors.

It was also stressed that it was important for ASEF to participate in this kind of discussion because ASEF needed to know the challenges and priorities of the ASEM Education Process when it planned education and youth programmes. ASEF invited the education ministers to give direction and guidance regarding possible ASEF programmes.

As emphasised by Ms Seile in conclusion, there is a need not only for the ASEM Education Process to have a vision for it to be expressed clearly in its creation and implementation of initiatives; but also to be executed in close cooperation with the stakeholders. Ms Seile expressed the hope that the Republic of Korea would incorporate the thoughts stated at the Working Breakfast discussion in the further work of developing ASEM education collaboration. ■

PLENARY SESSION II

NEW LEARNING TECHNOLOGIES IN EDUCATION – OPPORTUNITIES IN EDUCATION AND ASEM COLLABORATION

QUOTES BY THE KEY-NOTE SPEAKERS

INTERNATIONAL EDUCATION COLLABORATION USING ICT IN JAPAN



Mr Kihei Maekawa

Deputy Minister for Education, Culture, Sport, Science and Technology, Japan

” Nagoya University, which is one of the most respected universities in Japan, has produced six Nobel laureates. It has also promoted the mobility of students and teachers and has combined their face-to-face exchange with interactive distance instruction using teleconferencing systems, Skype and other ICT since 2005. The purpose of this was to develop human resources in several Asian countries, including Cambodia, Mongolia, Vietnam, Laos, Uzbekistan, and Myanmar.

” Nagoya University began opening satellite campuses last year, beginning with one in Cambodia, and has established doctoral courses using remote instruction learning utilizing ICT in law, medicine, bio-agriculture, international development and environmental studies in one country after another. This is merely one example, but we hope similar kinds of projects can be implemented between ASEM member countries in the future.

A VISION OF A MODERN EDUCATIONAL SYSTEM



Dr Juris Binde

Business Europe, President and Chairman of the Management Board of SIA Latvijas Mobilais Telefons

” To achieve the development and results from ICT industries in the future, as well as from the point of view of employers we need a combination of two types of people, namely those with a great variety of knowledge while also being experts in particular areas.

” The interaction and permanent development and evolution of a system are the keywords we have to consider when developing a future educational ecosystem.



FROM PASSIVE TO ACTIVE: STUDENTS SHOULD BECOME CONTENT CREATORS



Ms Kati Tiainen

Director of Global Digital Learning Strategy, Microsoft

” Many governments are considering the consequences of the digital gap and this is highly important. Children who do not have access to technology not even in their free time, are automatically left behind.

” We have to be very clear on the policy level and the type of learning we want to develop and the kind of devices which support the type of learning.

” The digital content revolution is where policy making has to develop much further because if we digitalize the existing content by supplying a digital book or digital workbook we are not actually creating a new learning experience. We need to go much further to achieve that.

” The most critical elements where policy and practice need to come together lie in the development, support and celebration of student-centric pedagogies when students become the owners of their own learning and become content creators not simply people who adapt content or reproduce it. So – from passive to active.

” There are many technologies at school but they do not promote the learning experience. When we type we become better typists but that does not affect our thinking skills; if we are browsing data from the Internet instead of using an encyclopaedia then that is more practical and very important, but the development of real skills takes place when learners start using technologies in a more advanced way, meaning they are visualizing data and creating knowledge. In other words they become active information producers and these are the information society skills that we need.

WHAT ARE INNOVATIVE TEACHING PRACTICES?

Student Centered Pedagogies

Personalized
Collaborative
Knowledge building
Self-regulation

Extending Learning

Problem Solving
24/7 learning opportunities
Global and cultural understanding

ICT Integration

By educators
By students
Basic usage vs. Higher-level usage (for knowledge building and creativity)

PLENARY SESSION II

THE FLOW OF DISCUSSION AND MAIN CONCLUSIONS

The discussion of the second plenary session of ASEMME5, entitled “New Learning Technologies in Education – Opportunities in Education and ASEM Collaboration”, was held on 28 April 2015 and was based on the key-notes speeches, the discussion document and the guiding questions.

The use of ICT in education requires a different design of learning, a different method of teaching and an alternative skill set for teaching staff; this presents a need for new pedagogical approaches to achieve the best use of ICT. ICT will not be used to its best advantage if only old methods of teaching continue or old materials are digitalised. Teacher training could also benefit greatly from the use of ICT.

Representatives from some countries mentioned that the use of ICT needed to be student-centred and this could empower students. The use of ICT needed to be personalised and it was necessary to maintain a positive relationship between teacher and student. The question was raised regarding how the use of devices could influence students. The use of computers could become very boring, teacher-centred, repetitive and non-critical. Research also needed to be carried out regarding the teaching and learning strategies which could be used to create a meaningful link between the use of ICT devices and student achievements.

It is widely known and accepted that the availability of ICT needs to be universal. Nevertheless, there are still some developed countries who do not have technologies in all classrooms. There are countries that encourage the use of open educational resources as far as possible so that they are available and accessible to all students and any others who would be interested in gaining access.

ICT plays a key role when it comes to open universities and distance learning – tools for extending education to all students, irrespective of their social background and geographical location. MOOCs were often mentioned by participants during the discussion. A new website in Europe provides an entry point to European MOOCs and European Open Education Resources, Open Education Gateway (<http://openeducationeuropa.eu/>). Students raised the issue of a lack of communication among teachers themselves in the use of Open Education Resources, for example in respect of MOOCs.

More broadly speaking, there are still several issues regarding the use of ICT in education. For example, digitalisation, internationalisation and partnership building, including the impact of digitalisation on education institutions and research, methods of combining digitalised learning materials with other teaching methods, innovation in learning, the internationalisation of schools, universities and classrooms, and opportunities to provide a greater variety of lifelong learning methods available at university level. The digital agenda has established public-private partnerships as one of the major issues of the day. Some countries are committed to promoting the application of ICT in education and creating new learning environments, promoting a potential partnership between education and business. Additionally, students also asked for the research results to be made available free.



It was also felt that, although covered by several ASEM-related events, new technologies in education, particularly higher education, deserved a more systematic approach, for example, a working group.

In respect of teacher training, it was also thought that ASEM needed to develop an ASEM education network and support system in a collaborative way. It could be worthwhile considering the creation of a working group on ICT and teacher training to contribute to training our teachers in modern methods.

Several countries expressed their support for the value of exchanging experiences and ideas fundamental to learning from each other. It was also suggested that there was a need for more practical programmes for capacity-building in various technologies within countries. Involving more basic capacity-building programmes across countries and regions being extremely useful was a view expressed by many.

Erasmus+ also has a very strong capacity-building component. The European Commission strongly encourages universities to develop these type of projects between Asia and Europe and to apply for funding under the Erasmus+ Programme. This could include developing joint Open Education Resources projects and working jointly with MOOCs. ■



ENDORSEMENT OF THE ASEMME5 CONCLUSIONS BY THE CHAIR

The Ministry of Education and Science of Latvia would like to express its gratitude to the ASEM members and stakeholders and the ASEM Education Secretariat in Indonesia for the tremendous contributions made to the development of the ASEMME5 Conclusions by the Chair.

Conclusions by the Chair are based on the following aspects

- Broad consultations with ASEM members and stakeholders
- A focus on tangible and more result-oriented collaboration
- The importance of highlighting the aims, benefits, results and future activities of specific initiatives
- Defining definite tasks for the ASEM Education Secretariat and Senior Officials
- The content and processes related to improvements, for example, visibility and encouraging the exchange of information

The ASEMME5 Conclusions by the Chair include two important and integral annexes for the first time: (1) *Future ASEM Education Initiatives* and (2) *Policy Recommendations Developed by the Rectors and the Students during the ARC4 and Students' Forum*. The rectors and students developed policy recommendations regarding how universities and the business sector could collaborate more effectively in equipping students with employability skills, cultivating entrepreneurship and innovating learning environments through information and communication technologies. Implementation and follow-up of the activities included in the annexes will make a contribution to the result-oriented cooperation in education between Asia and Europe as well as strengthen a closer link between ASEMME and ARC and Students' Forum in the case of ANNEX 2.

Expectations for the next two years (2015 – 2017) resulting from the ASEMME5 Conclusions by the Chair

- The three guiding principles - **Continuity** of the ASEM Education Process, **Consultation & Collaboration** for results and **Commitment** to cooperation - to be continued
- Collaboration for results, respecting the informality of the process
- Existing initiatives to be continued and strengthened
- Coherence of activities to be established and maintained
- The role of the ASEM Education Secretariat to be strengthened
- Commitment of ASEM members to be maintained
- Countries joining the new initiatives
- Follow-up on the recommendations made by rectors and students during the 4th ASEM Rectors' Conference and Students' Forum



Education Ministers agreed on the following tasks for the next two years (2015 – 2017)

For the Senior Officials:

- To meet at the Intermediate Senior Officials Meeting (ISOM) in 2016 to be hosted by Russia with the support of the ASEM Education Secretariat and
 - 1) to exchange information on the results of ASEM educational activities,
 - 2) analyse the results achieved from a policy perspective,
 - 3) identify barriers to the implementation of the agreed activities and
 - 4) propose definite measures to overcome them and develop and submit proposals to the Ministers.
- To ensure the setting of the main goals, objectives and tasks and define the expected outcome and implementation plans for the activities of the second pillar - included in ANNEX 1 of the ASEMME5 Conclusions by the Chair - to implement them and ensure their coherence.
- To explore how the policy recommendations developed by the Rectors and Students during the 4th ASEM Rectors' Conference (ARC4) and Students' Forum could be integrated into the deliberations and work of the two pillars of the ASEM Education Process – ANNEX 2 of the ASEMME5 Conclusions by the Chair.
- To examine options in the creation of a user-friendly platform for exchanging information on the results of ASEM activities, educational systems and best practice and experiences for mutual learning linked with the use of current website of the ASEM Education Secretariat.

For the ASEM Education Secretariat:

- To assist ASEM members in implementing the agreed ASEM initiatives and, in cooperation with the ASEM members and stakeholders, to intensify the follow-up and ensure the coherence of all activities, projects and initiatives taken.
- To collect information and provide analysis of the results achieved by the ASEM members regarding the implementation of the ASEM initiatives agreed and to inform Ministers on the progress achieved by preparing the Stocktaking Report for the next Ministerial Meeting.
- To develop a communication plan in collaboration with ASEM members and stakeholders to facilitate the exchange of information between ASEM members and stakeholders. Additionally, to provide public access to the results of ASEM educational collaboration.
- To improve the use of the website of the ASEM Education Secretariat. This is necessary because it is the main channel of communication – this can reflect the ongoing ASEM education activities and their results, uploading the documents related to the ASEM education etc.
- To encourage regular e-mail updates between ASEM members and stakeholders.



CONCLUSIONS HANDED OVER TO KOREA

As the host of ASEMME5, Latvia took the pleasure to hand over the Conclusions by the Chair to the Republic of Korea, the host of ASEMME6. „We are confident that the next two years will be a very productive process of collaboration, and we wish the Korean ASEM team every success with organizing the upcoming ministerial meeting,” said Ms Māriņa Seile, the Minister for Education and Science of Latvia.



Mr Hwang Woo-yea

Deputy Prime Minister and Minister for Education of the Republic of Korea

Korea is a country which has proved that education can change the world.

When the Korean Government was established in 1948 and when the Korean War broke out in 1950, Korea was one of the poorest countries in the world. However, Korea was able to transform itself from an aid recipient country to a donor country within 60 years. It achieved this aim in 2009.

” I am confident in saying that the development of Korea, often referred to as the “Miracle on the Han River”, was possible thanks to our intensive investment in people. In other words, it was education that made it possible.

