



Asia-Europe Meeting

the ASEM Education Secretariat

REPORT

**Senior Officials Meeting 1 (SOM1)
Krems (Austria), 16-17 October 2018**

***“Pathways to recognition: A contribution to
the Sustainable Development Goals (SDG’s)
from a Lifelong Learning perspective”***

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From 16-17 October 2018, the Senior Officials Meeting 1 (SOM1) took place Within the premises of the Danube University, one of the leading universities for continuing education and Lifelong Learning in Europe, with almost 100 participants from Europe and Asia: senior officials and stakeholders.

All meeting documents and presentations can be found on [this webpage](#).

This report has been edited by the ASEM Education Secretariat (AES) based on the presentations and the records of the contributors. We would like to express our thanks to all participants of SOM1 for supporting the AES in editing this report, especially for the rapporteurs of the workshop sessions.

Introduction: welcome words

Welcome words by RECTOR FRIEDRICH FAULHAMMER, Danube University

- 1 Mr. Friedrich Faulhammer, rector of the Danube University of Continuing Education and host of this SOM1 has warmly welcomed all the participants. In his welcome speech he reminded the participants that the theme of this SOM1 **“Pathways to recognition. A contribution to the Sustainable Development Goals (SDG) from a Lifelong Learning Perspective”** is completely in line with the Seoul Declaration of the ASEMME6 and the confirmation that Lifelong Learning should be one of the priorities for the future.

In this respect, also the location of the SOM1 couldn't be better chosen: **the Danube University is unique** in the German speaking countries as a public university focusing exclusively on Lifelong Learning and Continuing Education and is only one of a few in Europe. The University aims at societal impact through a lifelong learning perspective and strongly supports the priority of Lifelong Learning within ASEM Education. The programs of the Danube university are specifically focusing on the needs of working adults. The average age of the about 80 000 students (from 90 different countries) is around 40 years and most of them have professional experience. The Danube University has several international cooperation including with the Asian region, of which the collaboration with Konyang Cyber University).

Since the setup of ASEM in 1996 we have seen dramatic changes in society as the world is being extremely digitalized and the demands on education are therefore off limits. Automatization, migration and aging society cause major challenges for society and politics. Current education systems offer not enough adequate answers to these changes. Our current understanding of 'higher qualifications for individuals' and the essential cornerstones of our current educational system are not compatible with the challenges mentioned above. In concrete terms, the widespread concept of 1 educational qualification as the most important component of one's career seems almost an anachronistic, in view of the current changes in economy and society. This is the reason

why the topic of our meeting and the perspective of Lifelong learning are so well chosen and the Danube University is really honored for the opportunity to contribute.

Finally, Mr. Faulhammer wishes the participants very stimulating discussions here in the UNESCO World Heritage region of the Wachau and especially at the Danube University of Krems.

Welcome words by Barbara Weitgruber, Austrian Federal Ministry of Education, Science and Research

2 Dr. Barbara Weitgruber welcomes the participants as the Director-General responsible for international relations in the Austrian Ministry of Education, Science and Research and passes the best wishes of the Minister Dr. Heinz Fassmann to all participants. Dr. Weitgruber expresses her sincere thanks that participants have accepted the invitation to attend the SOM1 in the Danube University Krems, during the Austrian Presidency of the Council of the European Union, from July the 1st until the end of December.

The Ministry finds it a privilege to hold the meeting at the beautiful Wachau region and the university of Krems, a former tobacco factory that was transformed to a place of learning and teaching, a place of research and intellectual challenges, a unique lifelong learning university. Dr. Weitgruber expresses her warmest **thanks to the Danube University for the hospitality** in the remarkable meeting place and inspiring environment. She also thanks the ASEM Education Secretariat for the fruitful cooperation with the conference team.

The 2030 agenda for the **Sustainable Development Goals** provides a blueprint for dignity, peace and prosperity for people and the planet, now and in the future. **The ASEM Education process has a clear role in the achievement of SDG 4** which aims at insuring inclusive and quality education for all and promotes lifelong learning as a vital element for a more prosperous, equitable and sustainable world. Education is not only about learning, it is about empowerment, about gender equality and fostering tolerance and contributing to peace.

The ASEM Education Process started 10 years ago and we have defined 4 priorities on which we have been focusing so far. In our meeting today and tomorrow, we will focus specifically on one of these 4 priorities: **recognition and quality assurance**. Building mutual trust is most valuable and helps to promote the attractiveness of a country and its educational system at all levels. Key words here are **transparency, comparability and permeability**. Europe and Asia are both interested in strong cooperation in education based on mutual trust and mutual benefits. The ASEM Education process has a special role in this respect. Recognition and quality assurance create the basis for mutual trust which is also necessary for the cooperation between educational systems. It also provides the transparency needed for students, for pupils, for teachers, for institutions and researchers to choose where they

want to work or to study. It is one of the biggest achievements of the European and Asian countries to support mobility. Accessible and comparable information is of utmost importance in this respect.

In the framework of the EU presidency Austria is currently negotiating at European level mutual recognition of higher and upper secondary education diplomas and learning outcomes abroad. Also, within the EU this topic is still very high on the agenda even if we have the EHEA, there is still need to further progress.

This Senior Officials meeting 1 provides valuable opportunities for experts and decision makers to share experiences and to learn from each other.

Dr. Weitgruber closes with wishing the participants fruitful and collaborative contributions and exchanges as well as a professionally and personally inspiring and enriching experience in Krems.

Welcome words by David Urban, ASEM Education Secretariat (AES)

3 The AES expresses their welcome and wished a very good morning to Director general, Ms. Barbara Weitgruber, Austrian Federal Ministry of Education, Science and Research, Rector Mr. Friedrich Faulhammer, Danube University, Chief of section, Dr. Borhene Chakroun, UNESCO, High Level Officials from the Austrian Federal Ministry of Education, Science and Research, High Level Representatives from Embassies in Austria, Delegates, Stakeholders and guest. The AES especially thanked the Austrian Federal Ministry of Education, Science and Research and the Danube University for co-hosting this event. For the Secretariat, represented by Ms. Patrizia Jankovic, the Head of Unit for Human Resources of the Austrian Federal Ministry of Education, Science and Research, and Mr. Friedrich Faulhammer, the Rector Danube University.

For this Senior officials' meeting, the AES **continues the workshop format which allows participants to develop new ideas** and input to further strengthen the cooperation in education. It means that the involvement of all delegates in the workshops is very crucial to develop new ideas and input for the next ministerial meeting.

During ISOM in Jakarta, participants suggested that ASEM partners should enhance the existing initiatives and focus on themes that strengthen the ability of (higher) education systems to adapt to a fast-changing world. **Participants of the ISOM also recognized that the ASEM Education Process could support the realization of the SDG's, and more concretely the sustainable development GOAL 4 on Lifelong Learning.** Goal number 4 stresses the need for an inclusive and equitable quality education and promote lifelong learning. The main aim of SDG 4 is improving quality of education and providing relevant knowledge and skills to individuals, from children to adults. **The ASEM Education Process can support the realization of SDG4** by creating transparency in education systems and

mutual trust to promote interregional collaboration, to facilitate collaboration between institutions and educational levels and collaboration between education and businesses. Collaboration at these different levels and from these different angles can be a strong catalyst for Lifelong Learning. Therefore, The AES strongly welcomes and support the formulation of the theme "Pathways to recognition. A contribution to the Sustainable Development Goals from a Lifelong Learning Perspective".

- ✖ **The first thematic workshop is "Tools for recognition."** For ASEM partners, tools and instruments for Quality assurance and recognition are not an end, but the expression of a welcoming culture and a culture of mutual trust. This workshop will take a closer look at some instruments dealing with recognition and quality assurance and open the discussion on how these instruments can create an added value for the ASEM Education Process.
- ✖ **The second workshop will investigate institutional collaboration** that stimulates transition between different educational level and systems. Today, lifelong learning policies focuses on the development of individual learning pathways, where people should be able to valorise qualifications and learning outcomes recognised from different educational levels and institutions. Thus, various educational sectors must adapt to this evolution. The projects presented in this workshop suggest several different approaches of the different educational sectors in the ASEM community.
- ✖ **The third workshop deals with the challenging cooperation between Academia and non-academia.** The demand for employability in knowledge-based societies makes a close collaboration between education, science and business highly relevant. Lifelong learning and Lifelong employability goes hand in hand. This workshop session highlights the cooperation between business sector and academia.

During this meeting, **the AES presented a new structure for comments and feedback** and hope that the all ASEM education initiatives, projects and programme coordinators have already received a questionnaire sent out to collect the initial input for the stocktaking and the preparation of Stocktaking Report and the Conclusions by the Chair of ASEMME7.

Keynote and discussion

Keynote Presentations by Borhene Chakroun (UNESCO)

- 4 Borhene Chakroun is the Section Chief of the **Youth, Literacy and Skills Development** within the Division for Policies and Lifelong Learning Systems Education Sector of **UNESCO**. Borhene Chakroun starts with thanking the Federal Ministry of Education, Science and Research for the invitation to deliver the key note presentation. He also expresses his congratulations for the choice of the theme, as this discussion is extremely important and is right in time.

The keynote presentation connected the discussion on qualifications to the sustainable development goals. At first Mr. Chakroun shortly introduced the Agenda 2030 and presented how qualifications and recognition of skills, educational and learning pathways are part of the Agenda. In short, qualifications have an important economic dimension (linked to employability) but the link to SDG's brings in the social equity dimension as well as a sustainability dimension. By putting the discussion on qualifications and recognition in the Sustainable development framework, all these dimensions can be covered. In addition, Borhene Chakroun presented 6 major challenges and trends that are impacting the discussion on qualifications.

Content of the presentation: [\(link to presentation\)](#)

1) Qualifications in the context of the SDG's and Education sustainable development agenda

For the first time, there is a global focus on the importance of **Lifelong Learning opportunities as a common goal for all members** as well as political attention in relation to vocational tertiary education, both in terms of access as in terms of outcomes in relation to employability.

In talking about the SDG's and more specifically SDG4, we need to think **across sectors**. Education is important in all SDG's but there are a few goals with an explicit role for education, such as SDG8 (Promote inclusive and sustainable economic growth, employment and decent work for all'), with a specific **focus on disadvantaged people** who are far from the labor market and far from opportunities for lifelong learning. The concern about skills and qualifications serves the broader 2030 agenda (for example water management, environment, culture, etc.) and not only the economic agenda.

Education 2030 has also provided a set of **indicative strategies** to support member states. Some of them are directly referring to qualifications and recognition of skills, qualifications and learning pathways and issues regarding career guidance and counselling. Most of these strategies are closely linked to the topics of this meeting: quality assurance, flexible learning pathways, recognition of skills and qualifications, validation of prior learning, cross-border recognition of skills and qualifications.

