

## Annex 2: Initiatives proposed by ASEM partners and/or stakeholders for the period 2019 – 2021

No	Initiative	Coordinator/Participants	Envisaged place/time	SDG reference	Expected activities and outcomes
<b>PRIORITY 1: Quality assurance and recognition</b>					
1	* Working Group for Implementing the ASEM Recognition Bridging Declaration (also known as the Beijing Declaration) [Pillar 2]	Austria, Belgium (French Community), Brunei Darussalam, <u>China</u> , Estonia, Germany, Indonesia, Japan, Malaysia, Latvia, Lithuania, Portugal, Republic of Korea, Philippines, Romania, United Kingdom	Any concrete activities planned? When? Where?	SDG 4.7	* the ANIC network is materialized with national centres with established annual work programmes; * ANICs are formally established and communicated to the wider world
2	*Expert group on interregional credit transfer mechanisms and learning outcome systems	Australia, <u>Belgium</u> (Flemish Community), Brunei Darussalam, China, Estonia, France, Germany, Indonesia, Latvia, Lithuania, Malaysia, Portugal, Romania, Russian Federation, Thailand, United Kingdom and SEAMEO RIHED;	2019-2021	SDG 4.7	*A fully operational compendium on credits and learning outcomes comprising most ASEM countries; *development a framework for grading systems to support student mobility between higher education systems in Europe and Asia *organise a PLA/Policy forum on outcomes based education and the relation between learning outcomes and mobility
3	Global Convention on the Recognition of Higher Education Qualifications	<u>UNESCO &amp; ETF</u>	2019	SDG 4.7	* First United Nations treaty on higher education with a global scope, that establishes universal procedures for the fair, transparent and non-discriminatory recognition of foreign higher education qualifications.



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4	*EU-SHARE Project (second phase): Higher education in ASEAN Region	<u>European Commission</u> , ASEAN Secretariat, British Council, DAAD, Nuffic, Campus France, ENQA, EUA	2019-2021	SDG 4B	*Increased intra-ASEAN student mobility; *dissemination of Qualification Frameworks and Quality Assurance to relevant institution in ASEAN Member States; *hand over of the ASEAN Credit Transfer System to an ASEAN based institution to ensure sustainability, ownership and institutionalisation;
<b>PRIORITY 2: Engaging business and industry in education</b>					
5	*AEP University-Business Forum	Still open	Still open	SDG 4.3, 4.4 and 4.5	*Exchange of opinions between representatives of politics, economy, education and civil society; *Discussion of overarching AEP topics such as implications of industrial and technological change on education, inclusion, mobility etc. *conclusions for the AEP;
6	Peer Learning Activity: “Inclusion through Virtual and Blended mobility”	<u>Belgium (Flemish Community)</u>	Spring 2020	SDG 4.5	*Exchange of good practices on how to use virtual and blended mobility to include disadvantaged students in mobility programmes
7	8th ASEF Rectors’ Conference and Students’ Forum (ARC8) & ARC spin-off events  Official side-event of the 8th ASEM Education Ministers’ Meeting (ASEMME8)	<u>ASEF as main organiser</u> , supported by ASEM partners and stakeholders and hosting ASEM partner country	In conjunction with the 8 <sup>th</sup> ASEM ME in Asia in 2021 Spin-off activities and preparatory events throughout 2019 – 2021 in various Asian and European countries.	SGD 4.4, 4.5, 4.7, 17.9	*Official Dialogue Partner of the ASEM MEs by providing policy recommendations on pressing HE issues to ASEM Ministers *5-day multi-stakeholder platform to enhance higher education collaboration that connects about 250 student and university leaders and ASEM policy makers from 51

