3rd ASEM Rectors’ Conference
Universities, Businesses and You: For a Sustainable Future
3rd ASEM Rectors’ Conference (ARC3)

Universities, Businesses and You: For a Sustainable Future
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Chairs’ Conclusions from ASEMME1 (2008) to ASEMME3 (2011)
Founded in 1997, the Asia-Europe Foundation (ASEF) is the only permanently established institution of the Asia-Europe Meeting (ASEM). ASEF furthers understanding, fosters relationships and facilitates co-operation 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.

The ASEM Rectors’ Conference (ARC) was launched in 2008 as a stakeholder response to the 1st Asia-Europe Meeting of Ministers for Education (ASEMME1). The ARC was recognised as an Official Dialogue Partner of the ministerial meetings, with the Asia-Europe Foundation (ASEF), its driving force, as its Permanent Secretariat. Since then, the ARC has provided a sustainable platform for exchange of university leaders about emerging higher education concerns and aspirations in Asia and Europe. Both the ARC1 (2008 in Berlin, Germany) and ARC2 (2012 in Seoul, Korea) were commended and supported not only by the ASEM governments, but also by the wider ASEM higher education community.

2012 was another milestone year for the ARC. Back-to-back with the 3rd ASEM Rectors’ Conference (ARC3), ASEF launched the Asia-Europe Students’ Forum. It provides a venue for students to be involved in ASEM education policy discussions, thereby widening stakeholder participation in the ASEM Education Process. While the ARC3 focussed on Universities, Business and You: For a Sustainable Future, the Students’ Forum discussed and reflected on Are you Fit for the Future? In times of economic crisis and rapidly rising student numbers, countries are called upon to not only improve access to
education, but also to develop students’ relevant competences and skills for the sustainable growth of their countries’ economies. ASEM university leaders and students agree that university-business-community co-operation is the key to progress towards a sustainable future. The details of these discussions together with the resulting recommendations are embodied in the succeeding pages of this Report. They will be presented to the 4th Asia-Europe Meeting of Ministers for Education (ASEMME4) in May 2013, hosted by the Government of Malaysia.

I want to take this opportunity to thank and congratulate, on behalf of ASEF, the University of Groningen (RUG) and the ASEAN University Network (AUN). Without their co-operation and support, the ARC3 would not have met its success. RUG has proven to be a committed and most gracious host and AUN a long standing partner and champion of the ASEM stakeholder process.

ASEF’s appreciation also goes out to all participants for their inputs and contributions during the two days of discussions. Their ideas, energy and commitment inspire ASEF to continue playing its role as a strong and reliable partner of both ASEM governments and civil society in the ASEM Education Process.

We look forward to your continued support and active involvement in the 4th ASEM Rectors’ Conference (ARC4) and the 2nd Asia-Europe Students’ Forum, both to be hosted by Chulalongkorn University (Bangkok, Thailand) in 2014.

KARSTEN WARNECKE
Deputy Executive Director
Asia-Europe Foundation (ASEF)
The University of Groningen (RUG) had the great honour of hosting the 3rd ASEM Rectors’ Conference (ARC3), including the 1st Asia-Europe Students’ Forum. The Conference brought many inspiring guests from across Asia and Europe to our city.

I would like to express my deepest appreciation to our co-organisers, the Asia-Europe Foundation (ASEF) and the ASEAN University Association (AUN) for their assistance, and also to all participants of the ARC3 who travelled the long distance to our university city, the City of Groningen. Each and every participant contributed to the overwhelming success of this meeting, thereby helping us all to reach our goals.

The recommendations of the ARC3 are of very great value to the University of Groningen (RUG). Students must be educated more broadly as they are our future leaders and will play a determining role in the transition to a sustainable world. We are educating students for life. It is no longer enough to prepare them for a single specific job because over the course of their careers they will hold different positions with varying duties. We also learned about state-of-the-art and important approaches to teaching creativity and entrepreneurship education.

Finally, it is very important that we educate our students in an international setting – international companies require them to be employable all over the world. Co-operation between Asia and Europe offers students and academics the opportunity to experience other cultures, different ways of thinking and new ways of problem-solving. Our students and academics thus gain a shared perspective on the great societal challenges, local and global. We need this perspective if we are to play our role in the transition to a sustainable society.
In Groningen, too, co-operation between universities and the business world was high on the agenda. Once again we could see that business and academia are together able to tackle fundamental issues, such as the international rise in youth unemployment. The ARC3 Conference was a valuable platform for strengthening the ties between industry and higher education, particularly with regard to realizing an innovative, job-creating economy.

I look forward to the successful continuation of Asia-European dialogues to enhance co-operation in the process of higher education at the next Asia-Europe Meeting of Ministers for Education in Kuala Lumpur, Malaysia. May the relations between Asia and Europe prosper!

PROF. SIBRANDES POPPEMA
President
University of Groningen (RUG)
Honorary Consul General
Republic of Korea
It was a great honour for ASEAN University Network (AUN) to be one of the partner organisations of the 3rd ASEM Rectors’ Conference (ARC3) with the theme *Universities, Business and You: For a Sustainable Future* successfully concluded on 24-26 September 2012 in a beautiful city Groningen, the Netherlands.

The three-day conference provided a platform for policy makers, university administrators, representatives from business sectors, academic staffs and youths to exchange ideas and best practices on university-business co-operation, community engagement and university social responsibility models. In addition, this was the first of its kind that allowed youths from Asia to meet youths from Europe to share thoughts and ideas for their future, and university administrators and policy makers to record the voices of our youths who will be the future of our generation.

As always, the ASEM Rectors’ Conference (ARC) was indeed a great venue to renew our commitment in flourishing co-operation between two regions and also paved the way to create new opportunities for co-operation between Asian and European universities. This not only strengthens our partnership towards economic development but more importantly, ensures the development of qualified human capital which is the very foundation of one’s growth. This year’s conference was also a good venue to renew our ties and friendship through two way exchange of perspectives on the various issues affecting the region. It is important that every voices and concerns are considered.
Last but not the least, I would like to take this opportunity to express my congratulations to the Asia-Europe Foundation (ASEF), University of Groningen (RUG) and all partner organisations and institutions for the successful conclusion of the conference. AUN looks forward for future collaborations built on shared values of our two regions and we are looking forward to welcoming all participants for the 4th ASEM Rectors’ Conference (ARC4) to be held in Bangkok, Thailand in 2014.

Thank you.

ASSOC. PROF. DR NANTANA GAJASENI
Executive Director
ASEAN University Network (AUN)
3rd ASEM Rectors’ Conference (ARC3)

Universities, Businesses and You: For a Sustainable Future

25-26 September 2012
University of Groningen (RUG), the Netherlands
The ASEM Rectors’ Conference (ARC)

The 1st ASEM Rectors’ Conference (ARC1) was launched in October 2008 (Berlin, Germany) as a stakeholder response to the 1st Asia-Europe Meeting of Ministers for Education (ASEMME 1) for strengthened education co-operation among ASEM countries. ASEF, as the civil society outreach of the ASEM and interface between the civil society and ASEM governments, organised the ARC1 together with its partners.1 It was designed to complement the governmental efforts, communicate the opinions and priorities of the university community in both regions and ensure the contributions of the higher education sector to the ministerial meetings.

In May 2009 (Hanoi, Vietnam), the ARC was acknowledged as the Official Dialogue Partner of the ASEM Ministers for Education representing the higher education stakeholders and ASEF was designated as its Permanent Secretariat2. The 2nd ASEM Rectors’ Conference (ARC2) in 20103 saw the increased engagement of the ASEM higher education community. More countries participated and the Conference recommendations reflected the direct contributions from the Rectors through the establishment of the ARC Advisory Group. In addition, two student representatives had the opportunity to interact with the university rectors. These developments resulted in further recognition and support to the stakeholder process.

The 3rd Asia-Europe Meeting of Ministers for Education (ASEMME3, 9-10 May 2011, Copenhagen, Denmark) "recognised the need to involve stakeholders through the ASEM Rectors’ Conference... in the ASEM Education Process to achieve a broad consensus on the aims and measures of the Process, and acknowledged the recommendations from the 2nd ASEM Rectors’ Conference (ARC2)".

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1 1st ASEM Rectors’ Conference (ARC1) Partners: ASEAN University Network (AUN), European University Association (EUA), the German Rectors’ Conference (HRK) and the Free University of Berlin
2 Page 1-2, Chair’s Conclusions, 2nd Asia-Europe Meeting of Ministers for Education (ASEMME2), 14-15 May 2009, Hanoi, Vietnam
3 The 2nd ASEM Rectors’ Conference (ARC2) themed Asia-Europe University Co-operation: Contributing to the Global Knowledge Society was convened on 26-27 October 2010, Seoul, Korea
Education lies at the heart of economic growth and development. This is captured in the *Europe 2020* strategy adopted by the European Commission in June 2010 to revive the economy of the European Union. In parallel, education is reflected in policies and strategies of ASEM member countries in Asia, such as the *Roadmap for an ASEAN Community (2009-2015)*. In times of economic crisis and quickly rising student numbers, however, not only do countries need to improve access to education; they also need to develop the right type of skills and research to be more competitive, and to ensure sustainable growth. Unemployment rates, job mismatch and wage differentials are some signs of a disparity between required skills and educational programmes offered.

The role of universities as motors for economic growth had already been underlined by the ARC2, through stimulating entrepreneurship, more incubators for graduates, and bringing talent from underrepresented groups into higher education. In order to meet these objectives, higher education community must work closely with all stakeholders involved.

Since 2008, the ASEM education dialogue has provided impetus for a discourse on university-business co-operation. The 1st Asia-Europe Meeting of Ministers for Education (ASEMME1; May 2008, Germany) stated that “close co-operation between education and industry at international, national, regional and local levels is a core element for ensuring the employability of the young generation entering the workforce as well as of older generations”\(^1\). At the 3rd Asia-Europe Meeting of Ministers for

\(^1\) Chair’s Conclusions of the 1st Asia-Europe Meeting of Ministers for Education (ASEMME1) (May 2008, Germany)
In June 2011, participants at the 2nd Asia-Europe Education Workshop, co-organised by ASEF and the University of Innsbruck (UI), agreed that the current debates on the role of universities should not be detached from societal developments. Moreover, it was recommended that exchange, co-operation and promotion of the Universities’ Social Responsibility (USR) agenda be continued within the ASEM education community.

The 3rd edition of the ASEM Rectors’ Conference (ARC3) held in the Netherlands on 25-26 September 2012 was organised by ASEF in partnership with the University of Groningen (RUG) and the ASEAN University Network (AUN). Its programme was built on the results of the ARC2 and informed by the priorities laid out in the ASEMME3 Chair’s Conclusions as well as trends and developments in higher education.

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2 Chair’s Conclusions of the 3rd Asia-Europe Meeting of Ministers for Education (ASEMME3) (May 2011, Denmark)
3 2nd Asia-Europe Education Workshop, Knowledge Societies: Universities and their Social Responsibilities (June 2011, Austria)
4 The ASEMME3 Chair’s Conclusions highlighted four topics: Quality Assurance and Recognition, Engaging Business and Industry in Education, Balanced Mobility and Lifelong Learning (LLL) including Vocational Education and Training (VET)
The plea to hear the voice of students in the framework of the ARC was taken seriously by the organising partners from the very beginning - student involvement was part of the first two editions of the ARC.

At ASEMME3, the Education Ministers recognised the need to integrate student participation into the ASEM Education Process. In response, ASEF launched the Asia-Europe Students’ Forum back-to-back with the ARC3.

The inaugural Forum gathered students’ perspectives on the topic Are You Fit for the Future?, which were presented by selected students at the ARC3 plenary, and will also be brought to the attention of the Ministers at ASEMME4 (May 2013, Malaysia).

