THE ASIA-EUROPE FOUNDATION'S (ASEF) PROPOSALS TO THE 4th ASIA-EUROPE MEETING OF MINISTERS FOR EDUCATION (ASEMME4)

13-14 May 2013
Kuala Lumpur, Malaysia

www.asef.org

FOREWORD

The Asia-Europe Foundation (ASEF), founded in 1997 by the participating governments of the Asia-Europe Meeting (ASEM), furthers understanding, fosters relationships and facilitates cooperation among the people and institutions of Asia and Europe. ASEF enhances dialogue, enables exchanges and encourages collaboration across the fields of governance, economy, sustainable development, public health, culture, and education.

Through ASEF, civil society concerns are included in ASEM deliberations, a significant pillar of which is the *ASEM Education Process*. As the only permanently established institution of the ASEM Process, ASEF is in a unique position to provide a "sustainable space" where civil society stakeholders can exchange ideas and formulate recommendations that will contribute to the policy discussions and debates of ASEM governments.

Since the inception of the ASEM Education Process in 2008, ASEF, through its ASEM Education Hub (AEH), has been instrumental in strengthening the ASEM dialogue and cooperation in the field of education between the two regions. Its initiatives – the ASEM Rectors' Conferences, the Asia-Europe Education Workshops, the Database on Education Exchange Programmes (DEEP), including the recently inaugurated Asia-Europe Students' Forum – have been well received and supported not only by the ASEM governments, but also by the wider ASEM higher education community. The work of the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub), which ASEF has supported since 2006, has also been acknowledged since the 1st Asia-Europe Meeting of Ministers for Education.

In the last two years since the 3rd Asia-Europe Meeting of Ministers for Education in 2011 in Copenhagen, ASEF has mobilised meaningful contributions from a diverse set of stakeholders: policy-makers, business and university leaders, researchers, experts and students.

It is my honour and pleasure to present the recommendations from ASEF-initiated Education projects, specifically from the 3rd ASEM Rectors' Conference (ARC3), the 1st Asia-Europe Students' Forum, and the 2nd Asia-Europe Education Workshop.

The results of the aforementioned projects have been recognised as Official ASEM references as acknowledged in the Stocktaking Report put together by the ASEM Education Secretariat. They have contributed to shaping the discussions of the priority areas defined by the ASEM Education Ministers.

Addressed to ASEM policy makers and civil society stakeholders, these recommendations feature up-and-coming trends that seek to inspire new ideas and serve as catalysts for future action. 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 4th Asia-Europe Meeting of Ministers for Education.

Ambassador ZHANG Yan
Executive Director
Asia-Europe Foundation (ASEF)

ASIA-EUROPE
FOUNDATION

The Asia-Europe Foundation (ASEF) furthers understanding, fosters relationships and facilitates cooperation among the people and institutions of Asia and Europe. ASEF enhances dialogue, enables exchanges and encourages collaboration across the fields of governance, economy, sustainable development, public health, culture, and education.

Founded in 1997, ASEF is a not-for-profit, intergovernmental organisation located in Singapore. It is the only permanently established institution of the Asia-Europe Meeting (ASEM)*. Together with about 700 partner organisations ASEF has run more than 600 projects, mainly conferences, seminars and workshops. Over 17,000 Asians and Europeans have participated in its activities and it has reached wider audiences through networks and web-portals, exhibitions and lectures. www.asef.org

ASEF reports to a Board of Governors appointed by the 51 ASEM partners. Besides the Executive Office, ASEF is composed of the four operational departments (summarised below) and supported by the Finance and Administration Department.

Intellectual Exchange (IE) tackles policy issues linked to the most prevalent challenges in Asia and Europe. These include the latest policy debates concerning governance, economy, sustainable development and public health. Together with experts and stakeholders from government institutions and civil societies, the IE department analyses developments in Asia and Europe and identifies areas offering common perspectives. These are addressed by ASEF and its partners who design and implement programmes for sharing knowledge and building capacities. The outcomes of these programmes are conveyed to influential figures and decision-makers through research, training, public events, and publications.

Cultural Exchange (CE) facilitates dialogue and networking among cultural professionals. It also supports artistic exchanges that promote collaborations between Asia and Europe

People-to-People Exchange (P2P) facilitates the development and exchanges of educational policies and practices across Asia and Europe for the benefit of the next generation of leaders. It builds strong partnerships and supports greater mobility and networking among the youth.

