



## **ASEM University-Business Seminar**

**Brussels, 4 March 2015**

**Ministry of Education and Training**

**Conscience Building**

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

**Summary report**

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

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

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

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

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

Ms Chen (China) told us that China has entered the Era of University-Business cooperation 2.0: from university-run enterprise to university-networked innovation base. Universities have to nurture entrepreneurship through an entrepreneurial ecosystem that includes the following components:

government policy, regulatory framework and infrastructure, funding and finance, culture, mentors, advisors and support systems, universities as catalysts, education and training, human capital and workforce, local and global markets. The Peking University build upon alumni's initiatives to invest on student entrepreneurship (1898 Café of Peking University, meeting place of students and alumni).

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

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

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

Mr. Yonezawa (Japan) told us that the national campaign in Japan for fostering 'Global Human Resources' certainly changed the perspectives and attitudes of universities and industries and students to be more active in getting international experiences for getting better employability in the globalized labour market. But still the customs and the mindsets of students and even young employees need to change. Universities, business and the government have to make great efforts in order to achieve the objectives of the Global Human Resources Development programme (recruitment of graduates from outside Japan, programs taught in English to Japanese students, financial support for mobility).

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

Finally I would like to draw your attention to the ASEM pilot project on Workplacements. The pilotproject includes the following countries: Belgium (Flanders) Brunei Darussalem, Germany,

Thailand and Indonesia. It was agreed that for the year 2015 - 2016, each participating country will send 5 - 10 students to join the programme, and the balanced exchange between Asia and Europe needs to be taken into account. The duration of the exchange should be 2 - 6 months [full-time] and the programme should be voluntary or embedded in the curriculum to allow the flexibility for the students. One common training agreement for both Asian and European sides, and a service and information package for workplace, universities, and students will be developed. A certificate should be given to the students upon their completion of the programme for marketing the programme and for increasing the students' employability chances.