5 The ASEMME3 Chair’s Conclusions highlighted four topics: Quality Assurance and Recognition, Engaging Business and Industry in Education, Balanced Mobility and Lifelong Learning (LLL) including Vocational Education and Training (VET)
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 the University of Groningen (RUG), The 3rd ASEM Rectors’ Conference (ARC3) took place in Groningen, the Netherlands from 25 to 26 September 2012 gathering more than a hundred university leaders, representatives of ASEM higher education institutions, the business community including selected representatives from the 1st Asia-Europe Students’ Forum convened on 24 September 2013.

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. Annexed to the recommendations are case examples from participating universities.
1. Support universities in achieving both excellence and widening access

ASEM Governments and Ministries of 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 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.

\(^1\)See: The Aarhus Declaration of Excellence in Research: www.excellence2012.dk/the-aarhus-declaration
• 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, etc² 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 2012⁴, 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.

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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: www.unidususto.org/tuningeu
⁴ See: 3rd ASEM University Business Forum, Malaysia, 5 - 6 November 2012 www.asem-education-secretariat.org/en/20363
⁵ AsiaEngage is a platform that shares good practices for both industry and community engagement across the region – at present it has 68 members of universities across ASEAN and Asia. See: www.asiaengage.org
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

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 developed7).
- 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.

6 See: 3rd ASEM University-Business Forum, Malaysia, 5 - 6 November 2012 www.asem-education-secretariat.org/en/20363
7 See: 2nd Asia-Europe Education Workshop, Austria, 5 - 7 June 2011 www.asef.org/index.php/projects/themes/education/1149-2nd-asia-europe-education-workshop-knowledge-societies
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 (ARC3) 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.

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

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9 See: PARTNERS Programme: www.ncl.ac.uk/partners
10 See: www.realisingopportunities.ac.uk
2. Enhance co-operation between universities and businesses in ASEM

- 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 programme aims to: (1) respond to the challenges raised by the new environment in which international humanitarian action works and further the development of humanitarian assistance education through an agreed programme of joint research and training and (2) advance co-operation at a global level by a common understanding of the importance of international humanitarian action and its developments through courses jointly designed and elaborated13. 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.

12 See: Ubaya: www.ubaya.ac.id
13 See: NOHA: www.nohanet.org/erasmus-mundus-programme.html
14 See: RUEP: www.ncl.ac.uk/careers/riseup/startup/ruep.php
• 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 co-operation 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 (UAM). 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

15 See: Ubaya Tan Chong Center of Asian Management Studies: www.caMsubahaya.ac.id
16 See: Cátedra de Emprendedores, Rioja: www.fundacion.unirioja.es/Catedras_subsecciones/view/6/catedra-de-emprendedores (in Spanish)
17 See: Cátedra de Emprendedores, Salamanca: www.catedraemprendedores.net (in Spanish)
18 See: FEUN: www.feun.es/feun/general-information
19 See: SCAN: www.nusu.co.uk/scan
20 See: Universidad Autónoma de Madrid: www.uam.es/ss/Satellite/es/1242684234487/subHomeServicio/Oficina_de_Accion_Solidaria_y_Cooperacion.htm (in Spanish)
I. Introduction

The 3rd ASEM Rectors’ Conference (ARC3) took place at the University of Groningen on 25-26 September 2012. It gathered over 130 university leaders and representatives of ASEM higher education institutions, networks and organisations as well as students and representatives from industry.

Building on the results of the ARC1\(^1\) and the ARC2\(^2\), as well as on the conclusions of the 3rd Asia-Europe Meeting of Ministers for Education (ASEMME3) (May 2011, Denmark), the ARC3 was jointly organised by the Asia-Europe Foundation (ASEF), the ASEAN University Network (AUN) and the University of Groningen (RUG).

Furthermore, ASEF launched the Asia-Europe Students’ Forum as a direct response to the recommendations made at the ARC2 and ASEMME3. The 1st edition of this one-day Forum, which took place on 24 September 2012, was an integral part of the ARC3. It was attended by 46 student representatives from 36 ASEM countries.

Participants of the Students’ Forum themed *Are you Fit for the Future?* conducted a reality-check by tackling the following questions: What are students’ expectations of working life after graduation? What are the experiences of graduates? How does university education contribute to skills learning? Which skills really matter? And what is and should be the role of stakeholders outside the university?

Welcome remarks and keynotes speeches at the ARC3 were delivered by Prof. Dr Sibrandes Poppema (President of RUG), Mr Karsten Warnecke (Deputy Executive Director of ASEF), Prof. Piniti Ratananukul (on behalf of the AUN Board of Trustees), H.E. Drs. Halbe Zijlstra (Dutch Secretary of State for Higher Education) and Mr Roelof Joosten (Member of the Executive Board, Royal Friesland Campina N.V., the Netherlands).

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1. Hosted by the Free University of Berlin (October 2008, Germany)
2. Hosted by Korea University (KU) (October 2010, Korea)
For the 1st Asia-Europe Students’ Forum, welcome remarks were given by Mr Warnecke (ASEF), Prof. Poppema (RUG), and Dr Choltis Dhirathiti (Deputy Executive Director of AUN). A keynote speech was delivered by Drs Gertjan Lankhorst (CEO, Gasterra BV, the Netherlands).

The importance and the timeliness of the topic *Universities, Businesses and You: For a Sustainable Future* were highlighted throughout the Conference. The plenary discussions focused on (1) trends and challenges in higher education, (2) the framework for university-business-community co-operation in ASEM, as well as (3) the challenges of employability and social responsibility in the future.

Specific issues were addressed in parallel working groups, which comprised a stock-taking of models of university-business co-operation and the role of universities in providing education for the workplace and for life.

University Social Responsibility (USR) towards the engagement of communities and stakeholders was also tackled, as well as the dilemma between excellence in and widening access to higher education. Summaries of the discussions are included as key statements in the *Working Groups* section.

Both the recommendations of the ARC3 and the contributions from the 1st Asia-Europe Students’ Forum, which were presented by selected students at the plenary, will be presented to the Ministers at the 4th Asia-Europe Meeting of Ministers for Education (ASEMME4).

### II. Networking Opportunities

**Academic Speed Dating**

The ARC3 participants were provided interactive badges pre-programmed according to their respective profiles and interests. Each interest was colour coded. When two participants with the same interest came close to each other, the badges lit up in the same colour and alarmed.

**Rectors’ and Students’ Meet and Greet**

During this segment, university leaders had the opportunity to interact with students from their respective countries. Majority of the students who attended the activity came from the University of Groningen’s pool of international students. They were joined by selected participants from the 1st Asia-Europe Students’ Forum.
III. Working Groups

Working Group 1:
“University-Business Co-operation: Where Are We?”

Working Group 1A

Chair:
Prof. Dr Edilberto de Jesus
Faculty Emeritus, Asian Institute of Management (AIM), the Philippines

Speakers:
Prof. John Hearn
Vice-President (International), The University of Sydney, Australia and Chief Executive, The Worldwide Universities Network (WUN)

Mr Marcin Palys
Rector, University of Warsaw, Poland

Ms Nannette Ripmeester
Founder and Director, Expertise in Labour Mobility (ELM), the Netherlands

Ms Myriam Abboud
Ph.D Candidate, The University of Sydney, Australia

Rapporteur:
Assoc. Prof. Dr Azman Ahmad
Assistant Vice-Chancellor (Education), Universiti Brunei Darussalam (UBD), Brunei Darussalam

Key Statements:

- Today, in spite of — or possibly because of — the global crisis, universities and businesses need to work more strongly in alliance, to address global challenges. They can do so by jointly developing research programmes, by co-designing educational and entrepreneurship programmes for tomorrow’s decision-makers and other stakeholders, and by reaching out to society at large. University reforms should therefore consider the opportunities in linking with businesses and industries.

- Successful University-Business Co-operation (UBC) — based on trust, transparency and common (ethical) values — will stimulate innovation and contribute to a strong, creative, flexible and happy workforce, a sound labour market and a more sustainable world.

- In bringing stakeholders together, it is crucial to manage expectations. UBC is not only about helping students to find employment, it also gives them the tools, confidence and self-assurance to understand the world, take responsibility and create a better, sustainable world.
Working Group 1B

Chair:
Prof. Ulrike Beisiegel
Rector, University of Göttingen, Germany

Speakers:
Prof. Freddy Boey
Provost, Nanyang Technological University (NTU), Singapore

Ms Uyen Phuong Nguyen
Managing Director, Institute of Potential Leaders (IPL), Vietnam

Prof. Lauritz B Holm-Nielsen
Rector, Aarhus University (AU), Denmark

Mr Arjen Hoekstra
University of Groningen (RUG), the Netherlands

Rapporteur:
Prof. Chris Brink
Vice-Chancellor, University of Newcastle, United Kingdom

Key Statements:

• A useful way to foster creative skills and entrepreneurship in education is to use entrepreneurial experience from staff as well as students. Tapping their experience more systematically will have a greenhouse effect on student talent development.

• When striving for excellence, also in co-operation with businesses, the diversity of excellence should be considered. Excellence should, among others, be addressed in both horizontal and vertical terms.

A number of case studies of excellence in UBC and structural co-operation with industry, were shared in this working group, among them:

• The Rise Up Entrepreneurship Programme (RUEP) (Newcastle University, United Kingdom), which is a specific university training initiative in entrepreneurship for students3;

• The Graduate Employment Training Unit (UGet) (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. The curriculum and delivery will be worked on by industry, NGOs and government agency partners4.

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3 www.ncl.ac.uk/careers; See the ARC3 Recommendations
4 See the ARC3 Recommendations
Working Group 2
“Education for the Workplace; Education for Life?”

Working Group 2A

Chair:
*Asst. Prof. Surakit Nathisuwan*
Vice-President for International Relations, Mahidol University, Thailand

Speakers:
*Dr Alfredo E. Pascual*
President, University of the Philippines (UP)

*Prof. Dr Thomas Pfeiffer*
Vice-Rector, Ruprecht-Karls-Universität Heidelberg, Germany

*Dr Chito Salazar*
Founding President, Philippine Business for Education (PBEd), the Philippines

*Ms Vicki Baars*
Vice-President, National Union of Students (NUS), United Kingdom

Rapporteur:
*Prof. Vasile Ișan*
Rector, Universitatea Alexandru Ioan Cuza, Romania

Key Statement:

- In its education mission, universities should be guided not only by the challenge of employability of graduates, but foremost by the objective of educating responsible global citizens who are able to adapt to challenges.

Four main views on the topic were expressed:

- Role of higher education as specialised education to enhance employability;
- Re-adaptation models of universities to cater for non-traditional learners and to provide alternative access routes to higher education (lifelong learning);
- University services to empower marginalised groups and contribute to community development and progress through research;
- Universities to equip students with competitive knowledge and the “right” skills.
Working Group 2B

Chair:
Prof. Dr Luc François
Chief International Officer, Ghent University, Belgium

Speakers:
Prof. Shen Wei
Associate Dean for China and Associate Professor of International Affairs, Ecole Supérieure des Sciences Commerciales d’Angers (ESSCA) School of Management, France

Dr Martin Hallik
Vice-Rector, University of Tartu (UT), Estonia

Prof. Im Jung Gi
Vice-President, Seoul National University (SNU), Korea

Mr Soh Yi Da
Student, National University of Singapore (NUS), Singapore

Rapporteur:
Prof. Ahmad Shukri Mustapa Kamal
Deputy Vice-Chancellor of Academic & International Affairs, Universiti Sains Malaysia (USM), Malaysia

Key Statements:

• Equipping students with the right set of skills include experiential learning, e.g. through global volunteering programmes and community development programmes.

• Mobility, via international study exchanges, work placements and community development programmes, was emphasised as an important tool for the experiential learning of skills. Universities should therefore work closely with governments and other stakeholders to overcome the challenges posed by visa regulations, funding, information gaps and language.

• Lifelong learning and Technical and Vocational Education and Training (TVET) are two key aspects that higher education institutions nowadays should address as part of their mission. This includes giving access to non-traditional groups of learners and the recognition of prior learning, as well as the conceptualisation of all educational programmes as yielding lifelong benefits and instilling morals and values in all graduates.

