



**Intermediate  
Senior Officials Meeting (ISOM)**

**Jakarta, 3-5 June 2018**

**Report**

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*From 3-5 June 2018, the Intermediate Senior Officials Meeting (ISOM) took place in the prestigious Fairmont hotel in Jakarta, with almost 150 participants from Europe and Asia: senior officials, stakeholders and rectors of Indonesian universities.*

## Introduction

**1 Welcome address of the ASEM Education Secretariat (AES):** The AES was pleased to open the 3rd Intermediate Senior Officials Meeting (ISOM) and addressed its warm welcome to His Excellency Minister Mohamad Nasir, Honorable Directors general, representatives and officials from ASEM partner countries and stakeholders as well as all invited attendees from HEI. The AES thanked especially His Excellency Minister Mohamad Nasir and the Indonesian Ministry of Research, Technology and Higher Education (MoRTHE) for organizing this ISOM and supporting the event. The AES also expressed its gratitude to the numerous members of ministries, stakeholders, and experts who supported the AES to build up the new ISOM format.

The AES reminded some particularities of this ISOM: Firstly, the Meeting has been organized very closely to the last ASEMME 6 and many initiatives might not have had the time needed to start up. Secondly, this ISOM has been the first meeting organized in a new workshop format which is a significant organizational innovation: The format

- is new for everybody in the ASEM Education Process,
- has been set up in a very short time compared to the active participation and the organizational commitment which is needed;
- is highly energy intensive in terms of human resources;
- depends on the participation of all delegates during the workshop sessions;
- needs space for improvisation as the real outcomes of the workshops can't be fixed in advance.

The AES underlined the common goals contributing to the success of the ASEM Education process (AEP): Fostering collaboration in Education between Asia and Europe, strengthening interregional collaboration and supporting sustainable development goals for Education. The AES thanked the audience for its attention and wished everybody a very productive meeting.

**2 Welcome address of His Excellency Prof. M. Nasir, PhD., Minister for Research, Technology and Higher Education:** The Minister addressed his Greetings to Nadia Reynders and David Urban from the AES, Prof. Intan Ahmad, Director General, Learning and Students Affairs, the Ministry of Research, Technology and Higher Education (MoRTHE) Dr. Patdono Suwignyo, Director General, Institutional Science Technology and Higher Education Affairs, Dr. Jumain Appe, Director General, the Empowerment of Innovation, the MoRTHE, Chairs, Moderators, ISOM participants from European and Asian countries, Rectors/Vice Rectors/Representatives from Indonesian Universities, High Level Representatives from

Embassies in Indonesia and members of ASEM countries, High Level Officials from other Indonesian Ministries/Institutions, distinguished delegates, ladies and gentlemen.

The Minister reminded that this **ISOM covers the four ASEM Education Process priority areas**. To those topics, Indonesia would contribute with a good practice example of recognition and quality assurances program, as well as programs for encouraging the cooperation amongst academicians-business-government and engaging business and industries (Triple Helix Concept). The Minister stated that research and development results in any fields of science must be applied into the industries and societies and should fulfill the demand of the world market. He also reemphasized two particular relevant points for this meeting, which are the Student Mobility Programs for Higher Education in the MoRTHE.

**The MoRTHE implements various programs of student mobility**, e.g. in the ASEAN International Mobility for Students (AIMS), Joint Degree-Double Degree, Joint Curriculum, Credit Transfer, Credit Earning, Fast-track program, as well as Online Blended Learning. Through all of these initiatives, the Indonesian MoRTHE would like to achieve the participation of 3000 students through the year 2019, and the maximum of 5000 students' participations at national and international competition level. At the national level, 142 International institutions participated in 2017 student mobility programs. This showed an increased number of 62 institutions since 2016 (PERMATA program). At the International level, 12 institutions were involved in the ASEAN International Mobility for Students. Such institutions were from Thailand, Malaysia, Vietnam, Philippines, Brunei Darussalam, Japan and South Korea. In addition, the University of Udayana was involved and participated in the ASEM Joint Curriculum Program. In other ASEM programmes, "Credit Transfer ASEAN+3, Europe and other countries", HEI participated in the mobility program in 2017, increasing the number of HEI from 15 institutions to 29 in one year.

**The Minister states that Indonesia would like to collaborate in the Triple Helix programs** or being engaged in the Business and Industries program in ASEM. Several innovative programs have been presented by the Ministry, such as training and internship for young techno-entrepreneurs, derived from universities and RD institutions; funding incentive provisions for selected start-up companies all over Indonesia; jointly collaboration with private companies to promote the growth of more start-up companies in Indonesia through incubator programs. All of these programs might be explored and expanded into the International programs.

Last but not the least, **Indonesia is also interested in the development of TVET** (Technical and Vocational Education and Training) programs within ASEM. Indonesia is also applying the revitalization in the TVET program, especially on Vocational Higher Education Institutions (Polytechnic Institutions or VHE). Sixteen Polytechnic Institutes have been revitalized since last year, in order to produce qualified human resources to reach the targeted workforce number in Indonesia. These programs cover

- in collaboration with industries, so the academic programs of such TVET/Polytechnic Institutions, are synchronized to the industrial programs;

- the 3-2-1 programs (three month academic program – 2 month internship in the industry – 1 month back to the campus);
- the teaching factory in Polytechnic institutes;
- retooling and/or retraining lectures at Polytechnic institutes by sending them into internship programs in industries/HE in national and or international environments;
- Polytechnic Institutes should be optimally used, as competency based centers and professional certificate agencies.

These presented Indonesian projects are open for collaborations that could be discussed further during this ISOM ASEMME meeting.

The Minister appreciated the joint organizing committee from AES, MoRTHE, the Bureau of Cooperation and Public Communication, Secretary General and Director General Belmawa, congratulated the audience for the meeting and declared the ISOM officially opened.

**3 Presentation Stocktaking by the ASEM Education Secretariat:** the ASEM Education Secretariat provided a presentation with a short overview on the progress of both the work of the Secretariat as the initiatives since the ASEMME6 in Seoul. The AES has developed a new (standalone) website to inform partners, stakeholders and everyone who is interested about ASEM Education ([www.asem-education.org](http://www.asem-education.org)). The AES shortly introduced the ASEM Education website to the participants and informed them about the different items on the website that should facilitate the work within the process and the initiatives: the website informs about the ASEM Education events ('[Events](#)') and about the activities that have taken place or information that is in the interest of both Asian as European partners ('[News](#)') as well as providing information on each individual ongoing [initiatives](#). The website also provides all documents available on the activities and initiatives ('[documents](#)').

For the newcomers in the ASEM Education Process, the AES shortly introduced the ASEM Education cycle and the 4 priority themes. The presentations also includes an overview of the initiatives based on the Chair's Conclusions of ASEMME6. However, since the period between ASEMME6 and the ISOM was short (6 months only), not many activities have taken place. 2 initiatives were brought in the picture, namely, the 'Dialogue on sharing best practices and future perspectives in TVET', in Latvia and the 21<sup>st</sup> ASEF Summer University 'Youth with Disabilities: shaping Inclusive ASEM Societies'. More information can be found in the [PowerPoint presentation](#).