Public Affairs (PA) helps in disseminating the updates on ASEF's activities using effective communication tools via mainstream and new media channels. With that, PA generates awareness and understanding about the work of ASEF, the Asia-Europe Meeting (ASEM) and key issues concerning Asia-Europe relations across a diverse range of constituencies including ASEF's key stakeholders and the general public.

*ASEM now brings together 49 member states (Australia, Austria, Bangladesh, Belgium, Brunei Darussalam, 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, Norway, Pakistan, the Philippines, Poland, Portugal, Romania, Russia, Singapore, Slovakia, Slovenia, Spain, Sweden, Switzerland, Thailand, United Kingdom, Vietnam) plus the European Commission and the ASEAN Secretariat. www.aseminfoboard.org

The ASEM Education Hub (AEH) is a programme of the Asia-Europe Foundation (ASEF) that facilitates and promotes cooperation among higher education stakeholders in Asia and Europe. It pursues two main objectives: acting as a facilitator for higher education dialogue among ASEM countries through the creation of platforms for exchanges among relevant stakeholders; and providing support to multilateral higher education co-operation initiatives.

More information on the AEH is available at www.asef.org.

ASEM Rectors' Conference (ARC)

The **ASEM Rectors' Conference**, 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. 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 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 Students' Forum

The **Asia-Europe Students' Forum** is part of the efforts to integrate student participation within the ASEM Education Process. It is specifically designed to incorporate students' perspectives on topics discussed at ASEM Rectors' Conferences.

Asia-Europe Education Workshops

The **Asia-Europe Education Workshops** serve as a platform for focussed discussions on the changing context that affects the education sector. It feeds into the discussions of ARC and provides recommendations for decision-makers from ASEM governments and relevant civil society groups.

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 the two regions. It is an observatory and guiding body for the initiatives of AEH.

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. www.dpu.dk/asem

ASEF supports the work of the ASEM LLL Hub since 2006.

RECOMMENDATIONS FROM THE
3RD ASEM RECTORS' CONFERENCE (ARC3)

3rd ASEM Rectors' Conference (ARC3)
Universities, Businesses and You: For a Sustainable Future
University of Groningen (RUG), the Netherlands
24-26 September 2012

I. Introduction: ASEM Education Process - enhancing synergies and fostering university, business and stakeholder co-operation

Jointly organised by the Asia-Europe Foundation (ASEF), the ASEAN University Network (AUN) and University of Groningen (RUG), ARC3 took place in Groningen, the Netherlands from 24 to 26 September 2012 gathering around 150 university leaders, representatives of ASEM higher education institutions, the business community, and students.

Since 2008, the ASEM education dialogue has provided impetus for a discourse on university-business co-operation. According to the 1st Asia-Europe Meeting of Ministers for Education (ASEMME1, Berlin, May 2008) "close co-operation 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".

This was further reinforced at their 3rd Meeting (ASEMME3, Copenhagen, May 2011) when the ASEM Education Ministers invited ASEF, the ASEM Rectors' Conference permanent Secretariat, to contribute to the dialogue on higher education-business co-operation between and among education stakeholders. Furthermore, the ASEM governments "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..."

In response to the aforementioned call, ARC3 tackled *Universities, Businesses and You: For a Sustainable Future*. The Conference also followed up on the results of ARC1 and ARC2 held at the Free University of Berlin and Korea University in October 2008 and October 2010 respectively.

II.   Recommendations

The recommendations reflect the topics discussed at the plenary and working group sessions of ARC3 where ASEM university leaders deliberated on the models of and best practices in university-business co-operation, community engagement and universities' social responsibility (USR). ARC3 participants also explored how collaboration across borders on employability and university-business and university-community co-operation can be strengthened including the state-of-the-art approaches to teaching creativity and entrepreneurship education.

The ASEM university leaders convey the following recommendations for the consideration of the ASEM Ministers for Education at their 4th meeting in Malaysia in 2013. The participating universities also address these recommendations to their counterparts, business leaders and relevant institutions and stakeholders in ASEM countries.

