

Overview of the Results of the Early Consultation with ASEM member states and stakeholders

1.	2.	3.	4.	5.
State/ organization	<p>Should the four main priority areas (quality assurance and recognition; engaging business and industry in education; balanced mobility; lifelong learning and technical and vocational education and training) be maintained or reviewed during the ASEM ME5?</p>	<p>What complementary measures might be necessary to promote closer cooperation among education policy makers, higher education institutions, student organizations, employers and other stakeholders within the ASEM education process?</p>	<p>To what extent does the promotion of fair recognition of qualifications and study periods, as well as comparability of qualifications and learning outcomes facilitate balanced mobility between Europe and Asia? What are other obstacles?</p>	<p>Do you agree that more attention after the ASEM ME5 should be paid to encourage cooperation among ASEM countries to promote development of basic, transferable and professional skills of individuals, in particular young people, to facilitate their integration in the labor market, improve their further education opportunities and social integration?</p>
ASEF	<p>ASEF supports the continuity of the four priority areas of the ASEM Education Process, but also encourages being open to reviewing the topics addressed by 4 priorities</p> <ul style="list-style-type: none"> • Currently, ASEF's projects cover mostly areas 2, 3 and 4 • Inclusion of a 5th priority area (Education and Sustainable Development - ESD) could be considered. <p>ESD (educational efforts to foster attitudes, knowledge, skills behaviors among citizens that are indispensable for creating a sustainable future) has gained much importance worldwide.</p>	<p>Create a tool to monitor the developments and progress of ASEM Education process (use as example ISOM 2014 presentation matrix).</p> <p>Also 2013 Stocktaking Report by the ASEM Education Secretariat proposes the following tools, which could be reviewed and/or further developed to complement initiatives and create synergies:</p> <ul style="list-style-type: none"> • Programmes – to fill the ASEM Education Process with 'life' • Knowledge bases – built through surveys/studies to share experiences and 		

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	<p>Another topic pertinent to both Asia and Europe is youth unemployment, which could be addressed as a key topic under the priorities.</p>	<p>information as well as to increase visibility and transparency</p> <ul style="list-style-type: none"> • Initiatives – to foster outcome-driven activities • Expert groups – to assist in policy/ project formulation and to support the design and implementation of possible reforms. 		
<p>Australia</p>	<p>Suggests to review current priority areas as they were identified back in 2011.</p> <p>Out of four areas, Australia has a particular interest in quality assurance and recognition and balanced mobility. It is not only watching other multilateral fora, like UNESCO work on Global Guidelines, but also developing regional qualifications framework in Asia-Pacific and aligning Australian and European Qualifications Frameworks Australia's examples could provide a strong basis for further ASEM development.</p> <p>In future, Australia is interested in research collaboration and teacher</p>	<ul style="list-style-type: none"> • Cooperation of policy makers with other multilateral fora • Establishment of ASEM education 'Track 2' process, reaching out to non-governmental and student organizations and employers. 	<p>ASEM members could become party to either Lisbon Convention or the Tokyo Convention (both have mechanisms for the fair recognition of qualifications).</p>	<p>Australia supports efforts to promote the development of basic, transferable and professional skills of individuals to facilitate integration into labour markets and would welcome further exploration of joint activities that would support this objective.</p>

