

Asia-Europe University Cooperation: Contributing to the Global Knowledge Society

2nd ASEM Rectors' Conference

26-27 October 2010

Korea University, Seoul



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Asia-Europe University Cooperation: Contributing to the Global Knowledge Society

2nd ASEM Rectors' Conference

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CD Attachment

FOREWORD





The Asia-Europe Foundation (ASEF), established in February 1997 by the participating governments of the Asia-Europe Meeting (ASEM), promotes greater mutual understanding between Asia and Europe through intellectual, cultural and people-to-people exchanges. Through ASEF, civil society concerns are included as a vital component of deliberations that take place within the framework of the Asia-Europe Meeting. One of these core concerns has been and will continue to be: *Education*.

With the series of ASEM Rectors' Conferences, ASEF and its partners have opened a *sustainable platform* for exchange between regions, between institutions and between civil society and governments. Two years after the successful inaugural ASEM Rectors' Conference held in Berlin, in October 2008, we are delighted to see that Asia-Europe university cooperation is on the rise and at the heart of the various ASEM stakeholders.

At their May 2009 Meeting, the ASEM Ministers of Education recognised the ASEM Rectors' Conference as its official dialogue partner with a strong plea that for an education dialogue, within ASEM, to truly succeed, it must be taken up by the higher education community and civil society stakeholders. Where are we in 2010?

The theme of this year's Conference - "*Asia-Europe University Cooperation: Contributing to the Global Knowledge Society*" – encapsulates the realisation that knowledge is crucial for our economies and societies today. Building on the outcomes of the inaugural Conference in 2008, the 2nd ASEM Rectors' Conference looked at knowledge transfer and research collaboration from various angles, and explored the interplay of universities and governments in ensuring universities' contribution to innovation and knowledge societies. These are all embodied in the 2nd ASEM Rectors' Conference Recommendations which you will find in the succeeding pages of this compendium.

ASEF would like to express its gratitude for the valuable inputs of the participants during the exchanges and discussions at the Conference. To the Members of the 2nd ASEM Rectors' Conference Advisory Group who lent their wisdom, experience, and availability in the drafting of the Conference Recommendations – our deepest appreciation. Most especially, my sincerest thanks and congratulations go to ASEF's partners in this project: Korea University (KU) and the ASEAN University Network (AUN). Their persistence, commitment and constant spirit of camaraderie ensured the seamless organisation of the Conference. Another milestone in the ASEM education process was achieved through our joint efforts.

Once again, ASEF renews its commitment to the ASEM education process through the ASEM Rectors' Conference, fully convinced of its unique position to provide meaningful contributions to the discourse on ASEM policies and initiatives in higher education.

We look forward to the sustained growth of this important stakeholder process and with the continued support of our partners, ASEF is confident that the 3rd edition to be hosted by the University of Groningen (The Netherlands) in 2012 will be a success.

Amb. Dominique Girard

Executive Director of the Asia-Europe Foundation (ASEF)



For 16 years, the ASEAN University Network (AUN) has served as ASEAN's instrument in strengthening higher education cooperation and advancing academic mobility in Southeast Asia region. The world today is moving towards multi-polarity of globalisation, AUN's tasks have been enlarged to promote diverse forms of academic collaboration, to deepen and intensify common understanding with dialogue partners including Europe.

It is a great honour for AUN to be one of the partner organisations for the 2nd ASEM Rectors' Conference with the theme *"Asia-Europe University Cooperation: Contributing to the Global Knowledge Society"* successfully held on 26-27 October 2010 in The Republic of Korea.

The Conference gave recognition to the importance of educational cooperation and networking among leaders of higher education institutions in Europe, Asia and a group of leading ASEAN universities. It is a vital platform within the framework of the ASEM Education Process bridging with utmost efforts, higher education stakeholders of the two regions – namely Asia and Europe – to contribute to the global knowledge society.

Enriched activities during the 2-day conference provided a venue for discussions on knowledge transfer, research collaboration, academic mobility, governance and accountability of higher education as well as curricular reforms for teaching global citizenship. Through exchange of thoughts and experiences of participants, the Conference productively concluded with the collective recommendations consolidating the Asia-Europe higher education partnership and the contribution of the education sector to the relevant development of ASEM member countries.

Last but not least, I would like to take this opportunity to congratulate the Asia-Europe Foundation (ASEF) – the ASEM Rectors' Conference *permanent Secretariat*, Korea University (KU) and all partners for the achievements of this Conference. The AUN looks forward to the future collaborations built on shared values of our two regions and we are looking forward to welcoming all participants once again at the 3rd ASEM Rectors' Conference scheduled to be held in 2012.

Assoc. Prof. Dr. Nantana Gajasen

Executive Director of the ASEAN University Network (AUN)



Founded in 1905, Korea University (KU) is widely acknowledged as one of the country's oldest, largest, and top-ranked universities in Korea. KU offers a rich variety of courses in Liberal Arts and Sciences as well as in all professional fields, including Law, Medicine and Business Administration.

KU has particularly strong Humanities and Asian Studies departments along with the recently established Division of International Studies (DIS) and Graduate School of International Studies (GSIS). Furthermore, Korea University Business School (KUBS) is the only and the first business school in the country to have acquired both European Quality Improvement System (EQUIS) accreditation, in combination with the accreditation granted by the Association to Advance Collegiate Schools of Business (AACSB). KU's eminent faculty, outstanding students, and internationally recognised research programs all contribute to the University's public profile as an international leader in higher education.

KU prides itself not only in playing a role of preserving and developing Korea's unique culture but also for being a progressive and globally conscious institution. With its frontier spirit and broad ambitions, KU has international exchange agreements with 710 institutions in 72 countries, and in the past year, 1,070 of its students went abroad to study as part of exchange or visiting programs, and this year, 1,880 foreign students from 73 countries have come to KU to study. In recognition of its pursuit of becoming a leading world-class institution, KU has become the first Korean university to be accepted by such prestigious international networks as Universitas 21, a network of 21 leading research-intensive universities in 13 countries, and the Association of Pacific Rim Universities (APRU), with 42 members. KU's experience as one of the leading global institutions provided an ideal link between universities in Asia and Europe.

By hosting the 2nd ASEM Rectors' Conference on its own campus in collaboration with the Asia-Europe Foundation (ASEF) and ASEAN University Network (AUN), KU was able to develop exchanges with EU universities with which its existing academic cooperation has been relatively weak. At the same time, KU strengthened its already active cooperation with its Asian counterparts. In addition, KU was more than inspired to join the discussions because the institution has been equipping itself by developing the ability to react comprehensively and immediately to the challenges that the newly transformed knowledge-based society has brought on. The discussions from the Conference will be valuable inputs that will allow the institution to look back on what it had been doing and look forward to making improvements by cooperating with the universities in Europe and Asia.

We would like to send our deepest appreciation to our co-organisers, the Asia-Europe Foundation (ASEF) and the ASEAN University Association (AUN) for their assistance and also to the participants who have come a long way to make the conference a truly meaningful one. We also look forward to a successful continuation of Asia-European dialogues to enhance cooperation in the process of higher education at the 3rd ASEM Rector's Conference hosted by the University of Groningen in the Netherlands.

Prof. Dr. Ki-Su Lee

President of Korea University (KU)

PROGRAMME



Tuesday, 26 October 2010

Venue

Centennial Memorial Samsung Hall,
Korea University

8.30 – 9.30	Registration for Participants
9.30 – 9.45	Welcome and Introduction to Korea University <ul style="list-style-type: none">• Prof. Dr. Ki-Su Lee (President, Korea University)
9.45 – 10.15	Welcome from Partners and Introduction to the Programme <ul style="list-style-type: none">• Amb. Dominique Girard (Executive Director, ASEF)• Prof. Dr. Pinit Ratananukul (on behalf of Dr. Sumate Yamnoon, Chairman, the AUN Board of Trustees)
10.15 – 10.45	Keynote Address <ul style="list-style-type: none">• Dr. Byung-Kook Kim (President, Korea Foundation) Higher Education in Korea <ul style="list-style-type: none">• Prof. Dr. Ki-Su Lee (Chairman, Korean Council for University Education)
10.45 – 11.15	Coffee <i>Gift Giving and Photo Opportunity for the VIPs</i>
11.15 – 11.45	Plenary 1: ASEM and the ASEM Education Process <ul style="list-style-type: none">– ASEM, ASEF and the ASEM Education Hub– Results of the ASEM Conference of Ministers for Education 2009<ul style="list-style-type: none">• Amb. Dominique Girard (Executive Director, ASEF)• Dr. Siegbert Wuttig (Director, ASEM Education Secretariat)
11.15 – 11.45	Plenary 2: The Universities' Response to the ASEM Education Process <ul style="list-style-type: none">• Prof. Dr. Karl-Dieter Gröske (Rector, FAU - University Erlangen-Nürnberg and Vice-President, German Rectors' Conference-HRK)• Prof. Dr. Ir. Sudjarwadi, M. Eng (Rector, Universitas Gadjah Mada, and ASEAN University Network Board of Trustee)

12.15 – 14.00

Lunch
Group photo

14.00 – 15.30

Panel Discussion 1:
The Contribution of Asian and European Universities to the global knowledge society

Topics can address the following issues: serving societies' needs, balancing research competitiveness with social responsibility, knowledge transfer, contributing to poverty alleviation and climate change, dealing with demographic change and producing employable graduates.