One important aspect of the agenda is the shift in focus. Previous agendas have been focusing on 'access to education' while the 2030 agenda **focuses on 'learning outcomes' as a common language within a lifelong learning perspective** across the different targets (within SDG4 but also broader). This focus also brings us to issues on how to measure learning outcomes at national level but also across countries.

In a nutshell: the discussion on qualifications and recognition have an important **economic dimension**. But the Sustainable Development Agenda brings **2 additional perspectives**: firstly, the emphasis on the **social equity dimension** and secondly, the **sustainability dimension**. The discussion on qualifications must take into consideration those different dimensions. By putting the discussion on qualifications and recognition in the Sustainable development framework, all these dimensions can be covered in the discussion.

2) Shifts in Qualifications and Learning Pathways in the context of Education 2030

Dr. Chakroun has presented **6 major challenges and trends** that are impacting the discussion on qualifications:

1. Qualifications Lifecycle

In average the lifecycle of a qualification is about 5 years. The changes on the labor market, related to the sustainable development agenda are affecting the way we think about a qualification life cycle and **how we can reduce the life cycle**. It is a major challenge to tune qualifications to the labor market and to address to problem of the long life-cycles of qualification. It is necessary to find other ways to update qualifications.

2. Comparability of qualifications

There are quite some differences across the qualifications of different countries. For example, IT Technician: some common elements of skills were identified but many skills are not present in many qualifications. Even for an occupation that seems universal (IT Technician), there is lack of comparability of qualifications. Therefore, it is important to **think about the constitution of a qualification** itself and what kind of skills are part of the qualification: general skills vs. vocational skills (cf. 3).

3. Growing importance of skills as proxy

There are different types of skills that constitute the qualifications and some skills are more important than others. The landscape of skills is changing and there is a lot of interest now in what we call '21st century skills', interpersonal skills, global citizenship skills, ... More attention goes to the composition of a qualification (job specific skills vs. other type of skills). If more **general skills** are added to qualifications, it **increases the employability and opens employments to more different jobs**. It is therefore important **to discuss what kind of skills can improve the employability**, for example, by focusing on more complex problem-solving skills, the return in wages is high.

Also, **foundation skills** (literacy and numeracy proficiency) are important: if these skills are lacking it hampers every LLL opportunity. OECD data show that even at a high level of qualifications, pupils or students still lack these foundational skills which has implications on their LLL opportunities.

4. **Attractiveness of vocational qualifications**

There is still an issue of attractiveness to different type of qualifications. The PISA study also concluded that there is less interest in science and technical jobs and in particular in vocational education and training. Therefore, we should **focus on attracting pupils to vocational education**. In most ASEM countries, the number of students enrolled in upper secondary TVET have dropped (between 2009/10 and 2016/17). If we are talking about TVET and educational pathways within TVET, we see that most of the countries are losing students in vocational educational tracks.

5. **Impact of digitization on qualifications**

Digitalization has impact on qualifications in 2 directions: increasing and fast changing skills needed for digitization require fast updates in qualifications. But digitization can also leverage education and learning pathways, such as MOOCs, digital badges, Open Learning Systems, Open Degrees, digital credentials and digital connection of learners' records.

6. **Qualifications in the context of the right to education and the right to lifelong learning**

It is not only about the right to education but also about the right to require a qualification

3) **Labor market changes affecting qualifications**

There are 2 elements that we must take into consideration when looking to educational pathways and LLL opportunities: one is the **polarization of the Labor market** and the other is the **risks of automation**.

The Labor Force Survey shows that **jobs (in OECD countries) with middle skills are shrinking**. More jobs are created in the higher end of qualifications and skills and the lower end of qualifications. This is also the case for middle income countries. There is evidence that labor markets are getting more polarized (occupations that require high end skills and qualifications and occupations that require low end skills and qualifications).

Studies on the impact of automation on jobs show that **occupations that can be substituted by automation are disappearing** and that there will be more jobs for advanced qualifications that require interpersonal and occupations that can't be replaced easily by automation.

Both this polarization and automation have impact on Lifelong Learning and learning pathways. People who lack the skills for lifelong learning will get stuck in jobs for low-qualified with low wages and will stay further from any form of progression. This is the major issue that we are facing now and, in the future, (“acquiring skills require skills”). Therefore, there is a **growing need to rethink our lifelong learning systems** to include the ones that need it mostly. Therefore, there more countries are talking about **‘the right to lifelong learning’** instead of the ‘right to education’ or even ‘the right for recognition of prior learning’ as well as ‘the right to career guidance and counselling’ or ‘the right to access to information/internet’. These are all important aspects to engage everyone in Lifelong Learning. Therefore: **we need to rethink the ‘right to education’.**

4) Learning Pathways: articulation of TVET with Higher Education

What measures exist to support smooth access from TVET to Higher Education? The Global Inventory on National and Regional Qualification Frameworks show different findings. Even if countries have a qualification system or framework, learning pathways are not evident. Therefore, there should be **attention to smoothen learning pathways** for individuals. A study of 3 different learning pathways has shown that context is highly determining the smoothness of learning pathways, such as:

- ✖ Fragmentation within the education system or complex systems create burden in learning pathways;
- ✖ The education system performance: for example, systems with high drop-out rates and low success rates;
- ✖ Structure of the labor market.

The study also has shown that there are **different measures that help to smoothen learning pathways** (for example from TVET to Higher Education), such as:

- ✖ recognition of prior learning;
- ✖ offering career guidance and counseling;
- ✖ enhancement of general skills or transferable skills is important to support the transition, for example through bridging programs or programs that prepare students with a TVET background for higher education;
- ✖ Develop short cycle post-secondary vocational programs;
- ✖ Meet the needs of adult students (flexibility in programs, in teaching methods and recognition of working experience).

5) Leveraging digital technologies for recognition of skills and qualifications.

Digitalization doesn’t only have consequences for education it also can leverage education and learning pathways, such as MOOCs, digital badges, Open Learning Systems, Open Degrees, digital credentials and attention to connect learners’ records.

Technology can help to address 3 issues:

1. How can we recognize learning outcomes and learners records;
2. How can we shorten the qualifications life cycle?
3. How can we support career guidance and counselling?

With this type of evolution there are some emerging themes and issues to discuss such as: **How to assess skills and competences digitally?** Who owns this **digital record**? What are digital credentials? What about quality assurance aspects? How to store learner's qualifications in long term? How to exchange these credentials?

Different types of architectures are in place to meet all these issues and challenges: central repositories, exchange networks with different data systems with protocols for exchanging, hub and spoke, badging platforms, public blockchains.

These digital tools can also support better adaptation or update of the curriculum and qualifications to competences and skills that are demanded by the labor market.

6) UNESCO's work

UNESCO has developed several normative instruments: on TVET and on Higher Education ([Regional Conventions](#) but also ongoing work on a [Global Convention](#) which will be submitted to the general conference next year). Furthermore, UNESCO is very concerned on the [Right to Education](#) which is demonstrated by their recommendation. There are also useful guidelines in quality assurance: UNESCO-OECD Guidelines on quality assurance in HE, UNESCO guidelines on quality assurance of certification and the UNESCO Guidelines on qualifications frameworks.

UNESCO also contributes to the **Global Inventory of regional and national qualification frameworks** (together with CEDEFOP and ETF), [Volume 1](#) and [Volume 2](#), which is being submitted in the ASEM Education meetings. Furthermore, UNESCO publishes a report in digital credentialing that shows the implications for the recognition of learning across borders.

There are no normative instruments for recognizing vocational qualifications as the landscape of vocational education and training is much more complex and fragmented. However, UNESCO has worked on a tool that can help member states to recognize skills and qualifications across borders. This work will be presented in the future during the ASEM Education Meetings.

Discussion and conclusions

- 5 After the Keynote presentation, the moderator asked the participants to form groups and to discuss the following questions:

- ✖ What was new or surprising?
- ✖ How can we, within the ASEM Education Community support the promotion of the SDG's and Lifelong Learning?
- ✖ What should we try to achieve during these 2 days?

Feedback from 5 groups and conclusions of the discussion:

Group 1 (group reporter: XX (Rosimah Sumaima, National Accreditation Council Brunei):

- ✖ What was new for this group is the short Lifecycle of qualifications. It is important to see if the qualification is still valid to meet the industry's requirements. Therefore, we could cooperate to exchange on best practices and to learn from each other on how making qualifications up to date. We could identify measurable criteria to look at to meet the labor markets demands.
- ✖ For the next 2 days the group hopes to get better insight in tools and instruments, in structures of systems, credit transfer systems, ... We have the compendium in which we can include all the information needed, for example about qualification systems, credit transfer systems, to compare between the ASEM countries. We also need to involve stakeholders and industries to make sure that the curriculum is meeting the labor market demands.

Group 2 (group reporter: Thérèse Zhang European University Association)

- ✖ This group has discussed about the compatibility of systems and the how different sectors (Higher Education and TVET sector) can be integrated.
- ✖ Digital badges: for most participants of this group, that was new. It could be further discussed on how they should be used, and does it mean that it would create a parallel system along the existing quality assurance systems?
- ✖ The group would suggest reflecting on more integrated systems and how to relate sectors, also regarding curriculum design in formal education

Group 3 (group reporter: Marie-Céline Falisse, Erasmus Student Network)

- ✖ The group confirmed that it is important to work together towards the Sustainable Development Goals and to develop education initiatives that contribute to the SDG's
- ✖ This platform is a good place to identify issues in Europe and Asia and think about possible new initiatives.
- ✖ Some country examples were discussed: Korea (education for elder people), Kazakhstan (programs on informatics with support from other countries),
- ✖ Decisions related to higher education is made at ministry level: ASEM Education could provide a platform to influence these decisions

Group 4 (group reporter: Ellen Ipenburg-Tomesen, Directorate TVET, the Netherlands)

- ✖ For the 4th group, the information of the morning sessions were mainly a confirmation of discussions in their own countries: these topics are the really important things to focus on in the next years
- ✖ What this group found very important is that we should not only focus in education on economic factors (for example employability) but also considering environmental factors and demography. In a changing world, we should adapt to everything and not only economic changes.
- ✖ These challenges ask for different forms of learning: blended learning

Group 5 (group reporter: Reka Tosza, ASEF)

- ✖ What was striking for this group was the polarization of the labor market: the group was surprised to see the growing gap between low-skilled and high-skilled jobs. This raises the question how ASEM countries can address this issue?
- ✖ One possible way to address this issue is to make the qualification cycle more flexible and to make legislation more flexible so that institutions can adapt the curriculum but also teaching and learning methods to the needs of the labor market
- ✖ How to predict skills for the future: the group suggests that ASEM countries could collect and share good practices on how to predict skills, as well as good practices on how to make qualifications shorter

Workshop 1

Presentations

- 6** This session took a closer look to some instruments dealing with recognition and quality assurance that show encouraging potential collaboration and exchange/mobility between Asia and Europe. Workshop 1 was chaired by Ingrid Wadsack-Köchl from the Austrian Federal Ministry of Education, Science and Research. In the ministry she is dealing with credential evaluation within Enic Naric Austria with focus on the Asia-Pacific region. She was team-member for the elaboration of the first text of the ASEM Recognition Bridging Declaration.

