

Annex 1: Progress made by initiatives and projects listed in the Chair's Conclusions of ASEM ME6

No	Initiative or project	Coordinator/Members	Content/Aims	Activities carried out	Results achieved	Status	Plans
Priority 1 – Quality Assurance and Recognition							
1	Working Group for Implementing the ASEM Recognition Bridging Declaration (also known as the Beijing Declaration) (Refer to CC A.14) [Pillar 2] More info	Austria, Belgium (French Community), Brunei Darussalam, China, Estonia, Germany, Indonesia, Japan, Malaysia, Latvia, Lithuania, Portugal, Republic of Korea, Philippines, Romania, United Kingdom	*Improve recognition of higher education qualifications between Asian and European regions by creation of a Recognition Bridging Declaration (between Lisbon and Tokyo Recognition Declaration); *develop concrete steps to implement the Declaration.	Last meeting in Kuala Lumpur, Malaysia (2017)	*Website of Asian National Information Centres (ANICCW) established and launched; *Handbook of Guidelines, Principles and Good Practices on Recognition produced; *Cross-border Quality Assurance Network (CBQAN) established and launched	Completed, but implementation and capacity building of national centres require continued efforts	Review and re-consider the terms of reference of the WG

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Priority 1 – Quality Assurance and Recognition							
2	Expert Group on Interregional Credit Transfer Mechanisms and Learning Outcome System (Refer to CC A.16) [Pillar 2] More info	Australia, Belgium (French Community and Flemish Community), Brunei Darussalam, China, Estonia, France, Germany, Indonesia, Latvia, Lithuania, Malaysia, Portugal, Romania, Russian Federation, Thailand, United Kingdom, the ASEAN University Network (AUN) and the Southeast Asian Ministers of Education Organization Regional Center for Higher Education and Development (SEAMEO RIHED)	*Facilitate dialogue, enhance understanding and strengthen mutual-trust; *promote cooperation in areas of credit transfer mechanisms and learning outcomes systems; and *foster the establishment of ASEM interregional credit transfer mechanisms, *facilitate recognition of credits and learning outcomes. [Ref. to SDG 4.7]	*Preparing an update of the “Compendium on Higher Education”; *Work on grade conversion between Asia and Europe*Expert Group Meetings in Jakarta, Indonesia on 6 June 2018,in Cologne, Germany on 20 November 2018 and in Phuket, Thailand on 28 th March 2019	*Update of the Compendium in progress; *Template for compendium developed by the expert group, input from partners through template collected and processed by AES, filled templates from member countries peer reviewed by the expert group,	Partly completed; aims partly achieved; ongoing	*Present a user-friendly online version of the Compendium at ASEMME7; *Expert Group will develop a framework for grading systems to support student mobility; *Expert Group will organise a PLA/Policy forum on outcomes based education and the relation between learning outcomes and mobility

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Priority 1 – Quality Assurance and Recognition							
3	<p>EU-SHARE Project (2015-2019): Higher education in ASEAN Region</p> <p>(Refer to CC A.17)</p> <p>[Pillar 2]</p> <p>More info</p>	<p>European Commission, ASEAN Secretariat, British Council, DAAD, Nuffic, Campus France, ENQA, EUA</p>	<p>*Strengthen regional cooperation and mobility,</p> <p>*enhance the quality, competitiveness and internationalisation of ASEAN higher education institutions and students;</p> <p>*enhance cooperation between EU and the ASEAN Economic Community (AEC) and harmonise higher education across ASEAN countries.</p> <p>[Ref. to SDG 4B]</p>	<p>*Nine large-scale Policy Dialogues concluded and attended by a total of 1,178 participants;</p> <p>*four baseline studies and eight Policy Briefs;</p> <p>*piloting credit transfer intra ASEAN and from ASEAN to Europe;</p> <p>*four batches scholarships awarding 400 Intra-ASEAN Scholarships and 100 ASEAN-EU scholarships</p>	<p>*Implementation of an ASEAN and EU-ASEAN credit transfer system and scholarships for mobility;</p> <p>*strengthening of the ASEAN Quality Assurance Framework (AQAF) and ASEAN Qualifications Reference Framework (AQRf);</p> <p>*improving harmonisation of higher education across ASEAN region</p>	<p>First phase completed (January 2019); aims partly achieved; ongoing</p>	<p>Second (2.5-year) project phase</p>

