



**Asia-Europe Meeting**

**the ASEM Education Secretariat**

## **SUMMARY 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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## Introduction: Welcome words

Welcome words by [RECTOR FRIEDRICH FAULHAMMER, Danube University](#)

- 1 Rector Friedrich Faulhammer focused in his welcome speech on the linkage between the theme of this SOM1 *“Pathways to recognition. A contribution to the Sustainable Development Goals (SDG) from a Lifelong Learning Perspective”* and his university ‘the Danube University of Continuing Education. He introduces the university as one of a few Lifelong Universities in Europe, focusing exclusively on working adults. Therefore, the venue of the SOM1 meeting is a unique location that fits perfectly within the overarching theme of the meeting.

Welcome words by [BARBARA WEITGRUBER, Austrian Federal Ministry of Education, Science and Research](#)

- 2 Dr. Weitgruber emphasized the clear role of the ASEM Education Process in the achievement of Sustainable Development Goal 4. Therefore, this SOM1 meeting focuses specifically on ‘recognition and quality assurance’ to create mutual trust for increasing transparency, comparability and permeability for better Europe-Asia collaboration and mobility.

Welcome words by [David Urban, ASEM Education Secretariat \(AES\)](#)

- 3 David Urban introduced the overarching theme and explained how the ASEM Education Process can support the realization of the SDG4. The AEP can create more transparency in education systems and mutual trust to facilitate interregional and institutional collaboration as well as university-business collaboration. Collaboration between all these different levels can be a strong catalyst for Lifelong Learning.

## Keynote and Discussion

Keynote Presentation 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.

His 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.

Furthermore, he has shown how technology can affect qualifications but also how we can leverage technology to support and address issues in the qualifications agenda. Finally, Mr. Chakroun gave an overview of the UNESCO's instruments on TVET and Higher Education, relevant in the discussion on qualifications and recognition. (cf. [presentation](#))

### Discussion and conclusions

- 5 After the keynote presentation, the participants have formed 5 groups for further discussion. Groups confirmed the importance of the AEP to support the SDG's: more collaboration between and integration of educational levels (Higher Education and TVET) and regions can support Lifelong Learning. In a fast-changing world, flexibilization is the key word: both in education systems (flexible learning pathways and recognition of qualifications, flexible qualifications and curriculum meeting labor market needs) but also in teaching and learning methods: blended learning, mobility, developing 'soft skills' and 'lifelong learning skills', digitalization (cf. digital badges, but also digital mobility). AEP should function as a platform to exchange good practices and experiences in all these new approaches, not only to adapt to economic changes but also to meet demographic and environmental challenges.

## Workshops

### Workshop 1 – Tools for recognition: Quality Assurance and Recognition stand for a welcoming culture and a culture of trust

- 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. The workshop was chaired by Ingrid Wadsack-Köchel from the Austrian Ministry of Education and Research.
- 7 The workshop started with a presentation by **Kitty Fehringer** on the **EURAXESS** initiative contains a pan-European portal to mobilize researchers (with research vacancies, calls for applications,...) as well as a network of 40 national networks and 500 centers to support researchers in mobility. More info on <https://euraxess.ec.europa.eu/> (cf. [presentation](#))
- 8 In a second presentation, **Madhu Singh** from the UNESCO Institute for Lifelong Learning, focused on the outcomes and trends emerged from the collaborative **Global inventory of Qualification systems** and how these conclusions relate to the ASEM Education Process and the Agenda 2030. Furthermore, she explained how the Global Inventory can be related to other existing and upcoming tools and instruments (UNESCO's world reference framework and the global and regional conventions). Mrs. Singh also focused on the connection between qualification frameworks and quality assurance and recognition. Finally, she showed the link between qualification frameworks and validation processes of skills. (cf. [presentation](#))
- 9 **Arjen Deij** (European Training Foundation) added to Mrs. Singh's presentation that the ASEM Education process could contribute to the next version of the Global Inventory by integrating countries' needs.