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					ASEM partners, plus capacity trainings *Spin-off activities and collaborations among participants facilitated
8	*ASEM Work Placement Pilot Programme	<u>Belgium (Flemish Community); Thailand;</u> Brunei Darussalam, Indonesia, Germany	2019-2021 in partner countries participating in the programme	SDG 4.4 and 4.7	*Increased work placement mobility of Asian and European students; *Increased participation of ASEM partners
9	ASEF Innovation Laboratories (ASEF InnoLabs)	<u>ASEF as main organiser,</u> supported by ASEM partners and stakeholders	*3 editions: China, Germany and Portugal 2020 (TBC)	SGD 4.b, 17.6, 17.8, 17.9	*Expert meetings on the transformative role of data science and artificial intelligence in tertiary education with focus on university staff working on innovation related matters *Capacity trainings for ca. 90 participants *Best practice summary reports *Funded twin-mobility opportunity for 12 participants
<b>PRIORITY 3: Balanced mobility</b>					
10	4 <sup>th</sup> ASEF Young Leaders Summit (ASEFYLS4) & ASEFYLS Navigator Trainings *Official side-event of the 13 <sup>th</sup> ASEM Summit (ASEM13)	<u>ASEF as main organiser,</u> supported by ASEM partners and stakeholders	Phnom Penh, Cambodia, 2020  Side-events and spin-off activities Singapore, 2019 India, 2020 Poland, 2020 Other Asian and European countries	SDG 4.4, 4.5, 4.7, 17.9	*ca. 150participants from 51 ASEM Partner countries for Summit and 20 participants for each Navigators Training *ASEM Youth Intervention at ASEM13 *Meetings between ASEFYLS participants and ASEM Leaders (Presidents, Prime Ministers, Head of States) *Capacity training for youth on ethics and leadership

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					*ASEM visibility through project promotion among Asian and European networks, including survey on youth perceptions linked to ethics and leadership
11	9 <sup>th</sup> Model ASEM  *Official side-event of the 13th ASEM Foreign Ministers' Meeting (ASEM FMM13)	<u>ASEF as main organiser</u> , in partnership with the Ministry of Foreign Affairs and Cooperation of Spain, Casa Asia and ASEM Stakeholders, supported by the Federal Department of Foreign Affairs (FDFA) of Switzerland	December 2019 Madrid, Spain	SDG 4.7	
12	Developing an e-learning module on ASEM and ASEM-Education Process	<u>ASEF and AES Belgium</u>	2020	SDG 4.7	*Interactive E-learning module on ASEM and ASEM Education Process to introduce students, senior officials and other participants of the AEP to the process.
13	*23 <sup>rd</sup> ASEF Summer University (ASEFSU 23) on "Developing Liveable & Sustainable Metropolitan Areas"	<u>ASEF as main organiser</u> , supported by ASEM partners and stakeholders	Bangladesh, India, Pakistan & Singapore (quarter 1, 2020);	SDG 4.4, 4.5, 4.7, SDG811.3, 11.4 and 17.9	*2-week experiential learning programme, up to 51 participants from 51 ASEM countries; * Organisation of innovation to solve case studies/challenges on the topic *ASEM-wide youth perception survey on topic *Video and photo productions on theme for ASEM visibility and promotion of theme

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					*Facilitated spin-off activities by participants
14	*24 <sup>th</sup> ASEF Summer University (ASEFSU24) on “The Arctic Region: A 'Hot Spot' for Asia-Europe Cooperation”	<u>ASEF as main organiser,</u> supported by ASEM partners and stakeholders	Finland, Norway and Sweden (quarter 3 2020)	SDG 4.4, 4.5, 4.7, 13, 15, 17.9	*2-week experiential learning programme, up to 51 participants from 51 ASEM countries; * Organisation of innovation to solve case studies/challenges on the topic *ASEM-wide youth perception survey on topic *Video and photo productions on theme for ASEM visibility and promotion of theme *Facilitated spin-off activities by participants
15	Model ASEM Spin-offs	<u>ASEF as main organiser,</u> supported by ASEM partners and stakeholders	August 2019, Malta 2020-2021 Asian & European countries	SDG 4.7	* The Model ASEM spin-off editions are self-organised by students and institutions who aspire to build platforms for young people to exchange perspectives on Asia-Europe collaborations, promote the ASEM process and build long-term relations between the young people of the two continents.
16	*5 <sup>th</sup> Asia-Europe Institute (AEI)-ASEM Summer School (AEI-ASS)	<u>Asia-Europe Institute (AEI),</u> <u>University of Malaya, Malaysia</u>	11-17 June 2019-University of Malaya, Kuala Lumpur  20-29 June 2019- University of Limerick, Ireland	SDG 4.7	5 <sup>th</sup> Asia-Europe Institute (AEI)-ASEM Summer School (AEI-ASS) in Limerick, Ireland and Kuala Lumpur, Malaysia in 2019: 22 participants from 11 Asian and European countries shared their experiences as well as discussed or critiqued issues of cultural



