



**Asia-Pacific
Economic Cooperation**

**THE 6TH APEC EDUCATION MINISTERIAL MEETING
JOINT STATEMENT**

“An Inclusive and Quality Education”

**05 – 06 October, 2016
Lima, Peru**

INTRODUCTION

1. We, the Education Ministers and Senior Officials from Australia; Brunei Darussalam; Canada; Chile; People's Republic of China; Hong Kong, China; Indonesia; Japan; Republic of Korea; Mexico; New Zealand; Peru; the Philippines; the Russian Federation; Singapore; Chinese Taipei; Thailand; the United States and Viet Nam convened for the 6th APEC Education Ministers Meeting in Lima, Peru on October 5 - 6, 2016, under the Chairmanship of Mr. Jaime Saavedra Chanduvi, Minister of Education of Peru and Ms. Ludmila Ogorodova, Vice-Minister of Education and Science of the Russian Federation of the Russian Federation. The Meeting was also attended by the Executive Director of the APEC Secretariat

2. We endorse APEC's mission *“to support sustainable economic growth and prosperity in the Asia-Pacific region”*, and recognize the significance of achieving a dynamic and harmonious Asia-Pacific community by championing free and open trade and investment and promoting regional economic integration. We highlight the importance of providing all learners with quality education and training, enabling them to engage in the globalized economy. As stated in the Incheon Declaration *“Education 2030: towards inclusive and equitable quality education and life-long learning for all”* and the Priority Area of “Human Capital Development” envisioned by Peru as the host economy of the 2016 APEC year, education and training systems should meet the needs of the modern world. This will promote regional economic integration within the Asia-Pacific region and enhance prosperity among APEC member economies.

3. We met under the General Theme of the 6th AEMM: *“An Inclusive and Quality Education”*, which recalls that the Asia-Pacific region has made considerable progress in providing access to education and training for all. At the same time, however, ensuring inclusion and quality remains a challenge. UNESCO defines this inclusive and quality approach as the right of learners to access quality education that meets their basic learning needs and respects their cultural diversity, ensuring the development of their full potential. We also recognize the importance of the Sustainable Development Goals (SDGs), in particular Goal 4 and Goal 8.6, and other related targets. With this in mind, the theme of human capital development will, consistent with economies' domestic

policies, be addressed by working together to enhance competencies, accelerate innovation and increase employability.

4. We acknowledge that more progress is needed to ensure that access to quality education is equitable for all, regardless of gender, race, religion, ethnic or cultural background, socio-economic status, or disability. We recognize that advancing inclusive education, enhancing equality through education, and promoting girls' education and women's economic empowerment, among others, are critical to achieving equality, poverty eradication, and inclusive economic growth.

5. We endorse the APEC Education Strategy to be used as a framework to guide future projects and collaborative initiatives for the benefit of the region. We acknowledge the contribution made by Australia; Canada; Chile; People's Republic of China; Indonesia; Japan; Republic of Korea; Mexico; New Zealand; Peru; the Philippines; the Russian Federation; Singapore; Chinese Taipei; Thailand; United States; and Viet Nam, as well as the OECD, World Bank and IDB. We look forward to its implementation through EDNET and other HRDWG networks in collaboration with APEC fora and multi-lateral organizations.

6. Recognizing the significant role of education in enhancing economic development and general wellbeing, we submit the outcomes of the 6th AEMM to the APEC Leaders for their consideration.

PROGRESS & GENERAL ACKNOWLEDGEMENTS AND ACHIEVEMENTS

7. During the 5th APEC Education Ministerial Meeting (AEMM) held in the Republic of Korea in 2012, ministers addressed relevant topics, such as enhancing the quality of mathematics and science education, language and culture education, technical and vocational education and training (TVET) and higher education; improving teacher quality through innovative ways; and the promotion of cooperative models and best practices to increase sharing and learning from each other.

