



**8<sup>th</sup> ASEF Regional Conference on Higher Education**  
**Outlook 2030: Inclusive and Diverse Higher Education**  
**in Asia and Europe**

# **Outlook Report 2030: Inclusive and Diverse Higher Education in Asia and Europe**

Wednesday, 15 September 2021

**Senior Officials' Meeting (SOM) of the ASEM  
Education Process**





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## **Mandate**



- The ASEF Regional Conference on Higher Education (ARC) (formerly known as ASEF Rectors' Conference and Students' Forum) has been the **Official Dialogue Partner of the ASEM Education Ministers' Meeting** since 2014.
- *At ASEMME7 in Bucharest, Romania was titled “Connecting education: inclusion, mobility and excellence in support of the Sustainable Development Goals”. Conclusions by the Chair called for action: “...the **ASEM Education Process should aim at ensuring inclusion and equality in education by building comprehensive education systems that are accessible to all.**”* Conclusions by the Chair, ASEMME7, 2019

→ **ARC8 Outlook Report 2030:**

**Inclusive and Diverse Higher Education in Asia and Europe**



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## Methodology



The Outlook Report is a result of a consultative process



<https://arc.asef.org/arc8-experts/>

Experts added up their knowledge, experience and practices to:

- Review research
- Reflect on trends
- Provide an outlook
- Make recommendations

**Diversity of Expertise  
and Profile**



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## **Structure**



- Four chapters
  1. Equitable Access and Success in Higher Education
  2. Inclusive Learning and Teaching in a Digital World
  3. Inclusive International Mobility of People and Knowledge
  4. Inclusive and Flexible Lifelong Learning Pathways
- Status Quo, Risks and opportunities, Outlook
- Recommendations to enhance inclusion in HE in the next decade
  - For Policymakers
  - For University leaders





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# **Chapter 1 |** **Equitable Access and** **Success in Higher** **Education**





## **Status Quo in Asia and Europe**



- The total number of students in HE in Europe is around 30 million while in Asia is around 100 million
- The key difference:
  - Correlation between access and parental education background in Europe
  - Correlation between access and socio-economic status is clearly linked in Asia
- Policy commitments to address inequalities are strong in both regions.
  - 6 of the European countries have national targets, 9 have set a target but isn't properly followed
  - in Asia where 1/3 of the countries have set the target but not successfully implemented
- Implementation seems to be the key obstacle.



# Spotlight Areas and Policy Recommendations

Spotlight 1: Focusing on Students and Inclusivity

Spotlight 2: Generational Differences in Opinions and Attitudes

Spotlight 3: Equitable Access and Success in Times of Disruption

Spotlight 4: Data Collection



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## **Chapter 2 |** **Inclusive Learning and** **Teaching in a Digital** **World**







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Chapter 2 | Inclusive Learning and Teaching in a Digital World  
**Status Quo in Asia and Europe**



- **Supra-national level**
  - European-wide supra-national policy on digital dimension of higher education is in place
  - Responsibility lies on each individual government or institution in the case of Asia
- **National level**
  - Transition from traditional to digital teaching and learning across Asia
  - Enhancing digital pedagogies, assuring quality teaching and learning experiences in focus in Europe
- **Higher Education Institution level**
  - COVID has been the main catalyst, highlighting new needs
- **Higher Education Institution level**
  - Skill upgrades and attitudes towards the use of digital technology must be addressed



# Spotlight Areas and Policy Recommendations

Spotlight 1: Diversifying the Learning Process by Digital Tools

Spotlight 2: Social Dimension of Digital Learning

Spotlight 3: Multi-dimensional Collaboration Through Digital Education

Spotlight 4: Quality of Digital Opportunities



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## **Chapter 3 |** **Inclusive International Mobility of People and Knowledge**





## **Status Quo in Asia and Europe**



### ■ Regional level

- Need to manage internationalization & inclusion in Asia with more systematic approach
- Inclusion in internationalization has been addressed under the context of social dimension through the Bologna process in Europe (2020)

### ■ National level

- Diversity is key in policy implementation in both Europe and Asia, especially in terms of identification, monitoring and take up of targeted measures and groups for internationalization strategies

### ■ Higher Education Institution level

- In Asia, an intra-mobility to reinforce the regional/local contexts can be seen through regional network
- In Europe, inclusion-enhancing practices of HEIs are implemented more strategically under the EU-funded and student organisations play a major role





# Spotlight Areas and Policy Recommendations

Spotlight 1: International Education, Quality Education, Recognition and Inclusion

Spotlight 2: Digital Transformation of International Education

Spotlight 3: Universal Design for Inclusion in Internationalization

Spotlight 4: Diversifying the Learning Process in International Education Activities



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## **Chapter 4 |** **Inclusive and Flexible** **Lifelong Learning** **Pathways**





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**Chapter 4 | Inclusive and Flexible Lifelong Learning Pathways**  
**Status Quo in Asia and Europe**



■ **National level**

- Both Europe and Asia have laid a legal foundation for adult learning with varying legal provisions and funding arrangements.
- Asia is prone towards addressing LLL as part of the enhancement of quality of life and employability of all ages.

■ **Implementation level**

- Issues regarding accessibility, availability, affordability and flexibility seem to be the main discourses.
- Both in Europe and Asia, reasons for the public to engage in LLL depend on initial education attainment and employment status.
- Reasons not to take part in the LLL activities are constraints from the supply side including personality traits (dispositional barrier), institutional practices and procedures in HEIs providing LLL (institutional barrier) and life situations at particular phases of each person (situational barrier)



# Spotlight Areas and Policy Recommendations

Spotlight 1: Digitalization in Lifelong Learning

Spotlight 2: Robust, Flexible and Forward Looking Lifelong Learning

Spotlight 3: Enabling a Universal Entitlement to Lifelong Learning

Spotlight 4: Multi-sectoral Partnership and Collaboration in LLL





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**Thank you!**

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