



Ministry of  
Education and Science  
Republic of Latvia



Latvian Presidency  
of the Council of the  
European Union

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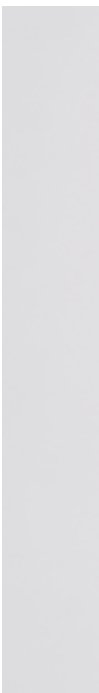
Asia-Europe Meeting

27 - 28 APRIL 2015

# 5th ASEM EDUCATION MINISTERS' MEETING (ASEMME5)

## ASEM EDUCATION COLLABORATION FOR RESULTS

NATIONAL LIBRARY OF LATVIA,  
RIGA





*Labdien!\**

*I am more than honoured to welcome the Asian and European political leaders in education to Riga as well as the heads of stakeholder organisations, who all belong to the ever growing ASEM family. Speaking of which, my warmest greetings to both newcomers – Croatia and Kazakhstan - the latest addition to the ASEM family!*

*Despite the vast distances, differences in culture, language and views, the Asia–Europe Meeting has proved to be a key platform for informal dialogue and collaboration between both regions. Since the ASEM ministers for education met for the first time in 2008, we have clearly had the opportunity to see education in action and see it as a force for uniting people and building a sustainable future.*

*Soon, the ASEM Education Process will mark its 10th anniversary, an anniversary of some note and which enables us to enter into a mood of reflection. From policy to classroom, have we made the most of it? Looking back at ASEM achievements is part of the ministerial debate in Riga. However, it is equally as important to take into account the challenges and opportunities which the future presents to us. The global economy has taught Asia and Europe many lessons, and skills have proved to be the driving force for better jobs and better lives. Moreover, today is not only concerned with acquiring skills but is also about empowering people to use them effectively. Among the topics for debate, boosting the potential of ICT in education will be part*

*of the ministerial discussion in Riga, as they represent very tangible positive outcomes within our economies.*

*As hosts of the 5th ASEM Education Ministers' Meeting, we are particularly happy to have succeeded in involving such a large number of member states and stakeholders at only the preparation stage. Our road to ASEMME5 has been paved with constant consultation and debate with all members and stakeholders, and I would like to thank everyone involved in this careful preparation process since the summer of 2014.*

*At the same time, we take pride in seeing such a wide representation of all the powerful ASEM actors who have not only been available and active during the preparation of the meeting, but have actually made their way to Riga. Having not only the member states and stakeholder organisations present, but also those representatives from the 4th ASEM Rectors' Conference and the Students' Forum, contributes to strengthening the ties between policy makers and other stakeholders.*

*\* - Latvian for "hello"*

**Ms Mārīte Seile**

Minister for Education and Science of Latvia

## BACKGROUND NOTE

**The 2nd Senior Officials' Meeting (SOM2) –  
26 April 2015 – and**

**The 5th ASEM Education Ministers' Meeting  
(ASEMME5)**

***ASEM Education Collaboration for Results –  
27-28 April 2015***

Following the tradition of meeting bi-annually to enhance the Asian and European dialogue on education and with an overarching theme *ASEM Education Collaboration for Results*, the 5th ASEM Education Ministers' Meeting (ASEMME5) aims to ensure a forward-looking dialogue on strengthening cooperation between Asia and Europe. It also plans to set priorities for the future work-cycle and seeks to encourage joint actions to achieve results to serve the interests of both regions. It will already be 10 years in 2018 since the first ASEM Meeting of Education Ministers and ASEMME5 will provide an opportunity to reflect, assess progress already made and set a course for future joint collaboration in a more targeted way.

Croatia and Kazakhstan joined the ASEM Process at the 10th ASEM Summit held in Milan, Italy on 16 – 17 October 2014 and will participate in the ASEM Education Ministers' Meeting for the first time.

ASEMME5 brings together Ministers for Education from Asia and Europe, high-level representatives of the European Commission and the ASEAN Secretariat, international non-governmental organisations representing European and Asian universities and students as well as other stakeholders – a total of more than 55 delegations from Asia and Europe.

The Meeting of Ministers consists of two plenary sessions, and a political-level informal discussion (Working Breakfast). The current global developments and their impact on education policies around the world are reflected by the topics to be addressed. The meeting will debate the development of skills for better employability and the contribution of ASEM education to this, as well as the rapid technological changes, new learning technologies in education and their impact on strengthening the ASEM education cooperation. The Working Breakfast will discuss the future prospects of ASEM education collaboration, the main challenges,



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opportunities and expected outcomes seen from a political point of view. The results of existing initiatives and new initiatives of the ASEM Education Process will also be presented in parallel to the Working Breakfast. All these initiatives to be presented contain valuable tools contributing to result-oriented collaboration.

The Conclusions by the Chair will be adopted at the end of ASEMME5. These will set the priorities of the future work-cycle and will encourage joint actions to achieve results to serve the interests of both regions. Latvia will hand over the ASEMME5 Conclusions by the Chair to the Republic of Korea at the end of the Meeting of Ministers. The Republic of Korea will host the 6th ASEM Education Ministers' Meeting to be held in 2017.

The Second Senior Officials' Meeting (SOM2) on 26 April 2015 will be a follow-up to the 1st Senior Officials' Meeting on 10 – 11 November 2014 in Riga, Latvia and will be a critical step in the final preparations for the ASEMME5. The results of existing initiatives and new initiatives of the ASEM Education Process will also be presented during the SOM2.

#### **Importance of ASEMME5:**

- positive networking options, including bilateral meetings
- the potential for impact on the future of the ASEM Education Process
- the topics of discussions reflect current global developments
- the potential for ASEM education collaboration, including the strengthening of result-oriented activities



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## 2nd SENIOR OFFICIALS' MEETING (SOM2) and 5th ASEM EDUCATION MINISTERS' MEETING (ASEMME5) “ASEM EDUCATION COLLABORATION FOR RESULTS”

### SUNDAY, 26 APRIL (SOM2)

10:00 – 13:30	Registration of the participants	10:00 - 12:30	ASEM Education working group meetings/ networking opportunities <i>(optional and by appointment only)</i>
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12:30 – 13:30 Buffet lunch (Hall “Jūra”, 1st floor)

#### Hall “Rīga”, 2nd floor (Listening room – Hall “Zemgale”, 2nd floor)

**13:30 – 13:45**      **Welcome speeches**  
*Ms Sanda Liepiņa, State Secretary of the Ministry of Education and Science, Latvia*  
*Prof. drh. Aris Junaidi, Ph.D, Director of the ASEM Education Secretariat, Indonesia*

**13:45 – 14:00**      **Presentation of Stocktaking Report and proposals for next period assessment**

**14:00 – 15:00**      **Draft Chair’s Conclusions – Presentation and discussion**

15:00 – 15:30      Family photo and Coffee break (1st floor atrium)

**15:30 – 16:00**      **Draft Chair’s Conclusions**  
Discussion and submission to the ministers for endorsement

**16:00 – 18:00**      **Presentations of ASEM members and stakeholders – new initiatives, results of working groups and current trends in education**

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

*Belgium (Federation Wallonia-Brussels)*

**Peer Learning Activity on the “Structural Triangle” in Higher Education, Linking Qualifications Frameworks, Quality Assurance and Recognition**

*Belgium (Federation Wallonia-Brussels)*

**ASEM Study Module**

*Germany*

**ASEM Joint Curriculum Development Programme in Tourism and Hospitality**

*Germany*

**ASEF’s Education Portfolio: Connecting Asia and Europe**

*ASEF*

**ASEM Joint Research Collaboration Project**

*Indonesia*

**Student Teambuilding as an Instrument of Engaging Business in Education**

*Russian Federation*

**Balancing Asia-Europe Mobility in Education: ASEM Summer Camp**

*Malaysia*

**Report of Working Group on Innovative Competences**

*Denmark*

**ASEM Placement Programme - Celebratory Signing of a Letter of Intent**

*Belgium, Brunei Darussalam, Germany, Indonesia and Thailand*

19:30 – 21:30      Welcome Dinner at the Radisson Blu Daugava Hotel (1st floor restaurant)

# SPEAKERS



## Mr Kevin Guillaume

Attaché, Head of Unit, Ministry of the Federation Wallonia-Brussels

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

At the initiative of the Federation Wallonia-Brussels and the Flemish Community, a peer learning activity entitled "New approaches to quality assurance in the ASEM countries" was organised in Brussels on 19-20 February 2015. During one day and a half, 32 experts from five Asian countries and five European countries as well as representatives of regional and international organisations active in the QA field, had the opportunity to present and discuss their respective QA system and procedures as well as current regional programmes and projects, with the view of fostering cooperation and inter-linkages at international and interregional level.

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

The Federation Wallonia-Brussels, in close cooperation with the Flemish Community, is volunteering to host a new peer learning activity, tentatively entitled "The structural 'triangle' in higher education: linking qualifications frameworks, quality assurance and recognition". Experts from at least five Asian countries and five European countries as well as representatives of regional and international organisations relevant to this topic, will mainly discuss the development and implementation of both overarching and national qualifications frameworks. Participants should also consider the links between and implications of the qualifications frameworks developments on quality assurance and recognition.



## Dr. Shazia Aziz Wülbers

Lecturer, University of Applied Sciences, Bremen

### ASEM Study Module

Presentation of a project targeting to develop an ASEM Study Module will include a short description of the partners of the project, the project itself and the status quo.



## Prof. Dr. Thomas Rasmussen

University of Applied Sciences, Stralsund

### ASEM Joint Curriculum Development Programme in Tourism and Hospitality

The aim of the presentation of the ASEM Joint Curriculum Development Programme in Tourism and Hospitality is to inform about the state of the process and the partners involved in the initiative.



## Ambassador Yan Zhang

Executive Director, ASEF

### ASEF's Education Portfolio: Connecting Asia and Europe

ASEF has set in motion a number of projects which contribute to education policy dialogue and facilitate youth networks. Through interdisciplinary and pragmatic approaches as well as the integration of ICT as an essential component, ASEF's education projects strengthen collaboration between education institutions, exchange among young people and link them to the ASEM Education Process and ASEM Leaders' Meetings. This presentation showcases the concrete results and impact of past projects, in particular the 4th ASEM Rectors' Conference and Students' Forum (ARC4).

# PRESENTATORS



## Prof. Drs. Agus Subekti

M.Sc., Ph.D, Director of Research and Community Service, Ministry of Research, Technology, and Higher Education, Indonesia

### **ASEM Joint Research Collaboration Project**

The new initiative of Indonesia supports the balanced mobility between Asian and European students and staffs through research collaboration. The aim of this program is to strengthen the collaboration of Asian and European countries, to balance the mobility and to facilitate the researchers to have international publication, patent or award.



## Ms Natalia Zolotareva

Head of Department of the State Policy in the Sphere of Training of Workers and CPE, Ministry of Education and Science, the Russian Federation

### **Student Teambuilding as an Instrument of Engaging Business in Education**

The project presents an interactive platform for students' international team building aimed at creation of a practical business-project as a part of education. Such a form gives an opportunity for students to apply practically their university knowledge, enhance their teamwork skills, and join to international network activity. Objective of the project is to engage business and industry in education through involvement of students to the entrepreneurship, and balanced mobility through the direct collaboration among students, academics and universities of the ASEM countries.



## Assoc. Prof. Dr. Siti Rohaini Kassim

Expert, Asia-Europe Institute

### **Balancing Asia-Europe Mobility in Education: ASEM Summer Camp**

The ASEM Summer Camp is a Ministry of Education of Malaysia initiative, in response to decision 23 in the ASEMME4 Chair's Conclusions, for Malaysia to develop activities to promote a more balanced Asia-Europe mobility. Towards this objective, themed semi-academic summer camps are organised by interested Asian universities, coordinated by Asia-Europe Institute, University of Malaya, to attract students, researchers and academics especially from Europe, to acquire knowledge and experience particularly about Asia, in Asia. Activities include lectures with relevant field trips. With support from Asian and European ASEM partners, Malaysia hopes this will help increase the volume of movement to Asia.



