



Discussion Paper

Background

The year 2017 will mark the 10th year of the ASEM Education Process since the 1st ASEM Conference of Ministers Responsible for Education, which was held in Berlin in 2008. At the conference, the ASEM Education Process took its first step from the common perspectives in Asia and Europe. Subsequently, the process has been impressively evolved through Hanoi (2009), Copenhagen (2011), Kuala Lumpur (2013), and Riga (2015) meetings. The last year in Riga, the education ministers encouraged all ASEM partners to engage in more result-oriented activities through promoting ASEM education collaboration for results. [ANNEX 1]

Increasing demands for the promotion of connectivity between Asia and Europe has been emerging in the more and more inter-connected and inter-dependent world. The Ulaanbaatar Declaration, which was launched at the 11th ASEM Summit in 2016 in Mongolia, emphasizes the need to promote connectivity between the two regions and within ASEM partners. Under the circumstance, thus, the ASEM Education Process is now facing the need to search for more tangible cooperation and greater visibility by fulfilling the process in a more effective way. The way will lead the ASEM Education Process to continuously contribute to better connectivity in the next decade.

In the near future we will see the great wave of the so-called Fourth Industrial Revolution. Unprecedented changes are unfolding across all economic and social sectors, leading to a huge impact on the education sector as well. In the era of the Fourth Industrial Revolution, the new type of knowledge, skills and talents are required. The 46th World Economic Forum (WEF) in January 2016 in Switzerland emphasizes the necessity of creativity, critical thinking and problem-solving competencies, in order to meet the social and economic changes. These competencies tend to be enhanced in an open society where diverse cultures



coexist. In that sense, the ASEM Education Process will grow important more than ever in this new era.

The United Nations has been leading the global initiative to ensure equitable and inclusive quality of education and lifelong learning for sustainable development, under its long term vision, the 2030 Agenda for Sustainable Development. Against this global background, the ASEM education collaboration also needs to prepare a new vision for the next decade in order to fulfill the ASEM Education Process in a more effective way.

The next decade poses a challenge for us to search for more effective ways to enhance the cooperation between Asia and Europe, but also it provides an opportunity for us to utilize the cooperation in a way that unleashes the potential of ASEM education collaboration. Recognizing the challenge and opportunity in the next decade, the Ministry of Education of the Republic of Korea would like to propose the tentative theme – **Collaboration for the Next Decade: from Common Perspectives to Effective Fulfillment.**

This discussion paper suggests major points that deserve consideration in responding to the next decade mainly in four priority areas. At the ASEMME3, which was held in Copenhagen, Demark in 2011, ASEM education ministers agreed on four priority areas within the ASEM Education Process for balanced, smart, sustainable and inclusive development:

- A. quality assurance and recognition;
- B. engaging business and industry in education;
- C. balanced mobility;
- D. lifelong learning including technical and vocational education and training.

Those points to be discussed are the following.



Four key policy areas

A. Quality Assurance and Recognition

Cooperation between the bodies in charge of quality assurance in higher education serves as a ground for trust between Asia and Europe. In addition, fair and transparent procedures of recognition of qualifications facilitate the mobility for both study and professional purposes. Quality assurance and recognition are seen as crucial and interlinked elements for enhancing the attractiveness, transparency, comparability and permeability of higher education qualifications. The ASEM education cooperation should build upon already existing regional structures. The quality assurance and recognition system in the ASEM should be based on the dialogue between ASEM partners and stakeholders. This enables the ASEM partners and stakeholders to learn the best practices and understand different backgrounds and approaches of quality assurance and recognition system affected by a diversity of education systems.

The development of technologies through the Fourth Industrial Revolution innovates our learning environments. This is expected to promote the paradigm shift of traditional education more rapidly, from education providers-oriented to learner-oriented. At a time when students can choose what, where, and how they learn, educational institutions and organizations, and the government from each country will have more responsibility for quality assurance of various education programs provided to students, and for recognition of credits and learning outcomes that the students have achieved through various channels.

It is natural that new modern technologies in education, such as open educational resources and MOOC (Massive Open Online Course), have been discussed at the ASEM as key issues of quality assurance and recognition. The rise of the new technologies significantly provides new opportunities to educational institutions and learners looking for flexible and quality learning opportunities. Also, there is an increasing demand from learners to utilize the outcomes of learning for various purposes, such as continuing education and career development as well as realizing self-fulfillment. Given this, ASEM partners have carried out



joint efforts for ensuring the quality of online based learning programs and contents and recognizing the achievement in learning by MOOC.

Although ASEM partners have made common efforts to establish quality assurance and recognition systems, the rapidly changing environment surrounding education calls for more intensification in dialogue and progress in actions from ASEM partners. Against this, the quality assurance and recognition systems that have been already established at a national or a regional level, are required to be expanded to a cross-regional level, in order to facilitate the balanced mobility of students and staff across regions in Asia and Europe.

