



**ASIA-EUROPE**  
FOUNDATION

**ASEF'S PROPOSALS  
TO THE  
3<sup>rd</sup> ASIA-EUROPE MEETING OF  
MINISTERS FOR EDUCATION  
(ASEMME3)**

***9-10 May 2011  
Copenhagen, Denmark***



ASEM  
EDUCATION HUB

**The ASEM Education Hub is a programme of  
the Asia-Europe Foundation ([www.asef.org](http://www.asef.org)).**



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## 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. ASEF strives to include civil society concerns as a vital component of the deliberations of the Asia-Europe Meeting. One of these concerns, and thus one key area of ASEF's activities, continues to be *Education*.

Through the launch of its higher education initiative, the ASEM Education Hub (AEH), ASEF has opened several platforms for exchange between regions, between institutions and between civil society and governments. Among these are the biennial ASEM Rectors' Conferences, the Asia-Europe Education Workshops, AEH's Advisory Committee as well as the Database on Education Exchange Programmes (DEEP). In addition, ASEF lends its support to the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub).

In the last two years since the 1<sup>st</sup> Asia-Europe Meeting of the Ministers for Education in Berlin (2008), ASEF has witnessed the emergence of the ASEM education process which was further solidified by the Ministers' 2<sup>nd</sup> Meeting in Hanoi (2009). It is indeed heartening to see the evolution of this process in the same spirit from which the Asia-Europe Meeting (ASEM) was born – that is, the dialogue and exchange between governments and civil society. ASEF, as the only permanent institution of ASEM, renews its commitment to support the ASEM education process through the ASEM Rectors' Conference as well as its other education cooperation programmes.

It is, therefore, my honour and pleasure, to present the recommendations from ASEF's 2010 initiatives, specifically from the 2<sup>nd</sup> ASEM Rectors' Conference, the 1<sup>st</sup> Asia-Europe Education Workshop and the 4<sup>th</sup> Connecting Civil Societies of Asia and Europe (CCS4). They are addressed to ASEM policy makers and civil society stakeholders – inviting their support and action. They express some of the ***current trends at the heart of education debates***. They ***provide inspiration for new ideas and initiatives*** and ***serve as catalysts for further engagement***.

The key messages you will find in the succeeding pages exemplify ASEF's unique ability to mobilise meaningful contributions from a diverse set of stakeholders towards a vision of enhanced Asia-Europe cooperation in the field of education. By way of sharing them, ASEF would like to express its appreciation to its partners for their continued support and commitment.

We look forward to the fruits of the 3<sup>rd</sup> Asia-Europe Meeting of the Ministers for Education.

**Ambassador Dominique Girard**  
Executive Director of the Asia-Europe Foundation



## THE ASIA-EUROPE FOUNDATION (ASEF)



The **Asia-Europe Foundation** 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<sup>\*</sup>). ASEF was established in February 1997 by the participating governments of ASEM. ASEF 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](http://www.asef.org)

ASEF reports to a Board of Governors appointed by the 48 ASEM partners. Besides its Executive Office, ASEF is composed of the four operational departments summarised below, supported by the Finance & Administration Department.

**Cultural Exchange (CE)** provides young artists and cultural professionals in Asia and Europe with a unique environment for dialogue, evolving into positive artistic interventions, dynamic cultural networks and cultural policy development in and between Asia and Europe.

**Intellectual Exchange (IE)** contributes to policy debate and strategic thinking by providing a common platform for discussion on themes of current and future importance to Asia and Europe.

**People-to-People Exchange (P2P)** aims to facilitate the development of educational (formal and non-formal) policies and exchange of best practices in ASEM countries for the benefit of the next generation of leaders.

**Public Affairs (PA)** works with diverse constituencies, including the media, to multiply knowledge about Asia-Europe co-operation by furthering understanding and awareness about ASEF, ASEM and key issues in inter-regional relations.

<sup>\*</sup> **ASEM** (the Asia-Europe Meeting) is an informal process of dialogue and cooperation. It brings together Australia, Austria, Belgium, Brunei, Bulgaria, Cambodia, China, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, India, Indonesia, 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, the ASEAN Secretariat and the European Commission. <http://www.aseminfoboard.org>

## THE ASEM EDUCATION HUB (AEH)



The **ASEM Education Hub** is a programme of the Asia-Europe Foundation that facilitates and promotes cooperation among higher education stakeholders in Asia and Europe. The current structure of the AEH was defined in 2006. ASEF called it the revitalised ASEM Education Hub (AEH) initiative, pursuing two overall objectives: providing support to multilateral higher education co-operation initiatives; and acting as a facilitator for higher education dialogue among ASEM countries through the creation of platforms for exchanges among relevant stakeholders. More information on the AEH is available at <http://www.asef.org>.