The working group discussions revolved around the challenge of graduate unemployment and about ways to equip students with competitive knowledge and the right set of skills, going beyond employability to create value for society at large.
Working Group 3
“Maximising Impact: Community, Stakeholder Engagement and University Social Responsibility (USR)”

Working Group 3A

Chair:
Prof. Dr Xiao Xian
Vice-President, Yunnan University, China

Speakers:
Prof. Iwan Dwiprahasto
Vice-Rector for Academic and Student Affairs, Universitas Gadjah Mada (UGM), Indonesia

Prof. Koen Lamberts
Deputy Vice-Chancellor, University of Warwick, United Kingdom

Mr David Garrahy
Policy and Advocacy Coordinator, European Youth Forum (YFJ)

Ms Maria Tsakalerou
Democritus University of Thrace (DUTH), Greece

Rapporteur:
Prof. Elmer Sterken
Rector Magnificus, University of Groningen (RUG), the Netherlands

Key Statements:

• A holistic understanding of USR implies that universities will acknowledge societal development, respect integrity and act as local anchors of social and economic activities.

• USR should be an intrinsic part of each university’s mission statement, of its management, its research and its training components. It includes but is not limited to:
  - Training students to be responsible citizens, e.g. by supporting student volunteering and social engagement through the awarding of credits;
  - Employing responsible academic and administrative staff;
  - Listening to and engaging with community and industry partners;
  - Acting as local anchors of social and economic activity;
  - Providing empowerment programmes for marginalised groups of society.

A number of good examples of University Social Responsibility (USR) initiatives were shared in this working group, among them:
  - Universitas Gadjah Mada’s (UGM) Community Service Programme, which is compulsory for 4th-year students and also open to international students;
  - University of Warwick’s Volunteer Programme, which reaches out to high schools in the region as well as internationally to Africa.
Key Statements:

• While there is a diverse understanding of the term “University Social Responsibility”, there seems to be agreement on the fact that engaging the community and other stakeholders as part of the social responsibility of universities poses a number of theoretical and practical challenges. Foremost, it is a choice for an articulated social purpose.

• Examples of community and stakeholder engagement at various levels showed that USR must be anchored in the institutional mindset of the university to be successful. USR should interweave all fields of university activity. It is about attitudes of universities towards society at large.

• There is a necessity to inform society and governments more actively about USR as an important part of university activities.

• A holistic understanding of USR should include a critical reflection on the downsides of prosperity.
Working Group 4
“The Imperative for Excellence and the Issue of Equal Access”

Working Group 4A

Chair:
Prof. Dr Le Quanh Minh
Vice-President International Relations, Vietnam National University (VNU)

Speakers:
Prof. Dr Akhmaloka
Rector, Institute Teknologi Bandung (ITB), Indonesia

Dr Timothy O’Shea
Principal and Vice-Chancellor, University of Edinburgh, United Kingdom

Mr Florian Kaiser
Executive Committee, European Students’ Union (ESU)

Dr Ingo Dahm
Head of Strategy and Research Development, Deutsche Telekom AG, Bonn, Germany

Rapporteur:
Prof. Maurits van Rooijen
Rector Magnificus, Nyenrode Business Universiteit, the Netherlands

Key Statements:

• Equal access to higher education is often wrongly understood as a form of competition that compromises excellence. Universities need to overcome this misconception and recognise and convey the message to policy-makers and the public at large that in fact, equal access does not lower the standard of education.

• The diversity of the student body should be considered as the key for excellence, and ability should be considered in a broader context than examination scores. Allowing talent from under-represented groups to enter education will allow universities and societies at large to tap their potential to the fullest.

• Education has to be seen as a lifelong pipeline. Equal access to all levels of education and transition from one level to the next should be the norm and universities should be proactive about achieving this.

• The challenges that universities need to tackle together with all stakeholders are: financing, selection and admission. Access can only be really effective if we fully engage employers as crucial stakeholders.
The trade-off between access and excellence poses a challenge to universities. Widening access can lead to an inflation of degrees and raises the question of the affordability of broadening access.

“Excellence” should consider, but not be limited to, the needs of the labour market, such as soft skills development, language, intercultural skills, etc.

The modern understanding of access needs to take the perspective of lifelong learning: alternative ways of delivery, the differentiation of the student body (also in terms of age and the recognition of prior learning), continuing education, professional qualifications, creativity in admission processes, etc., all of these need to be taken into consideration.

Co-operation with businesses in the modern understanding of access to higher education is important, particularly with regard to professional qualifications, the recognition of prior learning and continuing education.
With the aim of involving select number of ASEM university leaders in shaping the content and outcome of the 3rd ASEM Rectors’ Conference (ARC3), the Asia-Europe Foundation (ASEF), in consultation with the University of Groningen (RUG) and the ASEAN University Network (AUN), set up the Advisory Group to further enhance the credibility and visibility of the ASEM Rectors’ Conference (ARC).

Specifically, the Advisory Group was responsible for:
• Drafting the Recommendations based on the theme of the event, as well as in consideration of the current Asia-Europe higher education landscape;
• Promoting the ARC3 across Asia and Europe;
• Recommending participants;
• Taking part in the Conference Programme as Chairs, input providers or rapporteurs at the Plenary and Working Group sessions;
• Finalising the Conference Recommendations;
• Proposing follow-up initiatives to the ARC3 (as applicable).

The work of the Advisory Group was facilitated by General Rapporteurs appointed by the Organising Partners. For the ARC3, the General Rapporteurs were Ms Chripa Schneller, ASEM Education Hub’s (AEH) Special Advisor, and Ms Anita Veltmaat, Policy Advisor for International Relations, University of Groningen (RUG).

**PROF. DR SARAN KAUR GILL**  
**Universiti Kebangsaan Malaysia (UKM)**

Prof. Dato’ Dr Saran Kaur Gill is Deputy Vice-Chancellor (Industry and Community Partnerships) at Universiti Kebangsaan Malaysia (The National University of Malaysia). She is responsible for developing mutually beneficial partnerships between the university, industry and foundations, NGOs and communities and government agencies, to enhance the core missions of the university – education, research and service (volunteerism). In 2010, in recognition of her efforts in strengthening Australian-Malaysian education relationships, she received the inaugural award of “Education Personality of the Year” from the Australian High Commission. One of her major achievements has been the establishment of endowed chairs with a total value of RM 34 million. This is with the Sime Darby Foundation and the Malaysian Palm Oil Board (MPOB). These are for the UKM-YSD Endowed Chair in Climate Change; the UKM-YSD Endowed Chair in Sustainable Development: Towards Zero Waste Technology for the Oil Palm Industry and the MPOB-UKM Chair in Palm Oil Industry Development for a Sustainable Economy. Recently, she was invited to be the
first Asian visiting scholar in 2013 for Engagement Australia’s member only Visiting Scholars and Experts Programme. Saran is Executive Director of AsiaEngage, a regional alliance comprising the ASEAN University Network (AUN) Thematic Network on University Social Responsibility and Sustainability (AUN-USR&S), the Asia-Talloires Network of Community and Industry Engaged Universities (ATNEU), and the ASEAN Youth Volunteer Programme (AYVP). Website: www.asiaengage.org

PROF. DR KUA WONGBOONSIN
Vice-President, Chulalongkorn University, Thailand

Prof. Dr Kua Wongboonsin obtained his A.M. and Ph.D. in Demography from the University of Pennsylvania, USA. His fields of expertise include Demographic Analysis, Population and Development, and population projections. Besides vice- presidency of Chulalongkorn University, he is currently also a faculty member of the College of Population Studies, Chulalongkorn University, consultant to Education and Labor Ministries in Thailand, Executive Board of the International Institute for Trade and Development, member of the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub), and other relevant professional societies at the regional and international levels.

PROF. LAURITZ B. HOLM-NIELSEN
Rector, Aarhus University (AU), Denmark

Prof. Lauritz B. Holm-Nielsen has been the Rector of Aarhus University (AU) since 2005. He is Vice-Chairman of Universities Denmark, President of Euroscience and Vice-president of the European University Association (EUA). Furthermore, Prof. Lauritz B. Holm-Nielsen has been a member of the Danish Prime Minister’s Growth Forum, a member of several OECD expert review teams on higher education, Chairman of the Nordic University Association, a member of the Africa Commission, Board Member of the Danish National Research Foundation, Rector of the Danish Research Academy, Vice-Chairman of the Danish Research Commission, Chairman of the Danish Natural Science Research Council and the Danish Council for Development Research. Prof. Lauritz B. Holm-Nielsen has a degree in botany from AU (1971) and was Dean of the Faculty of Science at AU (1976-79) before he became professor at P. Universidad Católica, Quito, Ecuador (1979-81). Prof. Lauritz B. Holm-Nielsen has spent 18 years working abroad, 12 of these at the World Bank in Washington D.C. (1993-2005).
Prof. Chris Brink has been the Vice-Chancellor of Newcastle University in the UK since 2007. He serves on several Boards in Newcastle and the North East of England. At national level he is the Chairman of the N8 (the partnership of eight major research-intensive universities in the North of England), the Co-Chair of the Equality Challenge Unit, a Board member of Universities UK, and serves on the Advisory Committee on Leadership, Governance and Management of the Higher Education Funding Council for England. Previously he served for four years on the Board of the Quality Assurance Agency. Before taking up his position at Newcastle, Professor Brink was Rector and Vice-Chancellor of Stellenbosch University in South Africa, where he led a transformation agenda which attracted national and international attention. Earlier, he had served as Pro Vice-Chancellor (Research) at the University of Wollongong in Australia, Professor and Head of the Department of Mathematics and Applied Mathematics at the University of Cape Town, South Africa, and Coordinator of Strategic Planning. Other positions include a Senior Research Fellowship at the Australian National University in the 1980s, a brief spell in industry in the USA, sabbatical and other leave periods at Oxford University, and intermittent visits to many other European universities. He is a logician with a Cambridge PhD, an interdisciplinary DPhil, Master’s degrees in philosophy and mathematics, and a Bachelor’s degree in computer science. His research areas include mathematics, logic, philosophy and computer science, and he has published in all these fields. Before moving into management he held the prestigious “A”-rating of the National Research Foundation, which ranked him as one of South Africa’s leading scientists.”

