



## 3<sup>RD</sup> ASIA-EUROPE EDUCATION WORKSHOP

### *Beyond the Academic Yardstick: the Societal Excellence of Education*

25-26 September 2013 | Chiang Mai, Thailand



## Draft Concept\*

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### Background

Launched in 2010, ASEF's *Asia-Europe Education Workshops* provides a venue for focused discussions on the changing context that affects and influences the education sector. Topics and issues are tackled by experts from various disciplines. The 1<sup>st</sup> edition of the Asia-Europe Education Workshop on [\*The Impact of the Financial Crisis to Higher Education\*](#) was jointly organised by ASEF and the Asian Institute of Management (Makati City, 2010). A year later, the 2<sup>nd</sup> Asia-Europe Education Workshop themed [\*Knowledge Societies: Universities and their Social Responsibilities\*](#) was convened with the University of Innsbruck (Innsbruck, 2011).

The participants of the Innsbruck Workshop *advocated for a continuous dialogue and exchange on University Social Responsibility (USR) while making a plea that education targets include social criteria and social dimension be reflected in teaching and learning processes, research frameworks and quality assurance standards.* Furthermore, the Workshop will follow up on the discussions at the 3<sup>rd</sup> ASEM Rectors' Conference (ARC3). The ASEM rectors called upon their fellow university leaders to *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.* Based on these recommendations, the Asia-Europe Foundation and Siam University are co-organising the 3<sup>rd</sup> Asia-Europe Education Workshop on the theme *Beyond the Academic yardstick: the Societal Excellence of Education.*

The goal is to examine the contributions of university-business-stakeholder co-operation to the *academic*, and more importantly, the *Societal Excellence* of university education. Hence our overarching question: how can universities work best with partners and stakeholders in creating a better society?

### Objectives

- To consolidate case studies of universities' engagement with the community and other stakeholders (Asia Engage)
- To identify key elements of *societal excellence* in education and discuss its potential as a new paradigm of performance measurement in education. Inputs will be provided by practitioners: business sector, community stakeholders and academia
- To prepare a "Report" that will reflect the opinions and recommendations by the participants on the selected topic

### Participants

20-25 participants, as follows:

- University stakeholders (rectors, staff and students)
- Community stakeholders, such as NGOs
- Social entrepreneurs
- Experts on university partnerships
- Selected government representatives

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\* As of 5 April 2013

## Overview of Sessions and Topics

### SESSION1

#### Universities' role in building social cohesion

- Strategic Framework for Education and Training ("ET 2020") identified the promotion of equity, social cohesion and active citizenship as one of its four strategic objectives<sup>1</sup>.
- 2009-2015 Road Map for an ASEAN Community states that ASEAN will enhance the well-being and livelihood of the peoples of ASEAN by providing them with equitable access to human development opportunities by promoting and investing in education and lifelong learning, human resource training and capacity building, encourage innovation and entrepreneurship, promote the use of English language, ICT and applied science and technology in socio-economic development activities<sup>2</sup>.

### SESSION2

#### *How can university education best contribute to active citizenship and community engagement? How is this implemented in theory (missions) and practice?*

### SESSION3

#### *A tri-partite partnership for sustainable societies: universities, businesses and communities*

- Sustainability in its broadest sense which encompasses socio-economic (including employability), cultural and environmental aspects.
- Social Innovations' contributions to knowledge creation, transfer and application: Traditionally, university and its laboratories are the main sources of social innovations – that has changed. This session aims to elaborate and study social innovations (from the community) which contributed to university education (programme design, curricula, etc.). In the same manner, successful start-ups which were born from university research projects/experiments will be invited to share how they contribute/share knowledge back to their universities.

### SESSION4

#### *Measuring beyond the academic yardstick: the societal excellence of education*

- How can universities gain recognition for engagement with the community? (Similarities and differences in ASEM; best practices)? Who provides incentives (government funding, philanthropy, endowment funds)?
- How can universities be measured based on criteria that go beyond the academic?

### INTERACTIVE SESSION

#### *Elements of societal excellence in higher education*

### SESSION5

#### *Drafting of recommendations/conclusions*

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<sup>1</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:135:0002:0007:EN:PDF>

<sup>2</sup> [http://www.meti.go.jp/policy/trade\\_policy/asean/dl/ASEANblueprint.pdf](http://www.meti.go.jp/policy/trade_policy/asean/dl/ASEANblueprint.pdf)