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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
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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><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:             <ol 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> </ol> <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><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.</li> <li><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)</li> </ul>

	<p>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.</p>
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>