## Mr Jørn Skovsgaard

Senior Adviser, Ministry of Education, Denmark

### **Report of Working Group on Innovative Competences**

The program has explored how Innovative Competences are developed and matured in concrete institutional settings within the Asian and European education systems. The modality of the work program will support an exchange of "best practices" in both regions, but it also has the potential to explore "next practices" which can encourage school systems to focus on the importance of innovation in its wider context. ASEMME5 is encouraged to take note of the outcomes of the programme and endorse the recommendations.

### **ASEM Placement Programme - Celebratory Signing of a Letter of Intent**

With the signing of the letter of intent the participating countries agree to stick to certain conditions and parameters to implement the ASEM Placement Programme. This programme should lead to a balanced exchange of students going abroad for a placement either Asian students to Europe or European students to Asia.



# 5th ASEM EDUCATION MINISTERS' MEETING (ASEMME5) “ASEM EDUCATION COLLABORATION FOR RESULTS”

## MONDAY, APRIL 27 (ASEMME5 – DAY 1)

10:00 – 13:30	Registration of the participants	10:00 - 12:30	Bilateral meetings and ASEM Education working group meetings / networking opportunities (optional and by appointment only)
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12:30 – 13:30 Lunch (for heads of delegations - Hall “Jūra”, 1st floor; for delegates – Restaurant, 1st floor)

### Hall “Rīga”, 2nd floor (Listening room – Hall “Zemgale”, 2nd floor)

#### 13:30 – 14:00 Welcome speeches

*Mr Andris Bērziņš, President of Latvia*

*Mr Edgars Rinkēvičs, Minister for Foreign Affairs, Latvia*

*Ms Māriete Seile, Minister for Education and Science, Latvia*

#### 14:00 – 14:25 Introduction Speech

**Theme: Role of the ASEM Education Process for ASEM Dialogue and Cooperation**

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

*Mr Idris Jusoh, Minister for Education, Malaysia*

14:25 – 14:40 Family photo (Heads of Delegations, 1st floor atrium)

14:40 – 15:00 Coffee Break (1st floor atrium)

#### 15:00 - 16:30 Plenary Session I:

**Theme: Cooperation on four ASEM Education priority areas – investing in skills development for better employability**

*Dr Georg Schütte, State Secretary of the Federal Ministry of Education and Research, Germany*

*Mr Mohamad Nasir, Minister for Research, Technology, and Higher Education, Indonesia*

*Prof. Yonghua Song, Executive Vice President of Zhejiang University, China (host of the 4th ASEM Rectors' Conference and Students' Forum)*

Discussion

#### 16:30 – 17:00 Chair's Conclusions: Presentation and discussion

18:00 Departure for Cultural Event and Dinner from hotel

19:00 – 22:00 Cultural Event and Formal Dinner at the Latvian National Opera

## TUESDAY, 28 APRIL (ASEMME5 – DAY 2)

Hall “Jūra”, 1st floor atrium		Hall “Rīga”, 2nd floor (Listening room – Hall “Zemgale”, 2nd floor)	
09:30 – 10:45	<p><b>Working Breakfast for ministers, vice-ministers, state secretaries and deputy state secretaries, European Commission and ASEAN Secretariat</b></p> <p><i>Theme: Goals, Objectives and Future Vision of the ASEM Education Process</i></p> <p>Political-level informal discussion</p>	09:30 – 10:45	<p><b>Presentations of ASEM members and stakeholders – session for the heads of delegations and senior officials</b></p> <p><b>Results of Working Group on the Implementation of the ASEM Recognition Bridging Declaration</b> <i>China</i></p> <p><b>ASEM University-Business Forum: Presentation of the Main Outcomes</b> <i>Belgium (Flanders)</i></p> <p><b>Peer Learning Activity (Employability)</b> <i>Belgium (Flanders)</i></p> <p><b>Joint EHEA-ASEM Conference on the Academic Profession</b> <i>Belgium (Flanders)</i></p> <p><b>Qualifications Frameworks: Inventory of Progress in Implementation</b> <i>The Inter-Agency Group (ETF, CEDEFOP, UNESCO-UIL)</i></p> <p><b>The New Agenda for Lifelong Learning</b> <i>ASEM LLL Hub</i></p> <p><b>The UN Post 2015 Development Agenda and Future ASEM Cooperation in Education</b> <i>UNESCO Institute for Lifelong Learning</i></p>
10:45 – 11:30	Coffee Break	10:45 – 11:30	Press conference
11:30 – 12:45	<p><b>Plenary Session II</b></p> <p><b>Topic: New Learning Technologies in Education – opportunities in education and ASEM cooperation</b></p> <p><i>Mr Kihei Maekawa, Deputy Minister for Education, Culture, Sports, Science and Technology (MEXT), Japan</i></p> <p><i>Dr Juris Binde, Business Europe, President and Chairman of the Management Board of SIA Latvijas Mobilais Telefons (tbc)</i></p> <p><i>Ms Kati Tiainen, Director of the Global Digital Learning Strategy, Microsoft</i></p> <p>Discussion</p>		
12:45 – 13:00	<b>Chair’s Conclusions: adoption</b>		
13:00 – 13:15	<b>Presentation: Looking forward to ASEMME6</b>		
13:15 – 13:30	<b>Closing remarks</b>		
13:30 – 14:30	Buffet lunch		
15:00 – 19:30	<p><b>Departure for visit to Rundale Palace in Zemgale region (18th century), a pearl of Baroque and Rococo art in Latvia</b></p> <p>Tentative arrival in Riga at 19:30</p>	14:30 – 17:00	<p><b>Bilateral meetings (Venue: National Library of Latvia, Rīga, 3 Mūkusalas St.)</b></p> <p><i>(optional and by appointment only)</i></p>

## KEY-NOTE SPEAKERS



### Dr. Georg Schütte

State Secretary, German Federal Ministry of Education and Research

Dr Schütte has been State Secretary at the German Federal Ministry of Education and Research since December 2009. He had been Secretary General of the Alexander von Humboldt Foundation in Bonn since 2004 prior to that. This was an organization which enables foreign scientists to spend research periods in Germany. He worked as Executive Director of the German-American Fulbright Commission in Berlin from 2001 to 2003 and was able to contribute to a better understanding between Germans and Americans in this capacity. Dr Schütte is Chair of the Supervisory Board of the GSI Helmholtzzentrum für Schwerionenforschung, Chair of the Founding Supervisory Board of the Berlin Institute of Health, a member of the Board of Trustees of the Bibliotheca Hertziana – Max Planck Institute for Art History in Rome and the German Fulbright Alumni Association. He was a member of the University Councils in Bonn and in Siegen from 2008 to 2009 and was Chairperson in 2009).



### Prof. H. Mohamad Nasir

Minister for Research, Technology and Higher Education, Republic of Indonesia

Professor Nasir received his Economics degree from the University of Diponegoro, Semarang, Central Java in 1988. He received his Masters from University of Gajah Mada, Yogyakarta, in 1993 and received his PhD in Accounting from the University of Science, Malaysia in 2004. He is experienced in lecturing on master programmes in several universities in Indonesia, including Management Control Systems, Management Accounting, Strategic Management, Organizational Behaviour, Behavioural Accounting, and Property Management. He is also active in publication and scientific activities in the economics. He was appointed by President Joko Widodo as the Minister for Research, Technology, and Higher Education under Working Cabinet from October 2014. Mohamad Nasir is heavily involved in research and education. He is currently also a Chair of Association of Indonesian Economic Graduates (SEI), Semarang Branch until 2016.



### Professor Yonghua Song

Executive Vice-President of Zhejiang University, China

Professor Song is a Fellow of the Royal Academy of Engineering, a Fellow of the International Euro-Asia Academy of Sciences and Vice-President of Chinese Society for Electrical Engineering. He received his BEng and PhD from Chengdu University of Science and Technology and China Electric Power Research Institute. He was awarded DSc by Brunel University in 2002, in recognition of his original achievements in power system research. He then held various positions at Bristol University, Bath University and John Moores University from 1991 to 1996. He was appointed Professor of Power Systems at Brunel University in January 1997, where he was Pro-Vice Chancellor for Graduate Studies from August 2004. He took up a Pro-Vice Chancellorship and Professorship of Electrical Engineering at the University of Liverpool in January 2007, holding an Executive President position at Xi'an Jiaotong – Liverpool University in Suzhou, China. He was appointed Assistant President for International Affairs of Tsinghua University in 2009 and was Director of Chinese National Office of the Recruitment Programme of Global Experts – the 1000 Talents Programme - until December 2012.



### Mr Kihei Maekawa

Deputy Minister of Education, Culture, Sports, Science and Technology, Japan

Mr Maekawa has graduated from the Faculty of Law from the University of Tokyo and holds a Master degree in International Relations from the University of Cambridge. Mr Maekawa has been Deputy Minister in the Ministry of Education, Culture, Sports, Science and Technology since July 2014.



## Dr Juris Binde

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

Doctor Binde has been President of SIA *Latvijas Mobilais Telefons* since 1992, Chairman of Management Board since 2004 and Associate Professor at the Vidzeme University of Applied Sciences since 2011. He graduated from Riga Polytechnic Institute in Designing Engineer in 1978 as a Technologist of Radio Electronic Equipment (*Mg.sc.ing, Dipl.ing*). He studied in Germany in 1990 and at IFL - the International Business Institute - in Stockholm in 1995 and also at the University of Columbia in USA in 2000. He completed his doctoral programme in 2007 at the Faculty of Economics and Management of the University of Latvia, defended his doctoral thesis to become Doctor of Economics (*Dr.oec.*) in Business Administration. He is the author of more than 45 scientific publications and holds three commercial patents.

He is Vice-President of the *Latvian Employers Confederation*, Honorary Doctor of Riga Technical University (*Dr.h.c.*), Vice President of the Latvian ICT Association (LIKTA), Senior of *Latvia Telecommunications Club*, Chancellor of the Order's Chapter of Republic of Latvia, a member of the Advisor's Council of the *Latvian Chamber of Commerce and Industry (LCCI)*



## Ms Kati Tiainen

Director of the Global Digital Learning Strategy, Microsoft

Ms Tiainen works closely with national education leaders, MoEs, Education partners and NGOs. Previously Ms Tiainen led the global Partners in Learning for Schools programme which developed and delivered educational transformation models and resources which any school or school system could use to help students to achieve their full potential. She worked on developing the Sanoma eLearning service before moving to work for Microsoft.

Ms Tiainen is a Finnish K-12 educator. She has a Master's Degree in Education and has worked for the Teachers Union of Finland, leading Opit eLearning Service at the largest Education Publisher in Scandinavia and has political experience as a Member of the Board of Education in Helsinki, the capital of Finland.

# 5th ASEM EDUCATION MINISTERS' MEETING (ASEMME5) “ASEM EDUCATION COLLABORATION FOR RESULTS”

## PLENARY SESSION I ON 27 APRIL 2015

15:00 – 16:30

**“Cooperation on four ASEM Education priority areas - investing in skill development for better employability”**

### DISCUSSION DOCUMENT

In the 10th ASEM Summit (ASEM10) held in Milan, Italy on 16-17 October 2014 “leaders recalled that education is a key enabling factor in promoting sustainable and inclusive development, innovation and poverty reduction. Adequate resources are required to support education opportunities in ASEM countries. They acknowledged the role of education, in particular higher education, lifelong learning and vocational education and training, for human resource development. **Recognising the problem of youth unemployment, leaders committed to strengthen apprenticeships and training programs that improve employability and facilitate school-to-work transition.**” (Chair’s Statement of the 10th ASEM Summit (ASEM10), 2014:9).

Youth employability issues and the question of how to ensure that young people acquire skills necessary for the 21st century workforce are the concerns of the majority of the ASEM family. Consequently, **the aim of the session will be to bring forward the results achieved by various ASEM working groups and forums of the ASEM Education Process as well as agreeing to proposals on how to promote skill development for better employability**, using both national and the ASEM education cooperation opportunities.

Three keynote speakers will give their view at the beginning of the plenary session on the achievements to date of the ASEM Education Process, particularly those activities which have resulted encouraging skill development and employability as well as giving their opinion on how to invest in skill development for greater employability.