- *Discussing how to facilitate restructuring the existing education systems and institutions to meet diverse demands with regard to the recognition of learning outcome.*
- *Searching for the measures to enhance global connectivity among quality assurance and recognition bodies and stakeholders in Asia and Europe.*
- *Discussing how to ensure quality assurance and recognition of new types of learning and education, such as MOOC and cross-border higher education.*

B. Engaging Business and Industry in Education

The ASEM Education Process has made continuous efforts to focus on dialogue and cooperation between educational institutions (mainly higher education institutions), business and industry for socio-economic development. With these efforts, it has successfully increased mutual understanding between the education and industrial sector. It has also contributed its efforts toward all stakeholders, including policy makers, to share a common perspective on the importance of the development of skills and competencies of students.

It still remains as a crucial task for the ASEM Education Process to strengthen exchanges and collaboration between educational institutions, business and industry. Various challenges emerging from fast unfolding social and economic changes drive innovation in the cooperation between educational institutions, business and industry inevitable. Educational



institutions and business need to forge a closer cooperation in various ways at different levels for the promotion of graduate employability, the nurturing of entrepreneurship, and the innovation of a learning environment by using information and communication technologies.

Moreover, there will be a disruptive change in business models and forms of employment thanks to revolutionary development of technologies and fundamental changes in socio-economic structure like significant features of the Fourth Industrial Revolution. According to the World Economic Forum, more than 5.1 million jobs will be lost and 2 million jobs will be created over the period 2015-2020. Given the impact of such technological revolution, the labor market will demand qualified human resources equipped with transversal skills as well as basic and occupation-specific skills.

Under this circumstance, higher education institutions need to provide high quality and well-designed learning programs and curricular satisfying the needs of the labor market as a driving engine. Also, the involvement of the industrial sector in the development of programs is highly encouraged. At a time when enhancing the employability of graduates in an ever-changing labor market is growing as important as developing new technology through research and development, higher education institutions, business and industry are expected to strengthen their collaboration further, requiring more support from the government.

- *Discussing graduates' skills and attributes that should be developed to respond to their new tasks according to labor market changes, and looking for a strategic approach to transform the curriculum and teaching and learning methods of higher education accordingly.*
- *Discussing the role of each party in the cooperation (higher education institution, business, and industry) for increasing the relevance of teaching curriculum of higher education institutions with the labor market.*
- *Searching for the measures to facilitate exchanges between education and industry in order to ease imbalance in labor supply among regions and countries.*

- *Discussing how to carry out cross-sectoral collaboration within the ASEM Education Process such as the ASEM Labour and Employment Ministers' Conference pursuing synergy effect in the field of youth employment*

C. Balanced Mobility

The balanced mobility of students and staff through the ASEM Education Process is a centerpiece of connectivity pursued by ASEM. The interregional exchanges of students and staff in Asia and Europe result in the increase in internationally trained and experienced labor force and lays foundations for new partnership in Asia and Europe.

Initiatives, such as ASEM-DUO Fellowship, ASEM Studies' Curriculum Module, ASEM Joint Curriculum Development Project and ASEF Classroom Network, have been implemented to enhance student and staff mobility between Asia and Europe. In case of ASEM-Duo Fellowship, it has supported 3,028 students and staff throughout its 15 years of history. The initiatives for better balance mobility flows have made a significant contribution to enhancing mutual understanding, especially in different educational systems and cultures between the two regions. But, still, the imbalanced flow of mobile students and teachers between the two regions is an on-going issue. Therefore, one of the major concerns of the ASEM education collaboration is to reduce imbalances in the mobility of people.

Educational methods and technologies have been remarkably developed and are now applicable in various areas. One of its results might be boosting the exchange of human resources in many ways because newly applied methods and technologies are designed to increase the connectivity among instructors and learners effectively. Eliminating the barriers of the mobility, therefore, education can make a commitment to promoting connectivity within the ASEM. In addition, structural changes in the society driven by digital connectivity will transform the traditional concept of a region, and the realization of virtual mobility will remove geographical obstacles that have blocked quality teaching-learning participation. In that sense, it is required to expand the concept of mobility, which has mainly focused on



physical exchanges between students and teachers, and to come up with policy measures accordingly.

One of the key strategies for the balanced mobility taken by ASEM is helping students in Asia and Europe to have better understanding about their different cultures. Education technology can be deployed to create more effective tools, such as MOOC, where the quality of the learning contents for the enhanced mutual understanding are delivered and exchanged to the ASEM partners.