### ***ASEM Rectors' Conference (ASEM RC)***

The **ASEM RC**, designed as a biennial leadership dialogue among heads of universities and higher learning institutions, is an important step towards establishing a sustainable dialogue platform between Asia and Europe on higher education issues, in view of enhancing education co-operation among ASEM countries. In more concrete terms, the high-level meeting seeks to:

- bring together university leaders and higher education experts from ASEM countries, providing a discussion platform for topical higher education policy issues between the two regions;
- promote intensified co-operation between universities in Asia and Europe; and
- develop recommendations for the further development of higher education co-operation and exchange, to be submitted to the competent ASEM national governments and regional bodies

### ***Asia-Europe Education Workshops***

The **Asia-Europe Education Workshops** provide a venue for focused discussions on the changing context that affects or influences the education sector. It invites stakeholders from various sectors to address a specific education topic using a transversal approach.

### ***ASEM Education Hub Advisory Committee***

The **AEH Advisory Committee** is composed of major higher education organisations and networks as well as individuals with proven interest, expertise and experience from ASEM countries. It is an observatory and guiding body for the initiatives of AEH.

The current members of the AEH Advisory Committee:

Academic Cooperation Association – ACA  
ASEM Education Secretariat – AES  
ASEAN University Network – AUN  
ASEAN-European University Network – Asea-Uninet  
Asian Institute of Management – AIM  
Association of Indian Universities – AIU  
Association of South-East Asian Institutions of Higher Learning – ASAIHL  
Association of Universities in the Asia-Pacific – AUAP  
Baltic University Programme – BUP  
Danish University of Education, Aarhus University  
European University Association – EUA  
German Rectors' Conference – HRK  
Institute for International & Intercultural Studies, Universitat Autònoma de Barcelona  
Korean Council for University Education – KCUE  
Kunming University of Science and Technology – KUST  
Netherlands Organisation for International Cooperation in Higher Education (Nuffic Jakarta Office)  
South-East Asian Association for Institutional Research Conference – SEA-AIR  
UNESCO Bangkok Office  
Universiti Sains Malaysia – USM

### ***ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub)***

The ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) is a network of Asian and European universities engaged in comparative studies and joint researches on lifelong learning. They provide evidence-based policy recommendations for educational reforms in ASEM countries.



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## I. RECOMMENDATIONS FROM THE 2<sup>ND</sup> ASEM RECTORS' CONFERENCE (2<sup>ND</sup> ASEM RC)



2<sup>nd</sup> ASEM Rectors' Conference: Asia-Europe Higher Education Leadership Dialogue

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

Korea University  
Seoul, Korea, 26-27 October 2010

## Conference Recommendations

### I. Introduction

The 2<sup>nd</sup> ASEM Rectors' Conference 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 [1<sup>st</sup> ASEM Rectors' Conference](#) held at the Free University in Berlin in October 2008 and the 2<sup>nd</sup> Asia-Europe Meeting of Ministers for Education (ASEMME2) in Hanoi in May 2009, the 2<sup>nd</sup> 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.<sup>1</sup> The synergies between the ministerial and stakeholder processes can help make big steps forward in fostering higher education dialogue and cooperation in ASEM.

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<sup>1</sup> 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).

**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 (HE) 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 (ASEM) 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 1<sup>st</sup> Asia-Europe Education Workshop on the Impact of the Financial Crisis in March 2010 which fed into the discussions of the 2<sup>nd</sup> ASEM Rectors' Conference).

### **III. Recommendations**

Resulting from the discussions at the 2<sup>nd</sup> 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 higher education institutions in ASEM and other relevant stakeholders in the 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 employable<sup>2</sup>
  - f. exposing students substantially to different learning and working cultures through mobility, etc.

## **(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 reform 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*

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<sup>2</sup> The World Association for Cooperative Education (WACE) is planning to organise a conference for ASEM countries in Bangkok, in July 2010, which hopes to forward an ASEM agenda for work-integrated learning.