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	<p>quality and standards: it is currently working to identify world's best practice in teacher education programmes and would welcome any further work undertaken in this area.</p>			
Austria	<p>Current priority areas should be maintained. Suggests to start an evaluation process on the different outcomes of current priorities.</p>		<p>In respect of fair recognition it should be considered that spare use or even reduction of regulatory measures would ease the work and the exchange between ASEM countries.</p>	
Belgium (Wallonia-Brussels)	<p>Proposes a better defining of the scope of cooperation. Suggestions: focus on higher education exclusively; Shift the focus of the 4th priority area from TVET to LLL as for many countries TVET is a strictly separate sector from the higher education; Revise the wording of 2nd priority area to ensure equal engagement of business and higher education sectors; Systematic discussions on qualification frameworks in the Asia and Europe cooperation and linking QFs with the 1st priority area.</p>	<p>Involvement of the HE stakeholders should take place more structurally within the process and also within the follow-up/implementation activities.</p>	<p>A fair recognition won't automatically foster a more balanced mobility between Asia and Europe. Mobility problem should be tackled through promotion strategies fostering two-ways mobility. Ethical dimension of recognition and mobility in order to avoid that recognition will only cause more brain-drain and imbalances between regions, which has been discussed on a UNESCO global convention on recognition.</p>	<p>Broader missions of HE should not be forgotten. Focusing too much on the employability issue might foster a utilitarian vision of HE and this cooperation process. Both regions are facing very diverse challenges, not requiring the same answers in terms of employability, therefore, tackling this via the first two priority areas would work.</p>

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Brunei Darussalam	Current priority areas should be maintained. It is crucial for ASEM ME5 to identify the progress of the projects and programs identified under each priority area.	<ul style="list-style-type: none"> • Website or regular email update sharing the activities/ programmes of the four priority areas • Summer exchange programmes • Invitation for joint research • Internship opportunities • Ministerial commitment to ensure the sustainability and success of the ASEM education process. 	<p>Obstacles:</p> <ul style="list-style-type: none"> • Variation in academic calendar among the HEIs • Language barrier • Visa issues, especially for student internship. <p>Better mobility is facilitated by comparability of qualifications and learning outcomes.</p> <p>Student exchange, involving spending a semester or two in a partner university, is becoming less complicated due to clearer conversion of modular credits and identification of expected learning outcomes.</p>	<p>More attention should be given to encouraging this cooperation.</p> <p>Internship or apprenticeship opportunities/programmes in ASEM member countries for students from TVET and HEIs would enhance their hands-on or industrial skills hence increasing their employability.</p>
Cyprus	Current priority areas should be maintained. Cyprus enhances that engaging business and industry in education and LLL and TVET is crucial for the employability of graduates.	Invite the European Commission to include in its agenda specific seminars/fora with representatives of all stakeholders from all regions.	<p>Balanced mobility will be enabled by developments of the quality assurance systems and recognition mechanisms.</p> <p>Obstacles:</p> <ul style="list-style-type: none"> • Visa problems • Recognition of the period spent studying in other countries • Incompatible credit system. 	Facing an economic crisis and trying to deal with youth unemployment, promoting professional development and education and skills is essential, therefore, more attention should be paid to this issue after the ASEM ME5.
Estonia	Current priority areas should be maintained.	Focus should be on already chosen activities trying to implement them in the best way possible.	Harmonization of frameworks is important so that trans-national education becomes a norm and not an exception for students.	<p>More attention should be paid.</p> <p>Since ASEM ME is informal network without direct financial</p>

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	Estonia is mainly interested in an active participation and information about activities regarding quality assurance and recognition.		Obstacles: <ul style="list-style-type: none"> • Funding • Language skills • Immigration issues. 	means this task is more country-specific although change of information and best-practice could be welcome.
European Commission	Current priority areas should be maintained. Particular interest in mobility between Europe and Asia.		Credit recognition for students between ASEM members is the single biggest obstacle to mobility. Europe has a large vested interest in advancing this work, given that under Erasmus+ almost 150 million EUR will be dedicated to credit mobility between Europe and the Asian members of ASEM.	
Germany Sekretariat der Kultusministerkonferenz	ASEM ME 5 should focus on quality assurance and recognition, since this is the basis for the exchange of students and mobility.			
Germany	Current priority areas should be maintained. Suggests TVET being a separate priority area.	<ul style="list-style-type: none"> • Other events back-to-back with the ministerial meetings • Further stakeholder meetings • Meetings and sessions between students and Ministers • Discussion rounds with student representatives and representatives from the industry sector. 	Obstacles: <ul style="list-style-type: none"> • Missing recognition of qualifications and study periods • Missing comparability of qualifications and learning outcomes • Language barriers • Missing knowledge about foreign countries • High competition on available funds • Administrative burdens. 	<ul style="list-style-type: none"> • Envisage development of ASEM mobility programme • Monitoring and enlargement of implementation of the ASEM Curriculum adopted during ASEMME4