- *Searching for the measures to provide common curriculum by using modern education technologies, particularly, MOOC intended to enhance cultural understanding of students and teachers from different regions.*
- *Searching for the measures that will involve educational institutions in developing and managing the exchange programs in order to best meet institutions and students' needs.*
- *Searching for the political measures to ensure balanced mobility.*
- *Searching for the measures to develop the cross-regional networks of institutions, and improve the exchange programs, such as Erasmus+ and Campus Asia, to a cross-regional model between Asia and Europe.*
- *Searching for the measures to facilitate the exchanges of best practices and information about mobility schemes operated by ASEM partners and stakeholders, such as the ASEM-Duo Fellowship Program.*

D. Lifelong Learning, including Technical and Vocational Training and Education(TVET)

The ASEM Education Process has focused on the value of lifelong learning. The promotion of lifelong learning is essential to cope with the undesirable side effects of globalization, demographic transformation and rapid technological developments. It has also developed policies that create lifelong learning opportunities for all citizens, in order to participate in



continuing professional development and enhance their skills and competencies for working life, personal fulfillment, active citizenship, and social inclusion.

In years to come, the need for lifelong learning will be in great demand. Recently, people tend to consistently develop skills and competencies demanded by the labor market. These skills and competencies are transversal and also require basic and job specific features. It is required for governments, educational institutions and business to cooperate for transition toward more flexible and learner-oriented lifelong learning system and provision of lifelong learning opportunities for all. It enables every learner to participate in learning and developing his or her skills and competencies at anytime and any places. In addition, the development of effective TVET systems, and the diversification of teaching-learning methods of TVET are required for meeting ever-changing labor market demands.

Given this, unprecedented development of ICT provides great opportunities for expanding the base of lifelong learning and TVET. Among the learners using K-MOOC, a Korean MOOC service, 45% are employed and 63% are those who hold at least a bachelor's degree, which means that MOOC service can be an effective method for continuing professional development of adult learners.

Contrarily to the benefits of technological development, however, social inequality caused by knowledge barriers should not be ignored in this era. The pervasiveness of innovative technologies will lead the transformation of the labor market. As a result, the demand of the highly skilled will increase, while the demand of the lower skilled, who are usually the marginalized from education, will decrease. Thus, learning opportunities should be guaranteed for those lower skilled people to keep abreast of social and technological development. ASEM should be ready for discussing this issue significantly more than ever.

In this context, it is required to highlight the development of ICT that has contributed to the enhancement of equity in education in the Asian and European regions ever since the initiation of the ASEM Education Process. The utilization of education technologies is



expected to remarkably solve the problems caused by the lack of resources and infrastructure, which has been an obstacle to equally providing the opportunity of quality education to all learners at every level. If the MOOC platforms, which provide various learning opportunities, as well as the quality of the learning content, especially can reach to the marginalized learners, it will be an effective medium to help learners achieve learning outcomes beyond simple participation in learning. Thus, it will contribute to reduced educational inequity within ASEM.

- *Searching for the measures to enhance partnerships between industry, universities and job training institutions in order to increase job relevance of TEVT.*
- *Searching for the measures to expand opportunities of the learners, including the marginalized for education, by exploring modern education technologies, for example MOOC.*
- *Searching for the measures to establish a system that encourages sharing of best practices and experiences in lifelong learning and TVET between Asia and Europe.*
- *Discussing the measures to motivate ASEM partners to make an investment in skill development for better employment, as well as new learning technologies in education.*

Result Management and Global issues

The ASEM Education Process has mobilized various measures to draw tangible and visible outcomes. To support the sustainable development and the effective fulfillment of the ASEM Education Process, the ASEM Education Secretariat has been established (Hanoi, Viet Nam, 2009), and stocktaking reports containing the results of the ASEM education collaboration has been published (Kuala Lumpur, Malaysia, 2013). Furthermore, ASEM Gazette has published for continuous sharing of the progress of working groups and the contents discussed at forums and seminars related to collaboration programs. ASEMME5 in Latvia also produced meaningful progress toward establishing two pillar systems: Pillar 1 – dialogue-oriented cooperation and Pillar 2 – result-oriented cooperation. In addition, ASEM



partners and stakeholders recommended the measures for strengthening the monitoring and sharing of information at the ASEMME 5. Bearing the recommendations of the ASEMME 5 in mind, it is necessary to share the progress made by ASEM partners and stakeholders.

The effective fulfillment and management of the results of the ASEM education collaboration requires continuous efforts in this new era for strengthening the monitoring and sharing of information for the activities. To do so, the function and the role of the ASEM Education Secretariat need to be strengthened.

- *Discussing how to pursue effective result management for the ASEM education collaboration.*

In order to strengthen the leadership of the ASEM Education Process and enhance its visibility, it is needed for ASEM partners to take a practical action in accordance with the global education agenda, including the Global Citizenship Education (GCED). GCED aims to be transformative, building knowledge, skills, values, and attitudes that learners need to be able to contribute to more inclusive, just and peaceful world.¹ It is evident that the world community is facing serious challenges, such as waves of migration, threats from terrorist attacks, radicalization, and natural disasters. Given this situation, the importance of global citizenship and social integration should be significantly highlighted at the ASEM Education Process. In this regard, GCED is expected to strengthen mutual understanding at the national and regional level, and facilitate mobility of students and staff at the ASEM level, but also to put the foundation of sustainable development at the global level.