(1) Support universities in achieving both excellence and widening access

ASEM Governments and Ministries for Education are called upon to:
- Develop systems that link all education levels not only across disciplines, but also across national borders while acknowledging the variety of institutions and diversity of the student body;
- Monitor the quality and efficacy of higher education institutions and support universities' efforts in providing quality education while guaranteeing access for students from marginalised backgrounds, both territorially and socio-economically;
- Subsidise disciplines and research fields that are not supported by market forces;
- Encourage universities' efforts in research talent development by identifying the most talented individuals at an early stage and allowing them to pursue research that may lead to scientific breakthroughs (i.e. strengthening the framework for research collaboration and mobility of young researchers in Asia and Europe)[1].

University Leaders call upon their fellow university leaders in ASEM as well as on other stakeholders to:
- Recognise that academic excellence and widening participation do not conflict with each other i.e. e-learning, as a means to widen access;
- Advocate a common understanding of excellence and equal access which encompasses the ideals of inclusive education, ethics and sustainability. Universities should be proactive and self-confident in identifying what their strengths and expertise are and communicate what they are good for;
- Share examples and experiences in promoting equal opportunities and institutional talent development.

(2) Enhance co-operation between universities and businesses in ASEM

ASEM Governments and Ministries of Education are called upon to:
- Offer further platforms for exchange on creative and innovative skills (i.e. entrepreneurship education) and work-integrated learning schemes in ASEM such

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[1] See: The Aarhus Declaration of Excellence in Research: http://www.excellence2012.dk/the-aarhus-declaration

as the ASEM University-Business Forum established in the framework of ASEMME1 in Berlin 2008 and reaffirmed as an annual event during ASEMME3 in Copenhagen;
- Commission data collection to compare and identify best practices on structures and mechanisms that encourage university-business co-operation in ASEM countries;
- Promote and support the recognition of workplace learning by documenting industries' contributions to university programmes (and curricula) as well as universities' contributions to workplace learning;
- Promote and support the wider use of tools for recognition and comparability in ASEM i.e. the European and the ASEAN credit transfer system (ECTS and ACTS), Diploma Supplement, etc.[2] and work towards making ECTS and ACTS compatible[3];
- Adopt the current proposal on ASEM Work-Placement Programme, developed by the ASEM Education Secretariat and presented during the 3rd ASEM University-Business Forum in 2012[4], and provide support for its implementation.

University Leaders are called upon to:
- Facilitate and support the implementation of the ASEM Work-Placement Programme in their respective institutions;
- Engage pro-actively in university-business co-operation and participate in existing platforms for exchange i.e. ASEM University Business Forum and AsiaEngage[5];
- Design curricula that enhance graduates' employability and entrepreneurship, i.e. by including work-placement programmes, international internships, etc.;
- Further promote and disseminate university-industry research findings nationally and across borders.

(3) Support universities' engagement with industry and the community

ASEM Governments and Ministries of Education are called upon to:
- Commission a report on policies, funding distribution and recognition systems that drive community and industry engagement across research, education and service in higher education;
- Support universities in their efforts to equip students with skills that benefit society and reflect the demands of the labour market i.e. ASEAN Youth Volunteer Programme;
- Recognise the contribution of experiential learning to soft skills development i.e. work-placement programmes and student volunteering;
- Create platforms for exchange of good practices in university, industry and community engagement i.e. AsiaEngage and the ASEAN USR Thematic Network;
- Establish a legal framework that allows universities to integrate industry and community stakeholder engagement in the curriculum[6].

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[2] See: Recommendations of the ARC1 and ARC2
[3] Inspiration for making ECTS and ACTS compatible can be found in the Tuning Methodology, initially developed in 2000 to understand curricula and to make them comparable by increasing the awareness on students learning outcomes. See: http://www.unideusto.org/tuningeu
[4] See: 3rd ASEM University Business Forum, Malaysia, 5 - 6 November 2012 http://www.asem-education-secretariat.org/en/20363
[5] AsiaEngage is a platform that will share good practices for both industry and community engagement across the region – at present it has 68 members of universities across ASEAN and Asia. See: http://www.asiaengage.org
[6] 3rd ASEM University-Business Forum, Malaysia, 5 - 6 November 2012 http://www.asem-education-secretariat.org/en/20363

University Leaders encourage their counterparts in ASEM to:

- Advocate a common understanding of University Social Responsibility (USR) and its integration in universities' mission and implementation strategies across research, education and service (see the recommendations of the 2nd Asia-Europe Education Workshop: a new general (minimum) paradigm should be developed[7]
- Promote lifelong learning and equip students with skills that benefit society based on UNESCO's Report on Education for the 21st Century: Learning to know, to do, to be and to live together[8];
- Recognise competences and skills obtained through work experience and non-formal education i.e. integration of student volunteering in the curriculum;
- Co-operate with other stakeholders at community, local, regional or (inter-)national level in order to strengthen universities' role in providing education not only for the workplace but for social cohesion, intercultural dialogue as well as active and global citizenship.