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Priority 2 – Engaging Business in Education							
4	Peer Learning Activity on Employability and on the contribution of higher education to innovation (Refer to CC A.24) [Pillar 1]	Belgium (Flemish Community)	None	None	None	Postponed	This activity will be replaced by a PLA on the topic 'Inclusion through Virtual and Blended Mobility'.
5	Spin-off events of the 6 th ASEF Rectors' Conference and Students' Forum (ARC6) and 7 th ASEF Rectors' Conference and Students' Forum (ARC7) (Refer to CC B.20) [Pillar 1] More info	ASEF as main organiser, supported by stakeholders ASEM partner country	Spin-off activities of ARC6: *Foster mobility of academic staff and students *Raise awareness and contribute with good practices and handbook/recommendations towards a more inclusive and sustainable education environment ARC7: *Official Dialogue Partner of the ASEM MEs by providing policy recommendations on pressing HE issues to ASEM Ministers *Official side-event to the ASEM ME *Multi-stakeholder platform to enhance higher education collaboration that connects students, rectors and ASEM policy makers,	2 ARC6 spin-off activities in 2018: *ASEF Support to 1 st World Access to Higher Education Day Conference, 28 November 2018, Birmingham, UK *"Flexible Learning Pathways: Asia-Europe Conference on Lifelong Learning and the 2030 Agenda for Sustainable Development", 13-14 December 2018, Hanoi, Vietnam; *ARC7, 11 to 15 May 2019, Bucharest, Romania	For LLL conference in Viet Nam, see point 25 For conference in UK, Not available for ARC7 at this stage as project takes place together with ASEM ME7 For a comprehensive overview of results, visit the ARC6 project page and ARC7 project page .	Activity listed in CC completed; overall project series ongoing	*Organise various spin-off activities along the subthemes of ARC in form of capacity building workshops or seminars *Continue the ARC project series in the coming years with ARC8 at ASEM ME8 to be held in 2021

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Priority 2 – Engaging Business in Education							
			<p>*ARC 6 focused on “Future-ready Universities and Graduates: Quality Education Beyond the Horizon”;</p> <p>*ARC7 deals with “Higher Education Taking Action Towards the Sustainable Development Goals: Perspectives from Asia and Europe”</p> <p>[Ref. to SDG 4.3, 4.5, 4.7 and 17.9]</p>				
6	5 th ASEM University Business Forum (Refer to CC B.22) [Pillar 1] More info	None	None	None	None	Cancelled	No information
7	ASEM Work Placement Pilot Programme (2 nd phase: 2018-2020) (Refer to CC B.21) [Pillar 2] More info www.asemWPP.org	Brunei Darussalam, Belgium (Flemish Community), Germany, Indonesia, Thailand	Establish, promote and sustain the mutual exchange of interns between Europe and Asia on the basis of balance and mutual benefits [Ref. to SDG 4.4 and 4.7]	Sixth Working group in Jakarta, Indonesia on 6 June 2018; presentation of ASEM WPP activities (e.g. WPP website, flyer) during SOM1 (October 2018); Seventh Working group in Thailand,	*Co-secretariat established (Flemish Community of Belgium, Thailand); *documents and procedures standardised; *website created https://www.asemwp.org/	Partly completed and aims partly achieved; ongoing	Promote the programme to involve more countries and encourage more governments and business partners to participate



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Priority 2 – Engaging Business in Education							
				Phuket on 29 th March 2019.	* a flyer prepared; *allocation of national scholarships and stimulating mobility of trainees		
8	Project ‘Students’ teambuilding as an instrument of engaging business in education” (Refer to CC B.25) [Pillar 2]	Russian Federation	Build collaboration between universities, businesses, and industries in Asia and Europe through teambuilding in order to foster student employability	No information	No information	No information	Withdrawn