#### **Keynote speakers:**

- Dr Georg Schütte, State Secretary of the Federal Ministry of Education and Research, Germany
- Professor Mohamad Nasir, Minister for Research, Technology, and Higher Education, Indonesia
- Professor Yonghua Song, Executive Vice President of Zhejiang University, China - host of the 4th ASEM Rectors’ Conference and Students’ Forum

The following **guiding questions** have been prepared to facilitate discussion:

1. *What policies and strategies need to be developed to ensure innovative, practice oriented and motivating environment for acquiring inter-disciplinary and transferrable skills? What should be carried out in the ASEM Education Process in this context?*
2. *Which of the recommendations made by the rectors and students at the 4th ASEM Rectors’ Conference and Students’ Forum do you see as priorities for the next two years at a national level and for ASEM education collaboration?*

Participants of the discussion are invited to express opinion both from a national and inter-regional (ASEM cooperation) perspective. To give all participants an opportunity to contribute, as well as to foster more interactive discussion, the first interventions should not exceed two minutes to express initial views. Consequently, participants will have the option of intervening more than once. The length of the plenary session: 1 hour 30 minutes (90 minutes).

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The results of Early Consultation which was carried out by Latvia in 2014 with ASEM members and stakeholders to identify their initial views on future collaboration under the ASEM Education Process assure that **countries support efforts to promote the development of the basic, transferable and professional**

**skills of individuals to facilitate their integration in the labour market and welcome further exploration of joint activities that could support this objective.** According to the results of the Early Consultation, work placements or apprenticeship opportunities/programmes in ASEM member countries for students from Technical and Vocational Education and Training (TVET) and higher education would promote their hands-on or industrial skills and so increase their employability. Specialized seminars/forums could be held on this topic as an exchange of information and best-practice are always welcome. Joint degree study programmes could also be devised and implemented in some common areas of studies. The implementation of the ASEM Joint Curriculum Development Pilot Scheme and the ASEM Work Placement Pilot Programme, adopted by Ministers during the Fourth Asia-Europe Meeting of Ministers for Education (ASEMME4), also needs to be monitored. ASEM education collaboration could be built on the work projects already underway in Asia and Europe.

### **ASEM initiatives for increased employability of students**

ASEM education collaboration within the four priority areas contributes to improve the quality and attractiveness of education systems. Similarly, it helps to acquire the knowledge and skills necessary for life and employment. The improvement of student skills for individual development and placement in the labour market is one of the overarching aims of the ASEM education collaboration. **Engaging Business and Industry in Education as well as Lifelong Learning (LLL) Including TVET are two priority areas of the ASEM Education Process aimed at promoting students employability.** However, the collaboration of ASEM members and stakeholders on Balanced Mobility and Quality Assurance and Recognition are also contributory factors to skill development for students.

**The employability issue has been high on the agenda of ASEM countries for several years. It should be mentioned that many of the existing and new ASEM education initiatives focus on enhancing student and graduate employability.** ASEM education activities have emphasised the importance of involving companies in curriculum design, providing quality work placements, increasing the role of higher education to give students an intellectual foundation - being critical, analytical and empathetic – to enable them to hold jobs in the future, create innovative strategies and develop innovation etc. Similarly, some of the recently proposed ASEM education new initiatives are aimed at fostering entrepreneurship in higher education, engaging business in education, learning how employability can be enhanced and assessing the key components of an employability strategy. Another strand is how institutions and academics can be supported to embed employability in the curriculum, what the role and responsibilities of higher education institutions and of employers are etc.

### **The ASEMME Programme for improving innovative and entrepreneurial skills and competences in school education**

The majority of ASEM member states are struggling with high levels of youth un-employment; consequently **it is a joint challenge for ASEM countries to create new learning and education strategies for actively engaging children and youth in work and business life.** There is a significant mismatch in most ASEM countries between the number of jobs available for the broader segments of youth and the expansion of the labour force (The ASEMME Working Group, 2015:6).

The rationale of the ASEMME programme for improving innovative and entrepreneurial skills and competences in school education has been laid down based on the exploration of **how the education system from primary, secondary and vocational school and adult education is able to combat this challenge by creating innovative strategies and measures – to support and encourage students at all levels to become entrepreneurs in a very broad sense.** *From fostering the idea and future aspiration to creating own companies and jobs, and to the active involvement in community programs and social innovation within own local community* (The ASEMME Working Group, 2015:6).

**Educational drivers (learning driver) are the key factors needed to comprise a teaching and learning environment for developing innovative and entrepreneurial competences where students, teachers and social partners can work together.** For example, collaborative learning could be a genuine joint theme for the drivers that influence the educational process to work. These include collaborative learning between school and companies in the neighbourhood and the local community. This could also include exchange programmes and joint projects with a focus on creating real life activities and learning situations. A key driver in educational aspects is also the possibility to invite the students into innovative, practice-oriented and motivating environments (The ASEMME Working Group, 2015:20).

## The 4th ASEM Conference of Rectors (ARC4) and Students' Forum on 26-27 March 2015 at Zhejiang University in Hangzhou, China

The Fourth ASEM Rectors' Conference (ARC4) and Students' Forum had a theme of **“University-Business Partnerships: Asia and Europe Seeking 21st Century Solutions”** and was organized to review the trends and challenges related to university and business collaboration in the 21st century from Asian and European Perspectives. Participants discussed three main issues, including University and Business Partnerships for Employability Skills.

The participants of the ARC4 and Students' Forum developed **Policy Recommendations on how universities and the business sector could collaborate more effectively to equip students with employability skills, cultivate entrepreneurship and innovate learning environments through information and communication technologies** (The 4th ASEM Rectors' Conference (ARC4), China, 2015:1; The ARC4 Students' Forum, China, 2015:1).

The Policy Recommendations were handed to the Minister for Education and Science of the Republic of Latvia, Ms Māriņa Seile, at the Closing Ceremony as a contribution to the deliberations of ASEMME5 on 27-28 April 2015 in Riga, Latvia. Rectors and students invited Education Ministers to strengthen cooperation and take further action.

### University-Business Partnerships for Employability Skills

#### *ARC4 Recommendations*

The participants at the ARC4 identified **University-Business Partnerships for Employability Skills** as one of the priorities for ASEM policy-making regarding to university-business collaboration. They committed themselves to promoting 21st century-oriented university-business partnerships and to seeking solutions to the possible challenges to cooperation. They called on ASEM members to engage them and themselves in working towards delivering tangible outcomes for the 6th ASEM Education Ministers' Meeting (ASEM ME6) (The 4th ASEM Rectors' Conference (ARC4), China, 2015:1).

#### *ARC4 Students' Forum's recommendations*

The participants of the ARC4 Students' Forum identified **University-Business Partnerships for Employability Skills** as one of the priorities and committed themselves to promote and find ways of applying them. They called on ASEM members to engage them and themselves in working towards delivering tangible outcomes for the 6th ASEM Education Ministers' Meeting (ASEM ME6) (The ARC4 Students' Forum, China, 2015:1).

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# 5th ASEM EDUCATION MINISTERS' MEETING (ASEMME5) “ASEM EDUCATION COLLABORATION FOR RESULTS”

## WORKING BREAKFAST ON 28 APRIL 2015

9:30 – 10:45

“Goals, Objectives and the Future Vision of the ASEM Education Process”

### DISCUSSION DOCUMENT

#### Political-level informal discussion

The framework of 5th ASEM Education Ministers' Meeting (ASEMME5) plans to approve the Conclusions by the Chair and agree on the main activities to be implemented within the next two years before the 6th ASEM Education Ministers' Meeting in the Republic of Korea. However, **the 10th anniversary of the ASEM Education Process is approaching. This will provide an opportunity to reflect, assess progress made and set the course for future joint cooperation in a more targeted way.** Against this background, the political leaders of ASEM partners in the field of education are now invited to express their initial views and discuss the future of the ASEM Education Process in an informal setting at the Working Breakfast, which will be held on 28 April 2015 from 9:30 to 10:45.

Consequently, it would be helpful to identify the challenges faced at this moment, the main areas of cooperation, as well as working methods, which could contribute to the development of skills, increase the quality of education, the exchange of knowledge and ideas, greater institutional links and person-to-person contacts. This information would form a basis for the policy agenda for the ASEMME6 held in 2017.

**The participants of Working Breakfast are invited to give their vision on the future of the ASEM Education Process on the basis of the achievements made by the ASEM Education Process to date, the main areas of interest and the main challenges faced in cooperation between both regions.**

The following **guiding questions** are prepared to facilitate discussion:

1. *How would you foresee ASEM education cooperation in the next five years and beyond; and what major challenges to be tackled through the ASEM Education Process do you see in these five years?*
2. *How would you foresee the potential of ASEM education cooperation and its contribution to meeting the challenges of the 21st century and influencing Asian and European education policies? In what areas do you see the potential of your country/institution to contribute to the strengthening of collaboration between both regions? What benefits can be gained from the ASEM Education Process for your country and stakeholders?*

**Participants:** Education Ministers, Vice Ministers, State Secretaries and Deputy State Secretaries (incl. comparable level to State Secretaries and Deputy State Secretaries), the European Commissioner for Education, Culture, Youth and Sport, the Secretary-General of the ASEAN Secretariat. **Observers:** the Director of the ASEM Education Secretariat and the Executive Director of the Asia-Europe Foundation.

To give all participants an opportunity to contribute as well as to foster a more interactive discussion, the first interventions must not exceed two minutes and need to be used to express initial views and opinions. Consequently, participants will have the option to intervene more than once.

#### Introduction – The Wider Context

**The ASEM education cooperation forms part of the joint regional cooperation between Asia and Europe and consists of three pillars:**

- 1) the Political Pillar;
- 2) the Economical and Financial Pillar and

### 3) the Social, Cultural and Educational Pillar.

**Informal dialogue underpins ASEM cooperation; however, cooperation across all areas has become more and more action-oriented in questions of mutual interest. ASEM will be celebrating its 20th anniversary in 2016.** The summit in 2016 in Ulaanbaatar, Mongolia is expected not only to take stock of past achievements but also to set a renewed and reinvigorated set of ideas for its third decade.

**At the 10th ASEM Summit in 2014 in Milan, Italy the leaders reiterated that education was a key enabling factor in promoting sustainable and inclusive development, innovation and poverty reduction [...]. Ministers responsible for education were invited to reaffirm their commitment to strengthen and further develop ASEM education cooperation (Paragraph 31).**

A Symposium on the Direction of ASEM was held in Bangkok, Thailand on 30 March 2015. The outcome of the Symposium was printed under the title *The Bangkok Initiatives on the Future Direction of ASEM* and contained a variety of ideas for consideration by members. **It suggested maintaining the informal structure of ASEM while refocusing its objectives and promoting more tangible initiatives.** It suggested that ASEM partners should not perceive themselves as members of two separate continents but as a single, increasingly inter-connected whole. It also commented that connectivity in its broad sense should be promoted, including people-to-people links, not only transport infrastructure. The document mentioned that the four areas of education cooperation should be further strengthened. The need to enhance the institutional memory of ASEM implicitly referred to the rotating ASEM Education Secretariat as a possible model to follow in other sectors. The Bangkok Initiatives provided an input into wider policy discussion on the future of ASEM which will culminate at the ASEM Foreign Ministers' Meeting in Luxembourg in November 2015. However, the most significant meeting will be the 20th anniversary ASEM Summit in Mongolia in July 2016.

#### Achievements

**It should be noted that currently, the ASEM Education Process is based on cooperation in four priority areas** approved by Education Ministers in Copenhagen, Denmark in 2011, namely:

1. Quality assurance and recognition;
2. Engaging business and industry in education;
3. Balanced mobility;
4. Lifelong learning including technical and vocational education and training.

When the seven years since the 1st ASEM Conference of Ministers Responsible for Education held in 2008 in Berlin, Germany are considered, it is clear that a significant evolution of the ASEM Education Process has taken place. The overarching benefits have been networking, mutual understanding and the exchange of experience at all levels, including ministerial. **The ASEM Education Process has provided benefits for ministries, the higher education community, quality assurance agencies and the various other parties involved. In addition, the multi-stakeholder approach has ensured a direct link between policy makers and the education community.** A wide array of proposals for cooperation, best practice and the exchange of information have also provided stimulus and inspiration for local and national education strategies.