A combination of the ardent zeal of the people of Korea for education and the public education policies of the government has led to the reality of equal educational access. Moreover, through the nurturing of creative talent that can drive social and economic development, education now serves as a solid basis for national development.

As Korea will host the 6th ASEM Meeting of Education Ministers’ Meeting in 2017, it will strive to ensure that the ASEM Education Process takes practical shape, yielding tangible results to the mutual benefit of Europe and Asia.

At the same time, by engaging in education-oriented forward-looking discussions, Korea will lay a sound foundation for solid collaboration between Asia and Europe. This is guaranteed to provide a valuable basis for the promotion of thriving educational exchanges.

I very much look forward to seeing you all in Korea in 2017.



Latvia hosted the **5th ASEM Education Ministers' Meeting** on 27–28 April 2015.

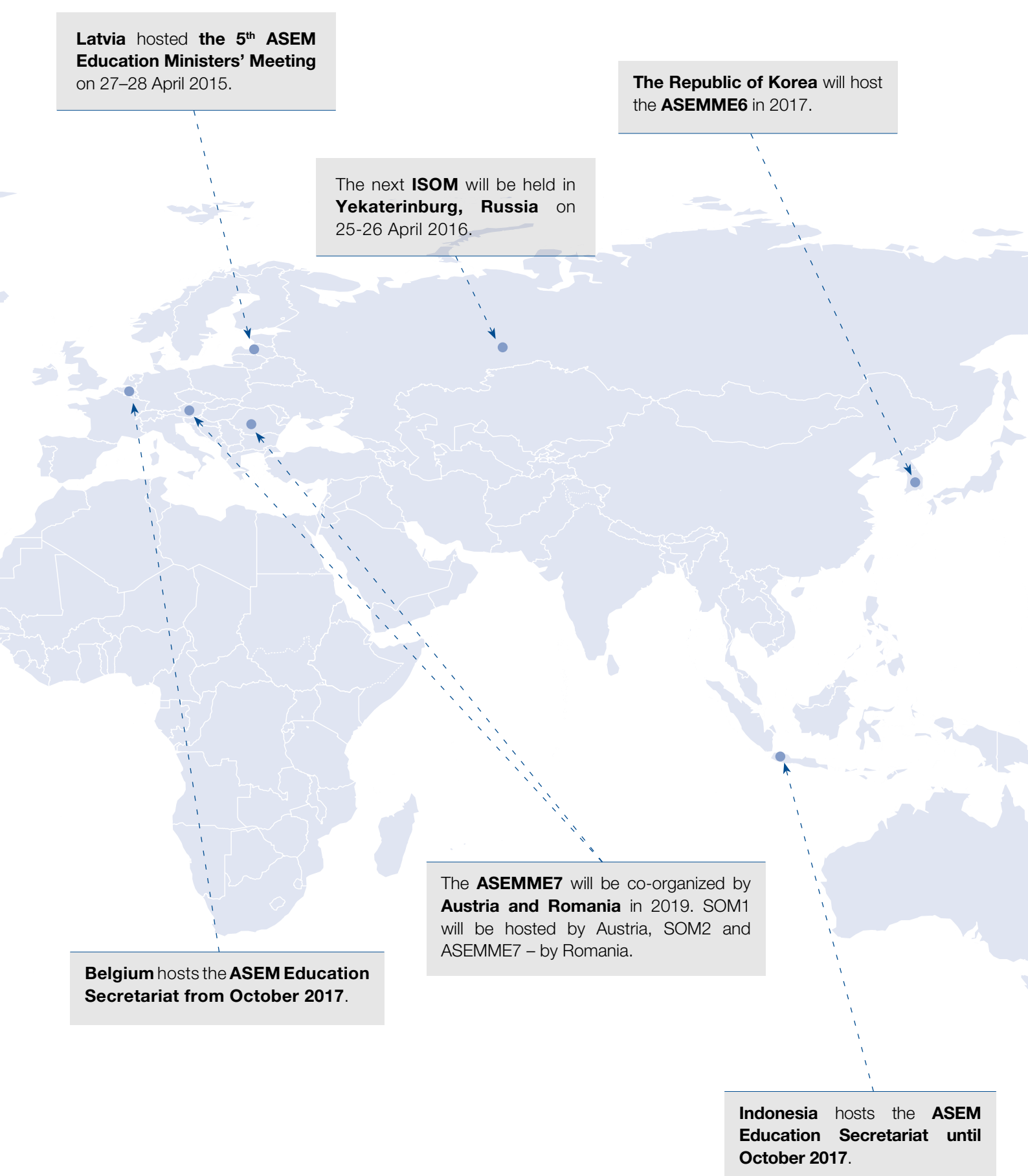
The Republic of Korea will host the **ASEMME6** in 2017.

The next **ISOM** will be held in **Yekaterinburg, Russia** on 25–26 April 2016.

The **ASEMME7** will be co-organized by **Austria and Romania** in 2019. SOM1 will be hosted by Austria, SOM2 and ASEMME7 – by Romania.

Belgium hosts the **ASEM Education Secretariat** from October 2017.

Indonesia hosts the **ASEM Education Secretariat** until October 2017.



PRESENTATIONS OF EXISTING AND FUTURE INITIATIVES

Covering the results of existing initiatives and working groups, new initiatives and current trends in education, 17 presentations were delivered by the ASEM members and stakeholders during the senior officials' meeting, as well as the ministerial meeting. They reflected ASEM education achievements, new ideas regarding collaboration and the spirit of enthusiasm in the promotion of dialogue and collaboration between Asia and Europe. The two major focuses of the presentations were the new agenda for lifelong learning; and the UN Post 2015 Development Agenda and future ASEM collaboration in education.

THE RESULTS OF EXISTING INITIATIVES AND WORKING GROUPS

Peer Learning Activity on New Approaches to Quality Assurance in the ASEM countries

Brussels, Belgium, 19-20 February 2015

One of the important recommendations of the Peer Learning Activity (PLA) on New Approaches to Quality Assurance in the ASEM countries was the organisation of an ASEM Quality Assurance Conference to be held every two years to systematise follow-up. All presentations of the PLA are available at <http://bit.ly/1CC4rEh>. The report of the PLA is available at <http://asem-education-secretariat.kemdikbud.go.id/>

Working Group on the Implementation of the ASEM Recognition Bridging Declaration

China

Three Working Group Meetings have been held during the last two years. The work on the three action plans – the website for the Asian NIC-NARICs, the Handbook of Guidelines, Principles and Good Practices on Recognition and the Cross-border Quality Assurance Network (CBQAN) will be continued, in cooperation with those ASEM countries that have expressed interest in joining the Working Group.

The Asian National Information Centres Coordinating Website (<http://www.aniccw.net/>) was launched during ASEMME5. This website is intended to share information and facilitate joint research and collaboration on the recognition of qualification in the ASEM region, to facilitate mobility in Asia and to promote the establishment of the NICs in ASEM member countries in Asia to achieve an ANIC network as soon as possible. The reason is to achieve balanced educational exchanges between Asia and Europe (ANICCW, 2015). ASEM members have been encouraged to promote the use of this website in their countries and in the activities of the region and to consider organising more seminars and conferences to disseminate results more widely.

The ASEM Joint Curriculum Development Programme in Tourism and Hospitality

Germany

The ASEM Joint Curriculum Development Programme in Tourism and Hospitality contributes to balanced mobility and enhances international collaboration among the ASEM universities of Indonesia, Lithuania, Germany and Belgium.

During the two meetings in Bali, Indonesia in 2014 and Bonn, Germany in 2015, participating universities discussed the essential points and parameters of a future programme and laid a solid foundation for a successful ASEM Joint Programme at Bachelor and Masters Level. Participating universities are confident that the remaining administrative issues may soon be solved so that both programmes could start in 2016.

Global Inventory of National and Regional Qualifications Frameworks

The Inter-Agency Group comprises ETF, CEDEFOP, UNESCO and UNESCO-UIL

The Global Inventory of National and Regional Qualifications Frameworks, a reference document, product of the collaboration between UNESCO, CEDEFOP, the European Training Foundation (ETF) and the UNESCO Institute for Lifelong Learning (UIL), is meant to guide global monitoring, policy development and peer-learning. With this report, these organisations are monitoring and characterising the development of qualifications frameworks across the globe, analysing both the progress and the challenges in their implementation. The inventory covers close to 90 individual country chapters and includes seven Regional Qualifications Frameworks (RQF) as well as six cross-country thematic chapters. Currently, approximately 80% of the UN member states, including many ASEM countries have developed or are in the process of developing a National Qualifications Framework (NQF), although many are still at an early phase. Qualifications Frameworks (QFs) are tools to link education and training systems but they can go beyond formal education. The need to look into the area of non-formal and informal learning – and the recognition thereof – leads to the question of how Asia and Europe can gain from working together on NQF, RQF and Recognition of Prior Learning (RPL). The Inter-Agency Group is willing to assist ASEM to develop validation mechanisms to recognize learning outcomes and competences from all contexts as well as to assist ASEM in developing cross-referencing mechanisms between regional QFs in Asia and Europe. In addition, the Inter-Agency Group is ready to come back to the 6th ASEM Education Ministers' Meeting (ASEMME6) to report on the further progress.

The Global Inventory is available at:

<http://www.uil.unesco.org/>

<http://www.qualificationsplatform.net/>

The Report of the Working Group on Innovative Competences

Denmark

The Report of the Working Group on Innovative Competences and Entrepreneurship Education drew attention to the case studies and site visits in which the Working Group took part. The opportunity for the continuation of the Working Group for a further two years was welcomed, new members were invited and a vacancy for a new lead country for the Working Group was announced.

ASEM University-Business Forum: Presentation of the Main Outcomes

Brussels, Belgium, 4 March 2015

A brief report on the outcomes of the ASEM University-Business Forum was given in the presentation. In the Forum, the Chinese representative mentioned the entrepreneurial ecosystem, university-networked innovation and the example of the Café of Peking University which is a meeting place for former and existing students. Representative from Finland presented an example of a good practice of the “Erasmus+” MSc program (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.

Professor Mora from the Institute of Education in London and the Technical University of Valencia had given examples of where some teaching and learning modes could be more effective in developing competencies and skills. The Japanese representative shared the experience of the national campaign for fostering “Global Human Resources” - gaining international experiences for increased employability. Mr Thelen from Germany had described the working of the Carl Benz Academy; this is a joint international education programme involving the Mercedes Benz Company and Chinese, German and American higher education institutes. The Samsung company representative had pointed to the efforts of Samsung in reaching the young people through digital academies (VET and university partnerships) for developing digital skills; Samsung runs also local programmes focused on continuing education in hospitals, museums and sport. 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 backgrounds.

The ASEF Education Portfolio: Connecting Asia and Europe

ASEF

The work of ASEF and recent achievements were illustrated in the presentation with two examples provided. The first was from the ASEF Classroom Network (ASEF ClassNet) which included annual online collaboration between secondary and high schools between both regions and the 11th ASEF ClassNet Conference – 28 October - 1 November 2013, Bali, Indonesia; the second was from the 4th ASEM Rectors' Conference and Students' Forum (ARC4), 23-27 March 2015, Hangzhou, China. The first project served as a platform for the exchange of skill development for teachers and young people and their engagement in the ASEM process. The second project addressed education policies across both regions and enabled participants to develop policy recommendations for consideration by ASEM governments. Both projects followed a fundamental objective: to make a contribution to education for sustainable development. Ambassador Zhang also highlighted the communication and outreach support of ASEF to ASEM through the maintenance of the ASEM InfoBoard (<http://www.aseminfoboard.org>), the official online information platform of ASEM. He encouraged ASEM members to use the ASEM InfoBoard to publish information on forthcoming ASEM meetings and initiatives.