No	Initiative or project	<u>Coordinator/Members</u>	Content/Aims	Activities carried out	Results achieved	Status	Plans
Priority 3 – Balanced Mobility							
9	3 rd ASEF Young Leaders Summit (ASEFYLS3) in conjunction with the 12 th ASEM Summit (ASEM12) (Refer to CC C.32) [Pillar 1] More info	ASEF as main organiser, supported by local civil society partners and hosting ASEM partner country	*Official youth side-event of ASEM Summits *Interdisciplinary platform for Asian and European young professionals and students for dialogue and action with a focus on ethics and societal impact	*3 rd ASEF Young Leaders Summit (ASEFYLS3) in conjunction with ASEM12, 15-19 October 2018, Brussels, Belgium; *preceded by 2 ASEFYLS Navigators Trainings (capacity trainings for youth) on 16-20 May 2018, Pune, India, and on	*160 participants from 51 ASEM Partner countries for Summit and 20 participants from 17 countries each Navigators Training *ASEM Youth Intervention at ASEM12 *15 Meetings between ASEFYLS	Activity listed in CC completed; overall initiative ongoing	*Organise 4 th ASEFYLS in conjunction with ASEM13 in Phnom Penh, Cambodia (2020) *Organise 3 ASEFYLS Navigators Trainings in India, Poland and Singapore that precede and prepare the ASEFYLS4

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Priority 3 – Balanced Mobility							
			<p>*Interactions between ASEM youth and ASEM Leaders</p> <p>*Foster mobility of ASEM youth, raise awareness on ASEM and contribute with good practices towards a more inclusive and sustainable education environment</p> <p>[Ref. to SDG 4.4, 4.5, 4.7 and 17.9]</p>	10-14 July 2018, Warsaw, Poland	<p>participants and ASEM Leaders (Presidents, Prime Ministers, Head of States)</p> <p>*4 spin-off activities on ethical leadership in Asian and European communities implemented independently by ASEFYLS participants</p> <p>*Video and photo productions on theme for ASEM visibility and promotion of theme</p> <p>For a comprehensive overview of results, visit the ASEFYLS3 project page.</p>		
10	8 th Model ASEM in conjunction with the 13 th ASEM Foreign Ministers' Meeting (ASEM FMM13) (Refer to CC C.32)	ASEF as main organiser, supported by local civil society partners and hosting ASEM partner country	*Simulation of ASEM Foreign Ministers' Meeting for student participants from 51 ASEM Partner countries	8 th Model ASEM Conference on "Strengthening Partnership for Peace and Sustainable Development", 15-20 November 2017,	*153 youth participants representing all 51 ASEM Partner countries;	Activity listed in CC completed and aims achieved; overall initiative ongoing	*Organise 9 th Model ASEM in Madrid, Spain (July 2019) with potential capacity training workshops preceding the main youth conference

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Priority 3 – Balanced Mobility							
	[Pillar 1] More info		<p>*Facilitate interactions between Model ASEM youth participants and ASEM Foreign Ministers</p> <p>*Foster mobility of ASEM youth, raise awareness on ASEM and contribute with good practices towards a more inclusive and sustainable education environment</p> <p>[Ref. to SDG.4, 4.5, 4.7 and 17.9]</p>	Yangon & Naypyidaw, Myanmar	<p>* ASEM Youth Intervention at ASEM FMM13</p> <p>*Development of a consensus-based 8th Model ASEM Chair's Statement by the participants</p> <p>*Personal interactions between 15 ASEM Foreign Ministers or their representatives with 8th Model ASEM participants</p> <p>*Video and photo productions on theme for ASEM visibility and promotion of theme</p> <p>For a comprehensive overview of results, visit the Model ASEM8 project page.</p>		
11	Model ASEM Spin-offs (Refer to CC C.32)	Local civil society partners, ASEM partner	*Simulation of ASEM Foreign Ministers' Meeting for student participants from 51	* <u>Model ASEM Singapore Spin-off</u> ,	*115 youth participants from 22 countries	Activity listed in CC completed and aims	Organisation of at least 2 local Model ASEM Spin-off events/capacity