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 3<sup>rd</sup> 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 3<sup>rd</sup> ASEM Rectors’ Conference (3<sup>rd</sup> ASEM RC). The Conference welcomed the University of Groningen’s offer to host the 3<sup>rd</sup> ASEM Rectors’ Conference in The Netherlands in 2012.

## II. RECOMMENDATIONS FROM THE 4<sup>TH</sup> CONNECTING CIVIL SOCIETIES OF ASIA AND EUROPE CONFERENCE (CCS4): EIGHT POINTS FOR THE 8<sup>TH</sup> SUMMIT OF THE ASIA-EUROPE MEETING

### 4<sup>th</sup> Connecting Civil Societies of Asia and Europe Conference: Changing Challenges, New Ideas

1-3 October 2010, Brussels (Belgium)  
*An official side-event of the ASEM 8 Summit*

### **Eight Points for ASEM 8**

Belgian Deputy Prime Minister and Foreign Minister Steven Vanackere opened the 4<sup>th</sup> Connecting Civil Societies Conference to an audience of more than 150 leading representatives from diverse sectors in ASEM countries. The Asia-Europe Foundation and the Europe-Asia Policy Forum organised the event in cooperation with 15 Asian and European institutions across a wide field of expertise. The conference also featured the 5<sup>th</sup> Asia-Europe Editors' Roundtable, which brought 17 eminent editors and commentators to examine recent trends in global governance.\*

#### **I. Advance Inter-regionalism and Regional Integration**

Asia and Europe need more knowledge about each other and about their inter-regional relations. ASEM should therefore mobilise civil society organisations, higher education institutions and think-tanks in order to facilitate the creation of an ASEM knowledge community that enhances mutual understanding. Three concrete avenues for this are proposed:

- ASEM should create more space for mutual learning by facilitating civil society exchanges between Europe and Asia and by increasing the civil society participation to ASEM processes.
- ASEM should put Higher Education and Research cooperation as one of its top priorities and take measures to stimulate long-term research cooperation between young researchers on topics of common interest.
- ASEM should contribute to strengthen the capacity of academic research institutes and think-tanks in Europe and Asia to understand each other's societies by facilitating exchanges, mobility and collaboration, as well as by facilitating the set-up of an ASEM network of think tanks.

#### **II. Mobilise Resources for Higher Education**

- Higher education is a public good and a fundamental element of economic, social and cultural development. Governments need to provide continued support to ensure continuity, quality, diversity, equity and access.

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\* The 4<sup>th</sup> Connecting Civil Societies Conference was jointly organised by the Asia-Europe Foundation and the Europe-Asia Policy Forum consortium: the European Policy Centre (EPC), the International Institute for Asian Studies (IIAS) and the Singapore Institute of International Affairs (SIIA). The content of this Briefing is derived from the workshop discussions and does not reflect the official position of the conference organisers, nor their sponsors.

- Governments need to facilitate an effective and efficient degree of autonomy in higher education institutions. Higher education institutions should actively involve other stakeholders, including students, in the management of their resources, in defining strategic priorities and in evaluating outcomes.
- Costs and funding models should be defined by the needs and expectations of students as well as employers and the wider society. In the ASEM context, an effort should be made to explore supra-national and cross-regional strategies.

### **III. Harness Voluntary Service for Lifelong Learning**

Living and working in the ASEM area increasingly demands new and more complex skills and competences. To develop these skills and to measure the impacts of voluntary work in creating skills and competences for living and working in ASEM area, any work on lifelong learning must realise that:

- The development and maintenance of professional and social skills and competences through lifelong learning is required to build and enhance constructive and closer cooperation in the ASEM region.
- Through the redesigning of relations between education and working activities the development of a sustainable and participatory learning society is possible. This can be done through lifelong learning.
- By encompassing formal and informal learning and by recognising prior learning and voluntary activities, lifelong learning can strengthen civil society.

### **IV. Build Regional Communities for Post-Conflict Reconciliation**

Civil society organisations urge ASEM leaders to identify a common regional vision founded on common goals, affirmed by historical recognition, and supported by trans-regional and multi-stakeholder cooperation. There is a critical and urgent need for Northeast Asia in particular, and East Asia as a whole, to develop a mechanism for, at minimum, dialogue and confidence-building in order to guard against violent conflict. The region remains divided, with the Korean peninsula divide one of the most dangerous flashpoints in the world. There remain many other points of potential conflict, including unresolved territorial disputes linked to natural resources such as those over the Diaoyu/Senkaku Islands and the Spratly Islands. ASEM governments are urged to:

- Set up an independent, multi-stakeholder grouping (comprising educators, education ministries, media and NGOs) to address issues of historical recognition based on or connected to existing mechanisms in Northeast Asia and the European Union.
- Strengthen the ASEAN+3 dialogue specifically at an informal working level, for example, amongst mid-level government officials.
- Critically assess the successes and failures of both Asian and European post-war reconciliation experiences, like the European Coal and Steel Commission and Article 9 of the Japanese Constitution, with a view to building strategies for regional stability and trust building.