The ASEM Placement Programme – the Celebratory Signing of a Letter of Intent

Belgium, Brunei Darussalam, Germany, Indonesia and Thailand

The Letter of Intent for the implementation of an ASEM Work Placement Programme was signed on 26 April 2015 by representatives of participating countries: Belgium (Flanders), Brunei Darussalam, Germany, Indonesia and Thailand.

Two ASEM University Business Forums (in Bonn and in Kuala Lumpur) have taken place since 2011, when the Ministers for Education considered the establishment of an ASEM placement programme in terms of setting up a pilot scheme for higher education-business mobility of qualified students between Asia and Europe.

Finally, during ASEMME4 the Ministers for Education endorsed the launch of an interregional ASEM Work Placement Pilot Programme that promotes practical experience, cross-cultural skills and competences of Asian students in Europe and European students in Asia. The Ministers asked the ASEM Education Secretariat to provide organisational support to launch the programme and welcomed Belgium's (Flanders), Brunei Darussalam's, Thailand's and Germany's intention to take part in the pilot phase.

Participating countries have met in Bangkok since then and have decided on the scope and parameters of this programme.

NEW INITIATIVES

Peer Learning Activity regarding the Structural Triangle in Higher Education, Linking Qualifications Frameworks, Quality Assurance and Recognition

Belgium (Wallonia and Brussels)

In follow-up of the Peer Learning Activity on New Approaches to Quality Assurance in the ASEM countries, Belgium proposes the new Peer Learning Activity (PLA) with objectives to discuss the developments of overarching and national QFs, to discuss the (potential) links between QFs, QA and recognition and to discuss their actual implementation. The new PLA would need at least 5 Asian and 5 European countries as participants and contribution of regional and international organisations, active in QFs developments.

Joint EHEA-ASEM Conference on the Academic Profession; Peer Learning Activity of Employability

Belgium (Flanders)

The presentations on the Joint EHEA-ASEM Conference on the Academic Profession and Peer Learning Activity – Employability – were followed by several ASEM countries confirming their interest in these areas. Other ASEM members

were also invited to be among the participants in these new initiatives. A preparation seminar will be held at the end of 2015 and will precede the ASEM-EHEA conference on the impact of reforms on academic work. The objectives of the seminar will be to involve interested countries, higher education researchers and institutions and academics. The ASEM Peer Learning Activity on Employability is planned to take place in 2016, with representatives from 10 to 12 countries, including ministries, institutions, students, employers and social organisations attending.

The ASEM Study Module

Germany

The ASEM Study Module which promotes the understanding of the creation of synergies and dynamics between Europe and Asia has six dimensions, namely political, economic, cultural, sustainable development, historical and social. The module is taught simultaneously in five partner universities – the Bremen University of Applied Sciences, the University of Latvia, Aarhus University of Denmark, the Manipal University of India and Dalian University of Technology in China. The closure of this Module is organised in the form of an Europe-Asia Day. Currently, the Module is undergoing its test phase and it will be implemented in 2016.

Balancing Asia-Europe Mobility in Education: ASEM Summer Camp

Malaysia

The AEI-ASEM Summer Camp entitled Biodiversity and Cultural Heritage will be held at the University of Malaya from 2 to 16 August 2015. It is aimed at fostering better-balanced mobility of students, academics and researchers in Asia and Europe. The member countries, institutions and relevant agencies are invited to partner the Asia-Europe Institute (AEI) in various ways. Asian institutions interested are expected to host and organize an ASEM Summer Camp and European institutions are invited to collaborate with the AEI to promote various Summer Camps for their students, and/or interested groups and associates. The commitment and support of the member countries is very important in maintaining the sustainability and success of the programme. It is expected that ASEM member countries select and sponsor at least two participants for each Asian ASEM Summer Camp. The presenter from Malaysia hoped that, in the long term, this programme would be both viable and sustainable and that industries would support it. It was hoped that the programme would have an even greater impact on creating a future society where dialogue and understanding others would be better developed.

Student Teambuilding as an Instrument of Engaging Business in Education

Russia

The Student Teambuilding as an Instrument of Engaging Business in Education Project is aimed at enhancing global education in the geographical area from the Atlantic to the Pacific Ocean and relates to all four ASEM education



priority areas. It will be launched in 2016. Students - project beneficiaries - will be able to implement projects relevant to industry to enhance their skills in working in the global economy. Universities can use the project as an instrument for enhancing their prestige and competitiveness by strengthening collaboration with industry, enhancing quality assurance processes and systems and by ensuring that the competences of their students will be relevant to their future working life. The solutions generated will contribute to meeting the specific needs of business and so motivate them to collaborate with universities. The project already has partners from Germany, Austria, Slovenia and Greece; there is also an opportunity for Asian countries to join it.

The ASEM Joint Research Collaboration Project

Indonesia

A new ASEM Research Collaboration Project will encourage Asian and European higher education institutions, research institutions and industry to collaborate in research fields of common interest and high priority. The scheme is also intended to involve young researchers, lecturers and postgraduate students in fields of common interest. The expected outcome of the ASEM Joint Research Project includes international publications, patents and intellectual property. Indonesia will provide 50 grants to support collaboration in research in 2016. The first Working Group meeting will discuss possible research areas, outputs and methods to develop the project while giving due consideration to existing platforms and so avoiding overlaps and repletion of projects with similar frameworks.

OTHER TOPICS PRESENTED

The New Agenda for Lifelong Learning

ASEM LLL Hub

The presentation entitled The New Agenda for Lifelong Learning concerned a new agenda seen from the point of view of research. The three main topics explained during the presentation were defining state challenges (what are the new strategies for states investing in education?), learning cultures and change as well as drivers for digital change. Studies have suggested that countries who want to climb the developmental ladder can hardly afford to ignore the lessons that countries using heavy investment in education tend to succeed first. Secondly, we know that the populations of economically successful states are right now challenged to become effective lifelong learners by changing assessment systems from summative test-oriented assessment to formative and more process-oriented assessment. A specific challenge for the Confucian learner is to make use of these formative assessment methods because it is not simply a matter of moving from a culture where the assessors are the teachers to a culture where the learners become the assessors. Thirdly, ICT-systems receive a great deal of praise and attentions; however, it is necessary to balance this praise by educational strategies that address the relevance and the effective use of these systems in specific contexts.

The UN Post 2015 Development Agenda and Future ASEM Cooperation in Education

UNESCO Institute for Lifelong Learning

Education is among the Millenium Development Goals and the post-2015 Development Agenda states that we should „ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (by 2030)”. The presentation emphasized post-2015 education targets and gave suggestions on ASEM cooperation for achieving the post-2015 targets more effectively:

- Learning Cities and twin cities in Asia and Europe;
- Recognition, validation and accreditation of learning outcomes of non-formal learning in NQFs and RQFs for lifelong learning;
- Rediscovering the youth and adult learning and education and trying to work on wider benefits of learning in health and well-being, community and society, employment and labour market.







ASEM-DUO Fellowship Programme

THE 9th ASEM-DUO EXPERTS MEETING

Riga, 28 April 2015

The largest beneficiary in Europe – Germany and in Asia – China

The 9th ASEM-DUO Experts Meeting was held with the purpose of both sharing information regarding the progress and results of the ASEM-DUO Fellowship Programme and promote its improvements. The meeting was attended by 23 participants from 10 countries, the European Commission/European Union, ASEF and ASEM-DUO. A brief introduction regarding the programme was given at the beginning of the Experts Meeting which emphasised its aim at achieving a balanced exchange between Europe and Asia and increasing the total number of exchanges between the two regions.

The programme has supported close to 3,000 students and professors during the past 14 years of exchanges between Asia and Europe. The unique principle of the programme is pairing – two students – one from Asia and one from Europe – form a pair and submit an application; if the application is accepted, both students receive a scholarship. 76% of European members and 368 European universities, 50% of Asian members and 130 Asian universities have benefitted from this programme.

As the ASEM-DUO Fellowship Programme has a secretariat located in the Republic of Korea, implementation of the programme is administered relatively easily; contributing members need to carry out only two tasks: creating the criteria (for selecting applications) and sending the money.

The largest beneficiaries so far have been Germany, France and Sweden, these being the most popular destinations among Asian students. The most popular destination for European students is China, followed by Vietnam and the Republic of Korea.

Contributing members from Europe are invited to take part in the programme, as Europeans are currently contributing relatively less than Asian members to the programme. The experiences of DUO-Korea, DUO-Singapore, DUO-Thailand, DUO-Sweden, DUO-Belgium - Flanders - and DUO-Belgium - Wallonia-Brussels - were presented to the meeting.

It was also pointed out that participants needed to connect the links between the ASEM-DUO Fellowship Programme and the “Erasmus+” programme and explore how collaboration and synergies could be made between both initiatives. The important role of Ministries for Education for disseminating information regarding the ASEM-DUO Fellowship Programme was also highlighted.

One of the major objectives of ASEM-DUO is to extend exchanges on a balanced and permanent basis. A recent survey has shown that 95% of the exchange programmes have continued their exchange after the ASEM-DUO support had been terminated. Universities also reported that the number of exchange students had increased by 44% each year since 2008. All these features fit very well within the objectives of ASEMME of “tangible cooperation” and “facilitating mobility and enhancing cooperation”.

“ERASMUS+” INFORMATION DAY

Riga, 29 April 2015



Erasmus+

“Erasmus+” has a large budget for Asia



Brian Toll

European Commission

At the ASEM Meeting of Ministers for Education in May 2013 (ASEMME4), Ministers “invited the European Commission to organise a seminar for ASEM members on the international dimension of the new EU education programme (2014-2020) with a focus on funding opportunities for Asia-Europe mobility and cooperation.”

The Latvian Presidency of the Council of the EU kindly helped to organise the Information Day which was held in the University of Latvia on 29 April 2015. Some 80 participants from 14 Asian countries, as well as European counterparts, heard presentations on theory and best practice from policy officers, programme managers and practitioners from the European Commission, its Executive Agency for Education, Audiovisual and Culture, National Agencies of the EU Member States, universities and other experts. Discussion was lively.

The Day offered detailed explanation of the “Erasmus+” programme, including the Jean Monnet action which funds EU studies, and Marie Skłodowska-Curie actions which provide opportunities for researchers in all scientific disciplines.

“Erasmus+” has a large budget for Asia, which can fund mobility for higher education staff, PhD candidates and students, and cooperation projects and capacity building in higher education to modernise and internationalize institutions and systems. Higher education institutions, as well as Ministries and agencies, are encouraged to develop innovative partnerships according to their own vision and priorities and apply.

Overall, this should promote economic growth, increase the employability of young people, support social cohesion and integration as well as respect for ethnic, cultural and religious diversity, and increase quality and transparency in higher education worldwide.

The European Commission stressed that competition for funding is fierce but that selection is merit-based, with safeguards included to ensure that the least developed countries and people from disadvantaged backgrounds can also benefit. In other words, while exact allocations per country depend on the quality of the applications made, the selection criteria are designed to produce a fair geographic and social balance.

The next call for applications for most of the different actions and programmes will be published in September/October 2015 with deadlines mainly in February/March 2016 and projects to begin in the autumn of that year. However, as time is needed to develop projects and cement inter-institutional relationships, the time to act is already now.

Starting points for additional information are http://ec.europa.eu/programmes/erasmus-plus/index_en.htm [general information] and http://eacea.ec.europa.eu/erasmus-plus/funding_en [funding opportunities]. EU Delegations can also help and alumni can share their experiences to explain what scholars of the EU programmes can really expect (<http://www.esaa-eu.org/>).