Europe

Prof. Frans Zwarts*
(Rector, University of Groningen,
the Netherlands)

Chair

Amb. Dominique Girard
(Executive Director, ASEF)

Q & A with the audience

Asia

Prof. Ichiro Yamamoto
(Vice-President, Nagoya University, Japan)

Rapporteur

Prof. Dr. Supachai Yavaprabhas
(Centre Director, SEAMEO-RIHED)

15.30 – 16.00

Coffee

PRESS CONFERENCE: ASEF, AUN and KU plus selected Rectors

16.00 – 17.30

1. Knowledge transfer

- Examples for local, regional and international knowledge transfer
- Universities as drivers for economic development

Europe

Prof. Jean-Pierre De Greve
(Deputy-Rector, International Relations,
Vrije Universiteit Brussel, Belgium)

Prof. Tatiana Corejova
(Rector, University of Zilina, Slovak Republic)

Chair

Prof. Koen Lamberts*
(Pro Vice-Chancellor: Research
Science and Medicine, Warwick
University, United Kingdom)

Asia

Bro. Narciso Erguiza FSC
(President, De La Salle University,
The Philippines)

Rapporteur

Prof. Emorn Wasantwisut
(Vice-President, Mahidol University,
Thailand)

2. Research collaboration in response to globalisation

- International research strategies and cooperation
- Capacity building through research and doctoral collaboration

Europe

Prof. Dr. Erich Thöni
(University Representative - International
Relations/Rectors delegate, University
of Innsbruck, Austria)

Chair

Prof. Dr. Phan Thanh Binh
(President, Vietnam National
University, Ho Chi Minh City, Vietnam)

Asia

Prof. Dr. Kurunathan Ratnavelu
(Deputy Vice-Chancellor, University
of Malaya, Malaysia)

Rapporteur

Prof. Luis Manuel Sanchez Ruiz
(Director of Department of International
Relations and Cooperation, Universidad
Politecnica de Valencia, Spain)

3. Educating the global citizen

- Examples for local, regional and international knowledge transfer
- Universities as drivers for economic development
- Inclusion & flexible learning systems
- How do you integrate social objectives into the universities' work
- Global citizenship – there are experience of corporate responsibility, environmental management
- Internationalisation of the learning community, curricula and modes of delivery

Europe

Prof. Maurits van der Rooijen*
(Rector Magnificus, Nyenrode Business
Universiteit, The Netherlands)

Asia

Prof. Dr. Pirom Kamol-Ratanakul
(President, Chulalongkorn University, Thailand)

Prof. Tan Thiam Soon
(Vice-Provost, National University of
Singapore, Singapore)

Chair

Prof. Virgilio Meira Soares
(Chair, Steering Committee for
Higher Education and Research,
Council of Europe)

Rapporteur

Fr. Bienvenido Nebres
(President, Ateneo de Manila University,
The Philippines)

18.30

Welcome Reception and Speech by Former Prime Minister Hongku Lee and Toast by the Partners (ASEF, AUN and KU)

Venue: Top Cloud (33rd Floor, Jongno Tower Building, 1-1 Jongno 2-ga, Jung-gu, Seoul 100-856)

* Member of the 2nd ASEM Rectors' Conference Advisory Group.

Wednesday, 27 October 2010

Venue

Centennial Memorial Samsung Hall,
Korea University

9.00 – 10.30

4. Higher education in the knowledge Society – a low budget affair?

Impact of the financial crisis on universities in Asia and Europe
(Inputs: 1st Asia-Europe Education workshop outcomes)

Europe

Prof. Vasilios Tourasis

*(Vice-Rector, Democritus University of
Thrace, Greece)*

Co-Chairs

Prof. Eiji Hatta

(President, Doshisha University, Japan)

Prof. Haji Zulkarnain bin Haji Hanafi

*(Vice-Chancellor, Universiti Brunei
Darussalam, Brunei Darussalam)*

Asia

Dr. Edilberto de Jesus*

*(President, Asian Institute of
Management, The Philippines)*

Rapporteur

Prof. Lennart Olausson

*(Vice-Chancellor, Malmö
University, Sweden)*

5. The new accountability culture

From current observations in Europe, that – also in reaction to increased autonomy - the accountability pressure on universities is increasing – which generates high costs, binds resources, and ultimately becomes a challenge to institutional missions. Is a similar trend observable in Asia? How is it articulated? What is the influence of rankings and transparency tools in generating these pressures?

Europe

Prof. Thomas Wilhelmsson

(Rector, University of Helsinki, Finland)

Chair

Prof. Alistair Fitt

*(Pro Vice-Chancellor, University of
Southampton, United Kingdom)*

Asia

Prof. Tan Sri Dato' Dr. Sharifah

Hapsah Syed Hasan Shahabudin*

*(Vice-Chancellor, Universiti
Kebangsaan, Malaysia)*

Rapporteur

Prof. Dr. Xian Xiao*

*(Vice-President, Yunnan
University, China)*

6. International staff mobility as a means to enhance cooperation

Europe

Prof. Nick Miles
(Provost, University of Nottingham
Ningbo, China)

Chair

Prof. Chris Hawkesworth FRS
(Vice Principal for Research,
St. Andrew's University, United Kingdom)

Asia

Prof. Dr. der Soz. Gumilar
Rusliwa Somantri
(Rector, Universitas Indonesia)

Rapporteur

Prof. Gang Deng
(Director, Kunming University of
Science and Technology, China)

10.30 – 11.00

Coffee

11.00 – 12.00

Plenary 3: Towards the 3rd Asia-Europe Meeting of Ministers for Education (ASEMME3)

- Mr. Jørn Pedersen-Skovsgaard
(Senior Adviser, Department for Higher Education and International
Cooperation, Ministry of Education, Denmark)
- Dr. Siegbert Wuttig
(Director, ASEM Education Secretariat)

Chair

Prof. Ruben de Freitas Cabral
(Rector, University of Saint Joseph, Macau and
Representative of the Catholic University of Portugal)

Q & A / discussion with the audience

12.00 – 13.30

Lunch

13.30 – 14.00

Plenary Speech: Korea Vision 2040 and the Role of Higher Education

- Prof. Seungjoon Kwak
(Chairman, Presidential Council for Future & Vision)

14.00 – 15.15

Presentation and discussion of (6) Working Group Outcomes by the Rapporteurs:

Working Group 1

Prof. Emorn Wasantwisut
(Vice-President, Mahidol University,
Thailand)

Working Group 3

Prof. Paweł Górski
(Rector, Medical University of Łódź, Poland)

Working Group 5

Prof. Dr. Xian Xiao
(Vice-President, Yunnan University, China)

Working Group 2

Prof. Luis Manuel Sanchez Ruiz
(Director of Department of International Relations and
Cooperation, Universidad Politecnica de Valencia, Spain)

Working Group 4

Prof. Lennart Olausson
(Vice-Chancellor of Malmö University, Sweden)

Working Group 6

Prof. Gang Deng
(Director, Kunming University of Science
and Technology, China)

Chair

Prof. Dr. Ninnat Olanvoravuth
(Secretary-General, Association of Southeast Asian Institution for Higher Learning)

Q & A / discussion with the audience

15.15 – 15.45

Coffee

15.45 – 16.45

Panel discussion 2:

National and regional strategies for developing university research and building knowledge economies and societies

- Student representatives from Europe and Asia:
 - Ms. Evangelia Ntovolou
International Exchange Erasmus Student Network
 - Mr. Heru Prama Yuda
Student from Universitas Gadjah Mada, Indonesia

Chair

Prof. Thomas Wilhelmsson
(Rector, University of Helsinki, Finland)

17.45 – 18.00

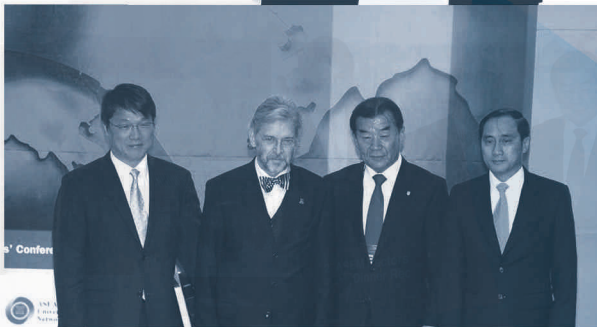
Outlook and Closing Words

- 2nd ASEM Rectors' Conference Partners (ASEF, AUN and KU)
- Announcement of 2012 host

18.30

Closing Reception

Venue: Sam Cheong Gak (330-115, Seongbuk 2-dong, Seongbuk, Seoul, Korea)



CONFERENCE RECOMMENDATIONS



I. Introduction

The 2nd ASEM RC took place at Korea University in Seoul on 26-27 October 2010. It gathered around 80 university leaders and representatives of ASEM higher education institutions, networks and organisations at the highest level.

Building on the results of the 1st ASEM Rectors' Conference held at the Free University in Berlin in October 2008 and the 2nd Asia-Europe Meeting of Ministers for Education (ASEMME2) in Hanoi in May 2009, the 2nd ASEM Rectors' Conference was jointly organised by the **Asia-Europe Foundation (ASEF)**, **Korea University (KU)** and the **ASEAN University Network (AUN)**.

Conference discussions focused on the role of universities in building knowledge societies. Specifically, the Conference covered knowledge transfer, research collaboration, the mobility of staff, higher education governance and accountability as well as curricular reforms for teaching global citizenship.



II. The ASEM Education Process – enhancing synergies and fostering cooperation

The ASEM Education Process has gained substantial ground in the past year, as the Education Ministers of the ASEM countries decided, at their last meeting in Hanoi in May 2009 (ASEMME2), to convene on a biennial basis. An ASEM Education Secretariat (AES) charged with the preparation, coordination and follow-up of the ministerial meetings was established on a four-year rotating principle.³ The synergies between the ministerial and stakeholder processes can help make big steps forward in fostering higher education dialogue and cooperation in ASEM.

The ASEM Rectors' Conference serves as a platform and vehicle for stakeholder participation in the ASEM education process. The ASEM RC has been recognised by the ASEM education ministers as a vital component of higher education dialogue in ASEM and a significant platform to ensure the contribution of the stakeholders in the ASEM Education Process.

The Asia-Europe Foundation (ASEF), as the only permanent institution of the Asia-Europe Meeting process, was recognised as the **"permanent secretariat" of the ASEM Rectors' Conference** – thus providing sustainability and stability to the stakeholders' participation in the dialogue process of ASEM governments and higher education sector. ASEF and its partner organisations, namely the ASEAN University Network (AUN) and the European University Association (EUA), seek to engage the stakeholder community in various ways. Individual institutions, universities and national university organisations are invited to participate and can volunteer as hosts, while ASEF's ASEM Education Hub (AEH) Advisory Committee assists ASEF and its partners in the agenda-setting and formulation of wider policy recommendations. Workshops, roundtables and other initiatives serving the build-up and exchange of knowledge and good practices further facilitate the continuity and follow-ups to the recommendations of the higher education leaders (by way of example, ASEF organised the 1st Asia-Europe Education Workshop on the *Impact of the Financial Crisis to Higher Education* in March 2010 - the results of which fed into the discussions of the 2nd ASEM Rectors' Conference).

³ The first four years of the ASEM Education Secretariat will be supported by the German Federal Ministry of Education and Research through the German Academic Exchange Service (DAAD).

III. Recommendations

Resulting from the discussions at the 2nd ASEM Rectors' Conference, the ASEM university leaders convey the following recommendations for the consideration of the ASEM Ministers for Education at their next meeting in Copenhagen, in 2011, as well as to institutions in ASEM and other relevant stakeholders in the ASEM higher education sector.

