

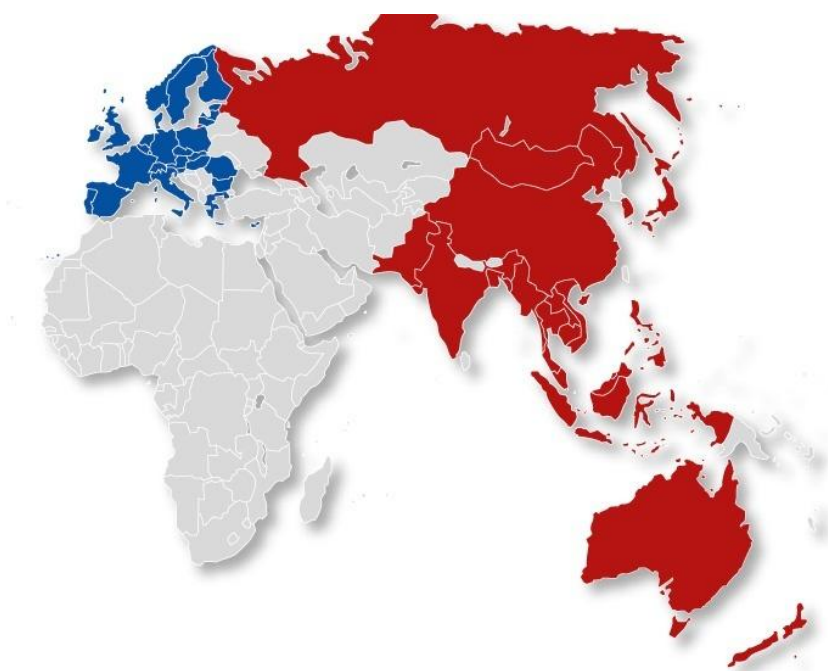
# **FROM RIGA TO SEOUL**

## **Stocktaking Report**

6<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME6)

21-22 November 2017

Seoul, The Republic of Korea



Compiled by the ASEM Education Secretariat and  
the Ministry of Education of the Republic of Korea  
in consultation with ASEM partners and stakeholders

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## **6<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME6)**

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## Preface

The year of 2017 signifies historical milestones for the Asia-Europe Meeting (ASEM), a dialogue platform between Asia and Europe. It celebrates the 20<sup>th</sup> anniversary of the ASEM as well as the jubilation of the 10<sup>th</sup> anniversary of the ASEM Education Ministers' Meeting. For Indonesia, it also sets another momentous event when the ASEM Education Secretariat is officially handed over to Belgium after the country hosted the Secretariat for four years (2013-2017).

The Secretariat plays a pivotal role in the ASEM education cooperation since it carries mandate by the ASEM Ministers of Education to ensure effective coordination of the ASEM Education Process. Following the evolvement of the ASEM education not only as an informal dialogue platform but also as a forum for moving forward policy results that can enhance the cross-connectivity through tangible and measured education collaborations, the Secretariat successfully administered the ASEM education cooperation biennially in the form of stocktaking reports. During the four-year term of AES Jakarta, the Secretariat with the continuous support and cooperation from the ASEM partners and stakeholders, is able to compose the ASEM education initiatives for ASEMME5 ("The Stocktaking Report from Kuala Lumpur to Riga") and ASEMME6 ("The Stocktaking Report from Riga to Seoul"). The latter report also serves as an inventory in preparation of handing over the rotating ASEM Education Secretariat (AES) from Indonesia to Belgium.

The report is written in such a manner that it will take us through a journey of two eventful years since the ASEMME5 through collaborative activities amongst ASEM partners and stakeholders to enhance the implementation of the ASEM Education Process (2015-2017). The initiatives are aligned with the four priority areas namely quality assurance and recognition, engaging business and industry in education, balanced mobility, and lifelong learning including Technical Vocational Education and Training (TVET). We believe this report will be the tool for the forum in shaping the readiness of the current and future workforce of the ASEM Education Process to succeed in the next decade.

Four years may have come to an end enfolding with notable accomplishments but we would like to reiterate our commitment to support the development of education through effective collaborations amongst ASEM partners and stakeholders. It has been our great pleasure and honour to be entrusted to work alongside our fellow ASEM partners and stakeholders for the most rewarding four years period. As the baton is passed to Belgium, on behalf of the Government of the Republic of Indonesia, we would like to congratulate Belgium for hosting the next ASEM Education Secretariat for 2017 to 2021.

We are looking forward to the continued accomplishments of the ASEM Education Process and be part of it for many years to come.

**The ASEM Education Secretariat  
(2013-2017)**

## 1. Introduction

This report compiles and summarises the information on the achieved results of the initiatives undertaken by the Asia-Europe Meeting (ASEM) partners<sup>1</sup> in the education sector since the 5<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME5) in Riga, Latvia in 2015. The year 2017 marks the 20<sup>th</sup> anniversary of the ASEM as well as the 10<sup>th</sup> year of the ASEMME. During those years, education partnership and dialogue between Asian and European countries have intensified and resulted in various mutual learning opportunities and tangible actions to advance areas of common interests namely quality assurance and recognition, engaging business and industry in education, balanced mobility of students and staffs, and lifelong learning including technical vocational education and training. In order to analyse the implementation of the ASEM Education Process, the Ministry of Education of the Republic of Korea has conducted a survey before the 1<sup>st</sup> Senior Officials' Meeting on 9-10 November 2016 in Seoul to chart the future direction of the ASEM Education Process based on the input from ASEM partners and stakeholders. The results of the survey are further elaborated in this report.

The Stocktaking Report: From Riga to Seoul also serves as an inventory in preparation of handing over the rotating ASEM Education Secretariat (AES) from Indonesia, which hosted AES since 2013, to Belgium in 2017. In addition, the roles of AES during 2013-2017 and recommendations for the future direction and development of the ASEM Education Process are briefly explained in this report.

This report is organised in the following manner. First, the priorities and mechanisms of the ASEM Education Process are outlined. Second, the report delineates the progress of the ASEM Education initiatives since the ASEMME5 in 2015. Third, the report turns to ways to further develop the ASEM Education Process to be examined at the 2<sup>nd</sup> Senior Officials' Meeting (SOM2) of ASEMME6 in November 2017 in Seoul. Finally, the report includes a summary of the results of the survey conducted by the ASEMME6 hosting country, the Republic of Korea, presenting the views of the ASEM partners on the possible future directions of the ASEM Education Process.

## 2. ASEM Education Process

Since its inception in 1996, the Asia-Europe Meeting (ASEM) has continuously adjusted itself to ensure relevance and growth of the partnership between the partners amidst global and regional changes. ASEM collaboration have been guided by three areas of common interest: political, economic, and socio-cultural and educational dimensions, referred to as the ASEM Three Pillars. Within the third pillar, ASEM Education Ministers meet every two years to advance trans-regional educational collaboration. The importance of education as an investment for human resource development was reiterated by the Heads of State and ASEM Leaders during the 6<sup>th</sup> ASEM Summit in Finland in 2006. On its 10<sup>th</sup> anniversary, the number of the ASEM partners has grown significantly, totalling 53 ASEM partners, including the European Union and the Association of Southeast Asian Nations (ASEAN) Secretariat.

**Table 1.**

**ASEM Countries**

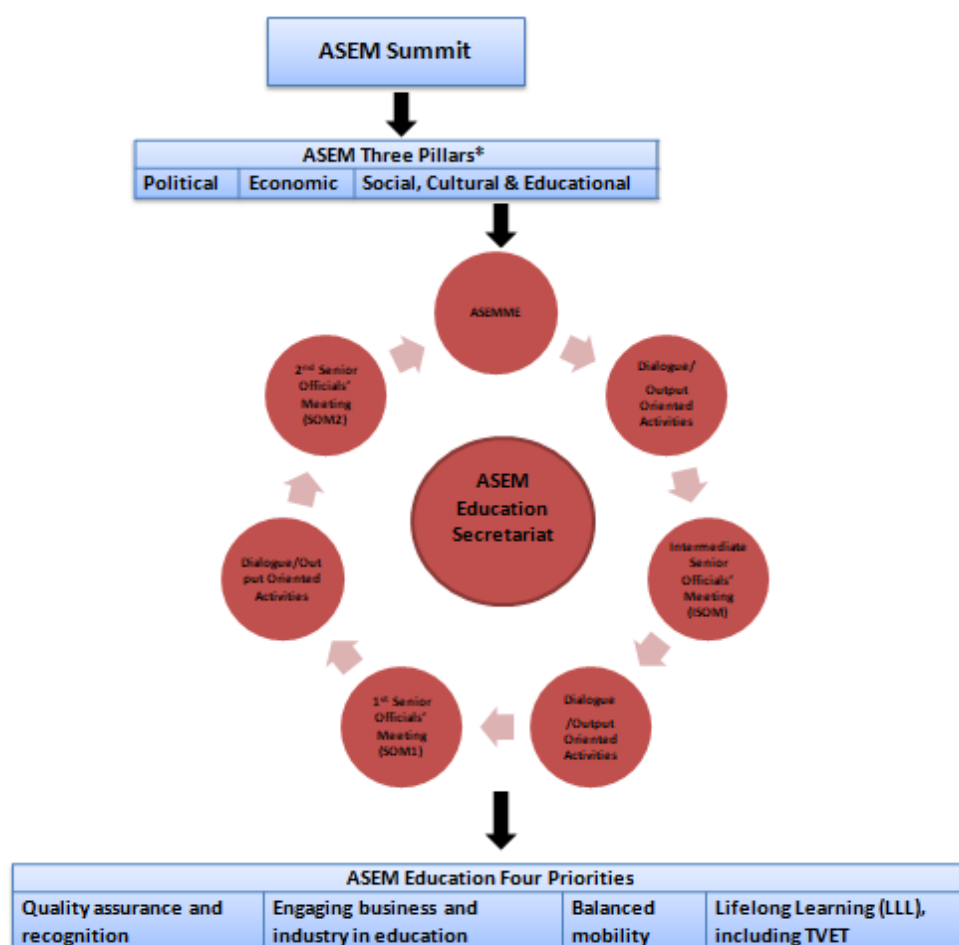
Asian Countries		European Countries		
Australia	Laos	Austria	Germany	Poland
Bangladesh	Malaysia	Belgium	Greece	Portugal
Brunei Darussalam	Mongolia	Bulgaria	Hungary	Romania
Cambodia	Myanmar	Croatia	Ireland	Slovakia

<sup>1</sup> The term of ASEM partners refer to the 51 countries from Asia and Europe, ASEAN Secretariat and European Union (<http://www.aseminfoboard.org/members> )



Asian Countries		European Countries		
China	New Zealand	Cyprus	Italy	Slovenia
India	Pakistan	Czech Republic	Latvia	Spain
Indonesia	The Philippines	Denmark	Lithuania	Sweden
Japan	The Russian Federation	Estonia	Luxembourg	Switzerland
Kazakhstan	Singapore	Finland	Malta	United Kingdom
Republic of Korea	Thailand	France	The Netherlands	
	Viet Nam		Norway	

Since 2011, ASEM partners prioritise 4 areas of collaboration under ASEM Education Process. The collaborative consultation mechanisms is depicted in Diagram 1 .



ASEM Three Pillars\*

#### Political Pillar

Political Pillar is a key element of ASEM Process which focus on international crisis, security, multilateralism.

#### Economic Pillar

Economic Pillar of ASEM process focusing on globalisation and sustainable development. The dialogue and cooperation on ASEM economic prioritise a better economic globalisation management by promoting multilateralism, enhancing business frameworks, and developing innovative ideas in the field of finance, including promoting the role of the Euro.

#### Social, Cultural & Educational Pillar

Social, Cultural & Educational Pillar facilitates the building of common knowledge among ASEM partners by promoting a dialogue on Cultures and Civilisations and education exchanges between the two regions through Asia-Europe Higher Education Exchanges.

Source: ASEM Info Board ([www.aseminfoboard.org](http://www.aseminfoboard.org))

**Diagram 1. ASEM Education Process**

As shown in the Diagram 1, the ASEM Summit is the main platform for dialogue and cooperation amongst the Head of State and ASEM Leaders. The ASEM Education Ministers' Meeting (ASEMME) is a platform for informal dialogue and collaboration amongst ASEM partners at the high political level in the field of education. ASEMME convenes every other year, with the initial meeting held in Berlin on 5-6 May 2008. The Ministers mandated the Senior Officials to meet annually to discuss issues of common interest and to review the results of the implemented ASEM education activities under the four priority areas for the next two years. Since ASEMME4, an Intermediate Senior Officials' Meeting (ISOM) has been organised to encourage and intensify collaboration amongst ASEM partners and stakeholder organisations, to oversee the implementation of the ASEM activities and to elaborate proposals for further development of the ASEM Education Process. The first ISOM was held in China in 2014. Hence, currently there are three Senior Officials' Meetings (SOMs) preceding each ASEMME. The following Table 2 summarises the key results and objectives of the ASEMMEs.

**Table 2.**  
**Summary of Key Results and Objectives of each ASEMME**

<b>Meeting</b>	<b>Theme</b>	<b>Results and/or objectives</b>
ASEMME1 5-6 May 2008 Berlin, Germany	Education and training for tomorrow: Common perspectives in Asia and Europe	-Set-up a strategic Asia-Europe education partnership -Highlight the role of education and training for qualified human resources as well as for economic and social development
ASEMME2 14-15 May 2009 Hanoi, Viet Nam	Sharing experience and best practices on higher education	-Support transnational initiatives to facilitate Asia-Europe mobility -Promote professional development and curriculum innovation in vocational education and training -Establish the ASEM Education Secretariat -Agree to hold ASEMME biannually
ASEMME3 9-10 May 2011 Copenhagen, Denmark	Shaping an ASEM Education Area	-Adopt four priorities: 1) quality assurance and recognition; 2) engaging business and industry in education; 3) balanced mobility; and 4) lifelong learning including technical and vocational education and training -Develop a stocktaking report of the ASEM Education Process
ASEMME4 13-14 May 2013 Kuala Lumpur, Malaysia	Strategizing ASEM Education Collaboration	-Define concrete activities to put policy into practice -Organise a yearly Senior Officials' Meeting
ASEMME5 27-28 April 2015 Riga, Latvia	ASEM Education Collaboration for Results	– The meeting highlighted the global developments and their impact on education policies in ASEM countries; – Exchange of good practices and ideas for further joint cooperation in line with the themes: “Investing in Skill Development for Increased Employability” and “New Learning Technologies in Education – Opportunities in Education and ASEM Collaboration”. – Main priorities and activities for two years were defined – Two-pillar system of activities was introduced: (1) dialogue-oriented (platform for mutual learning and exchange of experiences); and (2) result-oriented (tangible activities and measures) cooperation.

Building on the objectives and results of each ASEMME, ASEM partners and stakeholders have expanded their initiatives to cover not only the dialogues and mutual learning discussions but also more tangible activities based on the four priorities to bring concrete results for the further development of education systems and closer cooperation between Asia and Europe. Further discussion and analysis of the government-led ASEM initiatives and projects run by ASEM affiliated organisations, including the Asia-Europe Foundation (ASEF), the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) and the ASEM Duo Fellowship Programme following ASEMME5 can be found in Section 2 of this report.

## 2.1 ASEM Education Secretariat

To ensure effective coordination of the ASEM Education Process initiatives and activities, the Ministers of Education during ASEMME2 in 2009 agreed to establish a rotating ASEM Education Secretariat (AES) in Asian and European countries on a voluntary basis. Germany was the inaugural host of the AES for four years period from 2008 until 2013, followed by Indonesia started from 2013 until 2017. The responsibility of AES will be transferred to Belgium as the next AES host country in November 2017.

As mandated by the Ministers of Education in ASEMME2, the objectives of the AES are to: (1) coordinate ASEM educational activities; (2) assist the preparations of ASEMME; (3) facilitate the implementation of output oriented initiatives contributing to policy development and practices; and (4) provide independent support to ASEM partners on all implemented activities.

AES organisational structure consists of a Director and a number of staff members. During Indonesia's time in hosting the AES, there have been three directors of AES, namely Dr Ananto Kusuma Seta (2013-2014); Prof. Dr Aris Junaidi (2014-2015) and Dr Suharti (2015-2017). During its four years period, the AES in Jakarta welcomed Seconded National Experts from ASEM partners to assist the Secretariat in finalising a certain project or providing advice on policy development. The following Table 3 lists National Experts who have been seconded to AES in Jakarta from 2013-2017.

**Table 3.**  
**Seconded National Experts to AES in Jakarta from 2013-2017**

<b>Name</b>	<b>Country</b>	<b>Period</b>
Ms Anita Vahere Abrazune	Latvia	2014
Ms Que Anh Dang	Bristol University, UK	2014
Mr Miandy Munusamy	Malaysia	2015-2016
Ms. Nadia Reynders	Belgium (Flemish Community)	2017

AES also plays a pivotal role in assisting and coordinating communication with the ASEM partners and stakeholders. Aside from daily cooperation with ASEM partners and stakeholders, AES maintains three channels of public communication: the ASEM Education website, Newsletter, and ASEM Education Gazette. The AES Website is regularly updated to incorporate information on the latest events and upcoming activities of the ASEM Education Process. This website can be accessed through: <http://asem-education-secretariat.kemdikbud.go.id>. The AES Newsletter is published quarterly and contains information concerning the activities that have taken place during previous months and future activities of ASEM Education Process. The ASEM Education Gazette as the new AES publication during Indonesia's hosting of AES, features articles to highlight major initiatives and successful pilot projects of ASEM partners and stakeholders as well as achieved results to increase the visibility and uniqueness of the ASEM Education Process. The annual publication was first published for ASEMME5 in April 2015 and the second publication was for ISOM of ASEMME6 in April 2016. These two other publications of AES are available on the AES website.

## 2.2 The Four Priorities

During ASEMME3 in 2011, ASEM partners agreed on four priorities for further actions, namely (a) quality assurance and recognition; (b) engaging business and industry in education; (c) balanced mobility; and (d) lifelong learning including TVET. Hence, activities of the ASEM Education Process have been aligned accordingly. This report draws on the initiatives implemented by the ASEM partners and stakeholders, including ASEM affiliated organisations and AES to support the four priorities that broadly explained in the following Table 4.

**Table 4.**  
**Four Priorities of ASEM Education Process**

No	Priority	Aims
1.	Quality assurance and recognition	Build trust amongst higher education systems to promote attractiveness, transparency, comparability and permeability of each system
2.	Engaging business and industry in education	Intensify dialogue and collaboration between education, business and industry sectors within and between Asia and Europe to improve knowledge and innovation interchange, increase employability of graduates, economic growth, and societal development
3.	Balanced mobility	Identify and remove obstacles for student and staff mobility between Europe and Asia and address imbalanced one-way mobility from Asia to Europe
4.	Lifelong Learning (LLL) including Technical and Vocational Education and Training (TVET)	Develop policies and create learning opportunities for all citizens to access continuing professional development and enhance their skills throughout their lives to cope with the negative side effects of globalisation, demographic changes, and rapid technological developments

The ASEM priorities are closely interlinked. Robust quality assurance is needed to facilitate mobility of students and graduates between countries and regions that promotes transparency, mutual understanding and trust. Through improved and more balanced mobility, there are opportunities for further collaboration between business, industry and education sectors across nations. Collaborations amongst three sectors encourage the spread of technological innovations, that is both important for increasing the quality of higher education as well as improving the access and opportunity for citizens to lifelong learning, including technical and vocational education and training in order to keep pace with ever-changing technology and innovation.

### 3. Progress of ASEM Education Initiatives (2015-2017)

The Conclusions drawn by the Chair of ASEMME5 in Riga, Latvia (27-28 April 2015) highlights strategic role of education and the importance of keeping the ASEM Education Process as multifaceted and multipurpose process. It also defines priorities and 32 actionable initiatives for the future work-cycle, reaffirming the determination of the 53 members at government-level. There are 13 initiatives that fall into the Pillar 1, i.e. dialogue-oriented cooperation, and 19 initiatives that are categorised as Pillar 2, that is, result-oriented cooperation. Each of the ASEM partners and stakeholders are invited to launch new initiatives and/or volunteer to coordinate the endorsed initiatives. Some ASEM-affiliated organisations, such as the Asia-Europe Foundation (ASEF), the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) or the ASEM Duo Fellowship Programme run projects throughout the year that provide an essential contribution to the four priorities.

In preparation of ASEMME6 as well as the handover of AES responsibilities from Indonesia to Belgium, AES has undertaken a stocktaking of the progress of all initiatives stemming from the Chair's Conclusions of ASEMME5, the achieved results as well as its further dissemination. Throughout October 2016, AES sought inputs from ASEM partners and stakeholders including ASEM-affiliated organisations, e.g. ASEF, ASEM LLL Hub and ASEM-DUO Secretariat. A summary of the progress of these initiatives can be found in **ANNEX2**. The following section examines the implementation of the actionable initiatives from ASEMME5 Chair's Conclusions across the four priority areas and two pillars.

#### 3.1 Implementation of ASEMME5 Chair's Conclusions

ASEMME5 took place on 27-28 April 2015 in Riga, Latvia and brought together 196 participants from 46 ASEM partners (including the new ASEM partners – Croatia and Kazakhstan) and 11 Stakeholder organisations, the ASEM Education Secretariat and the European External Action Service. With “ASEM Education Collaboration for Results” as the overarching theme, the meeting considered the current global developments and their impact on education policies in ASEM countries. The plenary sessions addressed issues such as the contribution of ASEM education cooperation to the development of skills for better employability, and the current rapid technological developments that promote the emergence of new learning technologies in education. Their impact on the strengthening of the ASEM education cooperation was also discussed.

During ASEMME5, the Ministers reconfirmed the strategic role of education in promoting sustainable and inclusive development and innovation. They also highlighted the importance of tangible activities and cooperation to achieve more concrete results in the field of education. The participants also stressed the importance of achieving more transparency and raising awareness of the different education systems, by making them more comparable, facilitating mobility and enhancing collaboration. They supported endeavours to build cross-border and cross-regional areas for cooperation at policy and institutional levels. They also emphasised the need for an area where mobility of students, teachers, researchers, ideas and knowledge would be the core common goal. The current progress of initiatives of ASEMME5 Chair's Conclusions are attached in **ANNEX 2**.

During the compilation of this report, more than half of the 32 initiatives derived from the ASEMME5 Chair's Conclusion are on-going. About a quarter of these initiatives have been completed, and two of the initiatives have been withdrawn. The ongoing initiatives, which form the majority, indicate that these initiatives are still in the implementation or planning stage. More specifically, 18 ongoing initiatives are in the implementation stage and 3 ongoing activities are still in the planning stage. Some of the events related to the ongoing initiatives in the planning stage will be implemented at the end of 2017 or in 2018. For instance, the ASEF led projects are usually in the ongoing-implementation stage, given the fact that they are embedded in the long-term project series. Whereas,

the Peer Learning Activity on Employability and on the Contribution of Higher Education to Innovation is still being planned by Belgium. It will be carried out in 2018.

Most of the completed ASEM initiatives are one-off initiatives that are completed at the delivery of the event or product. An example of these one-off initiatives is a workshop entitled “Entrepreneurship in Higher Education” held in Brunei Darussalam from 18 to 22 May 2016. The workshop is intended as a platform for building knowledge in entrepreneurship for ASEM member countries’ students, featuring sharing sessions from international and local academics and business people. The successful one-off event falls into Pillar 1 activity that promotes dialogues between the member states and supports the second priority of ASEM Education, i.e. engaging business and industry in education.

The following Table 5 breaks down the progress of various initiatives originating from the ASEMME5 Chair’s Conclusions, classified according to the four priorities adopted in ASEMME3.

**Table 5.**

**Progress of ASEM Initiatives and Other Projects based on the 4 ASEM Education Priorities**

<b>Progress of Initiatives</b>	<b>A: QA &amp; Recognition</b>	<b>B: Engaging Business &amp; Industry in Education</b>	<b>C: Balanced Mobility</b>	<b>D: Lifelong Learning (including TVET)</b>	<b>Progress Stage in Total</b>
Ongoing	5	4	8	4	21
Completed	2	2	3	2	9
Withdrawn		1	1		2
Total	7	7	12	6	32

According to Table 5, most initiatives that fall within the four priority areas are still ongoing. The initiatives of the first priority (Quality Assurance and Recognition) all are still ongoing. The completed initiatives are only one third of the overall initiatives. There are still many ongoing tasks to be undertaken to bring Asian and European education systems closer, in particular, to improve balanced mobility of students and staff between Asia and Europe, as well as to build trust and openness amongst the different quality assurance systems. Similarly, in engaging business and industry in education, both regions still need to learn about improving education-industry connections and share how these connections can be sustained to bring wider societal benefits. Lifelong learning including TVET priority will continue to grow in importance given the rapid technological and cultural change affecting people from all age groups. The ASEM partners and stakeholders are encouraged to engage more initiatives under this priority.

From the perspective of the two pillars adopted by ASEMME5, most of the initiatives (19 out of 32) fall under Pillar 2, i.e. result oriented cooperation. It is interesting to note that most initiatives under the third priority (Balanced Mobility) are categorised as Pillar 2. It indicates the strong commitment of ASEM partners to bring out tangible results to foster the partnership in education and push for greater mobility between Asia and Europe, without neglecting the need to build mutual understanding and learn from each other in the Pillar 1 initiatives. The most initiatives that fall into Pillar 1 are found under the Second Priority (Engaging Business and Industry in Education). Considering the different levels of engagement with business and industry and the different types of industry that exist amongst the ASEM partners, there could be more benefits from sharing and learning from each other’s experience in this priority area.

### **Implementation of the First Priority: Quality Assurance and Recognition**

Seven initiatives under this First Priority highlight the need for further in-depth communication, dialogue and exchange of views amongst experts on this topic. This need to be done in order to better understand quality assurance systems of other countries as it would lead to improve transparency and



better recognition of learning outcomes and academic degrees amongst ASEM partners. The problem of recognition is particularly observable amongst the Asian countries, where unlike those in Europe covered by the Bologna Process, up to now there has not been any consensus on the equivalence of degrees and learning outcomes. Under this priority, there are five ASEM initiatives that involve discussions amongst groups of experts and policy makers at the national level, followed by a larger seminar involving institutional managers (see Initiatives A.17, 19, 21, 23, and 24 in Annex 2).

Thus far, there have been several documents produced under the ASEM initiatives of the First Priority. These documents can be referred to by ASEM partners and stakeholders as they increase transparency of each country's quality assurance system and recognition guidelines. These include the Asian National Information Centres' Website (ANICCW), Handbook of Guidelines, Principles and Good Practices on Recognition, Guidelines of Student Mobility, Guidelines on Transcripts, and Compendium on Credits and Learning Outcomes. These documents can be viewed as tangible products of the five Pillar 2 initiatives in this First Priority.

### Implementation of the Second Priority: Engaging Business and Industry in Education

The salient theme emerging from the initiatives in the Second Priority is how education can equip graduates with 21<sup>st</sup> century skills that make them employable or ready to become entrepreneurs. Universities play a crucial role in doing so through innovative researches in collaboration with the business sector and industries. The world's uncertain economic growth and the unprecedented advances in technology influence how our societies function currently and in the future. Against this background, ASEM partners and stakeholders opt to increase dialogue and sharing of experiences through conferences, forums, and workshops (see Annex 2). These are the most dominant type of initiatives found under the Second Priority—categorised as Pillar 1 platforms. Amongst seven initiatives under this priority, the Global Industry-University Cooperation Forum was held twice in Seoul, the Republic of Korea, in 2015 and 2016 and it serves as a driving force for creating a networking platform for governments, industry, universities and researchers.

### Implementation of the Third Priority: Balanced Mobility

Under the Third Priority, most initiatives are directed towards student mobility. Several implemented initiatives include staff mobility such as Lecturer Exchange in ASEM Studies' Curriculum Module, ASEM DUO Fellowship Programme, the ASEF Classroom Network, and also the ERASMUS+ Programme initiated by the European Union that provides opportunities for mobility of students, researchers, and academic and non-academic staffs. The ASEM Research Collaboration Scheme is possibly the only initiative primarily focused on staff mobility. However, Indonesia decided to withdraw this initiative.

To increase the flow of student mobility from Europe to Asia, several events of the initiatives in this Third Priority were conducted in Asia, in particular ASEF Summer University and Asia-Europe Institute (AEI)-ASEM Summer School. The last two editions of the ASEF Summer University (ASEFSU19 and ASEFSU20) were held in India, as well as in China, Mongolia and the Russian Federation. ASEF Summer University is an annual project with expected participants from ASEM partners. The intensive two-weeks activity aimed at addressing the multifaceted and complex challenges stemming from rapid urbanisation across both Asia and Europe as well as protection of cultural heritage. The 2<sup>nd</sup> AEI-ASEM Summer School was held in Malaysia and the 3<sup>rd</sup> AEI-ASEM Summer School was conducted in Malaysia and Belgium. The initiative allows students from both Asia and Europe to get acquainted with the multi-culturalism and multiethnicity in both regions and other knowledge building activities.

The importance of spreading information about opportunities and scholarships to study in other region is crucial to increase and balance mobility of staffs and students. Events such as Information Day of Erasmus+ Programme (Initiative C.35) needs to go hand in hand with open access information for mobility opportunities as facilitated by ASEF's Corporate Website (Initiative C.34). The support of



ASEM partners to pool all information regarding mobility opportunities to the ASEF's Corporate Website is needed to help create a more balanced mobility between Asia and Europe. Initiatives of the Third Priority are mostly classified as Pillar 2, which have brought concrete results in terms of mobilising both students and staffs amongst ASEM countries.

### Implementation of the Fourth Priority: Lifelong Learning including TVET

Initiatives in the Fourth Priority can be classified into two types. The first is providing a platform for dialogues amongst the ASEM partners on lifelong learning and TVET (see Initiatives D.43, 44, and 45 in Annex 2) related themes. The second is research and data collection on lifelong learning amongst the partners (Initiatives D.46 and 47). In comparison with the other Priorities, the Fourth Priority has fewer initiatives, hence, produced less referential documents that can be applied to enhance more tangible ASEM connectivity in the fields of lifelong learning, including TVET. Therefore, the role of the ASEM LLL Hub in leading the initiatives and putting forward recommendations to the next ASEMME is crucial. All ASEM partners are invited to work with ASEM LLL Hub to achieve shared goals in lifelong learning, including TVET. It should also be acknowledged that the Working Group on Innovative Competences and Entrepreneurship Education, led by the Republic of Korea, provides a discussion arena for innovation and entrepreneurship experts and policy makers from ASEM partners and stakeholders. The Working Group has successfully finished its first phase (2013-2015) and entered the second phase (2015-2017), refining the concept of innovative competency and entrepreneurship skills.

## 3.2 Analysis of Initiatives from the Perspective of Balancing Asia-Europe Contribution

Since one of the underlying ASEM principles is the equal standing amongst the partners, analysing the contribution of ASEM partners in coordinating the initiatives can be beneficial to understand the balance of partnerships between countries in the both Asian and European regions. There are 16 ASEM partners and/or organisations taking part as coordinators as well as actively participating from other ASEM partners in the 32 initiatives of the ASEMME5 Chair's Conclusions. Individual countries volunteering to be the coordinator of ASEM initiatives are mostly responsible for one or two initiative(s), except for Belgium (French and Flemish Communities) and the Republic of Korea which coordinate four initiatives respectively. ASEM affiliated organisations such as ASEF and ASEM LLL Hub are responsible for more than one initiative at hands.

ASEF is the most active with seven large-scale projects, as well as, 12 spin-offs or other ASEF-supported events. The ASEM LLL Hub organized six events. The coordinating countries and organisations of ASEM projects/initiatives are responsible for one initiative as depicted in Table 6 below.

**Table 6.**  
**Coordinating Countries and Organisations**

No	Country/Organisation	Initiatives
1	Belgium (French and Flemish Communities)	<ul style="list-style-type: none"> <li>– Peer Learning Activity on qualifications frameworks for higher education in relation to quality assurance and recognition</li> <li>– Joint ASEM-EHEA Conference</li> <li>– Peer Learning Activity on Employability and on the Contribution of Higher Education to Innovation</li> </ul>
2	Belgium (Flemish Community) and Thailand	<ul style="list-style-type: none"> <li>– ASEM Work Placement three-year pilot programme</li> </ul>
3	Brunei Darussalam	Workshop "Entrepreneurship in Higher Education" for undergraduates from ASEM Countries

4	China	– Working group for Implementing the ASEM Recognition Bridging Declaration
5	Germany	– ASEM Joint Curriculum Development Project – ASEM Studies' Curriculum Module
6	Indonesia	ASEM Research Collaboration Scheme (Withdrawn)
7	Japan	Working group on mobility of Higher Education and Ensuring Quality Assurance of Higher Education amongst ASEAN Plus Three (APT) Countries
8	Republic of Korea	– Global Industry-University Cooperation Forum – ASEM-DUO Fellowship Programme – Second Phase of Working group on Innovative Competences and Entrepreneurship Education
9	Latvia	Promoting a dialogue on sharing best practices and future perspectives in TVET
10	Malaysia	Asia-Europe Institute (AEI)- ASEM Summer School
11	Russian Federation	Project "Students' teambuilding as an instrument of engaging business in education"
12	Viet Nam	ASEM Universities Business Forum (UBF) (Withdrawn)
13	AES	Update Compendium on Credits and Learning Outcomes amongst ASEM countries
14	Asia-Europe Foundation (ASEF)	<p>ASEF Education Policy Programme<sup>2</sup></p> <ul style="list-style-type: none"> <li>– 5<sup>th</sup> ASEM Rectors' Conference and Students' Forum (ARC5)</li> <li>– ASEF Experts' Meeting on Youth Employment</li> <li>– Support to 6 activities initiated by the ASEM LLL Hub (see list below)</li> <li>– 6<sup>th</sup> ASEF Rectors' Conference and Students' Forum (ARC6)</li> </ul> <p>ASEF Young Leaders Programme<sup>3</sup></p> <ul style="list-style-type: none"> <li>– 19<sup>th</sup> ASEF Summer University (ASEFSU19)</li> <li>– 12<sup>th</sup> ASEF Classroom Network (ASEFClassNet12)</li> <li>– 1<sup>st</sup> ASEF Young Leaders' Summit (ASEFYLS1), including 2 ASEF Capacity Trainings as spin-off events</li> <li>– 7<sup>th</sup> Model ASEM, including 3 spin-off activities</li> <li>– 20<sup>th</sup> ASEF Summer University (ASEFSU20)</li> <li>– 13<sup>th</sup> ASEF Classroom Network (ASEFClassNet13) as part of the Conference "Theory Meets Practice: Teacher Training in the Digital Practice"</li> <li>– 2<sup>nd</sup> ASEF Young Leaders' Summit (ASEFYLS2), including 2 ASEF Capacity Trainings as spin-off events</li> <li>– 8<sup>th</sup> Model ASEM, including 1 spin-off activity</li> </ul> <p>Activities to support ASEM's visibility</p> <ul style="list-style-type: none"> <li>– ASEF Corporate Website (<a href="http://www.asef.org">www.asef.org</a>) with dedicated pages to ASEF's education projects as well as a specific page with links to various education mobility opportunities and scholarships across ASEM</li> <li>– ASEM Infoboard Platform (<a href="http://www.aseminfoboard.org">www.aseminfoboard.org</a>)</li> </ul>
15	ASEM LLL Hub	<ul style="list-style-type: none"> <li>– ASEM LLL Hub conference: Self-learning in a Digital Era</li> <li>– ASEM LLL Hub conference: Intergenerational Learning: Workplace Learning, Community Learning and Learning</li> </ul>

<sup>2</sup> In chronological order.

<sup>3</sup> In chronological order.

		Within the Family – ASEM LLL Hub conference: Engaging Young People in Lifelong Learning – ASEM LLL Hub conference: Supporting Adult Education for a Sustainable Life Course: Asian and European perspectives on Education, Work and Citizenship – ASEM Forum on Lifelong Learning: 21 <sup>st</sup> Century Skills – Producing the first ASEM Reviews of National Policies for Lifelong Learning – ASEM LLL Hub conference: Lifelong Learning and Resilience in Disaster Management: Asian and European Perspectives
16	European Union	– Higher education in ASEAN Region (EU-SHARE 2015-2018) – Information Day on the “Erasmus+” Programme
17	UNESCO, ETF, Cedefop, UIL	Update global inventory on regional and national qualification frameworks
18	TBD	Expert Group of Interregional Credit Transfer Mechanisms and Learning Outcome System

Reading from Table 6, some countries and organisations take more responsibilities in coordinating the initiatives compared to others. Ten initiatives are coordinated by the three most active countries and organisations. This uneven share may cluster the initiatives in the hand of some highly active countries. Increasing the number of ASEM partners willing to volunteer in coordinating the initiatives may bring better balance of contribution amongst the countries in the Asian and European regions.

### 3.3 Contribution of ASEM-Affiliated Organisations to ASEM Education Process

The contribution of ASEM affiliated organisations, particularly the Asia-Europe Foundation (ASEF), the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) and the ASEM-DUO Fellowship Programme Secretariat, is essential in the implementation of the ASEM Education Process. These organisations are entrusted to coordinate several long-term initiatives that need more resources and expertise.

**The Asia-Europe Foundation (ASEF)** is an intergovernmental nonprofit organisation located in Singapore. It is the only permanently established institution of the Asia-Europe Meeting (ASEM). ASEF was founded in 1997 soon after the 1<sup>st</sup> ASEM Foreign Ministers’ Meeting (ASEM FMM1) and is funded by voluntary contributions from ASEM partners. ASEF enhances dialogue, enables exchanges and encourages collaboration across the thematic areas of culture, education, governance, sustainable development, public health and economy.<sup>4</sup> ASEF-led projects and activities that took place in the current stocktaking period are listed in Table 7.

**Table 7.**

#### **ASEF’s Education Portfolio 2015 (since ASEMME5) - 2017**

<b>Projects</b>	<b>Location</b>	<b>Date</b>
ASEF Experts’ Meeting on “Entrepreneurship and Youth Employment”	Stockholm, Sweden	29 June -1 July 2015
19 <sup>th</sup> ASEF Summer University	Pune, India	9-21 August 2015

<sup>4</sup> <http://www.asef.org>

(ASEFSU19) on “Sustainable Urbanisation in Heritage Cities”		
1 <sup>st</sup> ASEF Young Leaders’ Summit (ASEFYLS1) on “Entrepreneurship and Youth Employment” In conjunction with the 12 <sup>th</sup> ASEM Foreign Ministers’ Meeting (ASEM FMM12)	Luxembourg	1-5 November 2015
12 <sup>th</sup> ASEF Classroom Network Conference (ASEFClassNet12) on “<Coding_4_Education>”	Sofia, Bulgaria	16-20 November 2015
ASEF Capacity Training on "Leadership and Entrepreneurship"	Phnom Penh, Cambodia	30 November – 1 December 2015
ASEF Capacity Training on “Leadership and Entrepreneurship”	Islamabad, Pakistan	17-18 March 2016
ASEF Capacity Training on “Leadership and Entrepreneurship”	Dhaka, Bangladesh	22-23 March 2016
Model ASEM Le Havre 2016 Model ASEM spin-off edition	Le Havre, France	25 – 27 March 2016
Model ASEM Hanoi 2016 Model ASEM spin-off edition	Hanoi, Viet Nam	31 March – 7 April 2016
5 <sup>th</sup> ASEM Rectors’ Conference and Students’ Forum (ARC5)	Prague, Czech Republic	6-8 April 2016
ASEF Capacity Training on “Public Speaking and Negotiation”	Manila, the Philippines	27-28 June 2016
7 <sup>th</sup> Model ASEM In conjunction with the 11 <sup>th</sup> ASEM Summit	Ulaanbaatar, Mongolia	6-10 July 2016
20 <sup>th</sup> ASEF Summer University (ASEFSU20)	China, Mongolia, and the Russian Federation	15 August-3 September 2016
ASEF’s support to:  ASEM Lifelong Learning (LLL) Hub Meeting on  Lifelong Learning for Sustainable Development: "Universities and Communities in Asia and Europe: Creating Meaning for Sustainable Development"	Boracay Island, the Philippines	12 – 14 May 2017
ASEF Capacity Training  “Public Speaking and Negotiation”	Thessaloniki, Greece	4 – 5 July 2017

ASEM LLL Hub & 13 <sup>th</sup> ASEF Classroom Network Conference (#ASEFClassNet)  “Theory Meets Practice: Teacher Training in the Digital Era”	Zug, Switzerland	8 – 11 September 2017
2 <sup>nd</sup> ASEF Young Leaders Summit (#ASEFYLS2) Access to Youth Employment”	Seoul, Republic of Korea	16 – 21 September 2017
ASEF Capacity Training  “Public Speaking and Leadership Skills”	Vientiane, Lao PDR	9 – 10 October 2017
6 <sup>th</sup> ASEF Rectors’ Conference and Students’ Forum (#ARC6)  "Future-ready Universities and Graduates: Quality Education Beyond the Horizon"	Singapore	9 – 13 October 2017
8 <sup>th</sup> Model ASEM (#ModelASEM8)  In conjunction with the 13th ASEM Foreign Ministers' Meeting (ASEM FMM13)  “Strengthening Partnership for Peace and Sustainable Development”	Yangon & Naypyidaw, Myanmar	15 – 21 November 2017
Model ASEM Singapore 2017  Model ASEM Spin-off event	Singapore	8 – 10 December 2017

ASEF’s education portfolio is based on 2 programmes: 1) ASEF Education Policy Programme and 2) ASEF Young Leaders Programme. The Education Policy Programme facilitates practice-based and policy-oriented dialogues and solutions with a focus on cooperation between education, business and industry sectors, LLL and TVET as key priorities of the ASEM Education Process. The Young Leaders Programme provides platforms for dialogue and solution-centred pragmatic skills-development, which also enable youth to establish networks and create direct connections with the ASEM policy-makers.

ASEF’s flagship project under the Education Policy Programme is the annual ASEM Rectors’ Conference and Students’ Forum (ARC)<sup>5</sup>. Established in 2008 and recognised as the Official Dialogue Partner of the ASEM Education Ministers Meeting, ARC is a high-level platform for inter-regional dialogue and solution-oriented discussions on higher education issues concerning both regions.

Under the Young Leaders Programme, ASEF runs the ASEF Summer University (established in 1998), the ASEF Young Leaders Summit, Model ASEM and the ASEF Classroom Network (set up in 1998). The ASEF Summer University is a 2-week project designed to foster cross-cultural exchanges

<sup>5</sup> “In line with ASEF’s corporate branding and as endorsed at the 35<sup>th</sup> ASEF Board of Governors’ Meeting, upcoming editions of ARC will be named “ASEF Rectors’ Conference and Students’ Forum (ARC)”.

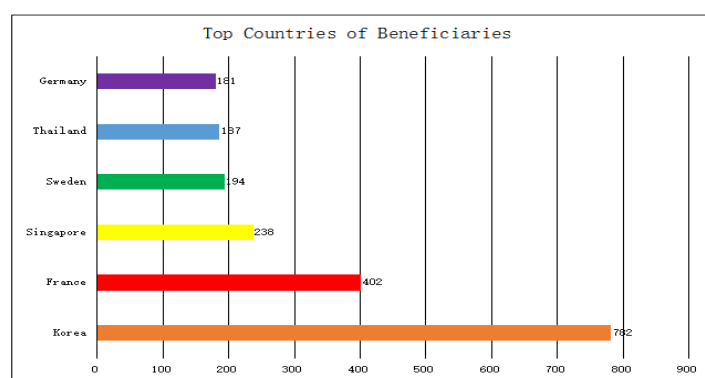
and networks amongst youth from ASEM countries. The project promotes experiential learning, skills-development and community engagement. The ASEF Young Leaders Summit series provides an interactive youth platform for dialogue and exchange of good practices on pressing societal matters. ASEFYLS directly connects youth with the ASEM Leaders and hence contributes with the youth perspective to ASEM meetings of highest level. The ASEF ClassNet facilitates collaborative learning and intercultural exchanges between secondary and high schools in ASEM countries through online collaborations and face-to-face meetings. The Model ASEM youth conference series is a political simulation for students of an ASEM Leaders' Meeting.

Furthermore, ASEF supported the research meetings and activities initiated by the ASEM LLL Hub.

ASEF projects are commended in the ASEM ME5 Chairs' Conclusions (see the presentation in points B.25, C.34, C.39 D.43, D.45 in Annex 1 for more information on these projects). Further information on ASEF Education Projects can be found in: <http://www.asef.org/projects/themes/education>.

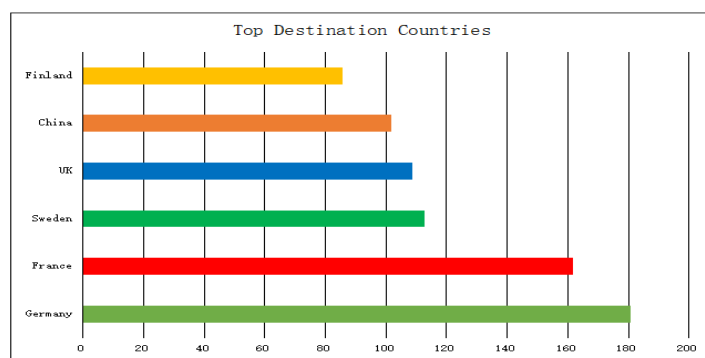
**ASEM-DUO Fellowship Programme** is another long-standing initiative of the ASEM Education Process, currently entering its 16<sup>th</sup> year. The programme promotes balanced exchanges between Asia and Europe by supporting pairs of students and academics. There have been eight contributing members since its founding: Belgium/Flanders, Belgium/Wallonia, France, Denmark, Republic of Korea, Singapore, Sweden and Thailand. Both France and Denmark earlier withdrew their support. The programme's secretariat manages the operations of the exchange programme and is based in Seoul, Republic of Korea (see also Initiative C.36 in Annex 2).

To date, the number of beneficiaries of ASEM-DUO Fellowship is 3,215. Students make up the majority of the beneficiaries (80%), whereas academics constitute 20%. Three Asian countries (Republic of Korea, Singapore, and Thailand) and three European countries (France, Germany, and Sweden) are at the top six countries of origins of these beneficiaries. Beneficiaries from the Republic of Korea have the highest number, bigger than the combined number of the next two countries, as can be seen in Diagram 2 below. It is mainly because Korea is the largest contributor.



**Diagram 2. Top Countries of ASEM-DUO Fellowship Beneficiaries**

Whilst an equal number of Asian and European countries can be found in the top source countries of beneficiaries, the top destination countries of the beneficiaries are dominated by European countries as seen in the following Diagram 3.



**Diagram 3. Top Destination Countries of ASEM-DUO Fellowship Beneficiaries**

Drawing from Diagram 3, only one Asian country is in the top six destination countries, i.e. China. The rest are mostly dominated by the European countries of Germany, France and the United Kingdom. Imbalance of contribution is also present. Despite the equal number of Asian and European countries (3+3) as the contributing members of ASEM-DUO Fellowship Programme, 80% of the contribution is made by Asian members since 2005. As suggested by the ASEM-DUO Secretariat, this programme is more attractive to small-sized member countries, otherwise most beneficiaries tend to cluster in large-sized member countries.<sup>6</sup> This can exacerbate endeavours to bring about balanced mobility between Asia and Europe and does serve the smaller member countries well.

**ASEM LLL Hub** is an official network of Asian and European higher education institutions, working and learning together to achieve excellence in comparative research on lifelong learning, to offer research-based education policy recommendation, and to develop mutual understanding between Asia and Europe. It also facilitates researcher and student mobility and exchange within and between the two world regions. It was founded in 2005 and its secretariat is based at the Danish School of Education, Aarhus University in Copenhagen, Denmark.

The ASEM LLL Hub provides a platform for dialogue between researchers, practitioners and policy makers in order to contribute to evidence-based educational reform and innovation. It is organised into five networks: development of ICT skills, e-learning and the culture of e-learning in lifelong learning; workplace learning; professionalization of adult teachers and educators in ASEM countries; national strategies for lifelong learning; and ASEM LLL core competences. Its five research networks exchange knowledge, conduct comparative research and produce coordinated publications and reports. In parallel with five active research networks, the Hub has a Hub University Council composed of senior representatives from its partner universities (currently, 36 representatives from 36 universities in 28 ASEM countries) and a Hub Advisory Board that at present brings together 25 national ministries and five international organisations.

In cooperation with partner universities and ASEM governments, the ASEM LLL Hub together with its five research networks organise seminars and conferences every year, publish books and the ASEM Magazine for Lifelong Learning and disseminate information on its website. At ASEM LLL conferences, the research results are presented to the public, representatives of ASEM ministries and academic communities.

#### **ASEM LLL Hub-Led Activities 2015-2017**

<b>Name of Activity</b>	<b>Location</b>	<b>Date</b>
ASEM LLL Hub conference: Self-learning in a Digital Era	New Delhi, India	2-4 November 2015
ASEM LLL Hub conference: Intergenerational Learning: Workplace	Brno, Czech Republic	18-21 November 2015

<sup>6</sup> Report on ASEM-DUO Fellowship Program to ISOM, Moscow, April 2016



Learning, Community Learning and Learning Within the Family		
ASEM LLL Hub conference: Engaging Young People in Lifelong Learning	Melbourne, Australia	30 November-2 December 2015
ASEM LLL Hub conference: Supporting Adult Education for a Sustainable Life Course: Asian and European perspectives on Education, Work and Citizenship	Glasgow, United Kingdom	6-8 June 2016
ASEM Forum on Lifelong Learning: 21 <sup>st</sup> Century Skills (D.45)	Copenhagen, Denmark	3-5 October 2016
Producing the first ASEM Reviews of National Policies for Lifelong Learning (D.46)		October 2016
ASEM LLL Hub conference: Lifelong Learning and Resilience in Disaster Management: Asian and European Perspectives	Ho Chi Minh City, Viet Nam	8-10 November 2016
1 <sup>st</sup> International Conference of European and Asian Researchers and Educators on Lifelong Learning for Sustainable Development (I-Ceare 2017): <i>“Universities and Communities in Asia and Europe: Creating Meaning for Sustainable Development”</i>	Boracay Island, the Philippines	12-14 May 2017
Theory meets Practice: Teacher Training in the Digital Era	Zug, Switzerland	8-10 September 2017

In the current stocktake period, ASEM LLL Hub involved in six projects and/or activities: ASEM Forum on Lifelong Learning (D.45) and ASEM Reviews of National Policies for Lifelong Learning (D.46) as well as four large conferences (mentioned under D .45-1). Considering the impact and a continuous mandate given at the ASEMME, ASEM LLL Hub has potentials to undertake a coordinating role in the Fourth Priority of the ASEM Education Process.

The ASEM LLL Hub and the Asia-Europe Foundation (ASEF) have established a long-term strategic partnership. Whilst the LLL activities are initiated and coordinated by the ASEM LLL Hub, ASEF plays a supporting role and provides some financial and intellectual support. With respect to this, financial support from the ASEM member countries should also be discussed in the upcoming SOM and ASEMME6 in Seoul.

## 4. Maximising the ASEM Education Process

During the April 2016 ISOM in Moscow, the German delegation proposed to strengthen synergy and enhance coherence amongst the four priority areas of collaboration. It was agreed that a taskforce is being established to draft a proposal on further improvement of operation to be presented and discussed during the SOM2 in Republic of Korea, 9-10 November 2016.

Germany, therefore, proposed the establishment of a task force made up of experts from the ASEM partners to streamline and monitor the initiatives that translate ASEMME Chair’s Conclusions and the education policy efforts of the ASEM countries. Current members of the Task Force are:

- From Europe: Austria, Belgium, Germany, Latvia, Romania, the Russian Federation
- From Asia: China, Indonesia (AES), Thailand, the Philippines, Singapore (ASEF)

Measures undertaken by the Task Force shall maximise the ASEM Education Process and shall not lead towards the installation of additional structures or bodies. The work of existing (inter-) national project activities and experts' groups remain important and shall not be influenced or even diminished by the work of the Task Force. Instead, the initiative undertaken by the Task Force shall lead to a structured and harmonised stocktaking of the existing ASEM initiatives for each priority area and shall improve the layout and effectiveness of (Intermediate) Senior Officials' Meetings. Hence, the goals of this Task Force are to establish a structured and harmonised stocktaking of the existing ASEM initiatives within the priority areas and to improve mechanisms to formulate policy recommendations for the Ministerial Meetings.

During the SOM1 of ASEMME6, held in Republic of Korea from November 9 to 10, 2016, the Task Force presented the following proposal for a future restructuring of stocktaking and (I)SOM meetings:

Possible Steps before (I)SOM:

1. Survey of the current situation.

- Detailed and standardised collection of results (project and experts' groups) prior to the (Intermediate) Senior Officials' Meetings through a stocktaking report (In responsibility of the ASEM Education Secretariat (AES)).
- Consolidation and analysis of feedback.
- Condensation of crucial aspects (milestones, key questions, major challenges, etc.) including the involvement of different stakeholders representing different thematic areas.
- Ensuring effectiveness of SOMs through active preparation work of SOM agenda respecting sufficient time slots for discussions in cooperation with the host country (co-organised by EU-Asia Tandem and AES).

Possible Steps during (I)SOM:

**Day 1: Stocktaking Forum (result-oriented)**

2. In-depth discussion of current situation in a one day-meeting prior to (Intermediate) Senior Officials' Meetings.

- The meeting should be organised in a workshop set-up:
  - i. Work Shop No 1 (half-day): combining priority A (quality assurance and recognition) and priority C (mobility) - the more traditional issues regarding academic cooperation;
  - ii. Work Shop No 2 (half-day): combining priority B (engaging business and industry in (higher) education) and priority D (LLL and TVET) – the relationships between higher education and the outside world.
- The consecutive workshops shall in-depth discuss the above mentioned consolidated and condensed results, also in light of political developments, (political) needs assessment in Europe and Asia which impact Higher Education and Vocational Education.
- The discussion of each work shop can be added by presentations/ inputs from experts, e.g. higher education researchers, stakeholders etc.
- Each work shop shall compile concrete proposals for policy recommendations, which can be discussed during the following (I)SOM.
- Each work shop shall be co-chaired by senior officials from Europe and Asia; the preparation of the discussions lies in their responsibility being supported by the AES.

## **Day 2: (I)SOM (dialogue oriented)**

### **3. Editing of policy recommendations for:**

- Following (Intermediate) Senior Officials' Meeting.
- Preparing minutes indicating and highlighting discussions and decisions during the meeting.
- Following Ministerial Conference/ Chairs' Conclusions (Project efforts and results linked with policy recommendations); focused conclusions with additional information in annexes.

Possible Steps after (I)SOM/ before next (I)SOM or ASEMME:

### **4. Enhancing communication process through better use of existing instruments.**

- Newsletter: presenting ASEM project initiatives and their results but also topics interesting for other countries and stakeholders like education policies, specific subjects etc.
- Regular update of webpages.
- Strengthening e-mail communication between responsible actors.

The outcome of the workshops is concrete proposals for policy recommendations that can be tabled to the SOM on the following day. These workshops can be seen as the forum to implement the First Pillar (results oriented), which provide an evidence-based examination of the results and achievements of ASEM Education Process. The evidence-based results then can be used to guide the dialogue-oriented policy discussion during the SOM (an implementation of Pillar 2).

## **5. Future Direction of the ASEM Education Process**

ASEM partners and affiliated organisations celebrated the 20<sup>th</sup> anniversary of the establishment of ASEM at the 11<sup>th</sup> ASEM Summit in 2016. The Ulaanbaatar Declaration was announced to recognise the contributions of ASEM and chart the future course of ASEM for better connectivity. In the field of education, the ASEM Education Process has been at the heart of educational and cultural cooperation between Asia and Europe. As the year 2017 marks the 10<sup>th</sup> year of the ASEM Education Process, the 6<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME6), takes the opportunity to celebrate the historic moment of the ASEM Education Process and to seek more effective ways to enhance collaboration between two regions for the next decade.

When the 1<sup>st</sup> ASEM Conference of Ministers Responsible for Education took place in Berlin in 2008, the ASEM Education Process took its first step drawn from the common perspectives in Asia and Europe. For the past 10 years, the ASEM Education Process has successfully served as a platform for dialogue in the field of education between Asia and Europe. There is, however, a voice that calls for greater efforts to produce more tangible cooperation and greater visibility.

Now, we are ready to commemorate the 10<sup>th</sup> year for ASEM Education Ministers' Meeting. The 11<sup>th</sup> ASEM Summit, which marks the 20<sup>th</sup> anniversary of ASEM, emphasised the need to promote connectivity for the third decade. The ASEM Leaders endorsed the Ulaanbaatar Declaration at the 11<sup>th</sup> ASEM Summit and highlighted 'fostering connectivity in all its dimensions,' dimensions absolutely including the three pillars of ASEM: political, economic, and social, cultural and education pillars. Leaders also appraised in the Declaration "the role of stakeholders in the ASEM process and underscore[d] the need to increase their engagement in ASEM activities through incorporating the Asia-Europe youth forum [...] as additional ASEM stakeholders' fora". This is an endorsement of

projects facilitated by the Asia-Europe Foundation (ASEF) which connect multiple stakeholders and youth from both regions. That Declaration charts the future of ASEM into its third decade.<sup>7</sup>

In this connection, ASEMME6 is timely and relevant to present new directions and approaches. Recognising the significance of ASEMME6, the Ministry of Education of the Republic of Korea as the host of the ASEMME6 conducted a survey and collected views from the ASEM partners and stakeholders. The survey concluded that the ASEM Education Process should focus on producing outcomes and inducing a tangible cooperation in the coming years by engaging more Asia-Europe partners to concentrate on global issues and challenges such as employability and development of ICT in education that enable societal changes. There is no doubt that today's rapidly changing global environment demands a new step to be taken within the ASEM Education Process. In particular, the economic and social changes, as exemplified by the 4<sup>th</sup> Industrial Revolution, not only pose considerable challenges but also offer new opportunities in the field of education. As a matter of fact, many of the ASEM partners and affiliated organisations (Asia-Europe Foundation (ASEF), Belgium, Germany, Indonesia, Slovakia, Spain, and Sweden) share the idea that setting up proper visions for ASEM education collaboration should be given primacy in order to cope with such dramatic transformation.

Under the new vision of the ASEM Education Process, it is of necessity to give due consideration on each of the Four Priorities to strengthen the role of the ASEM Education Process and enhance inter-regional cooperation. First, in the "Quality Assurance and Recognition", the discrepancies between educational systems in Asia and Europe and the different levels of their maturation should be respected and recognised through continuous efforts from all partners and stakeholders. As some countries (Belgium, Czech Republic, Finland, Germany, Hungary, and Latvia) suggest, trust in another's education system, information sharing, and mutual understanding are key to promoting the mutual recognition of academic qualifications.

As for the Second Priority, "Engaging Business and Industry in Education", the ASEM Education Process should continuously aims for the enhancement of the university-industry link, contributing to the job relevance of the curriculum. Belgium, Latvia, the Philippines, and Slovakia are amongst the partners who recognise the importance of the university-industry cooperation in tackling the new challenges in the coming years. In particular, the Philippines put emphasis on the close relationship between business and education, which will subsequently lead to substantial progress of the ASEM Education Process as a whole.

Next, in the "Balanced Mobility" Priority, various methods to adjust the imbalanced mobility (e.g. ASEM-DUO Fellowship Programme, and ASEF-led projects) need to be reinforced. Moreover, such efforts should be in line with institutional arrangements (e.g. qualifications recognitions and visa issues), and mutual understanding in each country's culture and education. The expansion of the network of educational specialists and policy makers amongst the ASEM partners could be one of the keys to a greater mobility, as recommended by Finland, France, Lithuania, and Spain.

For the Fourth Priority, "Lifelong Learning (LLL) including Technical and Vocational Education and Training (TVET)", the ASEM Education Process should contribute to the development of skills that can be utilised throughout people's lives. Several countries commonly acknowledge the importance of this last priority area in the coming years (Austria, Denmark, and Lithuania). In fact, working groups within the ASEM Education Process, such as the Working Group on Innovative Competences and Entrepreneurship, and the Global Inventory of National and Regional Qualifications Frameworks have been making substantial progress in information and experience sharing with regard to lifelong learning policies amongst ASEM partners. In light of the achievements that the Working Groups have made, the development of a lifelong learning agenda from a comprehensive perspective, and the

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<sup>7</sup> The ASEM11 Chair's Statement and the Ulaanbaatar Declaration are available on the [www.aseminfoboard.org](http://www.aseminfoboard.org)

reinforcement of the role of the ASEM LLL Hub will continue to contribute to the promotion of lifelong learning in the ASEM Education Process.