### **V. Guarantee the Right to Information**

The right of individuals to access information which is held by public authorities is essential for civic engagement, to make governments accountable and ensure sustainable development – including the fight against poverty and corruption. ASEM governments are urged to:

- Recognise and respect the right of the public to seek, receive and impart information by adopting and implementing comprehensive national rights to information legislation based on international standards; and to ensure the fullest transparency and citizen's access to information in all bilateral and multilateral negotiations leading to treaties and agreements.
- Accede to and extend their commitment to international treaties and conventions which advance the right to information, in particular the UNECE Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters (Aarhus Convention). Furthermore, they should require that the international institutions (to which they are a party) adopt transparency policies. In particular, they should proactively provide information needed by the public, especially vulnerable groups, to hold these institutions accountable.
- ASEM leaders should enable and encourage civil society initiatives that promote the right to information and facilitate the exchange of experiences and resources across ASEM countries to effectuate this right.

#### **VI. Promote Public Health through "Young" Ideas**

- Relevant government ministries, in cooperation with civil society, are called upon to develop and address greater inter-regional mechanisms for sharing knowledge on the development and delivery of school curricula on Sexual and Reproductive Health and Rights (SRHR) and on healthy lifestyles including nutrition, sports and avoiding drug abuse. Similar financial and policy support can also be extended to informal and non-formal education as well as to strengthen web-based access to youth-friendly health information and services.
- Considering that the current level of engagement of both governmental and non-governmental actors in the promotion of public health for the youth is still insufficient, equal weight must be accorded to the youth sector as a valued partner in policy-making, implementation, monitoring and evaluation of public health programmes for young people in both regions.
- ASEM governments should empower and mobilise young people in public health promotion by strengthening Asian regional youth structures as a partner to their existing European counterparts. Governments, in cooperation with civil society, are called upon to enable capacity development such as inter-regional youth camps and leadership trainings. Particular support to encourage social entrepreneurship is needed. Examples include training young people in social entrepreneurial skills as well as providing incentives to young entrepreneurs active in public health promotion.

#### **VII. Apply the Arts in Sustainable Urban Development**

To meet the demands of living well together in the future, the art of “city-making” must embrace ecological growth to mean social, environmental, cultural and economic diversity. Inter-sectoral, transversal and sensitive approaches to urban development are needed, e.g.

creating common spaces for shared use in cities. Governance must involve transparent forms of dialogue, mutual learning as well as genuine and effective participation. The arts can serve these processes as a dynamic catalyst and generate imagination among all other disciplines. To this end, it is recommended that:

- ASEM governments need to integrate the significant contributions of artwork and art-creating processes in urban development. They are urged to establish an enabling environment for the active involvement of artists and other creative practitioners in urban development policies. In particular, they should create enabling environments for the development of greater numbers of small arts organisations/initiatives. These initiatives must be engaged in participatory and trans-disciplinary processes that respond to the needs of diverse communities.
- ASEM governments should actively consider looking beyond arts education towards a deeper role for art-in-education. This should include artistic ways of learning (such as experiential learning, question-based learning and non-linear problem-solving skills). The arts have a relevant role to play in formal, informal and non-formal education as well as in lifelong learning. Artists and other creative practitioners should be included in consultative bodies on education policies.

## VIII. Asia and Europe: Engaging for a Post-Crisis World

### *The 5<sup>th</sup> Asia-Europe Editors' Roundtable*

The ASEM 8 Summit is occurring at a critical moment of profound global transition. There is an urgent need for Asia and Europe to learn from each other as challenges and risks are increasingly inter-connected across borders as well as across sectors. The issue of global governance reflects the impact of a shift in power from the West to the East. Europe is over-represented in global institutions and growing focus on the legitimacy of institutions has led to a questioning of this over-representation. However, it is difficult to conceive of EU member states willingly giving up global political power. Consequently, a flourishing of ad hoc G20-like institutions (or indeed the entrenchment of the G20) seems more plausible than the adaptation of existing institutions.