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			It is important to implement ASEM Recognition Bridging Declaration and establish National Information Centers in member countries.	
Japan	Current priority areas should be maintained.			
Lithuania	Current priorities are still important (especially quality assurance and recognition). Others priority areas should be included, when the current ones have been fully accomplished.	<ul style="list-style-type: none"> • Establish relations and hold a dialogue at all levels (policy-making and policy-implementation) • Organize regular meetings (e.g. once a year) of policy-making and policy-implementation organizations to plan joint activities and share experience. 	<p>Obstacles:</p> <ul style="list-style-type: none"> • Countries lack the knowledge about: <ul style="list-style-type: none"> - higher education systems - conferred qualifications - traditions • Lack of trust • Different principles in recognition of qualifications • Finances. <p>There is a necessity for:</p> <ul style="list-style-type: none"> • Observing the criterion of acceptability rather than equivalency • Various support schemes • Very clear and coherent strategy • Bilateral agreements for recognition of diplomas. 	<p>Yes and no.</p> <p>On one hand, main advantage a person derives from the higher education is basic transferable skills and competences.</p> <p>On other hand, in some study fields, most often in activities related to regulated professions, special professional skills are crucial in quality training.</p>
Malaysia	Current priority areas should be maintained.	<ul style="list-style-type: none"> • Further integration of the quality assurance framework among ASEM member countries 	<p>Obstacles:</p> <p>Diverse education systems, culture and languages.</p>	<p>More balanced mobility among students and academic staff should be promoted.</p>

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	<p>Malaysian community colleges are still making inroads into these areas (e.g., colleges' programs are in the process of being evaluated to obtain Full Accreditation). Also engaging business and industry in education, allows to conclude that colleges' programs based on the TVET framework and emphasizing hands-on learning need to be constitutently reviewed and updated.</p>	<ul style="list-style-type: none"> • Concerted effort in creating a more balanced mobility of students and academics between European and Asian countries • Placement of education policy makers on a short term basis between European and Asian countries to learn about the best practices among participating countries • Wider access, funding support and mutual recognition among ASEM education institutions. 	<p>Fair recognition of qualifications, study periods and comparability of qualifications, learning outcomes will facilitate balanced mobility.</p> <p>Thus, more efforts should be paid to finding the commonality of the education systems between Asian and European or even among Asian countries.</p>	<p>Joint degree program in some common areas of studies (e.g. tourism and hospitality, security, green technology).</p>
Norway	<p>Four main priority areas are still important.</p>			

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Romania	<p>Current priority areas should be maintained.</p> <p>In Romania there is a need for:</p> <ul style="list-style-type: none"> • Development of the partnership between the education and the business sector • Quality assurance and improvement in the roles fulfilled by economic partners • Increasing the participation of people in trainings. 	<ul style="list-style-type: none"> • Development of sectorial framework strategies; • Promoting the development of basic professional and transferable skills in prioritized economic sectors, especially for youth; • Organization of ASEM associations/networks at different levels of stakeholders, bringing together representatives of the participating countries. 	<ul style="list-style-type: none"> • Difficulties in financing schemes and programs • Different capacities of mobilizing human and financial resources • Different levels of political maturity • Varying degrees of experience • Differences in the harmonization of procedures for the recognition of qualifications and study periods • Different description of qualifications in ASEM countries • Lack of mutual recognized credit transfer systems • Fear of potential brain-drain • Security and fear of potential terrorist attacks • Learning difficulties of national or international languages. 	<p>Potential joint activities</p> <ul style="list-style-type: none"> • Exchange of experiences and best practices • Thematic meetings on issues of common interest • Launches of public debates • Joint schemes and programs dedicated to HE • Academic and research exchanges • Portability of grants and bank loans for studies • Social insurances regarding calculation of retirement rights of teaching and research staff, participated in international mobility • Facilitating increased mobility of highly qualified human resources.