Meanwhile, a new approach is needed to capitalise on the new opportunities created by economic and social changes such as the 4<sup>th</sup> Industrial Revolution. The ASEM partners and affiliated organisations believe that the utilisation of ICT may help strengthen all of the Four Priorities. Of various possible ICT tools to cope with great transformation, the ASEM Education Process recognises the potential of Massive Open Online Courses (MOOCs). As Belgium suggests, MOOCs, as an alternative education delivery platform, may trigger the development of the skills and competences desired in the fast-changing labour market. In addition, more than 10 participants (ASEF, Austria, Belgium, Denmark, Finland, Hungary, Japan, Lithuania, Romania, Singapore, Slovakia, Spain, Switzerland, and Thailand) answer that MOOCs has the best potential in the field of lifelong learning and vocational education amongst the four priority areas to the question of a vital area to be integrated with ICT. As the number of MOOC users increases, it is imperative for the ASEM Education Process to prepare for the issue of MOOC qualifications recognition. In light of the demands from the ASEM partners and stakeholders, the new MOOC initiative was proposed by the Ministry of Education of the Republic of Korea at SOM1 of ASEMME6, which was held in Seoul in November 2016.

Regarding the outcome management of the ASEM Education Process, a balance between dialogue-oriented and result-oriented systems within the two-pillar system is required. It is noteworthy that Germany and Sweden suggest the promotion of the effectiveness of the two-pillar system. Moreover, the ASEM Education Process should be monitored by the improved existing tools (Latvia). Romania further recommends to publish stocktaking reports in each of the four priority areas, and to establish a transparent policy recommendation mechanism within the ASEM Education Secretariat. Above all, the consolidation of the roles of the ASEM Education Secretariat is critical in improving the outcome management of the ASEM Education Process (Belgium).

As stated in the ASEMME5 Chairs' Conclusions, the ASEM Education Process as a multifaceted and multipurpose process should be opened to various topics and interact with other education platforms and organisations such as the United Nations (UN) and the Organisation for Economic Co-operation and Development (OECD). For more effective and productive participation in the global society, the ASEM Education Process should provide more communication and network channels to educational actors from the academic and business sectors as well as policy makers. This strategy is in line with the suggestions from a partner country and affiliated organisations, which indicate the importance of "education and sustainable development" (ASEF) and "global citizenship" (Austria, and the European Commission).

From Berlin to Seoul, the ASEM Education Process has contributed to the promotion of the active exchange of experts, students and teaching staffs as well as information between Asia and Europe. Such efforts to enhance mobility play a key role in bridging the gaps stemming from the differences in educational systems and in cultures between the two regions. With advanced understanding and trust in each other, the ASEM Education Process will achieve better connectivity, thus producing more tangible and visible cooperation outcomes.

Given the contributions that the ASEM Education Process has made during the past 10 years, ASEMME6 provides a significant turning point in fostering the movement beyond boundaries of each partner and stakeholder. To unfold new cooperation strategies and to envision the future of the ASEM Education Process, the Ministry of Education of the Republic of Korea as the host of the ASEMME6 submitted a proposal for the "Seoul Declaration" at SOM1, the first ministerial declaration to be adopted at ASEMME. The Seoul Declaration stands on the basis that the Declaration should be owned by all ASEM partners and stakeholders. Following this spirit, the Draft Committee, consisting of all former and future host countries of ASEMME1~7 and other significant partners and stakeholders, was launched and has made a joint commitment to the development of the Declaration.

We believe the Declaration will serve as guidance to better connectivity by presenting the shared vision and goals for the next decade. Also, the continuous efforts for the balance between productive dialogue and concrete results will bring the improvement in the efficacy and visibility of the ASEM Education cooperation.

## 6. Conclusion

This report has highlighted the important milestones that the ASEM Education Process has achieved since ASEMME5 and the workings of the process through the decision-making mechanisms and the aspiration from the ASEM partners. The Four Priorities of the ASEM Education Process—quality assurance and recognition, engaging business and industry in education, balanced mobility, and lifelong learning (including TVET), remain a key feature of the education collaboration between ASEM partners in the current stocktaking period and to the foreseeable future. The adoption of two pillars—dialogue oriented and result-oriented cooperation in ASEMME5 has propelled the ASEM Education Process not only as an informal dialogue opportunity but also as a forum for advancing policy results that can improve the cross-regional interconnectivity through education collaboration.

In regards to the implementation of the ASEMME5 Chair's Conclusions (see ANNEX 1), the report has shown that most of the initiatives are ongoing. A large proportion of the ongoing initiatives are in the implementation stage, demonstrating the continuous process of collaboration amongst the ASEM partners. There has been minimal withdrawal of initiatives, and many of the completed initiatives mark the seriousness of the coordinating countries in advancing the ASEM Education Process. Pillar-2 initiatives also dominate the collaboration, which reflect the push for more tangible ASEM Education Process outcomes amongst the partners. Highlights on the results of the completed initiatives as well as the impact and progress of the on-going initiatives, however, are very important as well. The initiatives of the First Priority Area on quality assurance and recognition, despite many are still on-going, show some notable achievements such as the finalisation of Guidelines on Student Mobility that provides a basic framework for students exchange and mobility as well as the increased understanding of different education system across Asia and Europe that influences the quality assurance and recognition through seminars, workshops and conferences that provide platforms to exchange ideas, perspectives and best practices.

On the Second Priority, engaging business and industry in education, many initiatives are conducted in regular basis, including Rectors' Conference and University-Business Forum. Such platforms provide opportunities for business, education and government to better collaborate to address challenges in the 21<sup>st</sup> century employment and skills development. For the Third Priority Area, initiatives to improve balanced mobility as listed in the ANNEX 2, including Summer Camps and Link on ASEF Website, are very engaging to encourage more students from Asia and Europe to spend time abroad to learn about multiculturalism and multiethnicity that further lead to deepening understanding and people-to-people connectivity across two regions. Results from the initiatives of the Fourth Priority on lifelong learning including TVET are also notable. Supported by the ASEM LLL Hub, many initiatives directed their focus to encourage citizens' lifelong learning education undertaken through various seminars and conferences with relevant topics. The ASEM-affiliated organisation also produced the first two ASEM reviews on national policies for lifelong learning in selected ASEM countries, giving comparative analysis of the lifelong learning policies related to sustainable development goals.

Since ASEM is rooted on the principal of equality between the partners, ideally all partners, taking into account national interests and capacity, contribute in the ASEM Education Process through participation in the initiatives and volunteering as coordinators of those initiatives. However, it is evident that a small number of countries taking the role of coordinators of the ASEM initiatives, with one or two initiatives, except for Belgium (French and Flemish communities) and the Republic of Korea which coordinate more initiatives. Each partner is duly encouraged to volunteering to host or coordinate an ASEM Education Process initiative. The ASEF and the ASEM LLL Hub contribute a large number of ASEM education activities across Asia and Europe

Strengthening the capacity of ASEM in producing policies that can accelerate education collaboration between the partners is actively sought by many, as reflected in the survey conducted by the Republic



of Korea as the host of the ASEMME6. It seems also apt that Germany initiates a task force to streamline and monitor the ASEM Education Process initiatives. This Task Force shall assist ASEM partners to make use of the ISOM and SOMs as platforms to advance policy recommendations for the next ASEMME.

Reflecting on the findings of the current stocktaking and the survey for the future direction of the ASEM Education Process, the stage is now clear for ASEMME6 in Seoul. In the midst of challenges and opportunities brought by the rapid change of the 4<sup>th</sup> Industrial Revolution, our education systems must be equipped with the best policies to ensure the prosperity and sustainability of our regions. The ASEM Education Process remains one of the best avenues to discuss and take mutually beneficial actions for our two regions to address our common educational concerns that can shape the readiness of our current and future workforce to succeed in the next decade.

## 10. Annexes

1. ASEMME5 Chairs' Conclusions, Riga, Latvia 2015
2. The Initiatives, Status, and Approaches of ASEMME5 Chairs' Conclusions
3. Survey on ASEM Member's Aspirations for ASEM Education Process
4. Summary Report of ISOM, 13-14 April 2016, Moscow, Russian Federation
5. Summary Report of SOM1, 9-10 November 2016, Seoul, Republic of Korea
6. Consensus of The Fourth Working Group Meeting on Implementing ASEM Recognition Bridging Declaration, April 2016
7. Summary Report of 3<sup>rd</sup> Working Group on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education amongst ASEAN Plus Three (APT), June 2015
8. Summary Report of 4<sup>th</sup> Working Group on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education amongst ASEAN Plus Three (APT), December 2016
9. Consensus of 1<sup>st</sup> ASEM Expert Working Group Meeting on Interregional Credit Transfer Mechanisms and Learning Outcome Systems, March 2016
10. Term of References of ASEM Expert Working Group Meeting on Interregional Credit Transfer Mechanisms and Learning Outcome Systems
11. Report on Peer Learning Activity on Qualifications Frameworks in relation to Quality Assurance and Recognition & 2<sup>nd</sup> Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes, April 2017
12. Report on 3<sup>rd</sup> ASEM Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes, August 2017
13. The 5<sup>th</sup> ASEM Rectors' Conference and Students' Forum Policy Recommendations, April 2016
14. The 6<sup>th</sup> ASEF Rectors' Conference and Students' Forum Policy Recommendations, October 2017
15. Report of the 3<sup>rd</sup> Expert Meeting of ASEM Work Placement Pilot Programme, May 2016
16. Report of the 4<sup>th</sup> Expert Meeting of ASEM Work Placement Pilot Programme, November 2016
17. Report of the 5<sup>th</sup> Expert Meeting of ASEM Work Placement Pilot Programme, August 2017
18. Report of the 2<sup>nd</sup> AEI-ASEM Summer School 2016
19. Report of the 3<sup>rd</sup> AEI-ASEM Summer School 2017
20. Minutes Meeting of the 3<sup>rd</sup> Expert Meeting of ASEM Joint Curriculum Development Program in Tourism And Hospitality, May 2016
21. Result of 1<sup>st</sup> and 2<sup>nd</sup> of ASEM Working Group on Innovative Competences and Entrepreneurship Education of Second Phase of the Work
22. Recommendations of ASEM Forum on Lifelong Learning, October 2016
23. ASEM Desktop Study on the Role Higher Education Can Play in Sustainable Development through the Development of Lifelong Learning Skills
24. Recommendations of ASEM LLL HUB Conference: Lifelong Learning and Resilience in Disaster Management – Asian and European Perspectives, November 2016

# ANNEX 1

## 5<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME5)

Riga, 27-28 April 2015

### **ASEM Education Collaboration for Results**

Conclusions by the Chair

1. The 5<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME5) took place in Riga, Latvia on 27 and 28 April 2015 and brought together 196 participants from 46 ASEM members and 11 stakeholders. The Meeting was chaired by Ms Mārīte Seile, Minister for Education and Science of the Republic of Latvia.
2. The Meeting warmly welcomed representatives from the new ASEM members, Croatia and Kazakhstan who joined the ASEM Process during the 10<sup>th</sup> ASEM Summit (ASEM10) held in Milan, Italy on 16-17 October 2014.
3. The Meeting conveyed its appreciation to Latvia for their hospitality and excellent organisation of the 2<sup>nd</sup> Senior Officials' Meeting and the ASEMME5 as well as for the contribution of Latvia to the further development of the ASEM Education Process, especially for fostering dialogue between the ASEM members and stakeholders and involving them in the joint consultation process in order to identify priorities for the post-ASEMME5 period and for encouraging discussions and exchange of practice on the issues of common interest.
4. The purpose of the Meeting under the theme *ASEM Education Collaboration for Results* was to ensure forward-looking dialogue, exchange of good practice and to encourage tangible and more result-oriented activities that would serve the interests of both regions. The role of the ASEM Education Process for ASEM dialogue and cooperation was explained during the Meeting and also highlighted. The Meeting also considered the current global developments and their impact on education policies in ASEM countries. The plenary sessions addressed issues such as the contribution of ASEM education cooperation to the development of skills for better employability, as well as the current rapid technological changes and new learning technologies in education. Their impact on strengthening the ASEM education cooperation was also discussed. The Meeting also discussed the future prospects for ASEM education cooperation, the main challenges, opportunities and expected outcomes from a political point of view.

In their Meeting, the Ministers:

5. Reconfirmed the strategic role of education as an enabling factor in promoting sustainable and inclusive development, innovation as well as poverty and unemployment reduction, thus contributing to overall connectivity (including the seamless movement of people, information, knowledge and ideas, and greater institutional linkages), dialogue and cooperation between Asia and Europe, as highlighted by the ASEM Leaders at ASEM10 held in Milan, Italy on 16-17 October 2014.
6. Highlighted the importance of tangible activities and cooperation and encouraged the achievements of the results in the areas of Tangible Cooperation in the field of education

as mentioned in the ANNEX 3 of the Chair's Statement of the ASEM10 – “List of Interested ASEM members for Tangible Cooperation Areas”. In this regard the Ministers called for effective coordination between the Ministries of Education and Ministries of Foreign Affairs. The Ministers also encouraged other ASEM members and stakeholders interested in tangible activities in the field of education to implement definite joint initiatives, activities and projects in the coming years and so contributing to the achievement of the common goals of the ASEM Education Process.

7. Reaffirmed the relevance of achieving more transparency and improving understanding of the different education systems within and between both regions and making education systems more comparable, facilitating mobility and enhancing collaboration. The Ministers supported the firm ambition to build a cross-border and cross-regional area for cooperation at a policy level as well as institutional level. They also emphasised the need for an area where mobility of students, teachers, researchers, ideas and knowledge would be the core common goal. The Ministers were convinced that it would be possible to ensure that people would be equipped to operate successfully in an international and global environment by reinforcing the collaboration and mobility.
8. Reiterated the importance of keeping the ASEM Education Process as a multifaceted, multipurpose process, open to various topics and interacting with other education organizations. The Ministers recognized the need and value to take into the consideration the educational goal of the post-2015 Agenda in ASEM education cooperation to ensure equitable and inclusive quality education and lifelong learning for all. They anticipated further promotion of this initiative at the UNESCO World Education Forum, to be held in the Republic of Korea in May 2015, among the ASEM countries and beyond. They also recognized that the issues of acquiring values, skills and competences for sustainable development need to be placed high on the education agenda as noted in the Global Action Programme on Education for Sustainable Development (ESD) launched at the UNESCO World Conference on ESD held in Japan in November 2014. At the same time the Ministers recommended focusing on the tasks that can be tackled only within the ASEM Education Process to avoid unnecessary repetitions of work done by other organizations.
9. Confirmed their commitment to the further development and strengthening of the cooperation in the four key policy areas introduced during the 3<sup>rd</sup> Asia-Europe Meeting of Ministers for Education (ASEMME3), to ensure continuity of the ASEM Education Process: (1) quality assurance and recognition of qualifications; (2) engaging business and industry in education; (3) balanced mobility and (4) lifelong learning, including technical and vocational education and training. The Ministers stressed that the continuity and future of the ASEM Education Process need to be based on the progress made in these four key policy areas and in close cooperation and consultation between ASEM members and stakeholders.
10. Acknowledged that the ASEM Education Process is a forum for informal dialogue among the ASEM members and partners. The Ministers also expressed their willingness to build the ASEM education cooperation on a two-pillar system. The first pillar would represent the dialogue-oriented cooperation, providing a platform for mutual learning and exchange of experiences strengthening mutual understanding and providing incentives for education policy and strategy developments at institutional, national and regional level. The second pillar would represent the result-oriented cooperation composed of tangible activities and measures. The Ministers supported the commitment of ASEM member countries to specific themes or result-oriented activities depending on different national targets and interests.

The Ministers approved the future ASEM education initiatives (ANNEX 1) and called for commitment and responsibility when implementing them.

11. Acknowledged the different needs and priorities of ASEM members at institutional, national and regional level and appreciated the increased existing bilateral and multilateral cooperation among the ASEM members and stakeholders in the framework of various agreements, initiatives, programs and projects. Bilateral and multilateral cooperation is an important complementary element to the ASEM Education Process.
12. Noted with satisfaction the contribution of Intermediate Senior Officials' Meeting (ISOM) which raised the momentum of the ASEM education cooperation activities and launched discussions on the future ASEM education priorities. The Ministers thanked China for hosting the ISOM on 7-9 May 2014 in Hangzhou with the participation of more than 70 representatives from 22 delegations.
13. Expressed their appreciation to the ASEM Education Secretariat (AES) hosted by the Ministry of Education and Culture of the Republic of Indonesia since 2013, for its excellent work in assisting the ASEM member countries to implement various ASEM educational activities, preparing the Stocktaking Report, initiating the idea to gather ideas from ASEM members and stakeholders for developing a vision document, and for launching the new *ASEM Education Gazette*, an official publication for the ASEM Education Process and a channel of communication with the ministries of education in ASEM member countries, with stakeholders and partners.
14. Expressed gratitude to Australia, Latvia, and Malaysia for appointing their seconded national experts to the ASEM Education Secretariat and the commitment to consider the possibilities at continuing the secondment of their national experts to contribute to the work of the ASEM Education Secretariat.
15. Underlined the importance of enhancing the visibility of the ASEM Education Process at all levels, including political, stakeholder, expert, institutional and an individual level for increasing awareness and greater understanding of the ASEM Education Process and its contribution to mutual learning and exchanges as well as individual contacts. Improved visibility can be achieved among others through better online communication in particular through the website of the ASEM Education Secretariat (<http://asem-education-secretariat.kemdikbud.go.id/>) and the ASEM InfoBoard ([www.aseminfoboard.org](http://www.aseminfoboard.org)) maintained by the Asia-Europe Foundation (ASEF).
16. Commended the Asia-Europe Foundation (ASEF) for its added value to the ASEM Education Process. ASEF's education projects contribute to education policy dialogue, facilitate youth networks and involve education institutions and young people in the ASEM Education Process and ASEM Leaders' Meetings.

#### **A. Quality Assurance and Recognition**

Cooperation between the bodies in charge of quality assurance in higher education serves as a ground for trust between Europe and Asia. In addition, fair and transparent recognition of qualifications facilitates mobility for both study and professional purposes. Quality assurance and recognition are seen as crucial and interlinked elements for enhancing the attractiveness, transparency, comparability and permeability of higher education qualifications. ASEM education cooperation should aim for and build upon already existing regional structures.

The Ministers:

17. Appreciated China's efforts towards establishing a Working Group for implementing the ASEM Recognition Bridging Declaration (known as Beijing Declaration), through the three action plans: building the Asian National Information Centers Coordinating Website (ANICCW); drafting the Handbook of Guidelines, Principles and Good Practices on Recognition in the ASEM Region; and establishing the Cross-border Quality Assurance Network (CBQAN). The Ministers noted with appreciation the concrete results achieved

by the Working Group, and in particular, underlined the official launch of the ANICCW. The Ministers welcomed the continuation of the Working Group coordinated by China and supported by Austria, Belgium (French Community), Brunei Darussalam, Estonia, Germany, Indonesia, Japan, Malaysia, the Republic of Korea, Latvia, Lithuania and the United Kingdom to implement this declaration in cooperation with other ASEM member countries and invited the Working Group to reinforce the coherence of their initiatives with other activities, projects, initiatives as well as already existing tools in both regions. The Ministers thanked China for holding the first and third Working Group Meetings, and Latvia the second Working Group Meeting. Romania and Philippines expressed their interest to join the Working Group.

18. Noted Malaysia's efforts to facilitate the dialogue in the field of quality assurance and recognition by organizing seminar on 25-26 August 2014 in Kuala Lumpur, focusing on the following topics: the issues of Regional Quality Assurance Frameworks and Qualifications Framework; cross-border Higher Education and evolution of Transnational Education (TNE) in ASEAN and European and the Cross Border Quality Assurance Network in Higher Education (CBQAN); strengthening partnership and cooperation in implementing initiatives towards facilitating recognition. The dialogue further enhanced information sharing and networking between ASEM member countries on quality assurance and recognition best practices.
19. Appreciated Japan's contributions towards establishing a higher education quality assurance centre for Asia. The Ministers also welcomed Japan's initiative and the collaboration efforts made by other participating countries to organize the "Working Group on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education among ASEAN Plus Three Countries" from 2013 to 2017 to promote student exchanges with quality assurance and harmonization of the different systems in higher education in ASEAN Plus Three countries. It aims to (1) draft the Guidelines for the promotion of Student Exchange with quality assurance and (2) hold regular meetings of quality assurance agencies. The Ministers thanked Japan and Indonesia for hosting the first and second meetings of the Working Group and noted the third Working Group would be held on 11 June 2015 in Bangkok, Thailand, where the Draft of the ASEAN Plus Three Guidelines on Student Exchange is to be agreed on.
20. Emphasized the need for a dialogue among ASEM quality assurance bodies and stakeholders as well as for a mutual understanding in the field of quality assurance. The Ministers took note of the results of Peer Learning Activity (PLA) organised by Belgium (French and Flemish Communities) on 19-20 February 2015 and invited the ASEM countries to organise follow-up activities based on the conclusions of the PLA final report. It is recommended that the follow-up activities are focused on further structuring and systematising the exchange of information through various activities such as PLAs, seminars and conference; exploring the potentials of the CBQAN in supporting the common understanding of quality assurance in both regions; linking more closely the developments of quality assurance and qualifications frameworks.
21. Invited the countries (Australia, Belgium (French and Flemish Communities), Brunei Darussalam, China, Estonia, Indonesia, Latvia, Lithuania, Malaysia, Portugal, Romania and Thailand) which have expressed an interest to establish an expert group discussing interregional credit transfer mechanisms and learning outcome systems among ASEM member countries to develop this initiative and agree on the aims and activities of the expert group. The Ministers appreciated the ASEM Education Secretariat's efforts to collect the updated reports on credits and learning outcomes from ASEM member countries.
22. Took note of the European Union's initiative "Higher Education in ASEAN Region" (EU SHARE – 2015-2018) conducted in collaboration with the ASEAN Secretariat and a



consortium consisting of British Council, DAAD, Nuffic, Campus France, ENQA and EUA. The programme will support the development and enhancement of regional higher education frameworks for quality assurance, recognition of credit and qualifications, and mobility among Asian and European countries. It will contribute to the further development and implementation of the ASEAN Credit Transfer System and the ASEAN Qualifications Reference Framework (AQRF), and also provide grants for supporting student mobility among Asian countries and with Europe.

23. Welcomed the initiative of Belgium (French and Flemish Communities) to organize in cooperation with France, Romania, Finland, Portugal and other interested ASEM member countries a Peer Learning Activity in 2016 on qualifications frameworks for higher education in relation to quality assurance and recognition.
24. Welcomed the proposal of Belgium (French and Flemish Communities) to organize in cooperation with other ASEM members in 2016-2017 a joint ASEM-EHEA conference about the impact of all reforms and challenges higher education has to address, will have on the academic work, since the quality of teaching, research and community engagement depends on the engagement of the faculty and the staff as well as a supportive and inspiring working environment.

## **B. Engaging Business and Industry in Education**

Intensifying the dialogue and collaboration between education institutions (mainly higher education institutions (HEIs)), business, and industry within and between the two regions remains an essential task. The collaboration between HEIs and the business sector is vital to socio-economic development. Various emerging challenges to sustainable development require innovation in the HEIs - Business relationship. HEIs and entrepreneurs need to collaborate closely at different levels and formats in order to improve employability of graduates, to cultivate entrepreneurship, and to innovate learning environments through information and communication technologies. There is a need to improve the employability of students through work placements and work-based learning and to embed those instruments in the curriculum.

The Ministers:

25. Appreciated the efforts made by the Asia-Europe Foundation (ASEF) and China in organizing the 4<sup>th</sup> ASEM Rectors' Conference (ARC4) and Students' Forum on the topic "University-Business Partnerships: Asia and Europe Seeking 21<sup>st</sup> Century Solutions" on 23-27 March 2015 in China. The Ministers recognised ARC as "Official Dialogue Partner" and reaffirmed the importance of engaging HEIs and students as valuable active partners in the ASEM Education Process. The Ministers asked ASEF to continue its work in this regard.
26. Emphasized the outcomes of the 4<sup>th</sup> ASEM University Business Forum held in Brussels on 4 March 2015 focusing on the education side of the University-Business cooperation. The Ministers noted that it is important to explore ways of: 1) how higher education can better contribute to social, economic and technological innovation, 2) to what extent trans-regional university-enterprise cooperation can enhance innovation and its spread, 3) what more needs to be done to ensure that graduates can operate effectively in international environments. To achieve these objectives the Ministers called for involving enterprises in curriculum design and providing quality workplacements. The Ministers emphasized the role of higher education giving students the intellectual foundation - being critical, analytical, and empathetic – that will enable them to do the future jobs. The Ministers thanked Belgium (Flemish Community and French Community) for organizing the 4<sup>th</sup> ASEM University Business Forum. In order to continue the dialogue on University-Business Cooperation, the Ministers welcomed Vietnam's offer to host the 5<sup>th</sup> ASEM University Business Forum in 2015.

27. Noted with interest and approved the future activities of the ASEM Work Placement Pilot Programme. The Ministers supported the 3-years pilot programme starting in 2015/2016 with a first balanced student exchange and creating the programme's website serving as the communication platform among coordinators, students and work places, as agreed by Brunei Darussalam, Belgium (Flemish Community), Germany, Indonesia and Thailand. The Ministers thanked Thailand for hosting the 1<sup>st</sup> Meeting on 29-30 January 2015 in Bangkok of the participating countries in the ASEM Work Placement Pilot Programme. The next meeting of the participating countries will be conducted together with the first alumni of the programme in 2016. The Ministers invited also further ASEM member countries to join the programme.
28. Welcomed Brunei Darussalam's initiative in fostering entrepreneurship in higher education through a workshop that is organized for undergraduates from ASEM countries from 18<sup>th</sup> to 26<sup>th</sup> May 2015 at the Universiti Brunei Darussalam. This platform is a commitment to improve life-long learning and to increase self-sustainability amongst the populace of higher learnings in ASEM countries as well as to encourage collaborations and networking to create a cohesive entrepreneurial ecosystem. The seven-day workshop themed "Entrepreneurship in Higher Education" is designed to ignite, discuss and develop further recommendations and entrepreneurial strategies amongst the higher education populations that would create viability and productivity in marching the ASEM economy to a more formidable position.
29. Welcomed the initiative of Belgium (Flemish and French Communities) to organize in 2016 in cooperation with other ASEM members a Peer Learning Activity on Employability and on the contribution of higher education to innovation.
30. Encouraged the initiative of the Russian Federation to develop a project "Students' teambuilding as an instrument of engaging business in education" aimed at the direct collaboration between Asian and European universities, business and industries through the students' international teambuilding thus promoting the creation of a common labour space.
31. Welcomed the Republic of Korea's effort to open up new and wider opportunities for countries to share example cases, experiences and know-how on industry-university cooperative research programs by holding the Global Industry-University Cooperation Forum in October 2015 and in 2016, building upon the outcomes of ASEM University-Business Fora. The Republic of Korea expected that it will set another steppingstone to advance discussions on developing effective and productive modes of industry-university partnership, and asked for active participation of ASEM countries in the Forum.

### **C. Balanced Mobility**

Interregional exchange of students and staff results in increase in internationally trained and experienced labour force and lays foundations for new partnerships in Asia and Europe. The imbalanced flows of mobile students and teachers between Asia and Europe is a major issue for the ASEM education cooperation. Measures should still be taken to better balance mobility flows. There are also several obstacles encountered by the students both from Asia and Europe preventing mobility.

The Ministers:

32. Recognized the contribution of the current mobility schemes existing in various formats, including scholarships offered within the framework of bilateral educational agreements between countries, to the promotion of educational exchanges of students and teaching staff.
33. Acknowledged the results of the ASEM International Seminar on Balanced Mobility held on 25-26 August 2014 in Kuala Lumpur and supported the proposal of Malaysia and the

Asia-Europe Institute (AEI) to organize AEI-ASEM Summer Camps (AEI-ASC). The Ministers encouraged the delegates of ASEM member countries to nominate and sponsor their national participants to the AEI-ASC pilot project, to be held on 2 - 16 August 2015 in Malaysia, aimed to foster better balanced mobility of students, academicians and researchers between Asia and Europe.

34. As a successor of the online platform DEEP (Database on Education Exchange Programmes), welcomed ASEF's initiative to set up a page on its website providing links to various education mobility opportunities and scholarships, run or endorsed by ASEM members' governments, the ASEAN Secretariat and the European Commission. The initiative supports students in their search for suitable study opportunities across all ASEM member countries.
35. Welcomed the European Commission's initiative to organize an Information Day on "Erasmus+" programme on 29 April 2015 in Riga with the aim of giving practical guidance on opportunities for international cooperation which will strengthen Asia-Europe links in higher education and increase mobility of students, researchers, academic staff and other experts. The Ministers called on ASEM higher education authorities, institutions and other stakeholders to develop action plans and relevant projects to promote the programme, specifically with a view to increasing mobility for all ASEM partners and developing inter-regional cooperation and capacity building, as supported by the programme. Capacity building can particularly help improve quality assurance systems and recognition mechanisms and increase attractiveness, transparency and comparability of education systems. The European Commission undertook to keep ASEM partners informed of developments, such as the launch of Calls for Proposals, including through higher education fairs where possible.
36. Acknowledged the ASEM-DUO Fellowship Programme has served as a practical and tangible cooperation project, which contributed to the enhancement of mutual understanding of both Asia and Europe by promoting education cooperation and balanced exchanges of university students. Welcomed the ASEM member countries (Republic of Korea, Singapore, Thailand, Sweden, Belgium/Flemish Community and Belgium/French Community) for joining the ASEM-DUO Fellowship Programme and encouraged more ASEM member countries to join the programme in the 4<sup>th</sup> phase until 2020.
37. Underlined the importance of the ASEM Joint Curriculum Development Project and viewed it as an instrument to enhance international collaboration among ASEM universities. The Ministers appreciated Indonesia's contribution to host the 1<sup>st</sup> meeting of ASEM member countries (Belgium (Flemish Community), Brunei Darussalam, Germany, Lithuania and Indonesia) willing to develop a Joint Curriculum Development Programme in Tourism and Hospitality at bachelor and master level resulting in real life based curricula. The Ministers thanked Germany for hosting the 2<sup>nd</sup> meeting on 12 and 13 March 2015 in Bonn in order to discuss further steps. Romania expressed its willingness to join the project and the Ministers invited also further ASEM member countries to join the programmes.
38. Welcomed the initiative from Germany to develop an ASEM Studies' Curriculum Module with the objective to make Master level students, studying in the field of Asian or European studies, familiar with the goals and instruments of the ASEM process as well as its political, social and economic framework. The module should promote understanding in the ASEM region and enable the respective university graduates to act as promoters of the ASEM spirit in their future careers. The Ministers attached high importance to the development of joint modules as an instrument to further international collaboration among universities worldwide. In the long run it could be envisaged to widen the module to a comprehensive ASEM Study Programme.

39. Welcomed ASEF's flagship youth projects, the "ASEF Summer University", "Model ASEM" and the "ASEF Young Leaders Summit" which contribute to balanced mobility between Asia and Europe, as well as the "ASEF Classroom Network (ASEF ClassNet)" project which promotes balanced mobility also among the secondary education students. The Ministers encouraged ASEF to further develop these projects which serve as sustainable platforms of dialogue and exchange among young people as well as include the youth perspective into the ASEM process.
40. Welcomed Indonesia's proposal to explore a new ASEM Research Collaboration Scheme, to encourage Asian and European higher education institutions, research institutions and industries to cooperate on the research fields of common interest and high priority. Indonesia, Australia, Finland, Romania will join this pilot scheme and set up a working group for ASEM research cooperation. The first Working Group Meeting will be organised after ASEMME5 in order to discuss the research areas, outputs and methods to move forward the project taking into consideration the existing platforms and avoiding overlaps with similar frameworks.

**D. Lifelong Learning (LLL) Including Technical and Vocational Education and Training (TVET)**

Promoting lifelong learning is essential to cope with the undesirable side effects of globalization, demographic transformation, and rapid technological developments, which are posing new challenges to societies and knowledge-based economies across the world. This area aims at developing policies that create learning opportunities for all citizens throughout their lives in order to participate in continuing professional development and enhance their skills and competences for working life, personal fulfilment, active citizenship, and social inclusion.

The Ministers:

41. Emphasized the importance of establishing networks between the Higher Education Sector and TVET to integrate theoretical and practical learning. The Ministers thanked Germany for organizing an expert seminar on dual study programmes entitled "A Strategy to Expand Opportunities for ASEM Youth" on 31 March – 1 April 2014 in Nuremberg with the aim to make the audience familiar with different higher education study programmes integrating working periods by focusing on the dual study programmes. During the seminar, it was discussed whether and how this model might be transferred to other countries.
42. Appreciated Malaysia's initiative in organizing the International ASEM Seminar on Lifelong Learning on 25-26 August 2014 in Kuala Lumpur with the theme "Strategizing Collaboration, Leveraging Resources: Charting The Way Forward for Lifelong Learning". The main objective of the Seminar was to bring together all relevant stakeholders including subject matter experts to share their ideas, experiences and findings to chart the strategies, future trends, and the way forward for lifelong learning. The Ministers noted that implementation of LLL needs to be transformed with greater collaboration among all key stakeholders including industries in research and development activities in order to promote LLL as well as leveraging on the resources optimally in creating a learning community. The Ministers acknowledged the contributions from the ASEM LLL Hub researchers who shared their research results and disseminated knowledge in the post-event report.
43. Underlined the contribution of the Working Group on Innovative Competences and Entrepreneurship education, which has organized meetings in Denmark (2013), Singapore (2014), Vietnam (2014), Norway (2014) and Latvia (2015). The Ministers recommended to address the following areas: 1) Further research, analysis, evaluation into innovation and entrepreneurship (assessment of current programs, implementation, needs analysis,

revision on analysis made, implementation of new practice); 2) Exchange of best practices (Peer Learning Activities (PLA), dissemination of best practice, capacity building for teachers and school leaders based on exchange of best practices). Romania and Indonesia expressed their interest to join the Working Group.

44. Acknowledged the importance of effective TVET systems and mobility of TVET learners and trainers for the development of skills for better employability. The Ministers supported future collaboration in both regions thus creating new education partnerships between ASEM countries. Ministers welcomed further discussions on work-based learning, TVET institutions and industry partnerships, new learning approaches, quality assurance mechanisms and mobility in TVET area to make education systems in both regions more comparable, and encouraged Latvia's initiative to promote a dialogue on sharing best practices and future perspectives in TVET.
45. Highlighted the results of the ASEM Forum on Lifelong Learning – “Renewing the Agenda for Lifelong Learning” on 9-11 March 2015 in Bali and efforts towards knowledge dissemination by publishing two issues of *ASEM Magazine for lifelong learning*. The Ministers supported the ASEM LLL Hub's initiative to strengthen the link between research, education and policy making for better lifelong learning policies. The Ministers thanked the ASEM LLL Hub for organizing, and Denmark and Indonesia for co-organising, the ASEM Forum on Lifelong Learning “Renewing the Agenda for Lifelong Learning” on 9-11 March 2015 in Bali.
46. Noted with interest the ASEM LLL Hub's initiative to promote the lifelong learning in ASEM member countries. The Ministers welcomed the intention of the ASEM LLL Hub to produce the first two ASEM Reviews of National Policies for Lifelong Learning. The Ministers appreciated the joint and comparative studies carried out by researchers from Asia and Europe and encouraged efforts to partnering with the ASEM LLL Hub, including to ensure sponsoring specific studies within its research networks.
47. Welcomed the completion of the 2015 Global Inventory of national and regional qualifications frameworks compiled by the European Training Foundation (ETF), Cedefop, and UNESCO, including the UNESCO Institute for Lifelong Learning (UIL). The Ministers acknowledged the Inventory as an important reference document to guide global monitoring, policy development and peer learning and invited the inter-agency group to ensure the effective dissemination of the findings contained in the Global Inventory. The Ministers emphasised that qualifications frameworks are instrumental for recognizing all forms of learning formal, non-formal and informal, building lifelong learning systems and facilitating recognition of qualifications. The Ministers welcomed the UNESCO led process to foster cooperation in developing and implementing world reference levels (WRLs), based on learning outcomes to facilitate the international comparison and recognition of qualifications. The Ministers welcomed the willingness of the interagency group to assist ASEM to develop mechanisms for validation to recognise learning outcomes and competences from formal, non-formal and informal contexts, and for cross-referencing, qualifications frameworks in Asia and Europe, in consultation with the ASEM members. The Ministers called upon inter-agency group to continue the Global Inventory of national and regional qualification frameworks and to come back to the 6<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME6).

#### **Ministers invited Senior Officials:**

48. To meet at the Intermediate Senior Officials' Meeting (ISOM) in 2016 to be hosted by the Russian Federation with support of the ASEM Education Secretariat and to exchange information on the results of the ASEM education activities, analyse the achieved results from a policy perspective, identify barriers to the implementation of the agreed activities

and propose definite measures to overcome them, further developing and submitting proposals to the Ministers.

49. To ensure setting of the main goal, objectives and tasks and definition of expected outcomes and implementation plans for the activities of the second pillar (included in ANNEX 1) in order to successfully implement them and enhance their coherence.
50. To explore how the Policy Recommendations developed by the Rectors and the Students during the 4<sup>th</sup> ASEM Rectors' Conference and Students' Forum (ARC4) could be integrated into the deliberations and work of the two pillars of the ASEM Education Process (ANNEX 2).
51. To examine the options to create a user-friendly platform for exchanging information on the results of the ASEM activities, educational systems and best practices and experience for mutual learning linked with the current website of the ASEM Education Secretariat.

**Ministers invited the ASEM Education Secretariat:**

52. To assist the ASEM members in implementing the agreed ASEM initiatives and in cooperation with the ASEM members and stakeholders to intensify the follow-up and enhance the coherence of all the activities, projects and initiatives taken.
53. To collect information and provide analysis on the results achieved by the ASEM members implementing the ASEM initiatives agreed and to inform Ministers on the progress achieved by preparing descriptive and analytical Stocktaking Report for the next Ministerial Meeting.
54. To develop a communication plan in close cooperation with the ASEM members and stakeholders to facilitate exchange of information among the ASEM members and stakeholders and provide public access to the results of the ASEM education cooperation.
55. To make better use of the website of the ASEM Education Secretariat as a main channel of communication (this can reflect the ongoing ASEM education activities and their results, uploading the documents related to the ASEM education etc.) and to encourage regular e-mail updates among the ASEM members and stakeholders.

**Ministers thanked:**

56. The Republic of Korea for its commitment to host the 6<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME6) in 2017.
57. Belgium (Flemish Community and French Community) for its offer to host the ASEM Education Secretariat as of October 2017.
58. The Russian Federation for its offer to host the ISOM in 2016.
59. Austria for its offer to host the 1<sup>st</sup> Senior Officials' Meeting and Romania for its offer to host the 2<sup>nd</sup> Senior Officials' Meeting and the 7<sup>th</sup> ASEM Education Ministers' Meeting in 2019.
60. Latvia for successfully hosting the ASEMME5, moving forward the ASEM Education Process and giving impetus to the overall cooperation between Asia and Europe.

**Future ASEM Education Initiatives****A. Quality Assurance and Recognition *Pillar 1***

<b>No</b>	<b>Initiative</b>	<b>Date and venue</b>	<b>Names of ASEM members/stakeholders</b>
1.	Peer Learning Activity on qualifications frameworks for higher education in relation to quality assurance and recognition	2016	Belgium (French and Flemish Communities), France, Romania, Finland, Portugal
2.	A joint ASEM-EHEA conference about the impact of all reforms and challenges higher education has to address, will have on the academic work <sup>1</sup>	2016-2017	Belgium (French and Flemish Communities), Romania, (tbc)

**A. Quality Assurance and Recognition *Pillar 2***

<b>No</b>	<b>Initiative</b>	<b>Date and venue</b>	<b>Names of ASEM members/stakeholders</b>
1.	3 <sup>rd</sup> Working Group on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education among ASEAN Plus Three Countries	11 June 2015, Thailand	ASEAN Plus Three Countries (Brunei Darussalam, Cambodia, China, Indonesia, Japan, Lao PDR, Malaysia, Myanmar, Philippines, the Republic of Korea, Singapore, Thailand, Vietnam)
2.	The 4 <sup>th</sup> Working Group Meeting for Implementing the ASEM Recognition Bridging Declaration	2016, Estonia	China, Austria, Belgium (French Community), Brunei Darussalam, Estonia, Germany, Indonesia, Japan, Malaysia, Latvia, Lithuania, Portugal, the Republic of Korea, Philippines, Romania, the United Kingdom
3.	An Expert Group of Interregional Credit Transfer Mechanisms and Learning Outcome System	tbc	Australia, Belgium (French and Flemish Communities), Brunei Darussalam, China, Estonia, Indonesia, Latvia, Lithuania, Malaysia, Romania, Portugal, Thailand

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<sup>1</sup> if enough support from ASEM members and stakeholders

**B. Engaging Business and Industry in Education *Pillar 1***

No	Initiative	Date and venue	Names of ASEM members/stakeholders
1.	Workshop “Entrepreneurship in Higher Education” for undergraduates from ASEM countries	18 -26 May 2015, Brunei Darussalam	Brunei Darussalam
2.	The 5 <sup>th</sup> ASEM University Business Forum	2015, Vietnam	Vietnam
3.	Peer Learning Activity on Employability and on the contribution of higher education to innovation	2016	Belgium (French and Flemish Communities), Portugal, (tbc)
4.	5 <sup>th</sup> ASEM Rectors’ Conference and Students’ Forum (ARC5)	2016	Europe (tbc)
5.	Global Industry-University Cooperation Forum	October 2015, 2016	The Republic of Korea

**B. Engaging Business and Industry in Education *Pillar 2***

No	Initiative	Date and venue	Names of ASEM members/stakeholders
1.	ASEM Work Placement 3-years pilot programme	2015/ 2016	Brunei, Belgium (Flemish Community), Germany, Indonesia and Thailand
2.	Project “Students’ teambuilding as an instrument of engaging business in education”	2016/ 2017	Russian Federation

**C. Balanced Mobility *Pillar 2***

No	Initiative	Date and venue	Names of ASEM members/stakeholders
1.	Asia-Europe Institute (AEI)-ASEM <i>Summer Camps (AEI-ASC)</i> pilot project	2-16 August 2015, Malaysia	Malaysia, AEI
2.	ASEM Studies’ Curriculum Module	2015	German Higher Education Institutions and Partner Countries’ Institutions
3.	ASEM Joint Curriculum Development Project at bachelor and master level resulting in real life based curricula	2016	Belgium (Flemish Community), Brunei Darussalam, Germany, Lithuania and Indonesia, Romania
4.	ASEM-DUO Fellowship Programme	2016-2020	The Republic of Korea, Singapore, Thailand, Sweden, Belgium



			(French and Flemish Communities)
5.	A new ASEM Research Collaboration Scheme to encourage Asian and European higher education institutions, research institutions and industries to cooperate on the research fields of common interest and high priority. A Working group for ASEM research cooperation.	2016	Indonesia, Australia, Finland, Romania

**D. Lifelong Learning (LLL) Including Technical and Vocational Education and Training (TVET) Pillar 1**

No	Initiative	Date and venue	Names of ASEM members/stakeholders
1.	Latvia's initiative to promote a dialogue on sharing best practices and future perspectives in TVET	tbc	Latvia, Austria, Brunei Darussalam, Belgium (Flemish Community), Germany, Indonesia, the Russian Federation

**D. Lifelong Learning (LLL) Including Technical and Vocational Education and Training (TVET) Pillar 2**

No	Initiative	Date and venue	Names of ASEM members/stakeholders
1.	Producing the first two ASEM Reviews of National Policies for Lifelong Learning	2015	ASEM LLL Hub
2.	Working Group on Innovative Competences and Entrepreneurship education	tbc	Australia, Brunei Darussalam, Cambodia, the Czech Republic, Denmark, France, Hungary, Indonesia, the Republic of Korea, Latvia, Malaysia, Norway, Philippines, Romania, Singapore, Vietnam
3.	Update global inventory on regional and national qualifications frameworks, including mechanisms for validation and for cross-referencing of regional qualification frameworks.	2017	UNESCO, ETF, Cedefop, UIL

For ASEF's projects in the field of education, please refer to [www.asef.org](http://www.asef.org).

**Policy Recommendations developed by the Rectors and the Students during the 4<sup>th</sup> ASEM Rectors' Conference (ARC4) and Students' Forum**

ARC4 Students' Forum

**Policy Recommendations for the  
5<sup>th</sup> ASEM Education Ministers' Meeting (ASEM ME5)  
27-28 April 2015, Riga, Latvia**

The ARC4 Students' Forum on "*University-Business Partnerships: Asia and Europe Seeking 21<sup>st</sup> Century Solutions*" took place on 23-24 March 2015 at Zhejiang University in Hangzhou, China. On this occasion, 51 students from all ASEM member countries developed Policy Recommendations on how universities and the business sector can better cooperate to equip students with employability skills, to cultivate entrepreneurship, and to innovate learning environments through information and communication technologies. The students convey the following Recommendations for consideration of the ASEM Ministers for Education at the upcoming 5<sup>th</sup> ASEM Education Ministers' Meeting on 27-28 April 2015 in Riga, Latvia. Four Student Representatives personally handed over these Policy Recommendations on 27 March 2015 to the Minister for Education and Science of the Republic of Latvia, Ms Māriņa SEILE, at the Closing Ceremony of the 4<sup>th</sup> ASEM Rectors' Conference (ARC4). The students also address these Recommendations to their university and business leaders and relevant institutions amongst other stakeholders in ASEM countries.

The participants of the ARC4 Students' Forum have identified the following issues as priorities and commit themselves to promoting and finding ways of applying them. They call upon the ASEM members to engage them in working towards delivering tangible outcomes for the 6<sup>th</sup> ASEM Education Minister Meeting (ASEM ME6).

**University-Business Partnerships for Employability Skills**

- Curriculum design processes should take a student-centred approach and be developed in partnership with students to provide flexible learning pathways and opportunities for soft skill development. This should be done in consultation with businesses and external stakeholders when deemed useful, without jeopardising academic integrity. Opportunities to develop soft skills outside of the classroom, including student-led activities, need to be actively supported technically and financially, promoted, and the learning completely recognised by relevant stakeholders.
- Transparent, independent and updated programme information for all Higher Education Institutions must be made accessible on centralised public platforms and available nationally and internationally to students, potential students, parents, teachers and employers. Career guidance services must also be available at all levels and adequately resourced. ASEM members should implement measures and provide resources to strengthen the role that universities and businesses take in supporting such services.
- University-Business Partnerships which deliver quality work-placed learning opportunities must ensure decent working conditions, be incentivised, practically supported by long-term national strategies, and designed by relevant stakeholders. Partnerships must ensure that expected learning outcomes are achieved, recognised academically, and that students are compensated for the completed work.

### **University-Business Partnerships for Entrepreneurship**

- The institutionalisation of entrepreneurship within university curricula, in partnership with businesses (SMEs and MNCs), is a must. This should include teaching material enriched with actual business cases, inter-disciplinary courses, and the creation of start-up incubators in universities that provide mentorship and advisory services.
- Universities, businesses and communities should work together to explicitly promote social entrepreneurship and develop business models that create shared value. This addresses problems in societies, encourages sustainable development and the notion that entrepreneurship is not exclusively for profit-making, but has a social role to play ultimately for the benefit of everyone.
- An improved funding system for university start-ups and entrepreneurial activities is needed. This includes tax incentives for investors, a system of preferential loans for entrepreneurs, and improved seed-funding channels, which allow universities to access more external funding and provide venture capital funding for entrepreneurial activities.

### **University-Business Partnerships for New Learning Environments through Technology**

- Universities should have a policy framework that emphasises access to technology and training of faculty and students. This should include the establishment of strategic centres at universities to continuously improve technology use on campuses. Such activity should be supported by an international network to share good practices and close interaction with businesses.
- Flexible approaches to institutionalise recognition of online learning as a complement to traditional education in universities, such as through Massive Open Online Courses (MOOCs) or other Open Educational Resources (OERs) are needed. For instance, these should be accredited and/or used as a supplement for admission applications to university.
- Universities and businesses should support national and international student initiatives in leveraging on technology to create opportunities aimed at acquiring additional experiences and skills. Examples include administrative support and funding for online workshops, cross-university forums, networking meetings and other innovative projects.

The 4<sup>th</sup> ASEM Rectors' Conference (ARC4)

**Policy Recommendations for the**

**5<sup>th</sup> ASEM Education Ministers' Meeting (ASEM ME5)**

**27-28 April 2015, Riga, Latvia**

The 4<sup>th</sup> ASEM Rectors' Conference (ARC4) on "*University-Business Partnerships: Asia and Europe Seeking 21<sup>st</sup> Century Solutions*" took place on 26-27 March 2015 at Zhejiang University in Hangzhou, China. More than 100 university leaders and representatives from 43 ASEM member countries jointly developed Policy Recommendations in 3 parallel working groups on how universities and the business sector can better cooperate to equip students with employability skills, to cultivate entrepreneurship, and to innovate learning environments through information and communication technologies. The Policy Recommendations were handed over to the Minister for Education and Science of the Republic of Latvia, Ms Mārīte SEILE, at the Closing Ceremony as a contribution to the deliberations at the 5<sup>th</sup> ASEM Education Ministers' Meeting (ASEM ME5) on 27-28 April 2015 in Riga, Latvia.

The participants of the 4<sup>th</sup> ASEM Rectors' Conference (ARC4) identified the issues below as priorities for ASEM policy-making with regard to university-business collaboration. They

committed themselves to promoting 21<sup>st</sup> century-oriented university-business partnerships and to seeking solutions to possible challenges to cooperation. They called upon the ASEM members to engage them in working towards delivering tangible outcomes for the 6<sup>th</sup> ASEM Education Ministers' Meeting (ASEM ME6).

### **University-Business Partnerships for Employability Skills**

In order to promote the development of employability skills among graduates, the state plays a dual role.

- In their legislative and administrative capacities, the ASEM members should
  - 1) remove barriers to international mobility for study and internship purposes, including those linked to visa matters and payment regulations for students;
  - 2) encourage initiatives to enhance Ph.D. students' employability in diverse careers; and
  - 3) promote student-centred and problem-based learning and practical training through internships, entrepreneurial courses, and inclusion of soft-skills as well as transversal competencies in all programmes.

To better address the above issues, ASEM members shall establish and/or enhance various platforms for dialogue between universities, businesses, government institutions and communities.

- In their financial and service roles, the ASEM members should
  - 1) provide tax benefits, subsidies, insurance schemes and/or other incentives to encourage the provision of internships and practical training for students in businesses, community organizations and in the public sector;
  - 2) enable the development of open-access databases on Higher Education programmes to facilitate informed decisions by students; and
  - 3) better recognise the value of and investment in extra-curricular activities, and support these by facilitating an infrastructure of career-guidance centres, business incubators, innovation hubs, technology parks and student-led start-ups..

### **University-Business Partnerships for Entrepreneurship**

A university-wide entrepreneurial culture is vital to address the dynamic transformations societies are undergoing. While continuing to ensure academic excellence, fostering entrepreneurship has to be positioned as a core mission of universities. ASEM education policies should be formulated to support this endeavour.

- ASEM members should support universities to develop ecosystems to enable entrepreneurship. Universities should be empowered to develop policies and measures, within respective national contexts, to transform the university environment accordingly through
  - 1) broadening the curriculum to include entrepreneurship education;
  - 2) strengthening applied research and technology transfer;
  - 3) facilitating faculty development to embrace a new innovative mindset;
  - 4) supporting cross-cultural student mobility and leadership development; and
  - 5) introducing enhanced technologies and facilities, as well as incentives to drive innovation and entrepreneurship.
- Partnerships with governments, businesses and communities need be strengthened to foster the development of “engaged universities” for social betterment, for example through a “triple-helix plus one” partnership model. ASEM members should also provide incentives to encourage the business sector to provide mentorship, internship and research opportunities, and funding support for entrepreneurial student initiatives.
- ASEM members shall incorporate innovation and entrepreneurship as part of their national policies and strategies. This includes the facilitation of their infrastructures, which support entrepreneurship, such as the introduction of tax incentives, creation of

knowledge transfer and innovation funds, local and regional incubators, entrepreneurship resource centres and platforms, development of finance instruments to support start-ups, and efforts to help them find new market opportunities locally and internationally.

### **University-Business Partnerships for New Learning Environments through Technology**

- ASEM members should facilitate and support universities to develop and execute clear policies that foster an environment and culture conducive to university-business partnerships, including the transfer of technology and knowledge. These policies should draw from evidence-based practices of existing effective university-business partnerships across Asia and Europe. The practices may include new metrics for evaluating faculty, such as
  - 1) recognition and reward for effective engagement with businesses;
  - 2) utilization of technology-based collaborative platforms to share information/resources and encourage cross-sector and cross-disciplinary dialogue; and
  - 3) funding models that allow universities, businesses, and/or governments to support the development and sustainability of university-business partnerships.
- ASEM members should encourage universities to provide flexible and innovative learning environments for students. Such learning environments should include, amongst others, external curricular options, such as online courses/platforms in MOOCs and possible credit recognition for students.
- ASEM members should support universities in developing strategies for evaluating university-business partnerships to assure the sustainability of high quality and effective partnerships. Based on policies, existing frameworks, and specific ecosystems within countries, these evaluation strategies may include
  - 1) the facilitation of technological platforms for communication to assure efficient networking across sectors as well as across countries;
  - 2) professional development for faculty and students to better understand the affordances of technology and effectively use technology in a learning environment; and
  - 3) continuous quality assurance indicators that include the students' voice.