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Priority 3 – Balanced Mobility							
	[Pillar 1] More info	countries, supported by ASEF	ASEM Partner countries *Opportunity for local student chapters to independently organise a Model ASEM simulation *Raise awareness on ASEM and contribute with good practices towards a more inclusive and sustainable education environment [Ref. to SDG 4.4, 4.5, 4.7 and 17.9]	Singapore, 8-10 December 2017 * Model ASEM Chengdu Spin-off on “The Belt and Road Initiative and Connectivity between Asia & Europe”, 12-13 July 2018, Chengdu (China) * Model ASEM Bratislava Spin-off on “Europe and Asia: Global Partners for Global Challenges”, 26-28 October 2018, Bratislava (Slovakia),	*Chair’s Statement of the meetings based on the three thematic pillars of ASEM For a comprehensive overview of results, visit the Model ASEM Spin-Off Editions page .	achieved; overall initiative ongoing	trainings in Asia and Europe in the context of 9 th Model ASEM
12 / 13	14 th ASEF Classroom Network Conference on “Gender Equality: Reprogramming Technology Education” (Refer to CC C.32) [Pillar 1]	ASEF as main organiser, supported by civil society partners and hosting ASEM partner country	*Platform for exchange and collaborations among secondary, high and vocational school teachers and students in Asia and Europe	14 th ASEF Classroom Network Conference on “Gender Equality: Reprogramming STEM Education”, 27-30 November 2018, Helsinki, Finland on	*About 100 secondary, vocational and high school teachers and educators from 46 ASEM Partner countries	Activity listed in CC completed and aims achieved; overall initiative ongoing	*Organisation of 15 th ASEF Classroom Network Conference on “AI in Education” planned in 2019 Japan

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Priority 3 – Balanced Mobility							
	More info		<p>*Capacity training for teachers in the field of edutech</p> <p>*Foster teacher mobility and creation of bi-regional school and teacher networks</p> <p>[Ref. to SDG 4.3, 4.5, 4.7, 5 and 4c]</p>		<p>*19 school collaborations organised by 57 schools from 26 countries contesting for ASEF ClassNet Awards, engaging 78 teachers and 1110 students</p> <p>*22 project collaborations initiated by Asian and European schools for 2019</p> <p>*Video and photo productions on theme for ASEM visibility and promotion of theme</p> <p>*Revamp and maintenance of ASEFClassNet website</p> <p>For a comprehensive overview of results, visit the ASEFClassNet website.</p>		

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Priority 3 – Balanced Mobility							
14	ASEM Joint Curriculum Development Project in Tourism and Hospitality Education (Refer to CC C.30) [Pillar 2] More info	Germany (University of Applied Science Stralsund), Indonesia (University of Udayana Bali)	*Enable a minimum of five students of each institution to spend one semester at the respective partner university and *receive a transcript of records as basis for academic recognition in the respective home university	*In 2016 and 2017: exchange of German and Indonesian Master students (supported by a scholarship); *in 2018 no activity	None in 2018	Activity listed in CC completed; project terminated;	No plans to revitalise the project
15	ASEM-DUO Fellowship Programme (Refer to CC C.29) [Pillar 2] More info	ASEM-DUO Secretariat, Republic of Korea, Singapore, Thailand, Belgium (Flemish Community and French Community), Sweden	*Promote balanced exchanges of students, teachers and professors between Asia and Europe; *contribute to setting up regular-basis exchange programmes between Asian and European tertiary institutions; *establish deeper understanding between both regions [Ref. to SDG 4.7]	*4 th ASEM-DUO Fellows Alumni Meeting was held in Seoul, Korea on (October 26, 2018;) *The Secretariat has visited and tried to persuade several ASEM partners into financial contribution.	*Six DUO programmes in operation as planned; *more than 200 students and professors' profit from ASEM-DUO per year	Activity listed in CC completed; aims partly achieved; ongoing (fourth phase of the programme: 2016–2020)	*Include more partner countries in the programme; *organise 11 th ASEM-DUO Expert Meeting (May 2019) and 4 th 5 th ASEM-DUO Fellows Alumni Meeting (October 2020); *exchange of students and professors
16	21 st ASEF Summer University (ASEFSU21) on "Youth with	ASEF as main organiser, supported by civil society partners and	* 2-week experiential learning journey and "interdisciplinary innovation" for ASEM	* ASEFSU21 on "Youth with Disabilities: Shaping Inclusive ASEM Societies", 27	ASEFSU21 :	Activity listed in CC completed and aims	*Planned 23 rd ASEF Summer University (ASEFSU23) in South Asia and Singapore,