Prof. Dr Ulrike Beisiegel took office as President of the Georg-August-Universität on 1 January 2011. Professor Beisiegel, a biochemist, was elected unanimously as future President by the University Senate in March 2010 and the vote was subsequently confirmed by the Foundation Committee pertaining to the University. The President represents Göttingen University and the Foundation internally and externally, chairs the Presidential Board and sets the Board’s guidelines. She is further responsible for the University’s developmental and financial planning and its orderly operation, as well as holding authority over the premises.
Programme

3rd ASEM Rectors’ Conference (ARC3)
Universities, Businesses and You: For a Sustainable Future

Monday, 24 September 2012

19.00 – 20.00 Welcome Reception
Venue: Prinsenhof Hotel, Martinikerkhof 23, 9712 JH Groningen

Tuesday, 25 September 2012

DAY 1 OF THE ARC3: University-Business: Leaders for a Sustainable Society

Venue: Academy Building, Broerstraat 5, 9712 CP, Groningen

8.45 – 9.15 Registration

9.15 – 9.30 Welcome addresses
Mr Karsten Warnecke, Deputy Executive Director, Asia-Europe Foundation (ASEF)
Prof. Dr Sibrandes Poppema, President, University of Groningen (RUG), the Netherlands
Assoc. Prof. Dr Piniti Ratananukul (on behalf of the ASEAN University Network (AUN) Board of Trustees)

9.30 – 10.30 Opening Plenary: Common Trends and Challenges in ASEM
Chair: Assoc. Prof. Dr Piniti Ratananukul (on behalf of the ASEAN University Network (AUN) Board of Trustees)
Input statements:
Prof. Tan Tai Yong, Vice-Provost (Student Life), National University of Singapore (NUS), Singapore
Prof. Dr Sibrandes Poppema, President, University of Groningen (RUG), the Netherlands

10.30 – 11.00 Break
11.00 – 12.00  **Keynote Speeches**
H.E. Drs Halbe Zijlstra, Dutch Secretary of State for Higher Education  
Mr Roelof Joosten, Member of the Executive Board, Royal Friesland Campina N. V., the Netherlands

12.00 – 14.00  **Photo opportunity and Lunch**  
Venue: Hanze Sociëteit, (adjacent to the Academy building), Oude Boteringestraat 19, 9712 GC, Groningen

14.00 – 15.00  **Academic speed dating**  
Venue: Academy Building, Spiegelzaal, Broerstraat 5, 9712 CP, Groningen

15.00 – 16.30  **Parallel working groups (WGs 1 & 2)**

**Working Group 1  University-Business Co-operation: Where Are We?**

**Group 1A**

*Chair:* Prof. Edilberto De Jesus, Professor Emeritus, Asian Institute of Management, the Philippines  
*Rapporteur:* Assoc. Prof. Dr Azman Ahmad, Assistant Vice-Chancellor (Education), Universiti Brunei Darussalam (UBD)

**Input statements:**
Prof. John Hearn, Vice-President International, The University of Sydney, Australia and Chief Executive, The Worldwide Universities Network  
Prof. Marcin Pałys, Vice-Rector, University of Warsaw, Poland  
Ms Nannette Ripmeester, Director, Expertise in Labour Mobility (ELM), the Netherlands  
Ms Myriam Abboud, Student Representative, The University of Sydney, Australia

**Group 1B**

*Chair:* Prof. Ulrike Beisiegel*, Rector, University of Göttingen, Germany  
*Rapporteur:* Prof. Chris Brink*, Vice-Chancellor, University of Newcastle, United Kingdom

**Input statements:**
Prof. Freddy Boey, Provost, Nanyang Technological University (NTU), Singapore  
Prof. Lauritz B. Holm-Nielsen*, Rector, Aarhus University (AU), Denmark and Vice-President, European University Association  
Ms Uyen Phuong Nguyen, Managing Director, Institute of Potential Leaders (IPL), Vietnam  
Mr Arjen Hoekstra, University of Groningen (RUG), the Netherlands
Working Group 2

Group 2A

**Chair:** Assist. Prof. Surakit Nathisuwan, Vice-President for International Relations, Mahidol University, Thailand

**Rapporteur:** Prof. Vasile Isan, Rector, Universitatea Alexandru Ioan Cuza, Romania

**Input statements:**
- Prof. Dr Alfredo E. Pascual, President, University of the Philippines (UP)
- Prof. Dr Thomas Pfeiffer, Vice-Rector, Ruprecht-Karls-Universität Heidelberg, Germany
- Dr Chito B. Salazar, Founding President, Philippine Business for Education (PBEd), the Philippines
- Ms Vicki Baars, Vice-President, National Union of Students (NUS), United Kingdom

Group 2B

**Chair:** Prof. Dr Luc François, Head of the Cabinet of the Vice-Chancellor, Ghent University, Belgium

**Rapporteur:** Prof. Ahmad Shukri Mustapa Kamal, Deputy Vice-Chancellor of Academic & International Affairs, Universiti Sains Malaysia (USM)

**Input statements:**
- Prof. Junggi Im, Vice-President, Seoul National University (SNU), Korea
- Dr Martin Hallik, Vice-Rector, University of Tartu (UT), Estonia
- Prof. Dr Wei Shen, Associate Dean for China, Associate Professor of International Affairs, Ecole Supérieure des Sciences Commerciales d’Angers (ESSCA) School of Management, France
- Mr Yi Da Soh, National University of Singapore (NUS), Singapore

16.30 – 17.00

**Break**

17.00-18.00

**Plenary Discussion:**

ASEM Education Process’ widening outreach: governments, students, NGOs and industries as partners

**Chair:** Prof. Mohd Hamdi Abd Shukor, Deputy Vice-Chancellor, Universiti Malaya (UM), Malaysia

**Panellists:**
- Mr Karsten Warnecke, Deputy Executive Director, Asia-Europe Foundation (ASEF)
- Dr Siegbert Wuttig, Director, ASEM Education Secretariat
- Mr David Garrahy, Policy and Advocacy Co-ordinator, European Youth Forum (YFJ)
- Mr Marrik Bellen, Director, Nuffic Neso China
- Mr Yi Da Soh, National University of Singapore (NUS), Singapore
Wednesday, 26 September 2012

DAY 2 OF THE ARC3:  *Universities’ Stakeholder Engagement*

Venue: Academy Building, Broerstraat 5, 9712 CP, Groningen

9.00 – 9.15  
**Short introduction to second conference day and summary of Day 1**  
Prof. Dr Sibrandes Poppema, President, University of Groningen (RUG), the Netherlands

9.15 – 10.45  
**Parallel working groups (WGs 3 & 4)**

**Working Group 3**

**Maximising Impact: Community, Stakeholder Engagement and University Social Responsibility (USR)**

**Group 3A**

*Chair:* Prof. Dr Xiao Xian, Vice-President, Yunnan University, China  
*Rapporteur:* Prof. Elmer Sterken, Rector, University of Groningen (RUG), the Netherlands

**Input statements:**

Prof. Iwan Dwiprahasto, Vice-Rector of Academic and Student Affairs, Universitas Gadjah Mada (UGM), Indonesia  
Prof. Koen Lamberts, Deputy Vice-Chancellor, University of Warwick, United Kingdom  
Mr David Garrahy, Policy and Advocacy Co-ordinator, European Youth Forum (YFJ)  
Ms Maria Tsakalerou, Democritus University of Thrace (DUTH), Greece

**Group 3B**

*Chair:* Dr Gita Revalde, Vice-Rector, Riga Technical University (RTU), Latvia  
*Rapporteur:* Fr. Jose Cruz, SJ, Vice-President, Ateneo de Manila University (ADMU), the Philippines

**Input statements:**

Prof. Saran Kaur Gill*, Deputy Rector, Universiti Kebangsaan Malaysia (UKM)  
Prof. Carla Locatelli, Vice-President, University of Trento, Italy  
Dr Sukich Udindu, Vice-President, Corporate Social Responsibility, Minor Food Group, Thailand  
Mr Libin Yang, Harbin Medical University (HMU), China

*Member of the 3rd ASEM Rectors’ Conference (ARC3) Advisory Group*
Chair: Prof. Dr Luc François, Head of the Cabinet of the Vice-Chancellor, Ghent University, Belgium

Rapporteur: Prof. Ahmad Shukri Mustapa Kamal, Deputy Vice-Chancellor of Academic & International Affairs, Universiti Sains Malaysia (USM), Malaysia

The Imperative for Excellence and the Issue of Equal Access

Chair: Prof. Le Quanh Minh, Vice-President for International Relations, Vietnam National University (VNU) Ho Chi Minh City

Rapporteur: Prof. Maurits van Rooijen, Rector Magnificus, Nyenrode Business Universiteit, the Netherlands

Input statements:
Prof. Dr Akhmaloka, Rector, Institut Teknologi Bandung (ITB), Indonesia
Prof. Sir Timothy O’Shea, Principal and Vice-Chancellor, University of Edinburgh, United Kingdom
Mr Florian Kaiser, Executive Committee, European Students’ Union (ESU)

Chair: Br. Ricardo P. Laguda, FSC, President, De La Salle University (DLSU), the Philippines

Rapporteur: Prof. Arnoud De Meyer, President, Singapore Management University (SMU), Singapore

Input statements:
Prof. Dr Kua Wongboonsin*, Vice-President, Chulalongkorn University, Thailand
Prof. Dr Monika Schäfer-Korting, Executive Vice-President, Free University of Berlin, Germany
Mr Michael Keane, Senior Partner, K2S Advisors, United Kingdom
Ms Naeun Choi, Seoul National University (SNU), Korea

10.45 – 11.00 Break

11.00 – 12.00 Reports from the Working Groups to be delivered by Rapporteurs

Chair: Prof. John Hearn, Vice-President International, The University of Sydney, Australia and Chief Executive, The Worldwide Universities Network (WUN)

12.00 – 13.30 Lunch
Venue: Academy building – Bruinszaal / Spiegelzaal, Broerstraat 5, 9712 CP, Groningen

In parallel: Rectors and Students, Meet and Greet
13.30 – 14.30

**Plenary Debate:**
Are employability and social responsibility issues mutually exclusive in practice?

**Chair:** Prof. Manuel Assunção, Rector, University of Aveiro, Portugal

**Panellists:**
- Prof. Saran Kaur Gill*, Deputy Rector, Universiti Kebangsaan Malaysia (UKM), Malaysia
- Prof. Young-Sup Yun, Executive Vice-President, Korea University (KU), Korea
- Prof. Eva Åkesson, Vice-Chancellor, University of Uppsala, Sweden
- Mr. Sjur Bergan, Head, Higher Education and Research Division of the Council of Europe (CoE)
- Prof. Jean-Pierre De Greve, Vice-Rector, International Relations and Mobility Department, Vrije Universiteit Brussel, Belgium

14.30 – 15.00

**Plenary Session:**
From ASEMME3 to ASEMME4: Preparation of Updates for ASEMME4

**Chair:** Mr. Karsten Warnecke, Deputy Executive Director, Asia-Europe Foundation (ASEF)

**Speakers:**
- Dr. Siegbert Wuttig, Director, ASEM Education Secretariat (AES)
- En. Ahmad Nazri Bin Sulaiman, Undersecretary, Policy Coordination and International Division, Ministry of Higher Education, Malaysia (host of the ASEMME4, 2013)

15.00 – 15.15

**Break**

15.15 – 16.00

**Adoption of Recommendations**

**Chair:**
Dr Dzulkifli Abdul Razak Tan Sri Dato, Vice-Chancellor, Albukhary International University (AiM), Malaysia and Vice-President of the International Association of Universities

16.00 – 16.15

**Closing Remarks by Partners**

Mr. Karsten Warnecke, Deputy Executive Director, Asia-Europe Foundation (ASEF)
Prof. Dr. Sibrandes Poppema, President, University of Groningen (RUG), the Netherlands
Assoc. Prof. Dr. Piniti Ratananukul (on behalf of the ASEAN University Network (AUN) Board of Trustees)

* Member of the 3rd ASEM Rectors’ Conference (ARC3) Advisory Group
16.15 – 17.15  Press Conference (Organisers and selected Rectors)

17.30  Lake Tour, Farewell Reception and Dinner
(Remarks by Prof. Dr Sibrandes Poppema)

Paterswoldse Meer

The Paterswoldse Meer is a charming lake, a gift for those who love culture, nature and water. A perfect place for aquatic sports such as sailing or surfing, with shores that offer many a scenic route to cyclists and walkers. For those who love to watch the scenery while having a drink or enjoying a meal, there is a fine choice of restaurants.

After a relaxing boat trip, we will have dinner at Restaurant Buitensociëteit Paterswoldsemeer, a 19th century residence that was fully renovated a few years ago and has regained its former splendour. A perfect place for a perfect evening.

Venue: Restaurant Buitensociëteit Paterswoldsemeer, Meerweg 227, 9752 XD Haren
(Meeting point Academy Building)

Master of Ceremony/Chairperson:
Mr Bert Verveld, Director General, University of Groningen (RUG), the Netherlands

Thursday, 27 September 2012

DAY 3 OF THE ARC3:  Cultural Programme

9.30-15.00  Beauty of Groningen seen from an ancient sailing boat
In the old days, the river Reitdiep connected the City of Groningen to the sea. The many small medieval villages and hamlets along the river are all special in their own way. One of these nostalgic villages is Garnwerd. With its old mill, its historic church and its beautiful riverside inn (café Hammingh), Garnwerd is the destination of many town inhabitants enjoying a summer tour by bike.