# ANNEX 2

## Annex2: The Initiatives, Status, and Approaches of ASEMME5 Chairs' Conclusions

No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
<b>A. Quality Assurance and Recognition</b>					
1.	<b>Working group for Implementing the ASEM Recognition Bridging Declaration (also known as the Beijing Declaration) (Refer to CC A.17) [Pillar 2]</b>	<u>China</u>  Members: Austria, Belgium (French Community), Brunei Darussalam, Estonia, Germany, Indonesia, Japan, Malaysia, Republic of Korea, Romania, Latvia, Lithuania, the United Kingdom	Ongoing (Implementation Stage)	<u>4<sup>th</sup> Working Group</u> Tallinn, Estonia 14-16 April 2016 Participants: China, Estonia, Latvia, Lithuania, Malaysia, the Philippines, Romania, and the United Kingdom  <u>5<sup>th</sup> Working Group</u> Kuala Lumpur, Malaysia 20-21 April 2017 Participants: China, Estonia, Latvia, Malaysia, the Philippines, Romania, and the United Kingdom	<p>The WG was established to follow up the mandate by the Ministers during the ASEMME3 in 2011 during which the Ministers suggested exploring the feasibility of setting up an ASEM convention on mutual recognition of degrees and study achievements (including the establishment of National Information and Recognition Centres in all ASEM countries); Austria volunteered to take an active part in establishing an ASEM pilot group of expert to convened for the first time in Vienna, Austria, in 2011.</p> <p>After intensive discussions, the Working Group considered it feasible to set up a bridging “ASEM Recognition Agreement” with reference to the two Conventions (Lisbon Recognition Convention and Tokyo Recognition Convention) rather than formulating a new “ASEM Recognition Convention”.</p> <p>The Working Group expressed its conviction that an “ASEM Convention” on mutual recognition would strongly contribute to a better understanding of higher education systems in the two regions and to the promotion of student mobility between the two regions.</p> <p>To date, the WG has met for several times. The Estonian Ministry of Education and Research and ENIC-NARIC hosted the Fourth Working Group Meeting for Implementing the ASEM Recognition Bridging Declaration. The meeting discussed the implementation progress of Three Action Plans (approved in the 1<sup>st</sup> Working Group meeting on December 2013 in Kunming City, China) and made several recommendations:  <u>1. The website of Asian NICs (ANICCW)</u>            Finalise the website prior to ASEMME6 and enhance connections between Asian and European National Information Centres through ANICCW and ENIC-NARIC  <u>2. Handbook of Guidelines, Principles and Good Practices on Recognition</u></p>

## Annex2: The Initiatives, Status, and Approaches of ASEMMME5 Chairs' Conclusions

No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<p>Clarify the function of the Handbook and form a joint research team on qualification recognition challenges, coordinated by China</p> <p><u>3. Cross-Border Quality Assurance Network (CBQAN)</u> Conduct comparative studies on QA practices to raise quality awareness amongst countries, compile standards and criteria of course selection in the ASEEM Course Portal, and organise the 1<sup>st</sup> CBQAN Meeting (end of 2016)</p> <p>The 5<sup>th</sup> Working Group hosted by Malaysian Qualifications Agency on 20-21 April 2017 in Kuala Lumpur, Malaysia. The meeting discussed current policies, practices and development of quality assurance and qualifications framework to facilitate the initiatives on recognition of qualifications.</p>
2.	<b>Working group on mobility of Higher Education and Ensuring Quality Assurance of Higher Education amongst ASEAN Plus Three (APT) Countries (Refer to CC A.19) [Pillar 2]</b>	<p><u>Japan</u></p> <p>Members: Brunei Darussalam, Cambodia, China, Indonesia, Japan, Laos, Malaysia, Myanmar, Republic of Korea, Singapore, Thailand, the Philippines, Viet Nam</p>	Ongoing (Implementation Stage)	<p><u>3<sup>rd</sup> Working Group Meeting</u>: Bangkok, Thailand, 11 June 2015.</p> <p><u>Expert Meeting on APT Guidelines on Transcripts</u>: Tokyo, Japan, 7 March 2016.</p> <p><u>4<sup>th</sup> Working Group Meeting</u>: Cebu, The Philippines, 1-2 December 2016</p> <p><u>5<sup>th</sup> Working Group Meeting</u>: Ho Chi Minh, Viet Nam, 20 October 2017</p>	<p>The Working Group on Mobility and Quality Assurance of Higher Education (WG) is an intergovernmental meeting under the ASEAN Plus Three Education Ministers Meeting (APTEMM). It was established by Japan's initiative to enhance the quality-assured mobility of higher education within the ASEAN Plus Three (APT) region.</p> <p>Since the first meeting in 2013, there have been annual regular meetings and expert meetings under the same umbrella. The WG so far has achieved concrete outcomes such as the APT Guidelines on Student Exchange. The Working Group meetings are detailed as the following:</p> <p><u>The 3<sup>rd</sup> Working Group Meeting</u> finalised the <i>Guideline on Student Mobility</i> to provide a basic framework for student exchange and mobility together with quality assurance and promote the development of each higher education system in the APT Countries. Besides the APT countries, the ASEAN Secretariat, SEAMEO-RIHED, and the ASEAN University Network also attended this meeting.</p> <p>The Guidelines were adopted at the APT Education Ministers Meeting in Selangor, Malaysia on 26 May 2016.</p>



## Annex2: The Initiatives, Status, and Approaches of ASEMME5 Chairs' Conclusions

No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<p>The Expert Meeting on the APT Guidelines on Transcripts for Exchange Students, held in Tokyo in March 2016 was a follow up on Japan's proposal to develop the <i>Guideline on Transcript for Exchange Students</i> that incorporates a conversion table of the different credit transfer systems and provides an overview of student qualifications from mobility programmes to support the <i>Guidelines on Student Exchange and Mobility</i>.</p> <p>The 4<sup>th</sup> Working Group was held in December 2016. The 1<sup>st</sup> draft <i>Guidelines on Transcript for Exchange students</i>, monitoring of student mobility, and continuation of Working Group were discussed.</p> <p>The 5<sup>th</sup> Working Group meeting continued to focus on the revised draft of <i>Guidelines on Transcripts for Exchange Students</i>, monitoring of student mobility, and new TOR of Working Group.</p>
3	<b>Expert Group of Interregional Credit Transfer Mechanisms and Learning Outcome System (Refer to CC A.21) [Pillar 2]</b>	<p>Members:</p> <p>Australia, Belgium (French and Flemish Communities), Brunei Darussalam, China, Estonia, France, Indonesia, Germany, Latvia, Lithuania, Malaysia, Portugal, Romania, Thailand and UK.</p>	Ongoing (Implementation Stage)	<p><u>1<sup>st</sup> Expert Group</u> Beijing, China 24-25 March 2016 Participants: Brunei Darussalam, China, Estonia, Indonesia, Germany, Latvia, Lithuania, Malaysia, Thailand, United Kingdom, and ASEAN University Network</p> <p><u>2<sup>nd</sup> Expert Group</u> Ghent, Belgium 26-28 April 2017 Participants: Belgium (Flemish and France Community), Brunei Darussalam, France, Germany, Lithuania,</p>	<p>The Expert Working Group was established to discuss interregional credit transfer mechanisms and learning outcome systems amongstst ASEM member countries. The Ministers during the ASEMME4 and ASEMME5 suggested to develop this initiative and agreed on the aims and activities of the Expert Working Group.</p> <p>The mission of the Expert Working Group is to facilitate dialogue, enhance understanding, strengthen mutual-trust, and promote cooperation in areas of credit transfer mechanisms and learning outcomes systems, with emphasis on working out concrete and feasible plans and activities while taking into consideration of diversified realities in the ASEM member countries in accordance with the Conclusions by the Chair of the ASEMME5, in order to foster the establishment of ASEM interregional credit transfer mechanism, and establishment of criteria for interregional recognition of credits and learning outcomes learning outcomes.</p>

## Annex2: The Initiatives, Status, and Approaches of ASEMMME5 Chairs' Conclusions

No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
				<p>Romania, Thailand, European Commission and SEAMEO RIHED</p> <p><u>3<sup>rd</sup> Expert Group</u>  Bangkok, Thailand  29-30 August 2017  Participants: Belgium (Flemish Community), France, Germany, Indonesia, Latvia, Thailand, SEAMEO RIHED and AES.</p>	<p>The 1<sup>st</sup> Meeting of the Expert Group made several key recommendations:</p> <ol style="list-style-type: none"> <li>1. Officially establish the Expert Group and approve the Terms of Reference of the Group</li> <li>2. Establish the Secretariat of the Expert Group in CDGDC</li> <li>3. Undertake collaborative research coordinated by China with contribution open for other ASEM member countries</li> <li>4. Organise an international seminar at the end of 2016 in collaboration with regional and international organisations (UNESCO, INQAAHE, APQN, and ENQA) on the platform of Cross-Border Quality Assurance Network (CBQAN)</li> <li>5. Explore the feasibility of an “ASEM Study/ Courses Portal” on Credit Transfer and Learning Outcomes to promote student mobility.</li> </ol> <p>Belgium hosted the 2<sup>nd</sup> Expert Meeting on 26-28 April 2017 in Gent, back to back to the PLA on Qualifications Frameworks in relation to Quality Assurance and Recognition. The expert group concluded the following way of working should be followed:</p> <ul style="list-style-type: none"> <li>- Identify the use (best practices) of learning outcomes in study/course catalogues (as the result of course design)</li> <li>- Describe the use of credits/grades within a country on the basis of an agreed template</li> <li>- Explore a system of credit transfer and grade conversion between these countries.</li> </ul> <p>Thailand hosted the 3<sup>rd</sup> Expert Meeting on 29-30 August 2017 in Bangkok. The main result of the meeting is the complete review of the set-up and structure of the ‘Compendium on Credit Systems and Learning Outcomes in ASEM member countries’. It was agreed to:</p> <ul style="list-style-type: none"> <li>- Complete the review of the existing template</li> <li>- Specify in the introduction the main goal and target group of the compendium</li> <li>- Compile a glossary of all template related terms</li> </ul>

## Annex2: The Initiatives, Status, and Approaches of ASEMME5 Chairs' Conclusions

No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<ul style="list-style-type: none"> <li>- Prepare an online tool to gather the input of all ASEM partners</li> <li>- Peer review the individual contributions with the support of the expert group</li> <li>- Discuss the future format and dissemination of the compendium (e.g. online-version)</li> </ul> <p>It was also agreed in consensus to review the 'Terms of Reference' for the future work of the expert group.</p>
4	<b>Updated Compendium on Credits and Learning Outcomes amongst ASEM countries</b> [Pillar 2]	<u>AES</u>	Ongoing (Implementation Stage)	2015-2017	AES is tasked by ASEMME4 with the responsibility to regularly update the Compendium on Credits and Learning Outcomes from ASEM member countries. The second updated version of the Compendium was published by AES to coincide with ASEMME5 in 2015. In 2016 and 2017, AES asked the members to update the data on credit transfer and learning outcomes to be compiled to the third version of the Compendium. To date, data were received Austria, Croatia, Denmark, Germany, Hungary, Japan, Korea, Lithuania, Norway, Portugal, Romania, Singapore, Thailand and United Kingdom.
5	<b>Higher Education in ASEAN Region (EU-SHARE 2015-2018)</b> (Refer to CC A.22) [Pillar 2]	<u>European Union</u>  Members: British Council, DAAD, Nuffic, Campus France, ENQA, EUA	Ongoing (Implementation Stage)	2015-2018	The project " <i>European Union Support to Higher Education in ASEAN Region (SHARE)</i> " has the overarching objective of strengthening regional cooperation, quality, competitiveness, and internationalisation of ASEAN higher education institutions and students. It also aims to enhance cooperation between the EU and the ASEAN Economic Community (AEC) and harmonise higher education across ASEAN countries. The three main components of SHARE are: (1) policy dialogues; (2) ASEAN Qualifications Reference Frameworks and ASEAN Quality Assurance; and (3) ASEAN Credit Transfer System, ASEAN-EU Credit Transfer Systems, and student mobility scholarships.
6	<b>Peer Learning Activity on qualifications frameworks for higher education in relation to quality assurance and recognition.</b>	<u>Belgium (French and Flemish Communities)</u>  Members: France, Romania, Finland, and Portugal	Completed	Programme start date: November 2016 Peer Learning Activity on 26-28 April, 2017 in Ghent, Belgium Participants:	Peer Learning Activity (PLA) is designed to get to know each other better in order to set up precise, practical and thematic cooperation schemes between Europe and the Asia. Therefore, all the categories of stakeholders of HE are invited and following themes are identified from the ASEMME 4 Chair's Conclusions and

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
	(Refer to CC A.23) [Pillar 1]			Belgium (French and Flemish Communities) , Brunei Darussalam, France, Germany, Lithuania, Romania, Norway, Thailand, SEAMEO RIHED, EC and speakers of the SHARE-project, EQAR and NVAO	<p>from the outcomes of previous seminars. The objectives of the PLA are as follow: a) To further develop a common quality assurance language and understanding; b) To share information and good practices related to quality assurance; c) To discuss new approaches and cooperation in QA, both internal (governance) and external as well as the inter-linkages; d) To bring further international and interregional recognition of external QA decisions/accreditation through networks, such as APQN, EQAR, etc.; e) To develop a common understanding of the key role learning outcomes and qualifications frameworks play in internal and external QA as well as on a European, Asian and international level; f) To discuss how joint interregional projects with regard to quality assurance could be undertaken.</p> <p>As the follow up of the previous Peer Learning Activity (PLA) held in Belgium on 19-20 February 2015, this PLA on Qualifications Framework for Higher Education focused on national level qualification framework development of ASEM partners to determine the relationship between Qualification Framework, Quality Assurance and Recognition as well as how they can be implemented. The background paper for the programme was drafted in September 2016 as a collaboration between Belgium, France, Romania, Finland, and Portugal and has been made available for discussion during the SOM in November 2016. Belgium held the PLA in April 2017, back to back with the Meeting of Expert Group Interregional Credit Transfer Mechanisms and Learning Outcome System in Ghent (A-21).</p>
7	<b>Joint ASEM-EHEA Conference</b> (Refer to CC A.24) [Pillar 1]	<u>Belgium (French and Flemish Communities)</u>  Participant: ASEM partners	Completed	Policy Seminar: Ghent, Belgium, 26-27 October 2017	The joint conference between ASEM and the European Higher Education Area (EHEA) aims to bring higher education researchers and policy makers to discuss the key findings of the research that has been carried out during the last 6 to 7 years with regard to the changes of academic work and the changes of the academic profession and professional live within the Higher Education Institutions.

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<p>Moreover, the seminar focused on how policy makers evaluate those research outcomes and may make use of those research outcomes as well as learn from each other how policy makers address those changes and challenges.</p> <p>The seminar is expected to have the following outcomes: a) A better understanding of the key research findings and of the way policy makers could make use of the them in their policy design; b) To have identified whether there are cross regional (institutional, social or cultural) differences or distinctive approaches in the way policy makers evaluate the impact of changes and challenges on academic work.</p> <p>This seminar is supported by the Bologna Follow-Up Group and the other Working Groups.</p>
<b>B. Engaging Business and Industry in Education</b>					
8	<b>ASEM Rectors' Conference and Students' Forum (ARC)</b> (Refer to CC B.25) [Pillar 1]	<u>ASEF</u>	Ongoing (Implementation Stage)	<u>5<sup>th</sup> ASEF Rectors' Conference and Students' Forum</u> Prague, Czech Republic 6-8 April 2016 Participants: All ASEM member countries	<p>The Conference discussions were directed at the development of European and Asian higher education systems and on strategic university cooperation in and between both region. The ARC was first launched in 2009 (Berlin, German). The 2<sup>nd</sup> conference took place in 2010 (Seoul, South Korea); the 3<sup>rd</sup> ARC was held in 2012 (Groningen, the Netherlands); whilst the 4<sup>th</sup> ASEM Rectors' Conference took place in 2015 (Hangzhou, China)</p> <p>The 5<sup>th</sup> ASEF Rectors' Conference and Students' Forum (ARC5) co-organised by the Asia-Europe Foundation (ASEF) and Charles University was held on 4-8 April 2016 in Prague, Czech Republic on the theme of 'Employability: Asia and Europe Prepare the New Generation.'</p> <p>ARC5 enhanced high-level inter-regional dialogue on how higher education institutions (HEIs) can better collaborate with governments and the business sector to tackle emerging socio-economic issues in Asia and Europe,</p>

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
				<p>6<sup>th</sup> ASEF Rectors' Conference and Students' Forum, Singapore, 9-13 October 2017 Participants: All ASEM member countries</p>	<p>particularly youth employment, rapid changes in the labour market and skill development. Strengthening the multi-stakeholder approach and student participation in the ASEM Education Process, ARC 5 brought together more than 150 university leaders, business representatives, and officials of governments and international organisations from across 49 ASEM partner countries, as well as 51 students from the whole ASEM constituency. Policy Recommendations from both Students' Forum and Rectors' Conference were personally handed over by participants to Professor Dr Lee Young, Vice-Minister of Education of the Republic of Korea. They were presented at the ASEM Intermediate Senior Officials' Meeting on Education (ASEM ME6 ISOM) on 13-14 April 2016 in Moscow, Russian Federation, and will also be presented at ASEM ME6 in Korea.</p> <p>The 6<sup>th</sup> edition of the ASEF Rectors' Conference and Students' Forum (ARC5) was co-organised by the Asia-Europe Foundation (ASEF) and Singapore Management University on 9-14 October 2017 on the theme of 'Future-ready universities and graduates: Quality Education beyond the Horizon'. ARC6 explored the needs, demands and expectations of future-ready universities and graduates in a VUCA-world (volatile, uncertain, complex and ambiguous), where both institutions and individuals have to continuously evaluate and adapt their approach to disruptive times. Following an inclusive multi-stakeholders approach, ARC6 brought together more than 150 university leaders, business representatives, officials of governments and international organisations as well as students from all 51 ASEM partner countries. The European University Association (EUA) and the ASEAN University Network (AUN) as well as the European Students' Union (ESU) and the Erasmus Students' Network (ESN) joined as intellectual partners and supported the development of the Policy Recommendations of Rectors and Students respectively. 3 commissioned papers on the topics "Interdisciplinarity in Education and Research", "Lifelong Learning: Global and</p>

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<p>Holistic Education” and “Access to Education” complement the policy document with a theoretical basis.</p> <p>Both Rectors’ Conference and Students’ Forum Policy Recommendations were presented by ARC5 and ARC6 participants at the ASEMME6.</p>
9	<b>The Fifth ASEM University Business Forum</b> (Refer to CC B.26) [Pillar 1]	<u>Viet Nam</u>	Withdrawn		ASEM University-Business Forum (UBF) is an annual event as approved by the ASEM Ministers of Education that fosters university-business cooperation. During ASEMME5, Viet Nam offered to host the Fifth UBF, but subsequently withdrew its availability.
10	<b>ASEM Work Placement three-year pilot programme</b> (Refer to CC B.27) [Pillar 2]	<u>Belgium (Flemish Community),</u>  Brunei Darussalam, Germany, Indonesia, Thailand	Ongoing (Implementation Stage)	<u>3<sup>rd</sup> Working Group Meeting</u> Bali, Indonesia 27-28 May 2016 Participants: Belgium, Germany, Indonesia, and Thailand	<p>The ASEM Work Placement Three-Year Pilot Programme was proposed and agreed by the Ministers during the 3<sup>rd</sup> Asia-Europe Meeting of Ministers for Education (ASEMME3) in Copenhagen, Denmark, in 2011. The ASEM Education Ministers felt that a work placement programme would provide students with the opportunity to discover the world of work in a different regional and cultural setting and gain some experience. The Chairs’ Conclusion of the ASEMME stated that The Ministers “(B 8) Considered the establishment of an ASEM placement programme in terms of setting up a pilot scheme for higher education-business mobility of qualified students between Asia and Europe (partly funded by public resources and industry);”.</p> <p>The 1<sup>st</sup> WG meeting was held in Bangkok, Thailand in January 2015, whilst the 2<sup>nd</sup> WG meeting took place in Belgium in September 2015.</p> <p>The 3<sup>rd</sup> Meeting of ASEM Work Placement Programme was organized by the Indonesian Ministry of Research, Technology and Higher Education in Bali. The discussion on how to craft the best action plans for the programme, covered the following issues:</p> <p>1) Establishing state-controlled information system database for applicants,</p>



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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
				<p>4<sup>th</sup> Working Group Meeting Berlin, Germany, 25 November 2016. Participants: Belgium, Germany, Indonesia, Thailand, and Romania</p> <p>5<sup>th</sup> Working Group Meeting Bangkok, Thailand, 28 August 2017. Participants: Belgium (Flemish Community), Brunei Darussalam, Germany, Indonesia, Thailand, SEAMEO RIHEF and AES.</p>	<p>2) Providing a comprehensive information in each UBN 3) Promoting ASEM Work Placement Pilot Programme in each country, 4) Call for students, to be opened in July 2016.</p> <p>The meeting agreed that students participated in the pilot programme are obliged to submit their report and evaluation as part of the programme assessment. The upcoming meeting will be held on 25 November 2016 in Berlin, Germany.</p> <p>The 4<sup>th</sup> Expert Meeting was organized by German Academic Exchange Service (DAAD) in Berlin. The meeting discussed the implementation progress of the ASEM Work Placement Programme. The first students from each member country started an internship in 2016 with supported by University Business- Network (UBN) and national ASEM WPP contacts. The main challenges of the programme identified during the discussion such as language barriers and preparation time for travel procedures. In order to strengthen the effectiveness and success of the programme, the members agreed to more involving the industries and political stakeholders in the Work Placement Programme. As agreed by the participants, Germany will take over the coordinator role of the programme until the next expert meeting in 2017.</p> <p>The 5<sup>th</sup> meeting discussed the obstacles during the pilot programme: apply for visa, long period for confirmation from the host company, languages, financial issues. To solve these obstacles some solutions were presented. Belgium (Flemish Community) and Thailand will create a permanent support structure, using available tools (SOP for administrative follow-up, RECONFIRM-database for internships), the creation of a website for the programme and other communication actions to make the programme more visible and known. The programme will be opened up to more HEI and more countries. Involvement of embassy, expat networks, chambers of commerce and other</p>



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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					intermediate organizations will be investigated. The meeting proposed Brunei Darussalam to host the next meeting in 2018.
11	<b>Workshop “Entrepreneurship in Higher Education” for undergraduates from ASEM Countries (Refer to CC B.28) [Pillar 1]</b>	<u>Brunei Darussalam</u>	Completed	Brunei Darussalam, 18-26 May 2016	The workshop held at the Universiti Brunei Darussalam in general aimed to build a diverse network of entrepreneurs and develop sustainable entrepreneurship practices for economic diversification in Asia and Europe. It provided knowledge in entrepreneurship research and training for ASEM member country students interested to become entrepreneurs in the future. The workshop also featured sharing of experience and perspective from international and local academics and business people.
12	<b>Peer Learning Activity on Employability and on the Contribution of Higher Education to Innovation (Refer to CC B.29) [Pillar 1]</b>	<u>Belgium (Flemish Communities)</u>  Members: Portugal	Ongoing (Planning Stage)	Spring 2018	Peer Learning Activity (PLA) on Employability and on the Contribution of Higher Education to Innovation is an initiative proposed by Belgium (Flemish and French Communities) during the ASEMME5 in Riga, Latvia, in 2015. The activity will commence in 2018. The background paper of the PLA, the administrative information and invitation will be forwarded to the members in Spring 2018.
13	<b>Project “Students’ teambuilding as an instrument of engaging business in education” (Refer to CC B.30) [Pillar 2]</b>	<u>Russian Federation</u>	Ongoing (Planning Stage)	TBD	The project aims to build collaboration between universities, businesses, and industries in Asia and Europe through teambuilding in order to foster student employability. Further information on this project will be made available to the member countries in due course.
14	<b>Global Industry- University Cooperation Forum (Refer to CC B.31) [Pillar 1]</b>	<u>Republic of Korea</u>	Completed	<ul style="list-style-type: none"> <li>– Seoul, Republic of Korea, 28 October 2015</li> <li>– Seoul, Republic of Korea, 9 November 2016</li> </ul>	The Global Industry-University Cooperation Forum held in Seoul on October 2015 was organised by Korean Society for Industry and Academy Collaboration, Korean Sanhak Foundation and Dong-A Ilbo (a leading newspaper in Korea). Its aim was to share ideas on university-industry cooperation in the future and the role of technology in this cooperation. Seven distinguished speakers from Korea and Japan discussed best practices and policy directions on the cooperation between university and industry sector in front

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					of an audience made up of representatives from governments, industry sector, universities, researchers, and media. The next forum is to take place in November 2016 in Seoul.
<b>C. Balanced Mobility</b>					
15	<b>Project of Asia-Europe Institute - ASEM Summer Schools (Refer to CC C.33) [Pillar 2]</b>	<u>Malaysia</u>	Ongoing (Implementation Stage)	<p><u>2<sup>nd</sup> AEI-ASEM Summer School</u> Kuala Lumpur, Malaysia 7-21 August 2016 Participants: Czech Republic, Germany, Indonesia, Japan, Korea, Malaysia, Pakistan, and Thailand</p> <p><u>3<sup>rd</sup> AEI-ASEM Summer School</u> Malaysia, 24 July – 4 August 2017 Belgium , 7-11 August 2017 Participants: Bulgaria, Cambodia, Germany, Indonesia, Italy, Japan, Poland, Singapore and United Kingdom.</p>	<p>The AEI-ASEM Summer School first initiated by Malaysia government during the 4<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME4) in Kuala Lumpur, Malaysia, 2013 which aims to increase the flow of European students to Asia towards balanced mobility. The target of the summer schools are students, academicians and researchers between Asia and Europe.</p> <p>In collaboration with the Malaysian Ministry of Higher Education, the Asia-Europe Institute (AEI) and the University of Malaya organised the 2<sup>nd</sup> AEI-ASEM Summer School to support balanced mobility and examine multiculturalism and multi-ethnicity in Asia and Europe. The programme enabled 21 students from 9 countries (Czech Republic, Germany, Indonesia, Japan, Korea, Malaysia, Nigeria, Palestine, and Thailand) to explore various cultures, races and religions, ethnic backgrounds and examine political, economic and socio-cultural issues through a programme of lectures, field visits, and highly interactive activities. The students also had opportunities to do excursion to historical places in Malaysia and meet senior education officials in the country.</p> <p>The Asia-Europe Institute (AEI), University of Malaya along with Maastricht University in Brussels, Belgium collaborated for the 3<sup>rd</sup> AEI-ASEM Summer School programme 2017 with the theme "Cultural Pluralism in Asia and Europe" which was successfully conducted from 24 July to 4 August 2017. Participants spent 2 weeks in Kuala Lumpur, Malaysia and an additional 1 week, 7 -11 August 2017 (optional) in Brussels, Belgium. The programme was participated by 30 representatives from</p>

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<p>Bulgaria, Cambodia, Germany, Indonesia, Italy, Japan, Poland, Singapore and United Kingdom.</p> <p>The first part of the 3<sup>rd</sup> AEI-ASEM Summer School featured a two weeks programme in Malaysia with the activities covered on conferences and field trip programmes. Two-weeks programme in Malaysia allowed participants to work together as a group, learn together and exchange ideas and experiences related to the theme.</p> <p>The second part of the Summer School was conducted in Brussels were divided into two components of interactive lectures and seminars as well as education and cultural excursions</p>
16	<b>Links on ASEF Website to various education mobility opportunities and scholarships (Refer to CC C.34) [Pillar 2]</b>	<u>ASEF</u>	Ongoing (Implementation Stage)	Setting up a page on ASEF's website providing links to various education mobility opportunities and scholarship across all ASEM member countries	<p>ASEF set up a simple and user-friendly page under its corporate website, which offers links to existing data-rich platforms across ASEM partner countries – where available. On these country-specific platforms, students can:</p> <ul style="list-style-type: none"> <li>• search for exchange programmes and scholarships</li> <li>• access information of official agencies assisting foreign students,</li> <li>• obtain data on Asian and European education systems, university entry requirements and credit recognition procedures and</li> <li>• share and exchange study experiences in Asia and Europe</li> </ul>
17	<b>Information Day on the“Erasmus+” Programme (Refer to CC C.35) [Pillar 2]</b>	<u>European Union</u>	Completed	Riga, Latvia 29 April 2015	<p>The Information Day on the Erasmus+ Programme aims to give practical guidance on opportunities for international cooperation which will strengthen Asia-Europe links in higher education.</p> <p>The information day was successfully organised by the European Union, achieving the main objective of balancing the mobility of students, staff, and researchers in Asia and Europe. A seminar, attended by representatives from ASEM partners, provided information on four topics: (1) Erasmus Mundus Joint Masters Degrees; (2) Credit mobility; (3) Capacity building in higher education; and (4) Jean Monnet and Marie Skłodowska-Curie Scholarships.</p>

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No	Initiatives	<u>Coordinator &amp; Members</u>	Status	Realisation	Activities/Results
18	<b>ASEM-DUO Fellowship Programme</b> (Refer to CC C.36) [Pillar 2]	<u>ASEM-DUO Secretariat</u> (Republic of Korea)  Members: Belgium (Flemish and French Communities), Korea, Singapore, Sweden, Thailand,	Ongoing (Implementation Stage)	Fourth Phase: 2016-2020	ASEM-DUO Fellowship started in 2001 as a five-year, renewable programme. It is now in its fourth phase (2016-2020) as approved in the 10 <sup>th</sup> ASEM Summit in Milan, 2014. This programme promoted balanced exchange of Asia and Europe through paired (one-to-one) exchange of higher education students and academics. It is currently implemented by six contributing members: Belgium/Flanders, Belgium/Wallonia, Korea, Singapore, Sweden and Thailand. More than 3,200 students and academics have been supported by this fellowship programme.
19	<b>ASEM Joint Curriculum Development Project</b> (Refer to CC C.37) [Pillar 2]	<u>Germany</u>  Members: Germany, Indonesia, and Romania	Ongoing (implementation stage)	<u>3<sup>rd</sup> Expert Group Meeting on Tourism and Hospitality</u> Bali, Indonesia 27-28 May 2016 Participants: Indonesia and Romania	ASEM Joint Curriculum Development Project was first initiated in the ASEMME4 in Kuala Lumpur, Malaysia, 2013. The subject of the programme is tourism education. The objectives of the ASEM Joint Curriculum are: <ul style="list-style-type: none"> <li>• Enriching the quality of higher education institutions by collaborating with more institutions in ASEM countries.</li> <li>• Building mutual trust regarding the equivalence of quality through National Qualification Framework referencing mechanism among ASEM countries.</li> <li>• Increasing the number of student mobility from ASEM countries to experience, explore, and understand culture, local indigenous, arts, and languages.</li> </ul> The 1 <sup>st</sup> and 2 <sup>nd</sup> Expert Group Meeting were held in Bali, Indonesia (2014) and Bonn, Germany (2015) respectively.  Germany and Indonesia agreed on three-year pilot master's program in tourism based on common learning outcomes starting in 2016. The program involves an exchange component of studying at a foreign partner university for one semester. The participating universities are: Udayana (Indonesia) and Stralsund University of Applied Sciences (Germany). In this pilot stage, 5 students from Indonesia and Germany participated in the exchange. Five students from Stralsund University of Applied Sciences in Germany finished the exchange program at Udayana University in Indonesia. Other ASEM countries are welcome to join in these pilot programs.

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<p>The <u>Third Working Group</u> was attended by representatives from Indonesia and Romania who discussed the future cooperation in tourism and hospitality between Indonesia and Romania under ASEM Joint curriculum programme.</p> <p>In 2017, four students from Udayana University (Indonesia) and one student from University of Applied Science Stralsund (Germany) participated in the ASEM Joint Curriculum Programme for 2017/2018 academic years.</p>
20	<b>ASEM Studies' Curriculum Module (Refer to CC C.38) [Pillar 2]</b>	<u>Germany</u>	Completed	Lecturer Exchange: December 2015 Summer School: June 2016	<p>The ASEM Studies' Curriculum Module was first initiated by Germany in ASEMMME5 in Riga, Latvia, 2015 with objective to make Master level students, studying in the field of Asian or European studies, familiar with the goals and instruments of the ASEM process as well as its political, social and economic framework.</p> <p>With the support of DAAD, Hochschule Bremen, City University of Applied Sciences (Germany) began to work on a curriculum module called "EU Asia Dynamics" in 2014. The Europe Asia Dynamics Summer School held in June 2016 involved 24 students and 10 lecturers who came together to Bremen to engage in an intensive exchange of ideas on Europe-Asia Dynamics. Approximately half of the students came from Asia, providing a good balance with the other half from Europe. The topics taught at the ASEM Summer School also ranged from European Studies to South Asian Studies to Intercultural Studies in the dimensions of politics, economics, social, sustainability, culture, history and law. During the two weeks, three excursions were organised, including to Airbus/EADS, which is a good example for European cross border interaction as engineers from different European cultures work closely together. This module is offered in partnership with several partner universities in Asia and Europe.</p>
21	<b>ASEF Summer University (ASEFSU) (Refer to CC C.39)</b>	<u>ASEF</u>	Ongoing Embedded in ongoing	19 <sup>th</sup> ASEF Summer University, Pune, India, 9-21 August 2015	The ASEF Summer University (ASEFSU) is a 2-week annual project run by the Asia-Europe Foundation (ASEF). The project fosters cross-cultural networks among youth

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
	[Pillar 2]		ASEFSU series	<p>20<sup>th</sup> ASEF Summer University in China, Russian Federation and Mongolia, 15 August-3 September 2016</p>	<p>from Asia-Europe Meeting (ASEM) 1 member countries and offers a platform for students and young professionals to analyse, exchange best practices, and to collaboratively develop proposals and solutions for contemporary challenges in Asia and Europe.</p> <p><u>The 19<sup>th</sup> ASEF Summer University (ASEFSU19)</u> was held on 9-21 August 2015 at Symbiosis International University, Pune, India. Guided by the focus of the 6<sup>th</sup> ASEM Culture Ministers' Meetings (ASEMCMM6), ASEFSU19 addressed the multifaceted and complex challenges stemming from rapid urbanisation across both Asia and Europe. From a pool of over 1,700 applicants, 51 students and young professionals from across Asia and Europe were selected to participate. During the intensive 2-week programme on the future of cities that involved training from experts and dialogue with the local community (interdisciplinary hackathon), participants exchanged ideas and practices to arrive at solutions which addressed urbanisation and the protection of cultural heritage. These solutions included the creation of digital prototypes, social impact approaches and business models for the local community to enhance heritage preservation in the process of urbanisation.</p> <p><u>The 20<sup>th</sup> ASEF Summer University (ASEFSU20)</u>, 'Gateways of Asia and Europe: Connectivity by Land, Sea &amp; Air' explored the concept of 'Connectivity' between Asia and Europe through three lenses: Human Connectivity, Trade and Economic Cooperation, and Transport. During a three-week educational train journey across six cities, Beijing, Harbin, Vladivostok, Chita, Irkutsk and Ulaanbaatar, across the three countries of China, Russia and Mongolia, ASEFSU20 brought 47 participants from 45 ASEM countries together with government officials, businesses, academia and the civil society to examine, and propose solutions to the challenges of contemporary transport, trade and connectivity matters. The project engaged more than 20 partner organisations and supporters.</p>

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					Over 8,000 young people from across Asia and Europe applied, which contributed to a significant outreach and promotion of ASEM and ASEF. The participants had the opportunity to present their concrete results to the <i>Deputy Minister</i> of Education and Science of the <i>Russian Federation</i> , Mr Veniamin Kaganovm, at a <i>Closing Ceremony in Irkutsk</i> . The output of the project also provided a youth perspective on the topic of "Connectivity", specifically on transport and trade, and, hence, were presented by an ASEFSU20 participant at the 4 <sup>th</sup> ASEM Transport Ministers' Meeting on 26-28 October 2017 in Bali, Indonesia.
22	<b>ASEF Young Leaders' Summit (ASEFYLS) (Refer to CC C.39) [Pillar 1]</b>	<u>ASEF</u>	Ongoing Embedded in ongoing ASEFYLS series	<u>1<sup>st</sup> ASEM Young Leaders' Summit</u> 2015 in Luxembourg 1-5 November 2015  In conjunction with the 12 <sup>th</sup> ASEM Foreign Ministers' Meeting (ASEM FMM12)	<p>The ASEF Young Leaders Summit is a 4-day project initiated by the Asia-Europe Foundation (ASEF). The ASEF Young Leaders Summit emerged from a call by the young citizens of the Asia-Europe Meeting (ASEM) member countries<sup>1</sup> and the ASEM Head of States and Governments for a closer interaction and exchange of perspectives between the ASEM policy makers and young people on pressing societal issues.</p> <p><u>The 1<sup>st</sup> ASEM Young Leaders Summit (ASEFYLS)</u> was held between 1-5 November 2015 in Luxembourg, under the theme of 'Entrepreneurship and Youth Employment,' alongside the 12th ASEM Foreign Ministers' Meeting (ASEMFMM12). Consisting of presentations, plenaries and skill-orientated workshops, the event brought together 150 participants from all ASEM member countries as well as ASEM experts from civil society, not-for-profit organisations, private sector, social enterprise sector, academia and relevant ASEM Ministries. It concluded with 4 participants unprecedentedly presenting a Call for Action at the 12th ASEM Foreign Ministers' Meeting (ASEMFMM12), urging the ASEM Governments to enrich the entrepreneurial spirit and skills amongst the youth as a means to promote youth employment across the two continents. The Call for Action was also conveyed through additional fora, including the 5th ASEM Employment and</p>



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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<p>Labour Ministers Meeting (ASEMLEMC5), held between 3-4 December 2015 in Sofia, Bulgaria, and the ASEM Lifelong Learning Conference, held between 30 November – 2 December in Melbourne, Australia. Preparations are underway for the 2<sup>nd</sup> ASEFYLS in 2017 in conjunction with the 6<sup>th</sup> ASEM Education Ministers' Meeting. ASEFYLS1 was preceded by an ASEF Experts' Meeting on Entrepreneurship and Youth Employment from 31 June – 1 July 2015 in Stockholm, Sweden. Representatives from 5 sectors, namely social enterprises, corporations, policies, education, and the start-up scene, shared and analysed good practices of entrepreneurship and youth employment policies across both regions and worked on proposals how this topic can be better promoted on an Asia-Europe level. ASEFYLS1 also triggered 3 spin-off capacity training events on Leadership and Entrepreneurship, namely on 30 November – 2 December 2015 in Phnom Penh, Cambodia; on 17-18 March 2016 in Islamabad, Pakistan; and on 22-23 March 2016 in Dhaka, Bangladesh.</p> <p><u>2<sup>st</sup> ASEF Young Leaders' Summit</u> 2015 in Seoul, Korea</p> <p>In conjunction with the 7<sup>th</sup> ASEM Economic Ministers' Meeting (ASEM ME7)</p> <p>The 2<sup>nd</sup> edition of the ASEF Young Leaders Summit (#ASEFYLS2) on the theme “Access to Youth Employment” brought forward fresh ideas and solutions for a more inclusive, fair and accessible employment market for young people. With the aim to contribute to implementation of the Sustainable Development Goals (SDGs), in particular goal 4 (on education), 5 (on gender equality), 8 (on decent work) and 9 (on industry and innovation), the project focuses on 8 thematic areas linked to job-creation and inclusion: 1) age, 2) education, 3) disability, 4) finance, 5) gender, 6) location, 7) social backgrounds and 8) technology.</p> <p>About 150 young social, academic, political or economic leaders from 46 ASEM countries participated in a programme filled with workshops to share ideas and good practices, hands-on skills training and concluded with a Call for Action addressed to the ASEM Economic</p>



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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<p>Ministers. 8 ASEFYLS2 participants were invited to join the Official Welcome Reception of the 7th ASEM Economic Ministers' Meeting. Furthermore, ASEF facilitated 5 personal meetings between the Ministers/their representatives and the youth leaders on the sideline of the ASEM ME7.</p> <p>ASEFYLS2 triggered 2 spin-off capacity training events on public speaking and negotiation, namely on 4-5 July 2017 in Thessaloniki, Greece, and 9-10 October 2017 in Vietiane, Lao PDR.</p>
23	<b>Model ASEM</b> <b>(Refer to CC C.39)</b> <b>[Pillar 1]</b>	<u>ASEF</u>	Ongoing Embedded in ongoing Model ASEM series	<p>7<sup>th</sup> Model ASEM in Ulaanbaatar, Mongolia 6-10 July 2016</p> <p>In conjunction with the 11<sup>th</sup> ASEM Summit</p> <p>8<sup>th</sup> Model ASEM in Yangon and Naypyidaw,</p>	<p>Model ASEM is a 3-day youth conference and political simulation of the Asia-Europe Meeting (ASEM) Summit. It is a platform for students to exchange perspectives on Asia-Europe collaborations, promote the ASEM process and build long-term relations between youth of the two continents. Through role-play, research, case-studies and practical trainings students will enhance their diplomacy, negotiation, consensus-building and public-speaking skills.</p> <p><u>The 7<sup>th</sup> Model ASEM</u> was a 3-day youth conference and political simulation of the actual Asia-Europe Meeting (ASEM) Summit taking place between 6–10 July 2016 in Ulaanbaatar, Mongolia, with over 150 participants from the 51 ASEM countries. The event encouraged closer linkages between the ASEM youth and the ASEM Leaders, while contributing to the increased understanding of the ASEM process amongst the young people across Asia and Europe. All participants completed an online pre-conference research and training phase, and attended the conference's plenary sessions, working groups, practical trainings and visits to Diplomatic Missions of ASEM countries located in Ulaanbaatar. For the first time in ASEF's and ASEM's history, four students were allowed to make a youth intervention to the ASEM Leaders and officials attending the ASEM11. In collaboration with a number of ASEM Ministries of Foreign Affairs, ASEF facilitated personal meetings between participating students and 20 ASEM</p>

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
				In conjunction with the 13 <sup>th</sup> ASEM Foreign Ministers' Meeting	<p>Heads of States or their representatives on the sidelines of the ASEM11. In preparation for the main conference, locally-run Model ASEM spin-off events took place in Vietnam, France and the Philippines. Planning is underway for the 8th Model ASEM in 2017 in conjunction with the 13<sup>th</sup> ASEM Foreign Ministers' Meeting (ASEMFMM13) in Myanmar, with Model ASEM spin-off activities also being considered.</p> <p>The 8<sup>th</sup> Model ASEM is a 5-day youth Conference in conjunction with the 13<sup>th</sup> ASEM Foreign Ministers' Meeting (ASEM FMM13) on 15-20 November 2017 in Yangon and Naypyidaw, Myanmar. Participants have the opportunity to enhance their diplomatic skills while role-playing an ASEM Foreign Minister. Bringing together 150 students from all 51 ASEM countries, have brought together hundreds of students, members of ASEM delegations and ministries as well as ASEM academic experts.</p> <p>the Conference facilitated a direct leadership exchange between the ASEM youth and the ASEM Leaders, while contributing to the increased understanding of the ASEM process amongst the young people across Asia and Europe. Upon invitation of the Ministry of Foreign Affairs, Model ASEM participants were allowed to join the Official Welcome Reception for the ASEM Foreign Ministers and their Delegation member on the eve prior to the ASEM FMM13.</p> <p>Two Model ASEM spin-off editions were planned for 2017. The first one took place at Lausanne in March 2017. The second one is in preparation and will take place in December 2017 in Singapore.</p>
24	<b>ASEF Classroom Network Conference (Refer to CC C.39) [Pillar 1]</b>	<u>ASEF</u>	Ongoing Embedded in ongoing ASEF ClassNet series	12 <sup>th</sup> ASEF Classroom Network Conference in Sofia, Bulgaria, 16-20 November 2015	Activities of the <u>ASEF Classroom Network (ASEF ClassNet)</u> comprise an annual conference and on-going online collaborations between teachers and students of high, secondary and vocational schools across Asia and Europe.

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
				13 <sup>th</sup> ASEF Classroom Network Conference as part of “Theory meets Practice: Teacher Training in the Digital Era” Conference	<p>The 12<sup>th</sup> ASEF ClassNet Conference took place from 16-20 November 2015 in Sofia, Bulgaria. Tackling “Coding for Education”, the Conference promoted the topic of coding and usage of technology and online-based tools in secondary and high-school education through the sharing of good practices and case studies, and the delivery of training and guidance by technology &amp; education experts. Attracting about 100 teachers from 46 ASEM member countries, the conference was also a platform for teachers to initiate collaborations and jointly develop online projects across the two regions. In 2016 about 100 teachers and 2000 students across both regions worked on 30 online collaborations. These activities contributed to an increased student mobility across Asia and Europe, improved teacher professionalisation in the field of ICT, and cultivated young ASEF alumni with an early interest in Asia-Europe relations.</p> <p>Activities of the <u>ASEF Classroom Network (ASEF ClassNet)</u> comprise an annual conference and on-going online collaborations between teachers and students of high, secondary and vocational schools across Asia and Europe.</p> <p>The 13<sup>th</sup> ASEF ClassNet Conference addressed the theme of “Theory Meets Practice: Teacher Training in the Digital Era” and was organised from 8–10/11 September in Zug, Switzerland by the <a href="http://www.asef.org/">HYPERLINK "http://www.asef.org/" \t "_blank"</a> Asia-Europe Foundation (ASEF), <a href="http://asemlllhub.org/">HYPERLINK "http://asemlllhub.org/" \t "_blank"</a> ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) and the <a href="https://www.zg.ch/behoerden/direktion-fur-bildung-und-kultur/phzg">HYPERLINK "https://www.zg.ch/behoerden/direktion-fur-bildung-und-kultur/phzg" \t "_blank"</a> Institute for the Management and Economics of Education of the University of Teacher Education Zug.</p>

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<p>The Conference gathered about 100 researchers, teacher trainers and teachers to identify actions to respond collaboratively to the needs of teachers in the face of ever-advancing educational technology.</p> <p>A follow-up ASEM study on teacher professionalisation in ASEM led by ASEF and the Institute for the Management and Economics of Education of the University of Teacher Education Zug is planned for 2018.</p>
25	ASEM Infoboard <a href="http://www.aseminfoboard.org">www.aseminfoboard.org</a> [Pillar 2]	ASEF	Ongoing		The ASEM Infoboard provides information about and an overview of the entire ASEM process. It is the only online platform that aggregates and publishes all ASEM-related public content. It is also the only website that serves as the archival and ongoing documentation of the ASEM process for ASEM Officials, researchers and other interested public.
26	ASEM Research Collaboration Scheme (Refer to CC C.40) [Pillar 2]	Indonesia  Members: Australia, Finland, Romania	Withdrawn	Withdrawn	Indonesia withdrawn the initiatives the ASEM Research Collaboration Scheme
<b>D. Lifelong Learning (LLL) Including Technical and Vocational Education and Training (TVET)</b>					
27	Second Phase of Working Group on Innovative Competences and Entrepreneurship Education (Refer to CC D.43) [Pillar 2]	Republic of Korea  Members: Brunei Darussalam, Indonesia, the Republic of Korea, Latvia, Malaysia, and Romania.	Completed	<ul style="list-style-type: none"> <li>– 1<sup>st</sup> Meeting in Seoul, Republic of Korea, 14-16 December 2015</li> <li>– 2<sup>nd</sup> Meeting in Jakarta, Indonesia, 21-23 March 2016</li> <li>– 3<sup>rd</sup> Meeting in Bucharest, Romania, 26-28 October 2016</li> <li>– 4<sup>th</sup> Meeting in Kuala Lumpur, Malaysia, 14-16 March 2017</li> </ul>	The Working Group on Innovative Competences and Entrepreneurship Education was set up following the ASEMME4 in 2013. The Ministers of Education agreed to encourage the development of a program to take the scope of cooperation wider than the higher education sector, and this time mainly looking into the primary, secondary and vocational education sector. Drawing from the Chairs' Conclusion of ASEMME4, it was agreed that "The Ministers Expressed their conviction that innovative and entrepreneurial skills and competences should be fostered from an early age and endorsed Denmark's proposal to develop a programme for improving innovative and entrepreneurial skills and competences in school education, in cooperation with Brunei Darussalam, the Czech Republic, Latvia, Hungary, Malaysia, Norway, Republic of

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<p>Korea, Singapore and Viet Nam”.</p> <p>These agreements and decisions clearly shows the interest and commitment amongst the ASEM Ministers of Education to create the program on ”Innovative Competences and Entrepreneurship”. Denmark took the initiative to propose the first ever ASEMME programme with the specific focus on the primary, secondary and vocational education system. During 2013 the circuit of potential participating countries was invited and the preparatory meeting to design the proposal for the ASEMME was conducted.</p> <p>The First Phase (2013-2015) objective was to create sources and perspectives for policy makers and practitioners and to create a possible inspiration for the ASEM Countries to initiative programmes in line with the represented case studies. It has also been an objective to strengthen the exchange of experience and to set joint discussions and assessment about how the primary, secondary and vocational education in the ASEM Member-countries can contribute to the wider target of entrepreneurial and innovative learning.</p> <p>The WG has now entered its second phase (2015-2017). Building on the work done in the first phase (2013-2015), the 2<sup>nd</sup> phase of the work of the Working Group Innovative Competences and Entrepreneurship Education aims for having a closer look on the actual perception amongstst the various stakeholders encompassing entrepreneurship education framework and how it is practiced in each nation to contribute to fostering innovative competences. The method to study the case using an international survey amongst policy makers, teachers, students and employees. Based on the aforementioned research, the Working Group seeks to build a tangible platform for cooperation among ASEM partners in regards to innovative competences and entrepreneurship education through, inter alia, conferences, network formation, and a centre of excellence.</p>

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<p>The survey method is distinctive compared to the methods in the 1<sup>st</sup> phase of the work. The method adopted thematic approach in analysing various entrepreneurship education programs in the participating countries. The survey is expected to extract the common findings amongst the participating countries and policy recommendations on how to advance innovative competences and entrepreneurship education.</p> <p>During the working group meetings, 12 innovative schools and institutes has been visited by the participants in order to understand the context of innovative competences and entrepreneurship in each hosting countries.</p> <p>The working group meeting has been developing the draft of policy recommendations to the Meeting of Ministers of Education in Seoul. Several policy is suggested in the recommendation are as follows:</p> <ul style="list-style-type: none"> <li>– The Importance to implement Entrepreneurship Education in the national policy and system of education from the elementary to the higher education, considering the competence is necessary for both individual and societal development in 21<sup>st</sup> century.</li> <li>– Stimulating the industry's involvement by creating diverse policies and strategies.</li> <li>– Improving the quality and contents of entrepreneurship education by emphasizing risking taking elements as well as by adopting the innovative methodology.</li> <li>– Implementing teacher training program and professional development for entrepreneurship education more actively.</li> <li>– Encouraging international cooperation to strengthen entrepreneurship education in member countries.</li> </ul>
28	<b>Promoting a dialogue on sharing best practices and future perspectives in TVET</b>	<u>Latvia</u>  Members: Austria, Brunei Darussalam, Belgium	Ongoing (Planning Stage)	First Seminar: 2018 (TBC)	The State Education Development Agency in cooperation with the Ministry of Education and Science of the Republic of Latvia will organise a seminar to facilitate a dialogue on sharing best practices and views on future perspectives in

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
	(Refer to CC D.44) [Pillar 1]	(Flemish Community, Germany, Indonesia, the Russian Federation)			TVET.
29	<b>ASEM Forum on Lifelong Learning (Refer to CC D.45) [Pillar 1]</b>	<u>ASEM LLL Hub</u>	Ongoing Implementation stage	ASEM Forum on Lifelong Learning 2016 “21 <sup>st</sup> Century Skills”: Copenhagen, Denmark 3-5 October 2016	The ASEM Forum on Lifelong Learning is a biannual event and the 2016 Forum had the theme of “21 <sup>st</sup> Century Skills”. The Forum was organised by ASEM LLL Hub in partnership with the Danish Ministry of Foreign Affairs and Ministry for Children, Education and Gender Equality, supported by ASEF. The Forum discussed how to develop 21 <sup>st</sup> century skills for lifelong learning and examined relevant policies in Asia and Europe. The role of researchers and policy makers in creating lifelong learning opportunities for all is also highlighted in the Forum. The Forum organisers also invited participants of the ARC5 Students’ Forum and 7 <sup>th</sup> Model ASEM to provide a youth perspective to the discussion and share the recommendations they have drafted at their respective forums. A total of 120 participants from 30 countries took part in the Forum. Based on this Forum, ASEM LLL Hub made the following recommendations: 21 <sup>st</sup> century competencies should enable us to master interdisciplinary approaches for creative problem solving in specific contexts. The different learning cultures must be taken into account to bring about creative problem solving. Across the ASEM countries and across different learning cultures, there appears to be an established consensus on the need for investment in ICT pedagogy, on what adult educators core competencies are, and on a concerted effort to identify which competencies future lifelong learner must be able to acquire by using digital technologies.
30	<b>ASEM LLL Hub conference (Added as D.45-1) [Pillar 1]</b>	<u>ASEM LLL Hub</u>	Completed	<ul style="list-style-type: none"> <li>– ASEM LLL Hub conference: Self-learning in a Digital Era</li> <li>– ASEM LLL Hub conference: Intergenerational</li> </ul>	<u>Self-learning in a Digital Era</u> , co-organized with the Danish Embassy in New Delhi, gathered 65 participants from 19 countries from 2 to 4 November 2015 in New Delhi, India. The participants were re-searchers, practitioners or decision makers who shared a common interest: to shed light on the possibilities and challenges of utilising technology for lifelong learning purposes on a higher education level in the knowledge economies of Asia and Europe. With recent trends in educational technology, MOOCs (massive open



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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
				<p>Learning: Workplace Learning, Community Learning and Learning Within the Family</p> <ul style="list-style-type: none"> <li>– ASEM LLL Hub conference: Engaging Young People in Lifelong Learning</li> <li>– ASEM LLL Hub conference: Supporting Adult Education for a Sustainable Life Course: Asian and European perspectives on Education, Work and Citizenship</li> <li>– ASEM LLL Hub conference: Lifelong Learning and Resilience in Disaster Management: Asian and European Perspectives</li> </ul>	<p>online courses) being the figurehead of these, renewed attention has been turned towards the revenue model, cost, pedagogy and scalability of higher education. When concluding on the matter of evidence, action, agents and pedagogy, one future task identified was to move away from synchro-nous teaching, because it needs to be available all the time. In the true essence of openness, we may have to start giving up the luxury of synchronous education. It is a relationship be-tween synchronicity and flexibility. When discussing pedagogical approaches we need to clarify what we mean by learning. A learning concept emphasising the situated culture may not engage people in learning, where it is considered as managing information. In this case the machine can be a learner as well as a human. We need to ground our understanding of what learning actually is, and scholars should continue to discuss this. It has a radical impact on how you design your online courses.</p> <p><u>Intergenerational Learning: Workplace Learning, Community Learning and Learning Within the Family</u> took place from 18-21 November 2015 in Brno, Czech Republic. The conference was co-organized with Masaryk University and contributed to understanding intergenerational learning in both Asia and Europe as a process through which individuals of all ages acquire skills and knowledge, but also attitudes and values, from daily experience, from all available resources and from all influences in their own 'life worlds'. More than 50 researchers from 18 different countries participated.</p> <p><u>Engaging Young People in Lifelong Learning</u> taking place in Melbourne, Australia, from 30 November to 2 December discussed the recognition of the importance of lifelong learning as a disposition in young people is crucial to support the transitions of young people, including those still in schools, into education and the labour market. During the conference, participants shared their thinking on research and experience on national policies and practices that support young people's multiple transitions. The</p>



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					<p>conference provided opportunities to debate the effectiveness of national policies, institutional practices and the merits of alternative pathways from formal schooling to employment and gave insights for nations to evaluate and develop policy directions and to address the relevant targets of Goal 4 (Education and lifelong learning), of the Sustainable Development Goals.</p> <p><u>Supporting Adult Education for a Sustainable Life Course</u> was jointly hosted by CR&amp;DALL at the University of Glasgow and the Centre for Learning and Life Chances in Knowledge Economies and Societies (LLakes), UCL Institute of Education, London on behalf of the ASEM LLL Hub.</p> <p>The conference brought together 70 participants from two research networks that cooperate internationally within the framework of the ASEM Education and Research Hub for Lifelong learning. The network 'National Lifelong Learning Strategies' explores lifelong learning policies and practices in the framework of national socio-economic development, giving particular attention to citizens' motivation and barriers to continuing education and training. The network 'Workplace Learning' focuses on workplaces that exist not simply in companies and public services, but equally across a wide range of organisational and social contexts, including in the third sector (non-profit-making NGOs, voluntary work, etc.) and in diverse forms of self-employment, including under irregular and precarious conditions. The conference highlighted that for both research fields, 'life-work-learning' interplay between workplaces, institutions, family and community is a key framework for understanding how opportunities for lifelong learning, including professional and personal development at work, are distributed, structured, used and experienced in Asian and European countries.</p> <p>From 8-10 November 2016, the ASEM LLL Hub, together with SEAMEO CELLL held the ASEM LLL Hub Conference: <u>Lifelong Learning and Resilience in Disaster Management</u> – Asian and European Perspectives in Ho Chi</p>

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
					<p>Minh City, Vietnam. A total of 70 people from 18 different countries - researchers, practitioners, and different stakeholders – participated. The conference contributed to research-informed recommendations for how to implement lifelong learning as a key to promote resiliency in disaster management: New strategies for how to implement lifelong learning as a key to promote resiliency in disaster management are met with a sense of urgency. In relation to such strategies it is important to remember two matters. The first of these is that you cannot easily change the traditional ways of doing things. The second matter is that not all processes of change and solutions are equally suitable for the different countries. Overall, this means that if you want to get a good result you often have to be careful in standardizing and accelerating the implementation. The conference also concluded that there are many initiatives and frameworks already existing in disaster management. What is needed now is to strengthen the network and knowledge sharing in, and among, countries when facing these disasters and at the same time empowering people.</p>
31	<b>Producing the first two ASEM Reviews of National Policies for Lifelong Learning (Refer to CC D.46) [Pillar 2]</b>	<u>ASEM LLL Hub</u>	Completed	First part completed in 2016 Second part completed in 2017	<p>ASEM LLL Hub has undertaken the first ASEM Review and decided to change the naming to ASEM Desktop Studies, reflecting the different search method in relation to the given time and financial frame. The first part of the ASEM Desktop Study looks into the issue of sustainability and lifelong learning. There are many diverse and creative initiatives as well as considerable progress in education for sustainable development and in understanding the learning dimensions of sustainability. Based on the findings, it is necessary to move beyond rigid disciplinary boundaries into change processes that can lead to a holistic, institutionalised, and value-based framework for sustainability. In this way, the previously held assumptions and concepts of sustainability should be questioned and updated. In 2017, a second part of the ASEM Desktop Studies will perform a comparative analysis of how selected countries in Asia and Europe work to promote lifelong learning in relation to ESD.</p>

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No	Initiatives	<u>Coordinator</u> & Members	Status	Realisation	Activities/Results
32	<b>Update global inventory on regional and national qualification frameworks (Refer to CC D.47) [Pillar 2]</b>	<u>UNESCO, ETF, Cedefop, UNESCO UIL</u>	Ongoing (implementation stage)	Scheduled for 2017	<p>CEDEFOP, UNESCO, ETF and UNESCO UIL have agreed on the outline of the Inventory, implementation plan, and publication date.</p> <p>The outline of the Inventory is as follows. The introduction provides the objective of the report, its scope and geographical coverage. The First Section includes seven thematic articles:</p> <ul style="list-style-type: none"> <li>- Exploring the potential role of QF in advancing Sustainable Development Goal 4 (UNESCO)</li> <li>- Quality assurance of qualifications (UNESCO)</li> <li>- Progress in developing World Reference levels (UNESCO)</li> <li>- Ensuring quality lifelong learning: role of qualifications frameworks and mechanisms for the recognition of non-formal and informal learning (UNESCO UIL)</li> <li>- Implementing NQFs, how to get organized (ETF)</li> <li>- Measuring the impact of QF (Cedefop)</li> <li>- The application of learning outcomes in VET – towards a common language (Cedefop)</li> </ul> <p>The Second Section consists of eight regional and around 120 country case studies that illustrate RQFs/NQFs development in practice. The Conclusion aims at providing key trends and future horizons.</p>

# **ANNEX 3**

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**The 1<sup>st</sup> Senior Officials' Meeting (SOM1) for  
the 6<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME6)**

**Survey Result**

Last updated: 30 November 2016

**Background**

The 10<sup>th</sup> year of the ASEM Education Process is approaching. The 6th ASEM Education Ministers' Meeting (ASEMME6) is the best chance to look back on its first decade and to look forward to the second decade. ASEMME6 will search for a vision of the ASEM Education Process and also emphasize the importance of the achievement during the last 10 years, under the overarching theme, *Collaboration for the Next Decade: from Common Perspectives to Effective Fulfillment*.

In this respect, the Ministry of Education of the Republic of Korea conducted surveys on the ASEM Education Process in order to lay the foundation for a successful ASEMME6. The survey was administered from 13<sup>th</sup> September to 14<sup>th</sup> October 2016. The survey received 22 responses as follows:

- Asia (5) : Indonesia, Japan , Philippines, Singapore , Thailand
- Europe (16) : Austria, Belgium (Flemish Community), Denmark, Finland, France,  
Germany, Hungary, Latvia, Lithuania, Romania, Slovakia, Spain,  
Sweden, Switzerland, the Czech Republic, European Commission
- Stakeholder : ASEF

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### **Evaluation and Vision: The Achieved and To Be achieved**

To evaluate the ASEM Education Process (AEP) of the past decade, the survey asked ASEM partners and stakeholders to indicate the achievements of the AEP. The survey measured the accomplishment of the AEP in the following four aspects:

- a) Enhancement of mutual understanding between Asia and Europe through educational and cultural exchanges;
- b) Enhancement of information sharing of education policies and best practices among member countries;
- c) Promotion of exchanging human resources and technology among member countries;
- d) Formation of network between policy makers, experts, and other stakeholders.

The result showed that the major accomplishment of the AEP was “a) Enhancement of mutual understanding between Asia and Europe through educational and cultural exchanges,” a sign that in the past years, the AEP mainly focused on promoting dialogue rather than on producing outcome. It also indicates that, to some extent, the AEP has succeeded in laying the foundation for inter-continental cooperation by enhancing mutual understanding between Asia and Europe (Question 1). Naturally, the necessity of enhancing mutual understanding will still be emphasized in the next decade (Question 2).

On the other hand, “c) Promotion of exchanging human resources and technology among member countries” received low scores and “b) Enhancement of information sharing of education policies and best practices among member countries”, “d) Formation of network between policy makers, experts, and other stakeholders”, as well as “c) Promotion of exchanging human resources and technology among member countries” should be improved further in the next decade. It means that the AEP should now focus more on producing outcome, and inducing tangible cooperation, an issue which has been at the center of attention recently within the AEP, will become more important in the future. Therefore, it is crucial to effectively fulfill the objectives of promoting dialogue and the outcome in order to reach a better AEP (Question 1, 2).

Furthermore, the respondents recognized the importance of focusing on both dialogue and the outcome of the AEP in a balanced manner. That is, the unique characteristic of the AEP, a political dialogue but informal in its nature, should be re-emphasized, and the promotion of cooperation by introducing more tangibility and greater visibility into the AEP is highly recommended. Likewise, a vision for a better educational cooperation between Asia and Europe for the next decade should pursue both ways – dialogue and outcome (Question 2, 3).

Additionally, some respondents pointed out that more Asia and Europe partners should be gathered in the AEP, and that it is needed for the AEP to concentrate more on global issues such as the SDGs 4 and the Global Citizenship Education. The result shows that the expansion of

the AEP is also important when we talk about the future of the AEP (Question 6).

### **Changes and Challenges: Environmental Factors**

Brought by the great wave of the so-called “Fourth Industrial Revolution”, unprecedented changes are unfolding across all economic and social sectors, as well as in education. Considering the various environmental changes and upcoming challenges, the result showed that “improving skills and competence in accordance with the changes in the labor market” has emerged most significantly in the AEP. “Setting up visions and goals of the AEP” is still important, considering the new changes and challenges, followed by “Working collaboratively for higher education innovation”. The result means that employability is susceptible to the changes in economic and social environment. Therefore, if we view the vision and the objectives of the AEP from the perspective of how to face economic and social changes in the future, it seems appropriate to focus more on employability by using words such as “skill”, “competence”, and “innovation” (Question 4).

In the future, ICT will be more readily used in the field of education. As a useful tool of ICT in education, the role of MOOC could be expanded, as well as in international education cooperation. It is only natural that new technologies will bring about challenges to the AEP, but it will also serve as an opportunity to lower the barriers in the AEP. The result indicates which of the key areas of the AEP would improve when it is integrated with ICT (e.g. MOOC). Interestingly, it seems that almost all key areas would benefit from integrating with ICT when the importance of ICT and its role is increasing. “Quality Assurance and Recognition” and “Reinforcing Lifelong Learning and Vocational Education” received especially much attention from respondents (Question 5).

This result could be interpreted in various ways. For example, some could say that those areas need to urgently overcome obstacles in their areas by integrating with new technologies, but others could simply say that those areas are more easily integrated with ICT than other areas. The result shows where we should and could place emphasis on the role of ICT (Question 5). In order to facilitate the cross-regional dialogue between Asia and Europe, the possibility of using MOOC was suggested. That shows one of the specific tools of ICT, MOOC, can be used to enhance the AEP (Question 6).

### **Tangible Cooperation: Looking for Measures**

With regard to the outcome-oriented measurements for more tangible cooperation, suggestions from respondents included improving current system of performance by reinforcing working groups and making stocktaking of existing activities or initiatives more structural and

harmonized. The result suggested that more effective communication channel or platform, on-line database (website) and cross-regional networks of institutions need to be developed, and reinforcing academic cooperation were mentioned as alternatives. Especially, intensifying and diversifying networks among diverse stakeholders was emphasized. The result means that activities should be promoted to enhance the AEP regardless of methods (on-line or off-line) or areas (institutions or universities). Furthermore, from the perspective of the structure, more organized and more effective system on the basis of harmonization is demanded (Question 6).

Many respondents emphasized the effectiveness of both already existing and new tools. Others focused on other attributes such as transparency and visibility. The words such as “strengthening”, “fostering”, and “encouraging” were most frequently used in the result. This shows that it is more important to increase the effectiveness of the already existing measures rather than trying to introduce new ones. In other words, the AEP is evolving in a proper way but the degree of the evolution matters. Therefore, in order to achieve a more tangible cooperation in the AEP, it is better to look for ways to increase the effectiveness than looking for new measures (Question 6).

## **Conclusion**

There is no doubt that the AEP is evolving. Not only that, it is equally true that we should look for ways to further facilitate the AEP by presenting a new vision for it. In order to fulfill the objectives of the AEP, both dialogue and outcome should be emphasized. Actively concentrating on global issues could be part of the new vision for promoting the AEP.

In the near future, dramatic changes and challenges will have a great impact on education, as well as on the AEP. Employability will be susceptible to social changes, and thus employability will become even more important for the AEP in the future. The advancement of new technologies has both pros and cons: opportunity and challenge. The AEP should find ways to overcome the obstacles that impede the AEP in its four key areas by using new technologies, especially ICT.

Currently, the word “tangible cooperation” is being emphasized in ASEM. Then, what is the best way to drive the AEP to a more tangible cooperation? The answer may not lie in searching for new measures. Rather, the answer may lie in promoting the effectiveness of the AEP. It is important to have the answer in our hands, but what is more important is how firmly we grasp what we have in our hands.