(4) Encourage and support student involvement in the ASEM Education Process

The ARC3 participants recognise ASEF's efforts to integrate the voice of the students in the ASEM education process through the launch of the Asia-Europe Students' Forum. The ASEM university leaders further call for increased and active involvement of students in strategic planning and consultation processes.

They acknowledge the contributions from the 1st Asia-Europe Students' Forum (annexed to the ARC3 Recommendations) presented at the 3rd ASEM Rectors' Conference and forward them to the ASEM governments and Ministries for Education, their ASEM counterparts and the wider higher education community.

III. Outlook: Next ASEM Ministerial Meeting

The Conference reaffirms its willingness to contribute to the ASEM Education Process and forwards its recommendations to the 4th Asia-Europe Meeting of Ministers for Education (ASEMME4) to be held in 2013 in Malaysia.

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[7] Refer to the 2nd Asia-Europe Education Workshop "Knowledge Societies: Universities and their Social Responsibilities"
[8] UNESCO's Report of the International Commission on Education for the Twenty first Century
http://www.unesco.org/delors/highlights.htm

Case examples

(1) Support universities in achieving both excellence and widening access

- The *PARTNERS Programme* (Newcastle University, UK). Started more than a decade ago, the programme engages with over 100 schools where students from disadvantaged backgrounds can - under certain conditions - be admitted to the university with lower grades than normal.[9]
- The *Realising Opportunities Programme*. A collaboration of 12 leading UK universities working together to promote fair access and social mobility of students from under-represented groups.[10]
- The *Integrated Outdoor Campus, IOC* (University of Surabaya (Ubaya), Indonesia) is a leafy green and environmentally friendly campus that integrates outdoor learning activities, development, and productive collaboration with community, nature conservation, recreation, and business.[11]
- The *Learning Beyond the Classroom* at the University of Surabaya (Ubaya), Indonesia which includes student activities like in-company internships, company visits, entrepreneurship outside the campus, community services, etc. Students and lecturers benefit from in-company internships for a period of time to minimise the gap between theories and the real working condition.[12]
- The *Mini Indonesia* recruitment process at the University of Surabaya (Ubaya), Indonesia. The university is aware that higher education is based on a system of equality and merit, in which all students have equal opportunity to enter Ubaya, regardless of their ethnicity, race, social class, and religion. Ubaya therefore actively strives to accept students from all provinces in Indonesia, including Papua, Kalimantan, Maluku, Batak, Aceh, Java, etc.
- The *NOHA Erasmus Mundus Masters' Programme in Humanitarian Action*: The third stage of the programme allows students who want to pursue a career in research to participate in brief exchange programmes with universities outside Europe. Three of these universities are based in Asia. The programme aims to: (1) to respond to the challenges raised by the new environment in which international humanitarian action works and to further the development of humanitarian assistance education through an agreed programme of joint research and training and (2) to advance in cooperation at world level by a common understanding of the importance of international humanitarian action and its developments through courses jointly designed and elaborated[13].

(2) Enhance co-operation between universities and businesses in ASEM

- The *Rise Up Entrepreneurship Programme* (RUEP, Newcastle University, UK). A specific university training initiatives in entrepreneurship for students.[14]
- The *Graduate Employment Training Unit* (Universiti Kebangsaan Malaysia (UKM)). UKM is in the advanced stage of setting up the UGet, which focuses on soft-skills training and other work place required competencies which can be discipline based.

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[9] See: Partners Programme: http://www.ncl.ac.uk/partners
[10] See: http://www.realisingopportunities.ac.uk
[11] Ubaya, IOC: https://www.ubaya.ac.id/ubaya/news_detail/530/Universitas-Surabaya-Launches-a-Green-Campus.html
[12] Ubaya: http://www.ubaya.ac.id
[13] NOHA: http://www.nohanet.org/erasmus-mundus-programme.html
[14] See: RUEP: http://www.ncl.ac.uk/careers

The curriculum and delivery will be worked on by industry, NGOs and government agency partners.