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					<p>diversity*theme: 'multiculturalism in Asia and Europe'</p> <p>*Platform for students young scholars and researchers from Asia and Europe to exchange ideas and enhance inter-cultural understanding through interactive lectures modules, seminars, field trips and experiential learning.</p> <p>* Awareness raising of challenges in Asia and Europe in promoting diversity and making cultural pluralism a way of life</p>
17	*Pilot project: Creation of local student organisations supporting international students in Asia	<u>Erasmus Student Network (ESN)</u> ; ASEF, higher education institutions and students in ASEAN Region; civil society and umbrella organisations in Asia	Conference and training event in Singapore in May 2019; duration of pilot: around 2 years	SDG 4b 4.7 4.3	<p>*Increased attractiveness of a mobility experience in Asia</p> <p>*Internationalisation at home opportunities for non-mobile Asian students</p> <p>*Enhanced support to international students in Asia</p> <p>*Exchange of knowledge and good practices between higher education institutions, students and civil society</p>
18	ASEM-DUO Fellowship Programme	<u>ASEM-DUO Secretariat</u> , Republic of Korea, Singapore, Thailand, Belgium (Flemish Community and French Community), Sweden	Mobility Programs in participating partner countries from 2019-2021 May 2019 (ASEM Duo Expert Meeting October 2020 (4 <sup>th</sup> ASEM-DUO Fellows Alumni Meeting)	SDG 4b 4.7 4.3	<p>*Include more partner countries in the programme (more than 6);</p> <p>*organise 11<sup>th</sup> ASEM-DUO Expert Meeting (May 2019) and 4<sup>th</sup>5<sup>th</sup> ASEM-DUO Fellows Alumni Meeting (October 2020); *exchange of students and professors</p>

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19	8 <sup>th</sup> European Higher Education Fair 2019	<u>The European Union and Japan</u>	in Tokyo and Osaka, Japan on 17-21 May 2019;	SDG 4b 4.7 4.3	*Promote programmes and courses of European institutions; *inform about education opportunities in Europe; *increase cooperation and mobility between EU and other parts of the world
<b>PRIORITY 4: Lifelong Learning (LLL) including Technical and Vocational Education and Training (TVET)</b>					
20	Initiative to promote a dialogue on sharing best practices and future perspectives in TVET	Austria, Brunei Darussalam, Belgium (Flemish Community), France, Germany, Indonesia, Latvia, the Philippines, <u>the Russian Federation</u>	Russia (TBC)	SDG 4.3. 4.4	*Strengthen TVET systems both in Asia as in Europe at policy level and by sharing experiences from practice.
21	15 <sup>th</sup> ASEF Classroom Network Conference (ASEFClassNet15) on “Education for Sustainable Development and Artificial Intelligence: Re-imagining the Future of Learning”	<u>ASEF as main organiser</u> , supported by ASEM partners and stakeholders	Japan, 2019	SDG 4.4, 4.5, 4.7, 4.c, and 17.9	*5-day conference, including capacity trainings, for about 100 teachers from high schools and technical & vocational schools from 51 ASEM partners *Spin-off activities and collaborations among participants facilitated in form of school exchanges and school collaborations *Research and ASEM wide survey on school leadership in the digital era
22	16 <sup>th</sup> ASEF Classroom Network Conference (ASEFClassNet16)	<u>ASEF as main organiser</u> , supported by ASEM partners and stakeholders	2020, United of Kingdom (TBC)	SDG 4.4, 4.5, 4.7, 4.c and 17.9	*5-day conference, including capacity trainings, for about 100 teachers from high schools and technical & vocational schools from 51 ASEM partners *Spin-off activities and collaborations among participants facilitated in form