- European engagement with Asia therefore needs to recognise widespread Asian distrust of the EU's perceived morally-superior agenda predicated on human rights; this agenda is undermined by, for instance, the treatment of immigrants to the EU. In short, Europe-Asia engagement should focus on institutional processes, issues of governance enabling Asia to learn practical lessons from the EU; projects need to be constructive, and Europe needs to recognise its own limitations.
- More than this, the EU needs vision. A serious intra-EU dialogue on over-representation in global institutions would allow for a more serious, deeper partnership with the rising powers of Asia and a concrete acceptance of the importance of Asia. ASEM Leaders are aware of the real challenges posed by a rising Asia. However, Leaders should also persuade the public that this development provides a good opportunity for both regions to engage each other and to work towards international mechanisms that will facilitate cooperation and minimise friction.

Full information about the conference is available on the ASEF website:

[http://asef.org/index.php?option=com\\_project&task=view&id=630](http://asef.org/index.php?option=com_project&task=view&id=630)

### III. RECOMMENDATIONS FROM THE 1<sup>ST</sup> ASIA-EUROPE EDUCATION WORKSHOP

Based on the expert discussions at the 1<sup>st</sup> Asia-Europe Education Workshop on *“The Impact of the Financial Crisis to Higher Education”* (25-26 March 2010, Philippines), ASEF’s ASEM Education Hub (AEH) has the pleasure to submit three main recommendations addressed to ASEM governments.

#### 1) *Long-term Effects of the Crisis*

The meeting found that the initial impact of the crisis was not as harsh as commonly assumed, in particular not in most Asian countries, which had been affected more severely by the 1997 Asian financial crisis.

ASEM Governments should realise, however, that all current research on the impact of the financial crisis on (higher) education suggests that the long-term effects of the crisis on this sector are yet to be felt and that the *overall impact is underestimated*.

ASEM governments should therefore be *committed to ensuring that higher education institutions have the necessary resources* within a framework established and overseen by public authorities, especially in difficult economic times. This commitment has been expressed in the Vienna/Budapest Declaration 2010 signed by the Ministers responsible for higher education in the countries participating in the Bologna Process as well.

The experts also identified additional data needed to provide appropriate policy recommendations at the ASEM level for the future. These comprise:

- Education structures in ASEM (private versus public education);
- Higher education systems and institutions in ASEM (definitions);
- Spending on education (composition of main funding sources);
- Rates of access; and
- Private/social returns and benefits of education in ASEM.

To address the gaps, synergies among organisations collecting data on ASEM countries in the fields mentioned as well as *a mechanism to assist in compiling, analysing and comparing the data needed at ASEM level should be explored*.

#### 2) *Aspects of Public Funding*

In terms of long-term planning, *public funding must remain a top priority* to guarantee equitable access and to further the sustainable development of higher education institutions (see Leuven Communiqué 2009).

At the same time, *HEIs should be provided with incentives to seek new and diversified funding sources and methods*, not merely to increase the funds available, but to mitigate risks. Furthermore, they should be able to identify the full costs of all of their activities.

In terms of short-term adjustments, higher education institutions should be granted a *sufficient level of autonomy*, to be able to flexibly react to sudden budgetary adjustments. The current crisis has shown that this was one of the main challenges for universities.

ASEM governments should reaffirm that “higher education is a major driver for social and economic development and for innovation in an increasingly knowledge-driven world“. It is a *public responsibility* (see Vienna/ Budapest Declaration).

### **3) Active Role Towards Growing Private Sector**

As the global demand for higher education continues to rise, respect for the diversity of situations is important. The challenges for governments and higher education systems vary across the globe. The meeting noted that in several Asian countries in particular, higher education will increasingly be provided by the private sector.

Where the State is unable to meet the growing demand for tertiary education on its own, it should stimulate and regulate the growth and the emergence of private providers. It should *establish the structure for the massification of higher education through the private sector*.

At the same time, it should *monitor the quality and the efficiency of higher education institutions*, whether or not they are financed publicly or privately.

Governments must also ensure that expansion takes place in a balanced manner, and that students from different social backgrounds are able to participate equitably in private higher education.

Furthermore, the meeting put forward the suggestion that ASEM governments should *explore a supranational response for the region*, if national government is unable to cope with or to monitor the expansion of private higher education provision.

# NOTES

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