**ASEM education cooperation has also contributed to the promotion of the recognition of qualifications, the transparency of education systems, trust and belief in the quality education and increasing mobility, enhancing academic cooperation, the formation of new partnerships and the acquisition of values, skills and competences for sustainable development.** ASEM education has also supported the idea of adapting skills to meet the needs of the labour market and the continued reinforcement of sustainable development.

Since its inception there has been a steady development in result-oriented ASEM events. ASEM members have had excellent opportunities to participate in different types of ASEM education initiatives: programmes, seminars, conferences, forums, working groups, peer learning activities etc.

**Education is the only field of ASEM cooperation with a Secretariat.** It was established in 2009 to ensure the effective coordination and sustainable progress of the ASEM process. Since its creation, the ASEM Education Secretariat has coordinated ASEM educational activities, helped with the preparation of ASEM ministerial meetings and facilitated the implementation of output-oriented initiatives that have contributed to educational policy development and practice.

At the level of stakeholders in the ASEM Education Process, **a dialogue has been established and developed with policy makers and experts within different cooperation platforms and events.** Partner organizations with their initiatives have given valuable input to developing the ASEM Education Process.

It also needs to be mentioned that the ASEM family is still growing. It began with 26 partners in 1996 and now numbers 53 with several other countries seeking entry. This constant enlargement has proved to be both challenging and rewarding.

### Challenges

The dynamic nature of co-operation has meant that different opinions have been and still are being considered regarding the need to introduce new priorities or cancel/change some of the current ones in respect of social and economic requirements. In addition, **there is also the question of whether the ASEM process should include various educational levels and science issues.**

Another essential question which has emerged is **how to ensure both the effectiveness of the process and still achieve common targets without losing the informal nature of ASEM Education Process** – its core value.

The results of several surveys and studies suggest that missing recognition of qualifications and study periods, comparability of qualifications and learning outcomes hinder mobility of both students and staff.

Furthermore, in accordance with the Conclusions reached by the Chair of the Fourth Asia-Europe Meeting of Ministers for Education (ASEMME4) in 2013, Education Ministers repeated the need for comparable and reliable mobility data to enable evidence-based policy-making. The Conclusions also encouraged the collection of data on inbound and outbound mobility in cooperation with experienced data collectors in both regions. During the last two years, ASEM education cooperation has not focused on this issue. However, **in spite of the financial obstacles and the complexity of the process data availability would enable better planning and implementation of existing and future ASEM education initiatives.**

It has been noted that with an increasing number of ASEM education events, there is also a growing **concern among ASEM members that some of the launched initiatives overlap.** Consequently, there is growing **interest in strengthening the coherence of those activities which ensure tangible outcomes.** It is also recommended that the ASEM Education Process and other regional processes are linked more systematically and effectively.

On a different topic, new ideas and solutions have emerged as a result of various projects and activities. Similarly, the sharing of best practice has taken place. **All these results need to be made accessible to the ASEM community.** The **promotion of visibility** and the exchange of information are issues where much remains to be done and any ideas for solutions would be much appreciated.

Role of employers and their engagement in education processes is growing in significance in many ASEM countries some of which have faced economic challenges, including financial crisis. **It is not surprising that a lack of financial resources is often mentioned as one of the main obstacles** that hinder more effective ASEM education cooperation and the increased commitment of participating countries. However, **this challenge calls for new ideas and solutions and non-traditional approaches to cooperation.**

### Consultations with ASEM members and stakeholders

Latvia proposed three guiding principles when setting up priorities and targets for the post-ASEMME5 period. They are:

- 1) **continuity:** the continuity of ASEM Education Process should be based on the progress made in the four key policy areas, ministerial vision and consultations with stakeholders;
- 2) **consultation and collaboration:** preconditions for achieving common goals are (1) early consultation with ASEM member states and stakeholders; (2) collaboration to produce results;
- 3) **commitment:** ministerial commitment for cooperation ensures sustainability of the ASEM Education Process.

ASEM members have agreed to follow these principles when setting future priorities and launching new initiatives.

**Latvia, as the host of the ASEMME5, carried out written consultation with ASEM members and stakeholders in 2014 to identify their initial views on the future of the ASEM Education Process. Discussions were continued at the First Senior Officials' Meeting (SOM1) held in Riga, Latvia in November 2014.**

Most of the ASEM members and stakeholders believed that the four main priority areas are necessary to be maintained during ASEMME5 to ensure the continuity and further development of the ASEM Education Process. A majority of countries pointed out the importance of collaboration on Quality Assurance and Recognition. Most participants consulted wanted to maintain the existing priorities, while realising at the same time, the need for a stronger focus and/or evaluation. A number of countries supported efforts to promote the development of basic, transferable and professional skills of individuals to facilitate their integration into the labour market and acquire the competences necessary for providing sustainable development, including creativity, communication skills, critical literacy, relational thinking, environmental responsibility, digital skills, entrepreneurial skills etc. A number of countries would welcome further exploration of joint activities that could support this objective. In addition, the need for improved and quicker information exchange was pointed out. It was thought that this could help to share the activities or programmes regarding the four priority areas between ASEM members.

The views expressed during the SOM1 discussions suggested that the ASEM process needed to include various educational levels not only higher education. It was suggested not to put out topics by the level of education but instead to look at cross-cutting themes, for instance, technological developments, balanced mobility, employability and skills. However, this remains an open question which needs to be discussed at ministerial level.

During the SOM1 discussions broad support was expressed regarding the suggestion of a Two-Pillar system, where Pillar 1 was dialogue-oriented to provide a platform for mutual learning and Pillar 2 was result-oriented covering pilot projects with commitments. The recommendations were to focus on clear, realistic objectives and result-oriented activities, while maintaining a multifaceted and multipurpose process. The need for a vision document and the more active involvement of stakeholders, especially students, rectors and teachers was supported. Additionally, the importance of the visibility and coordination of the ASEM Education Process was stressed. Close cooperation and exchanges between the relevant ministries of Foreign Affairs, Education, Culture, Labour, etc. was also emphasized for improved synergy.

# 5th ASEM EDUCATION MINISTERS' MEETING (ASEMME5) “ASEM EDUCATION COLLABORATION FOR RESULTS”

## PLENARY SESSION II ON 28 APRIL 2015

11:30 – 12:45

### “New Learning Technologies in Education – opportunities in education and ASEM education collaboration”

#### DISCUSSION DOCUMENT

The aim of the discussion is to identify opportunities and challenges created by information and communication technologies (ICT) in education, share best practice and give participants the opportunity to take back to their own countries new suggestions which can be used in their national contexts as well as interregionally.

**The issue of ICT** will be approached **from three aspects:**

1. **ICT in education and student motivation for learning, student involvement and ICT accessibility;**
2. **ICT as instruments for developing the ASEM education cooperation** (ICT as a means for complementing institutional collaboration in education and research; for systems development and capacity building; data source etc.);
3. **The exchange of good practice and experiences of the use of new learning technologies in education and international collaboration.**

The keynote speakers will open the discussion by giving an outline of their vision on technological opportunities in education, the impact of technologies on education and the changes currently taking place in education. These views will be based on their professional and personal experiences.

#### **Keynote speakers:**

- Mr Kihei Maekawa, Deputy Minister of Education, Culture, Sport, Science and Technology of Japan
- Dr Juris Binde, Business Europe, President and Chairman of the Management Board of SIA Latvijas Mobilais Telefons
- Ms Kati Tiainen, Director of the Global Digital Learning Strategy, Microsoft

The following **guiding questions** and notes have been prepared to facilitate discussion:

1. *How could ICT be targeted to increase student motivation for learning? How can better accessibility of ICT be ensured for all students?*
2. *How ICT could be used to enhance the ASEM education (for example, ICT could complement physical exchanges, influence joint degree programmes, open up the possibility for providing access to international study courses and programmes, as well as ICT can ensure access to data for developing the ASEM education cooperation etc.)?*
3. *If you have any best practice from your country regarding the use of new learning technologies in education and in international collaboration, please share them.*

To give all participants an opportunity to contribute, as well as to foster more interactive discussion, the first interventions should not exceed two minutes to express initial views. Consequently, participants will have the option of intervening more than once. Length of the plenary session: 1 h 15 minutes (75 minutes).

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ICT has become a part of everyday life in the modern world. It has an impact throughout all sectors of the world, education included. Recognition of the role of ICT in education has led to educational reforms being aimed at integrating ICT in teaching and learning at all levels. This world is changing and becoming increasingly digital, connected, collaborative and global. As a result, **education has to ensure that it is fit for the digital era. The speedy adaptation of education institutions is a key condition to**

**guarantee that education remains relevant to society.** Education also needs to contribute to innovative and competitive economies and demonstrate that it can improve the quality of life for everyone. The potentially massive switch to long-distance and technologically-based delivery of education is equally central to the integration of education (European High Level Conference “Education in the Digital Era”, 2014:1).

The digital era has already influenced **changes in the education policy**, affecting many aspects, *inter alia*: 1) access to education, using the ICT opportunities, including open educational resources and MOOCs; 2) the acquisition of digital skills and the promotion of employment; 3) innovative approaches to learning methods, educational content and learning materials; 4) a pedagogical approach stressing individual needs; 5) the quality of education including the recognition of skills acquired in the digital environment.

**The issue of ICT is being increasingly included in national education strategies and it is becoming increasingly necessary to strengthen the role of ICT in education and training**, including investment in infrastructure, pedagogical support, the development of digital learning methods and open education resources including non-formal and informal learning which can enable the promotion of the quality of education and the broadening of education opportunities for all groups. Another aspect worthy of mention is **the importance of collaboration at various levels and the promotion of the exchange of best practice**. At the same time, **the education field is currently facing a number of challenges created by the use of ICT**; for example, **ICT and student motivation for learning** as well as **ICT accessibility**.

**The effective use of the digital environment can also raise the competitiveness of countries and regions**, exploiting the potential of digital technologies and the constant movement towards an information society as means of future growth. ICT opportunities are also clearly on the agenda of ASEM collaboration. **Technologies bring a number of benefits and opportunities**, including strengthening cooperation between Asia and Europe within the field of education.

### ICT in ASEM cooperation and collaboration

Under the theme of “Responsible Partnership for Growth and Security”, the 10th ASEM Summit (ASEM10) held in Milan, Italy on 16-17 October 2014 focused on enhancing connectivity between Asia and Europe. Leaders at ASEM10 expressed an interest in examining methods of **enhancing digital connectivity between Europe and Asia and ICT can be one of the tools to strengthen it** (Chair’s Statement of the 10th ASEM Summit (ASEM10), 2014:3).

One of the topics which deserves increased attention in ASEM collaboration is matching action to the demands of a turbulent 21st century: ASEM is concerned with connecting countries, regions and people. It needs to attract increased ASEM attention. **The race to build stronger institutional, infrastructure, digital and people-to-people links is transforming Asia, creating new partnerships and developing new opportunities for Asian and European businesses.** The significance of Asia-Europe connectivity – including digital – was underscored by the summit in Milan. Leaders emphasised the contribution that increased ties could make to economic prosperity and sustainable development and to promoting the free and seamless movement of people, trade, investment, energy, information, knowledge and ideas and greater institutional links. Enhanced connectivity requires the engagement of all stakeholders, including industry, think-tanks and the academic community (Islam, S., ASEM: renewal and revival for the third decade, p. 6-7).

### ICT within the area of ASEM education cooperation

Each ASEM member has **experience and solutions concerning the use of ICT in education as well as examples of good practice which can give ideas to other countries.**

According to the Conclusions made by the Chair of the ASEM Meeting of Ministers Responsible for Higher Education held in 2009, Education Ministers recognized the role of ICT in the general development of education and encouraged ASEM members to share their e-learning resources to maximize the use of ICT in capacity building, learning and teaching. They welcomed the contribution of India in this field.

**Technological developments**, including this issue of open access and virtual mobility (MOOCs) **were some of the topics recognised as important during the First Senior Officials’ Meeting (SOM1)** held in 2014 in Riga, Latvia. It was acknowledged that **these issues would influence the ASEM Education Process.**

**e-ASEM, the ASEM e-Learning Network for Lifelong Learning**, aims to set up an online research network that enables ASEM LLL partner universities to exchange ICT skills on a continuous basis and to do the same in respect of e-learning related to academic and practical experiences. E-ASEM is promoting international collaborative projects for information sharing, research and human resource development in ICT skills and e-learning in this regard (ASEM LLL Hub, 2015).

