

The 1st Senior Officials' Meeting (SOM1) for the 6th 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 6th 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).¹
- 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 11th 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 1st Senior Officials' Meeting for ASEMME6 and to the Republic of Korea for successfully hosting the meeting. He reviewed the achievements

¹ 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 4th 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 10th 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:

30	November	2016	: Disseminating the Summary Report of SOM1
23	December	2016	: Collecting the inputs and comments on the Summary Report of SOM1
27	January	2017	: Disseminating the first draft of the Chair's Conclusions
17	February	2017	: Collecting feedback on the Chair's Conclusions
3	March	2017	: Disseminating the second draft of the Chair's Conclusions
24	March	2017	: Collecting the comments on the second draft of the Chair's Conclusions
21	April	2017	: Disseminating the final (third) draft of the Chair's Conclusions
8	May	2017	: 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 Vercruyse, 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. Vercruyse 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 Vercruyse, 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 5th 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 15th 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 5th ASEM Rectors' Conference and Students' Forum (ARC5) in April 2016, Prague, Czech Republic, and the 1st ASEF Young Leaders Summit in conjunction with the 12th 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 6th 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 10th 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.