ASEM EDUCATION SECRETARIAT

INTENSIFYING FOLLOW-UP AND ENHANCING THE COHERENCE OF ACTIVITIES



During the 3rd Asia-Europe Meeting of Ministers for Education in Copenhagen in 2011, the Ministers agreed that Indonesia would host the ASEM Education Secretariat (AES) from October 2013 for a period of four years following the handover from the former AES in Bonn, Germany - located in the German Academic Exchange Service DAAD. AES Jakarta and the official website was launched on 1 October 2013 by the Secretary General of the Ministry of Education and Culture of the Republic of Indonesia.

The main tasks of the AES are to organize and coordinate activities adopted at the Meetings of Education Ministers, provide regular updates and reports to ASEM member countries on the ASEM Education Process.

Various activities and projects were accommodated by the AES from October 2013 to April 2015, for example

- coordinating the Intermediate Senior Officials Meeting (ISOM) in Hangzhou, China in May 2014;
- working closely with the Ministry of Education of Malaysia and organising the ASEM International Seminar on Lifelong Learning, Balanced Mobility and the ASEM Dialogue on Quality Assurance and Recognition in Kuala Lumpur, Malaysia in August 2014;
- facilitating the SOM1, the SOM2 and the ASEMME5 following its participation in several other ASEM education meetings and providing assistance in organising them;
- prepared the Stocktaking Report entitled *From Kuala Lumpur to Riga* for ASEMME5, assisted in drafting the Conclusions by the Chair, updating the Compendium on Credit and Learning Outcomes in ASEM countries, published a compilation of ASEM Education newsletters and the *ASEM Education Gazette* Vol.1 as well as co-chaired SOM2.

One of the priorities of the AES over the next two years will be to make better use of its website (<http://asem-education-secretariat.kemdikbud.go.id/>). The website is the main channel of communication and reflects the latest information on ASEM educational activities and important meetings. The AES would welcome suggestions from ASEM members on changes and improvements to the website (e-mail: asem.education@kemdikbud.go.id).

One of the main tasks of the AES is to publish the *ASEM Education Newsletter* to expand the presentation of information related to ASEM educational events, other higher education topics as well as providing a review of the international press on educational matters. The AES welcomes and looks forward to contributions, ideas and suggestions from ASEM member countries for the next edition of the newsletter.

The *ASEM Education Gazette* is the official publication of the ASEM Education Process and is published annually by AES on the occasion of the Senior Officials' Meeting and Ministers' Meeting. It is a communication channel which highlights successful initiatives and pilot projects as well as results of the contribution of member countries. The AES would like to invite all ASEM member countries, especially the working groups, to contribute articles for future editions regarding ASEM joint projects.

The AES will continue to work closely and continue to update the member countries on the development of the ASEM Education Process, mainly through its website and newsletter, the *ASEM Education Gazette* and regular e-mails. Additionally, the AES will update and coordinate various projects and activities as agreed by ASEM member countries in ASEMME5. Our common task, which is both challenging and rewarding, is to intensify follow-up and enhance the coherence of all activities, projects and initiatives taken. The AES hopes for the support of all ASEM members and stakeholders in developing its communication plan to facilitate the exchange of information and the preparation of the Stocktaking Report for the next Ministerial Meeting. The AES will also provide facilitation and advice to the host of ISOM, the host of SOM1/SOM2 and the host country of the 6th ASEM Education Ministers' Meeting ASEMME6.



ASIA-EUROPE FOUNDATION

The Asia-Europe Foundation (ASEF) promotes greater mutual understanding between Asia and Europe through intellectual, cultural and people-to-people exchanges. Since 1997, ASEF has implemented over 650 projects, engaging over 17,000 direct participants as well as reaching out to a much wider audience in Asia and Europe.

#ASEFEDU

FUTURE PROJECTS IN ASEF EDUCATION

9-21 August 2015	Pune, India	19th ASEF Summer University on Sustainable Urbanisation in Heritage Cities (#ASEFSU)	ASEF, Ministry of External Affairs of India, Symbiosis International University (India), Indian National Trust for Art & Cultural Heritage (INTACH)	Interdisciplinary project for students to engage with local communities and jointly address and find solutions for societal needs
1-5 November 2015	Luxembourg	ASEF Young Leaders' Summit on Entrepreneurship and Youth Employment (#ASEFYLS) <i>In conjunction with the 12th ASEM Foreign Ministers' Meeting (ASEM FMM12)</i>	ASEF, University of Luxembourg, Ministry of Foreign Affairs and Ministry of National Education, Children & Youth of Luxembourg, Institute of Societal Leadership (ISL) – Singapore Management University (SMU)	Interaction between the ASEM Youth and ASEM Leaders, and dialogue platform for young professionals to share perspectives and develop a vision for a sustainable future in ASEM
16-20 November 2015	Sofia, Bulgaria	12th ASEF Classroom Network (ASEF ClassNet) Conference (#ASEFClassNet)	ASEF, 32 Secondary Language School "St. Kliment Ohridski", Sofia Municipality, Ministry of Foreign Affairs and Ministry of Education and Science of Bulgaria	Fusion of education and ICT to boost personal exchanges and online collaborations across ASEM secondary and high school teachers and students
30 November-2 December 2015 (tbc)	Melbourne, Australia	ASEM LLL Hub Research Network 4 Conference on National Lifelong Learning Strategies <i>Supported under ASEF's Education Policy Conference Series</i>	ASEM Education & Research Hub for Lifelong Learning (ASEM LLL Hub), Royal Melbourne Institute of Technology (RMIT), ASEF	Experts' meeting for researchers, practitioners and policy makers to contribute to evidence-based educational reform and innovation
4-8 April 2016	Prague, Czech Republic	5th ASEF Rectors' Conference and Students' Forum (ARC5) (#ARC5) <i>In support of the 6th ASEM Education Ministers' Meeting (ASEMME6)</i>	ASEF, Charles University, Ministry of Foreign Affairs and Ministry of Education, Youth and Sport of the Czech Republic	"Official Dialogue Partner" for ASEM ME; high-level platform for interregional dialogue on emerging and pressing higher education issues in ASEM



LATVIA – PEOPLE WITH A CAPACITY TO INVENT, ADAPT AND COLLABORATE



©Photo: Uldis Vilks

When you ask Latvians where they relax or recharge their batteries, the response is normally - in the forest or by the coast of the Baltic Sea. The country has hundreds of kilometres of seaside, lined with dunes and white sandy beaches with over 48 percent of its land covered by forest, a vast network of free-flowing rivers and thousands of lakes. Latvia is one of the best-preserved paradises of Europe for a wide variety of wildlife. Nowhere else in Europe will you find so many black storks and lesser-spotted eagles.

The political, economic, and cultural centre of Latvia is Riga, where more than one third of the population of Latvia lives and works. The historic centre of Riga is listed by UNESCO as one of the most important cultural and architectural sites in the world. Riga is a city where centuries meet, where the grandeur of Art Nouveau architecture contrasts with Soviet austerity, where wooden buildings reflect their light on the walls of new high-rise.

Latvia is a land that sings; the culmination of the music is the National Song and Dance Festival, where tens of thousands of singers and musicians join together every five years – an incredible phenomenon, recognized by UNESCO as a Masterpiece of the Oral and Intangible Heritage of Humanity.

The strategic location of Latvia - between Scandinavia and Russia - has made it an international crossroad for trade, commerce and cultural exchange for many centuries. What drives the Latvian economy? There is no single farm crop or huge natural resource that Latvia can depend on. Instead, it relies on its resources of wood, its logistics business and its people. Latvians are renowned for their capacity to invent, adapt and collaborate. One of the cornerstones of the competitive advantage of the country in the global marketplace is the chemical and pharmaceutical industry. The Latvian ICT sector is growing providing services that, although invisible, turn the wheels of the modern lives of Latvians. ■



©Photo: Latvian National Centre for Culture



©Photo: Aleksandrs Kendenkovs

EXHIBITION

POWERED BY EDUCATION

While expecting the ASEMME5 guests, the Ministry of Education and Science prepared an exhibition on outstanding elements of various levels of education in Latvia, starting from basic to general, vocational and higher education, and finishing with interest education centres.

Education is a force that can be seen in full colour once it is combined with ambitious people who have developed sustainable ideas. From drones and combat robots to satellites in outer space, an innovative



The new Nuclear Medicine Centre will merge knowledge about oncology and nuclear physics



The Locals is a brand concept that was developed by NotPerfectEducation, students of the Stockholm School of Economics in Riga and the social business agency Grameen Creative Lab. It serves as a bridge between home-based manufacturer and buyers



The Riga School of Arts and Crafts is a very significant educational institution – one whose graduates have helped to decorate the interiors of seven embassies and 47 churches across Latvia

Under the leadership of Vitolds Bīriņš, the Robot school students turn vacuum cleaners that have served their time into hybrid battle robots





AERTI drones are manufactured at the the Riga Technical University's Aeronautics Institute

Physics teacher Valdis Zuters and his class were one of the first to test Edurio, the new platform creating reciprocal links in schools



The recently discovered mezzo soprano Zanda Švēde learned the foundations of music at Latvia's Valmiera School of Music

way of measuring the quality of education and a crafts school of high international standards, these are Latvian success stories about people and their remarkable achievements – all powered by education. Full selection of stories can be viewed on the webpage of the Ministry: poweredbyeducation.izm.gov.lv

Each story focuses on one specific figure whose personal and professional investment has been decisive in creating a unique product, establishing a new initiative, or developing various areas of the education sector.

The heroes of these stories along with their students, pupils, instructors and partners, have all been pillars of support for the educational system of Latvia. Outstanding achievements are always sources of pure inspiration. Enjoy! ■



The well-developed system of interest-based education helps young people in Latvia to choose a profession

EDUCATION IN LATVIA

PRE-SCHOOL

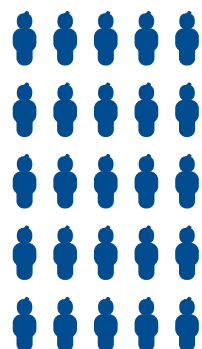
CHILD BENEFIT PERIOD



LATVIA
<18
MONTHS

MINIMUM PERIOD IN EU

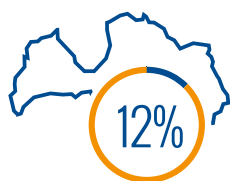
<5
MONTHS



95.45%
OF CHILDREN
(5-6 YEAR-OLDS)
ATTEND PRE-SCHOOL

GENERAL EDUCATION AND VET*

POPULATION OF LATVIA
~2 000 000



ARE OF SCHOOL AGE



773
GENERAL EDUCATION
INSTITUTIONS

INCLUDING
109

WITH MINORITY
EDUCATIONAL
PROGRAMMES



43%

15-18 YEAR-OLDS
STUDY IN
VOCATIONAL
EDUCATION

HIGHER EDUCATION

60



HIGHER EDUCATION
INSTITUTIONS

43.9%
USE STATE FUNDING
FOR STUDIES



56.1%
USE PRIVATE MEANS
FOR STUDIES



AMONG ALL
30-34 YEAR-OLDS

40.7%
HAVE HIGHER
EDUCATION

EU TARGET FOR
2020 IS

40%

MOBILITY



STUDYING IN EXCHANGE
PROGRAMMES OUTSIDE
LATVIA

LONGEST JOURNEYS
ARE TO



8102 KM
JAPAN

7302 KM

FOREIGN STUDENTS
IN LATVIA



LONGEST JOURNEYS
FROM



17289 KM
NEW ZEALAND

15301 KM
AUSTRALIA

ADULT EDUCATION

95%
SPEAK

1+

LANGUAGE
(**54%** IN EUROPE)