## Overview of the Survey Results with ASEM Partners and Stakeholders

1. The year 2017 marks the 10th year of ASEM Education Process since the 1st ASEM Conference of Ministers Responsible for Education, which was held in Berlin in 2008. During the almost 10 years, ASEM Education Process has been contributed to many parts of Asia and Europe cooperation in education. With looking backward, please evaluate the results of the 10 years of ASEM Education Process by rating the following on a scale of 1 to 5.

A. Enhancement of mutual understanding between Asia and Europe through educational and cultural exchanges				
Very low	Low(2)	Medium(11)	High(7)	Very high(2)
	Belgium Philippines	Czech Republic European Commission Finland France Indonesia Latvia Romania Spain Sweden Switzerland Thailand	ASEF Austria Hungary Japan Lithuania Singapore Slovakia	Denmark Germany
B. Enhancement of information sharing of education policies and best practices among member countries				
Very low	Low(4)	Medium(10)	High(8)	Very high
	Belgium European Commission Finland Indonesia	ASEF Austria Czech Republic France Japan Philippines Romania Sweden Switzerland Thailand	Denmark Germany Hungary Latvia Lithuania Singapore Slovakia Spain	
C. Promotion of exchanging human resources and technology among member countries				
Very low	Low(8)	Medium(13)	High(1)	Very high
	Austria	ASEF	Germany	

	Czech Republic Denmark European Commission Indonesia Latvia Philippines Spain	Belgium Finland France Hungary Japan Lithuania Romania Singapore Slovakia Sweden Switzerland Thailand		
<b>D. Formation of network between policy makers, experts, and other stakeholders</b>				
Very low	Low(5)	Medium(11)	High(5)	Very high(1)
	Belgium Finland Indonesia Philippines Spain	ASEF Austria Czech Republic European Commission France Japan Latvia Romania Singapore Sweden Thailand	Denmark Germany Hungary Lithuania Slovakia	Switzerland

2. With looking forward, which of the following should be more enhanced in the next decade of ASEM Education Process? Please rate the following on a scale of 1 to 5.

A. Enhancement of mutual understanding between Asia and Europe through educational and cultural exchanges

Very low	Low	Medium(4)	High(10)	Very high(8)
		Czech Republic Philippines Slovakia Switzerland	Austria Finland France Hungary Indonesia Japan Romania Singapore Spain Sweden	ASEF Belgium Denmark European Commission Germany Latvia Lithuania Thailand
<b>B. Enhancement of information sharing of education policies and best practices among member countries</b>				
Very low	Low	Medium(1)	High(13)	Very high(8)
		Austria	ASEF Belgium Czech Republic Denmark European Commission Finland France Japan Philippines Spain Sweden Switzerland Thailand	Germany Hungary Indonesia Latvia Lithuania Romania Singapore Slovakia
<b>C. Promotion of exchanging human resources and technology among member countries</b>				
Very low	Low(1)	Medium(7)	High(10)	Very high(4)
	Denmark	Czech Republic Finland Indonesia Japan Singapore Sweden Switzerland	ASEF Austria Belgium European Commission France Germany Latvia Romania	Hungary Lithuania Philippines Thailand

			Slovakia Spain	
D. Formation of network between policy makers, experts, and other stakeholders				
Very low	Low(1)	Medium(5)	High(6)	Very high(10)
	Singapore	Austria Czech Republic Japan Spain Sweden	Finland France Hungary Philippines Slovakia Thailand	ASEF Belgium Denmark European Commission Germany Indonesia Latvia Lithuania Romania Switzerland

**3. Please propose the vision of ASEM Education Process in the next decade by describing it in detail.**

ASEM Partner/ Stakeholder	Answers
ASEF	<p>In the next decade...</p> <ul style="list-style-type: none"> <li>the ASEM Education Process develops to a strong multi-stakeholder process which connects the ASEM education policy makers with civil society representatives from both the formal and non-formal education sector. Together, they develop clear priorities for Asia-Europe education collaboration and provide an ASEM perspective to the global education agenda.</li> <li>A strong commitment for cooperation from all ASEM partners is the prerequisite to maintain and enhance the ASEM Education Process. This commitment would not only include the political and financial support to relevant ASEM education meetings and initiatives and ASEF projects, but also the willingness to integrate the various education stakeholders' perspectives into the discussions and to allow for the necessary communication channels and interactions between the official and the civil society level.</li> <li>The ASEM ME5 in April 2014 in Riga, Latvia, laid the foundation for this development which brings along mutual benefits for both policy makers as well as civil society representatives. Further examples within the ASEM Process are the ASEM FMM12 in November 2015 in Luxembourg where direct connections between the Ministerial Meeting and the ASEF Young Leaders' Summit were created and personal interactions between the Foreign Ministers and the youth participants were facilitated. At the ASEM CMM7 in Seoul, Korea, ASEF organized an ASEF Policy Panel at the Ministerial Meeting to contribute to the deliberations.</li> <li>Albeit ASEF supports the continuity of the 4 priority areas of the ASEM Education Process, it is crucial to review the topics addressed</li> </ul>

	<p>within each priority area to keep abreast with the global and Asia-Europe trends. This means to be open to review and potentially adjust the topics covered under the current 4 priorities, and to develop new programmes and activities with innovative methods. ASEF highly recommends the inclusion of a 5<sup>th</sup> priority area (Education and Sustainable Development; SDG4), or at least its integration in the existing 4 priority areas with well-defined objectives.</p> <ul style="list-style-type: none"> <li>The current 4 priorities of the ASEM Education Process follow a practical and education-centred approach. Given the leading role of education in the advancement of societies, more emphasis needs to be put on the contribution of education to societies as well as the importance of education for sustainable development (i.e. educational efforts to foster attitudes, knowledge, skills and behaviours among citizens that are indispensable for creating a more sustainable future in environmental, economic, societal and cultural terms).</li> <li>ASEF also supports the proposal made at the ASEM ME5 in Latvia to establish a two-pillar system within the ASEM Education Process: Pillar 1 – dialogue-oriented cooperation and Pillar 2 – result-oriented cooperation. It has to be however clearly defined which ASEM meetings/initiatives fall under each pillar and what the objectives for each are.</li> </ul>
Austria	<ul style="list-style-type: none"> <li>ASEM Education Process should remain a political dialogue forum taking into account education including TVET, higher education and research. With regard to recognition matters the voluntary participation in recognition network; ENIC NARIC as a partner in sharing expertise and information establishing easily reachable contact points.</li> </ul>
Belgium	<ul style="list-style-type: none"> <li>Departing from a common understanding of the purposes of higher education the cooperation between the European countries and the Asian countries in the field of education should lead to a geographical space where the trans/cross-regional free exchange and mobility of ideas, of students and researchers will be strengthened, through enhanced trans/cross-regional cooperation between the educational institutions (academic cooperation) and between higher education institutions and enterprises (university-business cooperation), including through the development of joint degrees and joint study programmes and diplomas, joint innovation projects, joint change projects and through the establishment of trans-regional partnerships and network. This requires good information about another's educational systems, trust in another's systems of quality assurance and qualifications frameworks and a mutual recognition of another's academic qualifications.</li> <li>A reinforced academic cooperation and a reinforced university-business cooperation will generated a quality impetus, will prepare the graduates better for their future lives and equip them with the attributes and competencies for the 21<sup>st</sup> century and will contribute to a better understanding and resolution of the grands challenges.</li> <li>Reinforced academic collaboration, reinforced university-business cooperation and reinforced exchange of ideas, students and researchers will deliver mutually-beneficial outcomes.</li> <li>The ASEM partnership also promotes the dialogue between the Governments and between Governments and stakeholders through the umbrella organisations. That dialogue and consultation could lead to trans-regional cooperation involving a limited number of countries that want to address jointly a policy issue such as innovation in education, teacher training, employability, sustainable development, joint study programmes, qualification frameworks, curriculum development, design and delivery and use of credits, social dimension ....</li> </ul>
Czech Republic	<ul style="list-style-type: none"> <li>Continued dialogue centered on the priority areas outlined above, which offer a number of topics to be explored.</li> </ul>
Denmark	<ul style="list-style-type: none"> <li>An umbrella organisation for education policy inspiration and implementation with a wide scope and driven by the activities and projects</li> </ul>

	that member states embark upon.
European Commission	<ul style="list-style-type: none"> <li>The existing priorities of quality assurance, recognition, university/enterprise cooperation and balanced mobility remain relevant priorities that we would like to keep for the future. Lifelong learning including TVET is probably too wide and not focused enough and could be skipped in the future. Furthermore, there are less cooperation instruments to support this priority.</li> <li>We would suggest including the new priority of global citizenship as a fundamental element of sustainable development and inter-cultural understanding.</li> <li>Generally speaking, less time should be spent on discussing declarations that have no impact on education systems, and concentrate on more concrete modes of cooperation (academic cooperation programmes, mobility schemes, joint research projects, joint publications, etc)</li> </ul>
Finland	<ul style="list-style-type: none"> <li>The vision for ASEM Education Process should underline the importance of international cooperation and direct contacts between Europe and Asia in the field of education, including exchange of students and researchers. International cooperation has a central role also in quality assurance of education systems in Europe and Asia, and therefore concrete cooperation models should be efficient and of easy access.</li> </ul>
France	<p>During the next decade, the ASEM Education process should aim at :</p> <ul style="list-style-type: none"> <li>Removing the obstacles in order to increase international mobility of students.</li> <li>Developing educational and training exchanges.</li> <li>Encouraging the development of joint education programmes.</li> <li>Facilitating the exchange of experiences, good practices and ideas on education policies</li> </ul>
Germany	<ul style="list-style-type: none"> <li>The ASEM Education Process should continually focus on overcoming obstacles to high quality higher education cooperation between Europe and Asia. Fully installing functioning tools to enable transparency and recognition, such as the Bridging Declaration will be key assets for this, supported by strong commitments towards quality assurance. In addition, the ASEM Education Process should enable Asian and European member countries, to use the multiplying power of the process to increase intra- and interregional cross-border cooperation. In order to achieve this, it will be necessary for the ASEM Education Process to further optimize the stocktaking and communication mechanisms in place. The underlying analytical tools should enable a strong and critical self-reflection of achievements and neglected issues (see Q 6).</li> </ul>
Hungary	<ul style="list-style-type: none"> <li>ASEM Education Process should not just focus on the reinforcement of the mobility, but also on the synchronization of the different programs.</li> <li>Exchanging good practices between Asia and Europe regarding the cooperation of the participants of higher education and the labor market will be particularly important.</li> </ul>
Indonesia	<ul style="list-style-type: none"> <li>Since the collaboration is the main strategy of promoting education based on equity and equality criteria. The principle of collaboration will be instead of coming together, to become coming as one.</li> </ul>
Latvia	<ul style="list-style-type: none"> <li>creation of networks among experts and education institutions (e.g. joint events; online platforms);</li> </ul>

	<ul style="list-style-type: none"> <li>exchange of information and best practices (with emphasis on strengthening the work of existing ASEM working groups; at ministerial level exchange of views and experience on topics of mutual interest).</li> </ul>
Lithuania	<ul style="list-style-type: none"> <li>We see ASEM Education Process as a platform ensuring the enhanced transparency and visibility of policy developments in participating countries, better communication possibilities, better connectivity and enhanced trust. We see it as a platform to create interregional networks in priority areas to exchange experience, expertise and best practices, to ensure coherence between policy efforts and tangible activities leading to equitable and inclusive quality education and lifelong learning for sustainable development.</li> </ul>
Philippines	<ul style="list-style-type: none"> <li>ASEM: Excellence in Educational Services in Asia and Europe.</li> </ul>
Romania	<ul style="list-style-type: none"> <li> <p><u>Context:</u> During ASEMME5, held in Riga in April 2015, the ASEM education ministers reaffirmed their commitment to further develop and strengthen the cooperation in the four key policy areas to ensure continuity of the ASEM Education Process:</p> <ul style="list-style-type: none"> <li>A. Quality Assurance and Recognition</li> <li>B. Engaging Business and Industry in Education</li> <li>C. Balanced Mobility</li> <li>D. Lifelong Learning (LLL) Including Technical and Vocational Education and Training (TVET)</li> </ul> <p>The Ministers stressed that the continuity and future of the ASEM Education Process need to be based on the progress made in these four key policy areas and in close cooperation and consultation between ASEM members and stakeholders. The Ministers also expressed their willingness to build the ASEM education cooperation on a two-pillar system: <i>the first pillar</i> would represent the dialogue-oriented cooperation, providing a platform for mutual learning and exchange of experiences strengthening mutual understanding and providing incentives for education policy and strategy developments at institutional, national and regional level; <i>the second pillar</i> would represent the result-oriented cooperation composed of tangible activities and measures.</p> </li> <li> <p><u>The present situation:</u> The ASEM education process is an informal platform of dialogue and exchange. Nevertheless, through policy measures and project initiatives, we aim at reaching progress. The coordination of 53 member states, their different engagements and project initiatives, require a high effort of communication. Follow-up mechanisms (streamlining and monitoring) between taken initiatives and policy efforts have not been institutionalized yet, but need to be.</p> </li> <li> <p><u>Proposals for the next decade:</u> In order to achieve further improvement, a modification of structural elements within the established ASEM process is required. Over the next 10 years, the ASEM Education Process would better function within a new improved structure which would strengthen the visibility of initiatives taken at national levels and of the process as a whole. Reciprocity (institutionally and thematically), continuous exchange of experiences, best practices and peer learning of thematic expertise as well as the involvement of stakeholders from different levels would be guaranteed. With the aim to foster transparency of actions taken between the meetings, a new structure (in the form of a Task Force)</p> </li> </ul>

	would be seen as an addition and relief to the role and importance of the ASEM Secretariat. It would lead to better coordination of activities and expertise on national and international level and to an institutionalized international exchange. This could increase the effectiveness of the dialogue-oriented cooperation and thus enhance the two-pillar system as a whole.
Singapore	<ul style="list-style-type: none"> <li>• ASEM Education Process should continue to remain consultative and relevant in meeting the needs and challenges faced by the 21 century workforce.</li> </ul>
Slovakia	<ul style="list-style-type: none"> <li>• From the point of view of the Slovak Republic – focus on dual education and cooperation between ASEM countries in this area is one of the most significant points concerning ASEM education development.</li> </ul> <p>Since the new Act on VET No. 61/2015 Coll. has been introduced in the Slovak Republic, the quality of VET is monitored and re-evaluated by systemic double check from both sides VET provider and company. It is set by contractual relationships between those entities.</p> <p>In dual education it is enhanced by personal involvement of employers in creating or amending of provision of VET in curricula. Also the employer is obliged to be present by final examination in order to evaluate pupils' progress over the entire time of study.</p> <p>Also there is, in case of fields of study, which are concluded by graduation exam, a system of central external graduation exam from Slovak language and foreign language and mathematics. These tests are centrally organised and externally evaluated.</p> <p>The new Act on VET No. 61/2015 Coll. makes a huge breakdown in transformation process of Slovak VET system. It introduces a system of dual education system, based on the experiences of the Austrian, German and Swiss partners. The system of dual education represents a boost for the attractiveness of VET due to its former tradition in former Czechoslovakia, especially in fields of machinery, automotive, construction, tailoring and chemistry industry. The strong connection and cooperation between secondary VET schools and employers is needed.</p> <p>Also, the main feature of Slovak dual education system is so called “triangle” of relationships between employer, school and pupil.</p> <p>The employer must than sign an apprenticeship contract with the pupil where the relationship between employer and pupil is set. The employer is responsible to deliver to the pupil the practical training in designated field of study and prepare the pupil for his or her future occupation, occupations or professional career.</p> <p>In dual education the employer has a responsibility to participate on creation of school curricula.</p> <p>In school year 2016/2017 there are about 1500 pupils with the apprenticeship contracts in dual education with 298 employers on board.</p> <p>The demand for this type of VET is constantly increasing as new companies and businesses apply for the opportunity to train their future high qualified workforce.</p>



	There can be substantial outcomes of next ASEM education cooperation within the Slovak Republic.
Spain	<ul style="list-style-type: none"> <li>The lines of research should be defined.</li> <li>It should support mixed teams.</li> <li>It should reach effective political agreement.</li> </ul>
Sweden	<ul style="list-style-type: none"> <li>The ASEM Education Process should remain a multifaceted, multipurpose process, open to various topics and interacting with other education organizations. In order to reach its full potential, visions and goals of ASEM education collaboration are clearly set up. Focus should be on tasks that can be tackled only within the ASEM Education Process to avoid overlapping with the work of other organizations. The four priority areas agreed on in Copenhagen 2011 are still valid: <ul style="list-style-type: none"> <li>A. quality assurance and recognition;</li> <li>B. engaging business and industry in education;</li> <li>C. balanced mobility;</li> <li>D. lifelong learning including technical and vocational education and training.</li> </ul> </li> <li>The two pillar approach, i.e. dialogue-oriented cooperation (providing a platform for mutual learning and exchange of experiences) and more result-oriented cooperation (tangible activities and measures), introduced at the Riga meeting appears to be a useful approach as long as the participation in projects and other ASEM activities (i.e. "Pillar 2") is voluntary and based on the needs and priorities of the different member countries (and stakeholders).</li> </ul>
Switzerland	<ul style="list-style-type: none"> <li>The main aim of ASEMME5 is to maintain the informal nature of the process by strengthening the cooperation and networking in common interest areas</li> </ul>
Thailand	<ul style="list-style-type: none"> <li>ASEM Education Process has been recognized globally as a key to harmonizing education system, increasing human capacity building, fostering cross-cultural understanding, and developing strategic engagement between Asia and Europe for the sustained and inclusive growth of the two regions.</li> </ul>

4. **With the emergence of the social and economic changes (e.g. the fourth Industrial Revolution), which of the following areas most likely has the significance in the future? Please rate the following on a scale of 1 to 5.**

A. Set up visions and goals of ASEM education collaboration				
Very low	Low(1)	Medium(3)	High(11)	Very high(7)
	Czech Republic	Japan	Austria	ASEF

		Philippines Switzerland	Denmark European Commission Finland France Hungary Latvia Lithuania Romania Singapore Thailand	Belgium Germany Indonesia Slovakia Spain Sweden
<b>B. Work collaboratively for higher education innovation</b>				
Very low	Low	Medium(5)	High(12)	Very high(5)
		Austria Lithuania Romania Sweden Switzerland	ASEF Belgium Czech Republic Denmark European Commission Finland Indonesia Japan Latvia Singapore Slovakia Spain	France Germany Hungary Philippines Thailand
<b>C. Strengthen the policy capacity in the area of TVET and Lifelong learning</b>				
Very low	Low(1)	Medium(8)	High(6)	Very high(7)
	European Commission	Austria Belgium Czech Republic Germany Hungary Japan Philippines Sweden	Finland Latvia Singapore Slovakia Switzerland Thailand	ASEF Denmark France Indonesia Lithuania Romania Spain
<b>D. Improve skills and competence in accordance with changes in labor market</b>				

Very low	Low	Medium(5)	High(8)	Very high(9)
		Czech Republic Japan Lithuania Philippines Sweden	ASEF Austria Belgium Finland Germany Latvia Singapore Switzerland	Denmark European Commission France Hungary Indonesia Romania Slovakia Spain Thailand

5. As increasing numbers of MOOC participants indicates, ICT play an increasingly important role in the way we educate, learn, and communicate. Under the circumstances, which of the four priority areas would be most needed to integrate ICT?

A. Quality Assurance and Recognition	B. Engaging Business and Industry in Education	C. Balanced Mobility	D. Reinforcing Lifelong Learning and Vocational Education
Austria Czech Republic Denmark European Commission Finland Indonesia Latvia Lithuania Slovakia	Austria France Germany Latvia Romania Slovakia	Austria Finland Germany Latvia Slovakia Sweden	ASEF Austria Belgium Denmark Finland Hungary Japan Lithuania Romania Singapore Slovakia Spain Switzerland Thailand

\* The Philippines was omitted due to response error.

6. **ASEM education process has adopted various measures for outcome-oriented management to promote ASEM education cooperation. To produce more substantial outcomes of ASEM education process, what additional measures to be employed?**

ASEM Partner/ Stakeholder	Answers
ASEF	<p>ASEF supports the proposal made at the ASEM ME5 in Latvia to establish a two-pillar system within the ASEM Education Process: Pillar 1 – dialogue-oriented cooperation and Pillar 2 – result-oriented cooperation.</p> <p>To successfully set up this pillar system, enhance the internal cooperation procedures and maximise the values of the various activities run by ASEM partners, ASEF recommends the consideration of the following points:</p> <ul style="list-style-type: none"> <li>• Strengthening of communication channels and flow of information: ASEF recommends the set-up of an ASEM Education Process database (including ASEM Education Senior Officials and ASEM Education Contact Points (names and emails) as well as the names of the current ASEM Education Ministers and links to the MoEs). This database should be shared and updated frequently. It would ensure the distribution of relevant materials and outreach amongst all ASEM partners. ASEF would be glad to provide this service, if requested by the ASEM partners.</li> <li>• Setting of clear objectives, follow-up and evaluation of activities: To better understand the contribution of the various government-run activities to the overall ASEM Education Process, it would be useful to communicate clearly the objectives, the follow up and the results/evaluation in the activity proposal/brief. ASEF recommends the usage of a simple concept paper template which ASEM partners can use when sharing information and promoting their planned activities. ASEF would be glad to propose a simple template, if requested by the ASEM partners.</li> <li>• Enhanced linkages and synergies between individual education activities by ASEM partners and ASEF projects: How are they connected with each other? Do the activities build up on each other? The ASEM ISOM and SOM are useful coordination platforms to share and discuss ideas for future collaboration. Should the role of the AES be strengthened as coordinating body of all government activities and ensure that they all contribute to the agreed overall objectives?</li> <li>• Interface and interactions between the official and the civil society level: For example, how can the policy recommendations developed and research conducted by the various ASEM Education process initiatives be better compiled and channeled to the Ministers and policy makers for consideration? How to follow up the policy recommendations and research in individual ASEM countries and enhance their impact? How to provide specific and effective support from the Ministerial/Governmental level for cross-sectorial and multi-stakeholder consultation and collaboration?</li> <li>• Identification and joint development of a future work plan: In preparation of the ASEM Summit and the ASEM Foreign Ministers' Meeting, the ASEM Senior Officials maintain a list of "Tangible Areas of Cooperation". This list highlights the key areas of cooperation identified by the ASEM partners and showcases which countries demonstrate interest in and spearhead certain areas. Such list could be</li> </ul>

	<p>also a practical document for the ASEM Education Process to identify ASEM partners for activities and to assist in the identification of pilot projects. It can then be decided which activities fall under which pillar of the ASEM Education Process.</p> <ul style="list-style-type: none"> <li>• Preparation of future SOM and ASEM ME: The format of SOM and ASEM ME should include less the presentations and more a discussion to facilitate a more in-depth exchange of thoughts and perspectives. In this context, ASEF recommends the engagement of civil society stakeholders in the ASEM official meetings, where appropriate.</li> </ul> <hr/> <p>ASEF is ready to add value to the ASEM Education Process and the upcoming ASEM ME6 by providing both intellectual (content) and visibility support.</p> <ul style="list-style-type: none"> <li>• Project support ASEF would be pleased to support the ASEM ME6 with an education-youth project, namely the 2<sup>nd</sup> ASEF Young Leaders' Summit. This project has proven to be highly meaningful as a civil society contribution to the 12<sup>th</sup> ASEM Foreign Ministers' Meeting in November 2015 in Luxembourg, and received much recognition by all ASEM partners. Furthermore, ASEF would be glad to contribute with an ASEF Education Policy Panel to the deliberations and discussions at the ASEM ME6. This policy panel, which could invite policy experts and academics, could be organized together with the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) in Denmark.</li> <li>• Intellectual support ASEF is happy to add value to the preparations of ASEM ME6 and the discussions within the ASEM Education Process through the results of its projects (e.g. in form of policy recommendations for consideration and inclusion in the Chair's Statement as done at ASEM ME5; compilation of best practices for knowledge sharing among relevant stakeholders and target groups or research)</li> <li>• ASEF Representation at ASEM SOM and ASEM Ministerial Meetings ASEF considers the ASEM Education Process as a crucial platform to drive and enhance education collaboration across both regions. As in the past, ASEF appreciates the opportunity of the ASEF ED to participate in the Ministerial discussion and to send a delegation to the ASEM SOM and ASEM Ministerial to report on ASEF's contributions and achievements.</li> <li>• Visibility support According to the Dublin Principles, ASEF's founding document, ASEF's role is also "to conduct public relations activities to profile ASEM, and publicize ASEM Meetings, seminars and other activities" ASEF could promote ASEM ME6 as follows: <ul style="list-style-type: none"> <li>- Online platform ASEM InfoBoard (<a href="http://www.aseminfoboard.org">www.aseminfoboard.org</a>), <ul style="list-style-type: none"> <li>o Dedicated ASEM ME6 page for announcements (SOMs and Ministerial), documents and photos</li> <li>o Monthly ASEM InfoBoard E-Newsletter: <ul style="list-style-type: none"> <li>▪ Announcement of November preparatory SOM</li> <li>▪ Outcome of November preparatory SOM</li> <li>▪ Announcement of May Ministerial</li> <li>▪ Outcome of May Ministerial</li> </ul> </li> <li>o ASEM InfoBoard information booth at ASEM ME6</li> </ul> </li> <li>- ASEF could promote ASEM ME6 as follows:</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ ASEF e-newsletter (distribution to ca. 19,000 subscribers); e.g. potential Interview with Korean Minister of Education</li> <li>○ Announcements in ASEF's social media channels (Facebook and Twitter)</li> <li>- Guidance regarding ASEM's Corporate Identity <ul style="list-style-type: none"> <li>○ Provision of ASEM Logo guidelines</li> <li>○ Guidance on design of ASEM ME6 promotional collaterals</li> </ul> </li> <li>- Invitation of Korean MoE Officials to ASEF flagship projects as keynote speakers, e.g. 2<sup>nd</sup> ASEF Young Leaders Summit (ASEFYLS2) or 7th ASEM Rectors' Conference and Students' Forum (ARC7)</li> <li>• Communication Support</li> </ul> <p>ASEF has produced over the past years a number of education related videos which could be shown at ASEM meetings, including the ASEM ME6. These videos capture perceptions of education stakeholders on the role of education or their vision of an Asia-Europe education collaboration.</p> <p>ASEF would be also glad to set up and ASEM/ASEF information booth at the ASEM Ministerial meeting and send ASEM promotional materials for distribution among the delegates.</p>
Austria	<ul style="list-style-type: none"> <li>• ASEM Education Process should remain a dialogue forum at political level. Furthermore a restructuring of the process should be discussed as well as thematic SOM groups.</li> </ul>
Belgium	<ul style="list-style-type: none"> <li>• To encourage the development of cross regional networks of institutions reinforcing academic cooperation</li> <li>• To encourage the development of cross regional benchmarking of HEIs on a voluntary basis</li> <li>• To set up cross regional peer review exercises: a panel of European countries visits one or more Asian countries and vice versa a panel of Asian countries visits one or more European countries.</li> <li>• To encourage a cross regional dialogue/platform on curriculum design and delivery;</li> <li>• To encourage a cross regional dialogue on MOOCs.</li> </ul>
Czech Republic	<ul style="list-style-type: none"> <li>• Development of a website providing detailed information on education systems existing in the ASEM member countries in Asia, following e.g. the structure of that part of the Eurydice website (<a href="http://eacea.ec.europa.eu/education/eurydice/index_en.php">http://eacea.ec.europa.eu/education/eurydice/index_en.php</a>), which comprises detailed descriptions of EU countries' education systems. A comprehensive source of information of this sort might simplify the procedure for diplomas/certificates recognition.</li> </ul>
Denmark	<ul style="list-style-type: none"> <li>• ASEM education process to focus awareness on the esteem of TVET and ongoing TVET training of adults – this not only includes members of the labour force, but also segments at risk of exclusion from the labour market.</li> <li>• Networking sessions between the participating states to solve challenges.</li> </ul>
European Commission	<ul style="list-style-type: none"> <li>• Review of results and dissemination of projects funded by national and EU funds.</li> <li>• Working groups could be reinforced by input provided by ASEM members otherwise not involved (through comments, studies, etc).</li> </ul>
France	<ul style="list-style-type: none"> <li>• Reinforce the role of ASEM Education Secretariat and ASEF and make better use of their websites.</li> </ul>

	<ul style="list-style-type: none"> <li>• Improve the communication on initiatives taken under the ASEM Education process.</li> <li>• Invite the Rectors' Conference and the Students' Forum to bring more frequently additional ideas and suggestions.</li> <li>• Organize more seminars in order to exchange ideas and good practices on education.</li> </ul>
Germany	<p>At the last ISOM in April 2016 (in Moscow), Germany has proposed a new structure for the stocktaking and analysis of measures and initiatives between the ISOM and ASEMME. We thank the Korean Hosts of the following ISOM for the opportunity to further discuss this proposal during the ISOM in November:</p> <p><u>Purpose</u></p> <ul style="list-style-type: none"> <li>• Fostering transparency of actions taken.</li> <li>• Strengthening visibility of existing initiatives (also those taken at national level) and of the process as a whole.</li> <li>• Strengthening reciprocity between the two pillars through continuous exchange of experiences, best practices and peer learning of thematic expertise as well as the involvement of stakeholders from different levels.</li> <li>• Modification of existing structural elements within established ASEM process (e.g. design of SOMs).</li> </ul> <p><u>Intended Outcome</u></p> <ul style="list-style-type: none"> <li>• Structural stocktaking of ASEM activities (possibly leading towards some sort of stocktaking report).</li> <li>• Better coordination of activities and expertise on national and international level.</li> <li>• Increased effectiveness of the dialogue-oriented cooperation and enhancement the two-pillar system as a whole.</li> <li>• Improved needs assessment on process level.</li> <li>• Improved effectiveness of Senior Officials' Meetings and Ministerial Conference.</li> </ul>
Indonesia	<ul style="list-style-type: none"> <li>• Equity add equality strategy. This is the case since every member country may start unequally. Some countries may be more developed than others. This cooperation should be able to ensure equality and equity should the outcome of cooperation will be equally benefited to every member country.</li> </ul>
Latvia	<ul style="list-style-type: none"> <li>• More effective use of already existing tools – working groups and conferences, newsletter, webpage, ISOM and SOM1.</li> </ul>
Lithuania	<ul style="list-style-type: none"> <li>• On-line data base of existing open mobility schemes in the countries of the ASEM region/or – on – line platform with the links to the national authorities in the ASEM countries, offering such mobility schemes</li> <li>• On-line data base of on – going or planned educational activities in the region, that would welcome participation of the institutions from the ASEM partner countries</li> </ul>
Philippines	<ul style="list-style-type: none"> <li>• Continue emphasizing the relationship between business and industry on the one hand and education on the other hand.</li> </ul>
Romania	<p><u>Measures:</u></p> <ul style="list-style-type: none"> <li>• Lead structural and harmonized stocktaking of existing ASEM activities/initiatives for each priority area (in the form of a stocktaking</li> </ul>

	<p>report);</p> <ul style="list-style-type: none"> <li>• Improve mechanisms to formulate policy recommendations for the Ministerial Meetings.</li> </ul> <p><u>Possible Steps:</u></p> <ul style="list-style-type: none"> <li>• Survey of the current situation <ul style="list-style-type: none"> <li>- Detailed and standardized collection of results (project and experts' groups) prior to the (Intermediate) Senior Officials' Meetings;</li> <li>- Consolidation and evaluation of feedback;</li> <li>- Condensation of crucial aspects (milestones, key questions, major challenges, etc.).</li> </ul> </li> <li>• Discussion of the current situation during (Intermediate) Senior Officials' Meetings</li> <li>• Editing of policy recommendations for: <ul style="list-style-type: none"> <li>- Future (Intermediate) Senior Officials' Meetings;</li> <li>- Future Ministerial Conferences/ Chairs' Conclusions (Project efforts and results linked with policy recommendations).</li> </ul> </li> </ul>
Singapore	<ul style="list-style-type: none"> <li>• To consider greater involvement of other stakeholders, e.g. companies, academia, and development banks, in the cooperation projects.</li> </ul>
Slovakia	(See point 3.)
Spain	<ul style="list-style-type: none"> <li>• The mobility of education specialists from different countries.</li> <li>• Specific training in education planning.</li> </ul>
Sweden	<ul style="list-style-type: none"> <li>• Before discussing measures aiming at producing more substantial outcomes, the ASEM EP would benefit from further defining its role and scope in the educational landscape. Once it is made clear what outcomes that are expected from the collaboration, the measures to be employed can be discussed.</li> </ul>
Thailand	<ul style="list-style-type: none"> <li>• Promoting public-private partnership.</li> <li>• Engaging more partners in ASEM education cooperation.</li> <li>• Ensuring the effective communication channel/platform among ASEM partners and all stakeholders.</li> </ul>



# **ANNEX 4**

## **REPORT OF THE ASEM ISOM – 2016 GLOBAL CONNECTIVITY FOR ASEM EDUCATION**

13-14 April 2016  
Moscow, the Russian Federation

### **I. INTRODUCTION**

1. In accordance with the Conclusions of the 5<sup>th</sup> ASEM Education Ministers' Meeting (Riga, 27-28 April 2015) the Intermediate Senior Officials' Meeting (ISOM) in 2016 was hosted by the Russian Federation with support of the ASEM Education Secretariat.
2. The main tasks of ISOM was to exchange information on the results of the ASEM education activities, analyze the achieved results from a policy perspective, identify barriers to the implementation of the agreed activities and propose definite measures to overcome them, and further developing and submitting proposals to the next Ministers' Meeting.
3. The ISOM was attended by delegates from: ASEAN Secretariat, Austria, Bangladesh, Belgium, Brunei Darussalam, Bulgaria, China, Cyprus, Denmark, Estonia, European Union, Finland, Germany, India, Indonesia, Japan, Latvia, the Lao PDR, Lithuania, Malaysia, Mongolia, Norway, the Philippines, Poland, the Republic of Korea, Romania, Singapore, Spain, Switzerland, Thailand, United Kingdom, Vietnam as well as ASEM Education Stakeholders: Asia-Europe Foundation (ASEF), ASEM Duo Fellowship Programme Secretariat, and ASEM LLL Hub.
4. The Meeting was co-chaired by Mr. Alexander Klimov, Vice-Minister of Education and Science of the Russian Federation, and Mr. Taufik Hanafi, Senior Expert to the Minister of Education and Culture of Indonesia.

### **II. OPENING SESSION**

#### **Welcome Messages and Opening Remarks**

5. Vice-Minister Mr. Alexandr Klimov opened the meeting by expressing his gratitude to all delegates for their presence. In his speech he highlighted the concept of connectivity and the particular role of the Russian Federation in the connection between Asia and Europe. He addressed four priority areas of the ASEM Education Process namely: (i) Quality Assurance and Recognition; (ii) Engaging Business and Industry in Education; (iii) Balanced Mobility; and (iv) Lifelong Learning including

Technical and Vocational Education and Training, providing the analysis of their interconnection. He also informed briefly on the educational system of the Russian Federation.

6. In his remarks, Mr. Taufik Hanafi, representing the Director of ASEM Education Secretariat, Ms. Suharti, welcomed all delegates. He acknowledged the long-standing relationship between Asia and Europe which hopefully could lead to concrete efforts in addressing current global developments and its impacts on education policies. He also thanked the Ministry of Education and Science of the Russian Federation for making the meeting possible. He hoped that the discussions in the Meeting would encourage all members to maintain result-oriented cooperation among them.

### **III. DISCUSSION ON THE AGENDA**

#### **Adoption of the Agenda**

7. The Meeting considered and adopted the agenda unanimously.

8. After the adoption of the agenda, Mr. Taufik Hanafi presented *a summary on the implementation of the four Priorities of ASEM Education Process*, providing the report on the 24 accomplished initiatives, as well as on ongoing projects. He encouraged all members to update the progress and result of ongoing and implemented activities.

9. Mr. Taufik Hanafi further presented the *Result of Working Breakfast ASEMME5*. This discussion aimed to gather vision on the future ASEM Education Process based on its achievements to-date and the main areas of interest and challenges. He reminded to participants on the Goals, Objectives and the Future Vision of the ASEM Educational Process and the necessity for result-oriented actions. Towards this end, there should be a common understanding on the priority spheres of education and the indicators for project formulation should be determined. In concluding his message, Dr. Taufik Hanafi stressed the need for clarity in the formulation and implementation of initiatives.

#### **Session 1:**

##### **Priority 1: Quality Assurance and Recognition**

10. The session was opened by Mr. Sisamone Sithirajvongsa, Chairman of the ASEAN Senior Officials Meeting on Education (SOM-ED) by informing the meeting on the Higher Education Harmonization in ASEAN and the EU Support to Higher Education in ASEAN (SHARE) Programme.

11. Mr. Noël Joseph C Vercruysse, Senior Project Leader of Department of Education and Training, (Flemish Community of Belgium) started the session on progress reports of endorsed and planned activities by first presenting on the *Peer Learning Activity on qualifications frameworks for higher*

*education in relation to quality assurance and recognition*. He began the presentation by explaining on the importance of building a strong connection between Quality Assurance, Qualification Framework and Recognition. The upcoming agenda for this program is to prepare the background paper by the end of 2016 and the Peer Learning Activities (PLA) will be organized in Belgium in 2017.

12. Mr. Vercruysse then continued his presentation on a *Joint ASEM-EHEA Conference*. This conference aims to discuss the impact of all reforms and challenges on the academic work that higher education has to address. The upcoming agenda will be the organization of two workshops in September and October 2016, respectively, prior to the organization of the Conference in 2017.

13. Mr. Hideto Matsumoto, Director of International Planning of Higher Education Bureau of Ministry of Education, Culture, Sports, Science and Technology of Japan, reported on the *Working Group on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education among ASEAN Plus Three Countries*. He reiterated the importance of establishing/drafting guidelines on student exchanges and mobility. The draft of the guideline will be submitted to ASEAN Plus Three Education Ministers Meeting to be held on May 22-26, 2016 in Kuala Lumpur Malaysia. The Fourth meeting of the working group will be held in September 2016 in Manila, The Philippines.

14. Mr. Wang Lisheng, Director-General of China Academic Degrees and Graduate Education Center, presented on the *Working Group Meeting for Implementing the ASEM Recognition Bridging Declaration*. He briefly reported the progress of 3 action plans on establishing the website for the Asian NIC-NARICS; drafting handbook of guidelines, principles, and good practices on recognition; and establishing a Cross-Border Quality Assurance Network. The 4<sup>th</sup> Working Group is hosted by Estonia, from 14-16 April 2016. He informed that The Philippines and Romania are new members of the working group.

15. Mr. Wang continued his presentation by reporting on the Expert Group of Interregional Credit Transfer Mechanisms and Learning Outcome System. The first meeting of this expert group was organized by China in Beijing on 24-25 March 2016 that formulaized the establishment of Expert Group. The 2<sup>nd</sup> meeting will be hosted by Belgium in 2017.

## **Session 2:**

### **Priority 2: Engaging Business and Industry in Education**

16. The session was started by the presentation on *Peer Learning Activity on Employability and on the Contribution of Higher Education to Innovation* by Mr. Vercruysse. The PLA aimed to obtain clear understanding of employability issues and provide platform to share knowledge, ideas, and practices. In

November 2016, the background paper will be drafted and in May-June 2017 the PLA will be organized by Belgium (French and Flemish Communities). The Philippines expressed its interest to join the program.

17. Ambassador ZHANG Yan, Executive Director of the Asia-Europe Foundation (ASEF) presented the results and impact of the 5<sup>th</sup> ASEM Rectors' Conference and Students' Forum (ARC5) "*Employability: Asia and Europe prepare the new generation*" which took place on 4-8 April 2016 in Prague, the Czech Republic. More than 230 university leaders, representatives from the government, business, academia, education networks and students from all ASEM partners participated in the conference. Two sets of Policy Recommendations were developed during ARC, one by the Rectors and one by the Students. These were handed over on site to Professor Dr Lee Young, Vice-Minister, Ministry of Education of the Republic of Korea, as the representative of the hosting country of ASEM ME6. The ASEF Executive Director further highlighted that the ARC5 Policy Recommendations serve as a valuable civil-society input to the deliberations of the ASEM Ministers of Education and encouraged the participants of the ASEM Intermediate Senior Officials' Meeting (ISOM) on Education to convey the ARC5 results. Please refer to ANNEX 1 for the ARC5 Policy Recommendations by the Rectors and Students respectively

18. Mr. Vercruysse took the floor with the presentation on the ASEM Work Placement 3-years pilot programme. He reported that the 2<sup>nd</sup> Meeting was organized by the Ghent University, Belgium on 25 September 2015 and concluded several actions need to be taken to implement the program. The most of actions has been implemented by the partners. The upcoming meeting will be organized on 27-28 May 2016 in Bali, Indonesia.

19. The last presentation of the session was by a representative of the host country, Mr. Andrey Aliasov, who reported on the Project "Students' teambuilding as an instrument of engaging business in education". This Project aims to provide international experience for best students and undergraduates; to establish network between students, universities, and business sector; to provide culture exchange between students of different countries; to widen ASEM community; and to provide opportunity to compare skills and knowledge with the future best professionals.

### **Session 3:**

#### **Priority 3: Balanced Mobility**

20. The floor was opened by the preamble to the session on Balanced Mobility made by the Head of National information centre of the Russian Federation, Ms. Vera Skorobogatova, by posing several questions pertaining to foreign education recognition and elaborated on the best practices of Russian international recognition. The upcoming international conference, *Practice of Recognition Bridging Continents*, will be conducted on 14-15 October 2016 in Moscow, Russian Federation. It was proposed to include the Conference in the list of ASEM activities.

21. The delegation of Malaysia reiterated on the success of the First Pilot Project on Asia-Europe Institute (AEI)-ASEM Summer Camp (AEI-ASC), which was implemented on 2-16 August 2015 in Kuala Lumpur, Malaysia and reported on the status of preparation for the implementation of the second Pilot Project on AEI-ASEM Summer School under the theme *Multiculturalism and Multiethnicity in Asia and Europe*, scheduled for 7-21 August 2016, also in Kuala Lumpur. In this regard, Malaysia welcomed ASEM members to send their participants to the Summer School.

22. The following presentation was report from Ms. Shazia Aziz Wulbers, representative from Hochschule Bremen, City University of Applied Sciences of Germany, about the *Implementation of the ASEM Curriculum Module Summer School- 'Europe-Asia Dynamics'*. This ASEM Module aims at capturing the understanding of synergies and dynamics between Europe and Asia with 6 university partners. The upcoming activity for the implementation of this project is International Summer School on 27 June – 8 July 2016.

23. Mr. Intan Ahmad, the Director General of Learning and Student Affairs of the Ministry of Research, Technology, and Higher Education of Republic of Indonesia, reported on the progress of ASEM Joint Curriculum Development Project. The scheme will focus on 3-years program of Master of Arts (M.A) based on the mutual recognition between the universities involved. The upcoming meeting will be organized in Bali, Indonesia on 27-28 May 2016.

24. Ms. Sohee Lee, Program Officer of the Secretariat for ASEM-DUO Fellowship Program, presented the report on ASEM-DUO Fellowship Programme. ASEM-DUO initiated in 2001 and the 4<sup>th</sup> phase (2016-2020) of the Programme was extended in 2014. It promotes balance exchange through pairing students, one from Asia and one from Europe. 3,028 students and lectures have been benefited until 2015 and 6 contributing members are currently participating in the Programme. The amount of contribution is

tilted toward Asian members and most beneficiaries tend to concentrate in large sized members, therefore, more contribution from small sized members are highly encouraged.

25. The ASEF Director for Education, Ms. Leonie Nagarajan (ASEF), presented the concept of the upcoming 20th ASEF Summer University “Gateways to Asia and Europe: Connectivity by land, sea and air” which will take place on 14 August to 1 September 2016 in China, the Russian Federation and Mongolia. The interdisciplinary programme is an education excursion across the emerging economic corridors of these three countries and includes academic lectures, visits to relevant infrastructure/transportation sites, engagements with the local business and communities as well as practical trainings and exercises for the participants.

#### **Session 4:**

#### **Priority 4: Lifelong Learning including Technical and Vocational Education and Training**

26. The preamble to the fourth session was provided by Mr. Le Chi Loi, representative from Vietnam, describing the *TVET in Vietnam* and the *Regional Cooperation Programme to Improve the Training of TVET Personnel in ASEAN Countries*. He emphasized on the priority role of TVET for ASEAN agenda describing the current situation and the measures to be implemented for strengthening the regional cooperation. With regards to the TVET in Vietnam Mr. Le Chi Loi described the challenges Vietnam is actually facing and strategic measures undertaken on standardization of TVET system and lifetime learning and providing the connectivity between high schools, TVET, higher education and industry.

27. Latvia’s proposed initiative to promote dialogue on sharing best practices and future perspectives in TVET was presented by Ms. Anita Vahere – Abražune, Deputy Director of the Department of Policy Initiatives and Development, Ministry of Education and Science of the Republic of Latvia. The first seminar is planned in October 2016 aiming at exchange of information of VET policies at national and regional level and good practices. Moreover, taking into account the interest of participating countries, the nominated experts will agree on the key issues to be addressed, as well as working methods and main outputs of the initiative in the future. Latvia invited other interested countries to join the initiative.

28. Mr. Claus Holm, Chair of ASEM LLL Hub, presented on *Producing the first two ASEM Reviews of National Policies for Lifelong Learning*. The main goal is to provide review and mapping of the development of lifelong learning skills as an element of sustainable development in Asia and Europe.

29. The presentation on the *Working Group on Innovative Competences and Entrepreneurship education* was made by Ms. Mi Sug Jin, Senior Research Fellow of KRIVET(Korea Research Institute for

Vocational Education and Training). In her presentation, it is said that the continuation of the working group for the second phase will build up tangible platform for the further cooperation amongst ASEM nations regarding innovative competences and entrepreneurship education. After presenting the results of the working group activity, she proposed the international survey on innovative competencies and entrepreneurship education in committed countries on June-September 2016 which involves the students, teachers and educational providers.

### **Stakeholders' session**

30. The host of the 6th ASEM Education Ministers' Meeting (ASEMME6) in 2017 the Republic of Korea represented by Mr. Young-gon Kim made an overlook of preparation to the Meeting. He provided to participants the description of the organization process as well as the preliminary calendar of the Meetings.

31. Ambassador ZHANG Yan, ASEF Executive Director, introduced ASEF's work in the field of education as well as the results, achievements and impact of ASEF's education activities under the ASEF Higher Education Programme as well as the ASEF Young Leaders' Programme since ASEMME5.

32. Mr. Henk van Liempt, Head of Division of Federal Ministry of Education and Research of Germany, highlighted the necessity to create synergy and enhance coherence among four priority areas of collaboration under the ASEM Education Process. A proposal of ASEM Education Process restructure was proposed during the meeting. This proposed structure aims at strengthening the visibility of initiatives taken at national levels and of the process in whole. Therefore, a reciprocity (institutionally and thematically), continuous exchange of experiences, best practices, and peer learning of thematic expertise as well as the involvement of stakeholders from different levels should be guaranteed. With the aim to foster transparency of actions taken between the meetings, a new structure should be seen as addition and relief to the role and importance of ASEM Secretariat. It should lead to better coordination of activities and expertise on national and international level: to an institutionalized international exchange. Furthermore, the proposed structure could increase the effectiveness of the dialogue-oriented cooperation and thus enhance the two-pillar system as a whole. The establishment of a taskforce was agreed and coordination among the involved countries will be conducted before the SOM1, in November 2016, in Seoul, Republic of Korea.



## **CLOSING**

33. The delegations of ASEM members present at the Meeting expressed their appreciations to the host country, the Russian Federation and its Ministry of Education and Science, on the excellent arrangements made for the Meeting as well as the hospitality accorded them.

34. The Meeting was held in the ASEM spirit of cooperation and cordiality.

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# **ANNEX 5**

## **The 1<sup>st</sup> Senior Officials' Meeting (SOM1) for the 6<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME6)**

### **Summary Report**

#### **DAY 1 (9 November 2016)**

#### **OPENING**

- 1 The First Senior Officials' Meeting (SOM1) took place in Seoul on 9 and 10 November 2016 in order to lay the foundation for the 6<sup>th</sup> ASEM Ministers' Meeting (ASEMME6) which will be held in Seoul on 9 and 10 May 2017. The meeting was hosted by the Ministry of Education of the Republic of Korea in cooperation with the ASEM Education Secretariat. 107 participants from 46 delegations attended the meeting, including 38 member countries across Asia and Europe, the ASEM Education Secretariat (AES) and the European Union represented by the European Commission (EC) as well as 6 ASEM-affiliated and other education stakeholders: the Asia-Europe Foundation (ASEF), the ASEM-DUO Secretariat, the Asia-Europe Institute (AEI), the Southeast Asian Ministers of Education Organization Secretariat (SEAMEO Secretariat), the SEAMEO Regional Centre for Higher Education and Development (SEAMEO RIHED), and the SEAMEO Regional Centre for Lifelong Learning (SEAMEO CELLL).<sup>1</sup>
- 2 SOM1 consisted of three types of sessions: (a) the session for deciding policy agenda for ASEMME6; (b) the session for discussing the four key areas in the ASEM Education Process - i) Quality assurance and recognition, ii) Engaging business and industry in education, iii) Balanced mobility, and iv) Lifelong learning including TVET; (c) the session for speeches and presentations. The sessions provided substantial input for the Conclusions by the Chair of ASEMME6.
- 3 Mr. Chonhong Kim, Director of the International Education Cooperation Division of the Ministry of Education of the Republic of Korea, Chair of SOM1, introduced Mr. Sangshin Han, Director General of the Social Policy Coordination Bureau of the Ministry of Education of the Republic of Korea. Mr. Han delivered welcoming remarks on behalf of the Ministry. In his speech, aligned with the Ulaanbaatar Declaration adopted at the 11<sup>th</sup> ASEM Summit, he highlighted the importance of inter-continental partnership and shared peace and prosperity through promoting informality, networking, and flexibility within the ASEM. By revealing his expectations for the success of SOM1, he encouraged the participants to jointly shape a plan of ASEMME6 and come up with constructive ideas and suggestions for the development of education in both Asia and Europe.
- 4 Prof. Aris Junaidi, on behalf of the ASEM Education Secretariat, gave his remarks. He expressed his appreciation to all delegates for attending the 1<sup>st</sup> Senior Officials' Meeting for ASEMME6 and to the Republic of Korea for successfully hosting the meeting. He reviewed the achievements

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<sup>1</sup> The ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) could not participate due to a coinciding event in Viet Nam.

of the ASEM Education Process during the last decade, focusing on the implementation of four key areas, the publication of the Stocktaking Report, and the establishment of the two-pillar system. In accordance with the vision of the ASEM Leaders, especially about tangible and visible cooperation in the ASEM, Prof. Junaidi welcomed the provisional theme of ASEMME6 that would put forward an effective fulfillment of the commitments toward education cooperation and voluntary partnership and ownership based on a spirit of collaboration between Asia and Europe. In this context, he encouraged the ASEM partners and stakeholders to take a greater role and engage to fulfill commitments made within the ASEM.

- 5 Prof. Michael E. Auer, President of the International Federation of Engineering Federation Societies (IFEES) presented his keynote speech entitled *Industry 4.0 and the Impact on Education: a few thoughts*. He sketched out the technological development aligned with social changes and the features of the future of learning. He defined the characteristics of the future of learning to involve open content, open technology and open learning for all, as ICT and Web 3.0 technologies, such as MOOCs (Massive Open Online Courses), are deeply connected with teaching and learning activities. In his speech, Prof. Auer underlined the need for new approaches to teaching and learning including a new learning model, knowledge sharing, global expertise and pervasive learning. In regard to engineering, he emphasized interactive and comprehensive approaches of education and learning to deal with increasing complexity, cross-disciplinary trends in engineering, and internationalization in a global economy. Lastly, he encouraged the delegates to discuss pedagogical methodologies and role of education in the era of the 4<sup>th</sup> Industrial Revolution.

## **SESSION 1: REPORT OF ASEM EDUCATION SECRETARIAT AND HOST COUNTRY**

- 6 Prof. Junaidi, representative of the ASEM Education Secretariat, presented on the Stocktaking Report that compiles and examines the initiatives undertaken by the ASEM partners and stakeholders in education since ASEMME5 in Riga, Latvia in 2015. He outlined the priorities and mechanisms of the ASEM Education Process, the operation of the ASEM Education Secretariat, and presented the recent development of 27 initiatives that include completed and on-going initiatives implemented in the four key areas. Based on the outcomes of the initiatives, the ASEM Education Secretariat highlighted several recommendations that include, inter alia, sharing the responsibilities for closer coordination of these initiatives among the ASEM partners and stakeholders; working toward initiatives' tangible results; maintaining dialogue and mutual learning as the key activities within the ASEM; strengthening a role of the ASEM-affiliated organizations; and re-examining the function of the ASEM Education in preparation for the handover to Belgium.
- 7 Dr. Jeungyun Choi, on behalf of the host country, delivered her presentation on the result of the survey, which the Ministry of Education of the Republic of Korea conducted to review the contributions of the ASEM Education Process and discuss the future direction for the next decade, and focused on the vision, directions, contents, and approaches for reshaping the ASEM Education Process in the four key areas. The survey gained 22 responses: 5 Asian countries; 15 European countries and EC; and ASEF as ASEM's only permanent organization. The results of the survey revealed that the ASEM Education Process contributed to enhancing mutual understanding and sharing the best practices of education policy among the ASEM partners. Moreover, the respondents expected that the ASEM Education Process should facilitate the networking among the members. For the future vision and directions of the ASEM Education Process, although the respondents highly respected the characteristics of the ASEM Education Process as a political dialogue with informal nature, they wanted the role, scope, objectives, and expected outcomes of the ASEM Education Process to be clarified further. For the contents, it

was reaffirmed that all of the four key areas are the crucial elements of the ASEM Education Process. However, against the changes and challenges raised by the 4th Industrial Revolution, the respondents expected the ASEM education collaboration to expand its area to include other issues, such as improvement of skills and competences to meet changes of labor market, and utilization of ICT like MOOCs. Also, the respondents called on the ASEM Education Process to concentrate more on global issues such as the SDGs 4 and the Global Citizenship Education. For the approaches, the respondents mentioned that the communication channels should be strengthened and diversified, and network building with various groups of stakeholders should be fostered.

## **SESSION 2: PRESENTATION ON PROVISIONAL THEME AND AGENDA OF ASEMME6**

- 8 The provisional theme and agenda of ASEMME6 were presented by Mr. Chonhong Kim on behalf of the host country. The proposed theme of ASEMME6 was *Collaboration for the Next Decade: from Common Perspectives to Effective Fulfillment*. The theme denotes that in celebration of the 10<sup>th</sup> year of the ASEM Education Ministers' Meeting, the new vision for the next decade should be presented. It re-emphasizes the importance of sharing the common perspectives of Asia and Europe, and calls for the necessity of continuing the ASEM Education Process effectively. Mr. Kim stressed that both dialogue and action should be equally promoted in the effective fulfillment of the ASEM education collaboration.
- 9 He presented the key features of ASEMME6: 1) *Seoul Declaration*, a ministerial declaration on a vision for the next decade of the ASEM Education Process; 2) MOOC initiative, a new initiative for a more tangible way of ASEM collaboration and realization of learning for all; 3) dialogue and debate on global issues, such as the Global Citizenship Education (GCED) and the Sustainable Development Goals (SDGs); and 4) a side event named the Asia-Pacific Ministerial Forum on ICT in Education to be held on 11 and 12 May 2017. Considering the suggestion of Estonia, he mentioned that this side event may invite European Ministers. As for the schedule, he drew the attention of the delegates to the time slot of the agenda in accordance with the proposed schedule. The Chair briefed the timeline for preparing the Chair's Conclusions as following:

<b>30 November</b>	<b>2016 :</b>	Disseminating the Summary Report of SOM1
<b>23 December</b>	<b>2016 :</b>	Collecting the inputs and comments on the Summary Report of SOM1
<b>27 January</b>	<b>2017 :</b>	Disseminating the first draft of the Chair's Conclusions
<b>17 February</b>	<b>2017 :</b>	Collecting feedback on the Chair's Conclusions
<b>3 March</b>	<b>2017 :</b>	Disseminating the second draft of the Chair's Conclusions
<b>24 March</b>	<b>2017 :</b>	Collecting the comments on the second draft of the Chair's Conclusions
<b>21 April</b>	<b>2017 :</b>	Disseminating the final (third) draft of the Chair's Conclusions
<b>8 May</b>	<b>2017 :</b>	SOM2 in Seoul for the discussion on the final draft of the Chair's Conclusions

- 10 Delegates extended their inputs and feedback on the proposed theme. Malaysia and Belgium welcomed the proposal of the Republic of Korea. EC and ASEF noted that ASEMME6 would be right place to discuss global issues such as SDGs and Global Citizenship Education among the ASEM Education Ministers. EC stressed the underlying importance of citizenship education, based around shared values, to reduce tensions caused by social exclusion and foster critical thinking, creativity and the international outlook needed in a globalized world. To contribute to the visibility and impact of ASEMME6, ASEF also proposed the organization of the ASEF Young Leaders Summit (ASEFYLS) in conjunction with ASEMME6.
- 11 For the new initiative of MOOCs, EC mentioned that ASEMME6 needs to broaden the topic and consider various aspects of digitalization, open education and blended learning. Japan and Lithuania emphasized balance of online learning and face-to-face learning to enhance educational equity, as well as to expand learning accessibility. Malaysia echoed the initiative. Belgium, along with Malaysia, mentioned that the MOOC initiative could cover the issues related to quality assurance and recognition of learning outcomes. The SEAMEO Secretariat expressed its interest in the initiative, highlighting shared experiences amongst member countries, particularly in technical vocational education and training (TVET).
- 12 In response to the *Seoul Declaration*, the Republic of Korea reiterated that the *Seoul Declaration* will be the ministerial declaration, which reflects the achievements of the ASEM education collaboration, and presents a vision for the next decade, so it will be a separate document from the Chair's Conclusions.

### **SESSION 3: DISCUSSION ON COOPERATION IN FOUR KEY AREAS**

#### **Area 1: Quality Assurance and Recognition**

- 13 Mr. Noel Vercruysse, Senior Project Leader, Department of Education and Training, Flemish Community of Belgium led the discussion on Quality Assurance and Recognition (QAR). He introduced the main stream of QAR from ASEMME1 to ASEMME5, highlighting inter-regional cooperation, mutual recognition of qualification and critical issues such as attractiveness, transparency, comparability, and permeability of education systems. Based on the progress of QAR within the ASEM, he recommended that the ASEM Education Process should depart from the discourse level and move forward to the action-taking level. In order to do so, he suggested taking a cross-regional peer view on quality assurance systems and promoting cross-regional networks of higher education institutions (HEIs). Mr. Vercruysse invited all delegates to share their comments and inputs.
- 14 Mr. Hideki Iwabuchi, Director of Office for International Planning, Higher Education Bureau of Ministry of Education, Culture, Sports, Science and Technology of Japan, delivered his presentation on activities to ensure mobility and quality assurance of higher education amongst ASEAN Plus Three (APT) countries through the APT Working Group on higher education and the CAMPUS Asia project.
- 15 Underlining the importance of transparency of QAR, Bulgaria suggested the promotion of national and regional qualifications frameworks and the development of the global network of quality assurance.
- 16 The Republic of Korea shared the progress of quality assurance that includes the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education that aims at

sharing information on QAR as well as promoting mobility amongst students and faculty members. It is also noted that the country would establish the National Information Centre in 2017 to share information on QAR amongst ASEM countries.

- 17 Prof. Junaidi, Co-Chair of SOM1, supported the idea of cross-education in the field of higher education in Asia and Europe. He highlighted several key issues that must be addressed. First, ASEM countries should identify the learning outcomes and general recognition on the quality assurance. Second, the differences of QAR systems between Asia and Europe pose obstacles to promoting cooperation. He proposed member countries to start the cooperation with a specific study program such as engineering and ICT. In response to the Co-Chair's suggestion, Mr. Noel Vercruysse, as the moderator, proposed to start with the transnational quality review of one course, for example one European engineering course.
- 18 Indonesia mentioned that the country would like to join in the quality assurance program, informing that Indonesia would organize the First Implementation of Mutual Recognition of ASEAN member countries in December 2016.
- 19 The Chair highlighted the need for cross-regional connectivity that links Asia and Europe in terms of quality assurance and recognition.