These include:

- initiating an online research network that enables ASEM LLL University partners to exchange research results on developing ICT skills on a continuous basis and e-learning related to academic and practical experiences;
- establishing an online community to share information, knowledge and human resource development;
- conducting collaborative research projects and practical activities among ASEM member countries related to ICT skills, e-learning and the culture of e-learning in lifelong learning;
- sharing recent research products and technological trends in ICT skills and e-learning among ASEM member countries.

The strategies for the network are divided into three phases:

- the establishment of an e-ASEM network and online community - 2006-2007
- activating the e-ASEM network - 2008-2009
- conducting e-ASEM network-based collaborative research and projects - 2010-ongoing

**Some ASEM education initiatives related to the use of technologies in education have been enacted in the last two years.**

*“Strategizing collaboration, leveraging resources: charting the way forward for lifelong learning” An International Seminar on lifelong learning - Malaysia 2014*

During the seminar it was concluded that **education policy needs to move hand-in-hand with the technological advancements of the 21st century in providing a corresponding learning environment and implementing an individualised learning approach**. The online method for LLL, including MOOCs, is only at an early stage and needs further research and development. The further research and development includes such topics as systems, pedagogical approaches and models of practice in catering for a globally diverse society. The issues of certification and accreditation which involve aspects of quality also need to be addressed. To examine the best practices of MOOC, it may be helpful to think of a learning system of MOOC between two continents (Ministry of Education of Malaysia, 2014:40).

The research network *Development of ICT skills, e-learning and the culture of e-learning in Lifelong Learning* under ASEM LLL Hub also published **the book *Open Educational Resources in Lifelong Learning*** that **serves as a constructive foundation for understanding the current status of Open Educational Resources (OER) in lifelong learning as well as OER practices in Asia and Europe** (free pdf. at <http://asemlllhub.org/researchnetworks/elearning/>). Furthermore, this research network aims at publishing a paper on national reports on MOOCs and later a collaborative research on the second stage of MOOCs.

It can also be mentioned that ASEM LLL Hub has published a special issue of the **ASEM Magazine on the digital revolution** that questions whether the digital revolution can change education (<http://asemlllhub.org/magazine/asemagazine-no5/>).

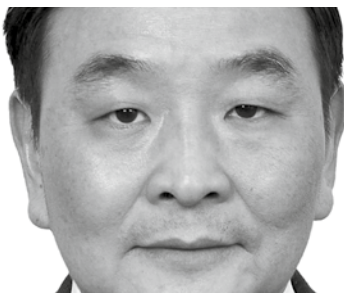
*The 4th ASEM Rectors’ Conference (ARC4) and Students’ Forum*

The 4th ASEM Rectors’ Conference (ARC4) and Students’ Forum on “University-Business Partnerships: Asia and Europe Seeking 21st Century Solutions” was held in China in 2015 and addressed the topic of how universities and the business sector could improve collaboration to equip students with employability skills, cultivate entrepreneurship and **to innovate learning environments through information and communication technologies**. Rectors and students attempted to answer these questions and offered solutions reflected in their recommendations.

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## SPEAKERS



### Mr Ping Luo

Division Chief, Department of International Cooperation and Exchange, Ministry of Education, China

#### Results of the Working Group on the Implementation of the ASEM Recognition Bridging Declaration

The results of the Working Group on the Implementation of the ASEM Recognition Bridging Declaration will be presented. The Working Group has been involved in the following three action plans: to build an Asian National Information Centres Coordinating Website (ANICCW), to draft Guidelines, Principles and Practices on Recognition in the ASEM Region; to establish Cross-border Quality Assurance Network in Higher Education (CBQAN). The Working Group takes note of the progress with tangible results, especially the ANICC website which will be launched officially at ASEMME5, and pledges a strong commitment to push ahead with the three action plans after the ASEMME5 to ensure the continuity and sustainability of the work undertaken. In addition, the Working Group has embraced an attitude with other countries and international organisations in order to ensure wider participation and a greater impact of the action plans of the relevant ASEM priorities.



### Mr Noel Vercruyse

Senior Project Manager, Department of Education and Training, Flemish Ministry of Education and Training

#### ASEM University-Business Forum: Presentation of the Main Outcomes

The ASEM seminar focused on the educational aspect of the University-Business cooperation according to the wish of the ASEM education ministers. The questions include: How can higher education contribute more effectively to social, economic and technological innovation? To what extent can trans-regional university-enterprise cooperation enhance innovation and its spread? What more needs to be done to ensure that graduates can operate effectively in international environments? Some nice examples of good practices and policy approaches were presented. However, both universities and employers need to be aware that a key function of university teaching is to prepare students for jobs that do not exist and working in companies that do not yet exist. What higher education can do is to give their students the intellectual foundation - being critical, analytical, empathetic and so on - that will enable them to do these future jobs. Involving enterprises in curriculum design and providing quality work placements will contribute to achieve that objective.

#### Peer Learning Activity on Employability

According to some OECD experts we are witnessing a global shift from 'routine cognitive tasks' towards 'complex non-routine cognitive tasks' and 'complex non-routine communicative tasks'. Universities and employers need to be aware that a key function of university teaching is to prepare students for a changing and globalizing world and for jobs that do not exist, working in companies that do not exist. The main aims of an ASEM Peer Learning Activity is to create a clear understanding of what is meant by the term and to learn how employability can be developed while keeping in mind the big challenge as defined above. What are the key components of an employability strategy? How can institutions and academics be supported to embed employability in the curriculum? Are the cultural differences in the approach to employability? Are there disciplinary differences? What are the role and the responsibilities of HEIs? And of employers?

#### Joint EHEA-ASEM Conference on the Academic Profession

Higher education has undergone and is still undergoing a number of major structural changes and reforms that affect the academic profession and the academic work. The emergence of the knowledge society has projected academics into the front line of social and economic development and innovation as being a 'key profession'. For a long period both in the EHEA context and the ASEM context we have addressed many issues of higher education but little attention has been paid to the academic profession and to the human side of higher education and research. The past 7-8 years have seen a substantial number of studies on the changing face of academic work and the academic profession in a comparative perspective have been conducted. Now it is time to bring all those studies to the attention of the broader academic community and policy makers.



### Mr Arjen Levinus Deij

Senior specialist Qualifications Systems, European Training Foundation (ETF)

#### Qualification Frameworks: Inventory of Progress in Implementation

This report provides a broad overview of the status and scope of qualification frameworks internationally. The underlying premise of the Inventory follows from the goal of monitoring and characterizing the development of national qualifications frameworks as implemented by Member States. The report involves both a mapping of global qualification reforms and five thematic chapters that discuss key trends and policy issues emerging from the inventory. The global mapping will draw on agency inventories and communication with officials.



# RIGA, NATIONAL LIBRARY, 5th ASEM EDUCATION MINISTERS' MEETING (ASEMME5)

## ASEM MEMBERS AND STAKEHOLDERS

NR	DELEGATION	GEN- DER	FIRST NAME	SURNAME	POSITION WITHIN THE DELEGATION	FUNCTION (POSITION)
1	ASEAN University Network Secretariat	Ms	Nantana	Gajasen	HEAD OF DELEGATION	ASEAN University Network Secretariat
2	ASEF	Mr	Yan	Zhang	HEAD OF DELEGATION	Executive Director
3	ASEF	Ms	Theresa	Cua	Delegate	Communications Executive
4	ASEF	Ms	Natalie	Hong	Delegate	Acting Chief of Staff
5	ASEF	Ms	Leonie	Nagarajan	Delegate	Education Department/ Director
6	ASEF	Ms	Assel	Mukhametzhanova	Delegate	Student Representative from ARC4
7	ASEM Education Secretariat (Indonesia)	Mr	Aris	Junaidi	HEAD OF DELEGATION	ASEM Education Secretariat
8	ASEM Education Secretariat (Indonesia)	Ms	Veronica Enda	Wulandari	Delegate	ASEM Education Secretariat
9	ASEM Education Secretariat (Indonesia)	Ms	Evy	Margaretha	Delegate	ASEM Education Secretariat
10	ASEM Education Secretariat (Indonesia)	Ms	Que Anh Dang	Carlsen	Delegate	ASEM Education Secretariat
11	ASEM Education Secretariat (Indonesia)	Ms	Irma	Imaniar	Delegate	ASEM Education Secretariat
12	ASEM Education Secretariat (Indonesia)	Ms	Annissa	Maulani	Delegate	ASEM Education Secretariat

NR	DELEGATION	GEN- DER	FIRST NAME	SURNAME	POSITION WITHIN THE DELEGATION	FUNCTION (POSITION)
13	ASEM Education Secretariat (Indonesia)	Mr	M. Miandy	Munusamy	Delegate	ASEM Education Secretariat
14	ASEM LLL Hub	Mr	Claus	Holm	HEAD OF DELEGATION	Chair
15	ASEM LLL Hub	Mr	Anders	Martinsen	Delegate	Head of Secretariat
16	ASEM-DUO	Mr	Keuk-Je	Sung	HEAD OF DELEGATION	Director General, Secretariat for ASEM- DUO Fellowship
17	ASEM-DUO	Ms	Jina	Choi	Delegate	Communication Officer, Secretariat for ASEM- DUO Fellowship
18	Austria	Mr	H.E. Dr. Arad	Benkö	HEAD OF DELEGATION	Austrian Ambassador to Latvia
19	Austria	Ms	Patrizia	Jankovic	Delegate	Head of Unit at the Federal Ministry of Science, Research and Economy
20	Austria	Mr	Reinhard	Nöbauer	Delegate	Head of Unit at the Federal Ministry of Education and Women's Affairs
21	Bangladesh	Mr	Mazharul	Islam	HEAD OF DELEGATION	United Nations Youth
22	Bangladesh	Mr	Shakil	Molla	Delegate	Global Youth Representative, United Nations Youth
23	Bangladesh	Mr	Mahedi	Hasan	Delegate	Youth Advocate, International Youth Council (IYC)
24	Bangladesh	Mr	Imran	Hossain	Delegate	Youth Advocate, International Youth Council (IYC)
25	Bangladesh	Mr	Mohammad Erfan	Ullah	Delegate	Assistant Principal, Oxford International School
26	Belgium (Flemish Community)	Mr	Noel	Vercruysse	HEAD OF DELEGATION	Department of Education and Training
27	Belgium (French Community)	Mr	Jasper	Goyvaerts	Delegate	Student
28	Belgium (French Community)	Ms	Matillard	Corine	HEAD OF DELEGATION	Deputy Chief of Staff

NR	DELEGATION	GEN- DER	FIRST NAME	SURNAME	POSITION WITHIN THE DELEGATION	FUNCTION (POSITION)
29	Belgium (French Community)	Mr	Kevin	Guillaume	Delegate	Attaché, Head of Unit - Ministry of the Federation Wallonia-Brussels
30	Brunei Darussalam	Ms	Anita Binurul Zahrina	Abdul Aziz	HEAD OF DELEGATION	Deputy Permanent Secretary (Higher Education)
31	Brunei Darussalam	Ms	Lili Mariam	Ismail	Delegate	Education Officer
32	Brunei Darussalam	Ms	Anis Faudzulani	Dzulkiflee	Delegate	Head of Higher Education Division
33	Cambodia	Mr	Sivathana	Samedy	HEAD OF DELEGATION	Undersecretary of State
34	Cambodia	Mr	Sethy	Om	Delegate	Deputy Director General of Education
35	China	Ms	Weihong	Li	HEAD OF DELEGATION	Vice-Minister
36	China	Mr	Jihai	Yu	Delegate	Deputy Director-General
37	China	Ms	Qi	Jiang	Delegate	Director
38	China	Ms	Li	Chen	Delegate	Programme Officer
39	China	Mr	Ping	Luo	Delegate	Director
40	China	Ms	Mao	Chen	Delegate	Deputy Director-General
41	Croatia	Mr	Roko	Andričević	HEAD OF DELEGATION	Deputy Minister/Ministry of Science, Education and Sports
42	Croatia	Ms	Daria	Arlavi	Delegate	Second Secretary, Permanent Representation of the Republic of Croatia to the EU
43	Cyprus	Ms	Despina	Martidou - Forcier	HEAD OF DELEGATION	Director of the Department of Higher and Tertiary Education
44	Czech Republic	Ms	Daniela	Mustillová	HEAD OF DELEGATION	Counsellor/Embassy of the Czech Republic
45	Denmark	Mr	Jørn	Skovsgaard	HEAD OF DELEGATION	Senior Adviser Ministry of Education
46	Denmark	Ms	Lise	Andersen	Delegate	Special Adviser
47	Estonia	Mr	Jürgen	Ligi	HEAD OF DELEGATION	Minister for Education and Research
48	Estonia	Ms	Marit	Valge	Delegate	Consultant of Communication Department, Ministry of Education and Research