These recommendations reflect the topics discussed in the working groups and aim at further enhancing cooperation and dialogue in the ASEM higher education field. They constitute a testament of support from the ASEM higher education community to the continued development of the ASEM Education Process.

1. Recognise and support universities as motors for economic growth and for the creation of knowledge societies

ASEM Governments and Ministries for Education, Science and Research are called upon to:

- Recognise the 'investment' side of higher education rather than treating it as a 'cost'. To achieve this, it must become generally understood that lifelong learning and research are core elements of higher education's mission.
- Foster balanced scientific competition with appropriate coordination and cooperation. The ASEM Rectors' Conference identified the need for fundamental research and for intra-regional and intercontinental collaboration in order to achieve the most outstanding research. The Europe 2020 Vision for the European Research Area (ERA) could serve as a reference for improving framework conditions within ASEM.
- Recognise the need for a greater focus and recognition of impact of research, the hands-on involvement of researchers in physical and economic development and programmes to stimulate this, within and across nations, regions and continents.



In practical terms, ASEM university leaders recommend the following:

- Commission the evaluation of ASEM research cooperation, similar to the recent white paper on *"Africa-Europe Higher Education Cooperation for Development: Meeting Regional and Global Challenges"*.
- Support the set-up of joint doctoral schools by removing regulatory obstacles to the establishment of joint programmes. To this end, ASEM Ministries for Education should further invest in intercontinental, bilateral and multilateral pilot schemes.
- Prioritise and support initiatives in areas that are most effective in supporting socio-economic development of a nation, such as
 - a. stimulating entrepreneurship/new business/more incubators for graduates which include experienced coaching and even venture capital support;
 - b. bringing talent from underrepresented groups into higher education;
 - c. attracting talent from abroad;
 - d. stimulating, e.g. through tax incentives, private sector engagement in research and in education;
 - e. stimulating work-integrated learning schemes to make students better employable⁴;
 - f. exposing students substantially to different learning and working cultures through mobility, etc.

⁴ The World Association for Cooperative Education (WACE) organised a conference for ASEM countries in Bangkok, in July 2010, which aimed at forwarding an ASEM agenda for work-integrated learning.

2. Foster effective knowledge transfer and knowledge sharing

ASEM Governments, Ministries for Education, Science and Research and universities should:

- Consider the various dimensions of knowledge transfer and sharing, comprising of (a) knowledge sharing between countries, (b) knowledge transfer from universities to business, and (c) knowledge at the service of society.
- Broaden the ASEM understanding of knowledge transfer, one which is not limited to technology transfer, but also reflects the role of the university as motor of knowledge transfer in the domain of social sciences and humanities. Furthermore, it is important to include a social dimension into impact-driven research, not only economic or commercial aspects.

In practical terms, ASEM university leaders recommend the following:

- To foster effective knowledge transfer, collaboration between higher education institutions and industry partners should be enhanced, e.g. by support for international internships at national and international level.
- Knowledge transfer for societal impact and for public goods must respond to needs. This being a two-way, multidisciplinary process, ASEM should commission studies or pilot projects involving higher education institutions and governments for measuring knowledge transfer and effectiveness.



3. Support curricular reforms and education for global citizenship

ASEM Universities should:

- Encourage the schools of education in ASEM universities to focus on preparing basic education teachers to impress upon their pupils basic ethical values, such as honesty, truth, tolerance, caring, fairness, and justice. Concerns shared by universities in Asia and Europe about cheating and plagiarism cases among students, particularly with the increasing reliance on sources from the web, suggest that these fundamental values need strengthening.
- Seek dialogue with their counterparts in ASEM to clarify the characteristics of global citizenship they can agree to promote. They should (a) articulate the characteristics of "global citizenship" in their context, (b) articulate programmes to achieve this and (c) identify resources and mechanisms to monitor the envisaged outcomes.

ASEM Governments and Ministries for Education should encourage universities to provide incentives for curricular renewal and involve university staff in the process. Public support is also needed for creating platforms for bridging the differences between ASEM countries by including international comparability and recognition in the discussions.

4. Widen perspectives for mobility

ASEM Governments and Ministries for Education, Science and Research are called upon to:

- Foster mobility within ASEM countries of both students and staff (comprising teaching, research, and administrative staff). The different levels of international staff exchange can become a driving force for cooperation in ASEM.
- Strengthen institutional and network links, which are the basis for high-quality mobility, and ensure sustainability of these links.
- Create framework conditions (e.g. visa, pension rights) to foster staff mobility and identify good practice examples for finding incentives to overcome obstacles such as salary, legal problems, living conditions, and family bonds.
- Recognise any kind of structured international programme as a learning experience, regardless of the length of stay.
- Further promote balanced mobility between Europe and Asia.

In practical terms, ASEM university leaders recommend the following:

- Increase the visibility of education systems as proposed by the ASEM Education Ministers in their Hanoi meeting. A first step was taken by the progress on "credits and learning outcomes" and the work on EU-Asia portal on jobs and learning opportunities in ASEM. It is recommended to use synergies with other existing initiatives.
- Establish an ASEM joint grant to promote teacher mobility between the two regions. This could be realised through two concrete pilot projects, one focused on academics (teaching and research staff), one on administrative staff, to analyse existing schemes (e.g. of the Compostela Group of Universities) and to suggest their expansion.
- For the mobility of students, further focus on an ASEM-wide assessment of learning outcomes (to include success in professional life) and on recognition.
- Support European students' placement in Asian companies and vice versa through an expansion of existing schemes.



5. Support student involvement in the programming of the ASEM Education Process

The ASEM higher education community should:

- Involve students in the various levels of the ASEM Education Process, i.e. in the ASEM Education Ministerial Meetings and working groups, as well as in exchanges of civil society platforms such as the ASEM Rectors' Conference and other initiatives serving the build-up and exchange of knowledge and good practices in ASEM.
- Encourage and support the formation of an Asian students' association to achieve balanced representation. This could be facilitated by the support for the organisation of an Asian Council of Rectors, analogous to the European Council of Rectors.



IV. Outlook

Next ASEM Ministerial Meeting. The Conference forwards its recommendations to the 3rd Asia-Europe Meeting of Ministers for Education (ASEMME3) to be held in May 2011 in Copenhagen, for their consideration, and reaffirms its willingness to continue in an interactive and sustainable dialogue process with the Asia-Europe Meeting of Ministers for Education.

Towards 3rd ASEM Rectors' Conference (3rd ASEM RC). The Conference welcomed the University of Groningen's offer to host the 3rd ASEM Rectors' Conference in The Netherlands in 2012.

ADVISORY GROUP



2nd ASEM Rectors' Conference Advisory Group

The Asia-Europe Foundation (ASEF), the ASEAN University Network (AUN) and Korea University (KU) established the 2nd ASEM Rectors' Conference (ASEM RC) Advisory Group in preparation for the 2nd ASEM Rectors' Conference: ***"Asia-Europe University Cooperation: Contributing to the Global Knowledge Society"*** to be held on 26-27 October 2010 in Seoul, Korea.

With the aim of involving a select number of ASEM university leaders in shaping the content and outcome of the 2nd ASEM Rectors' Conference, the Partners introduced the Advisory Group for the first time to further enhance the credibility and visibility of the ASEM Rectors' Conference process.

Specifically, the Advisory Group was responsible for:

- **Drafting** the Conference Recommendations for the 2nd ASEM Rectors' Conference based on the theme of the event as well as in consideration of the current Asia-Europe higher education landscape;
- **Promoting** the 2nd ASEM Rectors' Conference across Asia and Europe;
- **Recommending** participants (based on request from the 2nd ASEM RC Secretariat);
- **Taking part** in the 2nd ASEM Rectors' Conference Programme as chairs, input providers or rapporteurs at the Plenary and Working Group Sessions;
- **Finalising** the Conference Recommendations in accordance with the deliberations at the 2nd ASEM RC participants; and
- **Proposing** follow-up initiatives to the 2nd ASEM RC (as applicable).

The work of the Advisory Group was facilitated by a General Rapporteur appointed by the partners. For the 2nd ASEM Rectors' Conference, the General Rapporteur was Ms Chripa Schneller, ASEM Education Hub (AEH)'s Special Advisor.

Members of the Advisory Group

- Asia-Europe Foundation (ASEF)
- Korea University (KU)
- ASEAN University Network (AUN)
- Representatives from the Rectors

1

Prof. Vincent Berger (France)

Prof. Vincent Berger graduated from the Ecole normale supérieure, rue d'Ulm, Paris, France. From 1990 to 2001 he worked in the Physics laboratory of the Laboratoire Central de Recherches at Thales (ex Thomson CSF), on optoelectronic devices such as mid-infrared detectors, non-linear optics in heterostructures (frequency conversion), including photonic band gap materials. He became in 2001 Professor at the University Denis Diderot - Paris 7, and was at the head of the "Quantum Phenomena and Materials" laboratory at the University Paris 7 until 2006. He is now president of the University Paris 7. He introduced different schemes of phase matching nonlinear optical processes in semiconductor waveguides, and for this work he received the Fabry-De Gramont award and the MIT Young Innovator award in 2002. He has published around 100 papers in international journals, and has written 15 patents.

2

Dr. Edilberto de Jesus (The Philippines)

Dr. Edilberto C. de Jesus left the Asian Institute of Management (AIM) in 1995 to serve as president of Far Eastern University (FEU) and returned to assume the AIM presidency in July 2009. From 2002 to 2004, he served as Secretary of Education. He was President (2003-2004) and Secretariat Director (2005-2007) of the Southeast Asian Ministers of Education Organization (SEAMEO).

Dr. de Jesus completed his Master of Philosophy and PhD in History at Yale University. He took courses in History and Comparative Literature at Ateneo de Manila University (AdMU) as well as US Diplomatic and East Asian History at the University of Kansas. AdMU, FEU, and Xavier University Cagayan de Oro have conferred on him a PhD in the Humanities, Honoris Causa.

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Prof. Koen Lamberts (United Kingdom)

Prof. Koen Lamberts is a professor of Cognitive Science at the University of Warwick (UK), where he is the Pro-Vice-Chancellor for Research, Science and Medicine. Professor Lamberts has responsibility for the University's Science and Medicine research strategy, including the development of research opportunities and collaborations both nationally and internationally and the raising of research income, publications and citation scores in the Faculties of Science and Medicine. Prior to Warwick, he has held appointments at Leuven, Chicago and Birmingham. Since 2006, he has been a Director of the Centre for Cognitive and Neural Systems at the University of Warwick. He was a recipient of the British Psychological Society's Cognitive Award and of the Experimental Psychology Society Prize. Professor Lamberts' research interests include mathematical and computational modeling of human visual perception and memory. He is also involved in various strands of applied research, focusing on online security and trust and on user modeling in online systems.