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Priority 3 – Balanced Mobility							
	Disabilities: Shaping Inclusive ASEM Societies” More info	hosting ASEM partner country	students & young professionals; *Promotion of youth perspectives and solutions on pressing societal issues, practically contributing to the ASEM process, national agendas from Asian and European countries, the UN Sustainable Development Goals and society at large [Ref. to SDG 4.4, 4.5 and 4.7]	January - 10 February 2018, Melbourne, Australia and Christchurch, New Zealand	*48 participants from 48 ASEM countries; * Organisation of innovathon with 8 solutions proposed to solve case studies/challenges that youth with disability face *ASEM-wide perception survey on youth with disabilities with 5,028 respondents *Video and photo productions on theme for ASEM visibility and promotion of theme For a comprehensive overview of results, visit the ASEFSU21 project page .	achieved; overall initiative ongoing	early 2020, focus on “Developing Liveable & Sustainable Metropolitan Areas; *Planned 24th ASEF Summer University (ASEFSU24) in August 2020 in Finland, Norway and Sweden, focus on “The Arctic: Asia & Europe Cooperation on People, Trade and the Environment”;
17	22 nd ASEF Summer University (ASEFSU22) on “Green Economies: Creating Employment Opportunities for	ASEF as main organiser, supported by civil society partners and	* 2-week experiential learning journey and “interdisciplinary innovation” for ASEM students & young	*ASEFSU22 on “Sustainable Tourism: Youth Driving Green Growth”, 10 to 23 September 2018,	ASEFSU22: *47 participants from 46 ASEM countries	Activity listed in CC completed and aims achieved; overall initiative ongoing	*Planned 23rd ASEF Summer University (ASEFSU23) in South Asia and Singapore, early 2020, focus on

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Priority 3 – Balanced Mobility							
	the Youth through Sustainable Tourism” (Refer to CC C.32) [Pillar 2]	hosting ASEM partner country	professionals; *Promotion of youth perspectives and solutions on pressing societal issues, practically contributing to the ASEM process, national agendas from Asian and European countries, the UN Sustainable Development Goals and society at large [Ref. to SDG 4.5, 4.7 and 8.9]	Poreč and Zagreb (Croatia) & Ljubljana and Portorož (Slovenia)	*Organisation of innovation with 8 solutions proposed to solve business case on sustainable tourism *ASEM-wide perception survey on sustainable tourism with 13,086 respondents; *Video and photo productions on theme for ASEM visibility and promotion of theme For a comprehensive overview of results, visit the ASEFSU22 project page .		“Developing Liveable & Sustainable Metropolitan Areas; *Planned 24th ASEF Summer University (ASEFSU24) in August 2020 in Finland, Norway and Sweden, focus on “The Arctic: Asia & Europe Cooperation on People, Trade and the Environment”;
18	4th Asia-Europe Institute (AEI)-ASEM Summer School (AEI-ASS) (Refer to CC C.27) [Pillar 2]	AEI, University of Malaya, Malaysia	*Increase knowledge and understanding of multiculturalism in Asia and Europe; *attract participants from both regions for mutual exchanges on multiculturalism; *increase mobility of	4th Asia-Europe Institute (AEI)-ASEM Summer School under the title “Cultural Pluralism in Asia and Europe” in Kuala Lumpur, Malaysia from 30 July to 10 August 2018	22 participants from 11 Asian and European ASEM partner countries (the United Kingdom, Italy, Malaysia, Indonesia, Thailand, Japan, Republic of Korea, China, Bangladesh,	Activity listed in CC completed; aims partly achieved; overall initiative ongoing	5 th Asia-Europe Institute (AEI)-ASEM Summer School (AEI-ASS) in Limerick, Ireland and Kuala Lumpur, Malaysia and Limerick, Ireland Malaysia in June 2019, organised by