This Beauty of Groningen Province Tour will give you an idea of the history of the province of Groningen. Imagine what life must have been for the many monks and farmers who, from the early Middle Ages onwards, defended the land against the rising tide and the salt that came with it...
## List of Participants

### Main delegates of universities

#### Asia

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<tr>
<th>Country</th>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Australia</td>
<td>Prof. John Hearn</td>
<td>Vice-President International, The University of Sydney</td>
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<tr>
<td>Brunei Darussalam</td>
<td>Assoc. Prof. Dr Azman Ahmad</td>
<td>Assistant Vice-Chancellor (Education), Universiti Brunei Darussalam (UBD)</td>
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<td>Dr Pah Amiruddin Pah Ismail</td>
<td>Deputy Rector, Universiti Islam Sultan Sharif Ali (UNISSA)</td>
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<tr>
<td>Cambodia</td>
<td>Prof. Yuok Ngoy</td>
<td>Rector, Royal University of Law and Economics</td>
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<td>Dr Oum Ravy</td>
<td>Vice-Rector for International Relations, Royal University of Phnom Penh</td>
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<tr>
<td>China</td>
<td>Prof. Yang Baofeng</td>
<td>President, Harbin Medical University (HMU)</td>
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<td>Prof. Dr Xiao Xian</td>
<td>Vice-President, Yunnan University</td>
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<tr>
<td>Indonesia</td>
<td>Prof. Iwan Dwiprahasto</td>
<td>Vice-Rector of Academic and Student Affairs, Universitas Gadjah Mada (UGM)</td>
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<td>Dr Kuncoro Foe</td>
<td>Vice-Rector for Academic, Student, Co-operation Affairs, Widya Mandala Catholic University Surabaya</td>
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<td>Prof. Dr Akhmaloka</td>
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<td>Prof. Joniarto Parung</td>
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<td>Japan</td>
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<td>Korea</td>
<td>Prof. Chul-kyu Kang</td>
<td>President, Woosuk University</td>
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<tbody>
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<td>Italy</td>
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<td>Lithuania</td>
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<td>Prof. Maurits van Rooijen</td>
<td>Rector Magnificus, Nyenrode Business University</td>
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<td>President of the University Board, University of Groningen (RUG)</td>
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<td></td>
<td>Drs Rob Wagenaar</td>
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<td>Future Rector, University of Warsaw</td>
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<td></td>
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<td></td>
<td>Prof. Vasile Ișan</td>
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<td></td>
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<td>Slovakia</td>
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<td>Vice-Rector, Slovak University of Technology</td>
</tr>
<tr>
<td>Country</td>
<td>Participant</td>
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<tr>
<td>Slovenia</td>
<td>Mrs Danijela Voljč Ma, Director and Board Member, University of Ljubljana</td>
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<tr>
<td>Sweden</td>
<td>Prof. Eva Åkesson, Vice-Chancellor, Uppsala University</td>
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<tr>
<td>United Kingdom</td>
<td>Prof. Sir Timothy O’Shea, Principal &amp; Vice-Chancellor, University of Edinburgh</td>
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<td></td>
<td>Prof. Koen Lamberts, Deputy Vice-Chancellor, University of Warwick</td>
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<td></td>
<td>Prof. Chris Brink*, Vice-Chancellor, Newcastle University</td>
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<td>* Advisory Group</td>
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</table>

**International / Regional Organisations / Institutions / Government Representatives**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Person Name</th>
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<tbody>
<tr>
<td>ASEM Education Secretariat (AES)</td>
<td>Dr Siegbert Wuttig, Director</td>
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<tr>
<td>European University Association (EUA)</td>
<td>Ms Monika Steinel, Project Analyst</td>
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<tr>
<td>Council of Europe (CoE)</td>
<td>Mr Sjur Bergan, Head, Higher Education and Research Division</td>
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<tr>
<td>Ministry of Higher Education (MOHE), Malaysia</td>
<td>En. Ahmad Nazri Bin Sulaiman, Undersecretary, Policy Coordination and International Division</td>
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<td>Nuffic Neso China</td>
<td>Mr Marrik Bellen, Director</td>
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<tr>
<td>Ministry of Education, Culture and Science, the Netherlands</td>
<td>H.E. Drs H. Zijlstra, Minister</td>
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<tr>
<td>Accreditation Organisation of the Netherlands and Flanders (NVAO)</td>
<td>Prof. Dr K.L.L.M. Dittrich, President</td>
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<td>East Asia Institute, University of Groningen (RUG)</td>
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</tr>
<tr>
<td>European Youth Forum (YFJ)</td>
<td>Mr David Garrahy, Policy and Advocacy Coordinator</td>
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# Business Representatives

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<tr>
<th>Country</th>
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<tbody>
<tr>
<td>the Netherlands</td>
<td>Ms Nannette Ripmeester</td>
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<tr>
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<td>Mr Roelof Joosten</td>
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<tr>
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<td>Mr Michael Keane</td>
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</tr>
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</tr>
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## 2nd Delegates

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<tr>
<th>Country</th>
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<tbody>
<tr>
<td></td>
<td>Ms Que Anh Dang</td>
<td>Head, ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) Secretariat</td>
</tr>
<tr>
<td></td>
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<td>Brunei Darussalam</td>
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<td>Registrar, Universiti Islam Sultan Sharif Ali (UNISSA)</td>
</tr>
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<td>China</td>
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<tr>
<td>Indonesia</td>
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<td>Korea</td>
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<td>President, Woosuk University, Korea</td>
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<td></td>
<td>Prof. Seongho Sheen</td>
<td>Associate Dean of International Affairs, Seoul National University (SNU)</td>
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Thailand

Ms Nongnuch Chunbandhit
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<tbody>
<tr>
<td>Assoc. Prof. Dr Piniti Ratananukul</td>
<td>Secretary General, Office of The Higher Education Commission, Thailand</td>
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<tr>
<td>Dr Choltis Dhirathiti</td>
<td>Deputy Executive Director</td>
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<td>Assoc. Prof. Dr Nantana Gajaseni</td>
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<tr>
<td>Ms Achavadee Wiroonpetch</td>
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## Asia-Europe Foundation (ASEF) Delegates

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<th>Name</th>
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<tr>
<td>Mr Karsten Warnecke</td>
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<td>Ms Edwige Rozier</td>
<td>Deputy Director</td>
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<td>Ms Helen Sophia Chua Balderama</td>
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<td>Ms Agnès Delmas</td>
<td>Project Assistant</td>
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<td>Ms Theresa Ann Cua</td>
<td>Project Officer</td>
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## University of Groningen (RUG) Delegates

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<td>Mr Bert Verveld</td>
<td>Director General</td>
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<tr>
<td>Name</td>
<td>Position/Role</td>
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<td>Mr Simon van der Wal</td>
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<td>Groningen Congress Bureau</td>
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<td>Ms Mariska Pater</td>
<td>Senior Project Manager</td>
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<tr>
<td>Ms Erika Pater</td>
<td>Project Coordinator</td>
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1st Asia-Europe Students’ Forum

Are You Fit for the Future?

24 September 2012
University of Groningen (RUG), the Netherlands
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 46 students from 36 countries.

The Students’ Forum followed up on the call made by ARC1 and ARC2 held at the Free University of Berlin (October 2008) and Korea University (October 2010) 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 (ARC3) 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 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 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 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. Offering soft skills training and assessment to all students and graduates (based, for instance, on the Tuning Generic Competences) was also discussed.

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 is at the 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 consist of 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 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 a 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 the 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 institutions. As can be seen in the Bologna Process where students are already integrated and playing an important role, equal partnership between students and the higher education community is beneficial.
Working Groups

Working Group 1 (WG1)

- composed of 8 students
- assist in drafting the Students’ Forum Recommendations
- deliver input statements at the ARC3 on the four topics reflected in the Programme

Working Group 2 (WG2)

- composed of 5 students
- facilitate the table topics at the interactive session of the Forum (See Programme)
- assist the Working Group 1 in packaging the Recommendations for presentation at the ARC3

Members

<table>
<thead>
<tr>
<th>Working Group 1 (WG1)</th>
<th>Role at the ARC3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Ngoc Huynh</td>
<td>Presenter at WG1</td>
</tr>
<tr>
<td>Co-operation program between Stirling University, UK and University of Social Sciences and Humanities, Ho Chi Minh City, Vietnam</td>
<td></td>
</tr>
<tr>
<td>Mr Arjen Hoekstra</td>
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<tr>
<td>University of Groningen (RUG), the Netherlands</td>
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<tr>
<td>Mr Yi Da Soh</td>
<td>Presenter at WG2</td>
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<tr>
<td>National University of Singapore (NUS), Singapore</td>
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<tr>
<td>Ms Maria Tsakalerou</td>
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<td>Democritus University of Thrace (DUTH), Greece</td>
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<tr>
<td>Mr Libin Yang</td>
<td>Presenter at WG3</td>
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<tr>
<td>Harbin Medical University (HMU), China</td>
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<td>Ms Vicki Baars</td>
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<tr>
<td>National Students’ Union (NUS), United Kingdom</td>
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</tbody>
</table>
Ms Naeun Choi  
Seoul National University (SNU), Korea

Mr Florian Kaiser  
European Students’ Union (ESU)

Mr Hardeep Singh  
University of Technology, Sydney, Australia

Mr Wouter Kamp  
University of Groningen (RUG), the Netherlands

Ms Boryana Stancheva  
University of Ruse, Bulgaria

Ms Ruta Ketvirtyte  
Mykolas Romeris University (MRU), Lithuania

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**Working Group 2 (WG2)**

Ms Fitra Jehwoh  
Mahidol University, Thailand

Mr Hardeep Singh  
University of Technology, Sydney, Australia

Mr Wouter Kamp  
University of Groningen (RUG), the Netherlands

Ms Boryana Stancheva  
University of Ruse, Bulgaria

Ms Ruta Ketvirtyte  
Mykolas Romeris University (MRU), Lithuania

Presenter at WG4
# Programme

## 1st Asia-Europe Students’ Forum

### Are You Fit for the Future?

#### Sunday, 23 September 2012

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>18.00</td>
<td>Welcome Reception and Dinner</td>
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<td>Venue: Martini Hotel, Gedempte Zuiderdiep 8, 9711 HG Groningen</td>
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#### Monday, 24 September 2012

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8.15</td>
<td>Registration</td>
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<tr>
<td>8.45</td>
<td>Brief Welcome by organisers</td>
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<td></td>
<td>Mr Karsten Warnecke, Deputy Executive Director, Asia-Europe Foundation (ASEF)</td>
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<td></td>
<td>Dr Choltis Dhirathiti, Deputy Executive Director, ASEAN University Network (AUN)</td>
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<td>Prof. Dr Sibrandes Poppema, President, University of Groningen (RUG), the Netherlands</td>
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<tr>
<td>9.00</td>
<td>Keynote Speech: Great expectations; What really matters? – a personal story</td>
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<td>Drs Gertjan Lankhorst, CEO, Gasterra BV, the Netherlands</td>
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<tr>
<td>9.20</td>
<td>Panel 1 Reality-check: what really matters at the workplace?</td>
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<td>Chair: Ms Chripa Schneller, Special Advisor, ASEM Education Hub (AEH), Asia-Europe Foundation (ASEF) &amp; ARC3 Conference Rapporteur</td>
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<td></td>
<td>Panellists: Prof. Dr Wei Shen, Associate Dean for China, Associate Professor of International Affairs, Ecole Supérieure des Sciences Commerciales d’Angers (ESSCA) School of Management, France</td>
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</tbody>
</table>
Ms Uyen Phuong Nguyen, Managing Director, Institute of Potential Leaders (IPL), Vietnam
Ms Vicki Baars, Vice-President, National Union of Students (NUS), United Kingdom
Mr Pablo Perrino de Urrutia, Deusto University, Spain and University of Groningen (RUG), the Netherlands

10.20 – 10.40  Break

10.40 – 11.40  Panel 2
Check-up: do I have and do I get what it takes to be an entrepreneur?