4

Prof. Maurits van Rooijen (The Netherlands)

Prof. Maurits van Rooijen has a distinguished career over 25 years as an international educator and an initiator and leader of new international developments, including large scale transnational/branch-campus projects. At the British University of Westminster, London, he was the founding Director for International Education from 1993 and then, from 2003, the Executive Vice-President for International and Institutional Development, and a member of the university executive board and academic council. During his term, the University of Westminster received, twice consecutively the Queen's Award for Enterprise in the Export category (2000-2005 and 2005-2010), the highest business award available in the UK. He also initiated what is now one of the largest International Scholarship schemes in Britain (THES inaugural award for international student services) and one of the world's largest Study Abroad/Year Abroad programmes. Simultaneously with the University of Westminster appointment, Prof. van Rooijen also held senior positions with Victoria University, Melbourne, Australia as Pro-Vice-Chancellor/Executive Vice-President, during sabbatical in 1998 and Leiden University, The Netherlands as Vice-President (International)/founding CEO of the subsidiary company LUWP BV, on part-time secondment from 1999 until 2005.

In September 2009, Prof. van Rooijen was appointed Rector Magnificus at Nyenrode University - the only independent private university in the Netherlands that is recognised by the Government.

Other senior positions in major international organisations include:

- President, Compostela Group of Universities;
- President, World Association for Co-operative Education;
- Vice-President, European Access Network;
- Vice-Chairman, World Cities university network (founded in 2007 in New York); and
- Serving on a variety of national and international Advisory or Selection Committees

5

Prof. Tan Sri Dato' Dr. Sharifah Hapsah Syed Hasan Shahabudin (Malaysia)

Prof. Tan Sri Dato' Dr. Sharifah Hapsah Syed Hasan Shahabudin is the Vice Chancellor of Universiti Kebangsaan Malaysia (UKM).

Prior to taking helm of UKM, one of the four designated Research Universities of Malaysia, she was the Chairman and CEO of the Malaysian Qualifications Agency (MQA), an agency that she worked tirelessly to bring into being. Her early field of expertise is in medical education but it has since expanded to include education in general, focusing on higher education and its impact on society and development. As an academic, she is outstanding – she was commissioned as an advisor and consultant to the World Health Organisation (WHO), various UN agencies and international medical institutions. She is a multiple winner of many prestigious awards, including the prestigious Fred Katz Memorial Medal for her excellent contribution to the development of medical education. She is a sought-after speaker at various international forums on excellence and quality in higher education. She has embraced efforts by the Malaysian Government to introduce the programme for intellectually gifted and talented children, and in collaboration with John Hopkins University established the Centre for Gifted Children in UKM, a milestone in the Malaysian education system. As the current President of the National Council of Women's Organisation, she is a great advocate of women's empowerment and uplifting their quality of life, but she believes in total societal well-being by being involved in other medical and social organisations as well.

6

Prof. Xiao Xian (China)

Prof. Xiao Xian is the current Vice President for International Affairs, Professor of International Relations, Yunnan University, Kunming, Yunnan, P. R. China, whose professions cover International relations, world ethno-nationality studies, particularly on issues of Middle East.

Academic accomplishment: Since 1993, he has completed 16 monographs and had more than 60 articles published domestically and overseas. He hosted two National Social Science Foundation projects, one Social Science Foundation project of Ministry of Education and several Yunnan provincial research projects.

Researched and delivered lectures in Israeli, United States, Japan, Holland, New Zealand, etc., he was honoured the Prominent Professional Talents with Outstanding Contribution to Yunnan Province in 1996, Yunnan Provincial Trans-Century Academic Leader in 2002.

Other positions in academic organisations:

- Deputy Director, China Association for Middle East Studies;
- Deputy Director, China National Association for World Ethno-National Studies;
- Executive Director, China National Association for International Studies;
- Executive Director, China National Association for Asia and Africa Studies; and
- Academic Committee Member, Research Base of China Ministry of Education.

7

Prof. Frans Zwarts (The Netherlands)

Prof. Frans Zwarts is Professor of Linguistics at the University of Groningen and has been *Rector Magnificus* since 2002. He studied Logic and Linguistics at the University of Amsterdam and the Massachusetts Institute of Technology, became a research fellow of the Netherlands Organisation of Scientific Research in 1973, and was appointed lecturer at the University of Groningen in 1975. He is a member of the Royal Netherlands Academy of Arts and Sciences, was academic director of the University of Groningen's School of Behavioural and Cognitive Neurosciences and president of the Dutch Dyslexia Steering Committee.

CONFERENCE SUMMARY



Highlights of conference discussions

The 2nd ASEM Rectors' Conference was hosted by Korea University in Seoul, The Republic of Korea, on 26-27 October 2010. It successfully gathered around 80 university leaders and representatives of ASEM higher education institutions, networks and organisations as well as selected student representatives.

Building on the results of the 1st ASEM Rectors' Conference held at the Free University of Berlin (Berlin, October 2008) and the 2nd Asia-Europe Meeting of Ministers for Education (Hanoi, May 2009), the 2nd ASEM Rectors' Conference was jointly organised by the Asia-Europe Foundation (ASEF), the ASEAN University Network (AUN) and Korea University (KU).

Welcome and Keynote addresses were delivered by Prof. Ki-Su Lee (President of Korea University), Amb. Dominique Girard (Executive Director of ASEF), Prof. Pinit Ratananukul (on behalf of Dr. Sumate Yamnoon, Chairman of the AUN Board of Trustees), and Dr. Byung-Kook Kim (President of Korea Foundation). The partner organisations emphasised the importance of the stakeholders' dialogue while the keynote messages underscored the significance and timeliness of the Conference theme and topics.

Plenary discussions focused on the framework for education cooperation in ASEM, namely the ASEM Education Process, as well as the role and the crucial involvement of universities in the aforementioned dialogue. The roadmap for the upcoming 3rd Asia-Europe Meeting of Ministers for Education (ASEMME3) to be held in Copenhagen in May 2011 was also presented. Specific topics were addressed in panel discussions and parallel working groups. Please refer to the succeeding pages for the highlights of these discussions.

Knowledge Transfer

Chair

Prof. Koen Lamberts

(Pro Vice-Chancellor for Research, Science and Medicine, Warwick University, United Kingdom)

Rapporteur

Prof. Emorn Wasantwisut

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Prof. Tatiana Corejova

(Rector, University of Zilina, Slovak Republic)

Bro. Narciso Erguiza FSC

(President, De La Salle University, The Philippines)

Key Statements

- Knowledge transfer needs to be seen in an international context, comprising the distribution and transformation of knowledge as well as its effectiveness in generating wealth and prosperity.
- The group distinguished between two models of knowledge transfer:
 1. As an "interface gateway" between higher education institutions and industry partners. The need for support of international internships was stressed in this context.
 2. "Knowledge breweries" – a community of producers and users of knowledge coming together to solve societal problems.
- Common issues comprise knowledge transfer as a two-way, multidisciplinary process, which goes beyond universities' realm and calls for governments' support, e.g. as measures and recognition are concerned.



Research collaboration in response to globalisation

Chair

Prof. Dr. Phan Thanh Binh

(President, Vietnam National University,
Ho Chi Minh City, Vietnam)

Rapporteur

Prof. Luis Manuel Sanchez Ruiz

(Director of Department of International Relations
and Cooperation, Universidad Politecnica
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Speakers

Prof. Dr. Erich Thöni

(University Representative - International
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Prof. Dr. Kurunathan Ratnavelu

(Deputy Vice-Chancellor, University of Malaya, Malaysia)

Key Statements

- Research cooperation should be a top priority of ASEM. ASEM should facilitate the creation of an ASEM knowledge community, similar to the European Higher Education Area (EHEA) and the European Research Area (ERA).
- The new "Europe 2020 Strategy", which aims to create a European Research Area (ERA) as an open space for knowledge with free circulation for research and technology, could become a reference for research cooperation in ASEM. Along with research, the other two sides of the *knowledge triangle*, - lifelong learning and innovation – must be understood as core elements of (higher) education's mission.
- ASEM research cooperation should be evaluated based on mutual knowledge and understanding as well as current inter-regional relations.
- University ranking have intensified global competition between institutions. The group acknowledged that rankings are here to stay, but they are only of a certain value due to methods used. Therefore, if critically reviewed and understood, they can provide relevant data that can and should be used for internal quality enhancement. Independent, subject-based rankings and university-driven benchmarking initiatives could become additional alternatives to existing ranking models.



Educating the global citizen

Chair

Prof. Virgilio Meira Soares

(Chair, Steering Committee for Higher Education and Research, Council of Europe)

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(President, Chulalongkorn University, Thailand)

Prof. Tan Thiam Soon

(Vice-Provost, National University of Singapore, Singapore)

Key Statements

- The concept of global citizenship opens up an interesting, and important, but potentially divisive issue: "What constitutes good citizenship?"
- ASEM universities should be encouraged to articulate the characteristics of "global citizenship" in their context. This articulation should consider the characteristics and role of a good citizen at the national, regional and global level.
- These values to be strengthened and promoted by ASEM universities must be instilled in students from the earliest grades.
- There is a particular concern for the ASEAN region in view of the desire for the region to become more fully integrated by 2015.
- ASEM universities should be encouraged and supported to articulate programmes and outcomes to realise the desired characteristics of global citizenship in their students. They should also indicate the resources and mechanisms of support for the programmes and outcomes.
- Finally, the universities should develop and monitor measures/metrics to see how they are succeeding in attaining the goal of teaching global citizenship as defined in their context.



Higher education in the knowledge society – a low budget affair? Impact of the financial crisis on universities in Asia and Europe

Co-Chairs

Prof. Eiji Hatta

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(President, Asian Institute of Management, The Philippines)

Rapporteur

Prof. Lennart Olausson

(Vice-Chancellor, Malmö University, Sweden)

Key Statements

- Both structural reasons in the expansion of higher education and the present financial crisis cause economic problems in the higher education sector.
- The low budget must be turned into a driving force for innovation in higher education.
- A strategic response would be a new paradigm of education *that takes into account both the trend towards a longer cycle of formal schooling as well as the growing volume and faster flow of information.*
- The core message of this new paradigm will be to teach students to learn and take social responsibility as citizens. *Both learning and taking responsibility are crucial.*
- Universities take a wider perspective on societal issues, whereas the market and governments tend to be more shortsighted. It is therefore crucial to recognise the universities' role as motors for economic recovery and for the creation of knowledge societies.