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Priority 3 – Balanced Mobility							
	More info		<p>students, academics, researchers and experts between Malaysia/Asia and Europe; and</p> <p>* Identify a strategy to overcome the imbalance of mobility between Asia and Europe.</p> <p>[Ref. to SDG 4.7]</p>		Laos and Singapore participated in the programme with more participants from Asia shared their experiences as well as discussed or critiqued issues of cultural diversity in Asia and Europe		<p>The Asia-Europe Institute, University of Malaya (AEI, UM) in collaboration with the Ministry of Education, Malaysia and University of Limerick, Ireland</p> <p>11-17 June 2019- University of Malaya, Kuala Lumpur)</p> <p>(20-29 June 2019- University of Limerick, Ireland</p>
19	European Higher Education Fairs 2018 (EHEF 2018) (Refer to CC C.28) [Pillar 2]	European Commission; EU delegation in host country;	<p>*Promote programmes and courses of European institutions;</p> <p>*inform about education opportunities in Europe;</p> <p>*increase cooperation and mobility between EU and other parts of the world</p>	<p>*7th European Higher Education Fair 2018 in Tokyo on 19 May and in Osaka, Japan on 20 May 2018;</p> <p>*other EHEFs took place in Indonesia and the Philippines; more information needed</p>	<p>*More than 80 institutions from over 20 EU member states took part in EHEF Japan;</p> <p>*exchange of information on study and scholarship opportunities</p>	Activity listed in CC completed; overall initiative ongoing	<p>8th European Higher Education Fair 2019 in Tokyo and Osaka, Japan on 17-21 May 2019;</p> <p>more information needed</p>

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Priority 4 – Balanced Mobility							
20	Initiative to promote a dialogue on sharing best practices and future perspectives in TVET (Refer to CC C.34) [Pillar 1] More info	Austria, Brunei Darussalam, Belgium (Flemish Community), France, Germany, Indonesia, Latvia, the Netherlands, the Philippines, the Russian Federation	Exchange practices between seminar participants from Europe and Asia on topical matters related to TVET developments in policy planning and methodology areas	Seminar in Riga, Latvia on 24-25 April, 2018	Participants agreed that: *AEP can foster mutual learning and exchange regarding TVET in order to strengthen TVET systems both in Europe and Asia; *exchange and collaboration should be achieved both at policy level and by sharing experiences from practice	Activity listed in CC completed; aims achieved	Interest of Russia to organise follow-up seminar: TBC
21	ASEM Forum on Lifelong Learning (Refer to CC C.35) [Pillar 1] More info	ASEM LLL Hub in Aarhus, Denmark (activities discontinued)	None	None	None	Cancelled	ASEM LLL HUB will be taken over by UCC, Ireland. Activities will be continued after successful take-over.



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Priority 4 – Balanced Mobility							
22	Workshop on “Lifelong Learning and Sustainable Development Goals (SDGs) - Teacher Professionalisation & Training (Refer to CC Annex 1, D.3) [Pillar 1]	ASEF as main organiser, supported by civil society partners	*Workshop in conjunction with World Education Leadership Summit *Exchange of “Next practice” and promotion of responsible leadership, innovation, sustainability, communities of practice for secondary school teachers [Ref. to SDG 4.3, 4.5, 4.7 and 4c]	In preparation	In preparation	Ongoing, implementation in late 2019	*Synergies of speakers/participants with 14 th and 5 th ASEF ClassNet project *Content creation for ClassNet15
23	Conference on Lifelong Learning and SDGs (Note: shift of focus from seminar and training) (Refer to CC, Annex 1, D.4) [Pillar 1]	ASEF, host country: Vietnam	*ARC6 spin-off and contribution to ARC7 conference content * Promote exchange of information, practices, institutional policies and research *Examine how traditional education	“Flexible Learning Pathways: Asia-Europe Conference on Lifelong Learning and the 2030 Agenda for Sustainable Development, Hanoi, Vietnam on 13-14 December 2018	* 60 participants from 20 ASEM countries * Conference report including policy recommendations for ASEM ME7 in preparation	Ongoing	*Conference report feeds into ARC7 project series discussions