Chair: Drs Max J. Van den Berg, Governor of the Queen for the Province of Groningen, the Netherlands

Panellists:
Mr Edwin van Rest, Director, StudyPortals.eu, the Netherlands
Ms Myriam Abboud, The University of Sydney, Australia
Mr Florian Kaiser, Executive Committee, European Students’ Union (ESU)

12.00 – 14.00  Honorary Doctorate Ceremony for Nobel Peace Prize Laureate (1984) and esteemed South African spiritual leader Reverend Desmond Tutu
Venue: Martinikerk, Martinikerrkhof 3, 9712 JG, Groningen

14.00  Lunch
Venue: Hanze Sociëteit, Oude Boteringestraat 19, 9712 GC, Groningen (adjacent to the Academy building)

15.00 – 16.15  Interactive Session
Brain shake: What makes me Fit for the Future?

Facilitators: Mr Andy Pan & Mr Shan K., Right Impact, Singapore

16.15  Photo opportunity and Break

16.30 – 17.45  Preparation of the Recommendations to the University Leaders

Chair: Ms Chripa Schneller, Special Advisor, ASEM Education Hub (AEH), Asia-Europe Foundation (ASEF) & ARC3 Conference Rapporteur

17.45  Closing Session
### Reception and Dinner

Venue: Hanze Sociëteit, Oude Boteringestraat 19, 9712 GC, Groningen (adjacent to the Academy building)

**Master of Ceremony/Chairperson:** Ms Anita Veltmaat, Policy Advisor for International Relations, University of Groningen (RUG), the Netherlands, and ARC3 Conference Rapporteur

## List of Participants

### Asia

<table>
<thead>
<tr>
<th>Country</th>
<th>Name</th>
<th>University/Institution</th>
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<tbody>
<tr>
<td>Australia</td>
<td>Ms Myriam Abboud</td>
<td>The University of Sydney</td>
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<tr>
<td>Brunei Darussalam</td>
<td>Mr Muhammad Azhar Bin Haji Abdul Aziz</td>
<td>Universiti Islam Sultan Sharif Ali (UNISSA)</td>
</tr>
<tr>
<td>China</td>
<td>Mr Libin Yang</td>
<td>Harbin Medical University (HMU)</td>
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<td>Indonesia</td>
<td>Mr Adri Simamora</td>
<td>Nyenrode Business Universiteit</td>
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<td></td>
<td>Mr Rieza Aprianto</td>
<td>University of Groningen (RUG)</td>
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<tr>
<td>Korea</td>
<td>Ms Soo-Yeon Kim</td>
<td>Hankuk University of Foreign Studies (HUFS)</td>
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<td></td>
<td>Ms Naeun Choi</td>
<td>Seoul National University (SNU)</td>
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<tr>
<td>Malaysia</td>
<td>Ms Ee Soo Lee</td>
<td>University of Groningen (RUG)</td>
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<tr>
<td>Myanmar</td>
<td>Ms Amara Thiha</td>
<td>Coimbra University</td>
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<tr>
<td>New Zealand</td>
<td>Ms Genevieve Taylor</td>
<td>University of Canterbury</td>
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<tr>
<td>Pakistan</td>
<td>Ms Nazia Gill</td>
<td>University of Groningen (RUG)</td>
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<tr>
<td>Country</td>
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</table>
| the Philippines | Ms Evangeline Bengaro  
University of Calabria |
| Russia       | Ms Maria Ustinova  
Erasmus Mundus Students and Alumni Association (EMA) |
| Singapore    | Mr Yi Da Soh  
National University of Singapore (NUS)  
Mr Jamie Tan Pau Boon  
Nanyang Technological University (NTU)  
Ms Shu Jean Neo  
Singapore Management University (SMU) |
| Thailand     | Ms Pitchapa Jular  
Chulalongkorn University  
Ms Fitra Jewoh  
Mahidol University International College |
| Europe       |                                                                                   |
| Austria      | Ms Mirjam Reiner  
University of Groningen (RUG) |
| Belgium      | Mr Jonathan Key  
University of Groningen (RUG) |
| Bulgaria     | Ms Boryana Stancheva  
University of Ruse |
| Denmark      | Mr Anders Martinsen  
Aarhus University (AU) |
| Estonia      | Mr Argo Ralja  
Tallinn University |
| Finland      | Mr Antti Tulonen  
University of Groningen (RUG) |
| France       | Ms Delphine Blumereau  
Sciences Po Paris |
| Germany      | Mr Florian Kaiser  
European Students’ Union (ESU) |
| Greece       | Ms Maria Tsakalerou  
Democritus University of Thrace (DUTH) |
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<tr>
<td>Hungary</td>
<td>Ms Laura Csorba</td>
<td>University of Groningen (RUG)</td>
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<tr>
<td>Ireland</td>
<td>Ms Elizabeth McCauley</td>
<td>University of Groningen (RUG)</td>
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<tr>
<td>Italy</td>
<td>Mr Luca Bignardi</td>
<td>University of Groningen (RUG)</td>
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<tr>
<td>Latvia</td>
<td>Mr Dmitrijs Milajevs</td>
<td>University of Groningen (RUG)</td>
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<td>Lithuania</td>
<td>Ms Ruta Ketviryte</td>
<td>Mykolas Romeris University (MRU)</td>
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<td>University of Groningen (RUG)</td>
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<td>Mr Laurentius Meerhoff</td>
<td>University of Otago</td>
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<td>Poland</td>
<td>Ms Magdalena Wojtaszek</td>
<td>University of Groningen (RUG)</td>
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<td>Portugal</td>
<td>Mr Eduardo Oliveira</td>
<td>University of Groningen (RUG)</td>
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<td>Romania</td>
<td>Ms Magdalena Catargiu</td>
<td>Alexandru Ioan Cuza</td>
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<td>Ms Alina Gavra</td>
<td>West University of Timisoara (UVT)</td>
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<tr>
<td>Slovakia</td>
<td>Mr Martin Duchac</td>
<td>University of Groningen (RUG)</td>
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<td>Slovenia</td>
<td>Ms Tjasa Zupan</td>
<td>University of Groningen (RUG)</td>
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<td>Spain</td>
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<td>National Union of Students (NUS)</td>
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### Speakers

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<td>Executive Committee Member, European Students’ Union (ESU)</td>
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<td>CEO, Studyportals</td>
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<tr>
<td>Spain</td>
<td>Mr Pablo Perrino de Urbina</td>
<td>Student, University of Groningen (RUG)/University of Deusto</td>
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<td>Vietnam</td>
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<td>Managing Director, Institute of Potential Leaders (IPL)</td>
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### Chairs

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<tbody>
<tr>
<td>Germany</td>
<td>Ms Chripa Schneller</td>
<td>ASEM Education Hub (AEH) Special Advisor, Asia-Europe Foundation (ASEF)</td>
</tr>
<tr>
<td>the Netherlands</td>
<td>Ms Anita Veltmaat</td>
<td>Policy Advisor for International Relations, University of Groningen (RUG)</td>
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<td></td>
<td>Mr Max Van den Berg</td>
<td>Governor of the Queen for the Province of Groningen</td>
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### Facilitators

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<tr>
<th>Country</th>
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<th>Position and Affiliation</th>
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<tbody>
<tr>
<td>Singapore</td>
<td>Mr Andy Pan</td>
<td>Director (Training), Rightimpact</td>
</tr>
<tr>
<td></td>
<td>Mr Shan K</td>
<td>Principal Trainer, Rightimpact</td>
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</table>
The Asia-Europe Foundation (ASEF) furthers understanding, fosters relationships and facilitates co-operation 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
University of Groningen (RUG)

Founded in 1614, the University of Groningen enjoys an international reputation as one of Europe’s oldest comprehensive research universities, with nearly 30,000 undergraduate, graduate and Ph.D. students and more than 5,000 members of staff. Based in the northern part of the Netherlands, it is firmly rooted in the tradition and history of a city that is proud to be known as the ‘City of Talent’.

In 2011 and 2012, University of Groningen researchers published 30 articles in Nature and Science. Key University of Groningen strategies include attracting prominent and talented researchers and lecturers from all over the world (irrespective of gender), rewarding excellent performance and stimulating interdisciplinary research and teaching. The University of Groningen ranks 89 in the THE World Universities Ranking and is number 5 in the world, according to The Scientist’s “Best Places to Work in Academia in 2012”.

In 2012, some 4,000 international students from over 115 different countries found their way into the University of Groningen’s many English taught degree programmes (19 bachelor’s degree and 90 master’s degree programmes, of which 20 double/joint degree programmes and 8 Erasmus Mundus programmes). Sixty percent of its 1,500 Ph.D. students are from abroad. All Ph.D. programmes are taught in English. According to the 2011 International Student Barometer, a worldwide survey on international student satisfaction, the University of Groningen is the university in the Netherlands that international students are most likely to recommend to their friends and family.

Through interdisciplinary research on the themes Healthy Aging, Energy and Sustainability and Sustainable Society, the University of Groningen addresses some of the major concerns of the 21st century.

The University of Groningen invites you to meet its talented students and researchers, either in person or ‘virtually’, through its website and the social media: Facebook, Twitter, You Tube, Foursquare, RSS and LinkedIn.

www.rug.nl
During the 4th ASEAN Summit in 1992, ASEAN leaders called for the strengthening of the region through the promotion of human resource development and higher education. This aspiration has led to the signing of the Charter of the ASEAN University Network and thus the establishment of ASEAN University Network (AUN) in November 1995 with the AUN Secretariat as the main co-ordinating and monitoring agency established in Bangkok, Thailand.

Since its establishment, AUN, the network of leading universities, has been serving as ASEAN’s implementing agency in the field of higher education for the region’s move towards ASEAN Community. The AUN Secretariat serves as co-ordinating and monitoring body. The main functions of the AUN Secretariat cover planning, organising, co-ordinating, monitoring and evaluating AUN programmes and activities. The AUN Secretariat’s tasks also include developing ideas, innovations and proposal for co-operation under AUN as well as to develop plans and mechanisms for sourcing and generating funds for self-reliant and self-sustaining operation of AUN.

Currently, AUN comprises 26 Member Universities from 10 ASEAN Member States and undertake more than 40 collaborative projects within ASEAN and with its dialogue partners, such as China, the European Union (EU), Japan and Korea.

www.aunsec.org
Annexes
ASEMME1

ASEM Conference of Ministers Responsible for Education

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

Berlin, 5-6 May 2008

Conclusions by the Chair

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

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

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

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

The Meeting recognised that:

1. There is a growing need for more intensive relations and co-operation between Europe and Asia in a globalising world and stressed the increased economic interdependence of the two regions. ASEM plays a vital role as a platform for dialogue and co-operation among the European and Asian partners of the ASEM process.

2. The ASEM Education Ministerial Meeting in Berlin is an important first step towards strengthening the dialogue and fostering co-operation between ASEM partners in the field of education and training. The two regions look back on a history of long and successful bilateral partnerships in science and education. Experience with cultural and academic diversity has created many opportunities for personal growth, has
promoted tolerance and has reduced discrimination by helping to develop a global democratic culture. The knowledge of languages and cultures of the ASEM partners is considered important by the Meeting.

3. Ensuring the quality and competitiveness of higher education systems and institutions is a key element for educating qualified and employable citizens and promoting economic growth in Asia and Europe. Higher education is therefore regarded as an important area of exchange and co-operation. The internationalisation of education in general, and of higher education in particular, is an important factor for making education systems and institutions more attractive and competitive worldwide.

4. The visibility of and the information on European and Asian education systems and institutions still leave room for improvement in both regions. Obstacles that may prevent the extension of individual exchange and institutional partnerships must be defined and tackled. Structural co-operation (e.g. bilateral agreements, partnerships, joint study programmes and research projects, off-shore activities) is crucial for creating sustainable links between European and Asian universities.

5. In view of the rapid social and economic changes and demographic challenges in both regions, education systems have to deliver both broad general knowledge and labour-market related competences and skills. Close 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.