## **Area 2: Engaging Business and Industry in Education**

- 20 Dr. Paristiyanti Nurwardani, Director of Learning, Ministry of Research, Technology and Higher Education, Indonesia, led the discussion on behalf of Mr. Martin Schifferings after the consultation with the ASEM Education Secretariat and advised the delegates to discuss the key area after the presentation of Dr. Jeungyun Choi.
- 21 Dr. Jeungyun Choi, Research Fellow, Korean Educational Development Institute, the Republic of Korea, presented a case of academy-industry cooperation to increase relevance of HEIs and quantitative growth in the education bodies. Also, she pointed out challenges facing the HEIs which are uneven development in each academic area, mismatched direction and performance between HEIs and industries, risk of illegal leaking and transferring industrial technology, qualitative development, and disputes of intellectual property rights. Dr. Choi introduced some issues that need further discussion, *inter alia*, transformation of the curriculum and teaching and learning methods, role of each party in academic-industry cooperation, measures to facilitate exchanges between education and industry, and a way to carry out cross-sector collaboration within the ASEM Education Process.
- 22 ASEF highlighted the policy recommendations of the recent 5<sup>th</sup> ASEM Rectors' Conference and Students' Forum (ARC5) as a valuable input to ASEMME6 and for consideration by all ASEM partners on a national level. Given the number of ASEF projects and ASEM initiatives within priority 2, e.g. by Brunei Darussalam, Denmark or the Republic of Korea, ASEF stressed the need of better synergies between government-led activities and ASEF projects. ASEF pointed out that topics such as university-business partnerships, entrepreneurship and youth employment were also on the agenda of other ASEM Ministerial Meetings and areas of cooperation could be explored. Japan suggested inviting persons from the industrial sector to join the ASEM Education Ministers' Meeting.
- 23 The Philippines welcomed the discussion on experiences of academic-industry cooperation for moving forward. Dr. Choi noted that academic-industry link has recently become an agenda for global cooperation and called for the Republic of Korea's contributions in this field.



- 24 EC said that academic-business cooperation has been a focus for years and will remain a high priority in the context of the upcoming review of Modernisation of Higher Education: EU policy encourages innovation in higher education systems and the cultivation of an entrepreneurial mindset. The EC University-Business Forum particularly allows stakeholders from both sides (HEIs, industries and businesses) to network and share good practices, and develop cooperation and joint curricula, including for entrepreneurship. EC also highlighted the importance of the research Framework Programme, Horizon 2020, and recommended sharing success stories among the ASEM partners and stakeholders.
- 25 Belgium proposed a synthesized approach amongst frameworks, activities, and cooperative outcomes for innovative cooperation between academic and industry entities.

### **Area 3: Balanced Mobility**

- 26 Prof. Keuk-Je Sung, Director General of the ASEM-DUO Secretariat, moderated the third sub session. He reviewed the ASEM partners and stakeholders' achievements for the improved balance of mobility in the ASEM. He placed special emphasis on the influence of ICT development in education and increased digital connectivity, which would have an influence on the density and format of mobility within the ASEM.
- 27 Ms. Sohee Lee, Program Officer of the ASEM-DUO Secretariat, showed the contribution of ASEM-DUO Fellowship Programme to facilitating students, teachers and professional exchanges between the two regions in her presentation. In its 15<sup>th</sup> year of operation, 8 countries have contributed to the program, and the total number of beneficiaries reached 3,028. Ms. Lee emphasized that the balanced contribution from the Asian and the European partners would be needed to sustain the implementation of the program.
- 28 Indonesia updated the meeting on the implementation of the ASEM Joint Curriculum Development Programme in 2016 and proposed to extend the cooperation to produce the ASEM Studies Curriculum Module to support the Joint Curriculum Programme.
- 29 Malaysia announced that the next ASEM Summer School would be held on 7-21 August 2017 in Malaysia. The program enables students from across Asia and Europe to learn about different cultures. Malaysia invited more ASEM countries to participate in the program. In addition, the country also presented the achievements of the International Master of Arts programs that foster relationships between Asian and European regions.
- 30 Bulgaria noted the importance of development and the expansion of joint degree programs offered by HEIs, and suggested ensuring recognition of learning outcomes of the mobility programs.
- 31 ASEF referred to the increasing interest of young people in its youth projects and thanked the ASEM partners for their support in circulating its Open Calls to the relevant networks. It underscored the importance of annual voluntary contributions from the ASEM partners to continue its valuable programs. EC mentioned the advantage of Erasmus+ in terms of financial support for the mobility, with the total number of beneficiaries from ASEM countries reaching more than 18,000 in the last two years alone.
- 32 The SEAMEO Secretariat pointed out that mobility could be enhanced by public and private partnership but academic-industry cooperation has been still inactive. It further suggested that the



ASEM partners and stakeholders could explore a way to facilitate the cooperation between academia and industry like corporate social responsibility (CSR).

- 33 The Co-Chair welcomed the cooperation amongst the ASEM partners and stakeholders for enhancing mobility. He reaffirmed the ASEM Education Secretariat's commitment to supporting the ASEM education initiatives, particularly in circulating information.
- 34 The Chair noted that the number of foreign students in the Republic of Korea has increased by 5 times, which has caused issues and challenges despite of much benefit for Korean universities. To address those issues, he suggested to increase quality programs for foreign students and proposed a quality standard for higher education institutions.

#### **Area 4: Lifelong Learning including Technical and Vocational Education and Training (TVET)**

- 35 Dr. Misug Jin, Senior Research Fellow, Korea Research Institute for Vocational Education and Training, the Republic of Korea, encouraged the delegates to discuss lifelong learning and TVET by presenting the increased importance of innovative and entrepreneur competencies. She added that the use of ICT, and academic-industry partnership in TVET are beneficial for enhancing education mobility and cooperation. ICT also plays a salient role in supporting the marginalized and the disadvantaged, and encouraging regional cooperation to share experience and expertise in lifelong learning and TVET between Asia and Europe.
- 36 Ms. Vu Lan Chi, Deputy Director of SEAMEO CELLL, introduced a project named *Developing an ASEAN Lifelong Learning Agenda on Comprehensive and Inter-sectoral Approaches in the SEAMEO Member Countries*. She shared the lessons learned from the successful implementation of the project as follows: 1) identifying the implementation gaps in achieving the SDG4, and communicating to policy makers; 2) organizing advocacy activities for the promotion of lifelong learning; 3) conducting multi-sectoral dialogue on the promotion of lifelong learning and seeking the endorsement from governmental authorities; 4) finding evidence on benefits of lifelong learning; 5) and enhancing the role of local government and providing incentives for CSRs.
- 37 Romania reiterated its strong commitment to promoting lifelong learning including TVET and ensured its collaboration and involvement within the ASEM Working Group on Innovative Competencies and Entrepreneurship Education, coordinated by the Republic of Korea. The country hosted the third meeting of the Working Group in October in Bucharest. Romania also noted the German model as one of the exemplary practices in the field of dual education. In line with Romania's emphasis on the role of the ASEM Working Group on Innovative Competencies and Entrepreneurship Education, Belgium also stated that innovative competences and the activities of the Working Group are important.
- 38 The Republic of Korea explained the main purpose of lifelong learning and how the country has a strong policy, including the national plan, and the recognition system such as the Academic Credit Bank. The country also suggested making continuous contribution to promoting lifelong learning within the ASEM by sharing good practices.
- 39 ASEF acknowledged the contributions of the ASEM Education and Research Hub for Lifelong Learning in this field. The practice of and access to lifelong learning opportunity are crucial for achieving the SDGs. ASEF emphasized ASEM's role as a platform for promoting lifelong learning and proposed the inclusion of this topic in the ASEMME6 panel agenda.
- 40 Dr. Misug Jin explained that it is important to include youths who are out of school and

disadvantaged groups in the discussion and to provide equal opportunity for them.

- 41 Switzerland shared its successful experiences from the bilateral projects regarding TVET, and suggested the potential of expanding their relationships with the Republic of Korea and other ASEM countries. Moreover, the country underlined two issues to consider in the field of TVET: 1) a strong commitment from industry is essential in building training systems; and 2) discrepancies in systems and policies between countries should be taken into consideration.
- 42 Slovakia shared its best practice from introduction of a new act on VET in November 2015 introducing a dual education system boosting the attractiveness of VET especially in the fields of machinery, automotive, construction and chemical industry and creating “triangle” relationships between employer, school and students. In school year 2016/2017, there are about 1,500 students in Slovakia with the apprenticeship contracts in dual education with 298 employers on board. Major Korean investors in Slovakia like Hyundai-Kia or Samsung Electronics and other companies can also benefit from dual education system.
- 43 The moderator concluded the discussion by reaffirming the significance of teaching and learning for creativity and entrepreneurship across all school levels.

## **DAY 2 (10 November 2016)**

### **SESSION 4: PRESENTATION OF ASEM PARTNERS AND STAKEHOLDERS**

#### **ASEM Education Task Force Report**

- 44 Mr. Martin Schifferings from the German Academic Exchange Service, Germany, presented a report on proposing a way to enhance effectiveness of implementing four key areas in the ASEM Education Process and mainly pointed out three directions: 1) leading to a structured and harmonized stocktaking of existing ASEM initiatives for each priority area; 2) improving the layout and effectiveness of (intermediate) Senior Officials' Meetings; and 3) improving mechanisms to formulate policy recommendations for the Ministerial Meetings. The Task Force team proposed grouping the four key areas into two categories and would submit the proposal to ASEMME6. Mr. Schifferings introduced the agenda of the Pre-(I)SOM Stocktaking Forum for discussing four key areas and presenting the policy document on the issue.
- 45 Austria, Lithuania, ASEF, Belgium, the ASEM-DUO Secretariat, the ASEM Education Secretariat, the Republic of Korea, Russia, and Latvia welcomed and supported the proposal of the ASEM Education Task Force Report.
- 46 Austria suggested further discussion on the recommendations made in the report. Latvia requested the ASEM Education Secretariat to share the timeline of completing the Stocktaking Report so that partners and stakeholders could provide comments and inputs timely and also incorporate the outcomes and recommendation of the key documents to the Stocktaking Report. The country further proposed initiatives and joint points of view of comprehensive and balanced information on education from senior official level can be submitted to the ASEM Summit Statement through the ASEM Education Secretariat in the future. ASEF commented that the proposed Task Force would significantly enhance the results and impact of the ASEM Education Process. Participants of past ASEF projects have continuously requested for improved mechanisms to formulate and convey policy recommendations to the Ministerial Meetings.

- 47 The ASEM-DUO Secretariat proposed that the findings of the ASEM Education Task Force team should be broadly shared with the ASEM partners and stakeholders before SOM2, but if the drafting committee of the *Seoul Declaration* would hold its meeting before SOM2, then the Task Force team should share the outcome of its work for all ASEM partners and stakeholders on the sidelines of the drafting committee meeting to save time and costs.
- 48 The Chair summarized that the delegates reached consensus on the proposal by the Task Force team and recommended the team to circulate the written document on the proposal for further consideration to the ASEM partners and stakeholders.

#### **Erasmus+**

- 49 Ms. Patricia Reilly, Expert in the Cabinet of Commissioner Navracsics of EC, presented the latest status and achievements of the Erasmus+ Programme and progress in enhancing mobility. The presentation also made a point that the Erasmus+ would make a commitment to promoting the connectivity between Asia and Europe. Mr. Brian Toll, Policy Officer of EC, elaborated issues that the Asian countries need to consider, such as increasing use of the mobility programs and projects on quality assurance, modernization of teaching and learning, academic-business cooperation and administration which can be implemented cross-regionally. He requested Asian countries to participate actively in the Erasmus+ call for proposal, which was recently announced.

#### **CAMPUS ASIA among Korea, China, and Japan**

- 50 Dr. Seon-Joo Kim, Director of the Korean Council for University Education, the Republic of Korea, delivered her presentation about the CAMPUS Asia, an exchange program targeting Korea, China, and Japan. In her presentation, she underlined that the program has brought a significant increase in the number of beneficiaries and student and staff exchange activities among the three countries.

#### **AIMs Programme**

- 51 Dr. Chantavit Sujatanond, Director of SEAMEO RIHED, presented the progress and achievements of the ASEAN International Mobility for Students (AIMs). She introduced the vision and activities of SEAMEO RIHED focused on facilitating policy dialogues, developing harmonization, and promoting multilateral collaboration in the region and beyond. She underscored the success of the AIMs would enhance regional mobility, self-sufficiency, and solidarity and presented the progress undertaken by the Fourth Five-Year Development Plan.

#### **ASEF's Achievement and the Future Strategy on Education**

- 52 Ms. Leonie Nagarajan, Director of ASEF's Education Department, presented ASEF's education portfolio since ASEMME5. Under the theme "Entrepreneurship and Youth Employment", she highlighted in particular the achievements and impact of the 5<sup>th</sup> ASEM Rectors' Conference and Students' Forum (ARC5) in April 2016, Prague, Czech Republic, and the 1<sup>st</sup> ASEF Young Leaders Summit in conjunction with the 12<sup>th</sup> ASEM Foreign Ministers' Meeting (ASEM FMM12) in November 2015, Luxembourg. ASEF's education projects feature a strong multi-stakeholder approach, ensure outreach and participation across all 51 ASEM countries, translate ASEM priorities into concrete actions, and facilitate direct connections between the civil society and the official ASEM process. These characteristics contribute to ASEM's continued progress and increased visibility.

## **SESSION 5: ASEMME6 POLICIES**

### **Seoul Declaration**

- 53 Mr. Eungseok Oh, Director of Task Force for the 6<sup>th</sup> ASEM Education Ministers' Meeting of the Ministry of Education of the Republic of Korea, presented the detailed plan and information about the proposal to draft the *Seoul Declaration*. He stressed that in celebration of the 10<sup>th</sup> year of ASEM Education Ministers' Meeting, it is critical that the Ministerial Declaration contains the new vision for the next 10 years. More specifically, while underscoring the importance of the ASEM education collaboration, he said that not only the vision itself, but also various concrete measures to fulfill the vision in a more effective way are critical. In addition, he emphasized that the *Seoul Declaration* should not be owned by a specific entity, but rather owned by all ASEM partners and stakeholders. To this end, the Republic of Korea would invite the participation of all ASEM partners and stakeholders in a drafting committee set up by the ASEM partners and stakeholders to write the specifics of the declaration.
- 54 Belgium welcomed the proposal of drafting and adopting a policy document for the ASEM Education Process and suggested that the *Seoul Declaration* would deal with critical issues including the mobility of students, staff and researchers in the field of higher education within the ASEM.
- 55 Malta inquired about the procedure and timeline of the *Seoul Declaration* and a possibility of contributing inputs to the declaration. In response to the inquiry, the Republic of Korea explained that the draft of the declaration would be disseminated to the ASEM partners and stakeholders to incorporate ideas and inputs in it.
- 56 For a smooth and effective procedure, the Republic of Korea suggested that the country would like to prepare the initial draft of the *Seoul Declaration* and deliver the draft to the ASEM partners and stakeholders. The Republic of Korea also mentioned that the drafting committee would invite the participation of all ASEM partners and stakeholders and have enough time to review the draft of the Ministerial Declaration by online communications and on-site meeting prior to SOM2 and ASEMME6.
- 57 The Co-Chair mentioned that the process would be an exemplary way to guarantee transparency and openness in the ASEM. He suggested that the ASEM Education Task Force team and the ASEM Education Secretariat to closely discuss the procedure and timeline of producing key documents such as the Stocktaking Report and the ASEM Education Task Force Report in conjunction with the *Seoul Declaration* proposed by the Republic of Korea.

### **ASEM Network of MOOCs: Proposal for the ASEM Education Process**

- 58 Dr. Youngwha Kee, President of the National Institute for Lifelong Education, the Republic of Korea, as the responsible entity of K-MOOC (Korean MOOCs) delivered her presentation on proposing a new initiative tentatively named *ASEM Network of MOOCs* that is aimed at enhancing equal educational accessibility, and connectivity between Asia and Europe. She suggested the establishment of the network of MOOCs within the ASEM, which provides peer learning opportunities at the rector and working-group level, jointly develops and manages the ASEM MOOC contents, and conducts research for quality assurance and recognition. Dr. Kee stressed that this new initiative would be planned and implemented based on the continuous

dialogue and participatory process of the ASEM partners and stakeholders.

- 59 SEAMEO RIHED suggested ensuring credit transferability of learning outcomes within the ASEM, and developing a guideline of quality assurance and recognition for MOOCs. Indonesia requested the Republic of Korea to provide further information about credit transfer and inquired about how to utilize MOOCs for the collaborations within the ASEM. Dr. Kee responded that Korea would duly consider the suggestions. Indonesia proposed further communication and discussion on MOOCs in higher education.

### **Other Matters**

- 60 Romania, as the host country of ASEMME7 in 2019, proposed to schedule SOM2 of ASEMME7 and ASEMME7 in the first half of 2019, during the Romanian Presidency of the Council of the European Union. The proposal was echoed by Austria, Belgium, and Denmark and then approved.
- 61 The ASEM Education Secretariat made announcements on the host of the ISOM in 2018, the ASEM Education Gazette, and the Stocktaking Report. The ISOM scheduled to be held in 2018 needs a host country. Indonesia, as operating the ASEM Education Secretariat until 2017, tentatively volunteered to convene the Meeting if there would be no other candidate.
- 62 The latest issue of the ASEM Education Gazette, an official annual magazine of the ASEM Education Process, was published in April 2016 and invited contribution from the ASEM partners and stakeholders in terms of the updates and progress of the initiatives as well as relevant activities and updates of education in Asia and Europe. The Stocktaking Report was distributed at SOM1 and feedback, comments and inputs to the Report are sought before its final distribution.
- 63 Austria inquired about the possibility of changing the seating arrangement of Ministers and Heads of Delegations at ASEMME6, considering the shared tasks of various Departments and Ministries in the ASEM. EC, the ASEM-DUO Secretariat, the ASEM Secretariat and Romania shared their experiences and cases regarding the seating arrangement at the meeting. The Chair mentioned that the Republic of Korea would consider the suggestion based on the comments from the delegates and the overall efficiency of the meeting.
- 64 On behalf of the representative of UNESCO Institute for Lifelong Learning (UIL), the ASEM Education Secretariat advised the delegates that UIL would propose a new initiative to strengthen cooperation between cities and national governments from Asia and Europe to implement lifelong learning. Three fields of cooperation were proposed, including: cultivating youth entrepreneurship through lifelong learning; embedding education in the 2030 Agenda for Sustainable Development; and enhancing inter-sectoral linkages between academia, government and the private sector to implement lifelong learning. UIL further proposed to develop LL-MOOCs (lifelong learning massive open online courses), which principally provide basic skills and general knowledge material, unlike other MOOCs systems which tend to focus mainly on courses and content for higher education. UIL's proposal includes two phases. The first involves the collection of learning material on specific themes from members of the UNESCO Global Network for Learning Cities as well from cities in the ASEM member states. The collected written and multimedia learning materials relevant to basic skills and general knowledge will be uploaded to LL-MOOCs to be shared internationally. The second phase is to provide a living repository of online tools and learning resources, including practical guidelines, assessment instruments and training materials, which city authorities, practitioners, experts and teachers can use to provide quality learning opportunities in basic skills and general knowledge, especially to vulnerable groups to ensure no one is left behind. Users will have the opportunity to seek

guidance, pose questions and get answers from the community of city actors and experts across the cities and engage in multilateral discussions with users on specific themes. On this basis, UIL is already developing a tutorial video and learning city case studies.

## **CLOSING**

- 65 The Chair expressed its appreciation for support from the ASEM Education Secretariat and great contribution from participating the ASEM partners and stakeholders in working toward the success of ASEMME6. The ASEM Education Secretariat shared its closing statement and delivered its gratitude to the Republic of Korea for organizing SOM1, hospitality, and hard work.

# **ANNEX 6**



# The Fourth Working Group Meeting on Implementing ASEM Recognition Bridging Declaration **Consensus**

Tallinn, Estonia

April 14-15, 2016

Referring to Paragraph 16 of the Conclusions by the Chair of the Fourth Asia-Europe Meeting of the Ministers for Education (ASEMME4) held on 13~14 May 2013 in Kuala Lumpur, Malaysia, Ministers welcomed China's offer to coordinate a working group to explore concrete steps to implement the Declaration on the Cooperation in Recognition of Qualifications Concerning Higher Education in Asian and European Regions ("ASEM Recognition Bridging Declaration").

The Fourth Meeting of the Working Group on Implementing ASEM Recognition Bridging Declaration was held on 14–15 April, 2016, in Tallinn, Estonia, hosted by Estonia ENIC/NARIC together with the Estonian Ministry of Education and Research. 13 delegates from 8 countries in total (China, Estonia, Latvia, Lithuania, Malaysia, Philippines, Romania and the United Kingdom) attended this meeting. Austria, Belgium (Fr.), Brunei Darussalam, Germany, Indonesia, Japan, Portugal and Republic of Korea were unable to be present.

The meeting discussed the implementation progress and future activities of the three Action Plans, and reached the following agreements:

Action Plan I: Building the website of Asian NICs (ANICCW)

1. To make a proposal to the ASEMME6 to accelerate the establishment of the Asian Network of National Information Centres;
2. To explore ways to enhance connections between the Networks of Asian and European National Information Centres, through websites of ANICCW and ENIC-NARICs;
3. To encourage more ASEM member states to join the ANICCW;
4. To provide opportunity for member countries to publish web links of their recognised and quality assured HEIs on their country page.



## Action Plan II: Drafting the Handbook of Guidelines, Principles and Good Practices on Recognition

1. As agreed, the function of the Handbook is a reference tool, providing practical and feasible mechanisms and criteria for qualification recognition practices to promote fair qualification recognition in ASEM region.
2. To conduct research into challenges and problems of implementing the existing international, regional and national qualification recognition manual or toolkit, in order to achieve the goal of bridging the gap between Asia and Europe on qualification recognition practices, by establishing a joint research team coordinated by China and supported by all the ASEM countries.

## Action Plan III: Establishing Cross-border Quality Assurance Network (CBQAN)

The Working Group agreed to support CBQAN to carry out the following activities:

1. to undertake comparative studies on QA practices, in order to raise quality awareness of both providing and receiving countries;
2. to work out standards and criteria of course selection for the ASEM Course Portal;
3. to hold the first CBQAN meeting by the end of 2016;

Terms of Reference for the Working Group on Implementing ASEM Recognition Declaration were reviewed and revised accordingly.

The Working Group agreed to have its fifth meeting in a country in Asia in early 2017. Malaysia expressed willingness to host the next meeting.

The Working Group expressed gratitude to the strong support from the Estonia ENIC/NARIC, and Ministry of Education and Research of Estonia for hosting the 4<sup>th</sup> meeting.

16 April, 2016 Tallinn

# **ANNEX 7**



## **SUMMARY RECORD OF THE THIRD ASEAN PLUS THREE WORKING GROUP ON MOBILITY OF HIGHER EDUCATION AND ENSURING QUALITY ASSURANCE OF HIGHER EDUCATION**

**11 June 2015, Bangkok, Thailand**

### **INTRODUCTION**

1. The Third Working Group Meeting on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education (3<sup>rd</sup> APT WG) was held on 11 June 2015 in Bangkok, Thailand. The meeting was attended by delegates from Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Viet Nam as well as the People's Republic of China, Japan, and the Republic of Korea (ROK). Representatives of the ASEAN Secretariat and SEAMEO Regional Centre for Higher Education and Development (RIHED) were also in attendance. The list of delegates appears as **ANNEX 1**.

### **OPENING FORMALITIES**

2. Ms. Chadarat Singhadachakul, Director of the Bureau of International Cooperation Strategy, Office of the Higher Education Commission (OHEC), Ministry of Education, Thailand, welcomed all the participants to the meeting. In her welcoming remarks, she introduced the Chair of the Meeting, Associate Professor Dr. Sisamone Sithirajvongsa, Permanent Secretary, Ministry of Education and Sports, of the Lao PDR and the Co-Chair of the Meeting, Mr. Wang Lisheng, Director General, China Academic Degrees and Graduate Education Development Center, the People's Republic of China. She then introduced Ms. Aporn Kanvong, Deputy Secretary General for Higher Education Commission, Ministry of Education, Thailand, and invited Ms. Aporn Kanvong to deliver her opening remarks.

3. In her opening remarks, Ms. Aporn Kanvong stated the need to nurture the youth to be equipped with necessary competencies and skills to respond to the changing demand of the world of work. She also sees that learning and sharing among ASEAN Plus Three countries about quality assurance, national qualifications framework, and educational measurement and assessment is instrumental in making our education systems compatible and comparable. She ended her remarks by highlighting the role of student mobility as a major mechanism to enable our youth to become quality global citizens. Her opening remarks appear as **ANNEX 2**.

### *Opening Remarks by Chair and Co-chair*

4. In his opening remarks, Associate Professor Dr. Sisamone Sithirajvongsa, Permanent Secretary, Ministry of Education and Sports, Lao PDR, chaired the meeting and thanked OHEC, Ministry of Education, Thailand for hosting the meeting and expressed his gratitude to all senior officials and representatives from ASEAN Plus Three countries and the ASEAN Secretariat for their participation in the meeting. He urged the participants to express their viewpoints in order to finalise the Guidelines on Student Exchange prior to the 3<sup>rd</sup> ASEAN Plus Three Education Ministers Meeting (APT EMM) in 2016.

5. Mr. Wang Lisheng, Director General, China Academic Degrees and Graduate Education Development Center, the People's Republic of China, the Co-Chair of the Working Group expressed his appreciation to the meeting for inviting China to co-chair the meeting. He further thanked Thailand for hosting the meeting. In his remarks, he stated that supporting student mobility is an urgent task for the ASEAN Plus Three countries. He appreciated that the agenda items enable the participants to further discuss student mobility, credit transfer, and quality assurance. He also expressed his hope for the working group to have an in-depth discussion about the ASEAN Plus Three Guidelines on Student Exchange.

## **MEETING DISCUSSIONS**

### *Report on the Follow up Actions after the 2<sup>nd</sup> APT WG*

6. On behalf of Dr. Illah Sailah, Director of Learning and Students' Affairs, Directorate General of Higher Education, Ministry of Research, Technology and Higher Education, Indonesia, Dr. Eko Hari Purnomo, Head of International Collaboration Office of Bogor Agricultural University, Indonesia briefed the meeting on the results of the Expert Meeting for the Guidelines on Student Exchange held in Jakarta, Indonesia on 25 June 2014, the 2<sup>nd</sup> ASEAN Plus Three Education Ministers Meeting held in Vientiane, Lao PDR on 10 September 2014, and the 2<sup>nd</sup> APT WG meeting held in Bali, Indonesia on 16 October 2014. The presentation slides of Indonesia on the report of the said meetings appear as **ANNEX 3**.

7. The Meeting further discussed the summary record of the 2<sup>nd</sup> APT WG meeting with the following amendment;

- Under Article 13, the text in the third dot was amended to read “The aim of the “Guidelines” is to solve the general and common questions faced with ASEAN Plus Three student mobility.....”, and
- Under the same article on page 4, the text in the second dot was amended to read “The Guidelines will be submitted to the APT EMM for their adoption by 2016.”

8. The Meeting noted that the chairmanship of the working group shall be rotated alphabetically among ASEAN Member States, and the Co-Chair shall be rotated among Plus Three Countries.

9. The Meeting further noted a brief timeline for the working group to finalise the Guidelines on Student Exchange. By June 2015, it is expected that the members of the working group will be able to agree upon the Guidelines. The finalised Guidelines will be then tabled for adoption at the 3<sup>rd</sup> ASEAN Plus Three Education Ministers Meeting in 2016 through SOM-ED+3.

10. The Meeting further noted on the background and outcomes of the First and the Second APT Quality Assurance Expert Meetings held in Hanoi, Viet Nam on 6 March 2014 and in Bali, Indonesia on 17 October 2014 respectively, followed by a summary of the survey on QA related to student mobility and the schedule of the meetings. The 3<sup>rd</sup> APT QA Expert Meeting is scheduled to take place in September 2015 in the Philippines. The presentation slides of Japan on the APT QA Expert Meeting appear as **ANNEX 4**.

#### *Finalisation of the Draft Guidelines on Student Exchange*

11. Japan informed the meeting that comments on the said Guidelines has been received from China, ROK, Thailand, and Viet Nam. The Meeting discussed and agreed to revise the Guidelines as **ANNEX 5**.

- The title of the guidelines was revised to “ASEAN Plus Three Guidelines on Student Exchange and Mobility” in order to be more inclusive and promote openness, and to incorporate the exchange with degree awarding.
- Under Article 1 **Vision**, the text was revised to “The ASEAN Plus Three countries aspire to achieve mutual understanding, peace and development in the region through promotion of further student exchange and balanced mobility of the future generation”.
- Under Article 2 **Objective**, the text was revised to “ASEAN Plus Three Guidelines on Student Exchange and Mobility (hereafter “the Guidelines”)..... The Guidelines is a reference for relevant programmes to promote student exchange and balanced mobility of the ASEAN Plus Three countries (hereafter “programmme”). Each country is encouraged to explore possible support to promote the utilization of the Guidelines for the programmes.”
- Under Article 3 **Participation**, the words “joins” and “join” in paragraph 2 and 3 respectively be replaced with “participates in” and “participate in” respectively to fit the context of the exchange.

- Under Article 4 **Student Exchange and Mobility**, no. “1.” under 4.1 Length of Study was changed to “4.1.1.” and no. “2.” was changed to “4.1.2.” Under Article 4.1.1, the section name was revised to “Length of Study and Programme Types” and (a) was revised to “shorter than three months”, (c) to “six months to twelve months”, and (d) to “longer than twelve months”. Under Article 4.3 **Languages**, the text was revised to “The preferred medium of instruction is English but other languages are not excluded.” Under Article 4.4 **Academic Fields**, the second sentence “In accordance with the willingness of both sides, considering their own situations and the agreements, it should be decided by their own.” was exchanged with the first sentence “The fields are not limited, but classified to the following categories.” and was revised to “In accordance... both sides of institutions considering... agreements, the academic fields should .... by themselves”
- Under Article 5 **Credit and Credit Transfer System**, the last sentence was revised to “Home institutions are encouraged to recognize earned credits by the host institutions.”
- The text under Article 6.2 was revised to “Universities and/or programs of study for student exchange are encouraged to be officially accredited and evaluated by related accreditation bodies and evaluation agencies (omit in the host country)” to soften the language and to avoid the confusion between different meanings of “home country” versus “host country”.
- The second paragraph heading Home country under Article 7.1 **Finance**, “Allot monthly allowance to students” was revised to “Allot living allowance to students”. Under the heading Host country, the phrase “(only when inbound and outbound is balanced)” after “Exempt tuition fees” was omitted.
- Under Article 8 **Monitoring**, the third paragraph was revised to “The above-mentioned information, based on its own regulations of each country ....., and provided through websites such as National Information Center which is..., or other official websites operated by the governments”

12. The Chair advised the Meeting that the Guidelines need to be self-explanatory and the language of the Guidelines be revised to be consistent. The revised Guidelines was agreed in principle by the meeting. In this regard, the Chair proposed that the modified Guidelines be forwarded to members of the working group for comments within two weeks.

13. The ASEAN Secretariat informed the meeting that following the finalization exercise at the Working Group level, the Guidelines will be then submitted to the 6<sup>th</sup> SOM-ED+3 to be held in December 2015 in Bangkok, Thailand, for endorsement.

*Guidelines on Transcript for Exchanged Student including Comparison Table of the Credit Transfer Systems*

14. Japan presented the Proposal of Next Action Plan: Guidelines on Transcript for Exchanged Student including Comparison Table of the Credit Transfer Systems, the objective of which is to avoid non-recognition of credits earned at host institutions. The presentation slides of the proposal appear as **ANNEX 6**.

15. Japan showed a conception diagram illustrating the ASEAN Plus Three Credit Transfer System and presented a comparison table on credit transfer. In order to promote a common understanding of the different credit systems and facilitate transfer of credits, universities should refer to the comparison table of the credit transfer systems.

16. The Format of Transcript outlines what specific information should be provided to students when they receive the transcript from their host institution and bring it back to their home institution. The format includes eight items of information in accordance with Malaysian Qualification Statement (MQS) as well as Annex 1 (grade) and Annex 2 (syllabus).

17. Japan proposed the appointment of an Expert Meeting tasked to discuss the details about the guidelines on transcript. Members of the Expert Group were proposed to include Assoc. Prof. Nantana Gajasen, Ph.D., Executive Director of the ASEAN University Network; Mrs. Chantavit Sujatanond, Ph.D., Director of the SEAMEO RIHED; Dr. Illah Sailah, Director of Learning and Students' Affairs, Directorate General of Higher Education, Ministry of Research, Technology and Higher Education, Indonesia; Prof. Kiyong Byun, Associate Professor, Department of Education, Korea University; and Assoc. Prof. Taiji Hotta, Vice-Executive of International Affairs, Hiroshima University, Japan; for instance. The Expert Meeting for ASEAN Plus Three Guidelines on Transcript for Exchange Students is scheduled to take place in March 2016 in Tokyo, Japan. In this connection, Japan requested each member countries to recommend one expert in the field of higher education from their respective countries to serve as members of the said Expert Meeting. To move forward, Japan agreed to develop a proposal on Expert Group Meeting and forward it to the ASEAN Secretariat for taping the ASEAN Plus Three Cooperation Fund.

18. There will be the distribution of the Questionnaire for Guidelines on Transcript. There is a need to collect more ideas, particularly from the university level, for guidelines on transcript. Attention will be given to learning outcomes.

19. Malaysia agreed with Japan's proposal regarding the Expert Meeting and suggested that the experts also have expertise on learning cultures of the ASEAN Plus Three countries as culture part must be integrated into education so that our students can learn from each other through exchange programme. Malaysia suggested including in the transcript a section on leadership skills and learning and understanding of ASEAN

cultures since Malaysia considers that soft skills are as important as academics, though it is difficult to measure soft skills.

20. Among other comments provided by the working group members were that the transcript should not include too much information; the Guidelines on Transcript should aim at transfer of credits and equivalency of the course (need to look at students' learning outcome, work load and quality of the grade); and learning from EU experience on "Diploma Supplement" will be helpful for developing the Guidelines.

#### *Others Matters*

21. The ASEAN Secretariat informed the meeting that there will be EU Share Policy Dialogue held in Jakarta, Indonesia on 24 - 26 August 2015 and the ASEAN Plus Three Senior Officials Meeting on Education in Bangkok, Thailand, in December 2015, and proposed that the ASEAN Plus Three Guidelines on Student Exchange and Mobility and the Guidelines on Transcript be presented at the meetings.

#### *Arrangements for the 4<sup>th</sup> Working Group*

22. The Philippines informed the meeting on their willingness to host the 4<sup>th</sup> APT WG meeting either in September or October 2016. The date and time of the meeting are still to be determined and will be announced in due course. The Meeting also noted that Malaysia will be the Chair of the next Meeting and Japan will be the Co-Chair.

## **CLOSING**

23. The Meeting acknowledged that the Guidelines on Student Exchange has been finalized the ASEAN Plus Three Guidelines on Student Exchange and Mobility and set the next action plan. In the future, China, as the Co-Chair, hopes that the working group will put more focus on the students themselves when discussing student mobility. It is better for the meeting to use the perspective of the students in order to further help them.

24. The Chair thanked the Co-Chair for his closing remarks. He noted that the meeting concluded with good success and high satisfaction, and he looks forward to the 4th APT WG meeting. He expressed heartfelt appreciation to the OHEC, Ministry of Education of Thailand for hosting the meeting and providing support and hospitality to the participants. He, once again, thanked all the participants from the ASEAN Plus Three countries and the ASEAN Secretariat for their support and contribution.

\* \* \*



# **ANNEX 8**



## **SUMMARY RECORD OF THE FOURTH ASEAN PLUS THREE WORKING GROUP ON MOBILITY OF HIGHER EDUCATION AND ENSURING QUALITY ASSURANCE OF HIGHER EDUCATION**

**1 December 2016, Cebu, Philippines**

### **INTRODUCTION**

1. The Fourth Working Group Meeting on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education (APT WG) was held on 1 December 2016 in Cebu, Philippines. The meeting was attended by delegates from Indonesia, Malaysia, Philippines, Singapore, Thailand, Viet Nam as well as Japan. Representatives of the ASEAN Secretariat, ASEAN University Network (AUN), ASEAN Qualification Reference Framework (AQRF) and SEAMEO Regional Centre for Higher Education and Development (RIHED) were also in attendance. The list of delegates appears as **ANNEX 1**.

### **OPENING FORMALITIES**

2. Dr. Alex Brillantes, Commissioner, Commission on Higher Education, Philippines, welcomed all the participants to the meeting. In his opening remarks, he stated the importance of deepening discussions on student mobility in the region. He also underscored the contributions of the strengthening of mechanisms on quality assurance and credit transfer and the building of trust among partners in promoting greater mobility through platforms for dialogue such as the Working Group. Dr. Brillantes closed his remarks by encouraging the delegates to have a fruitful discussion of mutual concerns on student mobility within the context of cooperation.

3. Dr. Brillantes introduced the Chair of the Meeting, Mr. Datuk Nik Ali Bin Mat Yunus, Deputy Secretary General, Ministry of Higher Education, Malaysia and the Co-Chair of the Meeting, Mr. Hideki Iwabuchi, Director, Office for International Planning, Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan.

#### *Opening Remarks by Chair and Co-chair*

4. In his opening remarks, Mr. Datuk Nik Ali Bin Mat Yunus, the Chair of the meeting, thanked the Commission on Higher Education (CHED), Philippines, for hosting the meeting and expressed his gratitude to all senior officials and representatives from the ASEAN Plus Three countries and the other ASEAN organizations for their participation in the meeting. He stated that implementing mobility program is an important task, and not

without challenges. Hence, the effort of this Working Group to work relentlessly in developing the mechanisms to facilitate students' mobility and exchanges among ASEAN Plus Three countries is commendable. This effort reflects our common interest in, and shared commitment to, promoting academic mobility, which includes mobility of students and staff, for both teaching and training, as a key element of Internationalization. He ended his remarks wishing everyone a rewarding meeting in discussing future work plans and implementation strategies that will steer ASEAN's future progressively.

5. Mr. Hideki Iwabuchi, the Co-Chair of the meeting, expressed in his opening remarks his appreciation to the delegates for their participation. He further thanked the Philippines for hosting the meeting and the ASEAN Secretariat for supporting their activities. He ended his remarks by highlighting the main agenda items of the meeting and by asking the countries to actively participate in the discussion.

#### *Report on the Follow up Actions after the 3<sup>rd</sup> APT WG Meeting*

6. On behalf of Lao PDR, the previous chair country, Ms. Lily Freida Milla, Director of the International Affairs Staff, CHED, Philippines, briefed the Meeting on the Summary Record of the 3<sup>rd</sup> Meeting of the APT WG held on 11 June 2015 in Bangkok, Thailand.

7. Japan presented the summary of the Third ASEAN Plus Three Quality Assurance Expert Meeting (APT QA Expert Meeting) held on 3 September 2015 in Manila, Philippines. The Meeting was updated on the status of the checklist for international collaborative programs between Japan and Asian countries developed and completed by the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE), Japan. It was noted that the Fourth APT QA Expert Meeting will be held in 2017 at the convenience of the participating quality assurance agencies in the ASEAN Plus Three countries.

8. Malaysia concisely reported the results of the Expert Meeting for APT Guidelines on Transcripts for Exchange Students, including a Comparison Table of the Credit Transfer Systems presented on 7 March 2016 in Tokyo, Japan. Malaysia also introduced the highlights of the Joint Statement of the Third ASEAN Plus Three Education Ministers Meeting (APT EMM) adopted on 6 May 2016 in Selangor, Malaysia, further noting the Ministers' approval of the ASEAN Plus Three Guidelines on Student Exchange and Mobility.

## **MEETING DISCUSSIONS**

### *Proposal for a follow-up activity after approval of the APT Guidelines on Student Exchange and Mobility*

9. Japan gave a proposal presentation on a monitoring tool, which contains a sample format for monitoring, for the Guidelines on Student Exchange. The presentation slides of the proposal and monitoring format appear as **ANNEX 2**. The Meeting exchanged

views and opinions on what and how to monitor. The following are the main points resulting from the discussion by the Meeting:

- The purpose of the monitoring can be for both or either student mobility and/or quality assurance of higher education.
- Considering that this is a monitoring tool for the Guidelines on Student Exchanges and Mobility, it should focus on the points which the Guidelines address, i.e. student exchange and mobility. It can later be expanded to cover quality assurance and other issues.
- Data collection based on students' study fields or programs will be considered, as well as the idea of expanding the collection to cover student mobility within ASEAN and with other geographical regions.
- Several possible ways of data sampling were discussed, such as collecting from all institutions or only from a certain percentage of institutions that can sufficiently represent a country's higher education sector. In addition, awareness of the differences in higher education systems (such as the types and number of institutions within APT countries) was noted as important in presenting sampling results in order not to misinterpret the meaning of data.
- Although countries are not obliged to fill in all the sections, division of the format into two parts, compulsory and elective, may be done.
- Conducting a literature review on international statistics should be considered.
- Although it is desirable to use UNESCO's National Information Centers (NIC) for dissemination of the monitoring information, the establishment of NICs in all countries may not be easy. The monitoring information will initially be shown on the websites of relevant government agencies.
- The Meeting noted the comments and suggestions of representatives on the concept and format of the instrument. Solutions will be created to address the various constraints anticipated by the Meeting to eventually implement the instrument successfully. The Co-Chair noted that the instrument will be revised accordingly, based on the Meeting's comments and suggestions and the absentee countries' inputs. Prior to formal commencement, pilot monitoring will be conducted in 2017 and the results shall be reported to the APT SOME-ED in 2018.

*Proposal of draft Guidelines on Transcript for Exchange Student including Comparison Table of the Credit Transfer Systems*

10. Japan gave a presentation on the rationale and background of the draft Guidelines on Transcript for Exchange Student including Comparison Table of the Credit Transfer

Systems (Guidelines on Transcript). Japan afterwards showed the actual draft Guidelines on the Transcript and a sample of the transcript, as appears as **ANNEX 3**, which had been developed based on discussions and agreements made during the APT Expert Meeting on the Guidelines on Transcript held on 7 March 2016 in Tokyo, Japan. In discussing the document, the Meeting came up with the following agreements:

- For Section 4 “Credit Mechanism and Grading Scheme,” the Meeting noted that a national credit system can be written as most member countries have their own regulations.
- For Section 5.1 “Learning Outcomes,” clarification is needed on this section that deals with individual subjects.
- Course/subject syllabi can be a viable basis for credit conversion and facilitation of equivalency as, ideally, they outline information on the course content. Study plans may also form part of the supporting documents to the course/subject syllabi if partnering institutions require more information.
- The guidelines are for study/research programs and not for full degree programs.
- As the Guidelines on Transcripts are non-binding, the information written in the transcript can be optional as per their national status.
- The terminology used will be changed from “comparison table” to “conversion table.”

11. The Meeting agreed to solicit recommendations and comments from absentee countries for further discussion. The document will be revised accordingly by Japan and distributed to the members of the Meeting for consultation with their respective stakeholders. Pilot implementation will be conducted.

#### *Scope of the ASEAN Plus Three Working Group*

12. For Agenda Item 8, Japan delivered a presentation on the current status and the future of the APT WG. The presentation slides and supplemental document appear as **ANNEX 4**. In view of the contributions and potential of the APT WG in strengthening academic mobility in the APT region, the Meeting agreed on the continuation of the APT WG as well as the establishment of a Drafting Group for the revision of the APT WG Terms of Reference. The following issues were also highlighted in the discussion:

- Importance of deepening efforts relevant to student exchange and mobility, such as the two guidelines and the monitoring tool, which will take some time to fully implement considering the short time the APT WG has been in existence. Other issues such as quality assurance may be considered as a theme for future

activities as part of the APT WG's efforts to strengthen existing regional cooperation and widen its reach.

- Necessity to deliberate on and discuss the major common issues in the higher education community of the APT region.
- Importance of funding, leadership and governance in higher education and international vertical mobility between institutions.

13. In response to the Philippines' suggestion, the Meeting requested member countries to input their recommendations and opinions on the future of the Working Group within 10 days after the APT WG Meeting, for further discussion.

#### *Updates, current issues and upcoming activities of participating countries*

14. All participants, including observers, shared information on their major on-going and future activities related to higher education.

#### *Arrangements for the 5<sup>th</sup> Working Group*

15. The Meeting deliberated on the host country for the 2017 APT WG Meeting. Further negotiations will be undertaken with Vietnam, Malaysia and the Philippines for a final venue. The date and time of the next Meeting will be announced in due course. The Meeting also noted that Myanmar will be the Chair and Korea will be the Co-Chair, respectively.

## **CLOSING**

16. The Meeting ended with the closing remarks of the Chair and the Co-Chair, who thanked the participants for their active contributions and the fruitful discussions.

17. On a final note, the participants expressed their appreciation to the Commission on Higher Education, the Philippines for the warm hospitality and excellent arrangements provided. The Meeting also thanked the ASEAN Secretariat for the invaluable support and assistance rendered.

# ANNEX 9

# The Inaugural Assembly/First ASEM Expert Working Group Meeting on Interregional Credit Transfer Mechanisms and Learning Outcome Systems

## Consensus

Beijing, P. R. China

March 24~25, 2016

Referring to Paragraph 18 and Paragraph 21 of the *Conclusions by the Chair* of the Fourth and Fifth Asia-Europe Meeting of the Ministers for Education held respectively on 13-14 May 2013 in Kuala Lumpur, Malaysia and 27-28 April 2015 in Riga, Latvia, Ministers supported to establish an expert working group discussing interregional credit transfer mechanisms and learning outcome systems among ASEM member countries. Recommended by the ASEM Education Secretariat, the Ministry of Education of the People's Republic of China agreed to coordinate this expert working group, and entrusted it to China Academic Degrees and Graduate Education Development Center (CDGDC). The First Meeting (Inaugural Assembly) of the Expert Working Group was held in Beijing, China, on 24~25 March, 2016.

The First Expert Working Group meeting was attended by representatives from Brunei Darussalam, China, Estonia, Indonesia, Germany, Latvia, Lithuania, Malaysia, Thailand, United Kingdom, as well as ASEAN University Network, and was chaired by China. Belgium (Flemish Community), Portugal, Romania, and the ASEM Education Secretariat were unable to attend.

The Expert Working Group thanked the ASEM Education Secretariat for previous work done in this area, including compiling and updating the Compendium of Interregional Credit Transfer Mechanism and Learning Outcome System.

The meeting proceeded in a congenial and active atmosphere, with significant inputs from members of the group. Common understandings were reached as follows:

1. It is of great importance, necessity and urgency to push forward dialogues and cooperation in credit transfer and learning outcomes under the framework of ASEMME;
2. In view of diversities in history, culture and education of ASEM member countries, the Expert Working Group considered it an arduous task to develop and implement a practical and feasible interregional credit transfer mechanism and learning outcomes system;
3. The ASEM member countries shall deepen dialogue, enhance understanding,



strengthen mutual trust and promote win-win cooperation in credit transfer and learning outcomes;

4. The ASEM member countries shall strengthen collaborative/joint studies on credit transfer and learning outcomes;

5. The Expert Working Group shall work collaboratively with the Working Group for Implementing the ASEM Recognition Bridging Declaration, e.g. sharing information and displaying activities of the Expert Working Group on Asian National Information Centres Coordinating Website (ANICCW);

6. The Expert Working Group shall be open in the ASEM region to encourage wider participation;

7. The Expert Working Group shall reinforce the coherence of its work with tools already existing in the ASEM region and activities of regional and international organizations such as UNESCO, INQAAHE, APQN and ENQA.

The meeting yielded the following results:

1. The Expert Working Group was officially established;
2. The Terms of Reference of the Expert Working Group was approved;
3. The Secretariat of the Expert Working Group was set up in China Academic Degrees and Graduate Education Development Center;
4. The following plans were formulated:
  - To undertake collaborative research led by China, supported by experts from Belgium, Brunei Darussalam, Germany, Estonia, Indonesia, Latvia, Lithuania, Malaysia, Thailand, and the UK; this initiative welcomes contributions from other ASEM member countries on clearly-defined topics concerning credit transfer and learning outcomes.
  - To organize an international seminar towards the end of 2016, in collaboration with regional and international organizations to be held in China on the platform of Cross-border Quality Assurance Network (CBQAN);
  - To explore the feasibility of an “ASEM Study/Courses Portal” on Credit Transfer and Learning Outcomes to promote student mobility.

The Expert Working Group expressed appreciation to Belgium for holding the second meeting in Belgium in 2017.

25 March, 2016 Beijing

# **ANNEX 10**

# **ASEM Expert Working Group on Interregional Credit Transfer Mechanisms and Learning Outcome Systems**

## **Terms of Reference**

### **A. Background**

Referring to Paragraph 18 and Paragraph 21 of the *Conclusions by the Chair* of the Fourth and Fifth Asia-Europe Meeting of the Ministers for Education (ASEMME4&5) held respectively on 13~14 May, 2013 in Kuala Lumpur, Malaysia and 27~28 April 2015 in Riga, Latvia, Ministers supported to establish an Expert Working Group discussing interregional credit transfer mechanisms and learning outcome systems among ASEM member countries to develop this initiative and agree on the aims and activities of the Expert Working Group. In 2015, the ASEM Secretariat invited the Ministry of Education of P. R. China to coordinate this Expert Working Group.

On March 24-25 2016, the Inaugural Assembly/First ASEM Expert Working Group Meeting on Interregional Credit Transfer Mechanisms and Learning Outcome Systems was held and chaired by China Academic Degrees and Graduate Education Development Center (CDGDC) with supports by the Chinese Ministry of Education, in Beijing, P. R. China. Representatives from Brunei Darussalam, China, Germany, Estonia, Indonesia, Latvia, Lithuania, Malaysia, Thailand and UK, as well as ASEAN University Network attended the meeting. Belgium (Flemish Community), Portugal, Romania, and the ASEM Education Secretariat were unable to attend.

### **B. Mission**

The mission of the Expert Working Group is to facilitate dialogue, enhance understanding, strengthen mutual-trust, and promote cooperation in areas of credit transfer mechanisms and learning outcomes systems, with emphasis on working out concrete and feasible plans and activities while taking into consideration of diversified realities in the ASEM member countries in accordance with the *Conclusions by the Chair* of the ASEMME5, in order to foster the establishment of ASEM interregional credit transfer mechanism, and establishment of criteria for interregional recognition of credits and learning outcomes learning outcomes.

### **C. Mechanism**

#### **1. Structure**

- The Expert Working Group shall be established under the Asia-Europe Meeting of Ministers for Education;
- The Expert Working Group shall report to the Senior Officials Meeting and Ministers Meeting on a regular basis, and shall keep close contacts with the ASEM Education Secretariat.

## 2. Membership

- The Expert Working Group shall be open in the ASEM region to ensure wider participation;
- To ensure the continuity and stability of the Expert Working Group, one regular expert shall be officially designated by government of each member country, who has expressed interests in the *Conclusions by the Chair* in Ministers Meetings;
- Regional and international organizations, like the ASEAN University Network (AUN) shall be invited to participate as experts, when necessary and appropriate;
- The ASEM Education Secretariat shall be invited to participate as an observer;
- The designated ASEM countries shall ensure the nominated experts to attend the Expert Working Group Meetings and to undertake tasks set by the Expert Working Group; Membership shall be invalidated after two successive absences from the Expert Working Group Meetings.

## 3. Expert Working Group Meeting

- The Expert Working Group Meeting shall be held at least once a year;
- The country for hosting the Expert Working Group Meeting shall be rotated between Asia and Europe member countries, and shall be determined on voluntary basis after being approved by the Expert Working Group;
- The Expert Working Group Meeting shall be chaired by China and co-chaired by the rotating hosting country. The Co-chair shall assist the Chair, and serve as acting Chair when necessary;
- The expenses of participating in Expert Working Group Meetings shall be in principle borne by the participants while the hosting country is encouraged to provide accommodation, necessary administrative supports, the arrangements of facilities, documentation and hospitality;

## 4. Secretariat

- The Secretariat shall be established in China Academic Degrees and Graduate Education Development Center to assist the Chair with tasks in relation to sharing information among experts, setting meeting agenda, drafting documents when required for the Expert Working Group's consideration and etc.;

### **D. Activities**

In line with the *Conclusions by the Chair* of the ASEMME5, the Expert Working Group should:

- identify the difficulties and challenges in interregional credit transfer mechanisms and learning outcomes systems among the ASEM member counties based on researches;
- propose and support policy implementation and action plans to promote interregional credit transfer mechanisms and learning outcomes systems among

the ASEM member counties;

- share information of typical cases and current good practices on interregional credit transfer mechanisms and learning outcome systems, collaborating with regional and international organizations, in order to push forward the goal of realizing credit transfer and recognition of learning outcome on a global scale;

#### E. Other matters

The Terms of Reference shall be reviewed regularly and amended accordingly if/when consensus is reached by the Expert Working Group.

# **ANNEX 11**

# Report

Peer Learning Activity on Qualifications Frameworks in relation to Quality Assurance and Recognition

&

Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes

26<sup>th</sup>-28<sup>th</sup> April 2017, Ghent

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## Introduction

From April 26<sup>th</sup> until April 28<sup>th</sup> 2017 the Ministry of Education of the Flemish Community of Belgium and Ghent University hosted a “twin” meeting for a group of selected experts from Asia and Europe on a number of related topics including qualifications frameworks, quality assurance schemes, credit transfer mechanisms and the use of learning outcomes as an underlying concept in these. So this meeting was on one hand a *“Peer Learning Activity on Qualifications Frameworks in relation to Quality Assurance and Recognition”* and on the other hand a meeting of the *Expert Group on Credit Transfer Mechanism and Learning Outcomes* which held its first meeting in China in March 2016. The reasons why the Flemish organisers choose for this joint meeting was that it would offer a possibility to enhance the exchange of ideas and to cater for a clearly increasing interest in and importance of the topics that were focused on both in Asia and in Europe.

Participants and speakers came from these countries: Belgium/Flemish Community, Belgium/French Community, Lithuania, Romania, Germany, France, Norway, Brunei Darussalam, Thailand and from the following organizations: SEAMEO RIHED, DAAD, EQAR, NVAO and the European Commission.

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## An insight in (regional) systemic developments

A very important outcome of the meeting is that it gave the participants a very valuable first-hand insight in (regional) systemic developments such as:

- The development of Qualifications Frameworks
- The development of (Internal and External) Quality Assurance systems
- The development of credit (transfer) systems

It was very clear from the discussions that these developments have an increasing impact on the level of institutions and that these recent initiatives have a positive impact on (possibilities for) international cooperation, also between the two represented continents.

In the report we will discuss the main issues that were discussed regarding the development of Qualifications Frameworks, (Internal and External) Quality Assurance systems and credit (transfer) systems.

## The development of Qualifications Frameworks

Both continents have seen during the last decade the emergence of overarching Qualifications Frameworks (meta-frameworks). We discussed the ASEAN Qualifications Reference Framework (AQRF) as an example of a very important regional initiative in Asia. From the European side we were introduced to both the Qualifications Framework for the European Higher Education Area (QF-EHEA), which focuses on higher education (for all Bologna-countries) and the European Qualifications Framework for Lifelong Learning (EQF-LLL), which has a wider span but is limited to the EU.

It was clearly pointed out as major advantage that all these overarching qualifications frameworks are based on **learning outcomes** as a crucial underlying concept.

Experts from as well Asia as Europe stressed that undoubtedly the translation of these overarching qualifications frameworks into “National Qualifications Frameworks” (or, especially in Europe, also: into Sectoral Qualifications Frameworks) happens at different speeds which jeopardizes of course its full use in international cooperation, at the labour market etc.

## Impact on the institutional level

Even though not all countries have succeeded equally in ‘translating’ the main principles of the mentioned ‘meta-frameworks’ into national legislation, it became clear from the discussions that for higher education institutions in both Europe and Asia this is not the main issue. For these institutions it’s not the legislative work on meta-frameworks that drives the change but the potential dynamic this (mental) paradigm shift creates at grass-root level. It was generally agreed on that for HEI’s the main outcome of the implementation of qualifications frameworks lies in the adoption of **learning outcomes-based, student-oriented and co-created study programmes**. The paradigm shift can imply very far-reaching results that potentially are very beneficial for individual learners. A straightforward example that was discussed during the meeting is the emergence of RPL/APEL-procedures in higher education, for

the recognition of prior learning / the accreditation of prior experiential learning and the possibility this implies for entry to higher education or the potential exemption of courses.

### **Impact on international cooperation**

The introduction of qualifications frameworks and the use of learning outcomes has offered all stakeholders related to (higher) education and training in different continents a kind of ‘common language’. Such a joined approach enables them to discuss, exchange ideas and cross-fertilize about topics such as level descriptors and the description of study programmes, or to make arrangements for international exchange. Needless to say that this has been very beneficial to enhance mutual trust and understanding between HEI’s internationally.

It also became clear during the discussions that the introduction of qualifications frameworks and especially the use of learning outcomes offers an important basis for recognition: of degrees, of courses of study abroad periods. It was felt that this is not only the way forward for recognition within a region (cfr. ECTS in Europe which has since the introduction of the new [ECTS Users’ Guide](#) adopted an LO-approach), but also across regions (for “intercontinental cooperation”). For the latter reference was made to the [SHARE-project](#) that has recently ignited a pilot-scheme for student mobility between selected ASEAN and EU universities.

### **The development of Quality Assurance systems**

Not only qualifications frameworks but also external quality assurance systems (external reviews, accreditation processes, institutional audits,...) are more and more taking learning outcomes into account or even using this as the basis for their approach. This is also the case for regulatory QA-frameworks or common QA- guiding principles such as the [European Standards and Guidelines](#) (ESG) or [ASEAN Quality Assurance Framework](#) (AQAF) and more and more also for internal (institutional) QA approaches. Not surprisingly the reason why the latter development can be observed, is linked to the fact that in many cases these general principles have been translated into national QA-systems (or even legislation).

### **Impact on the institutional level**

Because the emergence of qualifications frameworks resulting in a more common learning outcomes-based approach has influenced also internal QA-systems to a large extend, it could be concluded from the discussions that these in more and more institutions have laid the foundations for a true quality culture.

It was hence argued that the use of learning outcomes has also had an impact on the **quality** of study programmes itself and that the increased explicitness of the expectations from students has allowed for better profiling of study programmes and better communication with ‘the outside world’, including employers and potential students.

Participants however agreed on the fact that the shift has certainly not been completed and that especially defining learning outcomes and the assessment and demonstration of achieved learning

outcomes remain a big challenge for (higher) education practitioners. During the discussions it became clear that this is especially the case for what one could refer to as “21<sup>st</sup> Century skills”, a series of higher-order skills, abilities, and learning dispositions that have been identified as being required for success in 21<sup>st</sup> century society and workplaces by educators, business leaders, academics, and governmental agencies. This seems to be linked to the large ‘attitudinal component’ in this type of learning outcomes.

This makes clear that a lot of importance has to be given to the way in which learning outcomes are written but even more so to the choice of an adjusted assessment. Speakers referred to the expression ‘the tail wags the dog’ to describe this: it has to be clear from the start what will finally be expected from a learner after finishing the learning activity. For a fair assessment, it was suggested, of the learning outcomes involving external evaluators at some time during the evaluation process could be considered.

In general, the following suggestions for successfully using learning outcomes in a higher education context were agreed on:

- Limit the number of learning outcomes and put them in a matrix crossing the learning outcomes with the course components
- Create a more integrated curriculum instead of separate courses (“present it as one big cake rather than as a collection of small cupcakes”)
- Make your approach fully student-centered
- Include (also external) stakeholders in defining learning outcomes and the curriculum based upon it
- Create a real ‘learning & living campus’ where students also learn from the interstitial curriculum
- Make use of co-creation, it is the key to success (joined ownership of the curriculum by all teachers, involvement of graduates/students/working field etc.)

### **Impact on international cooperation**

As was already mentioned, learning outcomes more and more constitute a kind of ‘common language’ for practitioners in higher education. Since this adds to the mutual trust and understanding it logically plays a crucial role at different levels in international cooperation.

First of all it clearly facilitates cooperation, e.g. on student/staff mobility, between higher education institutions from different countries with different HE-systems since the use of learning outcomes facilitates to a large extent that clear agreement can be achieved on the envisaged aims of the cooperation. This can then, and this is a second advantage of using learning outcomes in international cooperation, possibly lead to (very) far-reaching forms of cooperation such as the development of mobility windows, setting up joint programmes, PhD-exchange etc.

Finally it was argued that the use of learning outcomes offer a very good (and even Indispensable) basis for benchmarking (on programme level) between universities from different countries.