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					of school exchanges and school collaborations *Research and ASEM wide survey on school leadership in the digital era, follow up conference on ClassNet15
23	17 <sup>th</sup> ASEF Classroom Network Conference (ASEFClassNet17)	<u>ASEF as main organiser</u> , supported by ASEM partners and stakeholders	2021 Asia	SDG 4.4, 4.5 4.7, 4.c and 17.9	*5-day conference, including capacity trainings, for about 100 teachers from high schools and technical & vocational schools from 51 ASEM partners *Spin-off activities and collaborations among participants facilitated in form of school exchanges and school collaborations *Research and ASEM wide survey among teachers/school leaders. Topic of conference to be confirmed
24	Capacity Building Workshops and MOOCs in the field of Lifelong Learning Policy development and implementation and Learning Cities	<u>UNESCO Institute for Lifelong Learning (UIL)</u>	2019-2021	SDG 4.3 4.5	*Training and capacity-building workshops (including video tutorials) in all UNESCO regions; *development of Massive Open Online Courses (MOOCs)
25	Distribution of Toolkits, studies, reports in the field of Lifelong learning including TVET to support the development of Qualification Frameworks	<u>Cedefop, ETF, UNESCO, UIL</u>	2019	SDG 4.3 4.4 4.5	* support the development of Qualification Frameworks and engage actors as well as disseminate the finding from the conference on skills and qualifications, scheduled 6-7 November 2019



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26	ASEM Network of Massive Open Online Courses (MOOCs)	<u>The Republic of Korea</u> , Brunei Darussalam (University Brunei Darussalam), Belgium (Flemish Community), China (Xuetangx), Denmark, European Commission, France, Germany, Japan, Malaysia, Myanmar, The Philippines, Thailand, United Kingdom	2019 meeting in ROK, 2010 meeting TBD, 2021 meeting D	SDG 4.3, 4.4, 4.5, 4.7	<ul style="list-style-type: none"> <li>*Improve course exchange and content development between MOOCs Initiative Partner Institutions.</li> <li>*Increase cooperation in ASEM Network of MOOCs Initiative Project Leaders` via WG Meetings and communication.</li> <li>*Promote Quality Assurance (Q) guideline development for MOOCs.</li> <li>*Inform best practice survey outcomes of MOOC platform operating institutions to ASEM MOOCs Initiative partners for the year of 2019</li> </ul>
27	Update version of Global Inventory National Qualification Frameworks	<u>UNESCO</u> , <u>UNESCO Institute For Lifelong Learning (UIL)</u> , <u>ETF</u> , <u>Cedefop</u> ,	2019-2021	SDG 4.3 4.4 4.5	<ul style="list-style-type: none"> <li>*Updated Version of Global Inventory of Regional and National Qualification Frameworks</li> <li>* Publication is widely promoted within ASEM Education community</li> <li>* ASEM Education Partners are involved in feedback and input rounds for updated version</li> </ul>
28	Developing World Reference levels of learning outcomes to compare qualifications and credentials to support the recognition of skills and competencies across border	<u>UNESCO</u>	2019-2020	SDG 4.3 4.4 4.5	<ul style="list-style-type: none"> <li>* the formulation of learning outcomes to support cross-country recognition of qualifications, and the contribution of learning outcomes-based qualifications systems to region quality assurance processes.</li> </ul>
29	An International Handbook on Defining, Writing and Applying Learning Outcomes	<u>UNESCO and Cedefop</u>	2019-2020	SDG 4.3 4.4 4.5	<ul style="list-style-type: none"> <li>* addressed to individuals and institutions actively involved in defining and writing learning</li> </ul>

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					outcomes in education and training. Its ambition is to act as a reference point for cooperation in this area.
30	Developing seven set of the training modules to support cities in the process of becoming learning cities	<u>UNESCO Institute for Lifelong Learning (UIL)</u>	October 2019	SDG 4.7 4.6 4.5 4.4	* To help project leaders and stakeholders in cities understand the concept of a learning city, and to facilitate learning city project leaders' efforts to build capacities and provide opportunities for practitioners to learn strategic approaches in building dynamic and sustainable learning cities.
31	Handbook and Toolkit For Lifelong Learning: From Policy to Practice (+ workshops)	<u>UNESCO Institute for Lifelong Learning (UIL)</u> , Chinese National Commission to UNESCO, Shanghai Open University and East Asia Normal University	June 2019 (publication) October-November 2019 (workshop)	SDG 4.7 4.6 4.5 4.4	* guide the planning and implementation of lifelong learning in UNESCO Member States, including in ASEM partner countries