54%
SPEAK

2+

LANGUAGES
(**25%** IN EUROPE)

WOMEN IN THE
FIELD OF RESEARCH



LV **52%**

EU **33%**

EARLY LEAVING
FROM EDUCATION
AND TRAINING



*VET: VOCATIONAL EDUCATION AND TRAINING

RESEARCH IN LATVIA

SMART SPECIALISATION

LATVIAN SMART SPECIALISATION STRATEGY (RIS3) IS A STRATEGY FOR TRANSFORMING THE ECONOMY TOWARDS HIGHER ADDED VALUE, PRODUCTIVITY AND MORE EFFECTIVE USE OF RESOURCES



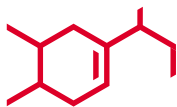
KNOWLEDGE-BASED
BIO-ECONOMICS



INFORMATION AND
COMMUNICATION
TECHNOLOGIES



SMART
ENERGY



BIO-MEDICINE, MEDICAL TECHNOLOGIES,
BIO-PHARMACY AND BIOTECHNOLOGIES



ADVANCED MATERIALS, TECHNOLOGIES
AND ENGINEERING SYSTEMS

PRIORITIES

1. HIGH VALUE-ADDED PRODUCTS
2. PRODUCTIVE INNOVATION SYSTEMS
3. ENERGY EFFICIENCY
4. MODERN ICT
5. MODERN EDUCATION
6. KNOWLEDGE-BASED APPROACH
7. POLYCENTRIC DEVELOPMENT

STEM



OF ALL
GRADUATES
ARE IN STEM



OF STEM STUDENTS
ARE FUNDED BY
GOVERNMENT



OF STEM GRADUATES
CONTINUE STUDIES IN
A PHD PROGRAMME



OF INSTITUTIONAL
FUNDING GOES FOR
RESEARCH INSTITUTES
SPECIALIZING IN STEM



OF STATE BUDGET
FOR HIGHER EDUCATION
GOES TO STEM FIELDS AND
STUDY PROGRAMMES

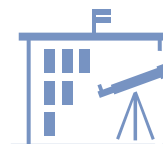
GENERAL



PUBLICLY
FUNDED
RESEARCH
INSTITUTIONS

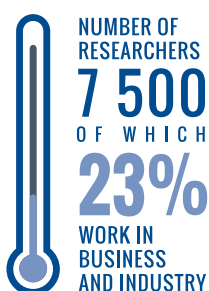


ACKNOWLEDGED AS
INTERNATIONALLY
COMPETITIVE

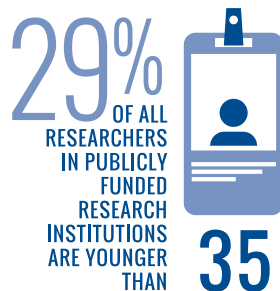


70%
OF RESEARCH IS
PERFORMED IN
UNIVERSITIES

SUCCESSFUL
PROJECTS UNDER FP7



3%
OF
ACADEMIC
STAFF ARE
FOREIGNERS



IN 2014
100%
MORE
PHD GRADUATES THAN
IN 2010
51% OF THEM
ARE IN STEM



5th ASEM EDUCATION MINISTERS' MEETING
RIGA, 27–28 APRIL 2015

“ASEM EDUCATION COLLABORATION FOR RESULTS”

ASEMME5 CONCLUSIONS BY THE CHAIR

1. The 5th ASEM Education Ministers' Meeting (ASEMME5) took place in Riga, Latvia on 27 and 28 April 2015 and brought together 196 participants from 46 ASEM members and 11 stakeholders. The Meeting was chaired by Ms Māriņa Seile, Minister for Education and Science of the Republic of Latvia.
2. The Meeting warmly welcomed representatives from the new ASEM members, Croatia and Kazakhstan who joined the ASEM Process during the 10th ASEM Summit (ASEM10) held in Milan, Italy on 16-17 October 2014.
3. The Meeting conveyed its appreciation to Latvia for their hospitality and excellent organisation of the 2nd Senior Officials' Meeting and the ASEMME5 as well as for the contribution of Latvia to the further development of the ASEM Education Process, especially for fostering dialogue between the ASEM members and stakeholders and involving them in the joint consultation process in order to identify priorities for the post-ASEMME5 period and for encouraging discussions and exchange of practice on the issues of common interest.
4. The purpose of the Meeting under the theme ASEM Education Collaboration for Results was to ensure forward-looking dialogue, exchange of good practice and to encourage tangible and more result-oriented activities that would serve the interests of both regions. The role of the ASEM Education Process for ASEM dialogue and cooperation was explained during the Meeting and also highlighted. The Meeting also considered the current global developments and their impact on education policies in ASEM countries. The plenary sessions addressed issues such as the contribution of ASEM education cooperation to the development of skills for better employability, as well as the current rapid technological changes and new learning technologies in education. Their impact on strengthening the ASEM education cooperation was also discussed. The Meeting also discussed the future prospects for ASEM education cooperation, the main challenges, opportunities and expected outcomes from a political point of view.

In their Meeting, the Ministers:

5. Reconfirmed the strategic role of education as an enabling factor in promoting sustainable and inclusive development, innovation as well as poverty and unemployment reduction, thus contributing to overall connectivity (including the seamless movement of people, information, knowledge and ideas, and greater institutional linkages), dialogue and cooperation between Asia and Europe, as highlighted by the ASEM Leaders at ASEM10 held in Milan, Italy on 16-17 October 2014.
6. Highlighted the importance of tangible activities and cooperation and encouraged the achievements of the results in the areas of Tangible Cooperation in the field of education as mentioned in the ANNEX 3 of the Chair's Statement of the ASEM10 – "List of Interested ASEM members for Tangible Cooperation Areas". In this regard the Ministers called for effective coordination between the Ministries of Education and Ministries of Foreign Affairs. The Ministers also encouraged other ASEM members and stakeholders interested in tangible activities in the field of education to implement definite joint initiatives, activities and projects in the coming years and so contributing to the achievement of the common goals of the ASEM Education Process.
7. Reaffirmed the relevance of achieving more transparency and improving understanding of the different education systems within and between both regions and making education systems more comparable, facilitating mobility and enhancing collaboration. The Ministers supported the firm ambition to build a cross-border and cross-regional area for cooperation at a policy level as well as institutional level. They also emphasised the need for an area where mobility of students, teachers, researchers, ideas and knowledge would be the core common goal. The Ministers were convinced that it would be possible to ensure that people would be equipped to operate successfully in an international and global environment by reinforcing the collaboration and mobility.
8. Reiterated the importance of keeping the ASEM Education Process as a multifaceted, multipurpose process, open to various topics and interacting with other education organizations. The Ministers recognized the need and value to take into the consideration the educational goal of the post-2015 Agenda in ASEM education cooperation to ensure equitable and inclusive quality education and lifelong learning for all. They anticipated further promotion of this initiative at the UNESCO World Education Forum, to be held in the Republic of Korea in May 2015, among the ASEM

countries and beyond. They also recognized that the issues of acquiring values, skills and competences for sustainable development need to be placed high on the education agenda as noted in the Global Action Programme on Education for Sustainable Development (ESD) launched at the UNESCO World Conference on ESD held in Japan in November 2014. At the same time the Ministers recommended focusing on the tasks that can be tackled only within the ASEM Education Process to avoid unnecessary repetitions of work done by other organizations.

9. Confirmed their commitment to the further development and strengthening of the cooperation in the four key policy areas introduced during the 3rd Asia-Europe Meeting of Ministers for Education (ASEMME3), to ensure continuity of the ASEM Education Process: (1) quality assurance and recognition of qualifications; (2) engaging business and industry in education; (3) balanced mobility and (4) lifelong learning, including technical and vocational education and training. The Ministers stressed that the continuity and future of the ASEM Education Process need to be based on the progress made in these four key policy areas and in close cooperation and consultation between ASEM members and stakeholders.
10. Acknowledged that the ASEM Education Process is a forum for informal dialogue among the ASEM members and partners. The Ministers also expressed their willingness to build the ASEM education cooperation on a two-pillar system. The first pillar would represent the dialogue-oriented cooperation, providing a platform for mutual learning and exchange of experiences strengthening mutual understanding and providing incentives for education policy and strategy developments at institutional, national and regional level. The second pillar would represent the result-oriented cooperation composed of tangible activities and measures. The Ministers supported the commitment of ASEM member countries to specific themes or result-oriented activities depending on different national targets and interests.

The Ministers approved the future ASEM education initiatives (ANNEX 1) and called for commitment and responsibility when implementing them.

11. Acknowledged the different needs and priorities of ASEM members at institutional, national and regional level and appreciated the increased existing bilateral and multilateral cooperation among the ASEM members and stakeholders in the framework of various agreements, initiatives, programs and projects. Bilateral and multilateral cooperation is an important complementary element to the ASEM Education Process.
12. Noted with satisfaction the contribution of Intermediate Senior Officials' Meeting (ISOM) which raised the momentum of the ASEM education cooperation activities and launched discussions on the future ASEM education priorities. The Ministers thanked China for hosting the ISOM on 7-9 May 2014 in Hangzhou with the participation of more than 70 representatives from 22 delegations.
13. Expressed their appreciation to the ASEM Education Secretariat (AES) hosted by the Ministry of Education and Culture of the Republic of Indonesia since 2013, for its excellent work in assisting the ASEM member countries to implement various ASEM educational activities, preparing the Stocktaking Report, initiating the idea to gather ideas from ASEM members and stakeholders for developing a vision document, and for launching the new ASEM Education Gazette, an official publication for the ASEM Education Process and a channel of communication with the ministries of education in ASEM member countries, with stakeholders and partners.
14. Expressed gratitude to Australia, Latvia, and Malaysia for appointing their seconded national experts to the ASEM Education Secretariat and the commitment to consider the possibilities at continuing the secondment of their national experts to contribute to the work of the ASEM Education Secretariat.
15. Underlined the importance of enhancing the visibility of the ASEM Education Process at all levels, including political, stakeholder, expert, institutional and an individual level for increasing awareness and greater understanding of the ASEM Education Process and its contribution to mutual learning and exchanges as well as individual contacts. Improved visibility can be achieved among others through better online communication in particular through the website of the ASEM Education Secretariat (<http://asem-education-secretariat.kemdikbud.go.id/>) and the ASEM InfoBoard (www.aseminfoboard.org) maintained by the Asia-Europe Foundation (ASEF).
16. Commended the Asia-Europe Foundation (ASEF) for its added value to the ASEM Education Process. ASEF's education projects contribute to education policy dialogue, facilitate youth networks and involve education institutions and young people in the ASEM Education Process and ASEM Leaders' Meetings.

A. Quality Assurance and Recognition

Cooperation between the bodies in charge of quality assurance in higher education serves as a ground for trust between Europe and Asia. In addition, fair and transparent recognition of qualifications facilitates mobility for both study and professional purposes. Quality assurance and recognition are seen as crucial and interlinked elements for enhancing the attractiveness, transparency, comparability and permeability of higher education qualifications. ASEM education cooperation should aim for and build upon already existing regional structures.