The Meeting agreed:

1. To set up a strategic Asia-Europe education partnership for the 21st century, to strengthen the ASEM dialogue and co-operation in the field of education to include stakeholders at all levels and to convene a second Ministerial Meeting on Education in Vietnam in 2009.

2. To send key messages from the Berlin Conference to the ASEM summit in Beijing for acknowledgment and to pass on the chair’s conclusions to the Asia- Europe Higher Education Leadership Dialogue Meeting in Berlin in October 2008 for further discussion.

3. To invite ASEM members to join an EU-Asia working group including Senior Officials and stakeholders from the education sector to identify the challenges connected with strengthening the mobility of students, teachers and researchers, and to make suggestions for improving the framework conditions for bi-regional exchanges with special regard to recognition of qualifications and degrees.

4. To propose the establishment of a bi-regional forum involving stakeholders from the education and economic sector to strengthen the dialogue and co-operation between education and industry at local, national and international level. A regular exchange of experience on how to promote knowledge, skills, and competences relevant to the labour market could thus be established.
5. To continue to internationalise their education systems and to encourage the internationalisation of institutions, especially in higher education. The Meeting acknowledged the role of internationalisation processes in the field of higher education in both regions and expressed its interest in exchanging views and experiences between Asia and Europe.

6. To encourage international educational mobility between both regions and to especially enhance more balanced exchanges of talented students, graduates and researchers by strengthening the potential of national, bilateral and multilateral mobility schemes (such as ASEM DUO and ERASMUS Mundus). Bi-regional exchanges, including foreign language learning, intercultural training and practical work experience, should be considered. The Meeting acknowledged the efforts of the European Commission and the Asia Europe Foundation (ASEF) to enhance bi-regional people-to-people exchanges. Exchanges with less economically developed countries are encouraged.

7. To promote all kinds of structural education co-operation among ASEM partners in both regions to increase sustainability. Special attention should be given to university partnerships and networks (e.g. AUN-SEED Net, ASEA and EURASIA-PACIFIC UNINETs) and to the joint development of study programmes (possibly with double or joint degrees) and common research projects. Joint off-shore activities, such as the organisation of summer schools, joint study programmes and the foundation of area study centres, could be of considerable value. The activities of the German Academic Exchange Service in this field could be a source of inspiration.

8. To intensify EU-Asia co-operation in the field of lifelong learning. The Meeting encouraged the ASEM Lifelong Learning HUB to extend its network to all ASEM partners and to increase its research activities. Higher education institutions play a key role in lifelong learning, especially as regards the continuing education and further training of post-graduates and non-academics.

9. To increase the visibility of the education systems and institutions of both regions by improving information and stimulating joint marketing initiatives. Existing transnational platforms for dialogue and information (as implemented by Asia-Link and ASEF) as well as existing marketing tools at international (e.g. European Higher Education Fairs in Asia) and national level should be used and developed further. Alumni and their networks are encouraged to contribute to the dissemination of information.

The Meeting welcomed:

Vietnam’s offer to host the next ASEM Education Ministerial Meeting in Hanoi in 2009 and encouraged all ASEM members to contribute to the preparation of this event.
ASEM Meeting of Ministers Responsible for Higher Education
Sharing Experience and Best Practices on Higher Education
Hanoi, 14-15 May 2009

Conclusions by the Chair

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

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

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

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

The Meeting recognised that:

1. Acknowledged the efforts of the Asia-Europe Foundation (ASEF) through the ASEM Education Hub (AEH) in facilitating dialogue and co-operation between and among various actors in the field of higher education: ASEM governments, university leaders, researchers, teachers and students.

2. Recognised the efforts and positive results of the Erasmus Mundus and the ASEM-DUO fellowship programmes in facilitating the mobility of students and teachers between Asia and Europe.

3. Recognised the ASEM Rectors’ Conference process (with the AEH as its permanent
Secretariat) as a dialogue partner, representing higher education stakeholders from the ASEM countries, at the ASEM Ministerial Meeting.

4. Further acknowledged that Lifelong Learning (LLL) provides a solid framework for sustainable human resource development, which generates economic growth, social welfare and enables individuals to pursue stimulating learning opportunities at all stages of their lives. Therefore, it deserves specific attention for intensified co-operation among the ASEM countries.

5. Recognised the role of the Information and Communication Technology (ICT) in the general development of education, and encouraged ASEM members to share their e-learning resources to maximise the use of ICT in capacity building, learning and teaching, and welcomed India’s contributions in this field.

6. Encouraged ASEM members to upload the list of accredited educational institutions and programmes on the existing UNESCO portal to facilitate mobility of students, teachers and researchers.

7. Recognised UNESCO/OECD guidelines on quality provision in cross-border higher education as a basis for quality assurance, credit recognition and transfer in ASEM countries.

8. Recognised that solutions to the global economic crisis are no longer local or national, and that the whole spectrum of lifelong learning, education and training is not only a short-term recovery instrument, but a long-term economic and social response to the crisis.

9. Welcomed the call from the European Higher Education Ministers in their Communiqué of the Leuven/Louvain-la-Neuve conference 28-29 April 2009 for enhancing policy dialogue through the organisation of the Bologna Policy Fora. The meeting applauded European University Association (EUA) for initiating a Round Table on ‘The Bologna Process and Europe-Asia Dialogue’ in Brussels*.

10. Emphasised the importance of ensuring that all initiatives taken are based on collective consultation and reflect the interests of all parties involved in order to make the ASEM Education Process a truly bi-regional initiative.

11. Considered relevant outcomes of the ASEM Labour and Employment Ministers Meeting in Bali in October 2008, where similar topics and certain actions in the field of VET and Labour Migration were proposed.

* “Part of the EU-Asia Higher Education Platform – a European Union’s initiative implemented by EUA, DAAD and Nuffic”
The Meeting agreed:

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

(A1) To adopt the suggestion from the Second ASEM Education Ministerial meeting on starting an ASEM dialogue by forming three pilot groups of experts on credits and learning outcomes, quality assurance and qualification frameworks, while respecting the diversity of higher education systems and institutions in Asia and Europe. The Meeting applauded Germany for volunteering to coordinate a pilot group of Asian and European experts on credits and learning outcomes, and Austria for volunteering to take an active part in working with pilot group of experts on mutual recognition of higher education qualifications among the ASEM countries.

(A2) To provide more support to trans-national initiatives and activities that aim to enhance the attractiveness, accessibility, profile, image and visibility of, and accessibility to Asian and European Higher Education in the world, and to welcome the proposal from the German Academic Exchange Service (DAAD) for a project on promoting joint programmes and mobility between ASEM countries.

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

(B1) To strengthen the role of ASEM LLL Hub in order to deepen common understanding of LLL concepts, to make research and research-based policy recommendations in the fields concerned, and to expand the existing ASEM LLL co-operation to all ASEM countries, the European Commission and the ASEAN Secretariat. The Meeting welcomed Vietnam’s offer to host a workshop in October 2009 in Nha Trang, Vietnam on lifelong learning and sustainable human resource development in co-operation with the Danish Ministry of Education, the ASEM LLL Hub and the EUA. The Meeting also welcomed Thailand’s offer to host a conference on lifelong learning: workplace learning and e-learning, in co-operation with the ASEM LLL Hub, in July 2009 in Bangkok, Thailand.

(B2) To endorse the detailed proposal and budget for the ASEM Education and Research Hub for Lifelong Learning and invited the ASEM countries and organisations to make this possible by voluntary contributions over the three year period of 2010-2012.

(B3) To set up the ASEM University-Business-Forum, as agreed in the First Ministerial Meeting in Berlin, to enhance exchange of views and good practices, and welcomed Thailand for volunteering to organise this activity.

(B4) To increase the exchange of information on skills forecast among ASEM countries by maximising inter-linked existing networks of member countries, and to encourage ASEM countries to explore EU’s new initiative on new skills for new jobs, which aim at mapping out the skills of the future to better anticipate and match the needs of the labour market.

(B5) To link the existing the European Network for Quality Assurance in Vocational Education and Training (ENQA-VET) with initiatives in Asian countries in order to exchange experience and practices on the implementation of QA in VET. To facilitate this exchange, a voluntary group of Asian countries, with the help of the ASEM Education Secretariat, shall take the lead in exploring the European Network. The Meeting welcomed China’s offer to organize a workshop, supported by Germany, on attractiveness, employability in VET in China.

(B6) To further increase the visibility of the education systems and institutions of both regions by organizing joint ASEM higher education meetings, conferences, fairs and joint marketing and information activities. The Meeting welcomed suggestions for the establishment of an EU-Asia portal providing information on jobs and learning opportunities in ASEM.

(B7) To make the Asia-Europe Rectors’ Conference a biennial event and encouraged balanced participation of universities from both regions.
C. The Establishment of the ASEM Education Secretariat

(C1) To establish a rotating ASEM Education Secretariat to ensure effective coordination and sustainable progress of the ASEM process. The ASEM Education Secretariat will coordinate ASEM educational activities, help with preparations for ASEM ministerial meetings, and facilitate the implementation of output-orientated initiatives that contribute to educational policy development and practices. The Meeting welcomed Germany’s offer to host the ASEM Education Secretariat for the first four-year cycle and invited ASEM member countries to join and send in staff. The Meeting also acknowledged China’s, Indonesia’s and Vietnam’s confirmation on personnel contributions to the Secretariat.

(C2) Vietnam will implement the tasks of the Standing Committee for the Second ASEM Ministerial Meeting Responsible for Higher Education until the ASEM Education Secretariat is established. All information related to the ASEM Educational Meeting and its activities should be directed to Mr Tran Ba Viet Dung, General Director of the International Co-operation Department, MOET, Vietnam -49 Dai Co Viet street, Hanoi; Tel: 00-84-4 38684835; Fax: 00-84-4-38693243; Email: tbvdung@moetedu.vn or hkdiepmoet.gov.vn

The Meeting welcomed:

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

Chair of the second ministerial meeting responsible for higher education
Prof. Dr. Nguyen Thien Nhan
Deputy Prime Minister of Education and Training, Vietnam
Conclusions by the Chair

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

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

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

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

The Ministers:

1. Underlined their wish for an intensive and sustainable Asia-Europe education partnership on the basis of mutual respect and benefit, thus contributing to the overall strategic dialogue and co-operation between Asia and Europe, reaffirmed by the ASEM Leaders during their Summit in Brussels on 4 and 5 October 2010.

2. Renewed their views that high-quality research, education and training systems that encourage and foster lifelong learning in all its diversity are crucial for the attractiveness of their education and training provision and hence for the development of highly qualified and employable citizens and economic growth in Asia and Europe, and no less for democracy and social cohesion in both regions; therefore, investment in all education and training sectors is of utmost importance, also and especially in times of financial crisis.¹

¹ Noted from the conclusions of the ASEF-organised initiatives in 2010: the 1st Asia-Europe Education Workshop on the Impact of the Financial Crisis to Higher Education and the 4th Connecting Civil Societies of Asia and Europe (Eight points for ASEM8).
3. Stressed the key role of the ASEM Education Process for the dialogue and co-operation in the field of education and training between Asia and Europe for the broader context of relations between both regions; the results of the ASEM Education Process should be transferred for consideration to the Bologna Policy Forum and the ASEM Summits of Heads of State and Government.

4. Acknowledged that the ASEM Education Process made good progress since the first two ministerial conferences in Berlin and Hanoi and noted with appreciation the numerous initiatives taken by ASEM members\(^2\), the Asia-Europe Foundation (ASEF) through the ASEM Education Hub, the ASEM Education and Research Hub for Lifelong Learning in order to strengthen co-operation and mobility between Asia and Europe and to improve transparency and understanding of the different education systems.

5. Emphasised the importance of keeping the momentum of the ASEM Education Process and strengthening the efforts to further develop the ASEM Education Area by continued joint activities and concrete measures taken by the ASEM members. Future co-operation between the ASEM countries should build on existing structures and international conventions (e.g. UNESCO), in the field of recognition, quality assurance and mobility of both students and researchers. If new structures are needed, lessons learned by members should be taken into account in order to ensure that the goal of cost effectiveness is met.