7 Researchers in Motion: with a special focus on Asia (Kitty Fehringer), [Link to Presentation](#)

The first presentation was provided by Kitty Fehringer from the European Commission, DG Research and Innovation. Mrs. Fehringer joined the European Commission in 2002 and became the coordinator of the EURAXESS initiative at European level. This includes the coordination of the 40 participating European countries and the international dimension, including Asia.

The EURAXESS initiative has set up a portal to mobilise researchers. Mrs. Fehringer shows how the portal works: <https://euraxess.ec.europa.eu/>

Euraxess is a unique Pan-European initiative providing access to a range of information and support services to researchers wishing to pursue their research careers in Europe or stay connected to it. European Union and **40 national networks** are working together to assist researchers and research organizations across all sectors.

The European network contains **500 EURAXESS centers that are supporting researchers** in all mobility related issues (for example paper work related to visa). This service is crucial as researchers are highly mobile; the most mobile people (apart from artists and footballers) and face a lot of (practical) challenges. Some EURAXESS centers also provide career guidance and counselling to researchers.

The EURAXESS Portal: EURAXESS Jobs Database includes thousands of vacancies, fellowships and hosting opportunities in all research fields, updated on daily basis. Institutions can make an account and upload their vacancies. Researchers can make a profile and can receive targeted vacancies and messages. However, the researcher should apply on his own, EURAXESS doesn't interfere in the selection but provides general information and advice on career development for researchers.

Support outside Europe, on an international level to connect researchers is provided by representatives in other parts of the world (within ASEAN, Latin America, North America, China, Japan, India, Korea). These representatives are connecting people: putting them in contact with the European counterparts which enables administration. They also organize networking and information events as well as training in applying for European Funding and writing projects (for example Marie Curie funding).

8 Recognition and Validation, Global Madhu Singh (UNESCO Institute for Lifelong Learning) ([Link to presentation](#))

The second presentation was provided by **Madhu Singh**. Dr. Madhu Singh recently retired from the UNESCO Institute for Lifelong Learning (UIL), Hamburg Germany, where she worked on Recognition, Validation and Accreditation (RVA) of Non-formal and Informal Learning and National Qualifications Frameworks (NQFs), and was responsible for the co-operation with the European Centre for Research on Technical and Vocational Training (CEDEFOP), the European Training Foundation (ETF) and UNESCO HQ in connection with the [Global Inventory of Regional and National Qualifications Frameworks Volumes 1 and 2](#). Her presentation focused mainly on this publication which is a collaborative project between UNESCO, ETF and CEDEFOP.

The presentation focused on the collaborative **Global inventory of Qualification systems and its outcomes and trends that have emerged** but also how these conclusions **relate to the ASEM Education Process and the Agenda 2030**. Furthermore, the Global Inventory can't be considered as a standalone tool, it should be related to other existing and upcoming tools and instruments (UNESCO's world reference framework and the global and regional conventions). Furthermore, Mrs. Singh focused on the **connection between**

Qualification frameworks and quality assurance and recognition. Finally, she also looked at the link between Qualification framework and **validation processes** of skills.

The Global Inventory (updated every 2 years) provides a lot of insights in regional and national qualification frameworks. So far, 99 countries have been analysed as well as 7 regional qualification frameworks (SE Asia, the Caribbean, Europe, Gulf Region, the Pacific, Southern Africa). Furthermore, the publication contains 8 thematic chapters.

The current trends and outcomes based on the research of the Global Inventory are following:

- ✖ 150 countries are developing NQF's, in all regions of the world
- ✖ There increasing regional cooperation, new qualification frameworks are based on regional QF's, or borrowing NQF's from each other
- ✖ Shift in types of frameworks: first generation tighter (fully integrated in national systems), with the trend of the European Qualification Framework, there is a shift towards a looser framework (not based on regulation, but more on communication and transparency). These frameworks can be applied across different sectors and have level descriptors, but subsystems have separate quality assurance arrangements.
- ✖ There is also a shift from policy borrowing to more reflective policy learning.
- ✖ The focus of the frameworks is also on wider policy objectives instead of narrow economic objectives (focus on social issues, equity, peace, dignity, sustainability)
- ✖ Challenges: Countries have different understanding of what Qualification frameworks are, without a holistic understanding in qualification framework. Not all countries have a clear view on learning outcomes and how they should be implemented. A lot of QA mechanisms are not integrated in QF's. In many countries, the concept of QF's has not reached the end-users: the employers.

How does this relate to the ASEM Education process?

- ✖ ASEMME6 2017: The Chair's Conclusions appreciated the joint efforts of the work on the publication and it is considered as an important reference document within the ASEM Education Process. It can also support global monitoring, it provides policy analysis, identifies latest issues and contributes to peer learning
- ✖ Ministers calls the ASEM members to make use of this Inventory for their own work.

How does it relate to 2030 Agenda and Sustainable Development Goals?

- ✖ Linkage between NQF's and SDG's is mainly related to 'relevance': delivering relevant Learning Outcomes. As QF's are learning outcomes-based, they can easily be adapted to the labour market and society needs.
- ✖ Quality assurance in qualification increases recognition of skills for employment and studies (is also formulated in SDG's)
- ✖ QF's can widen access and open pathways to broader learning opportunities

How does it relate to other tools and instruments?

The UNESCO [World Reference Levels](#) in process:

- ✖ Can be used as a translation tool: to create a common language related to qualifications and learning outcomes
- ✖ A critical factor is that a lot of regional QF's are in development phase: many are still struggling to come up with common language for the region. The operationalization of the World Reference Levels will depend on the state of play of the regional QF's.
- ✖ Should it focus on TVET only or all levels?

UNESCO Global convention on recognition of Higher Education Qualifications

- ✖ To promote international cooperation in higher education,
- ✖ To strengthen and promote international mobility and Lifelong Learning
- ✖ To promote coherence between recognition, quality assurance and qualification frameworks
- ✖ Relevant to the development of NQF's to improve cross broader student and worker mobility

Different types of comparisons (cf. between frameworks, qualification types or degrees are compared, occupational standards, etc.) are possible to enable the recognition across borders and therefore QF's must promote the comparability across countries. The Global Inventory also deals with referencing and it helps to understand systems more clearly (for example differences between mature and less mature qualification systems).

Validation Tools:

- ✖ Increasing trend of digital badges and online CV's to match against skills and qualifications: to make skills and future perspectives visible
- ✖ Assessment and use of validation tools to recognize prior learning: stepping stones in recognizing qualifications are very important.
- ✖ Good practices should be shared

Challenges:

- ✖ Instruments and tools are transferable across countries but not policies and systems. Therefore, it is very important to consider the national systems: how to adapt tools to national systems?
- ✖ Learning path outcome approaches should be measurable and effective, but they are process oriented.

Conclusion:

An important conclusion is that **Qualification frameworks are not competency frameworks**, and they should not move towards credential frameworks!

9 Arjen Deij of the expert of the European Training foundation, also involved in the development of the Global Inventory and added the following conclusion:

He raises the question on how the Global Inventory can be used to develop or improve Qualification systems and frameworks. It is important to have a **qualification system that serves the citizens and that maximizes the opportunities for citizens**. This is not the case if they don't have access to recognition or to further learning or to flexible learning pathways.

Another issue is that it all takes time, but the world stands not still. The industrial countries started first, other countries are behind? How to catch up? ETF is dealing with transition countries: they are often more ambitious than high income countries because they want to take up, but they have less resources.

ETF is developing a **new tool to support policy development**: this tool starts from what does the society and learners need.

Finally, the **ASEM Education Process could contribute to the next version of the Global Inventory**. The needs of the ASEM countries could be integrated in the next version.

Table discussions and conclusions

10 The first table discussed about how the 'Global Inventory of National and Regional qualification frameworks' could be used within the ASEM Education Process and how it could contribute to more transparency, mutual trust and recognition.

It is important **to position the Global Inventory within the ASEM Education Process**. Therefore, we should make clear to the Ministers (ASEMME7) what **the added value** is of the Global Inventory and what the Global inventory could mean to the AEP. Following suggestions were made during the discussion:

- ✖ The Global Inventory **encourages peer learning and mutual understanding** on education and qualification systems and about QF development processes (issues, challenges and possible solutions);
- ✖ The Global Inventory is a useful tool to get better insight in the Qualification systems in a ASEM partner country or region to support dialogue and collaboration and to **create more trust and transparency**
- ✖ The case studies and analysis of the Global Inventory **can support and enhance (policy) development in ASEM partner countries regarding NQF** or regional qualification frameworks

It was also suggested that the **AEP can support the Global Inventory**: every two years the Global Inventory is being updated (by CEDEFOP, UNESCO and ETF). Different ways of contributions have been discussed:

- ✖ Within the AEP process, challenges, issues and topics could be identified and discussed to feed into the Global Inventory
- ✖ AEP is a platform to promote the Global Inventory

It can be concluded that both the Global Inventory as the AEP **can reinforce each other** to create common understanding and a **common language on Qualifications and learning outcomes**. Through the Global Inventory, countries as well as higher education institutions can learn from each other and develop such framework at national scale for national implementation.

Suggestions were **made to set up working group to coordinate the feedback** as input for the bi-annual revision of the Global Inventory.

A few participants suggested that it could be of value of both the AEP as the Global Inventory **to set up a working group/expert group** to realize this exchange. This working group could work on the following objectives:

- ✖ Peer learning and mutual understanding on education and qualification systems and about QF development processes (issues, challenges and possible solutions) to support the development of national and/or regional qualification frameworks
- ✖ To identify issues and challenges in the partner countries as input for the bi-annually developed Global Inventory and to coordinate the feedback from partner countries on this publication.

It should however be considered to focus the discussion, for example: regional qualification frameworks, learning outcomes and consequences on curriculum development, teaching and learning methods and teacher training, etc.

11 During the **2nd table discussion**, it is found that academic and research mobility continue to increase but funding to support such connectivity do not. Culture of trust needs to be nurtured to dilute the lack of recognition so that smooth credit transfer can be encouraged and facilitated. A multilateral platform such as ASEM Education is essential for all countries to work together as well as to allow more cultural integration. The discussion delivered following conclusions:

- ✖ Everyone in the group agreed that **voluntary mobility is important** for students, researchers and staffs.
- ✖ Students still encounter **recognition issues**. Studies abroad should be recognised, and **trust and communication are essential** to achieve this. The ASEM education process is a way to better communicate and to **build trust** and its potential should be used more.
- ✖ **Brain-drain** can also be a problem related to mobility (it is an issue in Latvia for instance), so it would also be useful to have ways (such as tools or grants) to re-attract people.