8. We acknowledge the progress made by HRDWG and its networks, the Education Network (EDNET), the Capacity Building Network (CBN) and the Labor and Social Protection Network (LSPN) in developing human capital in the APEC region since the 5th AEMM. We recognize the importance of the work carried out by the HRDWG and its networks in building and sharing knowledge and in addressing the 5th AEMM themes: Globalization, Innovation, and Cooperation.

9. We acknowledge the successful organization and outcomes from the past Preparatory Conferences, Meetings and Workshops organized by the People's Republic of China (Beijing, January 2016); the host economy, Peru (Arequipa, May 2016 and Lima, August 2016); Australia (Sydney, August 2016) and the co-host Russian Federation (Vladivostok, September 2016). We also recognize the efforts of HRDWG and EDNET members, as well as the participation of representatives from other APEC fora, such as the APEC Business Advisory Council (ABAC), the Group of Friends on Disability Issues (GOFD), and from international organizations, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), Organization for Economic Co-operation and

Development (OECD), Inter-American Development Bank (IDB), the International Labor Organization (ILO), the Association of Pacific Rim Universities (APRU) and the Organization of Ibero-American States (OEI).

As a result of these meetings, researchers, experts, practitioners and policy-makers have exchanged relevant knowledge and experiences, helping identify the most important challenges facing economies and their greatest education and training needs. This will direct our work for the next four years.

10. Recognizing the crucial role of education and training in fostering economic and social change we welcome the enthusiasm and effort from all member economies in the promotion of projects and initiatives, within the HRDWG and its networks. We agree to support education and training cooperation through educational research and policy analyses over the next four years.

11. We understand the importance of intergenerational continuity and welcome the efforts of the MODEL AEMM – 2016 (Beijing, August 2016) and the APEC Junior Education Meeting (Vladivostok, September 2016) to highlight the vision of young leaders on APEC educational collaboration and the enhancement of key priority areas.

12. We are also deeply grateful for the organization and execution of related events to the 6th APEC Education Ministerial Meeting, which has shown great development of cooperation between our economies and the opportunity to exchange information and experiences, as well as to strengthen and build capacity through the frames of the APEC Women in STEM Forum: A Framework for Dialogue, Learning and Action; the APEC Symposium and Workshop on Strategies for Strengthening Employability (Soft) Skills to Facilitate Quality Growth through upskilling; the 12th APEC Future Education Forum and the 14th International ALCoB Conference; the APEC Lesson Study Project Exhibition; and the scholarship program exhibition.

13. We would like to extend our sincere appreciation to the Republic of Korea for its efforts gone into the submission of the APEC Education Cooperation Project (ECP), Gyeongju Initiative as directed by the 5th AEMM. We acknowledge the importance of sustainable and practical educational cooperation at the level of practitioners in the APEC region. In this regard, we note that the report contains Education Cooperation Model and strategies to enhance education cooperation.

14. We note the APEC Conference on Cooperation in Higher Education held for enhancement of linkages between the governments and academics and for establishment of on-going dialogue on education in APEC. The Conference is a platform of collaboration and exchange.

15. We would like to extend our sincere appreciation to the EDNET and member economies for their efforts to develop the Baseline Report on Current Education in Asia Pacific Region that reflects the most up-to-date education status in APEC economies and education development in Asia Pacific Region as a whole. We also acknowledge its usefulness in enhancing mutual understanding, learning and reinforcement of education development among APEC member economies through sharing of systemic and updated knowledge and information of education systems and in increasing synergy of

future collaborative projects and initiatives among APEC economies and hence recommend it shall be updated as needed.

Competencies: Individual Pathways for Education, Basic, Higher, Technical and Vocational Education and Training (TVET) and Lifelong Learning

16. We recognize the importance of access to high quality education and training that allows our populations to develop their full potential. Acknowledging that education is a lifelong process, economies should aim to build quality and inclusive educational pathways from early childhood education onwards to deliver the competencies needed to actively participate in economies and societies.