## Plenary Presentations

### Priority themes 'Recognition & Quality Assurance' and 'Balanced Mobility'

- 4 Prof. Intan Ahmad, Acting Director General of Learning and Student Affairs of MoRTHE, presented a contribution on Indonesian Good Practices on Quality Assurance, Recognition and Student Mobility Programs. The vision of MoRTHE was outlined which is to support national competitiveness through creation of higher quality education combined with science & technology and innovation capability. This vision should be translated into action by improving access, relevancy, and quality of higher education to produce qualified human resources. Improving innovation and science & technology capability should also add value. Prof. Ahmad outlined the disparity in Quality of HE in Indonesia, focusing in particular on the problematic of accreditation. Next, the quality assurance system of HE in Indonesia was presented, pointing out the Indonesia Qualifications Framework based on 9 levels, as well as the system of external quality assurance and internal quality assurance. The case of the Independent Accreditation Body for Study Programs and the National Competency-Based Examination were presented, demonstrating the challenge of schools whose quality varies significantly. Furthermore, a short explanation about the recent Indonesian "nurturing program" was given, showing how a good practices program could face the disparity in quality. Prof. Ahmad resumed the Student Mobility Program which fosters competitiveness of Indonesian students at international level. Finally, the presentation revealed major issues and challenges on quality assurance, recognition and student mobility in Indonesia. [PowerPoint presentation](#)
- 5 Ms. Magalie Soenen presented a review of the "Compendium on Credit Transfer Mechanisms and Learning Outcome Systems" since the last Expert group (EG) meeting. Historically, the initiative started in 2011 at ASEMME3 in Copenhagen and was first announced in 2013 in Kuala Lumpur. The AES was asked to regularly update the Compendium and the last update was made 27th April 2016 (cf.: <https://www.asem-education.org/documents> ). Indeed, the Compendium should be a useful tool for all stakeholders in the ASEM partner countries in order to facilitate mobility & cooperation. However, there is a need for review by the EG whose participating partner countries are still rather limited (6 countries are actually participating). In the past, practical problems occurred (e.g. templates have not been filled out correctly), mostly due to different practices between countries and the absence of a glossary. From now on, a new template style exists which is organized in three chapters, describing the Higher education (HE) system, its Quality assurance mechanism and its Credit system. Concerning the Higher education system, the focus is on description of the HE system, number of HEI and students enrolled in HE, Structure of the academic year, national qualification system, learning outcomes, admission requirements to HE, grading system, tuition fee system for international students, graduation requirements and relevant current/prospective reforms in HE. The chapter on quality assurance is focusing on quality assurance body, the scope of the national quality assurance system and the link between programme authorization and the system of QA in

the country. The third chapter on credit system provides a description of the credit system, information about the legal status of the credit system, the number of credits per academic year/semester and the number of credits per higher education cycle. It also highlights the definition/description of credit unit, the link between learning outcomes and credits. The next steps for the achieving the Compendium will be the approval of template at the ISOM. A first setup of the online tool by AES (June-July 2018), the call to ASEM-countries (July 2018), the deadline for filling in the templates by ASEM-countries (end Oct 2018), the peer review by Expert group CTS (Nov-Dec 2018), the development of an interactive format of publication by AES (Jan-April 2019) and the publication during ASEMME7 in Romania on May 2019. [PowerPoint presentation](#)

- 6** Mr. Joao Pinto contributed on Balanced mobility and student organisations. The main goal of balanced mobility should be the achievement of similar number of outgoing and incoming students. This should be applicable both, for short-term exchanges or full-degrees. The current situation highlights more Asian students in Europe than European students in Asia. That situation could lead to challenges, e.g. brain drain. The most current obstacles to student and staff mobility are the fear of the unknown, language and cultural barriers, bureaucracy (often related with learning agreements), Visa, Credit transfer and grade conversion, accommodation and disabilities. Some solutions are tangible, like mutual recognition of learning outcomes and qualifications, easier credit transfer (e.g. EU-ASEAN SHARE project), better quality assurance and less paperwork (digitalisation), interregional exchange programmes. Also more data about student and staff mobility for more targeted policies and more scientific cooperation and dialogue with ministries (e.g. visa). In summary, Student organisations can help eliminating obstacles and balancing mobility. Mr. Pinto outlined the example of the Erasmus Student Network (ESN), who is present in 40 countries and represented by 528 local organisations in more than 1000 HEI. ESN counts 15000 volunteers and 250000 students. ESN programmes and services provide solutions on frequent problems: responding the fear of the unknown by integration activities and mentoring. Blurring down language barriers by tandem and world cafés and developing digital tools with HEI to avoid bureaucracy. Research and advocacy to change the system could also introduce a better management of Visa and accommodation. Concerning disabilities, reintegration of homecoming students by research and development of tools are essential. A work has also been done with traineeships and TVET mobility (e.g. of services that can be used in Asia: trainees and traineeships meet, learning-agreement.eu, mappED) There is also a support on the ground via the Erasmus Mundus Association and the Oceans network). There is still a need for Asian counterparts as Student organisations are not yet present enough in Asia. ESN can work with Asian HEI to support the creation of student organisations and existing organisations might need support and recognition. For Mr. Pinto, this step is essential to fulfill the ASEM goals on balance mobility, and ASEF could be the interlocutor of this process. [PowerPoint presentation](#)
- 7** Dr. Nurliana Kamaruddin presented "Strategies for Better Balanced Mobility between Asia-Europe: AEI-ASEM Summer School". The Asia-Europe Institute (AIE) was established under the provisions of the Asia-Europe Meeting in 1996 and developed towards an institution of



higher learning with academic programmes and research on inter-regional relations between Asia and Europe. Today, it promotes collaborative research with academics as well as government and private sector institutions. The AIE-ASEM Summer School is an ongoing initiative to enhance balanced mobility of students, researchers and academics. However, only one European student or academic comes to Asia for every 15 students and academics going to Europe. By promoting balanced mobility, the objective is to bring more European students to Asia. The aims of the AEI-ASEM Summer school are to increase participants from European countries, increase collaborations from European HEI, invite more experts to be part of the programme and to invite ASIAN countries to co-host the summer school with Malaysia. After emphasizing some testimonials of previous summer schools, Dr. Nurliana Kamaruddin presented the 4th AEI-ASEM Summer School 2018 on “Cultural Diversity in Asia and Europe” (30th July – 10th August). The Summer school will be attended by 40 participants, 24 of these coming from Europe. 11 lecture modules with field visits, talks and other related activities are on the agenda. To better forward balanced mobility, networking among higher education institutions in ASEM should be increased, special working groups to increase mobility between Asia and Europe should be established and partnerships with other universities to host the summer school should be encouraged. There is also a need to obtain special funds to support mobility programmes, to create credit transfer for mobility programmes and to encourage research on mobility in Asia and Europe. Dr. Nurliana Kamaruddin closed her contribution by illustrating initiatives for balanced mobility like ERASMUS+ Jean Monnet Centre of Excellence and Erasmus+ Key Action 2, a Capacity building in HE – A Joint Multicountry Project BRECIL. [PowerPoint presentation](#)