- ✖ HEIs engaging in **mobility programmes** should know what they want to do with this mobility and what kind of **learning gains** they would like the students and staffs to get from it, and not just do mobility for the sake of it.
- ✖ HEIs should also offer **support to returning students** and not only to current exchange students.
- ✖ Getting to know the **culture of the host country** is also an important aspect of a mobility period abroad. There exist local student organisations (such as ESN sections) that help international students take the best out of their time abroad.
- ✖ Making sure that information on mobility opportunities is available and that students from **disadvantaged** backgrounds and rural areas are also aware of them is important too.
- ✖ **Virtual mobility** should also be considered.

Workshop 2

Presentations

- 12** This Workshop session investigated **Collaboration to stimulate transition between educational levels and systems**: Learning pathways have been proposed as a continuous curriculum design, but individual learning pathways have changed in time, lifelong learning policies react to that. The different educational sectors are confronted with this newer mind-set and need to adapt to this issue. **The projects presented have shown the diversity and the different approaches** that have been chosen to address the needs of the different educational sectors meeting the needs of the individuals in Asia and Europe.

This workshop session was **chaired by Prof. Olga OLEYNIKOVA** from the Erasmus+ National Agency Russia. The following speakers contributed to the workshop session: Prof. Yonghwan BANG, Konyang Cyber University, Ms. Martina FRIEDRICH, OeAD- Austrian Agency for international mobility and cooperation in education, science and research, Dr. Sandra HUMMEL, University of Graz, Institute of School Education/Teacher Education, Dr. Josef STROBL, University of Salzburg, Department of Geoinformatics and Ms. Gulnara NYUSSUPOVA, Al-Farabi Kazakh National University, Head of the Department of Geography, Land Management and Cadastre.

- 13 Prof OLEYNIKOVA** started by introducing the aims of the workshop and the general concepts to be discussed ([link to presentation](#)). Among other she introduced the challenges that highlight the need to collaborate within the field of transition between educational levels and systems:

- ✖ The development of the knowledge-based economy

- ✖ The 4th industrial revolution and its impact on employment
- ✖ The increased needs for Lifelong Learning schemes
- ✖ The customisation of products and services
- ✖ The financial constraints that limit opportunities of learners and institutions
- ✖ The diversification of the learner population
- ✖ The rapid pace of economic and technological development

Moving forward to the **advantages and challenges related to individual learning pathways**, Prof Oleynikova mentioned:

✖ **Advantages:**

1. addressing specific characteristics of learners
2. economising costs
3. flexibility in terms of adaptability to the changing labour market

✖ **Challenges:**

1. an overhaul of processes (teaching and learning) would be required
2. new teacher skills and behaviours would be required (in-service teacher training + incentives) to tackle the current obstacles to facilitating transitions between educational levels and systems.

Finally, Prof OLEYNIKOVA underscored that **beyond identifying the opportunities and challenges, concrete actions would need to be taken at national and international levels.**

On a national level, there is an urgent need for:

1. national legal framework,
2. national and sector qualification frameworks,
3. recognition of qualifications/competences, based on learning outcomes,
- 4) quality assurance and a pool of trained assessors.

On the international level, Prof OLEYNIKOVA highlighted the need for:

4. strong interaction and cooperation of experts,
5. mixed expert teams consisting of labour market players, policy makers, educators, etc.

14 Ms NYUSSUPOVA presented the **collaboration between the Al-Farabi Kazakh National University and the University of Salzburg**, which included among other things joint educational programmes, including academic exchanges, Master

programmes, Bachelor programmes, doctoral programmes, student mobility and cooperation within the framework of many Erasmus+ projects. **Examples of the bilateral and multilateral collaboration** were further elaborated through Dr. STROBL's follow-up presentation. ([link to the presentation](#)).

Dr STROBL, a partner of Ms NYUSSUPOVA and the Al-Farabi Kazakh National University, presented the **GeoSpatial – gSMART project, which includes an online platform that tracks the students' and alumni's success in accessing higher education and doctoral programme**. From their experience, the partner universities have drawn the following conclusion on the actions needed to facilitate the transit of students in between different country systems

- ✖ The bridging courses could in some cases be helpful to prepare the students for the transitions between systems,
- ✖ participants of joint programmes remained competitive in the academic sphere, even when compared to other students at European programmes, hence highlighting the value of international cooperation,
- ✖ and the countries that participated in the partnerships showed better results in sense of successful applicants, i.e. also underlining the importance for HEI's to collaborate with other institutions, in Asia, Europe and beyond.

15 Prof. BANG shared with the audience the establishment of the 21 **cyber universities** currently present in Korea ([link to the presentation](#)). These universities **create blended educational content – both online and offline – accessible to students near or far, at different stages in life**. For Korea, the diversification of education is key due to the aging population of the nation – a reality in also other ASEM Partner countries.

Prof BANG presented further the Konyang Cyber University as an example of a concrete collaboration with international partners (for now the partnership encompasses Korea and 7 ASEAN Countries). Through the ASEAN Cyber University project, **Korea is building the capacity of ASEAN countries to implement their own cyber university courses, establish suitable facilities and run the educational activities**. The partnership is further beneficial for all partners in that all content produced is made available among all countries involved in the project. Only one cyber university has been established to date, but current plans look at expand the collaboration to a larger number in the future. The results achieved so far are all positive, with the number of courses and students consistently increasing.

16 Ms. FRIEDRICH works at **the OeAD** – the Austrian agency for international mobility and cooperation in education, science and research. The agency – which is registered

as a company, owned by the Austrian government – **supports mobility** of pupils, students, researchers and teachers, **creates links** between over 8,000 different institutions and organisations. It is financed through funding from Erasmus+, the Federal Ministry of Education, National and International Development Cooperation and third-parties.

Ms. FRIEDRICH shared some of the work the OeAD does in relation to **international credit mobility**, including incoming mobility, through various grants for students and young lecturers, as well as outgoing mobility, through grants for PhD students and traineeships for German language teachers. In the field of international cooperation, **the OeAD supports mobility through research projects on scientific and technological cooperation, within the ASEAN European Academic University Network (ASEA-UNINET)**, which consists of 84 universities in 18 countries. The OeAD further works with the Erasmus+ programme (ICM, EMJMD, CBHE, Jean-Monnet Activities), as well as maintains various websites which provide information about studying and living in Austria, grants available for youth, research opportunities, and more.

Finally, the OeAD also works with policy support such as the national quality framework and is engaged in collaborations with partner institutions globally. Her [presentation is available under the following link](#).

17 Dr. HUMMEL presented the “**CONTESSA – Contemporary Teaching Skills for South Asia**” project as an example of an Erasmus+ Capacity Building in Higher Education collaboration project between Asian and European partners ([link to the presentation](#)). The project will

- ✖ cover curriculum development for student teachers (elementary schools primarily),
- ✖ develop innovative learning and teaching tools,
- ✖ assess and implement methodological and pedagogical approaches,
- ✖ disseminate ICT-based modules which lead to flexible learning paths.

Dr. HUMMEL mentioned the further **development of teaching and teacher skills as one of the main drivers behind the need to establish partnerships between Europe and Asian HEIs** – within both programme and partner countries.

The project is expected to result in:

- ✖ a Train-the-Trainer programme for Higher Education didactics (teachers working with student teachers),
- ✖ five online-modules for teacher education,

- ✖ adapted modules for further training for in-service teachers, including Profession-specific basic competences, Competence-oriented didactics, Student-oriented education, Inclusion and diversity (which has been identified as a priority within the next Erasmus+ Programme 2021-2027), and Coherence between didactic methods and learning targets.

Table Discussions and conclusions

18 After presenting the example projects and collaborations, the speakers and participants split into 2 discussion tables, **tackling the following questions:**

- ✖ Intention and impact of a collaboration: what are the experiences?
- ✖ What challenges can occur in international collaboration within different educational levels?
- ✖ Does collaboration foster personal pathways throughout different institutions of different levels (enhance LLL)?
- ✖ What are the conditions to make collaboration a success?
- ✖ What are the challenges in co-operating?
- ✖ How can ASEM Education help to create the conditions for collaboration and to overcome challenges?

The aim of the discussion tables was to compare experiences, on how and why ASEM Partner countries should collaborate with each other within the framework of the transitions between educational levels and systems.

- ✖ Responding to the question why ASEM Partners should collaborate on facilitating transitions between educational levels and systems, the workshop participants mentioned an increasing need to open up national education systems to a global arena, among others to increase the diversification of the various groups participating in education, including persons belonging to disadvantaged groups.
- ✖ It was also said that projects based on the network are mostly elaborating for many years. There might be some goals, targets, etc. but outcomes of collaboration, **mutual understanding or capacity building can only be reached after several years of cooperation**. For the gSMART project, there hasn't been a specific research funding or a project funding, but just a funding for bringing people together. Thus, the project wasn't based on a specific goal in the beginning.
- ✖ It was also stated that **initiatives can come from everywhere**. Sometimes HEI are looking for partners, sometimes the initiative comes from the administrations,

sometimes researches are looking for partnerships, sometimes there is just an opportunity to apply for a project. However, starting collaboration always have an impact. **A “partnership” is the expression of an interest including everyone involved in a project.**

- ✖ On a more practical level debating the workshop participants highlighted the **need for a clear cooperation framework**, e.g. through the establishment of MoUs on different levels (between HEIs, between Ministries, and between HEIs and Ministries), as well as a **true commitments among partners** for the established projects, e.g. through approval for projects on the highest levels of administration of the HEIs to ensure a real motivation as well as understanding of the objectives of each project. In many cases the establishment of bilateral agreements between institutions lead to desired solutions in countries that previously had experienced challenges in relation to the transitions between different educational systems.
- ✖ The workshop participants further emphasised the **importance of cooperating with partners** with whom they have had previous experiences, to ensure the quality and commitment of the collaborations. The possibility to take advantage of EU Delegations or Embassies in other countries was mentioned as a source of information as well as an opportunity to widening networks. It was also mentioned that the ASEM Education Secretariat and its related resources could also be utilised further in connecting with potential partners in ASEM Partner countries. Also related to this, the **sustainability of projects, but also of the partnerships**, was mentioned as a key factor to achieving the long-term goals of the institutions and ministries.
- ✖ The **differences between systems in different countries** was mentioned as one of the greatest challenges. These differences could be related to public vs. private institutions, centrally vs. independently managed institutions, differences in tuition fees, etc. It was proposed that **National Agencies could potentially centralise the information about their institutions**, consequently facilitating the work when pursuing to establish collaborations. Differences in grading scales was also mentioned as a challenge, which could though be solved through e.g. bridging declarations, the **translation of credit comparison agreements**, or the utilisation of intermediary partners, linking the institutions with challenges in unifying grading scales. Finally, Austria also mentioned that they and other partner countries as well as their HEIs have **struggled in recognising degrees awarded in other countries**, when potential students apply for further education opportunities. No solution was proposed for this challenge, but the participants agreed that it is a point that **would need to be explored and discussed further**.