## The development of credit (transfer) systems

The third main topic discussed during the joined meeting was the development of credit (transfer) systems in both Europe and Asia, surely one of the more divergent approaches discussed. In Europe for instance (i.e. the 48 Bologna countries) there is one officially adopted credit transfer and accumulation system, viz. ECTS (European Transfer and Accumulation System). Asia on the other hand has seen the emergence of a large variety of approaches, where even the names of some of these approaches that were discussed during the meeting clarify that there are kind some differences:

- AUN – ACTS: the AUN ASEAN Credit Transfer System
- UMAP – UCTS: the University Mobility in Asia and the Pacific Credit Transfer Scheme
- SEAMEO – RIHED ACTF: the SEAMEO – RIHED Academic Credit Transfer Framework

## Impact on the institutional level

Whereas all systems presented have a clear focus on “student work-load”, big differences in interpretation and practical implementation of the concept still seem to exist. Since credits based on student work-load are one of the corner stones of more and more higher education systems, but also (just like learning outcomes) of curriculum development at the institutional level, the divergence in implementation necessitates a thorough follow-up. As was stressed during the discussions, just like learning outcomes, institutions more and more use (and have to use, as the result of the ‘Lisbon Recognition Convention’) credits (and more specifically: substantial differences in the number of credits) as the basis for recognition of degrees, of courses, ..., which makes an overall agreed upon approach even more important.

## Impact on international cooperation

These differences in interpretation also play a crucial role in the use of credits (again: as part of our international ‘common language’ adding to the mutual trust and understanding) in international cooperation. During the discussions, it was not only stressed to what extend this facilitates qualitative student mobility, but also that students attach a great deal of importance to credit transfer. The same, by the way, can also be said about grade conversion, which clearly came up during the presentations as well.

An interesting point that arose during the discussions has to do with the perceived importance of supporting documents (Learning Agreement, Transcript of Records,... as these are called in ECTS) to keep an overview of the students learning pathway (offering a total overview of learning outcomes, number of credits etc.). There was clearly a (cultural) difference between Asian and European countries in this respect which was deemed of such importance that a separate chapter in this report will be devoted to it.

## The importance of cultural diversity

Indeed, the cultural diversity among the participants was perceived as a great wealth and clear added value of the meeting. The presentations and discussions offered participants a unique mirror of their own regional (EU, ASEAN,...) and national developments and participants clearly acted as each other's critical friends.

Especially whether and how the generally agreed upon important concept of "mutual trust & understanding" as a basis for international cooperation had to be "materialised", clearly showed how different this is approached in the two continents represented. For instance whether we need all these written documents which are so typical for a credit system like ECTS (e.g. Learning Agreement, Transcript of Records,...) and what role these play was a clear point of difference. At the risk of reducing the complexity of the problem, one could briefly make the following distinction: from an Asian perspective, cooperation built on mutual trust and understanding implies that no paper trail is necessary (which would only entail unnecessary "burocratisation") whereas the European approach assumes that it is exactly this materialisation of the consent (by means of a paper trail) that leads to the mutual trust and understanding.

Another (cultural) difference is related to the definition of "an hour". Whereas one generally would assume that this equals 60 minutes, 3600 seconds, 1/24 of a day etc. in practice (and related of course to its place in a credit system), it was clear that this concept is used differently. Hours as in 'workload' or 'contact hours', the of 'hours' in teacher assignments,... All made clear that it would be worthwhile to clarify these concepts across continents.

The place of moral, ethical, nation-building,... components in a Qualifications Framework and in the learning outcomes of study programmes came up as another striking difference. In Asia these seem to have a very straightforward and undisputed place in higher education, whereas these seem to be lacking almost completely in Europe.

Other "cultural" differences that came up during the discussions are more top-down (e.g. change ignited by a new legal framework), versus bottom-up approaches (e.g. the emergence of competence-based education as the result of a grass-root movement); the fact that in Asia reference is also made to the (more American) term "OBE" (outcomes based education) rather than merely to "LO"-approach and the importance of what one could refer to as a "professional culture" (e.g. a university teacher who is an engineer by training but eventually starts to identify him/herself as an educationalist).

In sum, these differences were perceived as richness but these stressed as well that we need to be aware of these, just like of the importance of languages (to describe different concepts, specific terminology/jargon,...) as well in such intercontinental intercultural encounters.

## Conclusions

As an overall conclusion to the meeting, some general recommendations were formulated and some arrangements were made on the concrete follow-up of the meeting.

Participants of the joined Peer Learning Activity on Qualifications Frameworks in relation to Quality Assurance and Recognition & the Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes of 26th-28th April 2017 in Ghent (Belgium), as some general recommendations, agreed to:

- Keep learning from each other and from existing projects and agreements (SHARE, Tuning education structures in Europe, Lisbon Recognition Convention,...)
- Keep looking for “intercontinental” synergies, cooperation opportunities,...
- Keep supporting institutions in using credits and learning outcomes for recognition and mobility purposes
- Use the cultural differences as a strong approach towards system enhancement

In order to assure follow-up and facilitate the achievement of the proposed actions agreed a call to participate in an online evaluation was sent to all participants together with all presentations. Also this full report is distributed to the participants and will be made widely available. The experts involved welcome all comments very well.

*The organizers explicitly wish to thank all presenters and participants for their active contribution to a successful meeting.*

## Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes

### State of affairs

In March 2016 a first ASEM Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes was held in Beijing (PRC). The meeting had representatives from *Brunei Darussalam, China, Estonia, Indonesia, Germany, Latvia, Lithuania, Malaysia, Thailand, United Kingdom (& ASEAN University Network)*. Also these countries agreed to contribute as a member but were not able to be present during the first meeting: *Australia, Belgium (Flemish & French Community), Portugal, Romania (& ASEM Education Secretariat)*.

During the joined Peer Learning Activity on Qualifications Frameworks in relation to Quality Assurance and Recognition & the Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes of 26th-28th April 2017 in Ghent (Belgium), the members of the Expert Group present determined that:

- No other communication besides the 2 documents that were the result of the first meeting (Consensus document & Terms of Reference) were distributed after the meeting;
- No concrete actions were taken regarding the points noted down in the Consensus document;
- No clear overview of the 'members' of the Expert Group is available;
- No news came on the update of the "Compendium on Credits and Learning Outcomes among ASEM Countries", although an partly updated version is now published on the website of the ASEM-education secretariat.

### TO DO's

Because of the above, the members of the Expert Group present agreed to:

- Prepare a list of contact persons for the working group;
- Prepare a report of this meeting (= the current document);
- Revisit the original assignment of the ASEM-secretariat for the working group;
- Organize a follow-up meeting to prepare proposals for the next ministerial meeting in South-Korea in November (proposal: back-to-back with a following Share-meeting in Bangkok 30-31 August 2017)

### Proposed concrete actions / focal points

Based on their specific discussions and the overall meeting during the joined meeting, the members of the Expert Group present agreed that the main focus of the Expert Group should be on interregional mobility and to look into possibilities to lower the threshold for interregional mobility.

The experts revisited the conclusions of the first meeting and interpreted these as follows:

- Organize a follow-up meeting: in Ghent (April 2017) – possibly also in Thailand (August 2017)
- Invite China to start the proposed research and issue a call for action on the topic of the working group
- The proposed “ASEM Study/Courses Portal” on Credit Transfer and Learning Outcomes to promote student mobility should not be a kind of “supermarket” with the best courses but rather a useful tool with information on the use of credit transfer and learning outcomes i.e. something very concrete, based on the results of this meeting. The experts propose following way of working:
  - Identify the use (best practices) of learning outcomes in study/course catalogues (as the result of course design)
  - Describe the use of credits/grades within a country/institutional context (starting from the existing compendium):
    - Start with one or two countries → look for examples ourselves (within our universities?);
    - Work on the basis of an agreed template;
    - Explore a system of credit transfer and grade conversion between these countries.

It was concluded that all countries/representatives present at the meeting will be invited to participate/contribute to future actions (just like the members of the Expert Group not present).



## ANNEX 1: Programme



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ENSEIGNEMENT  
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SCIENTIFIQUE



# ASEM Programme

Peer Learning Activity on Qualification Frameworks in relation to Quality  
Assurance and Recognition

&

Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes

26<sup>th</sup>-28<sup>th</sup> April 2017, Ghent

Venue: Ghent University, 'Het Pand', Onderbergen 1, 9000 Gent

Wednesday 26<sup>th</sup> April 2017: state of play

13.00h Registration and lunch @Novicengang (between 1st and 2<sup>nd</sup> floor)

14.00h Welcome – Magalie Soenen (Belgium/Flemish Community) Dormitorium (2nd floor)

& Frederik De Decker (Ghent University)

14.15h SHARE project - Michael Horig (DAAD)

15.00h Revised ECTS-users guide – Klara Engels-Perenyi (EC)

15.30h Coffee break

16.00h Credit transfer and Quality assurance – Chantavit Sujatanond (SEAMEO)

16.30h Feedback Bologna Follow Up Group Peer review QF – Magalie Soenen (Belgium/Flemish Community)

17.00h Free time

19.00h Dinner@BelgaQueen (Graslei 10, 9000 Gent)

Thursday 27<sup>th</sup> April 2017: use of credits and LO in day to day academic practice

Use of credit transfer within an institution **Oude Infirmerie (2nd floor)**

9.30h Mapping credit transfer systems in Asia – Frederik De Decker (Ghent University)

10.00h Grade conversion in Europe/Asia/EGRACONS – Paul Leys tbc (Ghent University)

11.00h Coffee break

11.30h Interactive session:

- What are obstacles/facilitators for credit transfer?
- Credit transfer: automatic or not?
- Input from all countries/institutions. Look into examples of LA, TOR to investigate problems and way of handling things

12.30h Lunch **Uttenhove (2nd floor)**

Qualification Frameworks & Learning Outcomes **Oude Infirmerie (2nd floor)**

14.00h Assessment and demonstration of achieved learning outcomes: recommendations and good practices – Dagmar Provijn (NVAO)

14.30h LO, QF and external QA, based on the concept underlying the European Standards and Guidelines 2015 – Colin Tück (EQAR)

15.00h How to go from NQF to programme level/Learning outcomes: linked to level, orientation/How to formulate learning outcomes

15.30h Coffee break

16.00h Interactive session with input from all countries/institutions

17.30h Guided boat tour through historic center of Ghent

19.00h Dinner @KorenleiTwee (Korenlei 2, 9000 Gent)

Friday 28<sup>th</sup> April: PLA QF in relation to QA and recognition

9.00h 3 European and 3 Asian countries present their approach from governmental and institutional level. (Belgium/French Community, Thailand, Belgium/Flemish Community) **Oude Infirmerie (2nd floor)**

12.00h Lunch **Uttenhove (2nd floor)**

13.00h 3 European and 3 Asian countries present their approach from governmental and institutional level. (Romania, Germany, France, Brunei) **Oude Infirmerie (2nd floor)**

15.00h Conclusions and way forward

15.30h Goodbye

## ANNEX 2: List of participants

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# **ANNEX 12**

# Report

## Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes

29<sup>th</sup> - 30<sup>th</sup> August 2017, Bangkok

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### Introduction

From 29<sup>th</sup> – 30<sup>th</sup> August 2017 the Office of the Higher Education Commission, Ministry of Education, Thailand hosted a meeting of the *Expert Group on Credit Transfer Mechanism and Learning Outcomes* which held its first meeting in China in March 2016. The previous meeting was held during 26<sup>th</sup> – 28<sup>th</sup> April 2017 in Ghent, Belgium, together with a “*Peer Learning Activity on Qualifications Frameworks in relation to Quality Assurance and Recognition*”, where a group of selected experts from Asia and Europe brainstormed on a number of related topics including qualifications frameworks, quality assurance schemes, credit transfer mechanisms and the use of learning outcomes as an underlying concept.

Participants of the Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes include experts from Belgium / Flemish Community, Germany, France, Latvia, Indonesia, as well as representatives from DAAD, SEAMEO RIHED, ASEM Education Secretariat (AES), and the Office of the Higher Education Commission (OHEC), Thailand.

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## Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes

### State of affairs

In March 2016, the first ASEM Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes was held in Beijing (PRC). The meeting had representatives from *Brunei Darussalam, China, Estonia, Indonesia, Germany, Latvia, Lithuania, Malaysia, Thailand, United Kingdom (& ASEAN University Network)*. Also, the following countries agreed to contribute as members but were not able to be present during the first meeting: *Australia, Belgium (Flemish & French Community), Portugal, Romania (& ASEM Education Secretariat)*.

The second ASEM Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes was held jointly with the Peer Learning Activity on Qualifications Frameworks in relation to Quality Assurance and Recognition during 26<sup>th</sup> – 28<sup>th</sup> April 2017 in Ghent (Belgium). Participants of the meeting included representatives from *Belgium/Flemish Community, Belgium/French Community, Lithuania, Romania, Germany, France, Norway, Brunei Darussalam, Thailand, SEAMEO RIHED, DAAD, EQAR, NVAO and the European Commission*.

During the third ASEM Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes held on 29<sup>th</sup> – 30<sup>th</sup> August 2017 in Bangkok (Thailand), the members of the Expert Group present determined that it is crucial that the Compendium on Credit Systems and Learning Outcomes in ASEM Member Countries is complete, up-to-date, relevant and practical / useful. The Compendium should clearly state its objectives and target groups, and most importantly, a glossary to describe relevant terms should be set up, and the explanations / descriptions, therefore, must be related to national contexts. Consequently, the main result of the meeting was a complete review of the set-up and structure of the said Compendium.

### TO DO's

In connection with the above, the members of the Expert Group present agreed to:

- Update a list of contact persons for the working group;
- Write a stocktaking report;
- Work on the improvement of the Compendium on Credit Systems and Learning Outcomes in ASEM Member Countries;
- Review the “Terms of Reference” for the future work of the expert group.



## Proposed concrete actions / focal points

Based on their specific discussions and the overall meeting, the members of the Expert Group present unanimously agreed on the importance of having clear definitions of relevant terms (especially those that could be interpreted in different ways, such as “Learning Outcomes”) and focused on the review of the Compendium on Credit Systems and Learning Outcomes in ASEM Member Countries.

The experts, therefore, proposed the following concrete actions for the improvement of the Compendium on Credit Systems and Learning Outcomes in ASEM Member Countries:

- Complete the review of the existing template;
- Specify in the introduction the main goal and target group of the compendium;
- Compile a glossary of all template-related terms;
- Prepare an online tool to gather the input of all ASEM members;
- Peer review the individual contributions with the support of the expert group;
- Discuss the future format and dissemination of the compendium (e.g. online version)

It was concluded that countries / representatives present at the meeting will be invited to participate / contribute to future actions.

## ANNEX 1: Programme



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### **The 3<sup>rd</sup> ASEM Expert Group Meeting on Credit Transfer Mechanism and Learning Outcomes**

**29<sup>th</sup> - 30<sup>th</sup> August 2017, Bangkok, Thailand**

**Venue: Karaked Room, 1<sup>st</sup> Floor, Mandarin Hotel Managed by Centre Point**

#### **Tuesday 29th August 2017:**

- |        |  |
|--------|--|
| 9.00h  | Registration   |
| 9.30h  | Welcome  |
| 9.45h  | Introduction of participants   |
| 10.00h | Follow-up meeting Ghent – State of play (Frederik De Decker & Magalie Soenen)  |
| 10.30h | Review compendium  |
|        | <ul style="list-style-type: none"><li>- Process on update compendium 2016 (ASEM education secretariat)</li><li>- Example of the use of credits and learning outcomes in day-to-day practice in the ASEM-<br/>DUO mobility programme (Frederik De Decker)</li></ul> |
| 11.15h | Coffee break   |
| 11.45h | Discussion on the final goal of the compendium   |
| 13.00h | Lunch  |
| 14.00h | DUO-work - Review of compendium entries  |
- In pairs (one Asian, one European participant) the contributions of the two individual countries are critically analysed.
- Is the information in the compendium accurate?
  - Is the information applicable for higher education institutions/individuals?
  - Are there missing headings?

- 15.00h First conclusions of the discussions of the DUO's
- 15.30h Coffee break
- 16.00h Prepare adapted compendium entries for each DUO of countries
- 17.30h End of first day
- 18.30h Dinner

### **Wednesday 30th August 2017**

- 9.30h Set up of a template to describe best practices in the use of learning outcomes in study/course catalogues as the result of course design
- 10.30h DUO-work  
  
In pairs (one Asian, one European participant) explore a system of credit transfer and grade conversion between the two countries.
- 11.15h Coffee break
- 11.45h First conclusions of the discussions of the DUO's
- 12.15h DUO-work  
  
Continue to work in pairs (one Asian, one European participant) on a system of credit transfer and grade conversion between the two countries.
- 13.00h Lunch
- 14.00h Prepare suggestions for non-present countries concerning the adapted compendium based on the experience of the expert group on CTS & LO
- 15.30h Coffee break
- 16.00h Conclusion and follow-up of the expert group on CTS & LO in relation to ASEMME6  
  
(Review terms of reference for next work programme)
- 17.00h End of second day
- 18.30h Dinner

## ANNEX 2: List of participants

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# **ANNEX 13**



## 5<sup>th</sup> ASEM Rectors' Conference Policy Recommendations for the 6<sup>th</sup> ASEM Education Ministers' Meeting (ASEM ME6) 2017, Korea

Society and the economy are facing rapid changes driven by on-going digitalisation and globalisation, which create an increasing need for adaptability within the private, public, and third sectors. In order to prepare students for the future, these developments call for stronger relations and interactions between all sectors and higher education institutions. Possible solutions entail the deliberation of curricula towards a better quality of employability for students, opportunities for students to have work-study as well as work-life balance, and open platforms for dialogue between universities, businesses, third sector, government, and students. The different perspectives, concerns, needs, ideas, and innovations from all sectors are crucial towards preparing students to succeed in the new economy and contribute as responsible citizens to sustainable development.

To this aim, the participants of the 5<sup>th</sup> ASEM Rectors' Conference (ARC5) that took place on 6-8 April 2016 at Charles University in Prague, Czech Republic, propose recommendations for consideration by the ASEM partners. These recommendations were formed in several working groups on the topic of "Employability: Asia and Europe Prepare the New Generation," while taking note of the priorities voiced by students of the ARC5 Students' Forum and Policy Recommendations put forth at the 4<sup>th</sup> ASEM Rectors' Conference (ARC4) in 2015 in Hangzhou, China.

An overarching need expressed by the ARC5 participants is the strengthening of existing, or development of new, platforms for interaction between Asia and Europe on the concerns, barriers, opportunities, and best practices related to employability and sustainable development. ASEM partners should encourage interactions involving actors from higher education institutes, industry, public sector, third sector, and students, and invite all stakeholders to engage in the ASEM policy recommendation implementation process.\* The recommendations below are founded on the ability of all stakeholders to engage in mutual exchange across the two regions and across sectors.\*

### ***To encourage an "employment-friendly" curriculum, ASEM partners should:***

1. Support and facilitate frameworks/models for universities to:
  - a. engage in mutual exchange with industry, NGO, public sector, students, alumni, and other relevant stakeholders on curriculum matters for employability;
  - b. raise awareness of employability and related transferrable and soft skills and competencies amongst faculty to encourage reflection and co-development of programs and curricula to address student employability (including attention to student-centred pedagogy)\*;
  - c. develop or maintain and ensure equal opportunity is offered to all students to undertake internship and other work-integrated learning opportunities in ways that are relevant within various disciplines (e.g., engagement in joint research collaborations).
2. Decrease bureaucratic and financial barriers to student engagement in work-integrated learning opportunities;
3. Support and encourage universities to offer recognition to collaborating partners that provide work-integrated learning experiences for students.

\*Also prioritised at the 4<sup>th</sup> ASEM Rectors' Conference in 2015 in Hangzhou, China

**To acknowledge the importance of work-study balance, extracurricular activities, and exchanges, ASEM partners should:**

1. Facilitate the development of new models/frameworks that:
  - a. strengthen intercontinental mobility (e.g., by addressing barriers to obtaining visas, issues around labor laws, providing financial support when appropriate)\*;
  - b. advocate and support flexibility of learning paths (e.g., internships, work-study, volunteer/community service, intercontinental exchange, cross-/interdisciplinary exchange, and other extracurricular activities);
  - c. build in equity considerations.
2. Support existing, and facilitate development of new, programs for intercontinental mobility, for example, the ASEM DUO Fellowship Program, activities by the Asia-Europe Foundation such as the ASEF Summer University, and others;
3. Create pathways to increase opportunities for collaboration between universities and other sectors (corporate, SME, public, NGO) (e.g., facilitate mutual awareness, incentivize partnerships)\*;
4. Support and facilitate the development and/or maintenance of monitoring systems that involve feedback from students, university faculty, and respective (private, public, third) sector partners to assure quality and assess outcomes of work-integrated learning experiences;
5. Stimulate research on employability, for example, as initiated by the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub).

**To better address the challenges of the New Economy, ASEM partners should:**

1. Support education systems that offer pathways that create more connectivity, mobility, and a greater public recognition of the value of the full diversity of higher education institutes and across various disciplines, for example, by creating a good balance between social sciences and technology research.
2. To provide adequate funding and incentives for higher education policy initiatives and the creation of awareness for sustainable development goals including poverty alleviation.
3. Leverage on instruments offered by the New Economy to facilitate and support the mobility of students, academic staff and recent graduates between Asia and Europe, e.g., the usage of data-driven approaches to better match students to the labour market.
4. Support stakeholders in seizing the opportunities by the New Economy to better access knowledge and information platforms.

ARC5 was co-organised by the [Charles University in Prague](#) and the [Asia-Europe Foundation \(ASEF\)](#) in partnership with the [Ministry of Foreign Affairs](#) and the [Ministry of Education, Youth and Sports](#) of the Czech Republic. The [International Association of Universities](#), the [ASEAN University Network](#), [Home Credit B.V.](#), and [Samsung](#) contributed as supporters.

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ASEF's contribution is with the financial support of the European Union.



## ARC5 Students' Forum Policy Recommendations for the 6<sup>th</sup> ASEM Education Ministers' Meeting (ASEM ME6) 2017, Korea

The ARC5 Students' Forum on "Employability: Asia and Europe Prepare the New Generation" took place on 4-7 April 2016 at Charles University in Prague, the Czech Republic. On this occasion, 51 student representatives from all 51 ASEM partner countries developed Policy Recommendations on how governments, higher education institutions, businesses and the third sector can better cooperate to equip students with employability skills. The students convey the following recommendations for consideration of the ASEM Ministers for Education at the upcoming 6<sup>th</sup> ASEM Education Ministers' Meeting (ASEM ME6) in 2017 in Korea. Four student representatives personally handed over these Policy Recommendations to the Vice-Minister of Education of the Republic of Korea, Professor LEE Young, in Prague, at the Closing Ceremony of the 5<sup>th</sup> ASEM Rectors' Conference (ARC5). The students also address these Recommendations to the stakeholders in ASEM partner countries.

The participants of the ARC5 Students' Forum reiterate the Recommendations of the ARC4 Students' Forum in 2015 in Hangzhou and have identified the following issues as priorities and commit themselves to promoting and finding ways of applying them. They call upon the ASEM members to engage them in working towards delivering tangible outcomes. ASEM students believe that both the new economy and its workforce need to be dynamic and adaptive to global phenomena, such as globalisation, technological development and innovation, service sector growth, sustainable development and inclusive change. Therefore, both tertiary education and lifelong learning should recognise formal, informal and non-formal learning and include transferable skills<sup>1</sup> in higher education curricula. ASEM Students encourage the cooperation and funding in the field of employability between governments, universities, and business and the third sector, particularly across three key areas. These are:

### A) Developing a Continuous Multi-Stakeholder Dialogue

To ensure employability and progress to achieve the 17 Sustainable Development Goals, there is a need for a multi-stakeholder approach. In particular, there is a need to identify best practices in the fields of employability, employment-friendly curricula and work-study balance. Towards this goal, ARC5 students call upon ASEM partners to:

1. Create a multi-stakeholder framework that encompasses an interactive platform for information and best practice sharing, as well as feedback mechanisms on matters of employability and lifelong learning.
2. Encourage a curriculum design that takes the demands of students, academia, business and the third sector into consideration.

### B) Work Experience in the New Economy

Given the changes in the economic landscape, it is important to highlight the importance of work experience in the new economy. This is a two-fold approach that includes cross-sector approaches, as well as recognition by the higher education institutions.

To accommodate these approaches, ASEM partners can:

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<sup>1</sup> Including but not limited to, self-learning, creativity and innovation skills, technological, and intercultural and communication skills



1. Work with higher education institutions to address the recognition of prior learning, extracurricular, exchange and work activities, including but not limited to summer schools, internships, research projects and volunteer work. A framework for the accreditation of curriculum-relevant activities should be taken into consideration.
2. Promote the inclusion of transferable skills in the curricula of higher education institutions.
3. Enable and direct universities to address the issue of work-study balance through the enactment of more work-friendly curricula, including flexible academic schedules.
4. Encourage the provision of internships and practical training for students in businesses and the public sector, in line with the 4<sup>th</sup> ASEM Rectors' Conference (ARC4) Policy Recommendations.
5. Work with higher education institutions to ensure lifelong learning contributes to an increasing recognition of non-formal and informal learning in addition to formal education.

### C) Mobility, Accessibility and Financing

There is a need to remove barriers to mobility and to increase accessibility for extracurricular activities, work experience to achieve the Sustainable Development Goals. In order ASEM partners should:

1. Establish a comprehensive platform to improve access to information on exchanges and career opportunities for students in order to address the limitations of prevailing stand-alone platforms. This should incorporate the collective expertise of governments, academia, businesses and the third sector.
2. Work with businesses and the third sector to improve and standardize working conditions, including but not limited to, the adoption of policies to ensure safe working environments, working hours, and where applicable - equitable remuneration.
3. Cooperate for the removal of barriers to international mobility of students and recent graduates and act upon the ARC4 Rectors' Policy Recommendations *"for study and internship purposes, including those linked to visa matters"*. This includes improving the access to mobility for under-represented groups in both Asia and in Europe;
4. Address the inclusion of underrepresented groups in higher education, in particular gender and ethnic minorities, in order to increase their employability and provide better opportunities in the new economy.
5. Support free and/or affordable courses for international students on the topic of cultural awareness, local languages and provide necessary assistance where required.
6. Act upon the ARC4 Rectors' Recommendation on financial and service roles, especially with regard to the allocation of funding for the enhancement of Asian-European mobility, and tackling employability through seed grant financing, academic and student-led educational projects or quality talent pools for professionals.

Higher education must continue to adapt to the changes in the new economy, as well as work towards the achievement of Sustainable Development Goals. In light of this, ARC5 students propose that the agenda of the upcoming 6<sup>th</sup> ASEM Education Ministers Meeting encompasses employability, sustainability and life-long learning amongst its priorities. Higher education students are a key stakeholder in this discussion, and therefore we recommend student involvement in relevant activities and meetings of the ASEM Education Process.

ARC5 was co-organised by the [Charles University in Prague](#) and the [Asia-Europe Foundation \(ASEF\)](#) in partnership with the [Ministry of Foreign Affairs](#) and the [Ministry of Education, Youth and Sports](#) of the Czech Republic. The [International Association of Universities](#), the [ASEAN University Network](#), [Home Credit B.V.](#), and [Samsung](#) contributed as supporters.

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# **ANNEX 14**



## 6<sup>th</sup> ASEF Rectors' Conference & Students' Forum (ARC6)

Future-ready Universities and Graduates: Quality Education Beyond the Horizon

**Rectors' Conference  
12-13 October 2017, Singapore**

**ARC6 Rectors' Conference Policy Recommendations for the  
6<sup>th</sup> ASEM Education Ministers' Meeting (ASEM ME6)  
21-22 November 2017, Seoul, Korea**

The 6<sup>th</sup> ASEF Rectors' Conference and Students' Forum (ARC6) took place at Singapore Management University from 9 to 13 October 2017. ARC6 brought together about 110 university leaders, higher education experts, business representatives, government officials and student leaders from 51 Asian and European countries, to connect, exchange good practices, and explore opportunities of cooperation for both regions. Areas of focus were: (a) Interdisciplinary research and education, (b) Lifelong learning, and (c) Access to Education. The Students' Forum took place from 9-12 October 2017, followed by the Rectors' Conference from 12-13 October 2017.

The ASEF Rectors' Conference and Students' Forum (ARC) was established in 2008 to support the deliberations and preparations of the biennial ASEM Education Ministers' Meetings. It is now recognised as the Official Dialogue Partner of the ASEM Education Ministers' Meetings (ASEM MEs).

### Future-ready universities and graduates – challenges for quality

Over the past decades, higher education systems in Asia and Europe have witnessed unprecedented growth and diversification of growing importance for individual learners, for governments and for society. As key drivers of national and regional economic and social development, as well as major contributors towards the achievement of the Sustainable Development Goals (SDGs), national higher education systems are also subject to on-going discussions on continuous enhancement, related to today's and tomorrow's needs and challenges. Despite different environments and conditions, similar challenges and trends can be experienced by institutions in both Asia and Europe:

- Given the importance of higher education for society and the high investment, there is an on-going quest for **the quality of education and research**. Current measuring and benchmarking, through methods and indicators used in national and international rankings and classifications, are subject to controversial debates. Overall, there is a concern that such measurements may actually stifle creativity and innovation, hence depriving higher education of one of its key assets. The importance of all academic disciplines and interdisciplinary skills also needs to be emphasized, against criteria targeting immediate research impact.
- Discussions on quality go in hand with discussions on quantity. Increased levels of higher education participation have become a strategy for economic and social development, and higher education attendance can be seen as a means of fostering or reshaping economies and the life of local or global communities. As a consequence, over the past decades, the higher education sector worldwide has experienced **massification and a diversification of the student body**. This has resulted in diversified needs and demands towards the education offered.

- Higher education is under pressure to **respond to demographic developments and evolving societal demands**, in terms of relevant skills and competences *vis-à-vis* the labour markets, needs for innovative knowledge and know-how, and educating graduates to take up professions, including those that do not exist yet.
- Higher education needs to **educate students to become active citizens**, in an era of post-factualism characterised by distrust towards, and disengagement from, established institutions.
- Given the on-going, relatively unpredictable and the fast transformation of social and economic environments, **lifelong learning** is a key priority. Universities have to ensure that graduates possess the necessary skills to learn and adapt to new tasks and situations, and also provide a learning offer for lifelong learners with their specific learning demands and socio-economic and educational backgrounds. Digital developments open new models for delivering LLL.
- The digital age is not only changing the ways people communicate or work, but also how education is delivered and the education goals themselves, as well as how research is being undertaken. Higher education institutions have to consider both: **how to deploy digital technology in education and research, and how to prepare graduates for this changing environment**.
- **Methods and modes of knowledge production and dissemination** are also in transformation, with a strong emphasis on open access to research results, interdisciplinarity and lifelong learning.

Universities have to respond to these, at times seemingly contradictory, demands. Discussing these trends among university representatives and students from both Asia and Europe at the 6<sup>th</sup> ASEF Rectors' Conference and Students' Forum (ARC6) undoubtedly facilitated mutual understanding and learning, and laid ground for strategic cooperation within, and between the two regions.

The Rectors' Conference resulted in the following ARC6 Policy Recommendations, which will be conveyed to the Ministers at their 6<sup>th</sup> ASEM Education Ministers' Meeting (ASEM ME6) on 21-22 November 2017 in Seoul, Korea, for consideration and further action. The policy recommendations are complemented by conference reports that captured working group discussions,

## ARC6 conclusions and recommendations to ASEM ME6

### 1. Forward-looking institutional missions

ASEM Ministers are called upon to:

- Renew their commitment towards the missions of universities, which should be envisaged in a holistic way, that would allow education, research, and service to society to be interconnected, to the benefit of students, staff and societies, and would be in line with the principle of academic freedom;
- Acknowledge and support the diversity of institutional missions and profiles, by granting institutional autonomy, and by acknowledging the role that all types of institutions are called upon to fulfil in national societies and economies;
- Ensure sufficient and sustainable funding for institutions to fulfil their missions;
- Set up appropriate national and regional external quality assurance frameworks and implement qualification frameworks with an appropriate balance between accountability and autonomy of institutions;
- Support higher education institutions in developing their own internal quality assurance – according to the institutional missions, in their specific local, national, and regional contexts, and

in line with the principle that the primary responsibility for quality and quality assurance lies with the institutions themselves.

## **2. Connecting learning and teaching, research and service to society in response to local and global challenges**

ASEM Ministers are called upon to:

- Support and promote the role of higher education in educating future graduates as active and responsible citizens and creative and technically proficient graduates, critical thinkers, problem solvers, and lifelong learners;
- Set up or further develop national frameworks that enable development and implementation of a diversity of learning and teaching approaches;
- Set up or further develop national frameworks that valorise all aspects of academic work (research, teaching, and community service), and incentivise academic staff to invest time in teaching enhancement and building up relations with the wider community;
- Enable higher education institutions to develop knowledge creation and curriculum in a way that takes into account interdisciplinary approaches, the indispensable connection between research, education, and society demand;
- Support frameworks that encourage universities to involve students as co-creators of knowledge, actors in their own learning, and full members of the university community;
- Promote and stimulate collaboration and networking between universities and the wider society, as a way to foster connections between learning and teaching, research and community service;
- Support higher education institutions in their endeavours towards the implementation of the SDGs.

## **3. Lifelong learning as a key mission of future-ready universities**

ASEM Ministers are called upon to:

- Develop and valorise inclusive national strategies and policies of lifelong learning, that emphasise the value of lifelong learning in all stages of life, and provide possibilities for both first-time and returning learners, and for a diversified student body;
- Recognise the contribution of higher education to lifelong learning, through mechanisms that are appropriate to the institutions' contexts;
- Promote and support national and transnational measures and initiatives that enable an appropriate recognition of prior learning, which is indispensable to develop lifelong learning provision. This could be done through embedding lifelong learning into national qualifications frameworks; addressing flexibility in education pathways (including barriers in accessing to, and progressing in learning paths); and recognising formal, non-formal and informal learning altogether as complementary and integral parts of lifelong learning. Such measures would also contribute to foster intra- and inter-regional mobility, and collaboration between institutions and national authorities, in a mutual trust perspective;
- Support the university staff's continued professional development;
- Include lifelong learning objectives in the missions and work of national quality assurance and funding agencies and authorities;

## **4. Towards a quality education for all**

ASEM Ministers are called upon to:

- Acknowledge the contribution that higher education makes towards a more inclusive society, and incentivise institutions to develop strategic approaches to fulfil this role. This could be done, for instance, through financial incentives, valorising inclusiveness-related initiatives in the national external quality assurance framework, or developing national supportive schemes for fostering

the participation of specific student populations; Encourage, facilitate, and support the implementation of an inclusive learning environment at institutions, so that the heterogeneity in students' prior attainments or condition does not transform into factors of disengagement.

### Conclusive words

The participants of the 6<sup>th</sup> ASEF Rectors' Conference convey their recommendations for consideration to the ASEM Education Ministers and for their deliberations at the 6<sup>th</sup> ASEM Education Ministers Meeting on 21-22 November in Seoul, Korea.

The university leaders from Asia and Europe will continue to develop partnerships at inter-institutional, local, national and international levels, in order to provide attractive and relevant curricula, which provide active learning outcomes, cross-cultural experiences in a mutual understanding perspective and through mobility, and opportunities to cross-fertilize good practices in teaching and research. Asian and European higher education institutions reaffirm their willingness to continue an active and sustainable dialogue process with the ASEM Ministers responsible for Education. They call upon ASEM Ministers to continue supporting and encouraging higher education cooperation initiatives within the ASEM Education Process, through the Asia-Europe Foundation (ASEF) and key education stakeholders like the European University Association (EUA), the ASEAN University Network (AUN), the European Students' Union (ESU) and the Erasmus Student Network (ESN).

Singapore, 13 October 2017.

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ASEF's contribution is with the financial support of the European Union.



## 6<sup>th</sup> ASEF Rectors' Conference & Students' Forum (ARC6) 12-13 October 2017, Singapore

### Future-ready Universities and Graduates: Quality Education Beyond the Horizon

#### Students' Forum 9-12 October 2017, Singapore

#### ARC6 Students' Forum Policy Recommendations for the 6<sup>th</sup> ASEM Education Ministers' Meeting (ASEM ME6) 21-22 November 2017, Seoul, Korea

The ARC6 Students' Forum on "*Future Universities and Graduates: Quality Education Beyond the Horizon*" took place on 9-12 October 2017 at Singapore Management University in the Republic of Singapore. On this occasion, 51 student representatives from all ASEM partner countries developed Policy Recommendations on how governments, higher education institutions, businesses and the third sector can prioritise interdisciplinary education and research, collectively promote lifelong learning and ensure inclusive access to quality education. Two student representatives personally handed over these Policy Recommendations to Mr Liviu Pop, Minister of National Education of Romania, and Dr Janil Puthucheary, Senior Minister of State, Ministry of Education of Singapore at the Closing Ceremony of the 6<sup>th</sup> ASEF Rectors' Conference (ARC6) in Singapore. ARC6 students will also convey the following recommendations for consideration to the ASEM Ministers of Education during the upcoming 6<sup>th</sup> ASEM Education Ministers' Meeting (ASEM ME6) on 21-22 November 2017 in Seoul, Korea and stakeholders in ASEM partner countries.

We, the participants, call upon the ASEM partners to take into account the future needs of society and learners in the fields of access to quality education, lifelong learning and interdisciplinarity in education and research. These areas are considered the key aspects in ensuring a sustainable, future-ready education system. The ASEM students are cognisant that the following policy recommendations will allow ASEM partners to leap beyond future horizons.

#### Access to Quality Education

Access to quality higher education is essential for shaping sustainable societies. Education empowers people and functions as a great social equaliser. As students, we call upon the ASEM partners to:

1. Implement a student-centred learning paradigm that involves students in curriculum design and assessment of courses and programmes.
2. Support the UNESCO initiative aiming to establish a global recognition convention for education.
3. Promote the use of open educational resources and offer support to make all research publications freely available.
4. Provide easily and readily accessible one-stop student guidance and career services before, during, and after studies.
5. Ensure that quality education is accessible to all, regardless of disadvantages or background.
  - a) Use evidence-based policymaking to identify barriers and disadvantaged groups, and to effectively combat discrimination and inequality.
  - b) Empower these groups by removing financial barriers, prioritising funding allocation, implementing subsidies and/or non-financial schemes such as technology training, mentoring networks, and vocational training.
6. Gather large-scale student, institutional, and governmental data concerning access, persistence, graduation, and transition to the labour market. Support and evaluate innovative and evidence-based policies that feed into future policy development.

7. Create safe and universally accessible educational environments. Enforce legislation that bans discrimination on all grounds.

## Lifelong Learning

Recognising that lifelong learning is an ongoing process of creating opportunities and engaging in formal, informal and non-formal learning for all, for the purpose of personal and societal development, we urge for the following recommendations to be implemented:

1. Create a national strategy for Lifelong Learning to provide a single approach to all educational processes, connecting general, higher and adult education, as well as technical and vocational education and training (TVET), to streamline the implementation of policy programmes associated with education.
2. Increase funding for individuals, educators and institutions to participate in and/or provide quality lifelong learning programmes at any level and any form, through contributions from the business sector, NGOs, education institutions and governments.
3. Encourage education institutions to increase access and equity to lifelong learning opportunities by exploiting new technologies thus enabling open access and online learning
4. Ensure that curricula throughout the formal educational pathway comprise a programme which goes beyond the traditional subjects (e.g. mathematics and sciences) and demonstrates the value of, and contributes to, lifelong learning
5. Empower participation in adult education by defining recognition mechanisms for non-formal learning opportunities and provide support (e.g. financial incentives, mentorship) to both employed and unemployed individuals to increase job-readiness and performance, as well as encourage community building.
6. Implement minimum standards for employers for education leave as well as offer employers early adoption incentives (such as tax breaks and training subsidies) to ensure that employees remain future ready.

## Interdisciplinarity in Education and Research

To enhance interdisciplinarity in higher education and research and to respond to current needs of academia and the workforce, we urge for the following recommendations to be implemented:

1. Encourage leaders in higher education and in research to prioritise interdisciplinarity by emphasising it in institutional strategy and budgetary allocations.
2. Develop mechanisms to support cross-collaboration and to encourage interdisciplinary courses and programs among academic stakeholders. This can be achieved by creating collaborative spaces, including but not limited to online platforms and providing continuous training to educators and researchers to enhance interdisciplinarity.
3. Incentivise higher education institutions to establish knowledge transfer through cross-discipline mobility programmes, and to create interdisciplinary centres to foster interdisciplinary education, knowledge and research.
4. Implement more interdisciplinary modules that address real-world issues by using phenomenon-based teaching methods. These modules and interdisciplinary research should be integrated into the academic curriculum.
5. Encourage and support student involvement in the field of interdisciplinary education and research by strengthening channels of communication.

Singapore, 11 October 2017.

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# **ANNEX 15**

## **REPORT OF THE THIRD EXPERT MEETING OF ASEM WORK PLACEMENT PILOT PROGRAM**

27-28 May 2016  
Bali, Indonesia

### **I. INTRODUCTION**

1. The Third Expert Meeting of ASEM Work Placement Pilot Program was conducted in 27-28 May 2016 in Bali, Indonesia.
2. The meeting was attended by representatives from 4 Countries: Belgium, Germany, Indonesia, and Thailand.

### **II. OPENING SESSION**

#### **Welcome Messages and Opening Remarks**

3. The meeting was preceded by Prof. Intan Ahmad, the Director General of Learning and Student Affairs, Ministry of Research, Technology, and Higher Education Republic of Indonesia. In his remarks, he reminded the process of the establishment of AWP Program and Joint Curriculum Program. Also, he stressed the importance on preceding the successful preparations of both programs and expected that the benefit of programs may soon be bestowed to all participating members. Speech appears as **Annex 1**.

### **II. FOCUS GROUP DISCUSSION**

#### **Presentation of ASEM Workplacement Pilot Program Country Preparations**

This session was chaired Dr. Illah Sailah, ASEM Education Expert Indonesia. Dr. Illah Sailah reported the progress of establishment of UBNs in ASEM member countries and continued by introducing universities from Indonesia that will participate in the program. She also reiterated the objectives of the program is to establish, promote, and sustain the mutual exchange of interns between the regions Europe and Asia on the basis of balance and mutual benefits. The steps of pilot program implementation are to firstly identify a suitable UBN, Compile and provide relevant information for ongoing and incoming students, as well

as receiving companies. She highlighted the Challenges need be concerned are financial support for each country scheme, matching student fields with receiving companies, and time schedule of project implementation. Presentation appears as **Annex 2**.

5. UBN Belgium - Patricia Burssens

She presented what has been initiated since the former meeting in Belgium and what has been achieved so far to construct a qualitative framework. She reported that pending issues that probably occur are roles of local ASEM Contact, training agreement, best practices for involving companies, identification of challenges, and country information. Up to now from the Belgian side selection criteria for candidates consist of student motivation, degree of intercultural and professional experience, career goals, social background, academic merits, and language knowledge /proficiencies. There are 32 applications submitted to the UBN ;10 applications have been shortlisted and sent out to the ASEM partners by the end of 2015. Thailand proposed 3 internship possibilities; 2 candidates withdrew. Finally one student is going to do an internship in Thailand this summer.

Brunei Darussalam has submitted one student application looking for internship in Belgium.Brunei Darussalam has sent a concrete internship proposal to the Belgian UBN; up till now there is no matching candidate. In the view of matching students and companies, the UBN needs on the one hand student profiles; of students looking for internship in Belgium. On the other hand Belgian companies will be asked for the profiles they are particularly looking for. In the Belgian scheme incoming interns cannot be registered at a university as a student. Presentation appears as **Annex 3**.

6. UBN Germany - Brian Trenaman

Germany has established website of UBN covering all information. Incoming students can look through the list of companies in UBN website. 65 companies involved in the program offer internship opportunities for foreign students. These companies have already prepared internship opportunities information within their websites, so it simplifies Asian students to find out their internship opportunity. In Germany scheme, international interns do not enroll in Germany universities and there is minimum wage that students need to cover. Presentation appears as **Annex 4**.

7. UBN Thailand - Nongnuch C.

For Thailand students, Ministry has appointed six (6) universities to be involved and requirements for students to apply the AWP have been determined. Students need to cover their own expense and they will spend one (1) semester abroad. The Ministry has created the application timeline, however, it still needs to be discussed within all members, especially the European members: Germany and Belgium. The Ministry also has appointed 7 companies in Thailand that will involve in the program. Presentation appears as **Annex 5**.

8. UBN Indonesia - Sandra Fikawati

Indonesia has established a UBN which is coordinated by University of Indonesia. There are 5 universities involved in AWP and each university has linked with up to three (3) or four (4) companies. The UBN website has also been established and covers information about internship within the scheme of AWP for both foreign and Indonesian students. Up to now, Indonesian UBN has selected Indonesian students to participate in the program. Presentation appears as **Annex 6**.

9. Discussion

- a. Language requirement: For the language proficiency, companies may conduct a video call or Skype meeting with participants to assess their language proficiency or else the UBN could decide a standard of English proficiency scores.
- b. UBN Websites: The link of UBN attached in the website of ASEM Education Secretariat has been almost finalised. Belgium, Germany, Indonesia, and Thailand have submitted their UBN links.
- c. Country UBN: Each UBN may have varies roles, condition, and criteria for students. Therefore, students are obliged to examine the company profiles that they will apply to, since some countries required students to directly submit their application to the intended company.
- d. Information System: During the meeting, the necessity to establish information system in AWP was emphasized. This system plays important role as a data base of applicants. It also will be very much useful to evaluate the running of pilot program.

- e. The role of University was highlighted. Universities, having links with the companies and gate for internship students, play a supportive role in the pilot programme. Participating universities remain responsible for the (academic) monitoring of the internship of the own outgoing students. In Belgium nor Germany the intern will be registered as a student during the ASEM internship.
- f. Action Plans: 1) Germany will initiate to build a system that acts as database for applicants data which need to be controlled by each country; 2) Each country needs to complete comprehensive information in each UBN; 3) Promote the pilot program of AWP in each country; and 3) The call for students are expected to be opened in July 2016.

### III. FOCUS GROUP DISCUSSION II

#### Evaluation of the Administrative Documents

This session was chaired by Dr. Illah Sailah. The session was preceded in discussing format of student application form, training agreement, and post internship certificate.

- 10. The meeting agree the following amendments on Students Application Form:
  - a. It is necessary to put each university logo in the application form in line with ASEM logo.
  - b. Clearly indicate the explication in 'mandatory internship' column. Thus, it should be added with *number of working hour per week*. The minimum total of working hour per week is 30 hours.
  - c. Students need to indicate the clarity of their objective in applying the internship: mandatory or not. The AWP internship program is prioritizing students who are obliged to have internship by their home universities and information about credit is the authority of sending institution.
  - d. Minimum/standard of language proficiency level is B2 for English. Please refer to [https://en.wikipedia.org/wiki/Common\\_European\\_Framework\\_of\\_Reference\\_for\\_Languages](https://en.wikipedia.org/wiki/Common_European_Framework_of_Reference_for_Languages).

- e. Put emphasize on the words *can you offer* (word You in capital letter) in sentence of ‘what kind of knowledge, competences, and professional experience can you offer to the host company?’
- f. Sustain the consistency of each question by converting all questions into interrogative sentences. Therefore, it is necessary to add question word *Do you have* to initiate the question of ‘Former practical experience relevant for the desired internship’.
- g. Put the thick boxes for each country in question box ‘Preferred country’ and ‘why’ column to figure out the motivation of choosing such country.
- h. Make a change on question orders. The question ‘What are you personal career goals?’ should come first.
- i. The internal selection flow will be:
  - a. Student applications will be sorted by the internal members in the faculty/head of program. Once it is passed, it will be stamped and approved by the Dean. The application will then be submitted to ASEM Coordinator in each University/Country to be signed and stamped. ASEM Coordinator will forward the application to the country UBN.
- j. CV format as attached in Annex 1.
- k. For Indonesian scheme, the applicants are required to submit their applications to their study program coordinator. It will proceed to the University and University will send to UBN afterward. UBN will finally sort the applications based on the requirement standards and will return the final result to study program coordinator.

## 11. Training Agreement

- a. Within the training agreement, the replacement of word *trainee* or *traineeship* into *intern* or *internship* was required.
- b. It is necessary to put more detail information of the subject of their study and to clearly categorize their study level (Bachelor, Master and Advanced Master).
- c. Need to put the contact person who is responsible for the intern in receiving organization as well as company supervisor/mentor information (function, email, and phone number).

- d. In term of insurance, students are mandated to inform their insurance during their internship abroad. The insurance may come from the students themselves, sending institution, or receiving organization.

12. Assessment sheet

- a. The assessment point consists of competencies skills of students during their internship. It will be filled out by the company at least 3 weeks after the internship.
- b. The students need to know the skills that are required for the company to assess. Therefore, the assessment sheet should be sent to the students for their perusal.

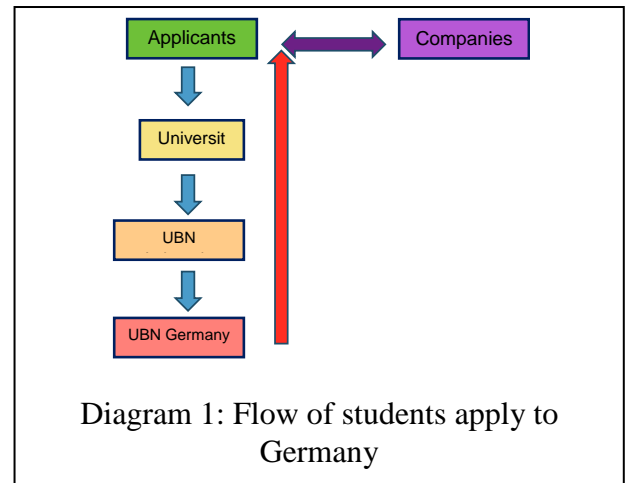
13. If there is something happen (trouble) during the internship, student can be in touch with the sending organization. Yet, if it is not solved, the ASEM PIC needs to contact UBN representative.

14. Mechanism of students going to apply internship aboard was explained by Mr. Ahmad Syafiq, UBN Indonesia.

- a. The Asian UBN informs the Belgian UBN contact of the concrete profiles of preselected students interested in internship in Belgium;  
The Belgian UBN actively promotes the ASEM WP pilot programme with companies in relevant sectors, according the interest of candidates being preselected by the Asian universities.
- b. The Belgian UBN identifies companies looking for particular profiles and communicates this to the Asian UBN contacts. Candidates apply directly to the companies; the Belgian UBN is informed by the ASEM UBN if the application was successful.

Active internship search and direct application by the students is strongly encouraged too; the Belgian UBN is informed by the local ASEM UBN involved if the application was successful. The Belgian company and the incoming intern may contact the Belgian UBN for further information and support.

- c. Going to Germany, the mechanism is initiated by Student can apply through the University and University will forward the application to UBN in home country. The information will then be sent to UBN Germany; therefore UBN Germany could be in touch with the applicant and suggest them to apply the company.



- d. For students who are going to Indonesia, they need to find out which company they would like to apply. After that, students need to contact University (ASEM Coordinator) which link to the company. The University will then communicate with the related company.
15. Due to different session in each country, each UBN in Asia needs to submit the list of applicant not later than 15 June 2016.
  16. Report is compulsory to monitor this pilot project and to review how students experience international working environment in different culture. Therefore, students need to make report which contains their internship experience from different perspectives: professional point of view (experience working in the company), practical organizational point of view, intercultural point of view, and personal point of view. The report is minimum 1 page and maximum 2 pages. The students also need to give some testimonials, their personal stories, to be posted in ASEM website or the local website. On the other hand, students may also be obliged to submit report to their university with some applicable provisions.
  17. The 4<sup>th</sup> expert meeting in Germany probably in November 2016 (preferred day: Thursday and Friday).



#### **IV. CLOSING SESSION**

18. Prof. Aris Junaidi expressed his greatest appreciation to all participants for their valuable contribution to the meeting. He closed the meeting.

\*\*\*

# **ANNEX 16**

## 4<sup>th</sup> Expert Meeting on ASEM Work Placement Programme

25<sup>th</sup> November 2016, Regent Hotel Berlin

Introduction
<ul style="list-style-type: none"> <li>a. DAAD opens the Expert Meeting by thanking all participants for their engagement in the programme and the conference on “Bridging the Continents- Fostering international cooperation for ASEM Higher Education”. It is with pleasure to welcome the participants from Belgium, Germany, Indonesian and Thailand. Additionally, three representatives from Romania (Ministry of National Education and Scientific Research, University Politehnica of Bucharest) joined the Meeting for the first time.</li> <li>b. The conference will be moderated by Brian Trenaman, Karlsruhe University of Applied Sciences and German coordinator of the ASEM Work Placement Programme.</li> </ul>
SOP
<ul style="list-style-type: none"> <li>a. Mr. Mauberger from SOP presented the advantages of a mobility online tool to collect all data from interns participating at the ASEM WPP. SOP develops and standardizes individual software since 1996. Since 2007, SOP is used for Erasmus at 150 universities in 20 countries (wide experience in international exchange and mobility). This fully web based and vendor independent operating system is used for placement and all kinds of internships (Erasmus+, oversea internships...). Through tools like workflow (interactive to-do list for applicants), pipeline (organization tool for IO employees) and data management (master data, import/export) it has a high functional level for ASEM WPP. The content of each online form can be defined individually such as number and type of fields. Also job portals could be added.</li> <li>b. Belgium is already using the tool and offers the ASEM WPP to conduct a certain amount of online places. Respecting this generous offer, a sum of € 6500,00 for all partners should be paid. All participants agreed on presenting this offer at their home countries and the responsible ministries. An amount of € 2000,00 per country should be paid to guarantee financial sustainability and a buffer for future actions. Countries joining the programme will be asked to contribute the same amount.</li> </ul>
Country reports
<p><b>Belgium</b></p> <ul style="list-style-type: none"> <li>a. Currently two Belgian outgoings; the matching was done by ASEM contacts.</li> <li>b. One incoming is in Brussels at the German Marshal Fund.</li> <li>c. Difficulties can be seen with regard to the short-term attainment of the internships which is hard to handle regarding e.g. visa issues. Language barriers are still a challenge, especially with regard to small and medium sized enterprises (SME). International businesses are more open for international interns, also in terms of internal language use (as English). Due to the current situation in Belgium, preparation time of 3-4 months and more has to be respected, especially in the summer period.</li> <li>d. In Belgium and the Flanders region, it is a challenge to enter international interns, even European ones. The University of Gent is working on this issue together with the <i>National Chamber of Commerce and Flanders Investment and Trade</i>.</li> </ul>

- e. A new call on promoting the programme has been launched. Support with regard on the labour market of the hosting country is still needed (e.g. through publishing information on website).

### **Indonesia**

- a. On invitation of the ministry currently five universities are participating at the programme: Universitas Indonesia, Depok; Universitas Bina Nusantara, Jakarta; Universitas Brawijaya, Malang; Institut Teknologi Sepuluh November, Surabaya; Universitas Sebelas Maret, Solo
- b. A high interest at the programme has been expressed as 16 applicants are willing to do an internship in Germany.
- c. Difficulties can be seen with regard to the financial situation as Germany and Belgium do not always grant an allowance or remuneration for interns; the students get a support of around € 700,00 paid by the Ministry.
- d. Students applying for an internship in Germany are supported by Martina Link in terms of Cover Letters and CV construction.

### **Thailand**

- a. At the moment, one outgoing student and one Belgian incoming.
- b. Doing an internship in Europe (Belgium and Germany) implies high costs which is a challenge for young students.
- c. Respecting the list provided by Karlsruhe University of Applied Science, a high amount of engineering companies is represented. Other fields like humanities and social sciences should be respected, too. This situation is a common challenge in whole Europe. The variety of industries also depends on the region (Baden-Württemberg hosts a lot of companies in the engineering sector).

### **Germany**

- a. Two students are currently abroad (Indonesia and Thailand). They applied successfully for the programme but already had the post in advance. The internship abroad is mandatory in their study programme. Both students will get a lump sum for travel allowance from DAAD.
- b. In the future, UBN should be informed about stays of students in Asia.

### **Briefing on application procedure**

- a. Martina Link, Karlsruhe University of Applied Sciences gave a briefing on the application procedure. The different situation of application procedures and job markets in all participating countries should be taken into account. Students willing to go to Germany should start at least six months in advance with their application. Students who want to come to Indonesia should send their application in June at the latest. Therefore, all participants agreed on circulating necessary information at the beginning of the year as to start as soon as possible with the preparation.
- b. The list of German enterprises which are open to international interns is no guarantee for an internship position as candidates are in high competition with international and national applicants. Language barriers could cause a problem as many announcements are published in German (in case of Germany the highest possibility to find job descriptions in English would be in automotive and computer science). DAAD proposed to contact DAAD offices in Thailand and Indonesia to build a contact point for future interns and provide help for German classes and Alumni experience.
- c. Templates on how to write an application and CV will be uploaded on ASEM Website. Additionally, the ASEM WPP could be described in the application but should not exceed important information. During the Gent Meeting, arguments and

information had been collected to persuade companies of the value of the programme. The participants agreed on using them in the future.

### Documents

- a. Germany is going to circulate necessary documents in [dropbox](#): application form, internship agreement, questionnaire, evaluation, grant agreement, competence forms, minutes, certificate.
- b. Reminders according to deadlines will be sent. If no changes occur, it will be seen as silent agreement.

### Sustainability

- a. The sustainability of the programme is of central interest, especially in terms of automatizing the process. Online tools like preparatory webinars and MOOCs could be suitable.
- b. In order to provide coherent consulting situations, the responsible staff will do an exchange. Martina Link will visit Asia in March 2017.
- c. Erasmus+ staff mobility could be used to exchange staff (Deadline for the upcoming call is February 2<sup>nd</sup> 2016; <https://eu.daad.de/infos-fuer-hochschulen/programmlinien/foerderung-von-mobilitaet/de/45632-mobilitaet-mit-partnerlaendern-ka10/> )

### Miscellaneous

#### **Coordinator of ASEM WPP**

Germany will take the coordinating role for the next six months. According to the function the coordinator will remind the consortia of the progress in between the meetings such as milestones, remembrance of deadlines and proposal of suitable dates.

#### **Next Meeting**

ASEM Education Secretariat will be contacted in order to coordinate the next meeting date. Respecting the rotating meetings, Brunei would be the next host. Thailand proposed to host 5<sup>th</sup> Expert Meeting on ASEM WPP if Brunei won't accept.

# **ANNEX 17**



**MINUTES OF THE 5<sup>TH</sup> EXPERT MEETING OF  
ASEM WORK PLACEMENT PROGRAMME  
28 AUGUST 2017  
BANGKOK, THAILAND**

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**Introduction**

1. The 5<sup>th</sup> Expert Meeting of ASEM Work Placement Programme was held on 28 August 2017 in Bangkok, Thailand. Its aims were to follow up the results of the 4<sup>th</sup> Expert Meeting of ASEM Work Placement Programme and serve as a platform for discussion of further steps. The meeting was chaired by Assoc. Prof. Dr. Bundit Thipakorn, Deputy Secretary-General for Higher Education Commission, Thailand. The participants consisted of representatives from five ASEM member countries: Belgium, Brunei Darussalam, Germany, Indonesia, and Thailand. The list of participants appears in Annex 1.
2. The meeting commenced with the Chair's greetings and expression of appreciation to participants for their contributions to the ASEM Work Placement Programme. He informed the meeting of the increasing opportunities of internships for students and expressed his hope to see more students participating in the programme.

**Country reports**

3. The representatives from five participating countries presented reports on the implementation and progress of the ASEM Work Placement Programme in their countries as follows:
  - a. **Brunei Darussalam**

Dr. Sabrina Daud, Universiti Brunei Darussalam (UBD), informed the meeting of UBD's requirements for all third-year students to participate in an internship or incubation programme, either in Brunei Darussalam or abroad. For students doing internship or taking part in exchange programmes abroad, UBD and overseas partners will co-fund their expenditure. At present, there is one UBD student participating in the programme in Europe, while there is none from European side joining the programme in Brunei Darussalam. Dr. Sabrina Daud's presentation appears in Annex 2.
  - b. **Belgium**

Ms. Magalie Soenen, Flemish Ministry of Education and Training, informed the meeting of the appointment of the University of Ghent to serve as the national UBN (University Business Network) of the programme in the pilot phase. As a result, the programme has exclusively opened for University of Ghent students. Most students looked for internship opportunities at international organisations or business establishments with diverse environment. Their preferred internship period is in summer (July – August) when they do not have courseworks. Belgium encourages both European and Asian students to find workplaces and coordinate with contact persons directly. To help students gain access to necessary information, University of Ghent has developed an online database, which serves



as a tool to help alleviate difficulty for interested students. Despite the existence of the said online database, it is crucial to take into account UBN's commitment to identify the right contact persons for students and make the programme more structured to ensure its efficiency.