The Ministers:

17. Appreciated China's efforts towards establishing a Working Group for implementing the ASEM Recognition Bridging Declaration (known as Beijing Declaration), through the three action plans: building the Asian National Information Centers Coordinating Website (ANICCW); drafting the Handbook of Guidelines, Principles and Good Practices on Recognition in the ASEM Region; and establishing the Cross-border Quality Assurance Network (CBQAN). The Ministers noted with appreciation the concrete results achieved by the Working Group, and in particular, underlined the official launch of the ANICCW. The Ministers welcomed the continuation of the Working Group coordinated by China and supported by Austria, Belgium (French Community), Brunei Darussalam, Estonia, Germany, Indonesia, Japan, Malaysia, the Republic of Korea, Latvia, Lithuania and the United Kingdom to implement this declaration in cooperation with other ASEM member countries and invited the Working Group to reinforce the coherence of their initiatives with other activities, projects, initiatives as well as already existing tools in both regions. The Ministers thanked China for holding the first and third Working Group Meetings, and Latvia the second Working Group Meeting. Romania and Philippines expressed their interest to join the Working Group.
18. Noted Malaysia's efforts to facilitate the dialogue in the field of quality assurance and recognition by organizing seminar on 25-26 August 2014 in Kuala Lumpur, focusing on the following topics: the issues of Regional Quality Assurance Frameworks and Qualifications Framework; cross-border Higher Education and evolution of Transnational Education (TNE) in ASEAN and European and the Cross Border Quality Assurance Network in Higher Education (CBQAN); strengthening partnership and cooperation in implementing initiatives towards facilitating recognition. The dialogue further enhanced information sharing and networking between ASEM member countries on quality assurance and recognition best practices.
19. Appreciated Japan's contributions towards establishing a higher education quality assurance centre for Asia. The Ministers also welcomed Japan's initiative and the collaboration efforts made by other participating countries to organize the "Working Group on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education among ASEAN Plus Three Countries" from 2013 to 2017 to promote student exchanges with quality assurance and harmonization of the different systems in higher education in ASEAN Plus Three countries. It aims to (1) draft the Guidelines for the promotion of Student Exchange with quality assurance and (2) hold regular meetings of quality assurance agencies. The Ministers thanked Japan and Indonesia for hosting the first and second meetings of the Working Group and noted the third Working Group would be held on 11 June 2015 in Bangkok, Thailand, where the Draft of the ASEAN Plus Three Guidelines on Student Exchange is to be agreed on.
20. Emphasized the need for a dialogue among ASEM quality assurance bodies and stakeholders as well as for a mutual understanding in the field of quality assurance. The Ministers took note of the results of Peer Learning Activity (PLA) organised by Belgium (French and Flemish Communities) on 19-20 February 2015 and invited the ASEM countries to organise follow-up activities based on the conclusions of the PLA final report. It is recommended that the follow-up activities are focused on further structuring and systematising the exchange of information through various activities such as PLAs, seminars and conference; exploring the potentials of the CBQAN in supporting the common understanding of quality assurance in both regions; linking more closely the developments of quality assurance and qualifications frameworks.
21. Invited the countries (Australia, Belgium (French and Flemish Communities), Brunei Darussalam, China, Estonia, Indonesia, Latvia, Lithuania, Malaysia, Portugal, Romania and Thailand) which have expressed an interest to establish an expert group discussing interregional credit transfer mechanisms and learning outcome systems among ASEM member countries to develop this initiative and agree on the aims and activities of the expert group. The Ministers appreciated the ASEM Education Secretariat's efforts to collect the updated reports on credits and learning outcomes from ASEM member countries.

22. Took note of the European Union's initiative "Higher Education in ASEAN Region" (EU SHARE – 2015-2018) conducted in collaboration with the ASEAN Secretariat and a consortium consisting of British Council, DAAD, Nuffic, Campus France, ENQA and EUA. The programme will support the development and enhancement of regional higher education frameworks for quality assurance, recognition of credit and qualifications, and mobility among Asian and European countries. It will contribute to the further development and implementation of the ASEAN Credit Transfer System and the ASEAN Qualifications Reference Framework (AQRF), and also provide grants for supporting student mobility among Asian countries and with Europe.
23. Welcomed the initiative of Belgium (French and Flemish Communities) to organize in cooperation with France, Romania, Finland, Portugal and other interested ASEM member countries a Peer Learning Activity in 2016 on qualifications frameworks for higher education in relation to quality assurance and recognition.
24. Welcomed the proposal of Belgium (French and Flemish Communities) to organize in cooperation with other ASEM members in 2016-2017 a joint ASEM-EHEA conference about the impact of all reforms and challenges higher education has to address, will have on the academic work, since the quality of teaching, research and community engagement depends on the engagement of the faculty and the staff as well as a supportive and inspiring working environment.

B. Engaging Business and Industry in Education

Intensifying the dialogue and collaboration between education institutions (mainly higher education institutions (HEIs)), business, and industry within and between the two regions remains an essential task. The collaboration between HEIs and the business sector is vital to socio-economic development. Various emerging challenges to sustainable development require innovation in the HEIs - Business relationship. HEIs and entrepreneurs need to collaborate closely at different levels and formats in order to improve employability of graduates, to cultivate entrepreneurship, and to innovate learning environments through information and communication technologies. There is a need to improve the employability of students through work placements and work-based learning and to embed those instruments in the curriculum.

The Ministers:

25. Appreciated the efforts made by the Asia-Europe Foundation (ASEF) and China in organizing the 4th ASEM Rectors' Conference (ARC4) and Students' Forum on the topic "University-Business Partnerships: Asia and Europe Seeking 21st Century Solutions" on 23-27 March 2015 in China. The Ministers recognised ARC as "Official Dialogue Partner" and reaffirmed the importance of engaging HEIs and students as valuable active partners in the ASEM Education Process. The Ministers asked ASEF to continue its work in this regard.
26. Emphasized the outcomes of the 4th ASEM University Business Forum held in Brussels on 4 March 2015 focusing on the education side of the University-Business cooperation. The Ministers noted that it is important to explore ways of: 1) how higher education can better contribute to social, economic and technological innovation, 2) to what extent trans-regional university-enterprise cooperation can enhance innovation and its spread, 3) what more needs to be done to ensure that graduates can operate effectively in international environments. To achieve these objectives the Ministers called for involving enterprises in curriculum design and providing quality workplacements. The Ministers emphasized the role of higher education giving students the intellectual foundation – being critical, analytical, and empathetic – that will enable them to do the future jobs. The Ministers thanked Belgium (Flemish Community and French Community) for organizing the 4th ASEM University Business Forum. In order to continue the dialogue on University-Business Cooperation, the Ministers welcomed Vietnam's offer to host the 5th ASEM University Business Forum in 2015.
27. Noted with interest and approved the future activities of the ASEM Work Placement Pilot Programme. The Ministers supported the 3-years pilot programme starting in 2015/2016 with a first balanced student exchange and creating the programme's website serving as the communication platform among coordinators, students and work places, as agreed by Brunei Darussalam, Belgium (Flemish Community), Germany, Indonesia and Thailand. The Ministers thanked Thailand for hosting the 1st Meeting on 29-30 January 2015 in Bangkok of the participating countries in the ASEM Work Placement Pilot Programme. The next meeting of the participating countries will be conducted together with the first alumni of the programme in 2016. The Ministers invited also further ASEM member countries to join the programme.

28. Welcomed Brunei Darussalam's initiative in fostering entrepreneurship in higher education through a workshop that is organized for undergraduates from ASEM countries from 18th to 26th May 2015 at the Universiti Brunei Darussalam. This platform is a commitment to improve life-long learning and to increase self-sustainability amongst the populace of higher learnings in ASEM countries as well as to encourage collaborations and networking to create a cohesive entrepreneurial ecosystem. The seven-day workshop themed "Entrepreneurship in Higher Education" is designed to ignite, discuss and develop further recommendations and entrepreneurial strategies amongst the higher education populations that would create viability and productivity in marching the ASEM economy to a more formidable position.
29. Welcomed the initiative of Belgium (Flemish and French Communities) to organize in 2016 in cooperation with other ASEM members a Peer Learning Activity on Employability and on the contribution of higher education to innovation.
30. Encouraged the initiative of the Russian Federation to develop a project "Students' teambuilding as an instrument of engaging business in education" aimed at the direct collaboration between Asian and European universities, business and industries through the students' international teambuilding thus promoting the creation of a common labour space.
31. Welcomed the Republic of Korea's effort to open up new and wider opportunities for countries to share example cases, experiences and know-how on industry-university cooperative research programs by holding the Global Industry-University Cooperation Forum in October 2015 and in 2016, building upon the outcomes of ASEM University-Business Fora. The Republic of Korea expected that it will set another steppingstone to advance discussions on developing effective and productive modes of industry-university partnership, and asked for active participation of ASEM countries in the Forum.

C. Balanced Mobility

Interregional exchange of students and staff results in increase in internationally trained and experienced labour force and lays foundations for new partnerships in Asia and Europe. The imbalanced flows of mobile students and teachers between Asia and Europe is a major issue for the ASEM education cooperation. Measures should still be taken to better balance mobility flows. There are also several obstacles encountered by the students both from Asia and Europe preventing mobility.

The Ministers:

32. Recognized the contribution of the current mobility schemes existing in various formats, including scholarships offered within the framework of bilateral educational agreements between countries, to the promotion of educational exchanges of students and teaching staff.
33. Acknowledged the results of the ASEM International Seminar on Balanced Mobility held on 25-26 August 2014 in Kuala Lumpur and supported the proposal of Malaysia and the Asia-Europe Institute (AEI) to organize AEI-ASEM Summer Camps (AEI-ASC). The Ministers encouraged the delegates of ASEM member countries to nominate and sponsor their national participants to the AEI-ASC pilot project, to be held on 2-16 August 2015 in Malaysia, aimed to foster better balanced mobility of students, academicians and researchers between Asia and Europe.
34. As a successor of the online platform DEEP (Database on Education Exchange Programmes), welcomed ASEM's initiative to set up a page on its website providing links to various education mobility opportunities and scholarships, run or endorsed by ASEM members' governments, the ASEAN Secretariat and the European Commission. The initiative supports students in their search for suitable study opportunities across all ASEM member countries.
35. Welcomed the European Commission's initiative to organize an Information Day on "Erasmus+" programme on 29 April 2015 in Riga with the aim of giving practical guidance on opportunities for international cooperation which will strengthen Asia-Europe links in higher education and increase mobility of students, researchers, academic staff and other experts. The Ministers called on ASEM higher education authorities, institutions and other stakeholders to develop action plans and relevant projects to promote the programme, specifically with a view to increasing mobility for all ASEM partners and developing inter-regional cooperation and capacity building, as supported by the programme. Capacity building can particularly help improve quality assurance systems and recognition mechanisms and increase attractiveness, transparency and comparability of education systems. The European Commission undertook to keep ASEM partners informed of developments, such as the launch of Calls for Proposals, including through higher education fairs where possible.