The new accountability culture

Chair

Prof. Alistair Fitt

(Pro Vice-Chancellor, University of Southampton, United Kingdom)

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Key Statements

- Government support and university autonomy: government interference in university governance/autonomy causes a dilemma. Who are universities accountable to – the government?; the society?; the university itself?; the students?; the teachers?; etc. Expectations from stakeholders differ.
- The group is convinced that the university leaders' accountability should be towards society at large.
- Indicators for evaluation - "how to judge"? There is a variety of quantitative, qualitative, research, and teaching indicators, all of which need to be considered.
- There are numerous international rankings. They constitute an opportunity and a threat. It is crucial that universities do not compromise their mission to short-term rankings.



International staff mobility as a means to enhance cooperation

Chair

Prof. Chris Hawkesworth FRS

(Vice Principal for Research, St. Andrew's University, United Kingdom)

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Key Statements

- Staff mobility is a positive driving force for cooperation. In this context, it is important to understand mobility as a balanced exchange between countries and institutions, also to prevent brain-drain.
- There are different levels of international staff exchange, which need to be considered in any kind of recommendation.
- Staff mobility often takes place in the framework of institutional cooperation. Therefore, the framework conditions, also for university networks, should be enhanced.
- The obstacles and opportunities relating to mobility need to be considered in their context e.g. funding, salary, and cultural background. This also means raising awareness of the obstacles that currently restrict mobility both locally and internationally.
- It is helpful to distinguish mobility: (1) between and within continents; and (2) short-term versus long-term mobility. The measures for enhancing mobility should be targeted accordingly.
- New forms of mobility can be observed, e.g. the multi-campus model and transnational education. Studies show that virtual over physical mobility, also in dual programmes, is on the rise.



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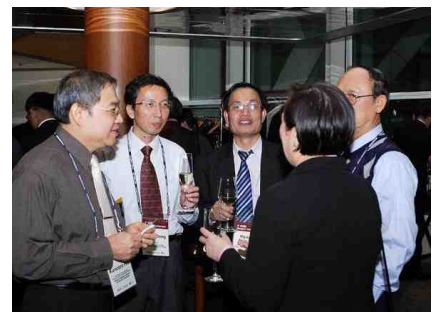
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Asia-Europe Foundation (ASEF)



The Asia-Europe Foundation (ASEF) promotes greater mutual understanding between Asia and Europe through intellectual, cultural and people-to-people exchanges.

Through ASEF, civil society concerns are included as a vital component of deliberations of the Asia-Europe Meeting (ASEM*). ASEF was established in February 1997 by the participating governments of ASEM and has since implemented over 500 projects, engaging over 15,000 direct participants as well as reaching out to a much wider audience in Asia and Europe.

www.asef.org

* ASEM now brings together 46 member states (Australia, Austria, Belgium, Brunei Darussalam, Bulgaria, Cambodia, China, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Indonesia, India, Ireland, Italy, Japan, Korea, Laos, Latvia, Lithuania, Luxembourg, Malaysia, Malta, Mongolia, Myanmar, the Netherlands, New Zealand, Pakistan, the Philippines, Poland, Portugal, Romania, Russia, Singapore, Slovakia, Slovenia, Spain, Sweden, Thailand, United Kingdom, Vietnam) plus the European Commission and the ASEAN Secretariat. www.aseminfoboard.org

Korea University (KU)



Founded in 1905, Korea University is widely acknowledged as the top private university in Korea. With eminent faculty, outstanding students and internationally recognised research programs all contribute to the University's public profile as an international leader in higher education.

Korea University has more than 34,000 students from all over the nation and the world. Currently enrolled are over 3,600 international students; including, language, exchange and degree-seeking students.

Korea University currently has 81 departments in 19 colleges and divisions with 18 graduate schools. There are 1,400 faculty members, many enjoying international prominence through their involvement in a wide range of scholarly activities.

www.korea.edu

ASEAN University Network (AUN)



At the 4th the Association of Southeast Asian Nations (ASEAN) Summit, the ASEAN leaders highlighted that ASEAN should help to hasten the solidarity and development of the regional identity by considering ways to further strengthen the existing network of leading universities.

This idea led to the establishment of the ASEAN University Network (AUN) in November 1995 with the signing of its Charter. The main objective of the AUN is to strengthen the existing network of cooperation among leading universities in ASEAN, by promoting cooperation and solidarity among ASEAN scholars and academics, developing academic and professional human resources, and promoting information dissemination among ASEAN academic community.

Currently, AUN comprises 26 Member Universities from 10 ASEAN countries and undertakes more than 30 collaborative projects within ASEAN and with its dialogue partners, such as China, the European Union (EU), Japan and Korea.

www.aunsec.org

ANNEXES



ASEM Conference of Ministers Responsible for Education

Education and Training for Tomorrow: Common Perspectives in Asia and Europe

Berlin, 5-6 May 2008

Conclusions by the Chair

The first meeting of the Ministers responsible for education of the ASEM countries was held in Berlin on 5-6 May 2008.

The meeting was chaired by the German Federal Minister of Education and Research, Dr. Annette Schavan, and supported by the President of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder*, Annegret Kramp-Karrenbauer. The meeting was co-sponsored by China, Denmark and Japan.

The discussion on the first day was focused on strengthening cooperation in higher education by forging strategic partnerships. Exchanges of views on the second day concentrated on enhancing employability and lifelong learning by bringing together education and the labour market.

The Meeting congratulated Germany on having taken the initiative for this first meeting of ASEM Education Ministers and underlined the importance of a stable and productive dialogue, thus supporting the key role of education and training in each country's efforts towards economic and social development as well as in making globalisation a success for all parties concerned.

The Meeting recognised that:

1. There is a growing need for more intensive relations and cooperation between Europe and Asia in a globalising world and stressed the increased economic interdependence of the two regions. ASEM plays a vital role as a platform for dialogue and cooperation among the European and Asian partners of the ASEM process.
2. The ASEM Education Ministerial Meeting in Berlin is an important first step towards strengthening the dialogue and fostering cooperation between ASEM partners in the field of education and training. The two regions look back on a history of long and successful bilateral partnerships in science and education. Experience with cultural and academic diversity has created many opportunities for personal growth, has promoted tolerance and has reduced discrimination by helping to develop a global democratic culture. The knowledge of languages and cultures of the ASEM partners is considered important by the Meeting.
3. Ensuring the quality and competitiveness of higher education systems and institutions is a key element for educating qualified and employable citizens and promoting economic growth in Asia and Europe. Higher education is therefore regarded as an important area of exchange and cooperation. The internationalisation of education in general, and of higher education in particular, is an important factor for making education systems and institutions more attractive and competitive worldwide.

4. The visibility of and the information on European and Asian education systems and institutions still leave room for improvement in both regions. Obstacles that may prevent the extension of individual exchange and institutional partnerships must be defined and tackled. Structural cooperation (e.g. bilateral agreements, partnerships, joint study programmes and research projects, off-shore activities) is crucial for creating sustainable links between European and Asian universities.
5. In view of the rapid social and economic changes and demographic challenges in both regions, education systems have to deliver both broad general knowledge and labour-market related competences and skills. Close cooperation between education and industry at international, national, regional and local level is a core element for ensuring the employability of the young generation entering the workforce as well as the employability of older generations.

The Meeting agreed:

- (1) To set up a strategic Asia-Europe education partnership for the 21st century, to strengthen the ASEM dialogue and cooperation in the field of education to include stakeholders at all levels and to convene a second Ministerial Meeting on Education in Vietnam in 2009.
- (2) To send key messages from the Berlin Conference to the ASEM summit in Beijing for acknowledgment and to pass on the chair's conclusions to the Asia-Europe Higher Education Leadership Dialogue Meeting in Berlin in October 2008 for further discussion.
- (3) To invite ASEM members to join an EU-Asia working group including Senior Officials and stakeholders from the education sector to identify the challenges connected with strengthening the mobility of students, teachers and researchers, and to make suggestions for improving the framework conditions for bi-regional exchanges with special regard to recognition of qualifications and degrees.
- (4) To propose the establishment of a bi-regional forum involving stakeholders from the education and economic sector to strengthen the dialogue and cooperation between education and industry at local, national and international level. A regular exchange of experience on how to promote knowledge, skills, and competences relevant to the labour market could thus be established.
- (5) To continue to internationalise their education systems and to encourage the internationalisation of institutions, especially in higher education. The Meeting acknowledged the role of internationalisation processes in the field of higher education in both regions and expressed its interest in exchanging views and experiences between Asia and Europe.
- (6) To encourage international educational mobility between both regions and to especially enhance more balanced exchanges of talented students, graduates and researchers by strengthening the potential of national, bilateral and multilateral mobility schemes (such as ASEM DUO and ERASMUS Mundus). Bi-regional exchanges, including foreign language learning, intercultural training and practical work experience, should be considered. The Meeting acknowledged the efforts of the European Commission and the Asia Europe Foundation (ASEF) to enhance bi-regional people-to-people-exchanges. Exchanges with less economically developed countries are encouraged.
- (7) To promote all kinds of structural education cooperation among ASEM partners in both regions to increase sustainability. Special attention should be given to university partnerships and networks (e.g. AUN-SEED Net, ASEA and EURASIA-PACIFIC UNINETS) and to the joint development of study programmes (possibly with double or joint degrees) and common research projects. Joint off-shore activities, such as the organisation of summer schools, joint study programmes and the foundation of area study centres, could be of considerable value. The activities of the German Academic Exchange Service in this field could be a source of inspiration.

- (8) To intensify EU-Asia cooperation in the field of lifelong learning. The Meeting encouraged the ASEM Lifelong Learning Hub to extend its network to all ASEM partners and to increase its research activities. Higher education institutions play a key role in lifelong learning, especially as regards the continuing education and further training of post-graduates and non- academics.
- (9) To increase the visibility of the education systems and institutions of both regions by improving information and stimulating joint marketing initiatives. Existing transnational platforms for dialogue and information (as implemented by Asia-Link and ASEF) as well as existing marketing tools at international (e.g. European Higher Education Fairs in Asia) and national level should be used and developed further. Alumni and their networks are encouraged to contribute to the dissemination of information.