17. Underpinning these pathways is an inherent need for effective and rigorous quality assurance systems, qualification frameworks and skills recognition systems. We encourage APEC member economies to work together to improve understanding of this complex policy space in order to take advantages of new opportunities in mobility and cooperation to drive economic development. We also encourage members to continue to promote cross-border education cooperation more broadly and improve people to people connectivity to support globally relevant education systems.

18. We acknowledge Peru's willingness to contribute to the enhancement of the quality of higher education, including academic mobility, teaching of foreign languages, public-private partnerships and other topics. Peru will explore initiatives in this regard.

Innovation: Promotion of Science, Technology and Innovation (STI) Capabilities in Education

19. We recognize that technological and innovative advancements in education are opening new opportunities for the design and delivery of education and training to overcome barriers to access and mobility. APEC economies will pursue opportunities to work together in identifying and responding to the impacts of technological change which is transforming the way in which societies live, work, communicate, develop and pursue ideas.

20. Consistent with the modernization of education and training systems, improving the use of educational and technological capabilities in the teaching and learning process will be vital to maximizing participation in life-long learning that delivers high quality outcomes. We encourage APEC member economies to work together to adapt the scope and style of pedagogical practices, including those that will encourage increased participation in STEM studies. We recognize that a scientifically and technologically literate population is essential to developing, adopting and adapting new technologies in increasingly complex economies and societies. Research, development and innovation will be further enhanced in APEC economies through efforts to increase government-industry-academia collaboration.

Employability: Transition from Education to Work for Economic and Social Growth

21. The complexity and dynamism of global markets has demonstrated a clear need for APEC member economies to foster the development of global competencies that prepare learners to meet the needs of the regional economy. Adapting our education and training sectors to rapid changes in the economy is a challenge for all of us. The types of skills economies need to produce to meet emerging labor market needs and how economies' populations can acquire these skills are important issues that need to be resolved. APEC economies will work together to strengthen partnerships between governments, educational and TVET institutions and the private sector to better facilitate the transition from education to work, and lift participation in lifelong learning, and encourage the development of global competencies and entrepreneurship skills. This also includes developing the soft skills that will be crucial to meeting the changing nature of the economy and labor market demands.

22. We continue to support economies to work together to better understand the opportunities and challenges in facilitating the transition from education to work. Strengthening of partnerships to better understand the needs of the labor market, together with sector reforms that support the development of 21st century skills and improve labor market information and career guidance systems, will help to develop modern interdisciplinary approaches to education that support interaction across fields and competencies. This will better position APEC member economies to adapt to future changes in labor market needs.

23. In line with such policy directions, and as part of our efforts to respond to the calls of our Leaders in 2015 to increase the participation of young people in the economy, we are committed to strengthening our efforts to tackle youth unemployment under the "APEC Framework for Youth Education, Employment and Entrepreneurship," which was adopted by the HRDWG.

Conclusion

24. We affirm that a globalized world requires advanced and strong systems to develop workforces with global competencies. Increased international cooperation is needed to promote globalization that genuinely responds to the requirements and challenges of today's economy. Therefore we need to develop international cooperation programs and strategic partnerships that provide for the acquisition and transfer of knowledge by all populations through education and training. This will provide economies with the capacity to increase their competitiveness and improve youth employability.

25. Likewise, we recognize the importance of maximizing the impact of education policy and commit to working together to share information on the impacts and outcomes of education and training policies.

26. We would like to extend our most sincere appreciation and gratitude to Peru, our host economy, for its excellent work in preparing and organizing this meeting, as well as for its warm reception and hospitality.

27. Furthermore, we thank the Russian Federation, co-host economy for its contribution

28. We greatly appreciate the efforts made by the APEC Secretariat, the HRDWG and especially by EDNET during the organization of this event and welcome their collaboration and willingness to achieve our common goals.