- 10** After the presentations, participants discussed at 2 different tables about the opportunities of the Global Inventory for the AEP and about mobility. The conclusion was that the Global Inventory encourages peer learning and mutual understanding and that it is an important tool to create more trust and transparency for collaboration and dialogue within ASEM Education. But the AEP process can also support the further development of the Global Inventory (for example in an expert group) by providing input on challenges, issues and topics and promoting the Global Inventory.
- 11** During the 2<sup>nd</sup> 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.

## Workshop 2: Collaboration to stimulate transition between educational levels and systems

- 12** The second workshop focused on how individual learning pathways can change over time and how education systems should adapt to the needs of creating these (individual) learning pathways. The projects presented have shown a diversity in different approaches to address the needs of individuals in Europe and Asia. The workshop was chaired by Prof. Olga Oleynikova of the Erasmus+ National Agency Russia.
- 13** Prof. Oleynikova presented first the advantages and challenges related to individual learning pathways and underscored the importance of concrete actions at national and international level such as a national legal framework and qualification frameworks together with recognition of qualifications and competences based on learning outcomes. (cf. [presentation](#))
- 14** A good practice example of bilateral and multilateral collaboration to stimulate transition was presented by Ms. Nyussupova (Al Farabi Kazakh National University) and Dr. Stroble (University of Salzburg). (Cf. [presentation](#))
- 15** The 2<sup>nd</sup> good practice example was presented by prof. Bang from the Konying Cyber University that creates blended educational content – both offline and online – accessible to students from everywhere and at different stages of life. Furthermore, prof. Bang presented the ASEAN Cyber University Project in which the capacity of ASEAN countries is built to establish their own cyber university courses. (cf. [presentation](#))
- 16** Ms. Friedrich of te OeAD shared some of the organisation’s work on international credit mobility. The OeAD supports mobility through research projects within he ASEAN-European Academic University Network (ASEAN-UNINET). (cf. [presentation](#))
- 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 ([cf. presentation](#)).

- 18** After the presentations, participants discussed at 2 different discussion tables comparing experiences, on how and why ASEM Partner countries should collaborate with each other to facilitate transitions between educational levels and systems. At operational level (between institutions or Ministries) a clear collaboration framework is needed as well as commitment of all involved partners. Differences in systems and in grading scales is one of the greatest challenge but credit comparison agreements, centralized information about institutions could help this. The conclusion was that the AEP still has untapped potential to tackle many of the international challenges.

### Workshop 3: academia and non-academia - a challenging cooperation

- 19** This workshop focused on the collaboration opportunities and challenges between businesses and education and was chaired by **Henk Van Liempt** (International Cooperation in Education, BMBF, Germany). Good practice examples were showcased and opportunities for ASEM Education discussed.
- 20** In a first presentation, **Prof. Lindner** highlighted the importance of Entrepreneurship Education. He also presented the TRIO model in which entrepreneurship is defined at 3 levels: Core Entrepreneurial Education, Entrepreneurial Culture and Entrepreneurial Civic Education. (cf. [presentation](#))
- 21** **Dr. Filiz Keser Aschenberger** (Danube University) focused on the importance of Lifelong Learning for businesses against the backdrop of demographic, socio-economic and technological changes. 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. (cf. [presentation](#))
- 22** In the last presentation by **Claudia Linditsch** (University of Applied Sciences, Graz) presented 3 projects that focus on the enhancement of University-Business cooperation in Asia. TOURIST (implementation of competence centers in SE Asia for Sustainable tourism), INSPIRE (social entrepreneurship in Indonesia's Higher Education) and UNITED (engineering knowledge transfer units in Indonesia, Malaysia and Thailand). (cf. [presentation](#))
- 23** During the table discussion, participants have discussed and analysed the expectations and requirements from education sector and the private sector. It was concluded that more institutionalised discussion is needed to develop shared strategies with different actors. Therefore, an interdisciplinary approach is needed with active collaboration between education sector and industry.