- ✖ The workshop participants closed the session, agreeing that **ASEM still remains an untapped potential to tackle many of the international challenges** countries and individual HEIs as well as their staff face in establishing partnerships for collaboration in the Asia-Europe context. It was hence concluded that these **opportunities should be further explored and developed** to maximise the opportunities offered by the ASEM Process and ASEM Education Process.

Workshop 3

Presentations

- 19** The workshop 3 on academia and non-academia- a challenging co-operation was **chaired by Dr. Henk Van Liempt**, Head of Division EU-Education Programmes, International Cooperation in Education, BMBF. In his introduction note, he stressed that the main aim of the workshop is to identify answers for three important questions as below:

- ✖ What you do need for successful co-operation/ What are the challenges?
- ✖ What seems to be an ideal co-operation
- ✖ How can ASEM Education enhance co-operation?

- 20 Entrepreneurship Education by Prof. Johannes Lindner** (Department of Entrepreneurship Education & Centre for Value based Business Education at University Teacher College Vienna/Krems)

Prof. Lindner highlighted the importance of Entrepreneurship Education. Independent thinking and responsible actions are the foundations of a viable society. These competences are first acquired in our childhood and youth and can be influenced by training and education. Therefore, in the Austrian education system, the basis of entrepreneurship is created in primary and secondary education, by introducing the TRIO model: a model for entrepreneurship education integrated in the curriculum. In this model, entrepreneurship is defined in 3 levels:

- ✖ Core Entrepreneurial Education: comprises basic qualifications for entrepreneurial thinking and acting, more precisely the competence to develop and implement ideas
- ✖ Entrepreneurial Culture: refers to the promotion of personal competences in a social context. We speak of a culture of open-mindedness, empathy, teamwork and creativity as well as risk-taking and awareness of risks.
- ✖ Entrepreneurial Civic Education: aims at enhancing social competences and empowering students in their role as citizens. After all, democratic thinking and self-reflection help young people express their opinions and assume responsibility for themselves, others and the environment.

More information can be found at: www.youthstart.eu, www.entrepreneurship.at,

21 Lifelong learning and business by Dr. Filiz Keser Aschenberger ([link to presentation](#)), (Danube University Krems, Department for Continuing Education Research and Educational Management).

The presentation from Dr. Keser Aschenberger focused on the importance of Lifelong Learning for businesses. Both the organization of work (work-life-workplace) as the employer's organization has changed: work is more cognitive and complex, more team-based, require more social skill as well as technological competences, more time pressured, more mobile, ... At the other hand it is less likely that employers offer lifelong careers and job security.

There are different **drivers of change: demographic and socio-economic drivers as well as technological drivers**. In the future there will be jobs that are not yet defined. 65% of our today students will be doing jobs that don't even exist yet. Therefore, governments and businesses need to react through **skilling, upskilling, reskilling, cross-skilling**: through lifelong learning. Businesses, governments and individuals have a shared responsibility in this matter. How?

- ✖ A reform in basic education is necessary but not quick enough to react
- ✖ Businesses must take an active role in supporting their workforces through continuing education
- ✖ Individuals take a proactive approach to their own lifelong learning, cross-skilling through continuing education / lifelong learning
- ✖ Governments create the enabling environment, rapidly and creatively, to assist these efforts.
- ✖ Business collaboration within industries to create larger pools of skilled talent will become indispensable.

Austria's Lifelong Learning Strategy is guided by five core principles: life phase orientation (all ages), placing learners at the centre (flexibility of learning), lifelong guidance (facilitating the learning process), competence orientation (recognition of informal learning), and promotion of participation in lifelong learning (enhancing the motivation to learn).

22 University-Business Cooperation through Erasmus+ International Funding Projects by Claudia Linditsch ([link to presentation](#)) (University of Applied Sciences Graz/Austria & Yasmin Muchtar – Universitas Sumatera Utara)

Claudia Linditsch provided an overview of successful collaboration within a 2-years project that focused on the **enhancement of University-Business cooperation** within South East Asia within **3 sample projects**:

- 1) TOURIST: the project aims to implement 7 competence centres at higher education institutions in South-East Asia to create awareness and spread the idea of sustainable tourism. The project includes capacity building of experts on sustainable tourism and innovative financial management strategies. Furthermore, the project should increase the employability of students and create a nationwide and international network with target groups from the tourist industry to increase impacts on sustainable tourism. More information can be found on [this webpage](#).
- 2) INSPIRE: Introduction of Social Entrepreneurship to Indonesia's Higher Education with the aim to promote Social Entrepreneurship and strengthen cooperation between Higher Education Institutes.
- 3) UNITED: Engineering Knowledge Transfer Units- Indonesia, Malaysia and Thailand. The project aims to enhance teaching quality and students' employability, to realize more automotive engineering projects and to create a nationwide and international network with target groups of the automotive industry to increase collaboration among the universities and businesses.

Table Discussion and conclusions

23 Expectations and requirement from education/academia and the private sector have been discussed with all participants. Participants highlighted that the common problems between academia and industry/business cooperation are mismatch of learning outcomes and skills, English language barrier and less internship or work placement programmes conducted.

For a successful collaboration, the participants have concluded that discussion needs to be more institutionalised to develop shared strategies between different actors (industry, academia and students). Industries and private sector should be more involved in curriculum development or programme design. The needs of local communities and current technological development of a nation need to be considered in designing curriculum and programme. Furthermore, teaching and learning strategies with a strong focus on workplace learning, real problem solving, experiential learning, etc. should get more attention to expose students to the real work space. Active and operational cooperation with industries is therefore needed. Industries could even be involved in Quality Assurance. Therefore, an **interdisciplinary approach** is needed in with active collaboration between education sector and industry. ASEM Education could play a crucial role in bringing different actors together for effective curriculum and programme designing (with involvement of students). ASEM Education also could **disseminate information regarding collaboration between academia and industry** to ASEM partners for policy development or system improvement. The programme designed especially for academia and education sector should consider credit recognition for the benefit of holistic student

development. Consequently, it was suggested that the university-business cooperation forum, organised by ASEM partners in the past, should be revitalised within the AEP and apprenticeship programs should be further strengthened, preferably with funding and support of ASEM partners.

Presentation '10 years of the ASEM Education Process'

By Prof. Dr. ALEXANDRA ANGRESS, University of applied sciences Aschaffenburg, Germany

24 Prof. Dr. Angress thanked the organizers to have the opportunity to attend the SOM1. She also expressed her thanks to the supporters of the publication, namely the German ministry of education and research, represented by Ms. Dr. Norwig, and Dr. Wuttig, co-editor of the publication.

The publication "LOOKING BACK AND LOOKING AHEAD, The ASEM Education Process – History and Vision 2008 – 2018" **is the result of the active contribution from the ASEM community**, with Senior officials, stakeholders, experts from institutions. Policy documents, interviews, surveys and articles provided the input for the publication. Dr. Angress' presentation focused on lessons learnt that are presented in the last chapter of the publication ([link to the presentation](#)).

Participants were strongly encouraged to go online and read to publication. The [publication is if freely accessible on this link](#).

The rationale of the publication can be compared with a kaleidoscope, presenting the opportunity to visualize a multitude of perspectives: the authors had in mind to **analyse for the first time a comprehensive and multifaceted portrait of the ASEM Education Process** (AEP).

Most part of the publication **(2/3) goes to taking stock and history of the AEP** which is outlined in different chapters from the experiences of different contributors. The publication includes an analysis of the strengths and the weaknesses of the AEP as well as opportunities and threats. Some of these strengths are: the principles of **mutual trust, informality, respect, open flexibility**. At the same time, these strengths however hinder a more structural and sustainable process. Therefore, a new balance is needed between keeping the informality as an asset in the AEP and more strategies and tools to capitalize the process.

One third of the publication looks at the future with several contributors giving their points of views and presenting their suggestions on the AEP. The last chapter **"the road ahead"** comes up with a view based on the questions **"Where does the AEP go? What do the ASEM community want?"**

The last chapter presents four options or hypothesis for the future of the AEP. Option 1 would be ending the process: AEP terminates due to a lack of success and marginal gains – or because AEP has completed its mission. Option 2 suggests the status quo by continuing the AEP with moderate modifications: AEP continues in its current form with some improvements. Option 3 presents some new actions with the commitment to make the AEP fit for the future by introducing a wide range of modifications. In option 3, the AEP is more effective and output-oriented and adapt to future needs, including new elements like enhanced political management of AEP. Option 4 is presented as radical change, turning the AEP into a clear top-down strategic governance process where the AEP continues with substantial changes regarding strategic governance and coordination.

Options 1 and 4 are not considered as very realistic ones. The **analyses of the last chapter focus on option 3, suggesting the AEP with a wide range of modifications**. This option identifies a few political objectives and fields of action as well as potential activities and actors to further develop AEP to make it fit for the future. The presentation showed a table of elements for a modified ASEM Education Process:

- ✖ bringing AEP closer to the overarching ASEM process;
- ✖ developing people-to-people connectivity as guiding principle of AEP boosting academic and non-academic short-term and long-term mobility;
- ✖ expanding AEP's current thematic priorities/scope to meet new challenges;
- ✖ strengthening, widening and deepening dialogue and cooperation;
- ✖ improving effectiveness of AEP;
- ✖ making AEP and its success stories more visible.

It was suggested that **a roadmap should develop a vision and a timeline (e.g. 2025) with defined objectives and targets regarding policy and result-orientated pillars**. These concrete activities need a concrete follow up.

Finally, **education is and remains the key to provide a fundament to individuals and societies to develop progress and strive peacefully and collaboratively society**. That's why a vision for AEP with educational objectives is crucial. These objectives must be translated into corresponding policies, focusing around the following elements: strengthened investment in people-to-people contacts/mobility; enhanced widened and deepened dialogue; cooperation based on a few successful and new initiatives; improved working methods based on an agreed road map/strategic action plan.

With these basis, as well as the openness and the readiness to learn from each other, **the process could be developed further in identified fields of common interests**, leading

to a conversion of different educational systems with the aim to further enhance personal and institutional collaboration. This is in the interest of people in Asia and Europe, counting almost two third of the world population and even beyond. With that final quote note, Dr. Angress thanks the audience for its attention and invited them to [have a look to the publication](#).

Pitches: get an insight into successful co-operation between Asia and Europe

Pitches part 1

Marie-Céline Falisse (Erasmus Student Network) : looking for ASEM partners for pilot project

25 The first pitch is held by Marie-Céline Falisse, representing the **Erasmus Student Network (ESN) who is the biggest non-profit student organisation active in the field of student mobility and internationalisation of higher education**. More than 500 local student organisations based in around 1000 HEI in 40 countries. Since last year, ESN is a stakeholder in the ASEM Education Process.

Although the focus of ESN is on current international students, **ESN sections also offer opportunities for internationalisation at home to local students** who might not have the chance to study abroad and provide a space for students returning from their exchange as these students are of course welcome to join the organisation at their home university. Within the ESN, **support structures for international students are offered under the principle of “students helping students”** in many European countries. In Asia, it appears that the support to international students from students is currently more limited. However, ESN would like to increase the availability of this kind of support structure in Asia.