- The *endowment chairs, the research thrusts and publications* by UKM. UKM is becoming the regional hub for research in the sustainable development of the oil-palm industry, for zero waste technology and for social and economic aspects. This is with collaboration of the Sime Darby Foundation and the Malaysian Palm Oil Board.
- The *Ubaya Tan Chong Center of Asian Management Studies* (Ubaya and Tan Chong Holding Company Malaysia) provides the opportunity for Ubaya students to do internships and work at Tan Chong Holding, which has a wide reach in the Asian region[15].
- Ubaya is exploring similar large-scale cooperation with the *Korean Ginseng Company in Indonesia* (Ubaya and Korean Ginseng Center for Most Valuable Products (KGCMVP), Kyung Hee University Korea - Ubaya will place a big investment to establish a Korean Ginseng company in Indonesia)
- The *Cátedra de Emprendedores* ("Entrepreneurship department") of the Universidad de La Rioja is a collaboration between the university and the regional Chamber of Commerce and Industry.[16]
- The *Cátedra de Emprendedores* of the Universidad de Salamanca is focused on researching entrepreneurship trends and practices, as well as offering training for students.[17]
- The *University of Navarra-Business Foundation* works to promote strong connections between business world-wide and universities.[18]

(3) Support universities in their engagement with industry and the community

- The *ASEAN Youth Volunteer Programme* at the AsiaEngage.
- The *Student Community Action Network* (SCAN) by the National Union of Students, UK.[19]
- The *Industry Partnership* at the University of Surabaya (Ubaya) Indonesia: The terms of this partnership comprise financial support of the industry to Ubaya (i.e. scholarships) as well as Ubaya's support of the industry in terms of research and development.
- The *Solidarity & Action* Office (Oficina de Acción Solidaria) was created and is funded by the Universidad Autónoma de Madrid. This office, effectively an NGO inside the University, manages different community involvement programmes, promotes research on aid and development practices, and is itself part of the NGO network which supports the European Volunteer Service programme.[20]

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[15] *Ubaya Tan Chong Center of Asian Management Studies*: http://cams.ubaya.ac.id
[16] *Cátedra de Emprendedores, Rioja:* http://fundacion.unirioja.es/Catedras_subsecciones/view/6/catedra-de-emprendedores (in Spanish)
[17] *Cátedra de Emprendedores, Salamanca:* http://www.catedraemprendedores.net (in Spanish)
[18] See FEUN: http://www.feun.es/feun/general-information
[19] See: SCAN: http://www.nusu.co.uk/scan
[20] See Universidad Autónoma de Madrid:
http://www.uam.es/ss/Satellite/es/1242664234487/subHomeServicio/Oficina_de_Accion_Solidaria_y_Cooperacion.htm
(in Spanish)

CONTRIBUTIONS FROM THE
1ST ASIA-EUROPE STUDENTS' FORUM

1st Asia-Europe Students' Forum*
Are You Fit For The Future?
University of Groningen, the Netherlands
24 September 2012

I. Introduction

Jointly organised by the Asia-Europe Foundation (ASEF), the ASEAN University Network (AUN) and University of Groningen (RUG), the 1st Asia-Europe Students' Forum took place at the University of Groningen on 24 September 2012, directly preceding the 3rd ASEM Rectors' Conference (ARC3) on 25-26 September 2012. It gathered about 50 students from 37 countries.

The Students' Forum followed up on the call made by ARC1 and ARC2 held at the Free University and Korea University, in Berlin (October 2008) and Seoul (October 2010) respectively, to further engage students in the ASEM Education Process, specifically in the ASEM Rectors' Conference series. Themed *Are You Fit For the Future?* the Students' Forum complemented the topic of the 3rd ASEM Rectors' Conference which explored the topics of university-business and university-community engagement.

Two panel discussions looked at employability and entrepreneurship education from students' perspectives while an interactive session explored the role of universities in ensuring graduate employability and entrepreneurship. The results of these discussions were presented at a plenary session in the 3rd ASEM Rectors' Conference and are detailed in the following section.