**c. Germany**

Prof. Dr. Alexandra Angress, Aschaffenburg University of Applied Sciences, informed the meeting of the designation of Karlsruhe University of Applied Sciences (KUAS) as the National UBN of Germany. In 2016, a KUAS representative paid a visit to Indonesia and Thailand to promote the programme and, additionally, provide support and advice for students concerning the preparation of required documents for the internship application and work permit exemption. Prof. Angress noted that one of the challenges for KUAS is its limited ability to facilitate the internship in the field of languages or other fields of study due to the university's main focus on the area of engineering. Hence, Germany encourages students from both sides to find workplaces through the "Jobwall", a job portal provided on the German UBN's website. It is expected that the programme will become concrete and structured after the pilot period.

**d. Indonesia**

Prof. Dr. Aris Junaidi, Ministry of Research, Technology and Higher Education (MoRTEH), informed the meeting of the current status of the programme in Indonesia. Currently there are nine participating universities where the University of Indonesia has been appointed as the National UBN of Indonesia. The webpage of the Indonesian UBN contains information of the programme and a list of participating universities linking to their contact points. Although students can access information and assistance provided by the German UBN, their participation in the programme has proven to be challenging. The major obstacles include 1) lack of interest in the internship / lack of standard in credit earned, 2) high cost of living, 3) language barrier, 4) complicated administrative process, and 5) inability to find workplaces. Prof. Dr. Aris Junaidi's presentation appears in Annex 3.

**e. Thailand**

Ms. Siriporn Wiriyaudecha, Office of the Higher Education Commission (OHEC) informed the meeting that Thailand had sent two students for internship in Germany and hosted four students from Europe, two from Belgium and two from Germany. Thai students were accepted into the workplaces with an assistance of their home universities. One Belgian student was arranged to the workplace by the host university in Thailand while the others directly contacted their workplaces. The OHEC as the National UBN provided each Thai student with financial support amounting to 50,000 baht. The related documents of Thai students are kept at the OHEC for a future use. However, it is crucial to discuss and finalise the document templates of the programme with a consent of participating countries. Furthermore, Thailand encouraged the European side to facilitate Asian students with finding suitable workplaces and visa issuance. Ms. Siriporn Wiriyaudecha's presentation appears in Annex 4.





### **Discussion on Implementation, Promotion and Sustainability of the Programme**

4. The meeting discussed existing challenges in the implementation of the programme, which include language barrier, students' inability to find workplaces, complication of visa issuance, and inadequate financial support. The meeting also proposed an implementation of an online system and the future plan of the programme.
5. The meeting agreed that language barrier is the most notable challenge. Most business establishments in Europe require that their interns possess both English and local language competencies since the knowledge of local language is useful for a daily life in Europe. The requirement on local language hinders Asian students' opportunities in participating in an internship programme in Europe. The meeting suggested that students might circumvent this challenge by approaching multinational corporations.
6. In order to enhance the opportunity of Asian students in finding workplaces, representatives from Belgium and Germany suggested the use of intermediate organisations such as the Chamber of Commerce, the European expat community, etc. Those organisations may provide coordinators or contact persons of their partners. Such an approach would help support the interns in various fields of study.
7. The Thai representative informed the meeting that Thai students in the field of Aesthetic Health and Spa who got their internships at a hotel in Germany had their visa applications rejected from the German Embassy in Bangkok. It was probable that the Embassy had no acknowledgement of the programme. The meeting agreed that it was crucial to publicise the programme by distributing flyers/brochures/pamphlets to the stakeholders.
8. The Indonesian representative sought financial support from the European side due to the high cost of living in Europe. The Belgian and German representatives explained that the remuneration or other support from the host organisations/companies could not be guaranteed; however, some may offer travelling cost from the local accommodation to the workplace.
9. Seeing no necessity as of yet, all participating countries agreed to postpone the implementation of the SOP online system proposed by a German representative in the 4<sup>th</sup> meeting. The Belgian representative, in this connection, introduced "Reconfirm", an online system used among Belgian (Flemish) Higher Education Institutions to support the internship procedure. The Belgian representative proposed to find out the possibility of the usage of "Reconfirm" in the ASEM Work Placement Programme in the future. For more information, please visit <http://www.reconfirm.eu/en/home>.
10. The meeting agreed that the implementation of the ASEM Work Placement Programme should continue after the ending of its 3-year pilot period (2015 - 2017) in December 2017. In the next phase, a permanent support structure should be created to make the programme more concrete, systematic and harmonious. Belgium (Flemish) and Thailand shall coordinate the ASEM WPP Secretariat for the period of three years. Later on, both countries, as co-secretariats, discussed related tasks at hand as appears in Annex 5.



11. The meeting proposed Brunei Darussalam to host the 6th Expert Meeting of ASEM Work Placement Programme in 2018.
12. The Chair of the Meeting expressed his appreciation to all participants for their valuable contribution to the meeting. It was agreed that all participating countries would continue their support to ensure that the programme would benefit the students and boost the cooperation in higher education of both regions.

# **ANNEX 18**

## **2<sup>nd</sup> ASIA-EUROPE INSTITUTE (AEI)-ASEM SUMMER SCHOOL, 7<sup>th</sup> – 21<sup>st</sup> AUGUST 2016**

**“Multiculturalism and Multiethnicity in Asia and Europe”**

The Asia-Europe Institute (AEI), University of Malaya was delighted to organise the 2<sup>nd</sup> AEI-ASEM Summer School 2016 which was successfully conducted from 7<sup>th</sup> until 21<sup>st</sup> August 2016 in the context of balanced mobility in collaboration with the Ministry of Higher Education, Malaysia.

The 2<sup>nd</sup> AEI-ASEM Summer School 2016 was officially launched by Professor Dr. Azirah Hashim, Executive Director of AEI on 8<sup>th</sup> August 2016. 21 participants from 9 countries made up of 1 each from Korea, Germany, Nigeria and Palestine; 6 from Thailand, 4 from Czech Republic, 3 from Japan, 2 from Indonesia and Malaysia spent two weeks at this summer school that aimed to examine “Multiculturalism and Multiethnicity in Asia and Europe”.

The Summer School provided opportunities and experiences for students to explore various cultures, races and religions, ethnic backgrounds as well as examined political, economic and socio-cultural issues through a programme of lectures, field visits, and highly interactive activities. These included tours and talks by Putrajaya Corporation, Halal Industry Development Corporation (HDC) and a visit to the Putrajaya, the administrative capital of Malaysia, to experience the country’s federal administrative culture and atmosphere, Melaka as the birthplace of the Malay Sultanate, with a rich history of Asian and European influences, BoDen Edu Farm, local culture experience at Homestay Kg. Lonek, Kuala Pilah, Teratak Za’ba, etc.

The theme of the summer school, was translated into 10 lecture modules: Malaysia: The Past, Present and Future, Rojak or a Melting Pot? Cultural Diversity in Malaysia, When East Meets the West, The Good, the Bad and the Ugly, Harmonisation between Asia and Europe, Malaysia as an Islamic Hub in Asia: A Role Model, Doing Business in Asia: A European Perspective, Crisis-Migration in Asia and Europe: Challenges and Reactions, Bridging the Gap between Asia and Europe: Youth Connectivity and Appreciating Multiculturalism Through Youth’s Reflections.

AEI-ASEM Summer School participants were invited by Higher Education Minister YB Dato’ Seri Idris Jusoh for lunch and a dialogue at the Ministry of Higher Education of Malaysia. YB Minister of Higher Education talked about the Malaysian Higher Education Blueprint, discussed higher education issues with the participants and encouraged everyone to be a multilingual, a skill that is vital in a globalized world. The dialogue turned out to be fruitful and enjoyable for the participants.

Throughout the two week summer school, participants indicated that they really enjoyed this 2 week programme and gained lots of new experiences and perspectives about several aspects of multiculturalism and multiethnicity.

AEI has consistently showed its commitment to increase foreign student flow, spurring balanced mobility, and it welcomes further ASEM collaboration for future ASEM Summer Schools and other initiatives.

The feedback collated from the Roundtable Session and Closing Ceremony with the theme of ASEM Summer School: Moving Forward with the Executive Director of Asia-Europe Institute. All the participants share their experience, perspective and suggestion to improve the quality of AEI-ASEM Summer School in future. Kevin Abitmayo Jatmiko, Indonesian participant, said that the AEI-ASEM Summer School improved his self-confidence to communicate with other people. He was so attracted with the action taken by Malaysian Government to conserve the historical places in Malaysia and impressed with the mindset of Malaysian to the colonialist. Republic Czech participants said that it was a great experience to be in Malaysia and Malaysia was rich the traditional culture, music and foods. Japanese and Korean participants shared their impression to learn about Malaysia traditional game such as Coconut Bowling, 'Tarik Pelepah Kelapa' and Catching the Fish. Thailand participants said that this summer school developed them to improve their English communication and the facilitator helped them too much to improve it. Muhammad Kamarul Bin Setapa, Malaysian participant suggested to the organizer of the AEI-ASEM Summer School to create some forum-based discussions in future so that the expertise from Asia and Europe can sit together on the same stage discussed the common issues that involve two biggest region in the world. So, the participation from audiences also will be more positive as they understand the issues better. Second, he suggested for the organizer to improve the participation from European countries in the next ASEM-Summer school in future. But, all the participants shared the common response that 2<sup>nd</sup> AEI-ASEM Summer School 2016 are awesome!

In the closing ceremony, Prof Dr Azirah said that she was grateful the 2<sup>nd</sup> AEI-ASEM Summer School has achieved its objectives to bridge and strengthen the gap between Asia and Europe.

#### Quotes:

"I am really enjoying everything in this summer school programme, especially about the culture sharing with other participants on the different background and culture experiences. We learn a lot from each other and we respect our differences in culture. I am also really enjoy having a good relationship with every participants. AEI-ASEM Summer School is one of the best experience in my life." -**Kevin Abimanyu Jatmiko, Indonesia-**

"Malay people are really friendly and peaceful. Malaysia have lots of nationality like Malay, Chinese and India and they respect each other even though they have a different religion. It is very different from Middle East and other country. In Malaysia, they can live harmoniously next each other without any conflict." -**Veronika Mazankova, Czech Republic-**

"I am impressed with the Malay culture and history because it is so unique and different from my Japanese culture. I never have a chance to be friend with Muslim people before, but after knowing them, I believe we should respect their culture and vice versa. This is one of the precious experience for me because I get to know about other culture. I am able to exchange knowledge and experiences through this AEI-ASEM Summer School programme." -**Nakanishi Moe, Japan-**

“The AEI-ASEM Summer School was a great opportunity to learn in-depth about the different facets of Malaysia. It was a great mix of seminars, cultural activities and sightseeing. Lecturers from both Malaysia and abroad taught on various subjects ranging from history, culture, business and current affairs. They shared their knowledge and experiences with us. From the heights of the Petronas Towers, the buzzing metropolis of KL, to the country side of Negeri Sembilan and the historic city of Melaka we were able to experience Malaysia's diversity as a country. Besides what was learned, the shared experiences and memories will be remembered for the years to come. With seven different nationalities participating we did not only enjoyed learning about each other's culture and lifestyle but shared many moments of fun and laughter.-**Timotheus J. Krah, German**-

# **ANNEX 19**

**3<sup>rd</sup> ASIA-EUROPE INSTITUTE (AEI)-ASEM SUMMER SCHOOL,  
24<sup>th</sup> JULY– 11<sup>th</sup> AUGUST 2017  
“Cultural Pluralism in Asia and Europe”**

Organised by the Asia-Europe Institute (AEI), University of Malaya, the AEI-ASEM Summer School Programme has been running for three consecutive years since its inception in 2015. The past two summer schools were designed to offer a two-week “full time” programme showcasing different themes and has successfully attracted participants from the region of Asia and Europe. Thirty participants from Indonesia, Japan, Cambodia, Germany, Bulgaria, Poland, Italy, United Kingdom and Singapore participated in this programme. This year, an additional segment was added for the Summer School where the participants were fortunate to spend one week of interactive lectures/seminars as well as field visits in Brussels, Belgium.

The Asia-Europe Institute (AEI), University of Malaya along with Maastricht University in Brussels, Belgium collaborated for the 3<sup>rd</sup> AEI-ASEM Summer School programme 2017 with the theme “Cultural Pluralism in Asia and Europe” which was successfully conducted from 24 July to 4 August 2017. Participants spent 2 weeks in Kuala Lumpur, Malaysia and an additional 1 week, 7 -11 August 2017 (optional) in Brussels, Belgium. This programme was a joint effort with ASEM partner countries and the Jean Monnet Network on Challenges to Multiculturalism and Multilateralism, and was supported by the Ministry of Higher Education Malaysia along with the EU Centre in Singapore. Courses were drawn from across the two universities and were divided into broad subject areas namely Multiculturalism in Asia and Europe, Crisis Migration, Religious Pluralism, Cultural Diversity, Socio Cultural Issues, Identity, Politics, Ethnic Conflict, and EU-ASEAN Relations.

The first part of the 3<sup>rd</sup> AEI-ASEM Summer School featured a two week programme in Malaysia. This exciting two-week part was conducted full-time, consisting of 10 modules in total, including the Asia-Europe Conference as well as the planned field trip programmes. The diversity in the classroom made the 3<sup>rd</sup> AEI-ASEM Summer School 2017 a global and valuable experience, where



different perspectives interacted and this led to a vibrant and enriching discussion of issues that are relevant today on Asia and Europe. Common activities throughout the two-week programme allowed participants to work together as a group, learn together and exchange ideas and experiences related to the theme.

Within the two-week programme in Malaysia, participants were also taken on excursions and study trips including attending talks and discussions during the visit to the National Museum, the Parliament of Malaysia and Putrajaya (the administrative capital of Malaysia). Their experiences spanned from learning about the country's federal administrative centre to the exposure of cultural heritage as the participants visited Melaka, the birthplace of the Malayan Sultanate and a city that is rich in the history of Asian and European influences. During the trip to the Parliament of Malaysia, the students engaged in a dialogue with the Honorable Minister in the Prime Minister's Department, Dato' Seri Azalina Othman. Hon. Dato Seri Azalina talked about bridging the gap between Asia and Europe. The dialogue turned out to be insightful and enjoyable for the participants.

Throughout the programme, participants were enthused about how they really enjoyed this two-week programme and gained many new experiences and perspectives about several aspects of Cultural Pluralism in Asia and Europe. This programme raised the participants' interests and knowledge to a whole new level. During the programme, the participants were divided into six groups and were given the opportunity to do their group presentations on different topics. The topics of the presentations were all based the lecture modules. Coming together from different cultural backgrounds and identities, all the participants had great exchanges with one another and presented their thoughts, ideas, and opinions as part of their group assignment showing that they had benefited from the summer school modules. Each presentation was followed by a question-and-answer (Q&A) session that was held to give the students a chance to further explain their concepts, express their opinions, and debate about the issues that were raised. As a organiser, AEI proudly to inform that, all the groups were also very creative with their presentations.

The Brussels summer school, organised by Maastricht University which was the second part of the summer school took place after the two weeks in Malaysia ended. The Brussels Summer School were divided into two components of interactive lectures and seminars as well as education and cultural excursions. The lectures and seminars were on issues related to multilateralism and multiculturalism in Europe and Asia, covering regional organisations and multilateral trade, EU-ASEAN security cooperation, relations between EU and ASEAN, human rights protection, Asian and European cooperation in higher education. As for the educational and cultural excursions, the participants visited the United Nations University, the Atomium, the historical city of Bruges and many other places. During this programme also, students were divided into groups based on the three main themes: Politics, Security and Economics. All of them were required to present on a chosen topic at the end of the programme. This provided valuable experience for understanding the process of debating an issue to find a solution, and also for the students to be able to present their thoughts, ideas, and opinions to others in a constructive and confident manner.

As mentioned earlier, the participants had excursions and were taken on a visit to the Atomium which is also known as the national monument in Belgium. The Atomium is a unique creation in the history of architecture. In addition, they also visited the House of European History and had the opportunity to discover the trans-European viewpoint of history that explored historical memories, diverse experiences and common ground of the people in Europe. The participants also toured the medieval city of Bruges. Besides that, participants also visited the European Union Parliamentarium and had the experience of being part of European politics. Each participants were assigned to a particular European Member of Parliament and participated in a model UN style of discussions and debates. These trips exposed the students not only to European integration but also to the bustling city life and culture of Brussels.

AEI has consistently shown its commitment in increasing the flow of foreign students, spurring balanced mobility, and it welcomes further ASEM collaboration for future ASEM Summer Schools and other initiatives. Each summer school programme has had a new cohort of students, who bring their unique blend of ideas, experiences, and perspectives to our summer school programmes. Participants' feedback on the summer school, their suggestions as well as perspectives will definitely help in improving the quality of AEI-ASEM Summer Schools in the future.

Testimony of participants:

*"There are experiences which happen once in a lifetime but they are so unique that they leave a lasting mark on you. The Summer school both in Kuala Lumpur and Brussels was one of them for me because of the incredible opportunity to meet passionate young people full of ideas from all over the world and to spend three unforgettable weeks with them exploring the peculiarities of the European and South-East Asian culture, historical heritage and, of course, delicious cuisine. Those were three rewarding and personally enriching weeks for me during which not only did I learn a lot thanks to the diverse academic lectures but also through peer-to-peer sharing and experiencing for myself the differences and similarities between the Malaysian and Belgium multicultural societies". - Yordanka Vasileva Dimcheva, Bulgaria-*

*"AEI-ASEM Summer School gives me opportunity not only to learn serious stuff such as regionalism and multiculturalism, but also gives me the opportunity to understand the people. The friendship that is created by this event would last a lifetime!" -Ghifari Athallah Ramadhan, Indonesia-*

*“What an incredible two weeks! I have made some incredible friends and met some frankly fascinating people. Malaysia is a beautiful country that I luckily have not left quite yet. It has such a rich past and present that I am so fortunate to have had the chance to learn about and experience. So many insightful lectures, field trips, and of course the two day Asia Europe conference, have given me much food for thought (and perhaps some inspiration for my thesis!!!)”*  
**- Antonia Gough, British-**

*The AEI-ASEM Summer School was a great opportunity even for myself as a Malaysian to have an in depth knowledge about Malaysia especially in terms of history from different perspectives during the different modules. In addition to that, the summer school also allowed to widen my network as we had participants from various countries. It was great that I was able to dialogue and share inputs as well as different opinions with these participants. These networks also allowed me to widen my knowledge about the different countries that were represented during the summer school. It also definitely bridged the gap between Asia and Europe as we were able to learn a lot from each other. Furthermore, the program in Brussels too was enlightening as i was able to experience diversity in one of the EU countries and sort of compare it to the diversity in Malaysia. It was similar to a certain extend but there were definitely differences too. In all the summer school most importantly provided the participants with lifelong friendships as most of us almost spent three weeks learning and travelling together. The summer school will always be an unforgettable experience for me personally as it enabled me to meet many inspiring and passionate young people who would one day contribute to their respective countries. – Aaron Denison, Malaysia-*

# **ANNEX 20**

## **THE THIRD EXPERT MEETING OF ASEM JOINT CURRICULUM DEVELOPMENT PROGRAM IN TOURISM AND HOSPITALITY**

**27-28 MAY 2016  
BALI, INDONESIA**

### **MINUTES MEETING**

#### **I. INTRODUCTION**

The Third Expert Meeting of ASEM Joint Curriculum Development Program was conducted in 27-28 May 2016 in Ayodya Hotel Nusa Dua Bali, Indonesia. The meeting was attended by representatives from two ASEM member countries: Indonesia and Romania. The program of the meeting consists of plenary session and discussion session.

#### **II. OPENING SESSION**

1. **Prof. Aris Junadi, Director of Quality Assurance, Ministry of Research, Technology, and Higher Education Republic of Indonesia** delivered his remarks in the opening session. He welcomed all participants and reminded the momentum of Lol signing of ASEM Work Placement Program during ASEMME5 in 2015 by the committed countries. It aims at the establishment, promotion and sustains of mutual exchange of interns between Europe and Asia on the basis of balance and mutual benefit.
2. The following session, **Prof. Intan Ahmad, the Director General of Learning and Student Affairs, Ministry of Research, Technology, and Higher Education Republic of Indonesia** conveyed a welcome remark and officially opened the meeting. In his remarks, he reminded the

process of the establishment of AWP Program and Joint Curriculum Program. Also, he stressed the importance on preceding the successful preparations of both programs and expected that the benefit of programs may soon be bestowed to all participating members.

### **III. PRESENTATION**

#### **3. Policy of Joint Curriculum of Ministry of Research, Technology and Higher Education – Dr. Paristiyanti Nurwardani, Director of Learning, the presentation, MoRTHE**

Indonesia committed to implement the initiatives of ASEM Joint Curriculum programme in order to enrich the higher education institutions, to build a mutual trust among ASEM member countries and also increasing the number of student mobility. In term of ASEM, the implementation of Joint Curriculum programme has been agreed between Indonesia and Germany based on reciprocal principle where Udayana University will host the first group ASEM joint curriculum programme by sending students to University in Germany in 2016. Indonesia is willing to expand the collaboration with other ASEM member countries in coming years.

#### **4. ASEM Joint Curriculum – Prof. Azril Azhari, Sahid Tourism School**

During the presentation, Prof. Azril Azhari repeated the results of the second meeting of ASEM Joint Curriculum programme was held in Bonn 2015. He highlighted that the programme will run for Master students during second semester and English as official language. Several further steps should be taken by Indonesia and Germany to implement the programme such as signing the MoU between universities, determining Indonesian university that will host the first group in 2016, drafting a module description, and discussing procedure and criteria of the

programme. He also stressed that the 3<sup>rd</sup> meeting in Bali expected to decide what kind of collaboration structure will be adopted in ASEM Joint Curriculum programme between Indonesia and Romania.

**5. Indonesia Proposal for Joint Curriculum: UNUD Experiences and Preparation – Dr. Dharma Putra, Udayana University**

Udayana University proposed to use BIPAS (Bali International for Asian Studies) concept as a model for ASEM Joint Curriculum programme with University in Germany, University of Applied Sciences Stralsund under ASEM Education initiatives. BIPAS is the international study programme in Bali targeting to increase the students' knowledge of Indonesia and Asia in an international and stimulating environment. The program will offer six to ten courses to students of the university partner which the courses will be delivered in English. Both Indonesia and Germany agreed to exchange the students in the second semester.

**6. Romanian Higher Education System – Ms. Antonela Toma, Ministry of National Education and Scientific Research Romania and Ms. Delia Popescu, Bucharest University of Economic Studies**

Education systems in Romania consists of Bachelor (3 years study), Master (2 years study), and Ph.D (3 years study). There are 92 universities in Romania in which its 16 universities have Bachelor and Master study programme in tourism. In Bucharest University of Economic Studies, tourism programme were taught within the Faculty of Business and Tourism under the Tourism and Geography Department. Several major selected for the tourism master programme in namely Business Management and Marketing in Tourism, Business Administration in Trade, Business Administration in Tourism, and Quality Management, Expertise and Consumer Protection.



**7. Trisakti School of Tourism – Dr. Chondro, Trisakti School of Tourism**

Dr. Chondro explained the vision and mission of the school which is targeted to be a center of excellence in tourism and hospitality in 2020. Trisakti School of Tourism is the only private higher education institution that has been accredited by the government. The level study in Trisakti School of Tourism consists of diploma level 1 to 4 for vocational education and bachelor and master level for academic education. The institution has an international cooperation with several universities abroad such as Burapha University, Thailand and IMI University Centre, Switzerland and other universities from France and China.

**8. Medan Academy of Tourism – Mr. Zumri, Medan Academy of Tourism**

Medan Academy of Tourism is one of state academy tourism under the Ministry of Tourism Indonesia and supervised by Ministry of Research, Technology and Higher Education. It only provides vocational education which the level study is Diploma. There are two departments for Diploma level namely Department of Hospitality, and Department of Tourism Management with 3 years study and the academy also provide an advance diploma for 4 years study. Several projects of internship and partnership have been implemented with other countries in Asia and Europe such as Malaysia, Thailand, France, and Singapore. Medan Academy of Tourism agreed to adopt the ASEAN common competencies standard for tourism in December 2016.

**IV. DISCUSSION**

During the meeting both Indonesia and Romania informed and discussed several points as follows:

- a. The first implementation of ASEM Joint Curriculum Programme in Tourism and Hospitality will be started by Germany and Indonesia in 2016 by sending five students from each country.
- b. Indonesia proposed to set up draft MoU of ASEM Joint Curriculum by this year among higher education institutions in Indonesia and Romania. Based on that proposal, there are more than 60 higher institutions in Indonesia that offer a vocational, bachelor, and master degree in tourism and hospitality.
- c. Higher education Institutions in Indonesia and Romania that will be joined in ASEM Joint Curriculum need be accredited. The accreditation of higher education institutions in Indonesia can be found at BAN-PT website (<http://ban-pt.kemdikbud.go.id/direktori.php>) as the national accreditation board in Indonesia.
- d. In order to start the cooperation of ASEM Joint Curriculum between both countries, Romania will inform the cooperation proposal to the Ministry of National Education and Scientific Research Romania and also 16 universities in Romania which potentially collaborated.
- e. The possibility to run the ASEM Joint Curriculum in bachelor and master degree. In connection to that, both countries will exchange information of curriculum to see the compatibility between education system in Asia and Europe.

## **V. FURTHER STEPS TO BE TAKEN**

According to the constructive discussion, several points were resulted and agreed to be follow up by Indonesia and Romania in order to develop the cooperation on ASEM Joint curriculum as follows:

- a. The first draft MoU of ASEM Joint Curriculum in Tourism and Hospitality will be sent by Indonesia to Romania in July 2016. Romania will give comments/feedbacks of the MoU in two weeks
- b. Indonesia will provide the lists of university in Indonesia potentially collaborated in the ASEM Joint Curriculum programme.

- c. Exchange of Qualification Framework information between Indonesia and Romania
- d. MoU of ASEM Joint Curriculum in Tourism and Hospitality will be finalized in October 2016 in Romania.

## **VI. CLOSING SESSION**

Dr. Paristiyanti Nurwardani expressed her greatest appreciation to all participants for their valuable contribution to the meeting and fruitful discussion for the development of the ASEM Joint Curriculum cooperation.

# **ANNEX 21**

# ASEM WG 1 of Phase2

## Introduction of the Program

Seoul 14-16.12 2015

Dr. Misug JIN(KRIVET)

Ms. Soorin Yoon (KRIVET)

# Our justification

## 1) Fourth Asia-Europe Meeting of Ministers for Education (ASEMME4) /Kuala Lumpur, 13-14 May 2013

Strategizing ASEM Education Collaboration

**The Ministers: (point 34)**

- **Expressed their conviction** that innovative and entrepreneurial skills and competences should be fostered from an early age **and endorsed Denmark's proposal** to develop a programme for improving innovative and entrepreneurial skills and competences in school education, in cooperation with Brunei Darussalam, the Czech Republic, Latvia, Malaysia, Norway, Republic of Korea, Singapore and Viet Nam. (Hungary/Philippines)

## 2) Fifth ASEM Education Ministers' Meeting / Riga, Latvia , 27-28 April 2015

ASEM Education Collaboration for Results

- **"The Report of the Working Group on Innovative Competences and Entrepreneurship Education drew attention to the case studies and site visits in which the Working Group took part. The opportunity for the continuation of the Working Group for a further two years was welcomed, new members were invited and a vacancy for a new lead country for the Working Group was announced."**
- **Later on, Korea accepted to chair the continuing WG on Innovative Competences and Entrepreneurship Education.**

# Rationale of the program – what differentiates the second phase from the first one?

- 2<sup>nd</sup> phase of the WG will be operated with more emphasis on **policy perspectives**, whereas the previous phase focused on the case studies
- “How to ensure proper implementations and sustainability of the innovative competences and entrepreneurship in education”
- Detailed subjects for the theme will be more policy oriented with **quantitative research**, analysis and discussion. This will involve surveys of diverse stakeholders such as policy makers, teachers, students etc., and analysis of data from various aspects
- Series of WG Meetings shall include site visits to schools and institutes which show exemplary cases with regard to the subjects above

# What are the expectation for the 2<sup>nd</sup> WG?

- **Refining the concept:**
  - Innovative competency/entrepreneurship skill
- **Continuing**
  - site visits, lessons from site visits, case study for each nations
- **Developing the 1st WG result**
  - The findings (three drivers), validation of the findings, diagnosis based on our findings (survey)
  - Assessment of output/performance
- **Expanding and sharing with others**
  - Website to share our findings and work



# What are the ultimate expectations for the 2<sup>nd</sup> WG?

- **Developing policy implication on Innovative Competences and Entrepreneurship Education?**
- **From the perspective of member nation**
  - : Learning from other countries (site visits and case studies)?**
- **Network? (network amongst Innovative Schools and related institutes)**
- **Building a tangible platform regarding Innovative schools across the ASEM Nations? (e.g. Building of Center of excellence, Websites etc.)**

# Final Outcomes from the 2<sup>nd</sup> WG

- Proposal of Policy and strategies for the ME meeting 2017 Seoul
- Such as
  - ✓ Research
  - ✓ Network Formation and Sharing
  - ✓ Center of Excellency
  - ✓ International Survey for the Competence and entrepreneurship skills
  - ✓ Conference

# Program Roadmap 2015-17(Tentative)

## WG meeting 1 (Dec. 14-16 2015, Seoul)

- Establish the WG
- Plan the work
- Set frameworks for the subjects
- Hold an open seminar

## WG meeting 2 (Mar. 2016)

- Develop case studies (including new cases)
- Analyze frameworks
- Complete survey design

# Program Roadmap 2015-17(Tentative)

## WG meeting 3 (Sep. 2016)

- Complete the case studies
- Complete the survey
- Outline the documents for ASEM ME member states

## WG meeting 4 (Jan. 2017)

- Complete case study analysis
- Complete survey analysis
- Prepare the documents for ASEM ME member states
- Make policy recommendation
- Distribute the case studies

# Group Discussion(Mon.am)

- Review of Concept of Innovative competence and entrepreneurship skills
- Findings
- Review of Framework of 1<sup>st</sup> WG

# Group Discussion(Mon.pm)

- Output of the 2<sup>nd</sup> WG
- Our work and plan
- Survey plan:
- Scope, target group, sampling so on

# Group Discussion(Tue.pm)

- Survey plan

# Group Discussion(Wed.am)

- Survey plan



# Group Discussion(Wed.pm)

- Preparation for the next meeting
- Hosting country
- Homework
- Issues

# Survey Framework – revising definition

(Letters in Red : newly added)

- Definitions of key words (from the first phase)
  - Innovation
    - : Education for innovation enables and encourages children and young people to reach out to a desired future of their lives, community, business and nation.
    - : Innovation is a process.
    - : Innovation is contextualized.
    - : Innovative competences are composed by skills, knowledge and attitudes.
    - : Goals of innovative competences should be the same across the school levels
    - : Innovative competences are precondition for the entrepreneurship
    - : Innovative competences should be measured from the perspective of both hard skill and soft skill

# Survey Framework – revising definition

(Letters in Red : newly added)

- Definitions of key words (from the first phase)

- Entrepreneurship

: Entrepreneurship is when there is acted on possibilities or good ideas, and these are translated into value for others. The value created can be economic, social or cultural. Entrepreneurship as a competence is foremost the ability to create change. It is not enough only to be productive. It is a condition that the actions /initiatives taken by the entrepreneur leads to changes, and that the actions/initiatives have a proven value for others, and is possible to put into action.

: Finally it is important to understand the concept of entrepreneurship as a broad term, and which can be used in wide range of activities from community work to building profit making companies. Entrepreneur origins from the French notion "Entreprenant" – meaning "to take action and initiatives".

- \* ET is not only for specific skills to operate own business but the mindset to create new ideas and solution
- Innovative competence can be included in the ET
- Abilities related with risk-management

# Survey Framework – 3 drivers

- Can consider the main drivers extracted from the 1<sup>st</sup> phase of WG, for the coherent report linking with the results from the previous WG
  - policy drivers
  - educational drivers
  - organisational drivers

# Survey Framework – How to address the 3 drivers

- Something that policy makers would like to listen to
  - Simple, easily understand
  - Focus more on real action
  - Effective way to communicate the message-Using multimedia contents
  - Case study: Success Story as well as failed story

## Survey Framework – How to address Successful Stories (to be discussed later)

- Address strong points  
(Can address natural talent, open; unfolding natural capacity)
- Address in deeper and profound manner
- Address the reform of TVET on entrepreneurship
- Address Non-formal education/career education
- Address HRD policy
- Address Youth capacity

# Survey composition : Policy drivers(strategic)

## (Letters in Red : newly added)

- Expert groups(researchers, academia)
  - Researchers and academia are involved in developing ideas or policy recommendations (e.g. SCEPT of Korea and Norwegian case)
- Horizontal cooperation among ministries
  - It often requires several ministries to cooperate to implement a program. (e.g. Norwegian case and Brunei case)
- Partnership between private and public sector
  - cooperation with relevant stakeholders (e.g. Brunei case, Latvian case)
- Funding/Sponsorship
  - Direct funding from the national government(e.g. Norway, Korea), local government(e.g. Denmark), private sector (e.g. Brunei) or existing scheme of funding (e.g. Singapore)
- Comprehensive Strategy
- Aligned curriculum with strategy
- Balanced level of autonomy
- Legislature
  - Obligatory Entrepreneurship course in Sweden
- Financial Mechanism
- Implementation frame

## Survey composition : organisational drivers(institutional)

### (Letters in Red : newly added)

- School leadership
  - more than the administration of budgets and management within the institutional framework (e.g. Latvia, Korea)
- Teacher training/staff development
  - teachers being the front-liners when facing the students and developing new and innovative learning processes (e.g. Singapore and Norway)
- Collaborations among organizations/institutions
  - Organisations can invite diverse ideas or resources generated from schools and other expert groups and build sturdy partnership between stakeholders. Also industry can give opportunities for organisations to participate in working environment. (e.g. Latvia, Brunei, Singapore, Norway, Denmark)
- Proper allocation of teachers
- Proper assessment, appraisal and motivation of teachers
- Career guidance



# Survey composition : Educational drivers(learning)

## (Letters in Red : newly added)

- Highly skilled and professional teaching force
  - Teachers need to be trained in and familiar with a variety of teaching methods (e.g. Norway, Korea)
- Innovative learning methods
  - learning methods should be open, motivating and inclusive to all the participants and should enable the participants to unfold their imagination and eagerness to create in a yet structured and target oriented manner (e.g. Korea, Denmark)
- Responsive to the needs of society
  - Innovative ideas should be guided into paths of usefulness and also for the benefit of society (e.g. Malaysia, Hungary, Latvia and Norway)
- Alignment between curriculum, pedagogy and assessment
  - The curriculum and assessment should be closely related with each other under the umbrella of relevant pedagogy. (e.g. Norway)
- **Work-based learning**
- **Career exploration in the real setting**

# Other Suggested Survey Topics

- Entrepreneurship skills
- Multimedia on the competence
- Set of policy frameworks
- Multimedia
- -contents visuals
- -building
- Entrepreneurial skills; Attitude/ mind-setting
- School Career guidance
- Innovative competence and entrepreneurship → how to implement and do sustainable
- Common elements for successful drivers
- Special programs/Integrative approach
- Young entrepreneurship/legal frameworks
- -> competence,
- Lifelong role

## Other Suggested Survey Topics (Obligatory Elements)

- Workplace earning
- Work-based learning
- Testimony is important
- Young entrepreneur
- Constraints/challenges

# Survey : outline

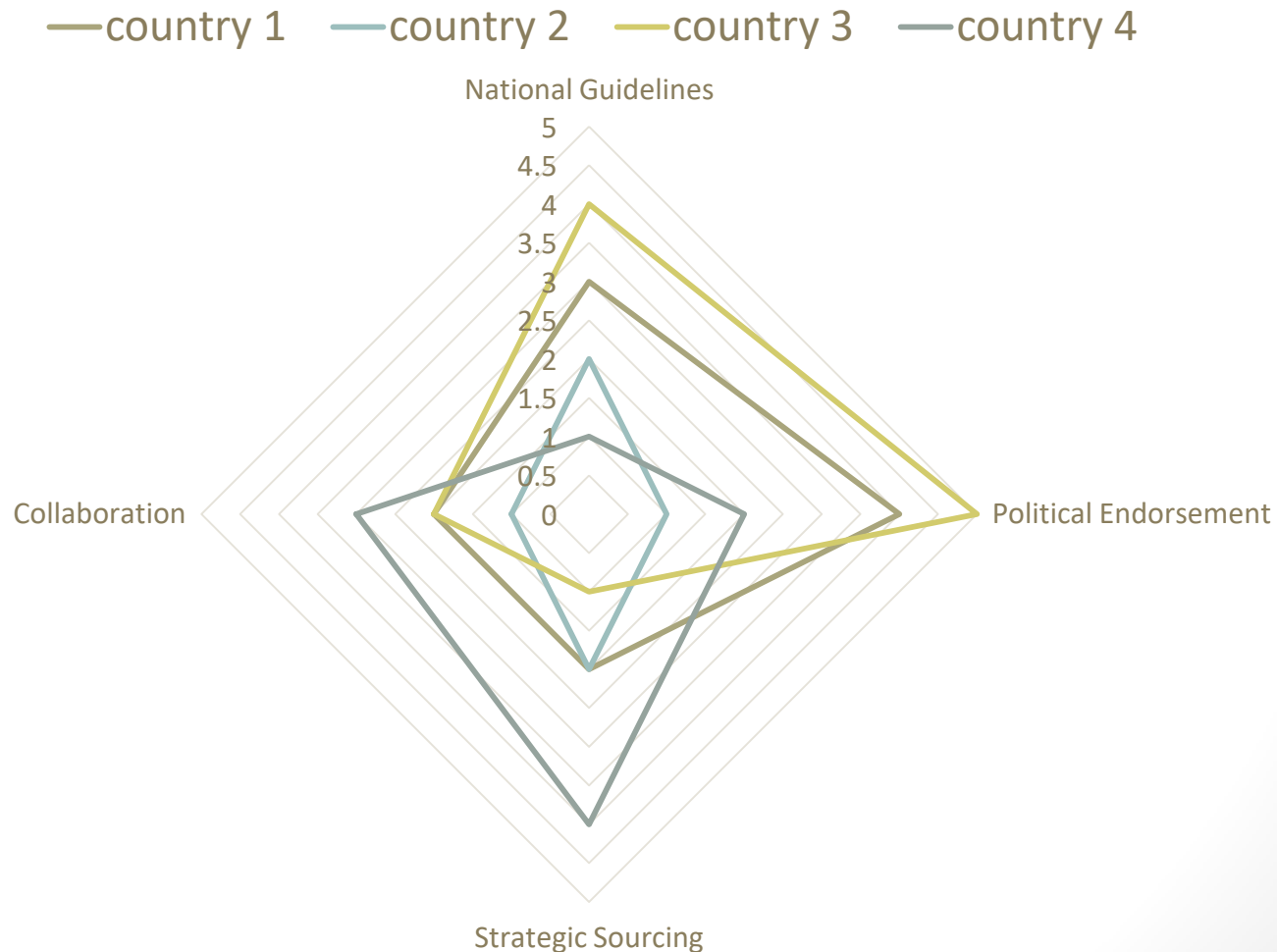
- Rationale : Policy research oriented with quantative studies, analysis and discussion, considering that 1<sup>st</sup> phase of meetings focused on thematic approach and the programs of each nation per se.
- Respondents : Policy makers, teachers, students, employers
- Survey contents : status of entrepreneurship education, perception of entrepreneurship, policy satisfaction etc.
- Duration of survey : April 2016 – August 2016

# Survey : Issues and discussion

- Clear objective of the survey
  - Exploratory stage for the later WGs
  - Utilizing the 1<sup>st</sup> WG result
  - Policy oriented
- Target group
- Feasibility (Load of work, financial support, expertise, so on)
  - -methodology
  - -Degree of Participation

# Survey : Example of Expected outcome (example : policy makers)

## Comparison : Policy Drivers (respondents : policy makers)



## Survey : Issues and discussion (see page 29)

- What are the working group's expectations from the survey? (function of the survey)
- How far can each nation participate in the survey? For example, can each nation involve employers in the survey, not only policy makers, teachers and students?
- How many samples can be managed in each nation?
- What characteristics of samples should be defined in each nation (especially students)? And what are the preconditions of the survey that majority of participating nations can be satisfied with? (contents, respondents etc.)

# Survey : Aim of the survey

- Basic purpose : Diagnosis of entrepreneurship education status of each nation on the basis of each factors of successful entrepreneurship defined in the 1<sup>st</sup> phase of WG.
- Should the survey focus on general conception of stakeholders on entrepreneurship education, or focus on finding out factors of the representative programs of each nations?

	Pros	Cons
Focusing on general conception on entrepreneurship	- Relatively easy to compare the results of each nations	- Could result in limited policy implication - Lack of analysis framework
Focusing on finding out factors of programs	- Analysis framework could be relatively concrete	- Limited findings on general context of entrepreneurship education

- We can consider the mixture of questionnaire



# Survey : Who are to be surveyed?

- Policy makers : government officials(local), researchers (opinion makers), principals (50 of them from 50 schools)
- Teachers and Students are key respondents of the survey, and we can consider dividing them into controlled variable and independent variable, depending on whether they are subject to the representative program of each nation. If the program is applied to the most of students, variables need not be divided. Teachers : min 100s, students: TBA
- Employers : employers from SMEs and relatively large-sized companies. (Ideally private sector)

	Main questionnaires
Policy makers	- How entrepreneurship education is implemented in each national context (based on policy/educational/organizational drivers)
Teachers	- Conception or opinions on entrepreneurship education
Students	- Entrepreneurial competency (divided group), general conception on the entrepreneurship education
Employers	- General conception on the entrepreneurship education and its effect in the world of work

# Survey : Sampling (mainly students)

- Use of stratified sampling method : As for Korea, seventeen administrative districts could be divided into five-six sub district each, resulting in one hundred (approximately) areas in total. Samples will be extracted with regard to sex, age, and whether the respondents are subject to the representative program.
- However, if we are dividing the students into independent group and controlled group (depending on whether they are subject to representative entrepreneurship programs), we might as well select the schools with similar size, region, budget, environment etc.
- Other issues on sampling : how should we cooperate with local education offices? What are the official procedure needed in order to carry out the survey? (Is official notice by ASEM Ministry of Education needed?)

# Survey : Flow of the final report

- Final report can be comprised of contents based on CIPP model
  - 1) Context
    - : national status with regard to entrepreneurship education (e.g. policy guidelines, endorsements etc.)
  - 2) Input
    - : Budget proportion, human resources and related programs
  - 3) process
    - : Whole procedure embracing entrepreneurship education (e.g. tripartite cooperation)
  - 4) product
    - : Main outcome of the entrepreneurship education (e.g. entrepreneurship competency of students)

# Survey : Deliberating the Frame of questionnaires (Next Meeting)

- Elaborating and deliberating the survey questionnaires, on the basis of agreed survey contents.
  - Group work

# Introduction of new case studies

- How many case studies of entrepreneurship education can be introduced amongst the newly participating nations?
  - Indonesia, Malaysia, (ASEM Foundation)
  - New case studies for old members?

# How to update policy implication

How can we update policy implication derived from the 1<sup>st</sup> phase in regards to the survey result? (Discussion)

# Division of work

- Confirmation of the questionnaire : all the members (in the second meeting)
- Carrying out the survey : each nation
- Data cleaning : each nation
- Data merging and basic statistical analysis : Korea
- Elaborating and developing the analysis : each nation
- Following interview (if needed ) : each nation



**The 2nd Working Group Meeting of the 2nd Phase of ASEM Innovative  
Competences and Entrepreneurship Education  
21-23 March 2016  
Century Park Hotel, Jakarta**

**MINUTES MEETING**

**DAY ONE, 21 March 2016**

**I. OPENING PROGRAMME**

1. The 2nd Working Group of the 2nd Phase of ASEM Innovative Competences and Entrepreneurship Education 2016 was held on 21-23 March 2016 in Jakarta, Indonesia. On the first day's meeting, the Working Group was Chair by Dr. Misug Jin of Korea Research Institute for Vocational Education and Training (KRIVET), Republic of Korea and Co-Chair by Dr. Suharti, Director of ASEM Education Secretariat as well as the Head Bureau of Planning and International Cooperation, Ministry of Education and Culture (MoEC), Republic of Indonesia.
2. At the welcoming remarks, Dr. Suharti extended her warm welcome to all participants which consisted of representatives from Indonesia, Republic of Korea (KRIVET), Latvia, Malaysia and Brunei Darussalam. She overviewed the completion of the 1st Phase of the WG and wished the 2nd Phase would be successful in attaining the objectives that included developing research questionnaire/survey framework. The result of the WG would be presented at Intermediate Senior Officials Meeting (ISOM) in Russia in April 2016.
3. Dr. Misug Jin of KRIVET, Republic of Korea, conveyed her appreciation to ASEM Education Secretariat (AES) and MoEC Indonesia for their excellent arrangements and hospitality for the meeting as well as appreciation to the committed delegates/participants from ASEM Member Countries. She reiterated the importance to produce skilled human resources to support social development through high quality education. She put forward the significance of case studies/site visits to enrich the study, including site visit to vocational schools in Indonesia to obtain a better understanding of Indonesia innovative and entrepreneurship education policy. She wished the WG would be successful in achieving its objectives.
4. Dr. Ananto Kusuma Seta, Senior Adviser to the Minister on Innovative and Competitiveness, MoEC Indonesia, delivered opening remarks of the Working Group. He extended his warmest welcome to all participants/delegates to Jakarta. In his remarks, he highlighted the significance of innovation and entrepreneurship education as follows (Annex 1):
  - a. Innovation and entrepreneurship were closely connected.
  - b. Compared Global Competitiveness Index (2015-2016) of Indonesia, Malaysia, Latvia and Republic of Korea on basic requirements (stage 1), efficiency enhancers (stage 2) as well as innovation and sophistication factors (stage 3). The report placed Republic



- of Korea on the innovation driven, whilst Malaysia and Latvia on transition period from second to third stage. Indonesia was on the efficiency driven or the second stage of development. Report on Brunei Darussalam was unavailable.
- c. Raised key questions related to national policies to improve the understanding on innovative and entrepreneurship, such as national policy on entrepreneurship curriculum and how innovation and entrepreneurship could integrate within the education curriculum, etc. Those questions could be used to stimulate more in-depth discussion.
  - d. Put emphasis on skills the students required in order to prepare them facing 21st century challenges compared to what school has provided in the existing/current situation.

## II. COUNTRY PRESENTATION AND DISCUSSION SESSION I

- 5. Mr. Mustaghfirin Amin, Director of Vocational School, MoEC Indonesia, presented Indonesian vocational education policy. He put forwards the country's competitiveness index based upon Global Competitive Index and the employment and manpowers condition, majority of which were unskilled. His presentation covered the following (Annex 2):
  - a. Technical, Vocational Education and Training (TVET) cited as one of the solutions to address current national problem of low skilled labor/work force and quality education. Hence, vocational school (Vocational Secondary School – VSS) gained more popularity in recent years.
  - b. Policy and programmes designed to address challenges facing education in Indonesia, particularly TVET. Some notable policies were: 1) Universal and Compulsory Secondary Education which mandated 12 years compulsory education; 2) Formulated programmes of vocational education (2015-2019), one of them was to produce graduates with skills required by industry; 3) MoEC focused on improving quality education through Indonesian Qualification Framework, harmonising TVET System and engaging industry closely; 4) Increased the number of Reference Vocational Secondary Schools that referred to excellent schools with big capacity access (1000 students and more); 5) Strengthened transfer skill through teaching factory due to difficulty in providing on the job training for VSS students since industry was concentrated in Jakarta and its satellite cities. Teaching factory referred to in-house training at school by teachers and educators and industry; and 6) Focused on more ICT-based instructional methods, including the examination and resource sharing to improve VSS.
  - c. The presentation was closed by short film accentuating a close collaboration on a successful project between vocational secondary school, industry and financial institution which provided financial assistance.
- 6. ASEM Member Countries delivered responses, feedbacks and questions pertaining to Indonesia's presentation as follows:
  - a. Percentage of vocational school compared to general school.
    - KRIVET (Republic of Korea) shared Korean experience pertaining to vocational secondary school. As mentioned, the percentage of vocational school in Korea was 25% compared to general school.
    - Compared to Indonesia, the country's vocational school enjoyed popularity up to 51% compared to 49% of general school. The number would likely to increase up to 60% as targeted by the government. The improved accessibility of VSS whilst at the same time the capacity of general school was limited led to the increased number of students wished to study in vocational schools. VSS not only supported by the government but also by local community and industry surrounded the area.

- b. Indonesia's national policy to engage industry into education, including teaching factory.
  - Malaysia Delegate raised an issue on the difficulty to engage industry into vocational and sought information about Indonesia's policy to engage industry.
  - In Indonesia's experience, MoEC implemented 21st century skills that covered 4Cs: 1) Creativity and innovation; 2. Critical thinking, strongly related with industry; 3. Communication with all stakeholders; and 4) Collaboration with stakeholders. There were VSS fully supported by industry and community with limited government support in terms of funding. In addition to incentives to allow students enrolled for internship, industry was also invited in curriculum development and guest teacher in VSS. The incentives were not only financial incentives but also other kind of incentives to attract more industry involved in education particularly in vocational schools.
- c. Indonesia planned to prolong the length of vocational secondary school years from 3 to 4 years.
  - Indonesia currently planned to prolong secondary vocational school from 3 years to 4 years in order to equip students with 21st century skills. The country sought information and lesson learnt from other countries that had the experience.
  - ASEM Member Countries were delighted to share their countries experiences with Indonesia.
- d. Challenges facing graduates equipped with 4Cs skills (Creativity and innovation, critical thinking, communication and collaboration).
  - KRIVET took note on the 4Cs competences being developed by the MoEC and asked the policy adopted if the work vacancies were insufficient to accomodate VSS-graduate job seekers. She later emphasised the importance of becoming entrepreneurs as the alernative solution.
  - In his response, MoEC Indonesia explained that most VSS graduates were women and how the MoEC focused to develop priority sectors which absorbed most VSS graduates. Those priority sectors included maritime, tourism and hospitality as well as agriculture and agribusiness. MoEC added that education development should be visionary and able to answer future challenges. In that regards, MoEC Indonesia would open other priority sectors that matched the need of future development.
  - In Korean case, the decreased trend of vocational school did not affect work force directly since the government invited college/university graduates and foreign workers to fulfill the demand.
  - In the case of Indonesiia, the current condition showed limited university access was limited to accomodate all youth. Hence, VSS is the alternative solution. Revise and revitalise the VSS programmes to meet the new challenge.
  - Both Indonesia and Republic of Korea agreed that student competences and skills should be balanced between the industry needs and personal development.
- e. Country experience on TVET development.
  - Brunei Darussalam Delegate shared her country experience on technical education which was increasing since Brunei Darussalam suffered a quite high unemployment rate. The development of technical education became alternative that focused on competency based and educators trained in competency based training (in house training) similar to teaching factory. Those were aggressive strategy to attract vocational students.
  - Other countries would share their experience later.

### III. DISCUSSION SESSION II

7. KRIVET of Republic of Korea briefed the WG on the initiative and result of the last year WG in Seoul, Republic of Korea. She began by citing the background of the WG as mandated by the ASEM Ministers of Educations at ASEMME4 and ASEMME5 during which the ministers endorsed the development of innovative and entrepreneurial skills and competences in school education. Details of the 2nd WG of the 2nd phase were outlined as follow (Annex 3):
  - a. The 2nd Phase of the WG would put emphasis on policy perspectives, whereas the 1st Phase focused on case studies.
  - b. Expected result of the 2nd WG was to develop a survey plan, questionnaire, respondents and guidelines to ensure proper implementation and sustainability of the programme. The survey would involve diverse stakeholders namely policy makers, teachers, students, etc.
  - c. Participating countries concured sto involve more countries in Asian and European regions in the aforecited survey. It was suggested that more countries would be invited during ISOM in Russia Federation. ASEM Education Secretariat reaffirmed its commitment to fully support the implementation of the survey
  - d. In regards of the results of the 1st WG, participating countries were committed to share their best practices on TVET development.
8. KRIVET explained the survey framework prepared by KRIVET and sought feedbacks from participating countries.
  - a. Indonesia suggested the following:
    - More comprehensive methods (macro and micro levels, including in-depth interview and Focus Group Discussion/FGD) to collect data since questionnaire was insufficient. Many respondents in Asia countries culturally inclined to submit positive comments. Negative comment was deemed impolite. Surveyor would not attain comprehensive data required.
    - Identify other indicators such as culture and other fudamental factors in designing survey framework since innovation and creativity were intagible that difficult to quantify.
    - Constraint of the concepts' definition should be made to avoid wrong perception on terms/concepts on the survey plan.
    - More factual data to be included to picture the real situation. Learning from OECD experience in conducting survey in Indonesia, the data gathered from survey through questionnaire related to policy implementation did not represent the real condition.
    - Agreed to refine the term "entrepreneurship education" used in the survey plan to "innovative competences including entrepreneurship skills".
    - Disagreed that the survey's sample was calculated on percentage term due to the large number of vocational institutions in Indonesia.
  - b. Malaysia proposed the following:
    - Agreed to refine the term "entrepreneurship education" used in survey plan into "entrepreneurship skills". This was to avoid confusion and generality.
    - Concured to share Malaysia's experience and best practices in Innovative Competences and Entrepreneurship Education.
    - Suggested to elaborate the question beinga asked in the survey to accomodate the impact of innovative competences to personal, social, business and national development.

- c. Latvia delivered feedbacks as follow:
    - Suggested participating countries to share their experience and best practice as a lesson learnt before survey plan was developed. That way, the survey framework would be more focus.
    - Questionnaire should be focused on innovative competences and entrepreneurship skills rather than entrepreneurship education.
  - d. Brunei Darussalam put forward some of the suggestion as follow:
    - The country would share its experience on innovative and entrepreneurship skills, particularly in technical and business schools.
    - Suggested to revise the term “innovative competences and entrepreneurship skills” to “21st century skills”
  - e. Republic of Korea responded to the feedbacks as follow:
    - Agreed to refining the concepts used in the survey plan as well as replacing the term “entrepreneurship education” into “entrepreneurship skills”.
    - Considered to add more comprehensive methods other than questionnaire to collect data.
    - Would invite more countries to participate in the survey, not only the committed/participating countries. The survey plan was suggested to be presented in the ISOM in Russia in April 2016.
9. The revised survey framework enclosed in Annex 4.

## **DAY TWO, 22 March 2016**

### **IV. VISIT TO VOCATIONAL SCHOOLS**

Participating countries of the ASEM WG visited SMK Mitra Industri Cikarang, Bekasi on the second day of the WG. Afterwards, they proceeded to SMKN 1 Cibinong, Bogor.

10. The objectives of the schools visit were outlined of the following:
  - a. Participating countries were able to experience Indonesia’s education policy, particularly the vocational education.
  - b. To share best practice regarding innovative competences and entrepreneurship skills.
11. Participating countries were warmly greeted in the two exemplary vocational schools being visited:
  - a. SMK Mitra Industri MM 2100, a VSS which was developed according to the industrial needs and entrepreneurship. The school was specialised in automotive, electrical, accounting, industrial electronic, machinery and hospitality. The students enrolled reached 1013 students.
  - b. SMKN 1 Cibinong, as one of the Reference VSS that excelled in multimedia, software engineering, industry and machinery techniques. One of the school’s missions was to provide education and non-formal training for community and education institution. The school enjoyed high number of students enrolled that reached 1925 students.
12. During the visit, participating countries exchanged knowledge through discussion with school stakeholders namely school principal, teachers and students. Some of the issues discussed were summarised as follow:
  - a. Shared the development of vocational schools over the years, including the vision and mission of the school, school’s expertise, and teaching and learning methods.
  - b. Strategic collaboration with other education institutions, industry and business, both local and international/regional partners.

- c. Employability of the graduates equipped with vocational skills.

### **DAY THREE, 23 March 2016**

#### **V. DISCUSSION SESSION III**

13. The third day of the WG, participating countries convened to discuss the result of the school visit. The meeting was chaired by Dr. Misug Jin of KRIVET, Republic of Korea.
14. Malaysia took the opportunity to outline some notable lessons learnt as follow:
  - a. Both vocational schools shared several influential factors: TVET, industry and economy.
  - b. Collaboration between school and industry stood in a mutual relationship. The school graduates fulfilled social and industry demands of skilled workers.
  - c. Skills and knowledge taught in schools served as the basis for students to be either industry worker or entrepreneur.
  - d. Teaching Factory as one of the means of technology transfer from industry to school has proven effective.
  - e. Compared to Indonesia, Malaysia had similar programme of teaching factory, called "Contract Farming" through which students were trained to produce crops for a certain company, listed as one of the suppliers. Other notable example of school and industry collaboration was Shell that produced equipment and trained teachers according to the company's syllabus. The students would be assessed by Shell to obtain certificate (Shell Certificate).
  - f. Malaysia experienced a human capital flight of skilled workers to Singapore since the latter provided a better work opportunity.
15. Brunei Darussalam acquired an insight of the vocational education in Indonesia of the following:
  - a. Vocational schools embedded entrepreneurship education into curriculum.
  - b. Teaching Factory was an excellent idea to manifest school-industry collaboration.
  - c. Compared to Indonesia, Brunei Darussalam also developed some policies regarding the innovative/entrepreneurship education:
    - Developed similar programme of Teaching Factory with following scheme: a) Industry/company involved in the programme should register with the government. One of the examples was industry based in Singapore; b) The company trained the teachers who latter would teach students; c) Students would be assessed by the industry, in this case, Singapore-based company.
    - Changing the attitude and mindset of students and parents towards innovative/entrepreneurship has been one the challenges facing the government. Parents encouraged their children to seek a stable work.
    - Enhanced collaboration with industry to develop entrepreneurship such as Business Plan Competition, a programme which trained vocational school students to draw their business plan/start-up. Students involved in the programme were surveyed to measure their interests in business and entrepreneurship.
    - Successful businessmen were invited to motivate students to encourage their entrepreneurship interest and skills.
16. Latvia took note on several key issues:
  - a. Extended appreciation to VSS in Indonesia particularly Teaching Factory programme through which, students were able to learn from teachers and industry/company. Latvia also developed similar programme.

- b. Highlighted teachers' background such as education, age, etc. Many teachers in the school visited were young in early 20s.
  - c. Compared to the schools visited that reinforced students' character development, Latvia focused on knowledge whilst attitudes came afterwards.
- 17. sssIndonesia Delegate identified characteristics of both schools.
  - a. SMK Mitra Industri was standout in building students' character, whilst SMKN 1 Cibinong excelled in developing students' skills and knowledge. Developing students skills and competences would provide them with strong basic to continue their study in university.
  - b. Development blue print of two schools was different according to the status of the school. SMK Mitra Industri was a private school established by industry with objective to fulfil industry needs. SMKN 1 Cibinong, on the other hand, was a public school established by the government that promoted entrepreneurship education.
- 18. KRIVET, Republic of Korea outlined some inputs as follow:
  - a. Teaching Factory served as one of exemplary programmes to engage industry/company in education through first-hand experience. The programme was more industry/company based.
  - b. Korean government promoted enterprise school that invited local business to collaborate. In terms of cost effective, it was more costly to administer vocational education than vocational training.
  - c. Recommended to embed innovative competences and entrepreneurship skills such as critical thinking, problem solving and risk taking into curriculum.
- 19. The session has drawn conclusion outlined below:
  - a. SMK Mitra Industri Cikarang and SMKN 1 Cibinong had different focus. The former put more emphasis on training their students to be employees. In terms of school management, the school was more systematic which was important as a basic to work for company. The skills taught were also required for an entrepreneur. It was suggested that school shall be more discipline to achieve their target.
  - b. SMKN 1 Cibinong focused on preparing their students to be entrepreneurs. They enriched the students with freedom to express their creativity without bounding their student with stricter rules.