## Priority themes ‘Engaging Business & Industries in Education’ and ‘Lifelong Learning including TVET’

- 8 Engaging Business and Industry:** Dr. Jumain Appe, Director (General for Innovation Strengthening, Ministry of Research, Technology and Higher Education) started the plenary session under this theme with a the presentation of the strategic program of the Ministry of Research, Technology and Higher Education for strengthening the Indonesian innovation system. At first prof. Appe explained the Indonesian long term development vision. Dr. Appe brought the participants some insights in the conditions and challenges of innovation collaboration at the level of government, industry and university. The current conditions of industry in Indonesia from the perspective of technology and product development show that Research and Development are not fitting the industrial needs. Universities are currently conducting research as an independent activity without cooperation with the industry and there are limited partnerships between university and industry. Therefore, the MoRTHE launched a strategic programme to bring the market, the research industry and Higher Education together to strengthen the national innovation system. The initiative for strengthening national innovation consists of 3 pillars: regulation (policies and sectoral policy harmonization, Execution (increase capacity and capability, dissemination, standardization and certification) and empowerment (funding innovation: collaboration



among industries, startups, teaching industries). The aim of the programme is finally to create added value and better economic productivity in order to improve national competitiveness. More information and concrete examples within the programme can be found in the [PowerPoint Presentation of Dr. Appe.](#)

- 9 Ms. Prina and Ms. Shirgatova, were invited as an external experts to provide the participants some insights on **TVET policy development** and to explore further collaboration areas within the ASEM Education process in the field of TVET policy.

Ms. Prina is Head of the Strategic Development Department at the European Training Foundation (ETF), the EU Agency supporting the development of human capital in countries outside the EU in regard to Vocational Education and Training. At the ETF Manuela has been the team leader of the ETF flagship project 'Torino Process' from 2015 to 2018 leading the implementation of the fourth round of the project covering 25 partner countries. Ms. Shigtatova is head of partnership and international projects division Ministry of education and Science of the Republic of Kazakhstan. She coordinated the Educational reforms in VET in her ministry and shared their experiences with the participants of the ISOM.

The participants were introduced to the **Torino Process**. The ETF works in the EU partner countries in Southern and the Eastern Mediterranean, Eastern Europe, South-Eastern Europe and Turkey and in Central Asia. The Torino process is a participatory process leading to an **evidence-based analysis of VET policies (reports)** in a given country. The aim is to **build consensus on the possible ways forward in TVET policy and system development** including the determining the state of the art and the vision for VET development in a country. Furthermore, countries carry out an assessment on whether they are achieving the results they want and measuring progress in the reform implementation. The questions for this analysis are about vision, progress and legislation in the field of VET, about how economic and labor market demands are addresses by a government and about the way that the social inclusion demand is addressed. Furthermore, the internal efficiency of the VET system is analyzed (teaching and learning systems, learning conditions, quality assurance and learning outcomes) as well as the governance arrangements and policy practices. The analysis is carried following **main principles (1) Ownership, (2) Participation, (3) Holistic Approach and (4) Evidence or knowledge based assessment**. It means that the process is carried by the partner country's stakeholders, in which stakeholders from all levels (government, organizations involved in VET, social partners, businesses, student and business networks, etc.) are involved. Throughout the process, countries have increased the participation of all these stakeholders. It strengthens the accountability for implementation of VET policies. A broad, holistic concept of VET is used both for young people in school as for adults including links to social and economic demands. And the analysis is based on evidence from practice.

From 2019, the new cycle of the Torino process will be kicked off in Kazakhstan.

More information on the Torino Process can be found on the ETF's [website](#), including all reports that are the result of these participatory analysis. More information and examples can be read in the [PowerPoint Presentation](#).

Mrs. Rauza Shirgatova has shown with her presentation how the Torino Process had been carried out in **Kazakhstan**. The aim to join the process was to improve the quality of their educational systems based on **analysis of their VET policy**. In the different stages of the process (from 2012 up to 2017), several recommendations were the result of the evidence from the analysis and several regulations and acts have been developed to improve the VET System. Mrs. Shirgitova's presentation has shown very concrete examples of the recommendations that resulted from the process and has shown how the VET system responded to these recommendations. The examples can be very inspiring for ASEM partner countries. Therefore we would strongly recommend to have a look to her [presentation](#) to get inspired! More information can also be found on the [Torino process webpages](#).

**10** The last plenary presentation was provided by Mr. Clause Holm Director of the **ASEM Lifelong Learning HUB** on the strategic objectives and the future role of the ASEM Lifelong Learning HUB. Mr. Holm started with underscoring the definition of Lifelong Learning according to the Lifelong Learning Hub, that understands Lifelong Learning as: *"all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences, within a personal, civic, social and/or employment-related perspective"*. Lifelong Learning is a complex concept both at strategic as on institutional level. The Lifelong Learning Hub is a research network dealing with the complexity of Lifelong Learning. The proposal to establish the ASEM LLL Hub was presented by the then Danish Minister of Foreign Affairs, at the Fifth ASEM Summit in Hanoi in 2004 and led to the official establishment of the ASEM Education and Research Hub for Lifelong Learning in Copenhagen in May 2005. The Strategic goals of the LLLHub are:

- the **production of new knowledge and the exchange of experiences between the two regions**; a network of specialist researchers across relevant disciplines that can initiate bilateral and multilateral comparative projects in the field of lifelong learning and that enhances the research capacity of partner universities;
- **disseminate of research and good practice** to the broader public in Asia and Europe
- acts as an **advisory mechanism** between the Hub's university network and an Asia–Europe open meeting of political and institutional lifelong learning stakeholders, thus casting the Hub as an important source for sustainable human resource development and policy recommendations concerning competence development and effective lifelong learning strategies.
- acts as a **network for exchanging students and academics**, in the interests of strengthening mutual understanding and higher education collaboration between the two regions.

The LLL Hub has evolved into five research networks that organizes the membership of 107 researcher which is probably biggest research network in the world in the field of lifelong learning. These 5 network are organized according the following **themes**:

- Development of ICT skills, e-learning and the culture of e-learning in Lifelong Learning
- Workplace Learning
- Professionalization of Adult Teachers and Educators in ASEM countries
- National strategies for Lifelong Learning
- Core Competences or 21st century skills.

Mr. Holm concluded his presentation with his **vision on the future role of the ASEM LLL Hub**. ASEM LLL Hub's strength has been and will be to act as:

- A multifaceted dialogue facilitator in relation to research results, ideas and evidence,
- A platform for research-informed policy development',
- A trend-spotter: Tune into future trends.