ASEM Education could play a crucial role in bringing different actors together and disseminate information regarding academia and industry collaboration for policy development and system improvement with initiatives such as the ASEM University-Business forum, credit recognition and apprenticeship programs.

## Presentation '10 years of the ASEM Education Process'

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

**24** 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. Dr. Angress' presentation focused on lessons learnt that are presented in the last chapter of the publication ([cf. presentation](#)). Participants were strongly encouraged to go online and read to publication. [The publication is if freely accessible on this link.](#)

The publication provides an analysis in a comprehensive and multifaced portrait of the ASEM Education Process. Most part of the publication goes to taking stock and the history of AEP based on the experiences from different contributors and includes an analysis of strengths and weaknesses, opportunities and threats. The last part of the publication looks at the future. The last chapter is entitled 'the road head' and comes up with a view based on the questions 'Where does the AEP go? What does the ASEM Education community want'?

## 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). 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. The ESN is therefore looking for partners and stakeholders interested in being involved in the initiative from its very beginning. The pilot would start after ASEMME7, having a kick-off meeting in Summer 2019.

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

**26** This pitch was an update on the progress and plans of the expert group on interregional credit transfer mechanisms and learning outcome systems (EG) as well as a call for contribution of the ministries to the Compendium. The expert group decided to review the format of the previous compendium and developed a new template that was sent out recently to partners by the AES. The AES and the expert group strongly encourage the ASEM partners to complete the format to make this initiative a success. The new



compendium format will be a user-friendly online format which can only be useful for institutions, ASEM partners and Stakeholders if all countries have contributed.

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

**27** The ASEM Work Placement Programme has developed to a next level: all documents and tools for further implementation of the programme are streamlined to use in the participating countries and a set of supporting documents is available. A website is developed ([www.asemWPP.org](http://www.asemWPP.org)) to promote the programme and to direct interested students, companies or ministries to the right information. In addition, promotion flyer was developed. WPP Co-secretariat (Thailand and Belgium, Flemish Community) call the ASEM partners to participate in the WPP.

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

**28** Colin Tück informed the participants about the services provided by EQAR. EQAR is working as the official register of quality assurance agencies that comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Mr. Tück stressed the potential interaction with the AEP: it can make European QA systems more accessible and understandable to Asian partners, it's easier to find out which HEI from Asian partner countries are accredited by QA agencies and synergies and exchanges with the ASEM compendium could be explored.

Discussions part 1

**29** Nadia Reynders, AES: Not all pitches are new initiatives, Ms. Soenen launched a call for participation.

**30** Dr. Van Liempt (about publication 10 years ASEM Education): the publication will be an inspiration for further discussion.

**31** Dr. Chantavit Sujatanond from SEAMEO-RIHED sees a role for the AES to make the AEP more dynamic but also more countries should participate more actively. She also stresses that the compendium is an important tool within AEP to establish a common language and to increase mutual understanding.

**32** Ms. Thérèse Zhang (EUA): further discussions based on the publication are needed to show the vision that AEP wants to promote. This could help HEI to find their added value in the process and how the process could benefit for them. EUA is willing to participate in this discussion.

**33** Dr. Keuk Je Sung, Director General of ASEM-DUO: ASEM-DUO is one of the initiatives within AEP with visible deliverables and it shows where ASEM Education is all about. However, there is a big challenge concerning contribution of partners. Partners are encouraged to take a more active role in financing the programme.

- 34** Mr. Xiangyang Sun (ASEF) welcomes the initiative of ESN to strengthen international student networks in Asia. ASEF would like to support the ESN initiative primarily through the 7th Asia-Europe Rectors Conference.
- 35** Mr. Dominique Chatton (France) is very interested in ASEM WPP but also if students from Vocational Education can participate.