The Meeting welcomed

Vietnam's offer to host the next ASEM Education Ministerial Meeting in Hanoi in 2009 and encouraged all ASEM members to contribute to the preparation of this event.

06.05.08/02.00 pm/DE



ASEM Meeting of Ministers Responsible for Higher Education

Sharing Experience and Best Practices on Higher Education

Hanoi, 14-15 May 2009

Conclusions by the Chair

The Second Meeting of the Ministers Responsible for Higher Education of the ASEM countries was held in Hanoi, Vietnam on 14-15 May 2009.

The Meeting was chaired by the Vietnamese Deputy Prime Minister, Minister of Education and Training, Prof. Dr. Nguyen Thien Nhan, co-chaired and co-sponsored by the Chinese Ministry of Education, the Danish Ministry of Education, the German Ministry of Education and Research, the Korean Ministry of Education, Science and Technology and the Thai Ministry of Education.

The discussion focused on the comments and proposals of the First Meeting and on strengthening cooperation in higher education by forging strategic partnerships for quality assurance, credit recognition and transfer in ASEM countries. Exchanges of views also concentrated on sustainable human resource development for ASEM's future needs through the promotion of lifelong learning and vocational education and training (VET), on enhancing mobility and employability, on strengthening university-industry partnerships, and on fostering quality vocational education in member countries.

The Meeting congratulated Vietnam on hosting the second meeting of ASEM Education Ministers Responsible for Higher Education and on effective coordination of a range of activities to increase visibility of higher education, removing obstacles to educational mobility, making quality assurance and accreditation more transparent, and lifelong learning more effective in member countries.

The Meeting:

1. Acknowledged the efforts of the Asia-Europe Foundation (ASEF) through the ASEM Education Hub (AEH) in facilitating dialogue and co-operation between and among various actors in the field of higher education: ASEM governments, university leaders, researchers, teachers and students.
2. Recognized the efforts and positive results of the Erasmus Mundus and the ASEM-DUO fellowship programmes in facilitating the mobility of students and teachers between Asia and Europe.

3. Recognized the ASEM Rectors' Conference process (with the AEH as its permanent Secretariat) as a dialogue partner, representing higher education stakeholders from the ASEM countries, at the ASEM Ministerial Meeting.
4. Further acknowledged that Lifelong Learning (LLL) provides a solid framework for sustainable human resource development, which generates economic growth, social welfare and enables individuals to pursue stimulating learning opportunities at all stages of their lives. Therefore, it deserves specific attention for intensified cooperation among the ASEM countries.
5. Recognized the role of the Information and Communication Technology (ICT) in the general development of education, and encouraged ASEM members to share their e-learning resources to maximize the use of ICT in capacity building, learning and teaching, and welcomed India's contributions in this field.
6. Encouraged ASEM members to upload the list of accredited educational institutions and programmes on the existing UNESCO portal to facilitate mobility of students, teachers and researchers.
7. Recognized UNESCO/OECD guidelines on quality provision in cross-border higher education as a basis for quality assurance, credit recognition and transfer in ASEM countries.
8. Recognized that solutions to the global economic crisis are no longer local or national, and that the whole spectrum of lifelong learning, education and training is not only a short-term recovery instrument, but a long-term economic and social response to the crisis.
9. Welcomed the call from the European Higher Education Ministers in their Communiqué of the Leuven/Louvain-la-Neuve conference 28-29 April 2009 for enhancing policy dialogue through the organization of the Bologna Policy Fora. The meeting applauded European University Association (EUA) for initiating a Round Table on 'The Bologna Process and Europe-Asia Dialogue' in Brussels¹.
10. Emphasized the importance of ensuring that all initiatives taken are based on collective consultation and reflect the interests of all parties involved in order to make the ASEM Education Process a truly bi-regional initiative.
11. Considered relevant outcomes of the ASEM Labour and Employment Ministers Meeting in Bali in October 2008, where similar topics and certain actions in the field of VET and Labour Migration were proposed.

The Meeting agreed:

A. Quality assurance, credit recognition and transfer in ASEM:

- (A1) To adopt the suggestion from the Second ASEM Education Ministerial meeting on starting an ASEM dialogue by forming three pilot groups of experts on credits and learning outcomes, quality assurance and qualification frameworks, while respecting the diversity of higher education systems and institutions in Asia and Europe. The Meeting applauded Germany for volunteering to coordinate a pilot group of Asian and European experts on credits and learning outcomes, and Austria for volunteering to take an active part in working with pilot group of experts on mutual recognition of higher education qualifications among the ASEM countries.
- (A2) To provide more support to trans-national initiatives and activities that aim to enhance the attractiveness, accessibility, profile, image and visibility of, and accessibility to Asian and European Higher Education in the world, and to welcome the proposal from the German Academic Exchange Service (DAAD) for a project on promoting joint programmes and mobility between ASEM countries.

¹ "Part of the EU-Asia Higher Education Platform — a European Union's initiative implemented by EUA, DAAD and Nuffic"

- (A3) To organize meetings for relevant Quality Assurance Agencies in Asia and Europe to exchange experience and good practices with the focus on quality assurance and accreditation of joint programmes, and the development of standards and guidelines in this field. The Meeting welcomed offers from France and Korea to organize two inter-regional workshops in France and Korea on Quality Assurance among quality assurance and accreditation agencies. The Meeting also welcomed the offer from the EUA, the AUN and the Commission on Higher Education of Thailand to organize a workshop on Regional Approaches to Quality Assurance in Bangkok, Thailand as part of the EU-Asia Higher Education Platform (EAHEP). Universities, governments, quality assurance agencies (including the ASEAN Quality Assurance Network (AQAN)), and other interested partners from ASEM countries are invited to attend. The meeting also welcomed Cyprus' offer to host a conference on quality assurance in 2010, as a continuation and expansion of the workshops in Korea and France.

B. Sustainable human resource development for ASEM's future needs:

- (B1) To strengthen the role of ASEM LLL Hub in order to deepen common understanding of LLL concepts, to make research and research-based policy recommendations in the fields concerned, and to expand the existing ASEM LLL cooperation to all ASEM countries, the European Commission and the ASEAN Secretariat. The Meeting welcomed Vietnam's offer to host a workshop in October 2009 in Nha Trang, Vietnam on lifelong learning and sustainable human resource development in cooperation with the Danish Ministry of Education, the ASEM LLL Hub and the EUA. The Meeting also welcomed Thailand's offer to host a conference on lifelong learning: workplace learning and e-learning, in cooperation with the ASEM LLL Hub, in July 2009 in Bangkok, Thailand.
- (B2) To endorse the detailed proposal and budget for the ASEM Education and Research Hub for Lifelong Learning and invited the ASEM countries and organisations to make this possible by voluntary contributions over the three year period of 2010-2012.
- (B3) To set up the ASEM University-Business-Forum, as agreed in the First Ministerial Meeting in Berlin, to enhance exchange of views and good practices, and welcomed Thailand for volunteering to organise this activity.
- (B4) To increase the exchange of information on skills forecast among ASEM countries by maximising inter-linked existing networks of member countries, and to encourage ASEM countries to explore EU's new initiative on new skills for new jobs, which aim at mapping out the skills of the future to better anticipate and match the needs of the labour market.
- (B5) To link the existing the European Network for Quality Assurance in Vocational Education and Training (ENQA-VET) with initiatives in Asian countries in order to exchange experience and practices on the implementation of QA in VET. To facilitate this exchange, a voluntary group of Asian countries, with the help of the ASEM Education Secretariat, shall take the lead in exploring the European Network. The Meeting welcomed China's offer to organize a workshop, supported by Germany, on attractiveness, employability in VET in China.
- (B6) To further increase the visibility of the education systems and institutions of both regions by organizing joint ASEM higher education meetings, conferences, fairs and joint marketing and information activities. The Meeting welcomed suggestions for the establishment of an EU-Asia portal providing information on jobs and learning opportunities in ASEM.
- (B7) To make the Asia-Europe Rectors' Conference a biennial event and encouraged balanced participation of universities from both regions.

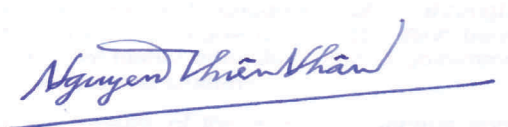
C. The Establishment of the ASEM Education Secretariat

- (C1) To establish a rotating ASEM Education Secretariat to ensure effective coordination and sustainable progress of the ASEM process. The ASEM Education Secretariat will coordinate ASEM educational activities, help with preparations for ASEM ministerial meetings, and facilitate the implementation of output-orientated initiatives that contribute to educational policy development and practices. The Meeting welcomed Germany's offer to host the ASEM Education Secretariat for the first four-year cycle and invited ASEM member countries to join and send in staff. The Meeting also acknowledged China's, Indonesia's and Vietnam's confirmation on personnel contributions to the Secretariat.
- (C2) Vietnam will implement the tasks of the Standing Committee for the Second ASEM Ministerial Meeting Responsible for Higher Education until the ASEM Education Secretariat is established. All information related to the ASEM Educational Meeting and its activities should be directed to Mr. Tran Ba Viet Dung, General Director of the International Co-operation Department, MOET, Vietnam -49 Dai Co Viet street, Hanoi; Tel: 00-84-4 38684835; Fax: 00-84-4-38693243; Email: tbvdung@moetedu.vn or hkdiepmoet.gov.vn

The Meeting welcomed

Denmark's offer to host the third ASEM Education Ministerial Meeting and encouraged all ASEM members to contribute to the preparation of this event.

Chair of the second ministerial
meeting responsible for higher education



Prof. Dr. Nguyen Thien Nhan
Deputy Prime Minister
Minister of Education and Training, Viet Nam

3rd Asia-Europe Meeting of Ministers for Education (ASEMME 3)

Shaping an ASEM Education Area

Copenhagen, 9-10 May 2011

Conclusions by the Chair

The Third Meeting of the Ministers for Education of the ASEM countries was hosted by Denmark in Copenhagen on 9 and 10 May 2011. The meeting was attended by 160 participants from 40 ASEM member countries and chaired by the Danish Minister for Education.

The Meeting warmly welcomed representatives from the new ASEM members Australia, New Zealand and the Russian Federation, who joined the ASEM Process during the 8th ASEM Summit held in Brussels, October 2010.