- *Discussing how to make a contribution to implementing the Sustainable Development Goals (SDGs), in particular SDG4, and provide the Asia-Europe perspective on it.*
- *Searching for the policy measures to support the marginalized and the disadvantaged to achieve the aims of the GCED.*

¹ UNESCO [2015]. Global Citizenship Education : Topics and Learning objectives, p.15.



Annex 1

[Overview of the ASEM Education Minister's Meeting]

Classification	Theme	Main Conclusions
ASEMME1 5-6 May 2008, Berlin, Germany	Education and Training for Tomorrow: Common Perspectives in Asia and Europe	<ul style="list-style-type: none">Setting-up a strategic Asia-Europe education partnershipHighlighting a role of education and training for qualified human resources and economic and social development
ASEMME2 14-15 May 2009, Hanoi, Vietnam	Experience and Best Practices on Higher Education	<ul style="list-style-type: none">Supporting transnational initiatives to facilitate mobility between Asia and EuropePromoting vocational education and training through trainers' professional development and curriculum innovationEstablishing an ASEM Education Secretariat
ASEMME3 9-10 May 2011, Copenhagen, Denmark	Shaping an ASEM Education Area	<ul style="list-style-type: none">Setting four priorities within the ASEM Education Process: 1) quality assurance and recognition; 2) engaging business and industry in education; 3) balanced mobility; and 4) Lifelong learning including vocational education and trainingProposing the development of a stocktaking report of the ASEM Education Process
ASEMME4 12-14 May 2013, Kuala Lumpur, Malaysia	Strategizing ASEM Education Collaboration	<ul style="list-style-type: none">Identifying future direction of the ASEM Education ProcessDefining concrete activities to put policy into practiceOrganizing a yearly meeting of Senior Officials
ASEMME5 26-28 April 2015, Riga, Latvia	ASEM Education Collaboration for Results	<ul style="list-style-type: none">Establishing primary initiatives for the future work-cycleIntroducing a two-pillar system : Pillar 1 covers dialogue-oriented cooperation and Pillar 2 enables result-oriented cooperation

Annex 2

[Reference to Conclusions by the Chair of the ASEMME5]

<p><u>Quality Assurance and Recognition</u></p>	<ul style="list-style-type: none"> Working group for the ASEM Recognition Bridging Declaration (A-17) Working group on mobility of Higher Education and Ensuring Quality Assurance of Higher Education among ASEAN Plus Three Countries (A-19) An Expert Group of Interregional Credit Transfer Mechanisms and Learning Outcome System (A-21) Peer Learning Activity on qualifications frameworks for Higher Education in relation to quality assurance and recognition (A-23) Joint ASEM-EHEA Conference (A-24)
<p><u>Engaging Business and Industry in Education</u></p>	<ul style="list-style-type: none"> ASEM Work Placement 3 years pilot programme (B-27) Peer Learning Activity on Employability and on the Contribution of Higher Education to Innovation (B-29) Project Students' teambuilding as an instrument of engaging business in education (B-30) ASEM Rectors' Conference and Students' Forum (B-25)
<p><u>Balanced Mobility</u></p>	<ul style="list-style-type: none"> Second Project of Asia-Europe Institute - ASEM summer camps (C-33) ASEM-DUO Fellowship Programme (C-36) ASEM Joint Curriculum Development Project (C-37) ASEM Studies' Curriculum Module (C-38) ASEF's flagship youth projects (C-39) <ul style="list-style-type: none"> - ASEF Summer University Model - ASEF Young Leaders Summit - ASEF Classroom Network Conference
<p><u>Lifelong Learning (LLL) including Technical and Vocational Education and Training (TVET)</u></p>	<ul style="list-style-type: none"> Working group on Innovative Competences and Entrepreneurship education (D-43) Latvia's initiatives to promote a dialog on sharing best practices and future perspectives in TVET (D-44) Producing the first two ASEM Reviews of National Policies for Lifelong Learning (D-46) Update global inventory on regional and national qualification frameworks including mechanism for validation and for cross-referencing of regional qualification frameworks (D-47) ASEM Forum on Lifelong Learning: 21st Century Skills ASEM LLLL Hub Conference: Lifelong Learning and Resilience in Disaster Management: Asian and European Perspectives ASEM LLLL Hub Symposium: Supporting Adult Education for a Sustainable Life Course: Asian and European perspectives on Education, Work and Citizenship.

Reference to conclusions by the Chair of the ASEMME5