NR	DELEGATION	GEN- DER	FIRST NAME	SURNAME	POSITION WITHIN THE DELEGATION	FUNCTION (POSITION)
49	Estonia	Ms	Katrin	Rein	Delegate	Adviser, Ministry of Education and Research
50	Estonia	Ms	Karin	Jaanson	Delegate	Adviser, Ministry of Education and Research
51	Estonia	Mr	Kalmar	Kurs	Delegate	Head of EU and International Department/Ministry of Education and Research
52	EURASHE	Ms	Sandra	Kraze	HEAD OF DELEGATION	Council Member of EURASHE
53	European Commission	Mr	Tibor	Navracsics	HEAD OF DELEGATION	European Commissioner
54	European Commission	Mr	Brian	Toll	Delegate	European Commission
55	European Commission	Ms	Claire	Morel	Delegate	Deputy Head of Unit
56	European Commission	Mr	Rodrigo	Ballester	Delegate	Member of Cabinet Navracsics
57	European Commission Permanent Representation in Latvia	Ms	Aiga	Nebare	Embassy	Communication Officer
58	European External Action Service	Mr	Ádám	Janssen	Delegate	Alternate ASEM Contact Point, European External Action Service
59	European External Action Service	Mr	Michael	Matthiessen	Delegate	Principal Advisor
60	European Student Union (ESU)	Mr	Fernando Miguel	Galán Palomares	HEAD OF DELEGATION	Vice-Chairperson
61	European Student Union (ESU)	Ms	Līva	Vikmane	Delegate	European Students' Union
62	European Student Union (ESU)	Ms	Erin	Nordal	Delegate	Vice-Chairperson, European Students' Unions (ESU)
63	European Student Union (ESU)	Ms	Asnate	Kažoka	Delegate	European Students' Union
64	European Training Foundation (ETF)	Mr	Arjen Levinus	Deij	HEAD OF DELEGATION	Senior Specialist Qualifications Systems

NR	DELEGATION	GEN- DER	FIRST NAME	SURNAME	POSITION WITHIN THE DELEGATION	FUNCTION (POSITION)
65	European University Association	Mr	Michael	Gaebel	HEAD OF DELEGATION	European University Association
66	Finland	Ms	Anita	Lehikoinen	HEAD OF DELEGATION	Permanent Secretary, Ministry of Education and Culture
67	Finland	Ms	Satu	Mäki-Lassila	Delegate	Special Government Advisor, Ministry of Education and Culture
68	Finland	Ms	Maija	Heikkilä	Delegate	Senior Advisor
69	France	Ms	Marianne	De Brunhoff	HEAD OF DELEGATION	Director/Ministry of National Education Higher Education and Research
70	France	Mr	Dominique	Chatton	Delegate	Deputy-Director, Asia Desk, Ministry of Education, Higher Education and Research
71	France	Mr	Denis	Duclos	Delegate	Conselor for Cooperation and Cultural action
72	Germany	Mr	Georg	Dr. Schütte	HEAD OF DELEGATION	State Secretary, Federal Ministry of Education and Research
73	Germany	Ms	Susanne	Burger	Delegate	Deputy Director General
74	Germany	Ms	Nina	Scholle-Pollmann	Delegate	Head of Section/German Academic Exchange Service
75	Germany	Mr	Rolf	Bernhardt	Delegate	Representative of the Standing Conference of the Ministers for Education in Germany
76	Hungary	Mr	Zoltán	Balog	HEAD OF DELEGATION	Minister for Human Capacities
77	Hungary	Mr	Zoltán	Maruzsa	Delegate	Deputy State Secretary for Higher Education
78	Hungary	Mr	Márk	Lakatos	Delegate	Head of Ministerial Communication Office
79	India	Ms	Vrinda	Sarup	HEAD OF DELEGATION	Secretary to Government of India
80	India	Mr	Ved	Prakash	Delegate	Chairman, University Grants Commission
81	India	Mr	Rakesh	Ranjan	Delegate	Joint Secretary to the Government of India

NR	DELEGATION	GEN- DER	FIRST NAME	SURNAME	POSITION WITHIN THE DELEGATION	FUNCTION (POSITION)
82	India	Ms	Suparna Sharma	Pachouri	Delegate	Director
83	Indonesia	Mr	Muhammad	Nasir	HEAD OF DELEGATION	Minister for Research, Technology and Higher Education
84	Indonesia	Ms	Illah	Sailah	Delegate	Directorate of Learning and Student Affairs, Ministry of Research, Technology and Higher Education
85	Indonesia	Mr	Agus	Subekti	Delegate	Director of Research and Community Service, Ministry of Research, Technology and Higher Education
86	Indonesia	Mr	Dewa Made Juniarta	Sastrawan	Delegate	Ambassador
87	Indonesia	Ms	Ayi	Dianitasari	Delegate	Communication Officer
88	Indonesia	Ms	Miftahul	Azizah	Delegate	Treasury
89	Indonesia	Ms	Nada Darmiyanti	Sriwijaningrum	Delegate	Assistant Deputy Minister for International S&T Network
90	Indonesia	Mr	Bambang	Indriyanto	Delegate	Head of Center of Research and Policy
91	Indonesia	Mr	Budiman	Gultom	Delegate	Functional Staff
92	Indonesia	Ms	Dewi G.	Tobing	Delegate	Director for Inter- Regional Cooperation for America and Europe
93	Indonesia	Mr	Rio Budi	Rahmanto	Delegate	Deputy-Director for EU- Indonesia Cooperation
94	Ireland	Ms	Áine	Groogan	HEAD OF DELEGATION	EU Presidency Assistant
95	Italy	Ms	Stefania	Giannini	HEAD OF DELEGATION	Minister for Education, University and Research
96	Italy	Ms	Benedetti	Gianluigi	Delegate	Diplomatic Advisor of the Minister for Education, University and Research
97	Italy	Ms	Angelo	Di Silvio	Delegate	Official Spokesman of the Minister for Education, University and Research
98	Japan	Mr	Kihei	Maekawa	HEAD OF DELEGATION	Deputy Minister for Education, Culture, Sports, Science and Technology (MEXT)

NR	DELEGATION	GEN- DER	FIRST NAME	SURNAME	POSITION WITHIN THE DELEGATION	FUNCTION (POSITION)
99	Japan	Mr	Yuzuru	Imasato	Delegate	Director/International Affairs Division, Minister's Secretariat, MEXT
100	Japan	Mr	Hiroaki	Motomura	Delegate	Deputy Director/ International Affairs Division, Minister's Secretariat, MEXT
101	Japan	Mr	Toshiyuki	Taga	Delegate	Ambassador, Embassy of Japan in Latvia
102	Japan	Mr	Naotaka	Sakaguchi	Delegate	Counsellor, Embassy of Japan in Latvia
103	Japan	Mr	Mitsushige	Mori	Delegate	Second Secretary, Embassy of Japan in Latvia
104	Kazakhstan	Ms	Banu	Narbekova	HEAD OF DELEGATION	Head of Department of Education Content and Methodology, Ministry of Education and Science
105	Kazakhstan	Mr	Serik	Omirbayev	Delegate	Director for academic affairs
106	Korea	Mr	Woo Yea	Hwang	HEAD OF DELEGATION	Deputy Prime Minister and Minister for Education, Ministry of Education
107	Korea	Mr	Young Gon	Kim	Delegate	Director-General, Ministry of Education
108	Korea	Mr	Seojun	Kim	Delegate	Secretary to Ministry, Ministry of Education
109	Korea	Ms	Jiyoung	Park	Delegate	Director, Ministry of Education
110	Korea	Mr	Kie Min	Kim	Delegate	Deputy General, Ministry of Education
111	Korea	Ms	Sera	Kang	Delegate	Interpreter, Ministry of Education
112	Korea	Ms	Aelane	Noh	Delegate	Assistant Director, Ministry of Education
113	Lao PDR	Mr	Sithong	Chitnhothin	HEAD OF DELEGATION	Head of Delegation/ Ambassador, Embassy of the Lao PDR in Berlin, Germany
114	Lao PDR	Mr	Soulixay	Phongsavath	Delegate	Third Secretary, Embassy of the Lao PDR in Berlin, Germany
115	Latvia, MOE	Ms	Māriņe	Selle	HEAD OF DELEGATION	Minister for Education and Science

NR	DELEGATION	GEN- DER	FIRST NAME	SURNAME	POSITION WITHIN THE DELEGATION	FUNCTION (POSITION)
116	Latvia, MOE	Ms	Sanda	Liepiņa	Delegate	State Secretary
117	Latvia, MOE	Ms	Līga	Lejiņa	Delegate	Deputy State Secretary
118	Latvia, MOE	Ms	Agrita	Kiopa	Delegate	Director of the Department of Higher Education, Science and Innovations
119	Latvia, MOE	Ms	Anita	Vahere-Abražune	Delegate	Deputy Director
120	Latvia, MOE	Ms	Gunta	Kinta	Delegate	Academic Information Centre
121	Latvia, MOE	Ms	Baiba	Ramiņa	Delegate	Academic Information Centre
122	Latvia, MOE	Mr	Jānis	Vētra	Delegate	Member, Organizing Committee, Latvian MoES
123	Latvia, MOE	Ms	Baiba	Molņika	Delegate	Secretary General a.i., Latvian National Commission for UNESCO
124	Latvia, MOE	Ms	Linda	Austere	Delegate	Head of Ministers' Office
125	Latvia, MFA	Mr	Edgars	Rinkēvičs	HEAD OF DELEGATION	Minister for Foreign Affairs
126	Latvia, MFA	Ms	Judīte	Dobele	Delegate	Ministry of Foreign Affairs of Latvia
127	Latvia, MFA	Ms	Linda	Kucina	Delegate	Ministry of Foreign Affairs of Latvia
128	Latvia, MFA	Mr	Oļegs	Orlovs	Delegate	Desk Officer
129	Latvia, MFA	Mr	Egils	Dzelme	Delegate	First Secretary, MFA
130	Latvia, MFA	Ms	Iveta	Skrastiņa	Delegate	MFA, Asia Division (India, Bangladesh, Pakistan), 2nd Secretary
131	Lithuania	Mr	Dainius	Pavalkis	HEAD OF DELEGATION	Minister for Education and Science
132	Lithuania	Ms	Jurgita	Strumskiene	Delegate	Director, Department of International Cooperation and European Integration, MoES
133	Lithuania	Ms	Aurelija	Sirkaite	Delegate	Chief Officer, Department of International Cooperation and European Integration, MoES
134	Lithuania	Ms	Kristina	Seniavskiene	Delegate	Minister Counsellor