Four main topics were discussed during this third ministerial meeting and introduced by speakers of different ASEM members. The topic of quality assurance and recognition was introduced by both the European Commission and the Republic of Korea. The second topic of engaging business and industry in education was presented by Malaysia. The introductory remarks on the third topic of balanced mobility were given by China. Vietnam focused on the fourth topic of lifelong learning including vocational education and training.

The Meeting congratulated Denmark for successfully hosting the Third Asia-Europe Meeting of Ministers for Education and thus giving continuity and new momentum to the ASEM Education Process and education policy dialogue started in Berlin 2008 and Hanoi 2009.

The Ministers:

- (1) Underlined their wish for an intensive and sustainable Asia-Europe education partnership on the basis of mutual respect and benefit, thus contributing to the overall strategic dialogue and cooperation between Asia and Europe, reaffirmed by the ASEM Leaders during their Summit in Brussels on 4 and 5 October 2010.
- (2) Renewed their views that high-quality research, education and training systems that encourage and foster lifelong learning in all its diversity are crucial for the attractiveness of their education and training provision and hence for the development of highly qualified and employable citizens and economic growth in Asia and Europe, and no less for democracy and social cohesion in both regions; therefore, investment in all education and training sectors is of utmost importance, also and especially in times of financial crisis.¹

¹ Noted from the conclusions of the ASEF-organised initiatives in 2010: the 1st Asia-Europe Education Workshop on the Impact of the Financial Crisis to Higher Education and the 4th Connecting Civil Societies of Asia and Europe (Eight points for ASEM8).

- (3) Stressed the key role of the ASEM Education Process for the dialogue and cooperation in the field of education and training between Asia and Europe for the broader context of relations between both regions; the results of the ASEM Education Process should be transferred for consideration to the Bologna Policy Forum and the ASEM Summits of Heads of State and Government.
- (4) Acknowledged that the ASEM Education Process made good progress since the first two ministerial conferences in Berlin and Hanoi and noted with appreciation the numerous initiatives taken by ASEM members², the Asia-Europe Foundation (ASEF) through the ASEM Education Hub, the ASEM Education and Research Hub for Lifelong Learning in order to strengthen cooperation and mobility between Asia and Europe and to improve transparency and understanding of the different education systems.
- (5) Emphasised the importance of keeping the momentum of the ASEM Education Process and strengthening the efforts to further develop the ASEM Education Area by continued joint activities and concrete measures taken by the ASEM members. Future cooperation between the ASEM countries should build on existing structures and international conventions (e.g. UNESCO), in the field of recognition, quality assurance and mobility of both students and researchers. If new structures are needed, lessons learned by members should be taken into account in order to ensure that the goal of cost effectiveness is met.
- (6) Thanked the ASEM Education Secretariat which was established by the German Federal Ministry of Education and Research (BMBF) and hosted by the German Academic Exchange Service (DAAD) for effectively coordinating the ASEM educational activities and providing a comprehensive progress report on the implementation of these activities. In order to get a systematic overview and analysis of the ASEM educational activities on a regular basis, the Meeting called on the Secretariat to prepare a stocktaking report for the biennial Ministerial Meetings. In this context the Ministers thanked Belgium, China, Indonesia, Luxemburg and the Netherlands for the secondment of staff to the Secretariat.
- (7) Recognised the need to involve stakeholders, through the ASEM Rectors' Conference, and other initiatives from higher education institutions and student representatives, in the ASEM Education Process to achieve a broad consensus on the aims and measures of the Process, and acknowledged the recommendations from the 2nd ASEM Rectors' Conference which was held in Korea, October 2010
- (8) Recognised with appreciation the successful activities in mobility joint research and industry contacts achieved by European-Asian University networks such as the ASEA-UNINET and EURASIA-PACIFIC Networks.

In order to advance and deepen the ASEM educational cooperation in the four topics discussed in their meeting, the Ministers agreed on a number of activities and measures to be carried out and implemented in the coming years.

² For more details, please refer to the AES Status Report

A. Quality Assurance and Recognition

The Ministers:

1. Laid emphasis on strengthening interregional cooperation in the field of external quality assurance between quality assurance agencies and networks in Asia and Europe by organising joint meetings, with a view to develop common principles of quality assurance across the ASEM education area. Germany offers to host a first expert seminar in 2011. In order to ensure the continuity of the dialogue on quality assurance a seminar will be held in France in 2012. Progress and results will be presented for ASEMME4. With support of the ASEM Education Secretariat, an extensive glossary of quality assurance terms used in both regions should be compiled;
2. Urged the ASEM members to improve mutual recognition of qualifications by developing a common understanding of credits and learning outcomes; the ASEM Education Secretariat has already compiled relevant information on credits and learning outcomes in ASEM countries and is asked to regularly update this information on its website;
3. Suggested exploring the feasibility of setting up an ASEM convention on mutual recognition of degrees and study achievements (including the establishment of National Information and Recognition Centres in all ASEM countries); Austria volunteers to take an active part in establishing an ASEM pilot group of experts who will inform ASEMME4 about the progress;
4. Proposed to consider the implementation of the UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education across the ASEM Education Area.

B. Engaging Business and Industry in Education

The Ministers:

5. Agreed to make the ASEM University-Business Forum (organised for the first time in Bangkok, March 2010) an annual event; the Forum should identify examples of good practice, develop ideas and make recommendations on how to improve university-business cooperation between ASEM countries; Germany offers to host the second ASEM University-Business Forum in late 2011. Malaysia offers to host a stakeholder meeting in 2012;
6. Invited the European Commission to link the ASEM University-Business Forum to the EU University-Business Forum and include a specific session with Asian and European representatives from academia and the world of work that will contribute to deepen the dialogue on bi-regional university-business cooperation in areas such as participation of employers in curriculum development and the labour-market relevance of graduate qualifications; also the organisers of future ASEM University Business Fora are asked to consider balanced participation from Asia and Europe.
7. Invited ASEF through the ASEM Rectors' Conference to contribute to the ASEM University-Business Forum, in order to enhance the dialogue on higher education-business cooperation between stakeholders;

8. Considered the establishment of an ASEM placement programme in terms of setting up a pilot scheme for higher education-business mobility of qualified students between Asia and Europe (partly funded by public resources and industry);
9. Asked to explore the possibility to open up the EU ERASMUS Mundus Programme to the exchange of ASEM placement students in the next phase of the programme.

C. Balanced Mobility

The Ministers:

10. Shared the view that learning mobility between Asia and Europe should be more balanced and urged the ASEM Education Secretariat to organise workshops in order to develop, together with experts from ASEM members, a strategy for balanced mobility and prepare a first draft with recommendations for the next ministerial meeting;
11. Underscored the need for more and better data on student and staff mobility between Asia and Europe to provide a solid basis for political conclusions and decisions;
12. Resolved to improve the level of information on educational opportunities in Asia and Europe among people and invite ASEM members to support ASEF in its effort to update and maintain the DEEP database;
13. Encouraged the ASEM members to increase the number of joint study programmes (e.g. in Asian and European studies) and summer schools between Asian and European higher education institutions by using various programmes and funding schemes; an ASEM pilot scheme for joint curriculum development, funded by interested ASEM countries, could be envisaged;
14. Agreed to promote student, teacher, researcher and administrative staff exchanges by using existing mobility schemes; the Ministers acknowledged the efforts made by ASEM DUO to strengthen the bilateral student and teacher exchange between Asian and European institutions and took note of the extension of the ASEM DUO programme to its third phase; the ASEM DUO secretariat is to be evaluated and looks forward to presenting the results at ASEMME4;
15. Proposed to enhance mobility between Asia and Europe by intensifying promotional activities in both regions, appointing competent students and staff with a mobility experience as "ambassadors for mobility" in each ASEM country and organising ASEM education fairs in Asia and Europe (e.g. with EU support). The ASEM Education Secretariat is asked to set up an expert group to explore the usefulness of a promotion strategy for the ASEM Education Area;
16. Encouraged ASEM members to organise thematic training seminars on removing obstacles to mobility (e.g. recognition), funded by EU or national resources; the Ministers welcomed Thailand's offer to host an international ASEM conference on mobility in late 2011.

D. Lifelong Learning (LLL) including Vocational Education and Training (VET)

The Ministers:

17. Affirmed their commitment to enhancing adult and community education and acknowledged the importance of lifelong learning as the space in which democratic social and political participation can be fostered and practised, in the service of social cohesion and the quality of life;
18. Encouraged the strengthening of lifelong learning research base in universities and research institutes in the ASEM area, including their capacity for international exchange of information and analysis, in order to contribute to evidence-based educational reform and innovation;
19. Recommended dissemination of good practices, such as learning cities, learning communities, learning festivals, learning entitlements, lifelong learning accounts, vouchers for lifelong learning and academic credit banks system, literacy programmes, professionalization of adult teachers, etc., and sharing of research findings in lifelong learning between ASEM countries through the coordination of ASEM LLL Hub in cooperation with UNESCO and other international organisations;
20. Encouraged workplace learning and increase of both employer responsibilities for provision and employee opportunities for participation;
21. Welcomed Denmark's offer to host an "ASEM Forum on Lifelong Learning" in April 2012 under the coordination of the ASEM LLL Hub during the Danish EU presidency;
22. Called attention to continuing the dialogue on qualifications frameworks between Asian and European experts in order to improve transparency and knowledge of the varied approaches to and understandings of lifelong learning in both regions;
23. Encouraged the exchange of experience on how qualifications frameworks affect lifelong learning and assure broad stakeholder acceptance of new forms of adult learning, thereby especially underlining the idea of enhancing and supporting the development of qualifications frameworks – including validation and recognition of informal and non-formal learning outcomes and flexible pathways to further education and career. In this context, the Ministers welcomed Vietnam's offer to host a conference on qualifications framework and Germany's offer to organise the next Vocational Education Training Symposium with special regard to qualifications frameworks in early 2012;
24. Requested the Senior Officials and the ASEM Education Secretariat to provide the ASEMME4 with a systematic overview on existing qualifications frameworks models (including conclusions concerning ASEM education cooperation);
25. Asked to document best practices in VET, particularly those reflecting industry- school partnerships which can be shared by all participating countries; a work- shop hosted by Austria will present these examples;
26. Suggested establishing an expert group in order to elaborate the development of joint VET initiatives;

27. Welcomed Malaysia's offer to host an expert meeting on e-learning as a component of lifelong learning;
28. Agreed to support, disseminate and utilise the ASEM LLL Hub's research activities in national contexts and invited countries to contribute to the operation of the ASEM LLL Hub secretariat, for example by sending staff to work at the secretariat for a period;
29. Encouraged ASEM members to support the cooperation between the ASEM LLL Hub, relevant EU networks and the SEAMEO Regional Centre for Lifelong Learning in order to maximise knowledge and scholarly exchanges in the field between Asia and Europe.