Research formed insights in Lifelong Learning gains importance not only education wise but maintain social stability. Education must span from kindergarten to old age – no one should be left behind irrespective of age as demographic trends point to elderly people staying on the labor market. How to do this becomes highly acute questions to answer that will require a concept of a future social contract and common strategies between universities and other education institutions, business, and governments about how to shape education as lifelong learning in a completely new world. So in a world changing fast, lifelong learning becomes even more important than ever for how institutions and persons see their lives. Here we need ideas and recommendations from research that can tune into these trends as they manifest themselves in different regions and countries. Please find here the [PowerPoint presentation](#) of Mr. Holm.

## Workshops

### Workshop 1: 'Recognition & Quality Assurance' and 'Balanced Mobility'

**11** The two consecutive **workshops on "Quality assurance & recognition and balanced mobility"** were organized with the following set-up: The workshop was co-chaired by members of the Asian and the European communities, precisely Prof. Aris Junaidi, Director of Quality Assurance for MORTHE, Indonesia and Mr. Thomas Zettler & Ms. Saskia Weißenbach, DAAD (German Academic Exchange Service). The role of the chairs consisted in guiding the discussions with the audience through the presentations. The presentations of the workshops presented contents combining ongoing initiatives, good practice examples and outlooks on new initiatives. Therefore, five short presentations were presented: Topics related to interregional credit transfer systems and learning outcomes were presented by Ms. Magalie Soenen (Belgium, Flanders) and Dr. Chantavit Sujatanond (Seameo-Rihed). While Ms. Soenen was presenting the last developments on the bologna process in Europe since the Bologna policy Forum on May 2018, Dr. Sujatanond was

presenting questions related to harmonized credit transfer systems in Asia. The third contribution was made by Sohee Lee (ASEM-DUO Secretariat) giving some input on balanced mobility between Asia and Europe on a regular basis. The presentation was followed by the contribution of Mr. Joao Pinto (Erasmus Student Network), presenting the last developments on Erasmus+ exchange programmes. The presentation round was closed by Sophia Permiakova (Far Eastern Federal University, Russia), who presented a good practice example on mobility at the Far Eastern Federal University of Russia. The conclusions of the workshop had been outlined by the participants at the end of the workshop and were presented by the attendees during the plenary session on 5th June.

**12 Introduction:** The attendance of the two workshops were respectively 27 and 29 participants. The Chairs introduced the workshop and presented the format. Three questions were outlined before the presentations: The audience were asked to keep in mind three key questions for joint discussions (cf. [PowerPoint presentation](#)): 1. Which developments (programme or policy level) affect your cooperation between Asia and Europe? 2. How can existing programmes better be used to enhance the collaboration between the regions? 3. "Make a wish": Which new initiatives should be set up in your opinion? What should be changed to better use existing programmes?

**13 Presentation 1 by Ms. Magalie Soenen** (Ms. Magalie Soenen has a large experience as policy officer in quality assurance and internationalization. Since 2009 she works in the Higher Education Policy Unit of the Flemish Ministry of Education and Training where she developed and implemented the Flemish policy concerning internationalisation and mobility in higher education. She is currently representing Flanders in the Bologna- and ASEM-process and is member of several boards of directors and committees). The presentation focused on the Bologna process, reminding that the European Higher Education Area (EHEA) is a voluntary process on governmental level, common goals and policies, shaping the HE landscape and should not be confound with the European Union. The EHEA represents already a collaboration on a multilateral level including 48 member-countries focusing on a 3 cycle study system. Since the Sorbonne declaration 20 years ago, many achievements have been made: large-scale student mobility, comparability and transparency of HE-systems, increased quality and attractiveness. Ms. Soenen shortly presents the last developments of the Bologna process and some statements about the Paris communiqué: implementation levels remain uneven between member countries, not at least due to the different indicators on which countries are working. Quality assurance (QA) is a key in developing mutual trust, increasing mobility and recognition of qualifications and study periods. There is also a strive for automatic recognition (e.g. European Qualification Framework levels 5 – 8), revised diploma supplement, a European Student Card and a short cycle in qualifications framework (QF). The Communiqué sets up thematic peer groups on QA, QF and recognition focusing on the following areas: Innovative learning and teaching, continuous professional development, combine academic and work-based learning, digitalisation and blended learning, transnational cooperation throughout joint programmes, European Universities, interaction with European Research Area. A large attention is payed to the social dimension of higher education. The 5th Bologna Policy

Forum was reached out to partner countries around the world and attended by non-EHEA ministers and delegations. The goal is to bring a more systematic and sustainable level of international cooperation, to take into account diversity and to define realistic goals to be achieved in the spirit of exchange and mutual learning. The global policy dialogue is actually focusing on two themes: social inclusion and wider role of higher education. Therefore, Global Working Group is suggested, calling countries to organise high level workshops to collaborate, share experience and identify future goals. It seems Important to organise this in close cooperation with the HEI's who must feel ownership of the process. [PowerPoint presentation](#).

**14 Presentation 2 by Dr. Chantavit Sujatanond** (Dr. Chantavit is currently the Centre Director of the Southeast Asian Ministers of Education Organization Regional Center for Higher Education and Development or SEAMEO RIHED and was earlier the Deputy Director (Administration and Communication) of SEAMEO Secretariat during 2004-2007. She was the Deputy Secretary-General for the Office of the Higher Education Commission (OHEC), Ministry of Education (MOE) Thailand during 2007-2009 added up to almost two decades of service at OHEC. She also represented Thailand in various intergovernmental cooperation platforms, weather they were regional or international, including bilateral cooperation and multi-lateral cooperation). Dr. Chantavit's presentation outlined four points, focusing on the work of SEAMEO RIHED, on HE in Southeast Asia, on university mobility networks in Asia and on Credit transfer. SEAMEO RIHED is a regional intergovernmental organization founded in 1965 by Southeast Asian countries to promote regional cooperation in education, science and culture. It regroups currently 23 specialist centers and one network. For the success of the organization, alignment is the key: Commitment from 11 Southeast Asian governments, multilateral collaboration and partnership, autonomy of governmental agencies, networking and active participation of HEIs. The main goal of SEAMEO RIHED is to facilitate, to coordinate and to work towards mutual agreements. The scope of the work is to synergise efforts by setting up governing board meetings, regional seminars and SOM meetings promoting harmonization of HE in the region. The overview of HE in Southeast Asia witnesses a huge diversity of the HE landscape, concerning the number of inhabitants and the number of students. Dr. Chantavit is presenting the AIMS Programme (ASEAN International Mobility for Students Programme), which is a multilateral exchange programme involving Governments and HEIs. The goal is to promote Balanced mobility through Self-sufficiency and Sustainability, even though is covers only 10 study fields. The particularity of AIMS is Sustainability, based on Self-sufficiency & Solidarity, Balanced mobility and supporting mechanisms. Another goal is to ally or to harmonized Credit Transfers in the SEA region. This system has to take into account the diversity of HEIs and the multiplicity credit transfer system frameworks at the regional and international levels (e.g. ACTFA, ASEAN+3, ASEAN Cooperation Project). The Greater Mekong Subregion (GMS) University Consortium is presented, who aims to help strengthen and accelerate cross-border collaboration among universities in the GMS countries as well as to develop regional platform for HEIs and lead to harmonize higher education in Southeast Asia. This has been crucial in developing step by step the Academic Credit Transfer Framework for Asia (ACTFA):

from 2012 to 2014, a common credit transfer system for GMS was explored. From 2015 to 2017, the ACTFA piloted among nominated universities in GMS countries. The experience led to an analysis and comparison between existing national credit transfer practices and ACTFA to determine compatibility. Finally, ACTFA endorsed at regional level and adopted at national levels with possibilities to expand to Asia. [PowerPoint presentation](#)