Therefore, **the ESN would like to develop a new AEP initiative with the creation of local student organisations supporting international students in Asia**. This would allow enhancing internationalisation at home, and at the same time fostering balanced mobility as well, since the presence of student organisations could very much increase the attractiveness of a mobility experience in Asia for European students.

In practice, **the idea is to start this initiative with a pilot project**, involving around 3 to 5 HEI and possibly umbrella organisations in Asia. The ESN is therefore **looking for partners and stakeholders interested** in being involved in the initiative from its very beginning. The employed methodology will be similar to the implementation of a recent project that ESN has established with Israeli universities and which has already been approved by the European Union.

Ms. Falisse suggest the following **action plan to set up the initiative**:

- ✖ the first step take would be to have a kick-off meeting in Asia to discuss and agree on the practical aspects.
- ✖ Then the following step would be to share good practices on how local student organisations can be created and sustained. To that point, The ESN can contribute with its experience from Europe.
- ✖ The third step would be the creation of local student organisations at the HEIs part of the pilot, using the practices identified and ESN's expertise. The organisations should be self-governing and independent, but work very closely with the university, acting like its student-led extension.
- ✖ Throughout this process, ESN would also recommend having a few meetings in Asia gathering the partners and stakeholders and organised alternatively by these partners and stakeholders.
- ✖ Finally, when local student organisations would be established, ESN would then provide direct support to these organisations through an ESN associate membership. This will mean providing expertise, advice, and a lot of online resources.

If the ASEM partners decide to go ahead with this initiative, **the pilot would start after ASEMME7, having a kick-off meeting in Summer 2019. The pilot is expected to last for around 2 years**, before the initiative could be extended to more countries and more higher education institutions if successful.

However, all of this will of course be discussed together with the partners and stakeholders joining the initiative, and ESN is open to suggestions and feedback. Ms. Falisse thanks the audience for their attention and invites interested partners to approach her.

Magalie Soenen (delegate, Flemish Community of Belgium): expert group on interregional credit transfer mechanisms and learning outcome systems

- 26** Magalie Soenen represents the Flemish Community of Belgium. Her first pitch concerns the **Expert group on interregional credit transfer mechanisms and learning outcome systems (EG)** working on the new compendium. The initiative started in 2011 during ASEMME3 in Copenhagen. The creation of a Compendium of Credit Systems and Learning Outcomes was announced in 2013 in Kuala Lumpur as

tool to facilitate mobility and cooperation in Asia and Europe. The AES was appointed to update the compendium regularly. The last update was done in April 2016.

Last year the Expert Group decided that there was a real **need for a review of the compendium** since only a very limited number of countries were involved and templates were not filled in correctly as a glossary of indicators was missing. The Expert Group decided that the format and template of the compendium needed to be updated and should become a new tool permitting a quick and user-friendly mapping of three main topics. Its structure is **divided in three parts, namely HE system, Assurance systems and credit transfer mechanisms** in all higher education systems of ASEM member countries.

Since June, the EG created an online form with the AES to capture all the data until 1st October. Up till now 11 countries filled out the template completely. However, to make the tool effective, the EG need the support of all the ASME countries. **Ms. Soenen urged the participants to send the Compendium** at latest by the end of October. The EG will have a meeting in November where there will be a peer review on all the templates that have been collected. The EG will check if everything is filled in correctly and maybe get back to the countries if further information is needed. The next step is that the Expert group, with support of the AES, will develop a user-friendly online tool of the compendium to present to the ministers during ASEMME7.

The added value of the Compendium is its unique multilateral approach, sharing information between our countries on credit transfer mechanisms. **The final goal is to share information on these topics between Asia and Europe and make it a real useful tool, especially for HEI who can use this tool in daily practice.** Ms. Soenen is asking the audience to help to make this tool a success.

Magalie Soenen (delegate, Flemish Community of Belgium): ASEM Work Placement Programme

27 The second pitch of Magalie Soenen is about the ASEM Work Placement Programme (WPP). A little flyer has been distributed during the pitch. The WPP was proposed and agreed by the ministers during the 3rd ASEMME in Copenhagen in 2011. The ASEM Education ministers felt that the WPP would provide students of HE with the opportunity to discover the world of work in a different regional and cultural setting, gaining valuable experience.

The programme aims to establish, promote and to sustain a mutual exchange of interns between Europe and Asia based on balance and mutual benefits.

Therefore, a three-year pilot project was set up with participating countries in April 2015 (Belgium (FL), Brunei Darussalam, Germany, Indonesia and Thailand). Beginning 2018, the pilot programme ended and the work have been evaluated. **It was decided by the participating countries that the programme is very valuable and should be lead to the next level, focusing on restructuring the WPP.** All tools and documents that are needed for further implementation have been discussed also with the working group in June 2018. More streamlined documents have been created to be used by the different countries. An overview of all the mobility flows have been created, information has been set up for companies that want to participate in the programme (internship places). The participants of the programme are gathering testimonials of students: a flyer and a website are being created in collaboration with the AES (www.asemwpp.org). Thailand and Belgium (FL) have decided to create a co-shared secretariat to offer support to the programme. **The coordinators of the programme are calling for ASEM countries who would like to participate in the WPP** to offer more internships for students in European and Asian countries. Countries who would like to join the programme must not follow particular procedures or rules and should not hesitate to contact the programme members for further information.

Colin Tück, Director of the European Quality Assurance Register for Higher Education (EQAR)

28 Mr. Colin Tück is giving a short presentation of the services provided by EQAR. EQAR is working for several years since 2005 on concepts of QA standards in the European Higher Education Area (EHEA). This work is also linked to qualification frameworks, since **EQAR is working as the official register of quality assurance agencies that substantially comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).** On part of the agreed standards is that all national quality assurance agencies make an evaluation and accreditation report after they published their results to their HE communities.

There are still some questions about the accessibility on these reports. EQAR figured out from potential users who need to work with quality assurance reports that **accreditation and evaluation reports are not very well accessible, especially when they look to another country**, even in Europe. At the same time, there has been a move to automatic recognition over the last years and a lot of people stress that such automatic recognition on qualifications needs to be strongly based on quality assurance. **There is a need for recognition officers, HEI, Enic / Naric and recognition information centers to easily find whether particular HEI have been accredited or evaluated to QA standards.** That's why QA should be in line with ESG. There are two pillars of information on the website (for more information www.eqar.eu): on the one hand, there are the reports themselves related

to countries and their accredited HEI. On the other hand, there is the description of the QA system for every country.

Mr. Tück stresses **the potential interaction with the AEP**:

- ✖ Firstly, EQAR hopes that their tool will make the European QA system more accessible and understandable to Asian partners.
- ✖ Secondly, it might be easier to find out which HEI from the Asian partner countries might have been accredited by QA agencies.
- ✖ Thirdly, some synergies with the ASEM compendium on HE systems could be explored. Especially on this point there might be a possibility to build information on the EQAR system profiles. EQAR might also include some information on the Asian ASEM partner countries that could be built on the compendium because the EQAR does not have that information.

To conclude, there are some possibilities working together and to explore new possibilities of collaboration.

Discussions part 1

29 Ms. Reynders (AES) adds that two pitches have been on existing ASEM projects, **launching calls to contribute**. The two other presentations are **propositions for new initiatives**. The audience is invited to contribute on these topics.

30 Dr. van Liempt from the German ministry of education and research commented on the presentation of Dr. Angress about the 10 years of AEP. He is thankful for the excellent work that has been done and hope that **the publication will be an inspiration for further discussions**. A major question is about the big vision supporting these initiatives. This is a discussion that will be ongoing and Mr. van Liempt hopes that the publication will help to discuss these topics. For that reason, Mr. van Liempt announced that the Director general, Susanne Burger, will send copies of the publication to each ASEM delegation.

31 Dr. Chantavit Sujatanond from SEAMEO-RIHED is also commenting the publication.

- ✖ Firstly, there are some questions for the ASEM community about “the road ahead of the AEP’ and how the AES can be a force to make it really dynamic. An important issue for the ASEM partners to discuss is how partners can combine their work on the

national level without putting aside the multilateral efforts. For her, the role of the AES is an important issue for the AEP.

- ✖ Secondly, if the ASEM community wants to try to bridge two continents, then more countries should actively join. For that, people-to people connectivity is very important to make the AEP work and maybe the global principle of the AEP.
- ✖ Thirdly, Ms. Sujatanond states that the compendium is the opportunity to establish something like a common language: mutual understanding in education could be strengthened by working on the compendium.

32 Ms. Thérèse Zhang, Deputy Director for Higher Education Policy at European University Association (EUA), takes the floor regarding Dr. Angress presentation. Ms. Zhang suggested to have discussion on the publication and the vision of the AEP, because this concern the future of the process. Concerning the people-to-people connectivity, **there might be probably a lack of information on how to get involved in the HE sector. On that issue, the EUA is willing to contribute.** But at the end, it depends on what kind of vision the AEP wants to promote, so that **HEI also clearly see what their contribution could be and how this process could be benefit to them and would be their interest in participating.** Ms. Zhang hopes that this point will be put forward and discussed as well.

33 Dr. Keuk Je Sung, Director General of ASEM-DUO thanks the Austrian organizers and presents his thanks to Dr. Angress for her presentation. For Mr. Jung, the AEP needs visible deliverables. In that point, the ASEM-DUO is one of these few initiatives. The AEP is based on the philosophy which is the equal footing and that is what ASEM-DUO is all about: supporting a pair of students, one from Asia, one from Europe. This initiative has been put into operation for the last 18 years. That is a proof that ASEM can achieve something. ASEM-DUO supported more than 3600 professors and students to be exchanged. However, there is a big challenge concerning the severe imbalance in the contribution by ASEM members. During the last ten years, 80% of the finance came from the Asian side. Therefore, Mr. Jung would like to take the opportunity to **encourage ASEM members to take a more active role when it comes to finance the programme.**

34 Mr. Xiangyang Sun, Deputy Executive Director is representing ASEF and **welcomes the initiative of ESN to strengthen international student networks in Asia** and transfer their good practices and knowledge in internationalization at home. **ASEF would like to support the ESN initiative primarily through the 7th Asia-Europe Rectors Conference.**

35 Mr. Dominique Chatton, delegate of France quotes that **France gives much priority for the development of vocational education, also for younger students.** In this

respect, France is very interested in the ASEM WPP, but also for students with lower education which are not only enrolled in HE.

Pitches part 2

Miandy Munusamy, PhD student at the Asia Europe Institute, University of Malay:
Research “The internationalization of HE in Malaysia: the impact of the ASEM Education Process”.

36 Mr. Miandy Munusamy, would like to give some information about his research “The internationalization of HE in Malaysia: the impact of the ASEM Education Process”.