II. Students' Contributions to the ASEM Education Dialogue

"Learning opens the door to building a satisfying and productive life, quite apart from a person's employment status and prospects" (Memorandum on Lifelong Learning, 2000). Recognising that the aim of education and learning should not be limited to employability alone, but one that encompasses a humanistic understanding of global citizenship, ASEM university students recommend the following to university and business leaders:

(1) To ensure that students have the skills to acquire a work life balance in their future working lives, the students recommend that universities integrate time management training in their teaching and learning environment.
While it was acknowledged that a considerable part of this challenge is personal responsibility, students called on universities to make teacher-training sensitive to this issue. Rewarding good teaching that incorporates time management training was also

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* The 1st Asia-Europe Students' Forum forms an integral part of the 3rd ASEM Rectors' Conference (ARC3) programme.

highlighted as good practice. Students agreed that universities regularly evaluate students' progress to detect and improve time-management at an early stage in the learning process. Including voluntary service and community engagement in the study experience were also mentioned as examples of how to improve the teaching and learning environments.

(2) **To prepare graduates for an increasingly diverse multicultural workplace, universities should foster cultural awareness and sensitivity throughout their studies.**

The participants of stressed the importance of learning from others such as student-to-student learning, student-teacher (and vice versa) as well as teacher-teacher learning. Language courses, mobility and exposure to diverse cultural settings, both abroad and within one's own institution, are important aspects. Institutions should be pro-active in facilitating their international students' engagement with home country students for mutual enrichment. Mobility should not be limited to academic mobility, but also open up to multicultural workplace experiences and community service.

(3) **To make subjects relevant to students' possible future workplaces, universities should enable students to make informed choices about designing their own curricula, which should include soft skills learning and counselling.**

The need to integrate internship opportunities, mobility windows, community learning in the curricula and public-private partnerships were highlighted in the discussions. Students would like to be given the opportunity to customise their curricula according to their specific interests and career choices. However, for students to be successful in making the right choices in designing their curricula, they need to be informed. To this end, university career counselling centres for graduates and other professional departments should be put in place to maintain high-quality external relations and ensure proper conditions for innovative programmes and career development. The feedback and involvement of students and alumni in the provision of these services were stressed as crucial. In addition, a wide range of stakeholders such as the faculty, employers and the community should also be asked for feedback and be involved in the curriculum development. Further, it was discussed to offer soft skills training and assessment to all students and graduates (based, for instance, on the Tuning Generic Competences).

(4) **To make sure that a mobile workforce does not encounter issues of cultural prejudice, universities should foster mobility with a focus on intercultural communication and intercultural training and skills.**

International classrooms and diversity at home were also stressed as an indispensable way to foster intercultural skills. A concern on mobility as a privilege based on financial means, instead of achievement and ability, was raised. Mobility should also include international work placement and voluntary service. Universities should encourage alumni networks to better support mobility of future generations of

students. It was further acknowledged that education should be equally accessible, and that minorities be supported. The challenge of avoiding brain-drain was identified at systems' level and needs to be tackled across countries together with policy-makers.

(5) **To encourage students to become more entrepreneurial, universities should provide greater resource support, access to critical business dialogue and start up incubators at every institution.**

The main challenges mentioned by the participants were lack of guidance and common risk adversity. Furthermore, it was pointed out that failure is not commonly accepted and, thus, not seen as an opportunity to learn. The proposals to overcome this challenge encompassed talks, courses and seminars on entrepreneurship, e.g. on financing, risk-management, human resource management, psychological training, etc. Examples of practical resource support include office space for students striving to start up a business, loans or grants, and formalised mentorship programmes for such students. Universities should facilitate the translation of students learning into practice. In the spirit of thinking outside the box, entrepreneurship education and learning should not be limited to business students. Providing opportunities during university studies to learn from other young entrepreneurs and opportunities for entrepreneurial work-place learning was seen as one way forward. At the same time, universities should create networks of alumni, recognising their achievements as entrepreneurs and as role models.

(6) **For universities to effectively involve student stakeholders in the development of higher education, students should be considered as equal partners. Students are a large stakeholder group within the higher education community.**

They are the centre of teaching and learning. Although they should be responsible for their own learning, they need to be involved in the development of higher education. Therefore, they should have a possibility to participate in the governance of higher education. As students are the ones who know best about barriers, challenges and needs they are facing, their feedback and ideas should be used for higher education development and improvement. Students can provide different perspectives which can enrich creativity and efficiency. It should further be kept in mind that part of the current student body also constitutes the future generation of academics. To ensure transfer, they should be involved in their future working field at an early stage. Another area where students' feedback and ideas can play an important role is the quality assurance of the institutions. As can be seen in the Bologna Process, where students are already integrated and playing an important role, equal partnership is a beneficial relation of students with the higher education community.