**15 Presentation 3 by Ms. Sohee Lee** (Ms. Sohee Lee is a program officer at the Secretariat for ASEM-DUO Fellowship Programme. She had been a researcher in government-funded research institution, Korea Environment Institute (KEI) in the area of international development cooperation and had worked with international organizations such as UNEP, World Bank and UNESCO). Ms. Sohee Lee introduced the ASEM-DUO fellowship-granting programme for university students and teachers in ASEM partner countries. Proposed by Korea, France and Singapore at ASEM3 in 2000, the programme is in its 18th year of operation as an ASEM Initiative since 2001. The programme supported 3,425 students and professors by 2017. The ASEM-DUO Fellowship Programme aims to promote balanced exchanges of students, teachers and professors between Asia and Europe. It contribute to setting up regular-basis exchange programs between Asian and European tertiary institutions. ASEM-DUO is also establishing deeper understanding between two regions. To achieve balanced mobility, ASEM-DUO only supports paired exchange, one from Europe and one from Asia (balanced exchange through paring). Another element is the continuity in exchange through dealing with the international exchange offices under exchange agreements (95% continued exchanges). At the moment, contributors involved in ASEM-DUO are Korea, Sweden, Singapore, Thailand and Belgium Brussels-Wallonia Federation and Belgium Flanders. Three core principles are the backbone of the programme: the paring (one from Europe, one from Asia), the duration unit (Students one semester (4 months) and professors (one month), and the fellowship unit (Students ca. 1000-2000 € pair for a month, Professors ca. 1500-3000 euros / pair for a month). The ASEM-DUO fellowship programme is very flexible to implement, because there is no limitation to the amount of contribution, no limitation to the duration of contribution, open to any partner countries and any field of exchange. It is also easy to implement because the contributors only need to set up eligibility and selection, the ASEM-DUO Secretariat has well-established operating procedures and Exchanges are closely monitored. Ms. Sohee Lee dresses the main differences and achievements of the ASEM-DUO programme: While all partner countries establishes a selection committee for the program, Universities are selecting autonomously their students in Singapore. The Belgium Brussels-Wallonia Federation is the only ASEM partner country exchanging professors and scientific staff. Destination of students and number of awardees per country are presented. The key challenges for ASEM-DUO are the following : Even with the same number of contributing member countries from the two regions, the amount of contribution is tilted towards Asian members with 76% of contribution being made by Asian members since 2008; thus imbalance exists. Ms Sohee Lee closes her remarks with some recommendations : It is encouraging to note that several Asian and European members, recognizing the effectiveness of the program, showed interest in becoming additional contributing members in past years. The programme is



more attractive to small and medium sized members, since most students/professors tend to visit larger sized members countries. [PowerPoint presentation](#)

**16 Presentation 4 by Mr. Joao Pinto** (Mr. Joao Pinto is a European citizen born in Lisbon. Having always been interested in global challenges, João holds an MsC in International Relations from both the University of Coimbra (Portugal) and Sciences Po Bordeaux (France). Currently, João is a PhD candidate studying the global actorness of the European Union, specially towards Brazil and South America. He was recently elected President of Erasmus Student Network (ESN) and is particularly interested in the role international students can have in making societies more inclusive and resilient). Mr. Pinto is presenting a contribution on the international dimension of Erasmus+. Erasmus+ is the EU's programme to support education, training youth and sport by funding programmes, projects and scholarships. The Erasmus+ particularly fosters EU-EU and EU-international cooperation classified in different Erasmus+ regions. Mr. Pinto gives a short overview on how Erasmus+ and International Credit Mobility work: Short-term studies abroad that count to a degree back home; Mobility for Bachelor, Master, Doctoral students, and staff. Even though universities outside Europe can have mobility agreements with European universities, they should be aware on the following criteria: How many students and staff to be sent/hosted? What are the academic disciplines on offer? Are recognition of credits acquired? Study periods of 3 to 12 months with scholarships (travel, subsistence costs) are supported. It is planned to fund over 100,000 exchanges between June 2015 and July 2019. Two thirds of the mobility is incoming to Europe, 1/3 outgoing from Europe. Nevertheless, the share of outgoing mobility in relation to incoming mobility has continued to grow. There is a trend towards greater parity between incoming and outgoing mobility. Staff mobility accounts for 59% of all grants funded, with the remaining 41% awarded to students. While promoting the programme, the Commission has repeatedly emphasised that staff mobility has systemic impacts for participating HEIs and that this activity is a good place to start with new partners. Mr. Pinto outlines support to HEI, to individuals and specific travel rates. An overview of grant distribution is given, quoting that the percentage of funding for projects with China and India has continued to decrease (35% of the total grant awarded to Asia, down from 41% in 2016) without any further increase in the share awarded to the least-developed countries in the Asians region. From call 2018 onwards, the International Credit Mobility action is open to non-academic organisations, funding traineeships (or work placements) between Programme and Partner Countries for students currently enrolled in higher education institutions (HEIs) at short, first and second-cycle, as well as for doctoral candidates (2 to 12 months). If a traineeship can be combined with a study, the exchange period varies from 3 to 12 months. Excellent Joint Master courses offered by consortia of universities from Europe and partner countries are also available. It is expected to fund 25,000 students and staff over the seven years. It offers an integrated study programme, fully recognised in the countries participating, but requires studying in at least two countries in the consortium (Programmes last 12 – 18 – 24 months (or 60 – 90 – 120 ECTS)). The study programme leads to the award of a double, multiple, or joint degrees to all successful students from all over the world. Furthermore, capacity-building projects supporting cooperation with partner countries to



foster modernisation and internationalisation are on the agenda. Challenges are quality enhancement, relevance for the labour market and society, equity of access, planning, delivery, management, governance and the internationalisation of institutions. The Capacity Building on Higher Education focusses on curriculum development activities, modernisation of governance and management of HEI and systems and the improvement of relations between Higher Education and the wider economic and social environment. There are two types of capacity building projects: Joint Projects (aim to produce outcomes that benefit principally and directly the organisations from eligible Partner Countries involved in the project) and Structural Projects (aim to impact higher education systems and promote reforms at national and/or regional level in the eligible Partner Countries). Further information about the presentation can be found in the [PowerPoint presentation](#) and information on Erasmus+ in the [Programme Guide](#).