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Priority 4 – Balanced Mobility							
			<p>systems could adapt to the needs of economy via flexible learning pathways</p> <p>[Ref. to SDG 4.3, 4.5, and 4.7]</p>				
24	<p>Research on Lifelong Learning and SDGs: School Leadership (Note: change from seminar format to research, and shift of thematic focus)</p> <p>(Refer to CC, Annex 1, D.5)</p> <p>[Pillar 1]</p>	Civil society partner, supported by ASEF	<p>*Commissioned papers from Asian and European researchers on next practices for school leadership</p> <p>*ASEM mapping on school leadership promotion of theory, policies and good practices</p> <p>[Ref. to SDG 4.3, 4.5, 4.7 and 4c]</p>	In preparation	In preparation	Ongoing, implementation during 2019	*Research as content creation for ASEFClassNet project series and any ASEM initiatives linked to education leadership and secondary schooling
25	<p>Actions to</p> <p>i. cultivate decent work and entrepreneurship through lifelong learning;</p>	<p>UNESCO Institute for Lifelong Learning (UIL), Chinese National Commission to UNESCO, Shanghai Open University and East China Normal University</p>	<p>*Develop a Handbook for Lifelong Learning: From Policy to Practice, to guide the planning and implementation of lifelong learning in</p>	<p>*Drafting the Handbook;</p> <p>*International Consultative Meeting on Lifelong Learning as a Fundamental Approach for</p>	<p>*Feedback and input from the meeting participants for revision of the Handbook;</p> <p>*both events provided a good</p>	Activity listed in CC completed; aims achieved; ongoing;	<p>*Follow-up to the first capacity building workshop in first half of 2019;</p> <p>*publish Handbook in June 2019;</p>



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Priority 4 – Balanced Mobility							
	<p>ii. embed education in the 2030 Agenda for Sustainable Development;</p> <p>iii. enhance inter-sectoral linkages between academia, government and the private sector to implement lifelong learning.</p> <p>(Refer to CC C.40)</p> <p>[Pillar 1]</p>		<p>UNESCO Member States;</p> <p>*present and discuss cross-sectoral collaboration and governance models in the field of lifelong learning policy-making</p>	<p>Sustainable Development, Shanghai, China, 18/19 October 2018;</p> <p>*capacity building workshop on developing lifelong learning-oriented education systems in Shanghai, China, 22 October to 2 November 2018;</p>	<p>opportunity for knowledge and experience sharing between Asia and Europe;</p> <p>*participant countries in workshop presented proposals for developing and implementing lifelong learning policies in their contexts</p>		<p>*organise a 2nd capacity building workshop (incl. 2 Asian countries) in 2019</p>
26	<p>ASEM Network of Massive Open Online Courses (MOOCs)</p> <p>(Refer to CC C.39)</p> <p>[Pillar 2]</p> <p>More info</p>	<p>Brunei Darussalam (University Brunei Darussalam, China, Indonesia, (Xuetangx), Malaysia, (Malaysia MOOC), Republic of Korea, (NILE), Thailand, (TCU), the Philippines, (University of Philippines Open University), Belgium (Flemish Community), France, (FUN-MOOC Network), Japan (JMOOC), Germany (DAAD), Myanmar (Department</p>	<p>*Conduct regular ASEM MOOC Stakeholders' Meeting;</p> <p>*develop MOOC contents and exchange MOOCs;</p> <p>*develop a Quality Assurance (QA) Guideline for MOOCs; and</p> <p>*identify best practices of usage and recognition of MOOCs;</p>	<p>*ASEM Network of MOOCs Initiative Project Leaders' Meeting and</p> <p>*ASEM MOOC Stakeholders' Forum in Seoul, Korea on 7 November 2018</p>	<p>*Joint development of MOOC contents is in process; *national guidelines development for a QA guideline for ASEM MOOCs is also in process; *best practice survey for MOOC platform-operating institutions was conveyed for the year of 2018 was conducted and reported to all ASEM MOOCs partners and will be analysed upon</p>	<p>Activity listed in CC partly completed; aims partly achieved; ongoing</p>	<p>*All activities will be continued (e.g. Best Practice survey will be analysed and shared with ASEM MOOC members; ASEM MOOCs Stakeholders' forum WG meeting for initiatives will take place once a year);</p> <p>*more organisations will be invited to participate in the initiative;</p> <p>*website for initiative members will be</p>