## **V. RESULTS**

- 20. The meeting synthesised the three days discussion regarding recommendations on the areas of work of the Working Group on innovative competences and entrepreneurship skills. Salient points were:
  - a. Draft survey questionnaire to be discussed by each country (by May 2016)
  - b. Draft Survey questionnaire to be distributed by Republic of Korea (by May 2016)
  - c. All participating ASEM Member Countries were invited to Skype Meeting on 11 May 13.00 pm Indonesian Time. The objective of the discussion was to discuss and prepare the survey
  - d. Distribution of Questionnaire, codebook, excel form etc will conducted by Republic of Korea (by the end of May)
  - e. Translating questionnaire to each national language would be conducted by each country (June 2016)
  - f. Carrying out the survey would be administered by each country (June-September 2016).
  - g. Distribution of questionnaire to policy makers (July 2016)

- h. Distribution of questionnaire to students (September 2016)
- i. Data cleaning would be organised by each country (October 2016)
- j. Data merging and basic statistical analysis would be carried out by Republic of Korea (October/November, 3<sup>rd</sup> Meeting)
- k. Elaborating and developing the analysis of the result would be conducted by each country (on the 3<sup>rd</sup> meeting)
- a. Following interview (if needed ) would be administered by each country.

## **VI. CLOSING PROGRAMME**

- 21. Dr. Misug Jin of KRIVET, Republic of Korea, delivered her closing remarks by summarising important results arising during the presentation and discussion session. She extended her appreciation to all participants attended.
- 22. The three-day meeting was conducted in a warm and cordial atmosphere reflecting the longstanding close and friendly relations amongst ASEM Member Countries.

# **ANNEX 22**



# **ASEM FORUM ON LIFELONG LEARNING 2016: 21<sup>st</sup> CENTURY SKILLS, COPENHAGEN, DENMARK:**

## **RECOMMENDATIONS FROM ASEM LLL HUB**

*The ASEM Forum on Lifelong Learning gave a fresh contribution to the discussion about how to define 21st century competencies. On the basis of this Forum, the ASEM LLL Hub Secretariat has made the following recommendations: 21st century competencies should enable us to master interdisciplinary approaches for creative problem solving in specific contexts. Success thus requires respect for learning cultures. Across the ASEM countries and across different learning cultures, there appears to be an established consensus on the need for investment in ICT pedagogy, on what is adult educators core competencies, and on a concerted effort to identify which competencies future lifelong learner must be able to acquire by using digital technologies.*

**By Claus Holm, Chair of ASEM LLL Hub, and Anders Martinsen, Head of ASEM LLL Hub Secretariat**

ASEM countries are challenged in making its citizens capable of living in a society characterized by constant change. This brings along an imperative that briefly is articulated by the phrase 'you must learn to change your life'. That is to say that you not only have to learn to change yourself throughout your life, but also that learning is about life and for life. The reasons for this ever-formulated demand for change by developing competencies are different - from technological changes to global and local crises of both climate and economic nature to multicultural communities arising through migration, etc. The consequences are that the individuals, institutions and states across the world are changing and improving their educational efforts to better match the future society. In short: Education is now a question about preparing people to meet future challenges; it is not only a question about performing known and well-defined functions. But how is this done in the best way? How to formulate strategies for the competencies that are needed in the future? How to deal with technological development? And how do strategies in the best way possible take account of the difference of learning cultures when 21st century competencies are being formulated?

From 3-5 October 2016, the ASEM LLL Hub held the biennial ASEM Forum on Lifelong Learning with the title 21st Century Skills at the Danish School of Education in Copenhagen, Denmark. This contributed to the following research-informed recommendations in three main areas:

1. Recommendations for how to implement new strategies for the realization of 21st century competencies in Europe and Asia.
2. Recommendations for whether new digital 'drivers' are creating major shifts for all students in the educational landscape in the 21st century.
3. Recommendations for what the differences in learning cultures in Asia and Europe mean for the formulation and implementation of 21st century competencies in relation to adult educators.

If you read the three questions, you quickly become aware that there is a difference between the language used in the title of the Forum and the areas above. The reason for this is that the Forum was partly influenced by a discussion about the importance of talking about knowledge, skills, education (or *bildung* or formation) and competency and partly reflected that the world is preoccupied with identifying competencies for the 21st century.

## **1. HOW TO IMPLEMENT NEW STRATEGIES FOR THE REALIZATION OF 21<sup>ST</sup> CENTURY COMPETENCIES IN EUROPE AND ASIA?**

New strategies for the contribution of the states and the universities to the 21st century global citizens are met with a sense of urgency. If the education system does not get it right, the needed competencies will not be available, economy will operate below capacity, people will be unemployed, investment in education will be a waste of money, etc. On the other hand, there is also an invitation to reflect on two matters. The first of these is that you cannot easily change the traditional ways of doing things. The second matter is that not all processes of change and solutions are equally suitable for the different countries. Overall, this means that if you want to get a good result you often have to be careful in standardizing and accelerating the implementation of the change. So with these considerations in mind what can be recommended in relation to the question about which strategies should be implemented for the realization of 21<sup>st</sup> century competencies?

1. *Invest in pedagogy* in order to make use of evidence that informs us about how to learn in the best way in a world characterized by 1) the constant and demanding requirements for escalating competencies through learning, 2) use of interdisciplinary and collaborative approaches – competencies – for problem-solving and 3) requirements for creative problem solving in learning cultures that are future-oriented, willing to risk and trial and error-oriented.
2. *Define 21<sup>st</sup> century competencies* on a joint macro-level, but make sure that it does not happen on the expense of the local integration and interrelation of education. So

on the one hand there is a need to clean up the taxonomy mess, so that we can speak the same language about 21<sup>st</sup> century competencies. And on the other hand there is also a need that the idea of speaking 'the same language' does not lead to a lack of recognition of differences within and across countries in terms of learning traditions and learning cultures. It is the difficult, but important, art of balance that here must be mastered in order to implement successful change and stabilization processes.

## **2. ARE NEW DIGITAL 'DRIVERS' CREATING MAJOR SHIFTS IN THE EDUCATIONAL LANDSCAPE? AND HOW SHOULD WE MAKE SENSE – SPEAK – ABOUT THESE KINDS OF POSSIBLE SHIFTS?**

There is consensus that digital drivers are contributing to a shift in methods used for teaching and learning. This vision has for at least 30 years been a driver for heavily investing in getting ICT-systems in place. The consequence is e.g. that open course ware and similar tools via ICT globally turns curriculum into the same. But one thing is the technology and the tools. In many places it is in place. The next step is to identify the types of pedagogy that determines whether the technology is being used to turn all students into masters of adaptability and adjustment as well as masters of control and use of ICT-facilitated changes. So with this technological development and investment in ICT-systems, the question is what kind of educational efforts that are needed in order to have all schools, teachers and students become a part of an ICT-related competency development in educational institutions as well as on work?

1. *Invest in ICT-pedagogy.* The digital technologies create openness, but the question of which pedagogy is required for this openness is to be answered. The traditional classrooms and more general conception of education has been, and is, associated with closed classrooms, limited in time and space, within four walls and where access to information is by the use of the book as a learning medium. The new classrooms are open, pierced by digital media, which sometimes interfere with concentration in space, but also provide new opportunities for interaction with the outside world. So the educational challenge is how to exploit the digital resources, so there will be the possibility for an open classroom and for that matter also an open workplace where it is possible to access more knowledge and information than ever before. The educational gap, or in other words educational challenge, - requiring skills of both teachers and students, employers and employees - is to learn to find it, use it and store it in competent ways.
2. *Modernize the pedagogical language for basic competencies.* It is necessary to expand our knowledge of, and language for, what basic competencies are in relation to digital technologies. We know that e-learning is changing schools, teachers and students and the learning environment. But our pedagogical language and handling

of these ICT-resources are lagging behind. So in which way should e-learning change the way we comprehend what the core competencies are and in which social settings that we use these? Traditionally we talked about the basic competencies as reading, writing and arithmetic. But will these basic culture techniques be replaced or simply supplemented because of the new digital technologies? Should we, for example, not just talk about reading, writing and arithmetic, but also about exchange (cooperation), expressing oneself (self-improving) and exploring (to innovate)? Evidence-based answers are required in relation to these questions.

3. *Be aware of a new kind of social inequality.* New technologies are connected to the challenge of a new kind of social inequality. Digital technologies are driving changes in schools, in the educational system, but also outside the educational system, e.g. in relation to the workplace learning. The technologies expand the scope for accessing learning resources and make new kind of connections, but also create well-known dangers of marginalization for some categories of students and workers. So the danger is a digital divide that both changes, but perhaps also maintains and at worst reinforces inequality.

### **3. WHAT DOES THE DIFFERENCES IN LEARNING CULTURES IN ASIA AND EUROPE MEAN FOR THE FORMULATION AND IMPLEMENTATION OF 21<sup>ST</sup> CENTURY COMPETENCIES IN RELATION TO ADULT EDUCATORS?**

It is often said that Asian learning cultures emphasize self-knowledge and shared social responsibility, while European learning cultures are emphasizing creativity and innovation at work. We know on the one hand that there is of course a risk of exaggerating the differences between education in Asian countries and in European countries. But on the other hand differences are present – and these differences should also be kept in view for 21st century competencies that tend to be formulated as more holistic and future-oriented. So the challenge is to answer a question like: What do the differences between learning cultures mean for the way you comprehend and interpret the question of adult educators' development of 21st century competencies? This is an open, but also pressing question to be further clarified.

1. *Learning cultures matters!* So be careful and precise when using terminology concerning 21<sup>st</sup> century competencies because meaning may differ between and across fields, cultures and institutions. Said in another manner: Cultural differences can be documented as having an impact on the perception of the adult educators' competency profile. Even so it is possible to find important similarities.
2. *The adult educators core competences.* It seems to be possible to sum up that a competent adult educator must be able to:

- communicate the subject matter to adult learners in an understandable and inspiring manner using the appropriate pedagogical methods;
- relate to the learners' preconditions taken in a broad sense;
- create a constructive learning environment characterised by commitment, confidence and tolerance, and positive relationships among students and between students and teacher; and
- reflect on his or her own experiences in order to constantly improve performance and learning outcomes. (Source: Adult educators' core competences , written by professor Bjarne Wahlgren, published in Int Rev Educ, 2016, 62: 343-353)

Most of these competencies are related to teaching and learning, but competencies are more than that. Competency means the ability to offer qualified performance outside the education sector in specific contexts. Accordingly it is just as important to teach students to apply what they learned in future practice as it is to teach them to learn.

# **ANNEX 23**

Clearinghouse  
2016

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# ASEM desktop study on the role higher education can play in sustainable development through the development of lifelong learning skills

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by

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## **Danish Clearinghouse for Educational Research is a unit at Aarhus University**

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# 1 INTRODUCTION

## 1.1 Background

This ASEM desktop study was commissioned by the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) and was conducted by Danish Clearinghouse for Educational Research.

The ASEM LLL Hub's operation is part of the ASEM education process where there is a focus on higher education and it forms a strong partnership with the Asia-Europe Foundation.

The ASEM LLL Hub, established in 2005, is an official network of Asian and European higher education institutions, working and learning together to achieve excellence in comparative research on lifelong learning, to offer research-based education policy recommendations, and to develop mutual understanding between Asia and Europe. It also facilitates researcher and student mobility and exchange within and between the two world regions. The Hub brings together more than 100 researchers in its five research networks, senior representatives of 36 universities in its University Council, and senior officials from 22 ministries of education and five flagship international organizations in its Advisory Board.

The ASEM LLL Hub provides a platform for dialogue between researchers, practitioners, and policymakers in order to contribute to evidence-based educational reform and innovation. Its five research networks exchange knowledge, conduct comparative research, and produce coordinated publications and reports. In parallel with these five active research networks, the Hub has a Hub University Council composed of senior representatives from its partner universities (currently 36 representatives from 36 universities in 28 ASEM countries) and a Hub Advisory Board that at present brings together 25 national ministries and five international organizations.

### 1.1.1 General background and problem areas

Education for Sustainable Development (ESD) has the aim of encouraging people to think about their responsibilities for creating a sustainable future. The roots of ESD go back to the 1960s and the 1970s when the environmental education movement gained momentum. After the United Nations Conference on the Human Environment, which was held in 1972 in Stockholm, Sweden, the international community began to consider the issues of ESD and environmental education. In 1975, UNESCO introduced the International Environmental Education Programme and conducted various types of educational activities. In 1992, UNESCO's 'Agenda 21' forged an important direction in ESD. In 2002, UNESCO established the UN Decade of Education for Sustainable Development (DESD 2005 - 2014) with a focus on

promoting the quality of education, reorienting educational programmes, increasing public understanding and awareness, and providing practical training.

In an analysis of articles published in the *International Journal of Sustainability in Higher Education from 2001 to 2010*, Wals (2014) found that until around 2010 most articles focused on aspects of promoting environmental management and reducing the ecological footprint of universities. In many countries, it has become expected that higher education play an important role in helping to achieve a sustainable future. In their systematic review, Yen-Chun Jim Wu and Ju-Peng Shen (2016) have looked at how academic research in higher education has developed in regard to education and sustainability. The review of 372 articles published between 2005 and 2014 finds that until around 2010 most articles focused on environmental protection, environmental science education, and environmental engineering education. After around 2010 there is a shift to education for sustainable development, promotion of citizenship, the importance of education for sustainable development in business schools, and the assessment of performance in education for sustainable development.

### 1.1.2 Aim and study question

The aim of this ASEM desktop study is to find relevant research literature about the role higher education plays in relation to lifelong learning and sustainable development in Asia. In a later report, the intention is to perform a comparative analysis of how selected countries in Asia and Europe work to promote lifelong learning in relation to ESD.

This first report will be guided by the following study question: How does higher education in selected countries in Asia contribute to sustainable development by working with the continuous development of lifelong learning skills?

### 1.1.3 Definitions

#### Lifelong learning

The ASEM LLL Hub concurs with the definition adopted by the European Commission, which views lifelong learning as “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective”.<sup>1</sup>

Lifelong learning is therefore about:

- “Acquiring and updating all kinds of abilities, interests, knowledge and qualifications from the preschool years to post-retirement. It promotes the development of knowledge and competences that will enable each citizen to adapt to the knowledge-based society and actively participate in all spheres of social and economic life, taking more control of his or her life.

<sup>1</sup><http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2001:0678:FIN:EN:PDF>

- Valuing all forms of learning, including: formal learning, such as a degree course followed at university; non-formal learning, such as vocational skills acquired at the workplace; and informal learning, such as inter-generational learning, for example where parents learn to use ICT through their children, or learning how to play an instrument together with friends.”

### Sustainable development<sup>2</sup>

- “Sustainable development stands for meeting the needs of present generations without jeopardizing the ability of future generations to meet their own needs – in other words, a better quality of life for everyone, now and for generations to come. It offers a vision of progress that integrates immediate and longer-term objectives, local and global action, and regards social, economic and environmental issues as inseparable and interdependent components of human progress.
- Sustainable development will not be brought about by policies only: it must be taken up by society at large as a principle guiding the many choices each citizen makes every day, as well as the big political and economic decisions that have to be taken. This requires profound changes in thinking, in economic and social structures and in consumption and production patterns.”

### **1.1.4 Time span, geographical and language delimitations**

#### Time span limitation

The scope is delimited in time to studies published from 2010 to 2016.

#### Geographical boundaries

Geographically, this ASEM desktop study is delimited to include studies conducted in Asia and Oceania, including Australia and New Zealand.

#### Language delimitation

Only studies in English have been included. This is based on the expectation that the majority of studies in this field will be published in English. It is also based on the pragmatic reason that only competence in dealing with English is available in the research mapping process.

### **1.1.5 Project organization**

The ASEM desktop study has been carried out by staff members from Danish Clearinghouse for Educational Research. The timeframe for the mapping has not allowed for collaboration with a review group.

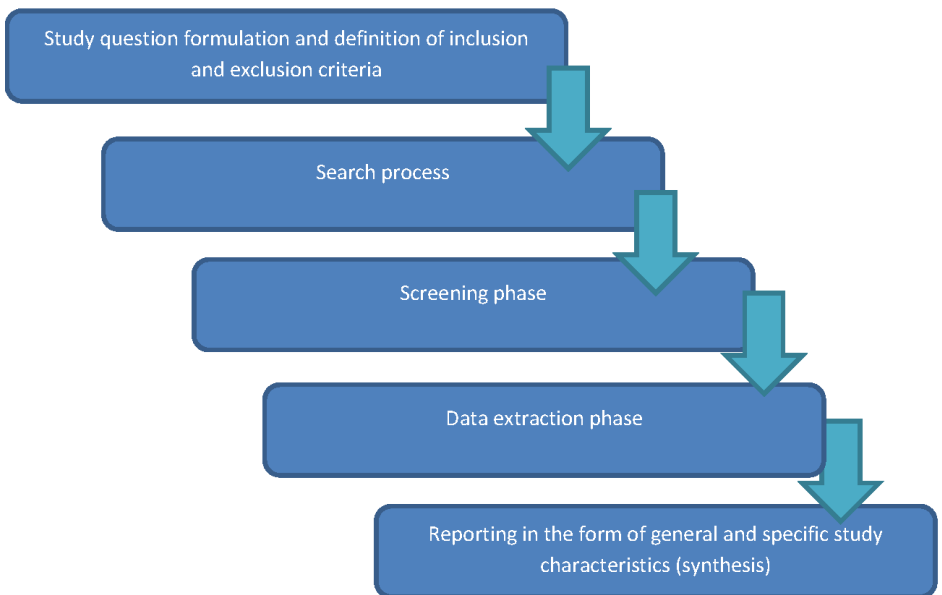
<sup>2</sup><http://ec.europa.eu/environment/eussd>

## 2 METHODS USED IN THE ASEM DESKTOP STUDY

### Design and process

The ASEM desktop study was carried out in accordance with general practice at Danish Clearinghouse for Educational Research. The figure below provides an overview of the phases in the ASEM desktop study:

Figure 2.1: The phases in the ASEM desktop study



The first phase in the ASEM desktop study was the formulation of the study question, including the formulation of criteria for the inclusion or exclusion of studies. This ASEM desktop study is delimited in time to studies that were published between 1 January 2010 and 31 December 2015. The publication language has been set to English.

The second phase is the search process, which was carried out based on an explicit search strategy. This strategy took into consideration the time and resources available, placing an upper limit on the number of studies that could be processed and included in the ASEM desktop study. The search was conducted in the world's largest research database on education, ERIC, using the following string:

*(sustainable development) AND (higher education) AND (New Zealand OR Australia) OR Asia AND pd(20100101-20161231)*

The search in ERIC resulted in 191 studies; these were supplemented by finding references from references, resulting in three additional studies, giving a total of 194 studies. The search has been done for Asia as a whole although not all Asian countries are members of ASEM.

In the third phase, the screening phase, explicit criteria, based on the study question of the ASEM desktop study, were applied to each reference in order to determine if the study should be included or excluded from the ASEM desktop study. These criteria were, for instance, publication date, country of origin, and whether they focus on sustainable development, lifelong learning, and higher education. The studies were screened based on title and abstract. If this information was insufficient to determine whether the study should be included, the full text of the study was read. This process resulted in 23 included studies.

In the data extraction phase, the final 23 studies included were read in their entirety and relevant data was extracted from the studies.

The final phase of the ASEM desktop study was the reporting phase. In this phase the results of the ASEM desktop study were reported and the studies were characterized. The data were then searched for patterns and themes among the included 23 studies, all of which in various ways examined the overall theme of the ASEM desktop study: the role that higher education can play in relation to sustainable development and lifelong learning skills. During this last phase, abstracts were written in relation to the study question for all 23 included studies and a narrative synthesis was conducted.

## 3 CHARACTERIZATION OF THE INCLUDED STUDIES

A general characterization of the research regarding lifelong learning and sustainable development included in this research mapping will be described in the following. First, general characteristics such as country or countries where the studies were carried out and research designs used will be presented and then more specific conditions will be accounted for.

### 3.1 General characterization of the included studies

The geographical scope was set to include studies from Asia, Australia and New Zealand. There is a high number of countries (26) represented, as can be seen in Table 3.1.

Table 3.1: Country or countries in which the studies were carried out

Country/countries	Number of studies
Australia	13
Thailand	4
Japan	3
New Zealand	3
China	2
Indonesia	2
Pakistan	2
Bangladesh	1
Cook Islands	1
Fiji	1
India	1
Kiribati	1
Korea	1
Malaysia	1
Marshall Islands	1
Nauru	1
Niue	1
Papua New Guinea	1
Philippines	1
Samoa	1
Solomon Islands	1
Chinese Taipei	1
Tokelau	1
Tuvalu	1
Vanuatu	1
Vietnam	1

In this ASEM desktop study, studies published from 2010 and onward have been included. The distribution can be seen in Table 3.2. The table indicates that the year with the highest number of publications was 2010. Variations in the number of publications in the years 2010 to 2016 may very well be random. In any case, the research presented in this ASEM desktop study can be described as being up to date.

Table 3.2: Publication years

Publication year	Number of studies
2010	7
2011	4
2012	2
2013	2
2014	4
2015	2
2016	2

Table 3.3 below gives an overview of the overall research method used in the studies included. As can be seen from the table, all but four of the studies have a purely qualitative approach – and in almost all cases of a descriptive nature.

Table 3.3. The overall research method used

The overall research method used	Number of studies
Qualitative	19
Quantitative	0
Mixed methods	4

### 3.2 Specific characterization of the included studies

The following sections will account for characteristics of the included studies that are specifically related to lifelong learning and sustainable development. Table 3.4 below characterizes the 23 studies in relation to their research focus areas.



Table 3.4: Focus/foci of the studies

Focus	Number of studies
Curriculum development	10
Community learning	6
Culture change in higher education	3
University networks	2
Teacher attitudes in higher education	2
Fieldwork as part of higher education	1
Study abroad as part of higher education	1
Student teachers' understanding and self-awareness	1

The table shows that ten studies investigate aspects of curriculum development in relation to lifelong learning and sustainable development. Six studies cover how higher education can have an impact on community learning, while three studies consider how to change the culture in higher education institutions towards lifelong learning and sustainable development. Two studies have used university networks and two studies cover teacher attitudes in higher education. Three areas - fieldwork as part of higher education, study abroad as part of higher education, and student teachers' understanding and self-awareness - have one study each.

## 4 THEMES COVERED IN THE RESEARCH

This chapter will look at the prominent tendencies in the included research. Tendencies will be identified as broad themes in and across the 23 studies with their respective foci mentioned in Table 3.4. To further differentiate the studies, each theme will be further divided into a number of subthemes.

The research mapping aims to provide answers to the question: *How does higher education in selected countries in Asia contribute to sustainable development by working with the continuous development of lifelong learning skills?*

First, all studies were analysed in relation to higher education and lifelong learning; next, they were analysed in relation to higher education and sustainable development.

The analysis in relation to higher education and lifelong learning revealed three main themes:

- Curriculum development
- University networks
- Community learning

The analysis in relation to higher education and sustainable development likewise resulted in two main themes:

- University teaching
- Community learning

These two sets of themes can be combined, resulting in the following three main themes regarding higher education, lifelong learning, and sustainable development:

- University teaching and curriculum development
- University networks
- Community learning

### 4.1 Theme 1: University teaching and curriculum development

The first theme on *university teaching and curriculum development* covers aspects of how universities impart knowledge of sustainability to students so as to promote lifelong learning and sustainable development in various ways. Three subthemes can be identified: changing curricula to include ESD in existing disciplinary areas or delivering ESD (Education for Sustainable Development) as “stand-alone” courses; moving beyond the campus to provide

ESD learning experiences outside the university walls; and influencing teachers' attitudes to embrace ESD within their teaching. Each of these subthemes will be considered below, including examples of how the studies actually have pursued their aims.

#### 4.1.1 Subtheme: Changing curricula

A majority of studies (10 out of 23) deal with sustainability by means of curriculum development in higher education, whether undergraduate training, graduate training, or in-service training. In eight studies this is done by integrating ESD in existing disciplinary areas. The typical argument for such integration of ESD is that it emphasizes the development of sustainability in relevant fields of professional practice, leading to better preconditions for lifelong learning as students and graduates perceive sustainability to be part of their personal professional identity.

In a paper from an Australian school of architecture and building, **Fuller (2010)** presents a case study where tertiary engineering and architecture students are introduced to the concept of sustainability, particularly in the areas of renewable energy and the built environment. In order to encourage the students to reflect upon the meaning and implications of concepts of sustainable development, they were introduced to a model with the following four principles: the futurity principle; the environment principle; the equity principle; and the participation principle. The author applies these principles to sustainable buildings and energy for sustainable development – and writes the paper – to challenge the illusions that can hide behind uncritical thinking.

The author concludes that his approach never failed to stimulate a lively discussion and, for a short time at least, “sustainability” is certainly not a lifeless cliché. Students debate both with the author and with each other. The discussion is designed to encourage students to think more critically about the key issues involved in any debate about sustainability.

Two other Australian researchers (**Holdsworth and Thomas, 2015**) argue that universities have a responsibility to lead societies towards a sustainable future as they operate in a broad societal context and have the potential to contribute to sustainable development through their role in preparing many future decision makers and professionals. They also give a thorough description of an action research project re-culturing educational practice rather than merely restructuring curricula at two academic schools (the School of Property Construction and Project Management (PCPM) and the School of Management) in an Australian university. An important aspect was to select “champions” based on their interest in ESD to spread appreciation of the relevance of sustainability in a bottom-up approach.

Their conclusion is that effective curriculum change involves more than simply adding additional content to a single course – it requires transformative organizational change, planning,

and resources, especially time. Staff engagement and professional development are key and it must be recognized that change is complex and that cultural barriers that reinforce existing knowledge patterns must be taken into account. Curriculum revisions must fit within the culture of the organization and be placed within specific contexts.

In another Australian paper **Iyer-Raniga and Andamon (2016)** report on a research project undertaken with the purpose of integrating sustainability thinking and practice into engineering/built environment curricula in Asia-Pacific universities. The research was carried out under the auspices of ProSPER.Net (Promotion of Sustainability in Postgraduate Education and Research Network), with the project entitled: "Integrating sustainability education into engineering and built environment curriculum". The integration of sustainability thinking and practice into the curriculum was achieved through a professional development programme for university teaching staff, including the development of a framework for a curriculum guide for university teachers and curriculum developers within the built environment disciplines.

The design used in the study combined a literature review with a three-day workshop, in which collaborative inquiry processes took place between academic and practice-based participants (an action research design). As such, the workshop was attended by both university teaching staff and industry professionals dealing with sustainability concerns in their day-to-day work. It was essential for the development of a curriculum guide for academics that academia and industry had the opportunity to co-develop the key requirements of curricula, sharing knowledge and experiences from both sustainability theory and practice. Through this collaborative and participatory approach, the workshop identified how best to integrate sustainability thinking and practice into curricula.

The conclusion was that the approach taken for sustainability education needs to move from traditional ways of thinking and doing to a new agenda – important here is interdisciplinarity, transformative learning, professional development for educators, and collaboration with industry.

A cooperation between a researcher from Pakistan and a researcher from New Zealand (**Naeem and Neal, 2012**) provides information about the extent to which sustainability is integrated into business school education and learning in the Asia-Pacific region. The authors attempt to perform the first region-wide survey of sustainability in business education in the Asia-Pacific region.

The study collected comparative quantitative and qualitative regional data about the integration of sustainability in business schools in the area. The survey was designed to gauge the integration of sustainability issues in programme provision, and to identify the obstacles

and difficulties encountered by those involved in promoting and implementing ESD in their respective institutions.

Results were that corporate governance, sustainability, and business ethics are commonly taught, but not generally prioritized. There was an overall lack of systematic approaches to the integration of sustainability in business curricula, and there were significant barriers to the integration of sustainability into programmes, including inertia and lack of knowledge among faculty, as well as a lack of case studies on sustainability in the region. Possible facilitating factors include: joining regional networks committed to sustainability, more regional case studies, and bringing in speakers/adjuncts with practical experience in sustainability issues. Overall, the authors conclude that there is still a long way to go before sustainability is integrated into business education in the region.

Efforts to integrate sustainability education into international marketing curricula are reported from one Australian university by **Perera and Hewege (2016)**. The authors find that curriculum development projects aimed at integrating sustainability education into international business and marketing curricula are scarce. They believe that it is necessary to adopt a more evidence-based understanding of student attitudes towards sustainability, realizing that it is important to avoid teaching abstract theories without adding evidence from practice and to adapt teaching methods according to how students learn and their current awareness of sustainability, centred on real-world issues.

In their study the authors investigate the learning gaps in sustainability education among undergraduates enrolled in an International Marketing course in order to propose a series of pedagogical practices that can lead to the effective integration of sustainability education into curricula. The study uses a mixed method design using a two-phased research method consisting of an online survey conducted among undergraduates enrolled in an international marketing course and a content analysis of essays written by undergraduates evaluating sustainable marketing practices of international firms.

The results show that there is a need for awareness of knowledge gaps and for teaching critical thinking and analytical skills in order to redefine the social role of the corporate sector in terms of addressing sustainability issues. It is necessary to enable students to develop skills in assessing the potential market success of business strategies – skills in scenario building regarding sustainability initiatives in a corporate context. To do this, international marketing curricula must be redesigned based on critical perspectives of the function of the corporate sector. This can enhance students' abilities to embed sustainability in their work as well as in their personal lives.

Within the field of accountancy, a discipline that has long been resistant to sustainability initiatives, **Qian (2013)** has investigated the process of developing educational change for sustainability at an Australian university. The study analyses how the university embraced two change approaches (both top-down and bottom-up) and integrated and institutionalized its change strategy, research capacity, staff transformation, and ESD at both the university and discipline-specific levels.

The study employs a case study method at a very young university (established just 20-25 years ago) which has been increasingly engaged with the subject of sustainable development since 2002. The conclusion is that a successful change strategy needs to embrace a top-down approach to initiate change and a bottom-up, capability-building approach to develop institutional commitments that can sustain this change. A well-designed change strategy needs to be built within an institutional environment where capability and cultural support can be developed to formalize and stabilize sustainability values during the change.

In an effort to provide an overview of the contributions of the Asia-Pacific region to leading practice in sustainability in higher education, two researchers from Japan, one from the UK, and one from the US (**Ryan et al., 2010**) have written a prelude and orientation to a journal issue with examples from different countries and regions in the Asia-Pacific region.

The paper provides a critical descriptive review that includes international and regional policy contexts in sustainability and education for sustainable development, whilst exploring the trajectories of key initiatives across the region and considering the broader context of sustainability innovation within the higher education sector.

The main findings in the paper are that the Asia-Pacific region offers many creative initiatives and shows considerable progress in education for sustainable development and in understanding the learning dimensions of sustainability. Another paper reports the outcomes of the second action cycle of an ongoing project called “Transition to Sustainability: ECU South West” located in a small, single faculty Australian regional university campus (**Wooltorton et al., 2011**). The paper describes the methodology and findings for the second action cycle designed to research the process used for the transition of curriculum teaching and learning to sustainability.

The authors found that foreclosing on the meaning of sustainability prevented the inclusion of important aspects of sustainability; thus the problem of meaning functioned to foster involvement in dialogue. These ongoing discussions around sustainability and the notion of a sustainable future formed the heart of this action cycle. However, there were constraints associated with the subject of dialogue. These included problems of site communication,

the maintenance of effective networks, and issues concerning power and authorization. It was observed how each of these elements could work together in ways that both enrich and obstruct a transition to sustainability. Finally, it was found that a lack of time hinders participation in sustainability transition projects because of its effect on authentic dialogue, thereby having an impact on the development of collaborative ways of working within the university.

One Australian study argues for “stand-alone courses” (**Hegarty et al., 2011**) with the explanation that, while a full integration of sustainability across all courses is crucial, part of the necessary change process must be to find ways to introduce sustainability into courses in the hope that this and other changes will eventually lead to the full integration of sustainability. Thus, a stand-alone course can be seen as far from ideal, but nonetheless a feasible option that can be quickly developed and implemented, building capacity by whatever means currently possible.

The course studied carries the title “Sustainability: Society and Environment (SSE)” and is a first-year undergraduate course run at the School of Global Studies, Social Science and Planning. It is compulsory for seven professional degree programmes, but is delivered outside core courses. The study is also available as an elective. The course includes lectures and workshops/tutorials as well as an online learning hub and professional mini-case studies, with a focus on learner-centred pedagogy (helping to situate curriculum content and learning objectives meaningfully for each participant) and problem-based learning, as well as on applied professional contexts. The course emphasizes the importance of integration of content knowledge and transferable skills – a professionally situated, integrated curriculum. The intention with the course is to foreground a sense of shared responsibility for solutions, highlighting the multidisciplinary nature of sustainability practices and creating a shared professional perspective. The course incorporates a focus on reflective learning practices and attempts to link the relevance of sustainability considerations to different disciplinary and professional fields, acknowledging that sustainability requires a multidisciplinary approach and thereby breaking with deep disciplinary silos. The course presents content knowledge in the context of the complex, situated forms through which sustainability must be understood, with applicability to all degree programmes within the student group.

In terms of design, a qualitative research project was undertaken with students completing the course in 2008, as well as coordinating staff. Staff were interviewed individually and asked to reflect on their rationales for various components of the curriculum. Students were asked to join focus groups and offer feedback on key aspects of the course. Five focus group interviews were conducted.

Findings suggest that while academics build towards a deeply embedded sustainability ethic in higher education, specialist parallel courses have a valuable role to play in the transition to sustainable futures. Stand-alone courses add a wide range of value to the goals of universities, fostering transferable skill sets, locating new knowledge within disciplinary spheres, and situating learning objectives in complex, real-world contexts. Much resistance and discomfort were experienced by students, shedding light on the challenges confronting sustainability educators. The authors suggest modification of the problem-based approach with first-year learners, stating that a mix of teacher- and learner-centred approaches may better support students as they transition to tertiary studies.

The Australian researchers **Edirisinghe and Fraser (2015)** have redesigned and studied a master's degree programme of sustainable practice for working professionals. The programme brings together people from different professions but with similar questions so that they can work together to explore issues of sustainability. Analysing primarily qualitative data, the authors compile a set of recommendations that can be implemented through proposed curriculum design components. The recommendations, which are not specific to ESD, are that master's programmes need to: offer choice, flexibility, and authentic work-based assessment opportunities, provide significant guidance to achieve individual aspirations and customize the programme for each student. Also, it is important to recognize learning through current workplace roles and through continuing professional developmental opportunities. Master's programmes need to use integrative assessments to achieve the official knowledge and skills qualification requirements. They must incorporate short accredited courses, in particular for the development of employability skills, and support students' transition to professional work life.

#### **4.1.2 Summary on changing curricula**

The ten studies in the subtheme changing curricula show that universities have accepted the challenges of incorporating ESD in their training programmes. The studies also show that it has not been an easy task. A lot of re-culturing has taken place within disciplinary areas which cover fields as diverse as business, accountancy, engineering, construction, and architecture. Moreover, studies have shown the need for extending the argumentation beyond the sphere of higher education. It is not enough to require a contextual understanding of the pedagogy within the educational institutions about how sustainability should be understood and implemented; it should also inform professional industry bodies and potential employer groups. The change must take place in the context of the existing, broader built environment stakeholders – industry, professional and government interests – highlighting the necessity for industry collaboration to address the reality graduates face now and in the future.



Summarizing the integration of ESD in curriculum development in Asia, it can be said, as suggested by **Ryan et al. (2010)**: “The Asia-Pacific region offers many creative initiatives and shows considerable progress in education for sustainable development and in understanding the learning dimensions of sustainability. At the same time, it mirrors global trends in that further work is needed to promote systemic change in educational arenas, particularly in terms of strategic integration within higher education institutions. The Asia-Pacific contributions demonstrate the need to harness national policy, to develop local and regional initiatives and to work effectively towards more profound change in higher education curricula and through collaboration with external community and stakeholders” (p105).

#### 4.1.3 Subtheme: Moving beyond the campus

Two studies present interesting learning experiences outside university walls: one is about study trips abroad, the other covers fieldwork education.

In the work by **Dvorak et al., (2011)**, four US researchers show that a partnership between internationalization and sustainability efforts is necessary to help institutions of higher learning become both global and “green”. The study uses case studies of programmes that seriously engaged with both the contradictions (carbon emission) and opportunities (learning to become green) inherent in the idea of sustainable international education.

One case was a study trip from the US to New Zealand and the Cook Islands. On this study trip, students had to calculate their total carbon footprint and visited places where threats to biodiversity could be seen and methods to reduce emissions were used. There were clear signs that these amalgamated experiences helped inspire students to take a number of environmental initiatives upon their return.

The conclusion is that higher education institutions can use their position, not only within their immediate communities but also within the larger organizational field of higher education, to take steps towards sustainability. Furthermore, higher education institutions have to think very carefully about how, where, and why we study abroad.

A study from an inland Australian regional multi-campus university concerns fieldwork education as part of higher education (**Trede, 2010**). The study explored the scope of online debates to foster a sustainable, university-wide fieldwork education model discourse, to break down professional silos, to inform the development of university-wide fieldwork education benchmarks, and to cultivate fieldwork education leadership. A software program Interact was used as the online platform for the debate.

A total of 19 staff members representing all four faculties (science, art, business, and education) were invited to participate, with 15 choosing to take part. The theoretical base was critical theory of communicative action. Responses comprised the process of constructing texts which were coded and clustered into themes, with frequencies of themes given relative weightings.

The findings demonstrated that, collectively, participants shared a wealth of experience and wisdom that remained largely untapped at a university-wide level. Participants' evaluations highlighted the perceived value of creating a communicative space for a fieldwork education discourse and it exposed aspects of the online environment and time constraints as the biggest barriers.

#### 4.1.4 Summary on moving beyond the campus

Study trips and fieldwork can be important elements in higher education. Study trips abroad will often have environmental consequences due to carbon emission, and where and how to travel needs careful consideration. Fieldwork can provide students with a lot of knowledge and experience and bring them closer to their future jobs. How to arrange and use fieldwork is most often reliant on the knowledge of individual higher education teachers: discussion forums may well lead to a higher degree of sustainability within university courses.

#### 4.1.5 Subtheme: Teacher attitudes

Three studies are included within the subtheme of teacher attitudes. Two of these deal with teacher attitudes within higher education institutions, while the third focuses on student teachers.

The aim of a study conducted by two Australian researchers **Ralph and Stubbs (2014)** is to find the best ways to integrate environmental sustainability within universities.

The study uses case analysis of four English universities and four Australian universities. The background for comparison was the dissimilarity in policy, regulations, and climate change actions in the two countries, where England is mentioned as world leading. Document analysis of websites and other sources provided information that is used in semi-structured interviews with 18 centrally placed staff members from the eight universities. Transcripts have been sent to the interviewees for confirmation. The total dataset has been coded and used to determine themes and subthemes. Themes are organized in three groups: drivers, barriers, and key success factors.

The researchers found that individuals committed to the goal of a more sustainable world play a vital role in the success of integrating sustainability into universities. The factors critical to enabling universities to undertake the transformational changes necessary to embed

environmental sustainability into all university areas included: a strong policy environment, resourcing of strategies, and encouragement of leaders and environmental sustainability advocates. Educating and building the awareness of university staff of the importance of environmental sustainability to future generations was key to a successful strategy.

In another study, this time from New Zealand, **Shepard and Funari (2013)** explored what university teachers think about education for sustainability.

This mixed methods study used Q-methodology and six open-ended questions among 43 university teachers from one New Zealand university. Q data from 50 cards were subjected to factor analysis and the open-ended questions were used for qualifying explanations. The 50 cards presented to teachers covered statements about the inclusion of education for sustainability in their teaching.

The results found that there exist four statistically and qualitatively different viewpoints among higher education teachers. One, and the most prominent, is that sustainability should not be an optional extra, but should underpin everything that we do in higher education. The other three viewpoints do not share this view, but have different arguments. One group of teachers believes that sustainability does not underpin everything we do, but is instead a personal priority, and that their own teaching has only a minor impact on global affairs. Another group is not particularly convinced that sustainability should underpin everything they do in higher education. The fourth group underlines their academic freedom and responsibility to critique and be independent.

Finally a New Zealand study has measured student teachers' understanding and self-awareness of sustainability (**Birdsall, 2014**).

An interpretive methodology was used to frame the research and data were gathered using a questionnaire that contained both closed and open questions. A total of 77 New Zealand student teachers in the final year of a three-year Bachelor of Education (Primary Specialization) degree consented to complete the questionnaire. The questionnaire used in this study comprised five items and the data from two of these items were analysed and are presented in this paper.

There were two substantial findings from this research. Firstly, the development and use of the two tools resulted in findings about these student teachers' levels of understanding and self-awareness. The second group of findings related to the range and complexity of their understandings. Many students had simplistic understandings of sustainability that were focused on an environmental component and they could not accurately rate their own

level of understanding. The results provide evidence of the need to include sustainability education in initial teacher training programmes and provide a starting point for designing such courses that would enhance student teachers' understandings and assist in sustainability education programme design.

#### 4.1.6 Summary on teacher attitudes

Changing teacher attitudes towards sustainability is not necessarily easy. Teachers are specialists in their domain and including ESD in their lectures may seem distracting, political, or even unimportant. Moreover, university teachers pay great heed to their academic freedom. To change attitudes and to educate and build the awareness of staff require higher education institutions to have a strong policy environment, resourcing of strategies, and encouragement of leaders and environmental sustainability advocates.

### 4.2 Theme 2: University networks

Three studies cover university networks established to enhance knowledge of sustainability in a way that promotes lifelong learning and sustainable development.

In a collaboration between a researcher from the US and a researcher from Malaysia (**Corcoran and Koshy, 2010**), one paper seeks to create an area profile of significant activity and possibility in higher education for sustainable development in the island nations of the South Pacific Ocean.

The paper provides a descriptive overview of philosophy, policy, and practice in an analysis of developments, challenges, and prospects in South Pacific Island nations. The developments and prospects are contextualized within the larger regional Pacific Education for Sustainable Development Framework and Action Plan for Sustainable Development in the Pacific Islands 2008-2014.

The conclusion is that South Pacific universities possess rich missions that valorize traditional knowledge and culture. The region also has a sophisticated development of sustainability policy. These factors create many opportunities for sustainability in higher education. Nevertheless, enormous challenges of distance, funding, cultural traditions, globalization, and adaptation to the devastating effects of climate destabilization make progress difficult. Successes and promising prospects are described, including a new major effort to mainstream higher education for sustainable development by creating a Pacific Network of Island Universities which will include 13 nations.

The second university network study, conducted by three US researchers (**Chapman et al., 2014**), describes advantages and constraints in cross-border university networks as develop-

ment strategies. The networks are designed to strengthen the capacity of participating universities to prepare future health workers in the early identification and response to outbreaks of infectious and zoonotic diseases. One network includes ten universities in Indonesia, Malaysia, Thailand, and Vietnam, while another comprises three existing university networks in Vietnam. These networks aim to promote trans-disciplinary capacity building, to establish an administrative structure, and to secure a long-term sustainability network structure.

Data sources are systematic reviews and evaluations of the networks using a single method described as multilevel stakeholder analysis. Cross-case analysis is organized around three main categories: organizational issues, academic staff issues, and donor issues.

The findings suggest that networks can be useful mechanisms for promoting a social and educational agenda while at the same time strengthening the capacity of participating universities. However, findings also suggest that success is not guaranteed. While university networks can expand resources and capabilities, they also increase operational complexity. University partners enter the network with different resources, capacities, and constraints, which in turn shape how they participate in and what they expect from the network. The recognition of and ability to leverage individual and institutional resources and motivation are the key to success.

In a collaboration between a university in Thailand and a university in Australia, **Naeem and Peach (2011)** describe how a consortium of universities in the Asia-Pacific region are endeavouring to make a contribution to the implementation of education for sustainable development through their participation in and operation of the Promotion of Sustainability in Postgraduate Education and Research Net project.

The paper is a descriptive report of the evolutionary development of one of the projects in the network of business schools as the members seek to institute changes at their respective institutions at the same time as contributing to regional education for sustainable development.

The results are that whilst many local actions are being initiated in relation to education for sustainable development within individual universities, there is insufficient cross-institutional collaboration occurring to achieve the transformative agenda of education for sustainable development. In particular, universities are leaving it to individuals and departments to develop new curricula for education for sustainable development. To overcome this, work is required at a disciplinary level across the higher education sector, both nationally and internationally, to support curriculum development for education for sustainable development. The study has descriptive value, showing that collaboration on curriculum development for education for sustainable development will be beneficial for all.

#### 4.2.1 Summary on university networks

University networks can help to promote a social and educational agenda while they at the same time strengthen the capacity of participating universities. There are, however, obstacles. One is that universities often leave it to individuals and departments to develop new curricula or other changes. Another is that there are profound challenges in terms of distance, funding, cultural traditions, globalization, and adaptation to the effects of climate destabilization which make progress difficult. Successes and promising prospects are described, including a new major effort to mainstream higher education for sustainable development by creating a Pacific Network.

### 4.3 Theme 3: Community learning

Five studies engage with community learning in five different ways.

Two researchers from an Austrian university and one from a Canadian university (**Chowdhury et al., 2010**) have engaged in facilitating participatory communication through the use of two types (scripted and unscripted) of filmmaking (Participatory Video, PV) that trigger local innovations and bring them to a wider audience of users, partners, and policymakers in the context of enhancing local seed innovation systems in rural Bangladesh.

A research facilitation team and a separate farmers' video team were created. Twenty farmers participated in the scripted PV and 26 in the unscripted PV. For the scripted PV, a technical topic was chosen, local practices for eggplant seed production and post-harvest, whereas a topic addressing both social and technical issues was chosen for the unscripted video. After development of the final films, screenings were organized, and the films were broadcast on a local cable television channel in the district. After each screening, audience feedback was solicited through open discussion. Data collected through participant observation, informal interviews, group discussions, and workshops were analysed using qualitative methods.

Results show that farmers and facilitators found that the positive factors of scripted video outweighed the negative factors. The capacity-building function of scripted video was perceived as the major strength of this style. With regards to the unscripted video, perceived strengths included the participatory monitoring function, the development of a spirit of self-reliance and enthusiasm, the creation of ownership and autonomy, the raising of multiple views, the complementarity with other participatory tools, and the spontaneous qualities that allowed for the discovery of issues that may otherwise have been overlooked. Perceived weaknesses of this style included a lack of usefulness of the final film beyond the context as the stories documented in the unscripted video were seen as too subjective and particular.

A researcher from a university in Thailand and a researcher from a US university (**Charungkattikul and Henschke, 2014**) have conducted a study with the purpose of portraying the situation with regard to lifelong learning and education in Thailand through an analysis and synthesis of five best-practice learning society case studies.

The study, using descriptive methods, showed that successful learning communities featured the following characteristics: the communities followed clear guidelines on how to transform themselves into learning societies; communities organized a series of activities aimed specifically at the promotion of lifelong learning on a regular and continuous basis; the community members significantly applied their local knowledge or wisdom, including art, local culture, religion, ways of living, sufficiency economy philosophy, and agricultural expertise to the development of their communities; the communities possessed efficient and knowledgeable working groups which not only worked effectively as a team but also showed an eagerness to work to maximize benefits to their community; the communities emphasized democracy and good governance as guidelines for developing themselves into peaceful, righteous learning societies; the communities possessed local wisdom and well-respected leaders that had clear visions of the their community's development towards self-reliance where members live prosperously and happily; the communities had faith in the basic social institutions of religion, educational institutions, and families; the communities learned from practice and experience while accepting and applying new knowledge; and finally, if any problems arose, the community members worked together to overcome them and this harmonious relationship brought about new knowledge.

In a collaboration between an Australian university and a researcher affiliated to universities in Australia and South Africa (**Kearney and Zuber-Skerritt, 2012**), work has been done to extend the concept of “the learning organization” to “the learning community” and to demonstrate how leaders in a migrant community can achieve positive change at the personal, professional, team, and community learning levels through PALAR – Participatory Action Learning and Action Research. Moreover, the study aims to identify the key characteristics of a sustainable learning community.

The case study focused on and identified the key characteristics, processes, methods, and outcomes of the sustainable learning community that the Voice of Samoan People leadership development programme has helped to build in a metropolitan area in Australia. The study shows that a lack of cultural understanding on the part of government agencies contributes to a migrant community's socioeconomic disadvantage in the form of high unemployment and crime rates, underachievement in education, and exclusion from higher education.

The researchers conclude that the findings represented in the conceptual models enhance understanding of the key principles and processes involved in an organizational learning project for sustainable development of a learning community. They also state that their models and conclusions may fruitfully inform and be adapted by other learning communities when addressing their own particular issues, concerns, and learning needs.

Two researchers from the Shangri-la Institute for Sustainable Communities in China (**Liu and Constable, 2010**) provide a brief background on ESD and lifelong learning and present a case study of a community project in China. The institute is a locally managed NGO working with communities around the area of Shangri-La in south-west China. Through engagement with communities, a process of community-based ESD is facilitated in order to build and maintain communities that are ecologically sustainable, economically viable, and socially just.

The case study outlines what and how community members learn about sustainable development. Important factors related to ESD and community learning are the three facets of social learning: 1) learning partnerships, 2) learning platforms, and 3) learning ethics: all three are an integral part of a social learning process.

The authors conclude that it is pivotal that the community decide what ESD means to them and that they clarify which skills, knowledge, and values are important to them. The learning has to be informed by and understood within the local context.

The fifth study was performed by the International Programme Coordinator for the Japan Council on the UN (**Noguchi, 2010**). The purpose of the study is to present the background of two community-based projects initiated by the Japan Council for the Decade of Education for Sustainable Development.

The study describes two cases and identifies key elements of community-based ESD. Work is done in a consortium of Japanese organizations and individuals working in diverse areas relevant to sustainable development.

The consortium members, many being NGOs, have emphasized local communities as the core site of ESD promotion in Japan and Asia, and NGOs as the key players in community-based ESD, based on their own experiences at the grass-roots level. The background for the two projects was that the consortium wanted to document community-based sustainable development initiatives led by NGOs, including both education-oriented and action-oriented activities. The endeavour builds on systemic changes, consensus building, and community empowerment. The cases reported have attempted to change the current modernist social, political, educational, and economic systems into more sustainable ones. The contribution



from the study is primarily conceptual in terms of how informal learning in community-based efforts promotes local sustainable development.

#### **4.3.1 Summary on community learning**

Community learning is an important and useful endeavour to implement systemic changes, to change attitudes and practices, and to promote sustainable development – mainly via informal learning supported by universities or NGOs. The studies use different methods, but the overall principle is the same – participatory action learning. Community members learn from practice and experience while accepting and applying new knowledge.

## 5 NARRATIVE SYNTHESIS

This ASEM desktop study provides an overview of empirical research into the question: *How does higher education in selected countries in Asia contribute to sustainable development by working with the continuous development of lifelong learning skills?* In Table 5.1 it can be seen that ten of the included studies have found factors that have a positive impact on the creation of sustainable development by working with the continuous development of lifelong learning skills through changing curricula. Five studies cover the impact of community learning. Three studies show how university networks can be effective, two studies have moved beyond the campus and two studies demonstrate results from working with teacher attitudes.

Table 5.1: Results

Results	Number of studies
Changing curricula	10
Community learning	5
University networks	3
Moving beyond the campus	2
Teacher attitudes	2

On the basis of the 23 included studies, and thanks to the many qualitative studies and three mixed method studies, there is a good foundation for a narrative synthesis that can provide an overview and understanding of how higher education in selected countries in Asia contributes to sustainable development by working with the continuous development of lifelong learning skills. This synthesis can be used to inform policy-based decisions on the grounds of research results.

### 5.1 Changing curricula

Changing curricula can be achieved in two different ways. One is to integrate ESD in existing disciplinary areas; for example, in business, accountancy, engineering, construction, or architecture. The other is the provision of “stand-alone courses”. Integrating ESD in disciplinary areas gives better preconditions for lifelong learning as knowledge about sustainability becomes part of a professional identity, especially if industry and government interests are taken into account. Stand-alone courses are not ideal, but are a feasible option which can be quickly developed when there is a lack of the necessary time and other resources to implement a more thorough approach.

## 5.2 Community learning

If community learning is chosen as a means of creating sustainable development by working with the continuous development of lifelong learning skills, the studies point at several pathways: participatory communication, participatory action learning, supporting democracy and good governance, social learning, and using NGOs. Higher education institutions play an important role as facilitators in the promotion of community learning.

Even though there are many different pathways, they have a number of important factors in common. First of all, community learning must build on the development of a spirit of self-reliance and enthusiasm plus the creation of a sense of ownership and autonomy. Second, local wisdom and well-respected leaders with clear visions regarding the development of their communities are important. Last and not least, local culture, religion, and ways of living must be respected. Top-down solutions that do not understand local culture do more harm than good.

## 5.3 University networks

Networks between universities seem easy to set up, but in practice they do not necessarily work very efficiently. The three studies included here show the main challenges that should be addressed to create sustainable development and the continuous development of lifelong learning skills. First of all, there are the challenges of distance, funding, cultural traditions, globalization, and adaptation to climate destabilization, as well as the increased operational complexity stemming from differences in resources and capabilities. Secondly, there is a risk inherent in the fact that universities often leave the development of ESD to individuals and departments.

Thus policy development and the involvement of top-level university staff must be carefully aligned and coordinated with respect for local variations in resources, capabilities, culture, and traditions.

## 5.4 Moving beyond the campus

Study visits can provide a great deal of knowledge, but in many cases travel involves carbon emission, especially when air travel is necessary. It is, however, possible to use knowledge about one's own carbon footprint to inspire and help students to take a number of environmental initiatives upon their return from such trips.

Some universities use fieldwork as part of their training efforts in ESD. However, university lecturers have little knowledge of how their colleagues utilize fieldwork in their teaching. To break down professional silos, one university has facilitated online debates among lecturers. The study in a multi-campus university found that a wealth of experience and wisdom could

be tapped, opening up the values of fieldwork. A dislike of the online environment and a lack of time were the biggest barriers to collective learning.

## 5.5 Teacher attitudes

Individuals committed to the goal of a more sustainable world are crucial for the success of integrating ESD in universities. To undertake the transformational change, all levels should be included - policy statements, resourcing of strategies, and the encouragement of leaders, teachers, and other staff. However, some teachers are not convinced that sustainability should underpin their teaching, while some stress their academic freedom and independence to justify leaving ESD out of their disciplines. Moreover, student teachers must be addressed to fill their roles as ambassadors for ESD.

## 5.6 Conclusion

The 23 studies show that 26 countries in the Asia-Pacific area have been included in different projects with the aim of contributing to sustainable development by working with the continuous development of lifelong learning skills. Changing curricula to include sustainable development is the most common approach and has been done in a range of diverse disciplinary areas. The establishment of stand-alone courses in sustainable development is also used, in some cases as a temporary measure before integrating sustainable development in existing disciplinary curricula. Community learning is also an effective approach, using participatory communication and participatory action learning to create self-reliance, enthusiasm, and a sense of ownership. University networks can strengthen capacity, but the studies show that policy development and the involvement of top-level university staff must be carefully aligned and coordinated with respect for local variations in resources, capabilities, culture, and traditions. Out of campus activities can give useful experiences and knowledge that can be disseminated. Last but not least, teacher attitudes are important and often need to be worked on to permeate ideas of academic freedom and independence.

Altogether, the 23 studies show that the Asia-Pacific region offers many diverse and creative initiatives and shows considerable progress in education for sustainable development and in understanding the learning dimensions of sustainability.

Looking across the 23 studies, there are a series of common topics that are useful to know. They are:

- **Interdisciplinarity/multidisciplinarity** – the need for approaches that move beyond rigid disciplinary boundaries that constrain and act as barriers to the integration of sustainability in higher education.

- **Sustainability wholly integrated into all disciplines** – the need for change processes leading to a holistic, institutionalized, value-based framework for sustainability. Establishing cultural norms/values for sustainability.
- **Collaboration between multiple stakeholders** – universities, industry, professional organizations, NGOs, government etc.
- **The applied, local/contextual/situated nature** of sustainability.
- **Barriers to the integration of sustainability** – lack of expertise, lack of resources, rigid disciplinary boundaries and divisions, traditions of disciplines resistant to change towards including sustainability, teachers' and students' attitudes.
- **Importance of teaching reflectiveness and critical thinking** – problem-based and active learning.
- **The combination of both bottom-up and top-down approaches** – the importance of both leadership and grass-roots levels.
- **Sustainability as a controversial concept (value-based and political)** – questioning previously held assumptions and concepts, forcing a critical reflection on unexamined/taken-for-granted ideas.

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# **ANNEX 24**

# **ASEM LLL HUB CONFERENCE: LIFELONG LEARNING AND RESILIENCE IN DISASTER MANAGEMENT – ASIAN AND EUROPEAN PERSPECTIVES, HO CHI MINH CITY, VIETNAM: RECOMMENDATIONS FROM ASEM LLL HUB**

**By Anders Martinsen, Head of ASEM LLL Hub Secretariat**

ASEM countries are challenged by the matter of resilience. That is to say that you not only have to learn to change yourself throughout your life, but also that learning is about life and for life. This ever-formulated demand for change by developing competencies also goes for disaster management.

From 8-10 November 2016, the ASEM LLL Hub, together with SEAMEO CELLL held the *ASEM LLL Hub Conference: Lifelong Learning and Resilience in Disaster Management – Asian and European Perspectives* in Ho Chi Minh City, Vietnam. This contributed to the following research-informed recommendations in three main areas:

1. Recommendations for how to implement lifelong learning as a key to promote resiliency in disaster management.
2. Recommendations for how to strengthen network in, and among, countries which face disasters, and also involve more institutions related with disasters.

## **1. HOW TO IMPLEMENT LIFELONG LEARNING AS KEY TO PROMOTE RESILIENCY IN LIFELONG LEARNING?**

New strategies for how to implement lifelong learning as a key to promote resiliency in disaster management are met with a sense of urgency. In relation to such strategies it is important to remember two matters. The first of these is that you cannot easily change the traditional ways of doing things. The second matter is that not all processes of change and solutions are equally suitable for the different countries. Overall, this means that if you want to get a good result you often have to be careful in standardizing and accelerating the implementation. So with these considerations in mind what can be recommended in relation to the question about how to implement lifelong learning as a key to promote resiliency in disaster management:

- Lifelong learning should focus on promoting and understanding of the causes of the risks that may lead to disasters. This focus should be included in curricula, as disaster preparedness will be more effective if be approached through schools and education institutions. Having said that, it is key factor that the double back is kept when learning respect for nature and science based explanation to understand nature disasters.
- The contextualization of resilience as learning can enable individuals, families, institutions, and communities to not just cope and/or adapt, but to transform the context they find themselves in that makes them vulnerable to the impacts of disasters.
- Education for disaster should be crafted in a holistic way, and in a integrative setting, to include political, economic, cultural, international, and interpersonal aspects of the issue, as this will help people to understand the 'why' in disaster management.
- The importance of lifelong learning is important as it prepare citizens for permanent uncertainty, and as an enabler to seek a greater understanding of the factors which contribute and surround issues which they may have to contend with. This must happen with an inclusive approach.
- It is important to implement disaster management through formal, informal, and non-formal education to cope, adapt, and eventually conduct transformation. At the same time, the role of formal, informal, and non-formal education providers should be recognised for disaster management trainings.
- While focusing on promoting and understanding of the causes of the risks that may lead to disasters it is important that a focus is on fostering societal values which are of the core of cultures and so create resilience to unsettling change that is inevitable after disasters.

## **2. HOW TO STRENGTHEN NETWORK IN, AND AMONG, COUNTRIES WHICH FACE DISASTERS, AND ALSO AT THE SAME TIME EMPOWERING PEOPLE?**

There are many initiatives and frameworks already existing in disaster management. What is needed now is to strengthen the network and knowledge sharing in, and among, countries when facing these disasters and at the same time empower people. This can be done as fitness *for* purpose or fitness *of* purpose. The former is a matter of achieving goals and aims in an efficient and effective way, whereas the latter is explained as assuming that the goals and aims reflect the requirements/expectations of all stakeholders in an adequate way. At the same time resilience as learning can enable communities to transform the context they find themselves in that makes them vulnerable to the impacts of disasters. An approach to strengthen network and empower people could therefore be transformative fitness of purpose – meeting the expectations of all stakeholders with a focus on empowerment and the democratisation of the process. The following is recommended:

- There is a need for more dialogue and strong collaboration between practitioners and researchers in the field of disaster management. Such dialogue can help the importance of case studies and, not least, help to implementation from idea to concept.

- Stakeholders should work to equip communities and individuals with the tools and skills to interpret the ever-growing, increasingly available, and interrelated bodies of information, which will enable improvement in disaster management and hence the quality of life. At the same time, communities should be motivated to learn through empowering themselves to share their knowledge in managing disasters (citizen science based lifelong learning). The equality of gender is important here, as women's role in disaster management is important.
- Community and individuals should be empowered through mindful, aware and attentive leaders' decision.
- Roadmap on lifelong learning in disaster risk reduction is important. In that relation it is essential that programmes by individual countries be made known to others. Developing a roadmap of programmes/projects that SEAMEO will work on for the next 5 years with SEAMEO CELLL as overall coordinator in collaboration with ASEM and other relevant partners is an option.