**17 Presentation 5 by Ms. Sophia Permiakova** (Ms. Sophia Permiakova is a specialist of Analytical Division, International Relations Office, of Far Eastern Federal University. Her research work comprises projects including educational initiatives of multilateral institutions in the Asia-Pacific region. She significantly contributed to several APEC Conferences on Cooperation in Higher Education as well as University Forum «Russia-ASEAN» in 2017 and the Eastern Economic Forum in 2016 and 2017. Her master thesis aims to provide recommendations on improvement of economic attractiveness of the Russian Far East for foreign investors). Ms. Permiakova presented a case study of the Far Eastern Federal University (FEFU) on Russia's engagement in Balanced Mobility. Concerning Russia's student mobility, the top contributors on inbound mobility are former soviet republics, China and other Asian countries. Regarding to outbound mobility, top destination for Russia's students are Central Europe, Eastern Europe, China and Germany. To maximize competitive position in the group of leading Russian universities on the global market of educational services and research programs, the Russian excellence project 5/100 has been initiated, englobing 21 leading universities, 21 Nobel laureates and over 360.000 students. The expected results by 2020 are to place at least 5 Russian universities among the top 100 in THE, QS, ARWU rankings, and to enroll at least 15% of international students at every university and at least 10% of international professors in total faculty of each university. The FEFU represents the largest university in Eastern Russia and is considered as an important tool for Russia's engagement within the Asian Pacific region. With its Center for Asian studies and the Center of science, technology and innovations, 64 % of the 3200 international students are coming from the Asia-Pacific region. The top incoming countries are China, Colombia, Republic of Korea, Vietnam and Indonesia. The Center of the National Technological Initiative on Neuroethologies, VR and AR, Technopark Russkiy and Cyber security Research and Educational Center enhance are the most concern of the Academic Mobility Strategy: Multicultural environment, internationalization of the campus, strong cross-border connections, adaptation of foreign students, summer schools and advancement of regional development. Ms. Permiakova presents the case of the University medical center, pooling their strengths and excellence in the field of Biomedicine (100+ publications in the field of biomedicine, 10 scientist with high international reputation, students from 18 countries).

Another example is the World Ocean Exploration, where leaders in submersible robotics, arctic exploration and environmental studies are concentrated. Finally, integration in the Asia-Pacific area especially through business programmes are enhancing international mobility of the FEFU. [PowerPoint presentation](#)

**18 Outcomes and findings:** The Workshop presented concrete actions and programmes under both pillars, Quality assurance & Recognition and balanced mobility. After the presentations, roundtables discussed issues related to the presentations. Attendees were asked to make a wish : which new initiatives should be set up within existing programmes or new programmes? These roundtable conclusions have been presented and discussed further during the plenary session next day.

**1st wish: Establishing a single or unique information portal :** There are good programmes in itself, maybe it would be good to bring them together to the ASEM website. Maybe an App about Erasmus+ could be integrated.

**2nd wish: Blended learning and mobility :** Blended learning should be facilitated and integrated to the mobility process which could improve access to mobility (e.g. 6 months studies in the home location and 6 months abroad). This could be an opportunity to promote different kinds of mobility, especially when distances are important. A tool could improve access to mobility especially in the ASEM context. (e.g. students can get in contact with universities before and after a the virtual part, for instance online courses, then the physical part of mobility comes into the play). The idea of combining blended learning and mobility seems also to be a pertinent tool for professional learners already engaged in their career. It seems to be the kind of mobility which is affordable in the field of LLL where students have no time for one year or one semester to go abroad. HEI could develop a programme or a content for it, but HEI could also be part of a work group for example.

**3rd wish: Build trust through bilateral agreements :** a lesson learned from the Bologna process was that mutual trust takes a long time (e.g. Benelux countries). It should be made sure that promotion, awareness, understanding of the differences between different systems are clear. If differences are understood, than it is easier to overcome these differences, especially in a bilateral context. It is also much easier to get an bilateral agreement between HEI that to work on a multilateral framework. The aim could be to build up a multilateral framework where there is recognition of levels across a region based on mutual trust.

**4th wish: More information targeting HEI :** it was discussed that some institutions don't have information about the ASEM Education Process (AEP). The wish of some institutions was to be more involved in the whole process or in the different working groups. The website is an important tool as ministries are trying to have exchange with HEI too. It seems also very important to engage HEI much more in the AEP. It might be the role of all ASEM partner countries to have more contact with the institutions, to communicate and to spread information (e.g. about the compendium the is going to be set up).

**5th wish: Focus on existing initiatives and not necessary to create new initiatives:** It is also important that peer learning activities or forums are organized within the AEP or within the working groups. If there is a country which is member of a work group, than it is

important to have input, e.g. someone from the government and someone from the HEI and to have the voice of institutions. It is reminded that in the beginning, the Bologna process was a ministerial process and then the institutions joined it. Without HEI, the Bologna process would never have been so vivid. The ASEF Rectors' Conference and Students' Forum is also an instrument within the process and maybe the suggestions and the technical knowledge should be translated into the AEP itself. It was outlined that more exchange of good practices and more information about existing programmes should be provided (and maybe how to apply these programmes).

**6th wish : Get more students involved and to provide more student support services.**

Students should be involved ("Nothing about us without us"). When it comes to student support services, they should make it to the Chair's conclusions and student support services should be developed in both geographical parts, Asia and Europe. (e.g. students should know where they can get recommendations about transportation).

## **Workshop 2: 'Engaging Business & Industries in Education' and 'Lifelong Learning including TVET'**

- 19** The 2 consecutive workshops on Lifelong Learning and TVET were organized with the following set-up: participants were divided in groups of 7 to 8 people. 4 experts (Dr. Jumain Appe, Manuela Prina, Rauza Shirgatova and Claus Holm) were invited to provide some input based on questions by the moderator about: the link between Lifelong Learning and Sustainable Development Goals, the challenges related to policies in relation to Lifelong Learning and TVET, the Lifelong Learning approach of TVET,... After the input by the experts, the moderator introduced the discussion questions for the table discussions. Each group had discuss on one or two different questions. The table discussions were moderated and stimulated by the experts. After the table discussions, the most important findings were shortly presented to the other groups in plenary. The workshop was moderated by Oscar Boije from ASEF. The 2 chairs of the workshop (Ms. Anita Vahere-Abrazune (Latvia) and Dr. Nurliana Kamaruddin (Malaysia) have formulated the conclusions which were presented by Ms. Vahere-Abrazune in the plenary session on the 2<sup>nd</sup> day.
- 20** Below, the findings of the workshop on Lifelong Learning are summarized based on the conclusions and the presentation of the co-chairs.
- 21** The following **common challenges** were identified during the discussions of the workshops in regard to TVET and Lifelong Learning:

- All countries are facing **rapid changes** in today's society, technology, and economy and therefore education systems should be responsive to these changes. Lifelong Learning plays a crucial role in learning to cope with these changes.
- VET systems need appropriate **infrastructure**, equipment and tools to meet educational needs of the labour market
- Lifelong Learning is characterized by **complexity**. When we speak about Lifelong Learning, there are many stakeholders, sectors, education levels etc. involved. Furthermore, the target groups are very complex and all have different needs as LLL is about improving everyone's opportunities throughout life. LLL is complex because it targets different types of skills, different types of target groups and different types of provision and access (public and private providers, companies, NGO's and communities, etc., it can be formal or non-formal, physical or online, etc.). Therefore, partner countries see it as a challenge to develop coherent lifelong learning policies.
- **Evidence is needed** in policy making to make education systems adapted to needs. However, in general there is a lack of evidence (data, information,...) in the field of TVET and Lifelong Learning (as a result of the complexity of the sector as mentioned above), which hinders impact analysis (graduate tracking).
- Partners encounter difficulties in encouraging **collaboration between industries and education** sector
- There is a need to ensure **equal access** to information, education and training for adults, technologies, resources
- There should be greater awareness of the **importance of lifelong learning**: how to motivate people to participate in lifelong learning and education. Lifelong learning skills as transversal skills become more and more important.
- **Lack of funding** and other resources: TVET and Adult Education are often underfunded domains within the education sector.