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Priority 4 – Balanced Mobility							
		of Higher Education), EU (European Commission)	[Ref. to SDG 4.3, 4.4, 4.5 and 4.7]		collection of the questionnaires.		created to provide a common communication space.
27	Update version of Global Inventory National Qualification Frameworks (Refer to CC C.38) [Pillar 2] More info	UNESCO, ETF, Cedefop, UIL	*Give an update on the national qualification frameworks (NQFs) around the world; *provide information on national and regional developments as well as selected themes [Ref. to SDG 4.4]	*Further monitoring of countries' progress in NQF and qualification system development; *development of international debate and knowledge-sharing in this field, drawing on the Inventory data; *preparing an update of the Inventory.	*Within countries, deepening of NQF development and implementation; *in some world regions, development of regional qualifications frameworks; *production of an updated Global Inventory for ASEM ME7	Activity listed in CC completed; aims achieved; overall initiative ongoing	Production of 5 th edition of Inventory in 2021
28	Developing World Reference levels of learning outcomes (Refer to CC C.38) [Pillar 2]	UNESCO	Establish an accessible tool that people around the world can use to compare qualifications, credentials and other sets of outcome statements to support the recognition of skills and competencies across borders	World Reference Levels (WRL) expert group representing national, regional and international organisations working in the field of skills development and recognition, met at UNESCO Headquarters on 26 to 27 November 2018	Expert group discussed how to further improve the WRL tool and its function to support regional qualification frameworks and standardise the way in which learning outcomes, qualifications and credentials are described	Partly completed and ongoing	No information

No	Initiative or project	Coordinator/Members	Content/Aims	Activities carried out	Results achieved	Status	Plans
Priority 4 – Balanced Mobility							
29	Research Project: Lifelong Learning and SDGs - Part 2: Teacher Professionalisation and Leadership (Refer to CC C.37) [Pillar 2]	ASEF	Merged with activity #24	Merged with activity #24	Merged with activity #24	Merged with activity #24	Merged with activity #24
30	ASEF Capacity Trainings (Refer to CC C.38) [Pillar 2]	ASEF	*See activity #10 and update on ASEFYLS3 and ASEFYLS Navigators Trainings [Ref. to SDG 4.4, 4.5, 4.7 and 17.9]	*2 ASEFYLS Navigators Trainings (capacity trainings for youth), 16-20 May 2018, Pune, India, and 10-14 July 2019, Warsaw, Poland	*Soft skills training of 20 youth representatives from 17 countries to join as resources persons (moderators, facilitators) the ASEFYLS3 in Brussels	*See update on ASEFYLS Navigators Trainings	*Embedded as integrative element of the ASEFYLS project series since 2018; *Similar capacity trainings with a focus on negotiation and public speaking are envisaged for the Model ASEM project series
31	Contributing with video tutorials and knowledge materials on Lifelong Learning for the ASEM MOOCs initiative (Refer to CC D.40) [Pillar 2]	UNESCO Institute for Lifelong Learning (UIL) , Partners of the ASEM Network of Massive Open Online Courses (MOOCs)	*Support cities in the process of implementing lifelong learning with video tutorials based on the Guidelines for Building Learning Cities; *support project leaders and stakeholders in cities	*Development of a set of animated video tutorials; *tutorials showcased in capacity building workshops on lifelong learning (e.g. in Shanghai, China during October 2018);	*set of video tutorials; *knowledge and experience sharing between Asia and Europe (where the tutorials were developed)	Activity as listed in CC completed; aims partly achieved; ongoing	*Training and capacity-building workshops (including video tutorials) in all UNESCO regions; *development of Massive Open Online Courses (MOOCs)

No	Initiative or project	Coordinator/Members	Content/Aims	Activities carried out	Results achieved	Status	Plans
Priority 4 – Balanced Mobility							
			<p>to understand the concept of a learning city and use the Guidelines to facilitate lifelong learning for all in their cities</p> <p>[Ref. to SDG 4.5, 4.6. 4.7]</p>				