#### 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** Miandy Munusamy presented his research that questions quality of Malaysian higher education and focuses on the impact of AEP for the Malaysian higher education. The main aims of the study are to evaluate the rationale for international cooperation in the internationalization of higher education in Malaysia and to analyze how the ASEM Education Process can support this rationale.

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

- 37** Torben Schuster provided an update on the ASEM Lifelong Learning Hub. Unfortunately, the Danish Ministry of Foreign affairs is phasing out the resources of funding from 2019. The ASEM Education community is asked to find other resources of financing the LLL HUB. Hopefully an ASEM partner or stakeholder can find opportunities to continue to work of the LLL HUB.

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

- 38** Mr. Xiangyang provided an update on the ASEF Education programmes. Within ASEF’s Education projects, 2 summer universities have been organized since ASEMME6. The 7<sup>th</sup> ASEF Rector’s Conference and Student’s Forum shows how sustainable development as a horizontal priority can included in the ASEF projects. The ARC will also provide input for discussion to the AEP and more specifically to the ASEMME7 in Bucharest.

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

- 39** Ms. Weißenbach presented the German proposal to further develop the AEP. DAAD suggests constructing a standing working group with ASEM Education experts. Within this working group, outcomes of national and international conferences can be discussed as well as the outcomes of ASEM Education initiatives. These outcomes can be transformed into policy recommendations which can feed into a strategic action plan with indicators to give the AEP direction, coherence and continuity.

## Discussions part 2

- 40** Ms. Magalie Soenen: The Flemish Community of Belgium is completely supporting the idea of Saskia Weißenbach concerning a clear vision for the future.
- 41** HEI institutions should be more involved in the AEP
- 42** Nadia Reynders (AES) suggests that the ASEM LLL Hub could also be considered in another form. The AES welcomes and supports the suggestion of DAAD.
- 43** Dr. Van Liempt also confirms the support from the German Government to the idea of establishing a permanent working group.

## ASEM Education Process: Chair's Conclusions

Presented by Miandy Munusamy and David Urban

- 44** AES has called the participants for hosting next ISOM, SOM1, SOM2, ASEMME and the next ASEM Education Secretariat.
- 45** Germany is a candidate to host a meeting in the 2<sup>nd</sup> half of 2020 (ISOM or SOM1)
- 46** Ms. Magalie Soenen (Belgium, Flanders) suggests organizing the ISOM late 2018/beginning 2020
- 47** Interested candidates should inform the AES about their interest in hosting a meeting or take over the AES.
- 48** AES presented the structure of the draft Chair's Conclusions (cf. [presentation](#))

## ASEM Education Process: stocktaking report

Presented by Nadia Reynders

- 49** AES presented the revision process of the stocktaking report: the structure of the report has been adapted during a task force meeting in Brussels. The structure of the new report was presented (cf. [presentation](#)).

## Milestones on the way to Romania

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

- 50** The ASEF Rectors' conference and students' forum will take place from 11<sup>th</sup> – 14<sup>th</sup> of May 2019 and the SOM2 on 14<sup>th</sup> of May, followed by ASEMME7 on the 15<sup>th</sup> and 16<sup>th</sup> of May 2019. The official invitation letter will be sent out by the end of December this year.

## Farewell

Friedrich Faulhammer, Rector, Danube University

**51** Dr. Faulhammer concluded the meeting as host showing his engagement in the ASEM Education process since 2013 and in Asia-Europe collaboration as such. Therefore, he was proud to host this SOM1 meeting. Dr. Faulhammer also suggested that his university would like to search for opportunities to take over the Lifelong Learning Hub.

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

**52** Dr. Ramoser closed the meeting with some final remarks: it was clear that our education systems are being challenged by the rapid changes on the labor market which has implications for curriculum development, teacher skills and the way of teaching. E-learning and cyber-universities will become of increasing importance with consequences for the interaction between teacher and student. The ASEM Education process should therefore also focus on e-mobility to bring Asia and Europe closer. Finally, dr. Ramoser thanked the host and the participants for their active participation.