NR	DELEGATION	GEN- DER	FIRST NAME	SURNAME	POSITION WITHIN THE DELEGATION	FUNCTION (POSITION)
135	Luxembourg	Mr	Mike	Engel	HEAD OF DELEGATION	International Relations
136	Malaysia	Mr	Idris	Jusoh	HEAD OF DELEGATION	Minister for Education
137	Malaysia	Mr	Rujhan	Mustafa	Delegate	CEO, Malaysia Qualification Agency
138	Malaysia	Mr	Ahmad Nazri	Sulaiman	Delegate	Undersecretary of Policy Planning & Research Division, MOE
139	Malaysia	Ms	Siti Rohaini	Kassim	Delegate	Asia-Europe Institute Expert
140	Malaysia	Mr	Mohamad Hafiz	Yusoff	Delegate	Special Officer for Minister for Education II
141	Malaysia	Mr	Abdul Rahman	Hasim	Delegate	Senior Assistant Secretary
142	Malaysia	Ms	Roziah	Omar	Delegate	Deputy Chief Secretary of Department of Higher Education for Private Higher Education Institution
143	Malta	Mr	Evarist	Bartolo	HEAD OF DELEGATION	Minister for Education and Employment
144	Malta	Mr	Charles	Mifsud	Delegate	Professor, University of Malta
145	Mongolia	Mr	Orgil	LUvsantseren	HEAD OF DELEGATION	SOM leader
146	Mongolia	Mr	Gan-Erdene	Shagdarsuren	Delegate	Officer
147	The Netherlands	Mr	Hans	Schutte	HEAD OF DELEGATION	Director General for Higher Education, Vocational Education and Training, Science and Emancipation
148	The Netherlands	Mr	Ron	Reeder	Delegate	Coordinating Advisor International Policy
149	Norway	Mr	Steinar Egil	Hagen	HEAD OF DELEGATION	Ambassador, Royal Norwegian Embassy
150	Norway	Ms	Tove	Lyngra	Delegate	Senior Adviser, Ministry of Education and Research
151	Norway	Mr	Rolf L.	Larsen	Delegate	Director General, Ministry of Education and Research
152	OECD	Ms	Elizabeth	Fordham	HEAD OF DELEGATION	Senior Advisor Global Relations

NR	DELEGATION	GEN- DER	FIRST NAME	SURNAME	POSITION WITHIN THE DELEGATION	FUNCTION (POSITION)
153	Philippines	Ms	Maria Cynthia Rose	Bautista	HEAD OF DELEGATION	Commissioner
154	Philippines	Ms	Patricia Ann	Paez	Delegate	Ambassador/Philippine Embassy Warsaw
155	Philippines	Ms	Catherine	Ramintas	Delegate	Cultural, Education and Press Information Officer
156	Poland	Mr	Grzegorz	Szopiński	HEAD OF DELEGATION	First Secretary Embassy of Poland in Riga
157	Portugal	Mr	Nuno	Crato	HEAD OF DELEGATION	Minister for Education and Science
158	Portugal	Ms	Ana	Mateus	Delegate	Head of Unit for Recognition, Mobility and International Cooperation
159	Romania	Mr	Sorin Mihai	Cîmpeanu	HEAD OF DELEGATION	Minister for Education and Scientific Research
160	Romania	Mr	Tiberiu	Apostol	Delegate	Director General of International Relations and European Affairs
161	Romania	Mr	Gigel	Paraschiv	Delegate	Secretary of State
162	Russian Federation	Ms	Natalia	Tretiak	HEAD OF DELEGATION	Vice-Minister for Education and Science of the Russian Federation
163	Russian Federation	Ms	Olga	Oleynikova	Delegate	Director, Centre for VET Studies / Coordinator of National Erasmus+ Office in Russia
164	Russian Federation	Mr	Alexander	Klimov	Delegate	Deputy Minister of Education and Science of the Russian Federation
165	SEAMEO RIHED	Ms	Chantavit	Sujatanond	HEAD OF DELEGATION	SEAMEO Regional Centre for Higher Education and Development (RIHED)
166	Singapore	Mr	Yi Young	Lam	HEAD OF DELEGATION	Deputy Secretary (Policy), Ministry of Education, Singapore
167	Singapore	Mr	Lin Teck	Tan	Delegate	Deputy Director (Higher Education), Ministry of Education, Singapore
168	Slovakia	Ms	Romana	Kanovska	HEAD OF DELEGATION	State Secretary
169	Slovakia	Mr	Jozef	Jurkovič	Delegate	Director of Department of Higher Education

NR	DELEGATION	GEN- DER	FIRST NAME	SURNAME	POSITION WITHIN THE DELEGATION	FUNCTION (POSITION)
170	Slovakia	Mr	Ivar	Staffa	Delegate	Director General
171	Spain	Mr	Angel	De Miguel Casas	HEAD OF DELEGATION	Director General De Formación Profesional (MECD)
172	Spain	Mr	Jose Antonio	Blanco Fernandez	Delegate	Asesor Técnico Docente (MECD)
173	Sweden	Mr	Roger	Mörtvik	HEAD OF DELEGATION	Vice-Minister, Ministry of Education and Research, Government Offices of Sweden
174	Sweden	Mr	Per	Rosenblad	Delegate	Head of Section, Ministry of Higher Education and Research, Government Offices of Sweden
175	Switzerland	Mr	Mauro	Dell'Ambrogio	HEAD OF DELEGATION	State Secretary for Education, Research and Innovation
176	Switzerland	Mr	Marco	Scruzzi	Delegate	Deputy Head of Division, Higher Education, SERI
177	Switzerland	Mr	Roger	Swifcz	Delegate	Scientific Advisor, International Relations, SERI
178	Thailand	Mr	Krissanapong	Kirtikara	HEAD OF DELEGATION	Deputy Minister
179	Thailand	Ms	Chadarat	Singhadechakul	Delegate	Director, Bureau of International Cooperation Strategy, Office of the Higher Education Commission
180	Thailand	Mr	Kamjorn	Tatiyakavee	Delegate	Secretary-General, Office of the Higher Education Commission
181	Thailand	Mr	Amornwich	Nakornthap	Delegate	Assistant Secretary to the Minister for Education, Ministry of Education
182	Thailand	Ms	Lakhana	Dockiao	Delegate	Educator, Office of the Higher Education Commission
183	Thailand	Ms	Nuanwan	Tohthong	Delegate	Educator, Office of the Higher Education Commission
184	Thailand	Mr	Piniti	Ratananukul	Delegate	Secretary-General, Office of the Higher Education Commission

NR	DELEGATION	GEN- DER	FIRST NAME	SURNAME	POSITION WITHIN THE DELEGATION	FUNCTION (POSITION)
185	UNESCO Institute for Lifelong Learning	Mr	Arne	Carlsen	HEAD OF DELEGATION	Director, UNESCO Institute for Lifelong Learning
186	United Kingdom	Mr	Alex	Chisholm	HEAD OF DELEGATION	Department for Business Innovation & Skills, Head of International Education Team
187	United Kingdom	Ms	Cloud	Bai-Yun	Delegate	Chief Executive UK NARIC

## OTHER GUESTS

NR	POSITION	GEN- DER	FIRST NAME	SURNAME	FUNCTION (POSITION)
188	Speaker	Mr	Thomas	Rasmussen	DAAD
189	Speaker	Ms	Shazia	Wülbers	Lecturer
190	Key-note Speaker	Mr	Juris	Binde	President and Chairman of the Management Board of SIA <i>Latvijas Mobilais Telefons</i>
191	Key-note Speaker	Ms	Kati	Tiainen	Director of the Global Digital Learning Strategy, Microsoft
192	Key-note Speaker	Mr	Yonghua	Song	Executive Vice-President of Zhejiang University, China
193	Delegate	Mr	Fei	Xue	Deputy Director of International Relations, Zhejiang University

# ORGANISERS

## Ministry of Education and Science of the Republic of Latvia

The Latvian Ministry of Education and Science is responsible for education, science, sports, youth and state language policies. This includes a very large field of competence, ranging from pre-school education to higher education and research, the national sports policy and implementation of youth policy.

The Ministry operates according to the principles of openness, transparency and accountability. The aim is to foster a highly innovative, wealthy and integrated society in which everyone has equal opportunities for development. The main priorities of the education policy are improvement of education environment, including education content and infrastructure; development of skills, promoting competitiveness at the job market; and effective governance, improving the use of resources and supporting institutional excellence.

International cooperation in the field of education highlights international mobility of students and teachers, supports development and implementation of joint programmes, expert activities, scholarships for foreign students studying in Latvia, as well as cooperation between higher education institutions, thus improving governance, academic capacity and institutional excellence.

[www.izm.gov.lv](http://www.izm.gov.lv)



Ministry of  
Education and Science  
Republic of Latvia

## Latvian Presidency of the Council of the European Union

The Presidency of the Council of the European Union (EU) rotates among the EU Member States every six months and the country holding the presidency drives forward the Council's work. The Council of the EU is an essential decision maker which together with the European Parliament (EP) adopts legislation and coordinates EU policies.

Presidency is an opportunity for each Member State, regardless of its size or the length of the membership, to influence the EU agenda and guide the EU endeavours. Latvia for the first time assumed this task on 1 January 2015, and focuses on three overarching priorities: Competitive Europe, Digital Europe and Engaged Europe.

Within the field of education, the Presidency is committed to strengthen the importance of education and training in promoting economic growth, investments and well-being. In this regard, the Latvian Presidency focuses on providing a new impetus for strengthening the education agenda in the context of the Europe 2020 Strategy and achieving the objectives that have been set, through developing a closer link between the Europe 2020 Strategy and the Strategic Framework for European cooperation in education and training (ET 2020). ET 2020 Joint Report 2015 will not only assess the overall progress of the Strategic Framework in the form of an interim evaluation, but will have a much more forward-looking approach by seeking to establish priority areas and fields for cooperation during the next work cycle.

Other priorities of the Latvian Presidency in the field of education include: promoting creativity, innovation and digital skills in early childhood education and primary education; ensuring access to quality education and efficient financial investments; competitive, accessible and prestigious vocational education and training (VET) – through strategic partnerships at national, regional and local level, linking the world of education with the world of work and opening up VET for innovation; internationalization of higher education and employability.

[www.eu2015.lv](http://www.eu2015.lv)



EU2015.LV

## AFFILIATES

### Ministry of Foreign Affairs of the Republic of Latvia



Ministry of  
Foreign Affairs  
Republic of Latvia

The Ministry of Foreign Affairs is responsible for maintaining bilateral relations of the Republic of Latvia with other nations and its representation in international organizations (for instance, the United Nations, European Union, Council of Europe, NATO etc.) and oversees the management of its international diplomatic missions.

In addition to that, the ministry monitors visas, cooperation with expatriates, international human rights policy and transatlantic defense policy. In collaboration with the Ministry of Economics of the Republic of Latvia and the Investment and Development Agency of Latvia, it also makes contribution to Latvia's international trade and economic development.

[www.mfa.gov.lv](http://www.mfa.gov.lv)

### ASEM Education Secretariat (AES)



Asia-Europe Meeting  
ASEM Education Secretariat

Rotating between a European and an Asian partner country every four years, the ASEM Education Secretariat was founded in 2009 and located in Bonn, Germany for the first four-year cycle. Taken over by Indonesia, it is now hosted at the Ministry of Education and Culture in Jakarta monitoring, organizing and coordinating the ASEM dialogue and educational activities between 2013 and 2017.

The Secretariat is responsible for ensuring sustainable progress of the ASEM Education Process bridging the interests of ASEM member states and shaping the strategic partnership of the two regions. In doing so, AES supports the organization of international ASEM seminars across the world, maps various ASEM initiatives, establishes and maintains working relations with other European-Asian networks and enhances the Education Ministerial conferences increasing the visibility of ASEM in the field of education.

<http://asem-education-secretariat.kemdikbud.go.id/>

### Asia – Europe Foundation (ASEF)



The Asia – Europe Foundation (ASEF) promotes understanding, strengthens relationships and facilitates cooperation among the people, institutions and organisations of Asia and Europe. ASEF enhances dialogue, enables exchanges and encourages collaboration across the thematic areas of culture, economy, education, governance, public health and sustainable development. ASEF is a not-for-profit intergovernmental organisation located in Singapore. Founded in 1997, it is the only institution of the Asia-Europe meeting (ASEM).

Together with about 700 partner organisations ASEF has run more than 650 projects, mainly conferences, seminars and workshops. Over 17 000 Asians and Europeans have actively participated in its activities.

[www.asef.org](http://www.asef.org)

## PRACTICAL INFORMATION



### THE NATIONAL LIBRARY OF LATVIA – THE CASTLE OF LIGHT

The new building of the National Library of Latvia - the Castle of Light, located at 3 Mūkusalas Street was opened in 2014 and is considered to be one of the greatest cultural projects of the 21st century in Latvia.

The library was designed by the most internationally recognized and renowned Latvian architect Gunnar Birkerts; it is made of 13 floors and is 68m high. It can seat over 1000 people who wish to study or read and has shelf space for the entire collection of the library - over six million items – and provision for research, a modern conference centre and exhibition area.