Efforts on promoting internationalization and at the creation of education hubs are on the rise worldwide. **In Malaysia, internationalization of higher education has become an important component** in the Malaysian higher education system. Since 2015, the aim is to create a higher education system that ranks among the world’s leading education systems and enabling Malaysia to compete in the global economy. **While Malaysia started to manage his higher education system by various strategic plans, the AEP has been launched in 2008** and has been developed since.

The research approaches the topic from two sides: on the one hand, it **questions quality of Malaysian higher education**. Only one Malaysian higher education institution, the University of Malaya, is ranked in the top 100 according to the QS Global ranking in 2018. In spite of 5.5% of the annual Government of Malaysia expenditure on higher education, the output seems very low. Regarding student mobility, the majority of students studying in Malaysia in 2016 were from Bangladesh and China and very fewer students from Europe are enrolled in Malaysian higher education institutions. On the other hand, **the research focuses on the impact of AEP for the Malaysian higher education**. During the last years, the ASEM process has contributed to the creation of a platform for ASEM partners to strengthen the internationalization of the higher education system through ASEM education four priority areas. The platform is also a major resource for Malaysian higher education system internationalization.

The higher education sector of Malaysia is mainly active in the AEP through the Asia-Europe Institute (AIE) ASEM Summer School project under the Balanced Mobility priority and the ASEM Recognition Bridging Declaration working group under the priority of Quality Assurance and Recognition (ASEMME4, 2013). Although Malaysia has been active in the AEP, the impact of participation does not show any tangible outcomes or policy development. Scholars also have observed that there is no precise strategy to engage with

Europe in Malaysia's internationalization plan. In this context, **the main aims of the study are to evaluate the rationale for international cooperation in the internationalization of higher education in Malaysia and to analyse how the ASEM Education Process can support this rationale.**

Mr. Munusamy gives a **literature review** related to his research topic, pointing out internationalization and network models as well as rational drivers of internationalization of higher education. Specific characteristics of AEP is also discussed by Mr. Munusamy, especially the cultural and associational process, an agenda-setting process, a policy transfer process, an instrument for intra-regional integration and building regional identity.

Regarding the methodology of his study, the mixed methods research design was selected for this study, conducting qualitative research with semi-structured interview and a Likert style questionnaire survey. The findings of the qualitative study offer that economic and socio-cultural factors become important rationales for Malaysian higher education internationalization and are moderately supported by the other two rationales; political and academic. The study also suggests that the term internationalization could not sustain without international cooperation in higher education through international networking and partnership which could be constructed under the political and academic rationales. In the second part of the research, the relative impact of the ASEM Education Process characterizes to advance the internationalization of higher education in Malaysia will be evaluated by using the simple regression analysis. The findings of both qualitative and quantitative study will be integrated by using the triangulation method to suggest an effective model of international cooperation for Malaysian higher education internationalization.

The ultimate goal of the research is to integrate network model, rationales for internationalization and the ASEM Education Process to advance the Malaysian higher education internationalization. In summary, the findings of the research will assist Malaysian higher education administrators to design an appropriate internationalization policy to realize Malaysia's aim to become an excellent international higher education hub in the region. Mr. Munusamy invites the audience to complete the questionnaire distributed and thanks the participants for having the opportunity to present his research.

Torben Schuster (delegate, Danish ministry of Education): [update on the ASEM Lifelong Learning Hub](#)

37 Torben Schuster is representing the directorate of the Danish ministry of Education and presenting a pitch about an existing project, the LLL HUB. **Denmark has been part of ASEM and the AEP for a long time and hosted different events and activities.** For the moment, Denmark is also hosting the secretariat of the LLL HUB which has several

strategic goals such as production and research-based knowledge and dissemination of knowledge. It also serves as an organization for exchange of students and academics. It consists of 5 networks with more than 500 researchers, 39 senior university leaders and councils, with an advisory board of 25 ministerial consultants and international organizations.

Regarding concrete outcomes, the LLL hub has produced networks and awareness, contributing to policy advice based on comparative research. It has been publishing books, articles, magazines, and policy recommendations. It has also organized conferences, seminars and others. As mentioned, the LLL hub is organizing 5 networks developing 21st century skills on e-learning and lifelong learning, workplace learning, professionalization of adult teachers and educators in ASEM countries. It has also extended views dealing with issues like the relation of LLL and sustainable development, the relation between LLL and disaster management, the relation between LLL and youth unemployment and the relation between LLL and migration.

The LLL HUB secretariat has for the past years been financed by the Danish ministry of foreign affairs with approx. 150.000 USD a year, plus the contributions from the participating research institutions. **The Danish Ministry of Foreign affairs, however, is phasing out the resources of funding from 2019. The ASEM community is asked to find other resources of financing the LLL HUB.** It is Mr. Schuster's hope that another country will continue the work on the LLL HUB for the future.

Xiangyang Sun (Deputy Executive Director of ASEF): Education programmes ASEF

38 Mr. Xiangyang Sun thanks the Austrian Ministry of education, science and research and the AES for hosting and organizing this SOM1. **ASEF has been implementing projects since 1997 to engage civil societies of both regions into the ASEM Process,** covering areas of education, culture, economy, governance, public health and sustainable development. ASEF reaches out thousands of young people each year studying or working as teachers and academics at education institutions across Asia and Europe.

ASEF's current focus is on Access to Education and Youth Employment, which ensures that all our education projects contribute to the achievement of the 17 Sustainable Development Goals (SDG), especially to Goal number 4: "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all."

Within ASEF's Education projects, 2 summer universities have been organized since ASEM ME6. One focused on youth with disabilities, while the other one contributed to the

sustainability of the tourism industry. Another flagship project, the 3rd ASEF Young Leaders Summit – which is happening in Brussels at the moment – deals with the topic of ethical leadership, contributing to several SDGs as well. ASEF also supported 23 online collaboration projects among secondary school teachers from Asia and Europe to promote sustainable living and global citizenship education. The 14th ASEF Classroom Network conference takes place next month in Finland and will explore gender equality.

However, the most prominent example of the ASEF Education Department's goal to include sustainable development as a horizontal priority to its projects, will be the 7th ASEF Rectors' Conference and Students' Forum (ARC7). The conference will explore 3 areas of action: (1) how can SDGs be integrated into university governance; (2) what actions can higher education actors take to make a social impact; (3) how can internationalization strategies be reoriented to comply with the sustainable development values?

Furthermore, ARC will provide food for thought to the ASEM Education Process in the lead up to ASEM ME7. ARC7 participants will also provide 2 sets of policy recommendations drafted by students and rectors respectively, which will be presented to the ministers at ASEMME7.

Mr. Xiangyang Sun calls for dialogue and to approach the ARC7 partners present at SOM1, especially Ms. Thérèse Zhang, representing the EUA, Ms. Marie-Céline Falisse, representing the ESN, Mr. Mihai Ghigiu, representing the National University of Political Studies and Public Administration (SNSPA) in Romania, the host of ARC7.

Mr. Xiangyang and ASEF is at the disposal of the ASEM community and thanks the audience for the attention.

Saskia Weißenbach (German Academic Exchange Service (DAAD)): how to further develop the ASEM Education Process?

- 39** Ms. Saskia Weißenbach is representing the German Academic Exchange Service (DAAD). Ms. Weißenbach thanks the host and the AES for the organization of the event and the opportunity to present her speech. Since the last years and since the DAAD is part of the process, the ASEM community discusses on **how we can involve the education sector more in the political level and how can we improve dialogue**. Therefore Ms. Weißenbach provides examples of Germany, where DAAD involves national partners and German institutions through conferences on relevant ASEM Education themes. The outcomes of these conferences are taken to political level for further discussion in ASEM Education.

DAAD is thinking on **how to use this existing structure to further develop the AEP.** Therefore, the DAAD suggests constructing a **standing working group**, surrounded by the AES. Within this standing working group of ASEM Education experts (open to all ASEM partners): the outcomes of national or international conferences are being discussed as well as national developments and the outcomes of ASEM Education Initiatives. Within the working group, these outcomes can be transformed into policy recommendations which can feed into a strategic action plan with indicators where ASEM Education should go. Therefore, the DAAD proposes following:

- ✖ Establishing **standing ASEM Education working group** (SWG), open for Members of all ASEM countries and Stakeholders, supporting the AES
- ✖ In this standing working group, national and regional developments (outcomes of conferences and policy developments, ASEM Education initiatives,...) can be discussed to be revised and transformed into policy recommendations
- ✖ Formulated **policy recommendations could then be transformed into an action plan**, with indicators.

The aims of this proposal are the following:

- ✖ **achieve more continuity of the process** through stable SWG (despite rotating Secretariat/ change of responsibilities in the respective ministries),
- ✖ **Fostering the reciprocity between the two pillars** of dialogue and results resp. between national education levels and policy discussion,
- ✖ Create and propose **strategic action plans to deepen discussion on future actions**,
- ✖ Provide **Chair's Conclusions with more thematic profoundness** without influencing the informal character,
- ✖ Create **a flexibility of the ASEM Education Priorities** to ongoing initiatives and developments on all / different national levels,
- ✖ **Support ASEM Education Secretariat** with national experts and profound discussion,
- ✖ **Making AEP and its success stories more visible** and use it for the common goal of bridging the continents and fostering sustainable cooperation,
- ✖ Create **synergies with other international initiatives and processes** and raise awareness of existing initiatives (national, EU, international);
- ✖ Advantage: no need to implement new formats, but upscale outcomes onto policy level
- ✖ ensure input on Chair's Conclusions for ASEMME 7 in May 2019

- 40** Ms. Magalie Soenen: The Flemish Community of Belgium is completely **supporting the idea of Saskia Weißenbach concerning a clear vision for the future**. It is important to take the AEP one step further after these fruitful 10 years and to the next level. The Flemish Community supports the idea of an umbrella strategy, preferably with a working plan for a 2 years cycle and making the engagements of our ministers more concrete. It was mentioned that we should find synergies between ASEM initiatives and other initiatives, such as the Bologna process. Many topics on HE are being discussed in these different fora. So why not doing it together?
- 41** It was stated that **HEI are not very aware about the AEP**. Thus, a way to better involve institutions should be found.
- 42** **Ms. Reynders reminds the importance of continuing the LLL HUB**. The work should be continued and should find a partner that takeover the HUB, maybe in a new form. Secondly, the AES is welcoming the idea of DAAD on the strategic development of the AEP and the establishment of a standing working group to support the AES in this. More concretely, if everyone agrees, the AES would like to add this point into the Chair's Conclusions in May 2019 so that a working group can already start with a mandate.
- 43** **Dr. Van Liempt** signalise the support from the German government to this idea of establishing a permanent working group.