**16** Despite the common challenges identified in the ASEM Countries, there is also a **great diversity between the countries**:

- Historical, cultural and economic background
- Learning culture and educational traditions
- Economic and social challenges and needs
- Size and age-structure of populations (e.g. aging population in many European countries, while young population in Asian countries)
- Number of education and training institutions

**17** There was a wide agreement amongst the participants to link the initiatives of ASEM Education **to the SDG4 and to contribute to the Global Sustainable Development**

**Agenda.** The theme of Lifelong Learning not only contributes to SDG for but also to other SDG's:

- Goal 5 (Gender Equality)
- Goal 8 (Decent Work and Economic Growth)
- Goal 9 (inclusive and sustainable industrialization and fostering innovation)
- Goal 11 (Sustainable Cities and Communities)
- etc ...

Sustainable development goals is a full agenda for educating people and education policies.

Lifelong Learning can provide the knowledge, skills and attitudes needed to contribute to sustainable development.

**18** Finally, the discussions in the working groups provided some **policy recommendations at national and international level:**

The policy recommendations and suggestions that were formulated by the groups in the workshop at national level were:

- to mainstream the principle of **"learning to learn"** into curricula not only in adult education but starting from a very early age in school education (even from Kindergarten) up to the level of adult learning curricula
- to **raise awareness about the importance of lifelong learning** (and in particular Adult Learning), to promote a lifelong learning culture
- to **increase quality and attractiveness of TVET** (cf. participation in World Skills Competition, National Skills Competitions,...)
- **To identify successful policies and strategies** from other countries and to seek ways how to "translate" an effective concept/tools in one country into another country/context
- **to encourage collaboration and dialogue** among stakeholders (VET providers and education institutions, policy levels, employers,...), incl. their involvement in the curriculum development process
- to strengthen the **ability** of education systems **to adapt** to a fast-changing world
- to encourage **teacher professional development**
- to **diversify policies** / approaches, not only top-down but also bottom-up
- to promote **cross-sectoral cooperation**: in TVET and Lifelong Learning different sectors are involved and therefore cross-sectoral cooperation to increase policy coherence is necessary
- to ensure data collection/availability and analysis for **evidence based policy** planning (including tracking and impact analysis)
- to use / to explore the tools of the **Turino Process**

The **policy recommendations** and suggestions that were formulated by the groups in the workshop at **interregional level (Europe-Asia)** were:

- to learn to **collaborate** / to learn to **negotiate** amongst the partner countries: collaboration brings you further. Bringing together stakeholders from different domains (for example experts in disaster risk management and Lifelong Learning) can provide new insights and different ideas and solutions. 'If you go alone, you go fast, if you go together you go far'.
- to encourage collaboration among stakeholders including exchange and **collaboration with social partners, business and industry sector**: you can't work in the field of Lifelong Learning without these partners.
- international dialogue allows **the opening of difficult topics** like migration, brain drain etc.
- to promote **collaboration** in the field of **Research and Development**
- to analyze existing evidence for policy recommendations and development

The discussions in the workshop on TVET and Lifelong Learning resulted in some **concrete examples for possible future initiatives on TVET** and Lifelong Learning:

- to promote wider **networking opportunities** amongst the ASEM Partners (cf. TVET Seminar in Riga where rectors were invited as well as policy experts from both the field of education as labour and business sector).
- to establish **compendium on TVET systems** (cf. Compendium of Credit Transfer systems and Learning Outcomes in Higher Education) in order to facilitate collaboration in TVET and Lifelong Learning.
- to create a **repository platform / on-line platform** to share good practices and projects on LLL / TVET: there are many projects and programs in member states with good practices where other partner countries can learn from. The projects are presented in a similar structure (name and description of the programme, objectives, beneficiaries and target groups and contact persons)
- to create a *forum* / involve social partners and employers in ASEM Education Process activities
- to explore opportunities for internships abroad/ exchange scholarships
- to promote exchange of experts

**19** After the presentation of the workshop conclusions by the Latvian co-chair, the participants could provide some feedback or additional information on the workshop themes.

- 20** As feedback on the suggestion to explore opportunities for internships abroad, Belgium (Flanders) referred to the **ASEM Work Placement Programme** which started from a pilot project with 5 countries (Germany, Belgium (Flanders), Thailand, Indonesia and Brunei) in which students from these countries were sent out for a work placement in one of the other participating countries. This pilot project resulted in a more structural collaboration between these countries. The modalities of this programme are currently further developed and the programme will soon be launched as well as a call to all ASEM partners to participate in the programme.
- 21** SEAMEO CELL provided an interesting suggestion related to the idea on the compendium on Lifelong Learning systems that resulted from the workshop on LLL and TVET. SEAMEO CELL under the Support of UNESCO just finished a project on Lifelong Learning in South East Asia, resulting in a compendium with 15 good practices of LLL in the region which is available on the website <https://www.seameocell.org/>. They have developed also a new regional portal on Lifelong Learning including information on LLL-policies in South-East Asia (<https://www.sea-lllportal.org/>). The UNESCO institute for Lifelong Learning provides a website with interesting good practices on LLL and Community Learning as well as policy information on Lifelong Learning: <http://uil.unesco.org/>. Another remark from SEAMEO CELL related to raising the awareness of the importance of LLL. It would be important to have a pilot of a course on Lifelong Learning. As regional center of LLL it is their dream to establish a major or a department of Lifelong Learning to increase the awareness of the importance of Lifelong Learning for the region of SE Asia. Currently in SE Asia, there is no Higher Education Institution that hosts such a program. If there is such a program in Europe, it would be interesting for SE Asia to learn from.
- 22** Kazakhstan remarked that it is very interesting that the ASEM Education Process provides the opportunity to create a link between Higher Education and VET Education.

## Plenary Discussion: feedback and suggestions from participants

- 23** Belgium (Flemish and French Speaking Community) suggested to develop a declaration or A Communiqué for the ASEM Process which would be helpful to bring the process to a higher level and to get more engagement from ministries and to create more ownership of the countries within the ASEM Education Process. It was also suggested to make up a concrete working plan based on this declaration and on the Chair's Conclusions. This could help to create more coherence between the different initiatives and to work towards common goals within a common work plan.