RECOMMENDATIONS FROM THE
2ND ASIA-EUROPE EDUCATION WORKSHOP

2nd Asia-Europe Education Workshop
Knowledge Societies:
Universities and Their Social Responsibilities
Innsbruck, Austria
5-7 June 2011

In today's global, fast changing, but also critical world, universities need to be aware that they serve the society at large more than ever before. Therefore, they need to revisit their role, assume social responsibility as an evidence-based concept and foster sustainable development. Their mission cannot be built only on an academic base anymore. Higher education policy should consequently not be detached from social policy in order to secure a promising, just and environmentally sustainable future for our societies. As USR does involve investments and therefore costs, governments need to secure funding for the further development of USR, which encompasses wider aspects than Corporate Social Responsibility (CSR), such as international links in teaching, research and services.

Based on the expert discussions at the 2nd Asia-Europe Education Workshop on Knowledge Societies: Universities and their Social Responsibilities, the ASEM Education Hub, herewith, presents three main recommendations, for the consideration of policy-makers and higher education stakeholders in ASEM countries.

(1) Promote and support the topic of USR

USR is not an entirely new phenomenon, but as the 2nd Asia-Europe Education Workshop has shown, the use of the term and its practices differ throughout ASEM countries. This is, above all, due to varying contexts. What all practitioners and interested stakeholders have in common is an awareness of a changing context. The University of Today is not the University of Tomorrow, both in Europe and in Asia. A new general (minimum) paradigm should thus be developed, devoid of the chains of the past and present contexts, including geographic ones.

The international links in research, teaching and services need to be strengthened to face the challenges and developments of a changing world. Clearly, there is great interest and need to further explore concepts of USR, benchmark them and exchange good practices.

The topic of USR should therefore be promoted and supported through the continuous dialogue of stakeholders – universities, communities, industries and governments alike – in ASEM countries. Universities should particularly be supported in communicating and exchanging good and innovative ideas with the general public.

(2) Identify elements of a new (minimum) paradigm for USR

As mentioned above, a new (minimum) paradigm for USR could include the following elements:

- ethically grounded research;
- teaching based on educational aims founded on critical reflection, values and knowledge including traditional wisdom and indigenous knowledge (not only skills and competences);
- a social dimension towards students (access in accordance with the ability to achieve equity) and staff (e.g. gender issues); and
- the inclusion of national and international dimensions, in particular EFA[21].

In developing this paradigm, universities in ASEM countries should reflect on the entire education process, from early childhood education to lifelong learning. Furthermore, in the practice of USR, the needs for the following arise:

- a clear model and engagement principles (esp. on the trade-off between excellence and social responsibility or ability and social support);
- a governance system;
- sustainable strategies grounded in evidence-based research (today, they are on an ad hoc basis); and
- a reward system, for both students and staff (to initiate and promote volunteering as part of learning and help).

Some of these elements were identified at the 2nd Asia-Europe Education Workshop and they should be further promoted.

(3) Pursue evidence-based USR policies: data needs, target-setting and monitoring

National systems are highly diverse and there is a lack of comparable data. To support evidence-based policy, it is recommended that an ASEM-wide data collection or pilot studies on the social dimension of higher education be undertaken. The data collected should serve, in particular, to identify whether and what kind of support can be further provided at supranational (ASEM) and national levels.

- The education targets should include social criteria, and stipulate the social dimension to be reflected in the teaching and learning processes, in research frameworks, as well as in the quality assurance standards. A non-exclusive and non-exhaustive list of indicators on the social and economic situation of students in ASEM countries could include: ethnic and cultural background of students; social status of parents including their contribution to student finances; capacities of higher education systems.

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[21] On Education for All, see UNESCO: http://www.unesco.org/education/efa/ed_for_all

- Each country should further develop a strategy, including an action plan, for the social dimension of higher education, determining the "musts" (elements that the state must provide to everyone) and the "wants" (elements that are desirable but not essential or even possible for everyone). This might in some cases involve (soft and hard) affirmative action programmes.

To monitor the progress made by the countries on their national strategies for the social dimension of higher education, an ASEM observatory should be established to collect and share data among stakeholders.

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