The Ministers mandated:

The ASEM Education Secretariat to observe and assist the member countries in implementing the proposed initiatives and to inform the Ministers on the progress achieved with the stocktaking report for ASEMME4 in 2013.

The Ministers welcomed:

- Malaysia's offer to host the Fourth Asia-Europe Meeting of Ministers for Education (ASEMME4) in 2013;
- Indonesia's offer to host the ASEM Education Secretariat as of October 2013. ASEM members are invited to second staff to the ASEM Education Secretariat;
- Latvia's offer to host the Fifth Asia-Europe Meeting of Ministers for Education (ASEMME5) in 2015;
- The Republic of Korea's offer to host the Sixth Asia-Europe Meeting of Ministers for Education (ASEMME6) in 2017.

Copenhagen, May 10th 2011, 12.00 am

**First ASEM Rectors' Conference:
Asia - Europe Higher Education Leadership Dialogue**

Between Tradition and Reform: Universities in Asia and Europe at the Crossroads

Freie Universität Berlin
Berlin, 27-29 October 2008

Conference Recommendations

I. Introduction

The First ASEM Rectors' Conference was held at the Freie Universität Berlin from 27-29 October 2008. It attracted some 100 university leaders as well as representatives of ASEM¹ higher education institutions, networks and organisations at the highest level.

Building on previous successful initiatives, notably the 1st and 2nd AUNP Rectors' Conferences and ASEF's ASEM Education Hub (AEH) Colloquy series, the conference was jointly organised by the German Rectors' Conference (HRK), the European University Association (EUA), the ASEAN University Network (AUN) and the Asia Europe Foundation (ASEF), supported by the German Federal Ministry for Education and Research (BMBF) and hosted by the Freie Universität Berlin.

Discussions at the conference focused on the development of European and Asian higher education systems and on strategic university cooperation in and between the two regions. In this context, conference participants took note of the conclusions drawn by the ASEM Conference of Ministers Responsible for Education, held in Berlin on 5 and 6 May 2008, acknowledged by the ASEM7 Summit of Heads of State and Government that was held in Beijing on 24 and 25 October 2008.

After the conference, the ASEM University Rectors and Presidents conveyed the following considerations and recommendations to the ASEM Ministers Responsible for Education to accelerate the process of higher education dialogue and cooperation between Asia and Europe and so support the strategic partnership between the two regions. It should be understood as an initial contribution made by higher education leaders in Asia and Europe to the emerging ASEM Education Process, and, hopefully, as the start of concerted dialogue between governments and the higher education sectors.

¹ Countries that participate in the Asia-Europe Ministerial Meetings – involving 27 European Union Member States, the European Commission as well as 16 Asian countries and the ASEAN Secretariat.

II. Enhancing ASEM Higher Education dialogue and cooperation

The conference participants recognised the high potential for enhanced dialogue and closer cooperation between the higher education sectors of the two regions. It was found that although they were subject to different environments, universities in both regions are facing similar challenges, resulting notably from the combined influences of increasing institutional autonomy, competition, diversification and globalisation, opportunities for regional integration processes, changing societal demands vis-à-vis higher education, increased competition for academic talent and skilled labour, and an increasing diversity of student populations. These challenges, while daunting for the individual university, open up far-reaching prospects for intra-regional and inter-regional cooperation.

1. The ASEM University Leaders' Response to the ASEM Meeting of Ministers Responsible for Education (EMM)

University leaders from Asia and Europe

- welcome the Ministers' decision to set up a Strategic Asia-Europe Education Partnership for the 21st Century involving stakeholders at all levels so as to strengthen ASEM dialogue and cooperation in the field of education
- welcome the commitment by the ASEM Education Ministers to meet on a regular basis as a timely initiative that can be expected to produce tangible benefits for multilateral research and education cooperation between the institutions of both regions and for the internationalisation of their higher education sectors
- support the issues agreed by the ministers and look forward to exploring prospects for advancing their development and implementation. In particular they
 - support the EMM conclusions on the need to improve the information and visibility of the higher education systems of both regions
 - confirm in particular the need for establishing a high-level working group
 - confirm, in particular, the need to establish a high-level working group aimed at "improving the framework conditions for bi-regional exchange"²
 - support the EMM suggestions regarding the reciprocal mobility of students, academic staff and researchers, life-long learning and industry collaboration.

University leaders consider it to be of prime importance that

- stakeholders at national and regional level, including students, are consulted on the programming and monitoring of cooperation initiatives;
- universities are fully involved with regard to their complex missions and manifold tasks that extend far beyond higher education and research, and have an important effect on the social and economic development of countries and regions as well as on other areas of education; and that
- measures are realised in a medium to long-term perspective, together with a mechanism for adjusting and improving programmes.

² As stated in the ASEM Education Ministers Meeting "Chairs conclusions"

2. Establishment of an ASEM University Platform

In order to take up the Ministers' offer to collaborate on these and other issues, the ASEM University Rectors and Presidents decided to establish a joint platform for discussing and defining stakeholder positions and for facilitating a constructive and concerted dialogue on higher education policy and collaboration development between the two regions. The 1st ASEM Rectors' Conference is perceived as a first important step in this direction, laying the ground for a platform to enable exchange and collaboration between higher education leaders in Asia and Europe, and in formulating policy goals for the ASEM Education Process. It should be continued on a regular basis (every two years), underpinned and followed up by workshops, roundtables and other initiatives serving the creation and exchange of knowledge and good practices.

A permanent office for the ASEM Rectors' Conference, located within the existing ASEF's ASEM Education Hub Secretariat in Singapore,³ with the support of the European University Association (EUA, Brussels) and the ASEAN University Network (AUN, Bangkok) as institutional partners, will take on the secretarial tasks and the representative duties of the education communities of both regions within the ASEM policy dialogue process. Individual institutions and national university organisations would volunteer as hosts and provide the venue, practical organisation and co-funding of events and activities.

The annual AEH Advisory Committee Meeting will provide the opportunity to set the agenda and finalise policy recommendations.

As a result of the First ASEM Rectors' Conference, ASEM university leaders would like to convey to the ASEM Ministers Responsible for Education the following recommendations for consideration and endorsement at their next meeting in Hanoi in 2009.

II. Recommendations

1. Towards an Enhanced Framework for ASEM Higher Education Policy Dialogue and Cooperation

Conference participants recommend the establishment of a strong and sustainable framework for Asia-Europe Higher Education Dialogue and Cooperation, which would

- provide an interface for discussion between decision-makers in ministries and Asian and European higher education associations and institutions (ASEM University Platform)
- contribute to enhancing the exchange of information and knowledge of higher education and research policies, inter alia, by commissioning surveys and studies, such as the launch of a regular report on higher education in Asia, modelled on the EUA's European Trends report
- contribute to identifying strategic and operational priorities, and to the development of stakeholder-driven programmes and the means to achieve them.

In proposing a structured dialogue between the ASEM University Platform and the ASEM Education Ministers, University Rectors and Presidents from Asia and Europe wish to recall the European Bologna Process as an example of a successful

³ Without prejudice to the other task and mission of the ASEM Education Hub

dialogue process, which, in less than a decade, has developed into a major higher education modernisation initiative, involving 46 countries, with a considerable positive impact on European higher education institutions, while respecting the national sovereignty of the participating countries and strengthening the autonomy of the higher education institutions. The close and structured involvement of higher education stakeholders represents one of the key features of the Bologna Process. While the Asia-Europe perspective is, of course, different to that of the European Higher Education Area (EHEA), some of the lessons learnt from the European and Asian integration processes could be considered when designing and implementing the mechanism of an ASEM government - stakeholder process. In this respect, the emergence of a widely representative stakeholder organisation on the Asian side should be pursued.

2. Mobility within ASEM countries

University leaders support the idea of involving stakeholders in the high-level working group on ASEM mobility, proposed by the EMM, in order to develop concrete strategies, goals and means for the enhancement of inter-institutional mobility between the two regions.

This should comprise, in particular, actions for ensuring funding and other incentives for institutions and movers, for enhancing quality assurance and recognition as important prerequisites for successful exchange and cooperation, and also measures aimed at improving regulations on visas, residence and work permits, and pension rights and entitlements.

As immediate priorities it is suggested that means are devised for enhancing:

- university partnerships as key drivers for improving quality mobility, particularly with regard to tailored exchange programmes for doctoral and postdoctoral candidates, for strengthening institutional links in research and teaching, and for administrative staff, so as to ensure the sustainability and effectiveness of institutional links
- the transparency of national systems and higher education institutions, through concrete progress in the recognition of qualifications, cooperation in the areas of qualification frameworks, learning outcomes and quality assurance.

3. Research collaboration

University Rectors and Presidents agreed that an Asia-Europe partnership in higher education can only be successful if it includes research as one of the universities' core tasks, since this is an important driver for economic and social development.

Ministers are therefore invited to

- give full attention to encouraging university-based reciprocal research collaboration
- promote the development of joint research clusters, especially in priority areas identified by the ASEM7 Summit
- especially support research clusters as a means to enhanced research cooperation
- encourage joint research in area studies, notably in EU or Asian research centres, focusing, amongst other topics, on the role of higher education institutions in Asian and European societies and to
- further explore the opportunities for establishing a larger framework for research cooperation and research funding on the basis of inter-

governmental agreements, and in particular to consider the recent communication from the European Commission on "A strategic Framework for International Science and Technology Cooperation". (http://ec.europa.eu/research/iscp/pdf/com_2008_588_en.pdf).

4. Incentives and Support for ASEM Higher Education Cooperation

University Rectors and Presidents are convinced that the realisation of the Asia-Europe Education Partnership for the 21st Century and its concrete elements, as proposed by the EMM, require incentives, and in particular funding.

They therefore recommend

- setting up an institutional partnership programme, similar to past programmes, such as Asia-Link and AUNP, as complements to other current schemes
- providing financial support for networking activities by higher education institutions and organisations to underpin partnerships and to enhance the sustainability and dissemination of their outcomes.

IV. Outlook: Next ASEM Ministerial Meeting

The Conference will forward its recommendations to the 2nd ASEM Education Ministers Meeting, to be held in Hanoi, Vietnam, in May 2009 for their consideration, and re-affirms its willingness to enter into an interactive and sustained dialogue process with the ASEM Ministers Responsible for Education.

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