ASEM Education Process: Chair's conclusions

Presented by Miandy Munusamy and David Urban

- 44** The **AES made a call to host the next ISOM, SOM1, SOM2, ASEMME and the next ASEM Education Secretariat**. Although the dates suggested are not written in stone, the ISOM should be at least organized in the beginning of 2020, the SOM1 in the 2nd part of 2020 and ASEMME8 in the first half of 2021. Preferably, the host countries are alternating between Asia and Europe.
- In the ideal situation, the next ISOM will be organized in Europe as the last ISOM took place in Indonesia. **For the next cycle SOM1, SOM2 and ASEMME8 would be organized in Asia**, but this scheme could be open for flexibility. The AES encourages partner countries to inform the secretariat as soon as possible about their possible interest as the host countries for the meetings and the secretariat should be endorsed by the Ministers during the ASEMME7 in May.
- 45** Dr. Van Liempt confirmed that **Germany is a candidate to host a meeting during second half of 2020** when Germany takes up the Presidency of the European council.

- 46** Ms. Magalie Soenen suggested that the ISOM should be organized at the end of 2019. This schedule would fit better if the aim is to have a more strategic working plan.
- 47** The AES invites all ASEM member countries to communicate their interest in hosting a meeting or the Secretariat.
- 48** The AES presents the structure of the Chair's conclusions (CC's), reminding the purpose of the CC's and the drafting procedure ([link to the presentation](#)). The AES recalls the ongoing initiatives and invites for new initiatives for each priority area. The proposals for new initiatives during the pitches will be included in the draft.

ASEM Education Process: Stocktaking report

Presented by Nadia Reynders

- 49** Nadia Reynders of the ASEM Education Secretariat presented the different steps that are taken and planned regarding the revision of the Stocktaking Process ([link to the presentation](#)).

In the Chair's Conclusions of ASEMME6 (CC 47) the Ministers mandated the ASEM Education Secretariat to reorganize the stocktaking of the ASEM Education Process for each priority area towards process reporting.

Based on this mandate, the ASEM Education Secretariat believes that a stocktaking report with more analysis of results and conclusions of the different ASEM Education initiatives, can only be successful with the support of experts from ASEM partners. Therefore, the ASEM Education Secretariat introduced some adjustments in the current process of developing the Stocktaking report to optimize the report.

The Stocktaking process takes place in following stages:

- 1. Drafting of a template and the structure of the report:** the AES has organized a meeting with a Task Force in September 2018 to evaluate the current structure and to develop a new structure
- 2. Questionnaire to collect input on the ASEM Education Initiatives:** the AES had developed a questionnaire which was sent out to partners and stakeholders in October for input
- 3. First draft of the report written by the ASEM Education Secretariat:** first draft will be written, and feedback of the Taskforce collected (January 2018)

4. **Feedback and input by partners and stakeholders on first draft:** a first feedback round will be organized in February 2019 for which partners and stakeholders will be asked to deliver additional input and to review the report
5. **Second draft of the report written by the AES:** the AES will write a 2nd draft based on the input of partners and stakeholders (March 2019)
6. **Feedback and input by partners and stakeholders on second draft:** a second and final feedback round will be organised April 2019)
7. **Final report presented and disseminated during the ASEMME:** Final report will be available (May 2019).

The first stage, the **Task Force meeting** to redraft the current structure took place in Brussels in September 2018, organized by AES, to which all partners and stakeholders were invited. Following partner countries and stakeholders participated: Austria, Belgium, Germany, India, Malaysia, Vietnam, SEAMEO RIHED, European Commission, ASEF, Erasmus Student Network, European Students Union (ESU), the European University Association (EUA) and the European Quality Assurance Register for Higher Education EQAR.

At first, the taskforce brainstormed on the **objectives and features** of the stocktaking report: different objectives and criteria were formulated such as:

- The Stocktaking report should have clear objectives
- The format should be user-friendly (digital format with hyperlinks and visuals/Infographics)
- Information for different target groups with different needs should be available
- A matrix should be included with a clear overview of the initiatives
- The report should evaluate the strategic aims
- Report should contain recommendations for partners and stakeholders
- A transversal analysis should take place: between initiatives, between initiatives and aims, between ASEM Education and the broader policy context in Asia and Europe

The structure of the report will look as following:

1) Introduction

- Introduction to ASEM and ASEM Education Process
- AEP within regional and international cooperation and policies
- Aim of Stocktaking process
- Methodology of Stocktaking

2) Background on AEP



- Info on partners and structure
- Visuals of history, milestones, ...
- 4 priorities explained
- ASEM Education Secretariat

3) Progress of AEP (input from questionnaires)

- Overview in table (target groups, type of activities, countries involved, hyperlinks)
- ASEM Partners Initiatives and Programmes: description of progress, hyperlinks to documents, challenges and plans, ...
- ASEM Stakeholders Initiatives and Programmes: description of progress, hyperlinks to documents, challenges and plans, ...

4) Analysis of AEP (input from questionnaires)

- Analysis of previous chapter: synergies or possible synergies between initiatives
- Strengths & Needs
- Linking to research findings, policy developments (regional, international, local)
- Recommendations for the further process

5) Conclusions

- Future direction and expected outcomes
- Recommendations for upcoming Chair's Conclusions
- Call for involvement/commitment with concrete suggestions

Milestones on the way to Romania

Cristina Macé, Adviser for International and European Relations, Ministry of National Education, Romania

50 Ms. Macé welcomes all senior officials, delegates, partners and stakeholders of ASEM. Together with Ms. Daniela Burghila, Director General for Higher Education, Ms. Macé is part of the team at the Ministry of National Education responsible for organizing next year's ASEMME7 in Bucharest. For this SOM1, Prof. Alexandru Mihai Ghigiu, Vice Rector at the National University of Political Studies and Public Administration (SNSPA) in Bucharest joined the delegation. SNSPA will host next year's ARC conference and students' forum (ARC7).

On behalf of the Romanian Ministry of Education, Ms. Macé expresses her thanks to Austria and Krems for hosting the SOM1 and to the director of the Danube University of Krems for providing the venue for the meeting. Her thanks also go to the AES for

support in preparing the next ASEMME and to ASEF for their support in preparing the 7th Rectors' conference and students' forum (ARC7).

Ms. Macé reminds the participants of the dates of the next meetings hosted by Romania: the ASEF Rectors' conference and students' forum (ARC7) on 11th – 14th of May 2019 back-to-back with the SOM2 on the 14th of May 2019, followed by ASEMME7 on the 15th and 16th of May 2019. The ARC7, SOM2 and ASEMME7 will be organized by the Ministry of National Education of Romania in cooperation with the Romanian National Council of Rectors and SNSPA. All three events will take place at the Palace of the Parliament in Bucharest, except for the first day of the Students' Forum which will take place at SNSPA.

The Ministry of National Education of Romania is glad to organize those very important ASEM meetings during the Romanian Presidency of the European Union Council. **Next year, for the first time, ARC7 will take place back-to-back with the SOM2 and ASEMME7, so that attendees of ARC7 could meet and discuss with the senior officials and ministers.** In this regard, a common evening dinner with students, rectors and senior officials will be organized on the 14th of May. In the morning of SOM2 and ASEMME7, there will be time provided for bilateral and working group meetings, upon request.

The Romanian organizing team is pleased to announce the **theme of the ASEMME7**, which reflects the continuity of the discussions within AEP. During ASEMME6, the ministers not only endorsed the conclusions by the chair, they also adopted the Seoul declaration, making an analysis of the past ten years of the AEP, but also projecting a vision for the next ten years. Having these documents in mind, the following theme is suggested: **"Connecting education: inclusion, mobility and excellence in support of the Sustainable Development Goals."** The Ministry of Education hopes that the participants support this theme by joining the ministers meeting.

Finally, Ms. Macé concludes with **practical information**: the official invitation letter will be sent out by the end of December this year, along with the draft agenda of SOM2 and of ASEMME7. The next steps will be drafting the Stocktaking Report from Seoul to Bucharest and the Chair's Conclusions in collaboration with the AES.

- For further information or questions regarding the SOM2 and the ASEMME meetings, the ministry of education provides an email address: asemme7@edu.gov.ro.
- Also, for the ARC7, there is a specific email address: secretariat.bucharest@snsa.ro.

Ms. Macé thanks the audience for the kind attention and finishes the session with a short video of Romania.

Farewell

Friedrich Faulhammer, Rector, Danube University

51 Mr. Faulhammer thanked the audience for giving him the opportunity to contribute again to this conference. When the ASEM Process started in 1996, Austria accepted for the first time the Presidency of the EU.

Mr. Faulhammer got involved the ASEM process during the ministerial meeting in Kuala Lumpur for the first time in 2013 and it was a very impressive experience to see how these two regions find mutual understanding by working together.

Since then, he tries to contribute to this cooperation and better mutual understanding between Asia and Europe. **The Danube university supports the Asia UNINET network** which is a network between Austrian universities and south east Asia. The Danube university has two partners in Erasmus mundus programme and rector Faulhammer is very much interested in the collaboration with Asia, following up the rector's conferences in Prague and Singapore.

Mr. Faulhammer is glad he could contribute at least to facilitating the conference as a host in Krems. In his opinion, the AEP needs concrete projects and not only speak about cooperation. Mr. Faulhammer heard that there have been some discussions about the future of the LLL HUB within the AEP. **He can state from his university side that he brings this message to his university colleagues and they will think about the idea of taking over the LLL HUB.** This might be the opportunity for the Danube University to give a sign and really working together. Mr. Faulhammer is thanking the audience for its attention and he is very much looking forward to the rector's meeting in Bucharest and wishes all the best to the Romanian colleagues in preparing the conference.

Dr. Christoph Ramoser, Head of department, Internationalization and promotion of young researchers for universities

52 Dr. Ramoser shared some final remarks on important challenges and evolutions that the AEP should take into account:

- ✖ the life cycle of education and qualification is shorter than in the past, which is a strong challenge for our Education systems, especially for LLL.
- ✖ there is a challenge on how qualifications are communicated and what should be documented.

- ✖ the fast changes in the labor market with all its challenges for the education systems and for the development of curricula which are developing much slower.
- ✖ the need for new teacher skills and new role models for teachers, not only during their training in the beginning of their career, but also during their whole work life in the sense of LLL.
- ✖ the differences of education systems in ASEM partner countries, e.g. the meaning of a PhD (student or researcher).
- ✖ the sharing of information between HEI and the big challenge for future e-learning initiatives, understanding our partners to foster collaboration.

During SOM1, participants were speaking about e-learning, cyber universities and about the interaction between teacher and students, which is also a challenge for the international cooperation as such: **should we keep the traditional mobility and exchange or should we focus on the e-mobility?** What are the pros and what are the cons? We know that we must exchange information and to share experiences.

This might not be very spectacular if you are thinking in political terms. But sharing experiences is essential for everyday work at the HEI and the ministries. And this is the very **important issue of the AEP: having exchange and information.**

The ASEM community should keep that in mind that at the one hand, there is our day-to-day work and at the other, there is the need for concrete project results. We need both.

Finally, Dr. Ramoser thanked the host, Mr. Friedrich Faulhammer, for inviting us in Krems and conference team for their great work. Dr. Ramoser thanked everybody for coming to Austria and wished the participants a smooth trip back home.