The shape of this outstanding building is a symbolic expression of a crystal mountain and a castle of light. That is no coincidence – in Latvian folklore, a crystal mountain is a symbol for a climb towards achievement, while the castle of light embodies a metaphor for restoration of lost wisdom after the Latvian people have overcome the intellectual darkness of war, invasion and occupation.

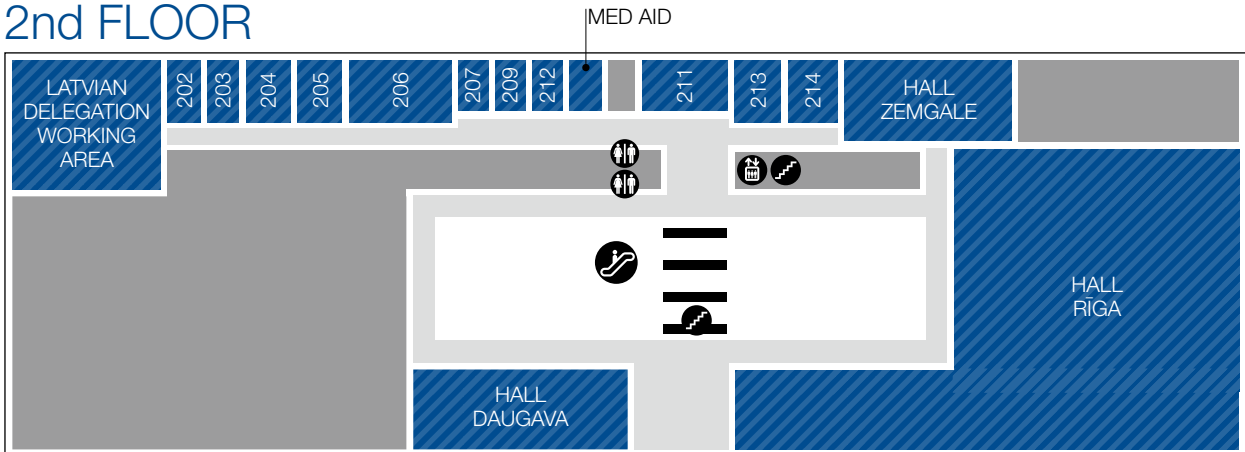
It is located on the left bank of the River Daugava and is a home for knowledge, education and culture and the start of a new cultural golden age for all Latvians and generations yet to come.



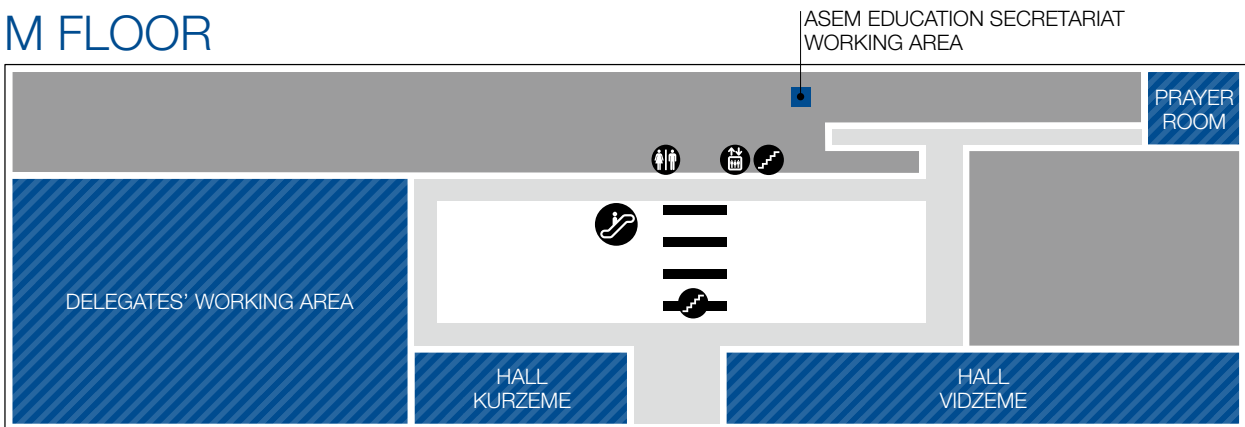
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# PRACTICAL INFORMATION

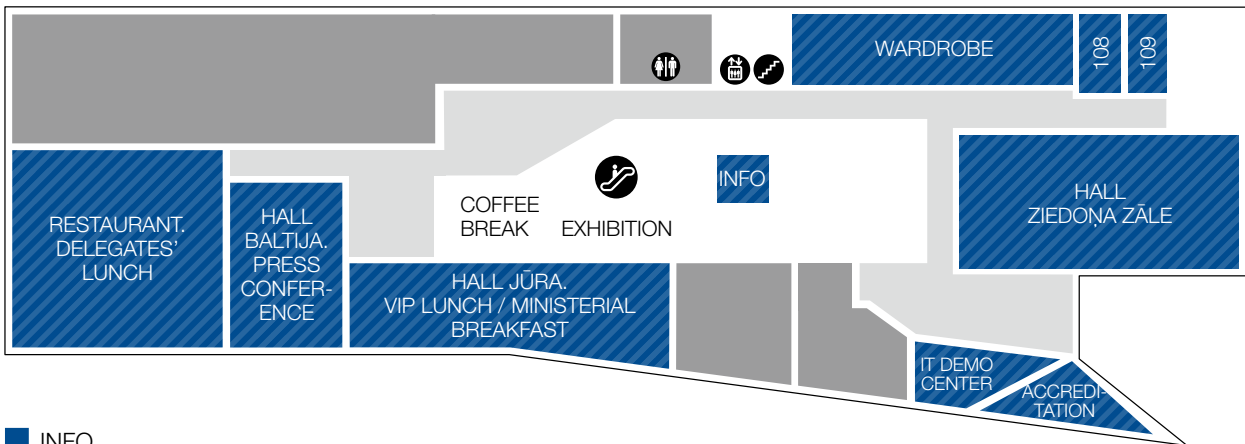
## 2nd FLOOR



## M FLOOR



## 1st FLOOR



- |  |                                   |
|--|-----------------------------------|
| ■ INFO   | ■ HALL VIDZEME                    |
| ♿ WC   | ■ HALL KURZEME                    |
| 🛗 ELEVATOR                                     | ■ DELEGATES' WORKING AREA         |
| 🏃 STAIRS                                       | ■ MED AID                         |
| 🏃 ESCALATOR                                    | ■ HALL ZEMGALE                    |
| ■ WARDROBE                                     | ■ HALL RĪGA                       |
| ■ RESTAURANT. DELEGATES' LUNCH                 | ■ HALL DAUGAVA                    |
| ■ HALL BALTIJA. PRESS CONFERENCE               | ■ HALL LATGALE                    |
| ■ HALL JŪRA. VIP LUNCH / MINISTERIAL BREAKFAST | ■ LATVIAN DELEGATION WORKING AREA |
| ■ IT DEMO CENTER                               |                                   |
| ■ ACCREDITATION                                |                                   |
| ■ HALL ZIEDOŅA ZĀLE                            |                                   |
| ■ PRAYER ROOM                                  |                                   |
| ■ ASEM EDUCATION SECRETARIAT WORKING AREA      |                                   |

# MAIN LOCATIONS OF THE MEETING

## Bellevue Park Hotel Riga

1 Slokas Street,  
Tel.: +371 67069000  
[www.hotelbellevue.lv](http://www.hotelbellevue.lv)

## Grand Palace Hotel

12 Pils Street  
Tel.: +371 67044000  
[www.grandpalaceriga.com](http://www.grandpalaceriga.com)

## Radisson Blu Daugava Hotel Riga

24 Kuģu Street  
Tel.: +37167061111  
[www.radissonblu.com/hotel-riga](http://www.radissonblu.com/hotel-riga)

## National Library of Latvia

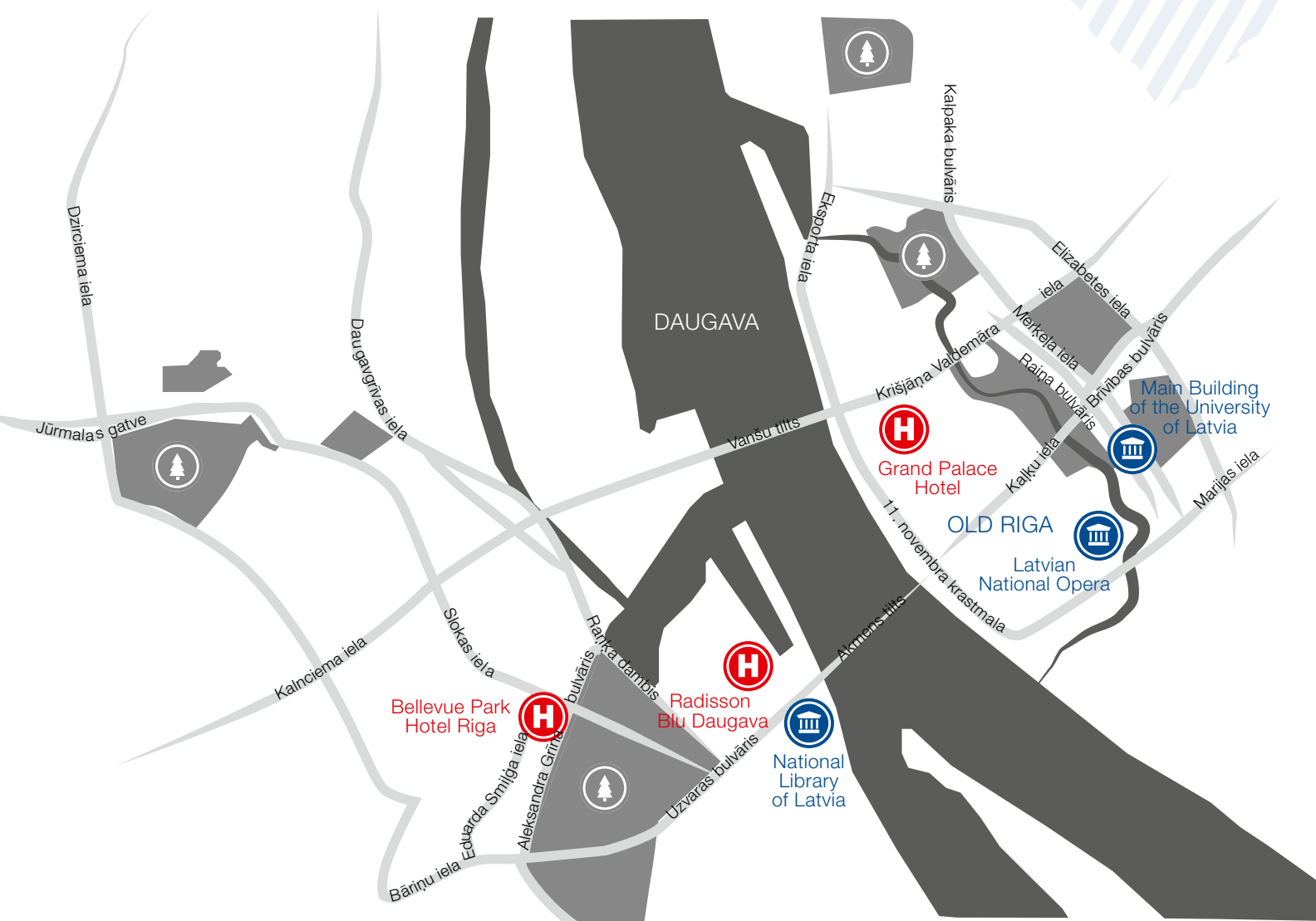
3 Mūkusalas Street  
Tel.: +371 67806100  
[www.lnb.lv](http://www.lnb.lv)

## Latvian National Opera

3 Aspazijas Blv  
+371 67073777  
[www.lno.lv](http://www.lno.lv)

## Main Building of the University of Latvia

19 Raina Boulevard  
[www.lu.lv](http://www.lu.lv)



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## EMERGENCY NUMBERS

**General emergency number**  
(medical service, fire and rescue, police)

 **112**

**Police**

 **110** and **02**

**Medical service**

 **113** and **03**