- 24** It was remarked that for discussion in workshops, ministry's should delegate the experts to contribute and to make the workshops and discussions relevant. Most participants have a background in Higher Education and couldn't therefore contribute sufficiently in the workshop on TVET and LLL.
- 25** Austria suggested that it is important to involve Higher Education Institutions in Senior Officials Meetings. It would be interesting to have workshops co-chaired by a company or a higher education institution and a Ministry, ideally with a balance between Asia and Europe. The same counts for presentations: it would be more inspiring to have common presentations, team presentations with a presenter from Europe and Asia to see what can happen if both regions work together on a specific presentation. Austria would also prefer not to launch new initiatives but focus on the existing initiatives.
- 26** Thailand suggested that Senior Officials Meetings should be closed meetings but at the other hand, it could be an interesting exchange between the political level and the practitioners if back to back meetings could be organized to present best practices.
- 27** Germany pointed out that the Rector's Conferences are organized back-to-back to the ASEMME's and that these meetings are a good opportunity to create that interaction where both Thailand and Austria referred to. It doesn't mean however that one meeting should be open to the others, as the focal areas of the discussions are different. However, the workshop format could integrate the interaction between policy makers and universities and provide the opportunity to combine the hands-on experience with the policy experience.
- 28** Concerning the co-chairing of the workshops, Germany requested that it should be taken into account that the co-chairs need time to prepare the workshop together which wasn't possible in the given timeframe of the ISOM preparation. It might be a good idea to collect already the interest of co-chairing a workshop during a senior officials meeting for the next senior officials meeting.
- In relation to initiatives, Germany recommended to focus on the further development of existing initiatives rather than starting up new initiatives. The ASEM Community is so diverse, therefore it would be better to focus on a few bigger programmes instead of starting-up new initiatives.
- 29** Belgium (Flanders) suggested to choose only 1 topic in a workshop (e.g. recognition) to deepen the discussion. This will also increase the interactivity of the workshop.

Sometimes it was difficult in the workshops to discuss at the table because participants had a different background (practice or policy). Therefore a back-to-back meeting would be better and interesting for the different target groups.

- 30** European Training Foundation noticed from the workshop and the discussions that there was clearly an interest from the participants in TVET and therefore they propose to share the information of the Torino Process through the ASEM Education Secretariat and on the ASEM Education website and ETF invites all countries to use this information and to link it with their initiatives. All countries are welcome to contact the ETF through the ASEM Education secretariat to know more about the Torino Process and learn more about the initiatives that are going on between European and Asian countries on VET policies and engagement of business in VET. ETF will also explore new initiatives when the new round of the Torino Process will be launched next year in Kazakhstan on how this could be accessible for ASEM members.
- 31** Kazakhstan invites the partners in ASEM Education to participate in the start conference of the next round of the Torino Process, beginning next year in Kazakhstan, to learn more about the framework of the Torino Process and to share ideas about this process.
- 32** The ASEM Education Secretariat suggests to set up a technical working group or a task force for the stocktaking report: review and analysis of previous stocktaking reports, developing a structure/format to have a stocktaking report that allows more analysis of policies and results, developing input questionnaires for partners, developing drafts based on the input of the partners.
- 33** Latvia considers the stocktaking report as a very important tool to improve the ASEM Education Process and agrees with the ASEM Education Secretariat that it should contain also analytical information in addition to the information about the initiatives. It is important that also ministers and officials who are not directly involved in the initiatives, find this report interesting, or at least the summary. The stocktaking report should also provide a input for the Chair's Conclusions, and should be ideally discussed at a senior officials meeting. Therefore it would good to have a working group to design the new format of this stocktaking report. This format could consists of two parts: one part analyzing the priorities and initiatives and another part that selects an interesting topic for all partners and analyses the situation on this topic (e.g. linked to vocational education or higher education, etc.). To conclude, Latvia strongly recommends to establish a working group to design the new format of the stocktaking report.
- 34** Germany supports the suggestion from Latvia, especially the idea to combine the information and analysis of initiatives with a deeper analysis of different topics and best

practices. One workshop won't give enough opportunity to deeply analyze best practices. Also the idea to establish a working group to prepare the stocktaking report is welcomed by Germany.

## Looking forward to SOM1

**35** The rector of the Danube University Krems, Mr. Friedrich Faulhammer, warmly welcomed the audience and invited all Senior officials to participate on the next SOM in Krems and Dürnstein (Austria). The next SOM1 will be held in the only public university for continuing education within the German-speaking countries. Deeply involved in current and future societal challenges, study programmes and innovative blended learning formats are tailored to support part-time study for working professionals. The (professional) experience of their students and teachers are embedded in teaching and research activities, combining an intense transfer of knowledge and skills. From the 8700 students enrolled, 50 % are female, 27% are international and over 55 % have already more than 10 years of professional experience. The University for continuing education recovers three faculties, Health & Medicine, Business and Globalization, and Education, Arts and Architecture. It has to be pointed out that LLL within the EU is a recognized European higher education priority in context of the European Union and the Bologna Process, an imperative due to globalization, demographic changes and fast-paced economic and technological transformation, resulting longer and more diverse career paths, ensuring social equity, and a democratic value. The Danube University Krems is fully in line with the goals of the European Universities' Charter on Lifelong Learning. The university's founding principle, strategy and subsequent development is in the heart of the concept of lifelong learning and fully committed to the objectives of a transparent competence-based education system. Students with different types of preceding education and diverse needs attend courses with high degree of transdisciplinarity and a specific focus on the requirements of professionals. Mr. Faulhammer presented the campus by projecting a short movie before closing his [speech](#) by inviting the audience to join SOM1 and to visit the historical town of Dürnstein.

## Looking forward to ASEMME7

**36** Ms. Daniela Burghila from the national Ministry of Education from Romania who hosts the next ASEMME meeting has announced the dates for the SOM2 and the 7th ASEM Ministerial Meeting. The SOM2 will take place on 14 May 2019 and the ASEMME7 on 15 and 16 May 2019 in the Palace of the Parliament, Bucharest, Romania. The national Ministry of Education hopes to discuss concrete initiatives and fruitful collaboration at all levels of education to bridge Asia and Europe by providing policy makers and ministers ideas for joint initiatives for innovation in education in the age of globalization and connectivity. In ASEMME7, the host would like to take the opportunity to come up with solutions to common issues and to link ASEM priorities in higher education like quality assurance & recognition and balanced

mobility with sustainable development goals. The host of ASEMME7 thanked the audience for its attention and invited all delegates of ISOM to come to Bucharest in 2019 to share the meeting.

## Closing

**37** Prof. Ainun Na'im provided a very clear overview of both the content and the conclusions of this ISOM in Jakarta. He strongly believed, that the ministries/Institution responsible for education, in their respective countries, will be committed to implement this program in the future and that all new initiatives that were brought up in the last two days will be discussed more in SOM1 and ASEMME7. Finally, he expressed his sincere thanks to all presenters and participants and wished everyone a safe trip home.