36. Acknowledged the ASEM-DUO Fellowship Programme has served as a practical and tangible cooperation project, which contributed to the enhancement of mutual understanding of both Asia and Europe by promoting education cooperation and balanced exchanges of university students. Welcomed the ASEM member countries (Republic of Korea, Singapore, Thailand, Sweden, Belgium/Flemish Community and Belgium/French Community) for joining the ASEM-DUO Fellowship Programme and encouraged more ASEM member countries to join the programme in the 4th phase until 2020.
37. Underlined the importance of the ASEM Joint Curriculum Development Project and viewed it as an instrument to enhance international collaboration among ASEM universities. The Ministers appreciated Indonesia's contribution to host the 1st meeting of ASEM member countries (Belgium (Flemish Community), Brunei Darussalam, Germany, Lithuania and Indonesia) willing to develop a Joint Curriculum Development Programme in Tourism and Hospitality at bachelor and master level resulting in real life based curricula. The Ministers thanked Germany for hosting the 2nd meeting on 12 and 13 March 2015 in Bonn in order to discuss further steps. Romania expressed its willingness to join the project and the Ministers invited also further ASEM member countries to join the programmes.
38. Welcomed the initiative from Germany to develop an ASEM Studies' Curriculum Module with the objective to make Master level students, studying in the field of Asian or European studies, familiar with the goals and instruments of the ASEM process as well as its political, social and economic framework. The module should promote understanding in the ASEM region and enable the respective university graduates to act as promoters of the ASEM spirit in their future careers. The Ministers attached high importance to the development of joint modules as an instrument to further international collaboration among universities worldwide. In the long run it could be envisaged to widen the module to a comprehensive ASEM Study Programme.
39. Welcomed ASEF's flagship youth projects, the "ASEF Summer University", "Model ASEM" and the "ASEF Young Leaders Summit" which contribute to balanced mobility between Asia and Europe, as well as the "ASEF Classroom Network (ASEF ClassNet)" project which promotes balanced mobility also among the secondary education students. The Ministers encouraged ASEF to further develop these projects which serve as sustainable platforms of dialogue and exchange among young people as well as include the youth perspective into the ASEM process.
40. Welcomed Indonesia's proposal to explore a new ASEM Research Collaboration Scheme, to encourage Asian and European higher education institutions, research institutions and industries to cooperate on the research fields of common interest and high priority. Indonesia, Australia, Finland, Romania will join this pilot scheme and set up a working group for ASEM research cooperation. The first Working Group Meeting will be organised after ASEMME5 in order to discuss the research areas, outputs and methods to move forward the project taking into consideration the existing platforms and avoiding overlaps with similar frameworks.

D. Lifelong Learning (LLL) Including Technical and Vocational Education and Training (TVET)

Promoting lifelong learning is essential to cope with the undesirable side effects of globalization, demographic transformation, and rapid technological developments, which are posing new challenges to societies and knowledge-based economies across the world. This area aims at developing policies that create learning opportunities for all citizens throughout their lives in order to participate in continuing professional development and enhance their skills and competences for working life, personal fulfilment, active citizenship, and social inclusion.

The Ministers:

41. Emphasized the importance of establishing networks between the Higher Education Sector and TVET to integrate theoretical and practical learning. The Ministers thanked Germany for organizing an expert seminar on dual study programmes entitled "A Strategy to Expand Opportunities for ASEM Youth" on 31 March – 1 April 2014 in Nuremberg with the aim to make the audience familiar with different higher education study programmes integrating working periods by focusing on the dual study programmes. During the seminar, it was discussed whether and how this model might be transferred to other countries.
42. Appreciated Malaysia's initiative in organizing the International ASEM Seminar on Lifelong Learning on 25-26 August 2014 in Kuala Lumpur with the theme "Strategizing Collaboration, Leveraging Resources: Charting The Way Forward for Lifelong Learning". The main objective of the Seminar was to bring together all relevant stakeholders including

subject matter experts to share their ideas, experiences and findings to chart the strategies, future trends, and the way forward for lifelong learning. The Ministers noted that implementation of LLL needs to be transformed with greater collaboration among all key stakeholders including industries in research and development activities in order to promote LLL as well as leveraging on the resources optimally in creating a learning community. The Ministers acknowledged the contributions from the ASEM LLL Hub researchers who shared their research results and disseminated knowledge in the post-event report.

43. Underlined the contribution of the Working Group on Innovative Competences and Entrepreneurship education, which has organized meetings in Denmark (2013), Singapore (2014), Vietnam (2014), Norway (2014) and Latvia (2015). The Ministers recommended to address the following areas: 1) Further research, analysis, evaluation into innovation and entrepreneurship (assessment of current programs, implementation, needs analysis, revision on analysis made, implementation of new practice); 2) Exchange of best practices (Peer Learning Activities (PLA), dissemination of best practice, capacity building for teachers and school leaders based on exchange of best practices). Romania and Indonesia expressed their interest to join the Working Group.
44. Acknowledged the importance of effective TVET systems and mobility of TVET learners and trainers for the development of skills for better employability. The Ministers supported future collaboration in both regions thus creating new education partnerships between ASEM countries. Ministers welcomed further discussions on work-based learning, TVET institutions and industry partnerships, new learning approaches, quality assurance mechanisms and mobility in TVET area to make education systems in both regions more comparable, and encouraged Latvia's initiative to promote a dialogue on sharing best practices and future perspectives in TVET.
45. Highlighted the results of the ASEM Forum on Lifelong Learning – “Renewing the Agenda for Lifelong Learning” on 9-11 March 2015 in Bali and efforts towards knowledge dissemination by publishing two issues of ASEM Magazine for lifelong learning. The Ministers supported the ASEM LLL Hub's initiative to strengthen the link between research, education and policy making for better lifelong learning policies. The Ministers thanked the ASEM LLL Hub for organizing, and Denmark and Indonesia for co-organising, the ASEM Forum on Lifelong Learning “Renewing the Agenda for Lifelong Learning” on 9-11 March 2015 in Bali.
46. Noted with interest the ASEM LLL Hub's initiative to promote the lifelong learning in ASEM member countries. The Ministers welcomed the intention of the ASEM LLL Hub to produce the first two ASEM Reviews of National Policies for Lifelong Learning. The Ministers appreciated the joint and comparative studies carried out by researchers from Asia and Europe and encouraged efforts to partnering with the ASEM LLL Hub, including to ensure sponsoring specific studies within its research networks.
47. Welcomed the completion of the 2015 Global Inventory of national and regional qualifications frameworks compiled by the European Training Foundation (ETF), Cedefop, and UNESCO, including the UNESCO Institute for Lifelong Learning (UIL). The Ministers acknowledged the Inventory as an important reference document to guide global monitoring, policy development and peer learning and invited the inter-agency group to ensure the effective dissemination of the findings contained in the Global Inventory. The Ministers emphasised that qualifications frameworks are instrumental for recognizing all forms of learning formal, non-formal and informal, building lifelong learning systems and facilitating recognition of qualifications. The Ministers welcomed the UNESCO led process to foster cooperation in developing and implementing world reference levels (WRLs), based on learning outcomes to facilitate the international comparison and recognition of qualifications. The Ministers welcomed the willingness of the interagency group to assist ASEM to develop mechanisms for validation to recognise learning outcomes and competences from formal, non-formal and informal contexts, and for cross-referencing, qualifications frameworks in Asia and Europe, in consultation with the ASEM members. The Ministers called upon inter-agency group to continue the Global Inventory of national and regional qualification frameworks and to come back to the 6th ASEM Education Ministers' Meeting (ASEMME6).

Ministers invited Senior Officials:

48. To meet at the Intermediate Senior Officials' Meeting (ISOM) in 2016 to be hosted by the Russian Federation with support of the ASEM Education Secretariat and to exchange information on the results of the ASEM education activities, analyse the achieved results from a policy perspective, identify barriers to the implementation of the agreed activities and propose definite measures to overcome them, further developing and submitting proposals to the Ministers.

49. To ensure setting of the main goal, objectives and tasks and definition of expected outcomes and implementation plans for the activities of the second pillar (included in ANNEX 1) in order to successfully implement them and enhance their coherence.
50. To explore how the Policy Recommendations developed by the Rectors and the Students during the 4th ASEM Rectors' Conference and Students' Forum (ARC4) could be integrated into the deliberations and work of the two pillars of the ASEM Education Process (ANNEX 2).
51. To examine the options to create a user-friendly platform for exchanging information on the results of the ASEM activities, educational systems and best practices and experience for mutual learning linked with the current website of the ASEM Education Secretariat.

Ministers invited the ASEM Education Secretariat:

52. To assist the ASEM members in implementing the agreed ASEM initiatives and in cooperation with the ASEM members and stakeholders to intensify the follow-up and enhance the coherence of all the activities, projects and initiatives taken.
53. To collect information and provide analysis on the results achieved by the ASEM members implementing the ASEM initiatives agreed and to inform Ministers on the progress achieved by preparing descriptive and analytical Stocktaking Report for the next Ministerial Meeting.
54. To develop a communication plan in close cooperation with the ASEM members and stakeholders to facilitate exchange of information among the ASEM members and stakeholders and provide public access to the results of the ASEM education cooperation.
55. To make better use of the website of the ASEM Education Secretariat as a main channel of communication (this can reflect the ongoing ASEM education activities and their results, uploading the documents related to the ASEM education etc.) and to encourage regular e-mail updates among the ASEM members and stakeholders.

Ministers thanked:

56. The Republic of Korea for its commitment to host the 6th ASEM Education Ministers' Meeting (ASEMME6) in 2017.
57. Belgium (Flemish Community and French Community) for its offer to host the ASEM Education Secretariat as of October 2017.
58. The Russian Federation for its offer to host the ISOM in 2016.
59. Austria for its offer to host the 1st Senior Officials' Meeting and Romania for its offer to host the 2nd Senior Officials' Meeting and the 7th ASEM Education Ministers' Meeting in 2019.
60. Latvia for successfully hosting the ASEMME5, moving forward the ASEM Education Process and giving impetus to the overall cooperation between Asia and Europe.■

ANNEX 1

FUTURE ASEM EDUCATION INITIATIVES

A. Quality Assurance and Recognition *Pillar 1*

No	Initiative	Date and venue	Names of ASEM members/ stakeholders
1.	Peer Learning Activity on qualifications frameworks for higher education in relation to quality assurance and recognition	2016	Belgium (French and Flemish Communities), France, Romania, Finland, Portugal
2.	A joint ASEM-EHEA conference about the impact of all reforms and challenges higher education has to address, will have on the academic work ¹	2016-2017	Belgium (French and Flemish Communities), Romania, (tbc)

A. Quality Assurance and Recognition *Pillar 2*

No	Initiative	Date and venue	Names of ASEM members/ stakeholders
1.	3rd Working Group on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education among ASEAN Plus Three Countries	11 June 2015, Thailand	ASEAN Plus Three Countries (Brunei Darussalam, Cambodia, China, Indonesia, Japan, Lao PDR, Malaysia, Myanmar, Philippines, the Republic of Korea, Singapore, Thailand, Vietnam)
2.	The 4th Working Group Meeting for Implementing the ASEM Recognition Bridging Declaration	2016, Estonia	China, Austria, Belgium (French Community), Brunei Darussalam, Estonia, Germany, Indonesia, Japan, Malaysia, Latvia, Lithuania, Portugal, the Republic of Korea, Philippines, Romania, the United Kingdom
3.	An Expert Group of Interregional Credit Transfer Mechanisms and Learning Outcome System	tbc	Australia, Belgium (French and Flemish Communities), Brunei Darussalam, China, Estonia, Indonesia, Latvia, Lithuania, Malaysia, Romania, Portugal, Thailand

B. Engaging Business and Industry in Education *Pillar 1*

No	Initiative	Date and venue	Names of ASEM members/ stakeholders
1.	Workshop "Entrepreneurship in Higher Education" for undergraduates from ASEM countries	18 -26 May 2015, Brunei Darussalam	Brunei Darussalam
2.	The 5th ASEM University Business Forum	2015, Vietnam	Vietnam
3.	Peer Learning Activity on Employability and on the contribution of higher education to innovation	2016	Belgium (French and Flemish Communities), Portugal, (tbc)
4.	5th ASEM Rectors' Conference and Students' Forum (ARC5)	2016	Europe (tbc)
5.	Global Industry-University Cooperation Forum	October 2015, 2016	The Republic of Korea

B. Engaging Business and Industry in Education *Pillar 2*

No	Initiative	Date and venue	Names of ASEM members/ stakeholders
1.	ASEM Work Placement 3-years pilot programme	2015/ 2016	Brunei, Belgium (Flemish Community), Germany, Indonesia and Thailand
2.	Project "Students' teambuilding as an instrument of engaging business in education"	2016/ 2017	Russian Federation

C. Balanced Mobility *Pillar 2*

No	Initiative	Date and venue	Names of ASEM members/ stakeholders
1.	Asia-Europe Institute (AEI)-ASEM Summer Camps (AEI-ASC) pilot project	2-16 August 2015, Malaysia	Malaysia, AEI
2.	ASEM Studies' Curriculum Module	2015	German Higher Education Institutions and Partner Countries' Institutions
3.	ASEM Joint Curriculum Development Project at bachelor and master level resulting in real life based curricula	2016	Belgium (Flemish Community), Brunei Darussalam, Germany, Lithuania and Indonesia, Romania
4.	ASEM-DUO Fellowship Programme	2016-2020	The Republic of Korea, Singapore, Thailand, Sweden, Belgium (French and Flemish Communities)
5.	A new ASEM Research Collaboration Scheme to encourage Asian and European higher education institutions, research institutions and industries to cooperate on the research fields of common interest and high priority. A Working group for ASEM research cooperation.	2016	Indonesia, Australia, Finland, Romania

D. Lifelong Learning (LLL) Including Technical and Vocational Education and Training (TVET) *Pillar 1*

No	Initiative	Date and venue	Names of ASEM members/ stakeholders
1.	Latvia's initiative to promote a dialogue on sharing best practices and future perspectives in TVET	tbc	Latvia, Austria, Brunei Darussalam, Belgium (Flemish Community), Germany, Indonesia, the Russian Federation

D. Lifelong Learning (LLL) Including Technical and Vocational Education and Training (TVET) *Pillar 2*

No	Initiative	Date and venue	Names of ASEM members/ stakeholders
1.	Producing the first two ASEM Reviews of National Policies for Lifelong Learning	2015	ASEM LLL Hub
2.	Working Group on Innovative Competences and Entrepreneurship education	tbc	Australia, Brunei Darussalam, Cambodia, the Czech Republic, Denmark, France, Hungary, Indonesia, the Republic of Korea, Latvia, Malaysia, Norway, Philippines, Romania, Singapore, Vietnam
3.	Update global inventory on regional and national qualifications frameworks, including mechanisms for validation and for cross-referencing of regional qualification frameworks	2017	UNESCO, ETF, Cedefop, UIL

* 1 if enough support from ASEM members and stakeholders

For ASEF's projects in the field of education, please refer to www.asef.org.

ANNEX 2

POLICY RECOMMENDATIONS DEVELOPED BY THE RECTORS AND THE STUDENTS DURING THE 4th ASEM RECTORS' CONFERENCE (ARC4) AND STUDENTS' FORUM

ARC4 STUDENTS' FORUM

POLICY RECOMMENDATIONS FOR THE 5th ASEM EDUCATION MINISTERS' MEETING (ASEM ME5)

27-28 April 2015, Riga, Latvia

The ARC4 Students' Forum on "*University-Business Partnerships: Asia and Europe Seeking 21st Century Solutions*" took place on 23-24 March 2015 at Zhejiang University in Hangzhou, China. On this occasion, 51 students from all ASEM member countries developed Policy Recommendations on how universities and the business sector can better cooperate to equip students with employability skills, to cultivate entrepreneurship, and to innovate learning environments through information and communication technologies. The students convey the following Recommendations for consideration of the ASEM Ministers for Education at the upcoming 5th ASEM Education Ministers' Meeting on 27-28 April 2015 in Riga, Latvia. Four Student Representatives personally handed over these Policy Recommendations on 27 March 2015 to the Minister for Education and Science of the Republic of Latvia, Ms Māriņa SEILE, at the Closing Ceremony of the 4th ASEM Rectors' Conference (ARC4). The students also address these Recommendations to their university and business leaders and relevant institutions amongst other stakeholders in ASEM countries.

The participants of the ARC4 Students' Forum have identified the following issues as priorities and commit themselves to promoting and finding ways of applying them. They call upon the ASEM members to engage them in working towards delivering tangible outcomes for the 6th ASEM Education Minister Meeting (ASEM ME6).

University-Business Partnerships for Employability Skills

- Curriculum design processes should take a student-centred approach and be developed in partnership with students to provide flexible learning pathways and opportunities for soft skill development. This should be done in consultation with businesses and external stakeholders when deemed useful, without jeopardising academic integrity. Opportunities to develop soft skills outside of the classroom, including student-led activities, need to be actively supported technically and financially, promoted, and the learning completely recognised by relevant stakeholders.
- Transparent, independent and updated programme information for all Higher Education Institutions must be made accessible on centralised public platforms and available nationally and internationally to students, potential students, parents, teachers and employers. Career guidance services must also be available at all levels and adequately resourced. ASEM members should implement measures and provide resources to strengthen the role that universities and businesses take in supporting such services.
- University-Business Partnerships which deliver quality work-placed learning opportunities must ensure decent working conditions, be incentivised, practically supported by long-term national strategies, and designed by relevant stakeholders. Partnerships must ensure that expected learning outcomes are achieved, recognised academically, and that students are compensated for the completed work.

University-Business Partnerships for Entrepreneurship

- The institutionalisation of entrepreneurship within university curricula, in partnership with businesses (SMEs and MNCs), is a must. This should include teaching material enriched with actual business cases, inter-disciplinary courses, and the creation of start-up incubators in universities that provide mentorship and advisory services.
- Universities, businesses and communities should work together to explicitly promote social entrepreneurship and develop business models that create shared value. This addresses problems in societies, encourages sustainable development and the notion that entrepreneurship is not exclusively for profit-making, but has a social role to play ultimately for the benefit of everyone.
- An improved funding system for university start-ups and entrepreneurial activities is needed. This includes tax incentives for investors, a system of preferential loans for entrepreneurs, and improved seed-funding channels, which allow universities to access more external funding and provide venture capital funding for entrepreneurial activities.

University-Business Partnerships for New Learning Environments through Technology

- Universities should have a policy framework that emphasises access to technology and training of faculty and students. This should include the establishment of strategic centres at universities to continuously improve technology use on campuses. Such activity should be supported by an international network to share good practices and close interaction with businesses.
- Flexible approaches to institutionalise recognition of online learning as a complement to traditional education in universities, such as through Massive Open Online Courses (MOOCs) or other Open Educational Resources (OERs) are needed. For instance, these should be accredited and/or used as a supplement for admission applications to university.
- Universities and businesses should support national and international student initiatives in leveraging on technology to create opportunities aimed at acquiring additional experiences and skills. Examples include administrative support and funding for online workshops, cross-university forums, networking meetings and other innovative projects.

THE 4TH ASEM RECTORS' CONFERENCE (ARC4)

POLICY RECOMMENDATIONS FOR THE 5th ASEM EDUCATION MINISTERS' MEETING (ASEM ME5)

27-28 April 2015, Riga, Latvia

The 4th ASEM Rectors' Conference (ARC4) on "*University-Business Partnerships: Asia and Europe Seeking 21st Century Solutions*" took place on 26-27 March 2015 at Zhejiang University in Hangzhou, China. More than 100 university leaders and representatives from 43 ASEM member countries jointly developed Policy Recommendations in 3 parallel working groups on how universities and the business sector can better cooperate to equip students with employability skills, to cultivate entrepreneurship, and to innovate learning environments through information and communication technologies. The Policy Recommendations were handed over to the Minister for Education and Science of the Republic of Latvia, Ms Māriņe SEILE, at the Closing Ceremony as a contribution to the deliberations at the 5th ASEM Education Ministers' Meeting (ASEM ME5) on 27-28 April 2015 in Riga, Latvia.

The participants of the 4th ASEM Rectors' Conference (ARC4) identified the issues below as priorities for ASEM policy-making with regard to university-business collaboration. They committed themselves to promoting 21st century-oriented university-business partnerships and to seeking solutions to possible challenges to cooperation. They called upon the ASEM members to engage them in working towards delivering tangible outcomes for the 6th ASEM Education Ministers' Meeting (ASEM ME6).

University-Business Partnerships for Employability Skills

In order to promote the development of employability skills among graduates, the state plays a dual role.

- In their legislative and administrative capacities, the ASEM members should
 - 1) remove barriers to international mobility for study and internship purposes, including those linked to visa matters and payment regulations for students;
 - 2) encourage initiatives to enhance Ph.D. students' employability in diverse careers; and
 - 3) promote student-centred and problem-based learning and practical training through internships, entrepreneurial courses, and inclusion of soft-skills as well as transversal competencies in all programmes.

To better address the above issues, ASEM members shall establish and/or enhance various platforms for dialogue between universities, businesses, government institutions and communities.

- In their financial and service roles, the ASEM members should
 - 1) provide tax benefits, subsidies, insurance schemes and/or other incentives to encourage the provision of internships and practical training for students in businesses, community organizations and in the public sector;
 - 2) enable the development of open-access databases on Higher Education programmes to facilitate informed decisions by students; and
 - 3) better recognise the value of and investment in extra-curricular activities, and support these by facilitating an infrastructure of career-guidance centres, business incubators, innovation hubs, technology parks and student-led start-ups.

University-Business Partnerships for Entrepreneurship

A university-wide entrepreneurial culture is vital to address the dynamic transformations societies are undergoing. While continuing to ensure academic excellence, fostering entrepreneurship has to be positioned as a core mission of universities. ASEM education policies should be formulated to support this endeavour.

- ASEM members should support universities to develop ecosystems to enable entrepreneurship. Universities should be empowered to develop policies and measures, within respective national contexts, to transform the university environment accordingly through
 - 1) broadening the curriculum to include entrepreneurship education;
 - 2) strengthening applied research and technology transfer;
 - 3) facilitating faculty development to embrace a new innovative mindset;
 - 4) supporting cross-cultural student mobility and leadership development; and
 - 5) introducing enhanced technologies and facilities, as well as incentives to drive innovation and entrepreneurship.
- Partnerships with governments, businesses and communities need be strengthened to foster the development of “engaged universities” for social betterment, for example through a “triple-helix plus one” partnership model. ASEM members should also provide incentives to encourage the business sector to provide mentorship, internship and research opportunities, and funding support for entrepreneurial student initiatives.
- ASEM members shall incorporate innovation and entrepreneurship as part of their national policies and strategies. This includes the facilitation of their infrastructures, which support entrepreneurship, such as the introduction of tax incentives, creation of knowledge transfer and innovation funds, local and regional incubators, entrepreneurship resource centres and platforms, development of finance instruments to support start-ups, and efforts to help them find new market opportunities locally and internationally.

University-Business Partnerships for New Learning Environments through Technology

- ASEM members should facilitate and support universities to develop and execute clear policies that foster an environment and culture conducive to university-business partnerships, including the transfer of technology and knowledge. These policies should draw from evidence-based practices of existing effective university-business partnerships across Asia and Europe. The practices may include new metrics for evaluating faculty, such as
 - 1) recognition and reward for effective engagement with businesses;
 - 2) utilization of technology-based collaborative platforms to share information/resources and encourage cross-sector and cross-disciplinary dialogue; and
 - 3) funding models that allow universities, businesses, and/or governments to support the development and sustainability of university-business partnerships.
- ASEM members should encourage universities to provide flexible and innovative learning environments for students. Such learning environments should include, amongst others, external curricular options, such as online courses/ platforms in MOOCs and possible credit recognition for students.
- ASEM members should support universities in developing strategies for evaluating university-business partnerships to assure the sustainability of high quality and effective partnerships. Based on policies, existing frameworks, and specific ecosystems within countries, these evaluation strategies may include
 - 1) the facilitation of technological platforms for communication to assure efficient networking across sectors as well as across countries;
 - 2) professional development for faculty and students to better understand the affordances of technology and effectively use technology in a learning environment; and
 - 3) continuous quality assurance indicators that include the students’ voice.

ORGANISERS



AFFILIATES