6. Thanked the ASEM Education Secretariat which was established by the German Federal Ministry of Education and Research (BMBF) and hosted by the German Academic Exchange Service (DAAD) for effectively coordinating the ASEM educational activities and providing a comprehensive progress report on the implementation of these activities. In order to get a systematic overview and analysis of the ASEM educational activities on a regular basis, the Meeting called on the Secretariat to prepare a stocktaking report for the biennial Ministerial Meetings. In this context the Ministers thanked Belgium, China, Indonesia, Luxemburg and the Netherlands for the secondment of staff to the Secretariat.

7. Recognised the need to involve stakeholders, through the ASEM Rectors’ Conference, and other initiatives from higher education institutions and student representatives, in the ASEM Education Process to achieve a broad consensus on the aims and measures of the Process, and acknowledged the recommendations from the 2\(^{nd}\) ASEM Rectors’ Conference which was held in Korea, October 2010.

8. Recognised with appreciation the successful activities in mobility joint research and industry contacts achieved by European-Asian University networks such as the ASEA-UNINET and EURASIA-PACIFIC Networks.

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

\(^2\) For more details, please refer to the AES Status Report 55
A. Quality Assurance and Recognition

The Ministers:

1. Laid emphasis on strengthening interregional co-operation in the field of external quality assurance between quality assurance agencies and networks in Asia and Europe by organising joint meetings, with a view to develop common principles of quality assurance across the ASEM education area. Germany offers to host a first expert seminar in 2011. In order to ensure the continuity of the dialogue on quality assurance a seminar will be held in France in 2012. Progress and results will be presented for ASEMME4. With support of the ASEM Education Secretariat, an extensive glossary of quality assurance terms used in both regions should be compiled;

2. Urged the ASEM members to improve mutual recognition of qualifications by developing a common understanding of credits and learning outcomes; the ASEM Education Secretariat has already compiled relevant information on credits and learning outcomes in ASEM countries and is asked to regularly update this information on its website;

3. Suggested exploring the feasibility of setting up an ASEM convention on mutual recognition of degrees and study achievements (including the establishment of National Information and Recognition Centres in all ASEM countries); Austria volunteers to take an active part in establishing an ASEM pilot group of experts who will inform ASEMME4 about the progress;

4. Proposed to consider the implementation of the UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education across the ASEM Education Area.

B. Engaging Business and Industry in Education

The Ministers:

5. Agreed to make the ASEM University-Business Forum (organised for the first time in Bangkok, March 2010) an annual event; the Forum should identify examples of good practice, develop ideas and make recommendations on how to improve university-business co-operation between ASEM countries; Germany offers to host the second ASEM University-Business Forum in late 2011. Malaysia offers to host a stakeholder meeting in 2012;

6. Invited the European Commission to link the ASEM University-Business Forum to the EU University-Business Forum and include a specific session with Asian and European representatives from academia and the world of work that will contribute to deepen the dialogue on bi-regional university-business co-operation in areas such as participation of employers in curriculum development and the labour-market relevance
of graduate qualifications; also the organisers of future ASEM University Business Fora are asked to consider balanced participation from Asia and Europe.

7. Invited ASEF through the ASEM Rectors’ Conference to contribute to the ASEM University-Business Forum, in order to enhance the dialogue on higher education-business co-operation between stakeholders;

8. Considered the establishment of an ASEM placement programme in terms of setting up a pilot scheme for higher education-business mobility of qualified students between Asia and Europe (partly funded by public resources and industry);

9. Asked to explore the possibility to open up the EU ERASMUS Mundus Programme to the exchange of ASEM placement students in the next phase of the programme.

C. Balanced Mobility

The Ministers:

10. Shared the view that learning mobility between Asia and Europe should be more balanced and urged the ASEM Education Secretariat to organise workshops in order to develop, together with experts from ASEM members.

11. Underscored the need for more and better data on student and staff mobility between Asia and Europe to provide a solid basis for political conclusions and decisions;

12. Resolved to improve the level of information on educational opportunities in Asia and Europe among people and invite ASEM members to support ASEF in its effort to update and maintain the DEEP database;

13. Encouraged the ASEM members to increase the number of joint study programmes (e.g. in Asian and European studies) and summer schools between Asian and European higher education institutions by using various programmes and funding schemes; an ASEM pilot scheme for joint curriculum development, funded by interested ASEM countries, could be envisaged;

14. Agreed to promote student, teacher, researcher and administrative staff ex-changes by using existing mobility schemes; the Ministers acknowledged the efforts made by ASEM DUO to strengthen the bilateral student and teacher ex-change between Asian and European institutions and took note of the extension of the ASEM DUO programme to its third phase; the ASEM DUO secretariat is to be evaluated and looks forward to presenting the results at ASEMME4;

Proposed to enhance mobility between Asia and Europe by intensifying promotional activities in both regions, appointing competent students and staff with a mobility experience as “ambassadors for mobility” in each ASEM country and organising
D. Lifelong Learning (LLL) including Vocational Education and Training (VET)

The Ministers:

17. Affirmed their commitment to enhancing adult and community education and acknowledged the importance of lifelong learning as the space in which democratic social and political participation can be fostered and practised, in the service of social cohesion and the quality of life;

18. Encouraged the strengthening of lifelong learning research base in universities and research institutes in the ASEM area, including their capacity for international exchange of information and analysis, in order to contribute to evidence-based educational reform and innovation;

19. Recommended dissemination of good practices, such as learning cities, learning communities, learning festivals, learning entitlements, lifelong learning accounts, vouchers for lifelong learning and academic credit banks system, literacy programmes, professionalization of adult teachers, etc., and sharing of research findings in lifelong learning between ASEM countries through the coordination of ASEM LLL Hub in co-operation with UNESCO and other international organisations;

20. Encouraged work place learning and increase of both employer responsibilities for provision and employee opportunities for participation;

21. Welcomed Denmark’s offer to host an “ASEM Forum on Lifelong Learning” in April 2012 under the coordination of the ASEM LLL Hub during the Danish EU presidency;

22. Called attention to continuing the dialogue on qualifications frameworks between Asian and European experts in order to improve transparency and knowledge of the varied approaches to and understandings of lifelong learning in both regions;

23. Encouraged the exchange of experience on how qualifications frameworks affect lifelong learning and assure broad stakeholder acceptance of new forms of adult learning, thereby especially underlining the idea of enhancing and supporting the development of qualifications frameworks – including validation and recognition of informal and non-formal learning outcomes and flexible pathways to further
host a conference on qualifications framework and Germany’s offer to organise the next Vocational Education Training Symposium with special regard to qualifications frameworks in early 2012;

24. Requested the Senior Officials and the ASEM Education Secretariat to provide the ASEMME4 with a systematic overview on existing qualifications frameworks models (including conclusions concerning ASEM education co-operation);

25. Asked to document best practices in VET, particularly those reflecting industry-school partnerships which can be shared by all participating countries; a workshop hosted by Austria will present these examples;

26. Suggested establishing an expert group in order to elaborate the development of joint VET initiatives;

27. Welcomed Malaysia’s offer to host an expert meeting on e-learning as a component of lifelong learning;

28. Agreed to support, disseminate and utilise the ASEM LLL Hub’s research activities in national contexts and invited countries to contribute to the operation of the ASEM LLL Hub secretariat, for example by sending staff to work at the secretariat for a period;

29. Encouraged ASEM members to support the co-operation between the ASEM LLL Hub, relevant EU networks and the SEAMEO Regional Centre for Lifelong Learning in order to maximise knowledge and scholarly exchanges in the field between Asia and Europe.

The Ministers mandated:

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

The Ministers welcomed:

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

Copenhagen, May 10th 2011, 12.00 am
Recommendations of the ASEM Rectors’ Conference (ARC) since 2008

First ASEM Rectors’ Conference: Asia - Europe Higher Education Leadership
Between Tradition and Reform: Universities in Asia and Europe at the Crossroads

Free University of Berlin
Berlin, 27-29 October 2008

I. Introduction

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

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

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

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

1 Countries that participate in the Asia-Europe Ministerial Meetings – involving 27 European Union Member States, the European Commission as well as 16 Asian countries and the ASEAN Secretariat.
II. Enhancing ASEM Higher Education dialogue and co-operation

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

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

University leaders from Asia and Europe

- welcome the Ministers' decision to set up a Strategic Asia-Europe Education Partnership for the 21st Century involving stakeholders at all levels so as to strengthen ASEM dialogue and co-operation in the field of education

- welcome the commitment by the ASEM Education Ministers to meet on a regular basis as a timely initiative that can be expected to produce tangible benefits for multilateral research and education co-operation between the institutions of both regions and for the internationalisation of their higher education sectors

Support the issues agreed by the ministers and look forward to exploring prospects for advancing their development and implementation. In particular they:

- support the EMM conclusions on the need to improve the information and visibility of the higher education systems of both regions
- confirm in particular the need for establishing a high-level working group aimed at “improving the framework conditions for bi-regional exchange”2
- support the EMM suggestions regarding the reciprocal mobility of students, academic staff and researchers, life-long learning and industry collaboration

University leaders consider it to be of prime importance that

- stakeholders at national and regional level, including students, are consulted on the programming and monitoring of co-operation initiatives
- universities are fully involved with regard to their complex missions and manifold tasks that extend far beyond higher education and research, and have an important effect on the social and economic development of countries and regions as well as on other areas of education; and that

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2 As stated in the ASEM Education Ministers Meeting “Chairs conclusions”
2. Establishment of an ASEM University Platform

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

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

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

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

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


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

- provide an interface for discussion between decision-makers in ministries and Asian and European higher education associations and institutions (ASEM University Platform)

- contribute to enhancing the exchange of information and knowledge of higher education and research policies, inter alia, by commissioning surveys and studies, such as the launch of a regular report on higher education in Asia, modelled on the EUA’s European Trends report

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

2. Mobility within ASEM countries

University leaders support the idea of involving stakeholders in the high-level working group on ASEM mobility, proposed by the EMM, in order to develop concrete strategies, goals and means for the enhancement of inter-institutional mobility between the two regions. This should comprise, in particular, actions for ensuring funding and other incentives for institutions and movers, for enhancing quality assurance and recognition as important prerequisites for successful exchange and co-operation, and also measures aimed at improving regulations on visas, residence and work permits, and pension rights and entitlements.
As immediate priorities it is suggested that means are devised for enhancing:

- candidates, for strengthening institutional links in research and teaching, and for administrative staff, so as to ensure the sustainability and effectiveness of institutional links
- the transparency of national systems and higher education institutions, through concrete progress in the recognition of qualifications, co-operation in the areas of qualification frameworks, learning outcomes and quality assurance.

3. Research collaboration

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

Ministers are therefore invited to

- give full attention to encouraging university-based reciprocal research collaboration
- promote the development of joint research clusters, especially in priority areas identified by the ASEM7 Summit
- especially support research clusters as a means to enhanced research co-operation
- encourage joint research in area studies, notably in EU or Asian research centres, focusing, amongst other topics, on the role of higher education institutions in Asian and European societies and to
- further explore the opportunities for establishing a larger framework for research co-operation and research funding on the basis of inter-governmental agreements, and in particular to consider the recent communication from the European Commission on “A strategic Framework for International Science and Technology Co-operation”.


IV. Outlook: Next ASEM Ministerial Meeting

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

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

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

II. The ASEM Education Process – enhancing synergies and fostering co-operation

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. The synergies between the ministerial and stakeholder processes can help make big steps forward in fostering higher education dialogue and co-operation in ASEM.

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

1 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 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 1st Asia-Europe Education Workshop on the Impact of the Financial Crisis in March 2010 which fed into the discussions of the 2nd ASEM Rectors’ Conference).

III. Recommendations

Resulting from the discussions at the 2nd ASEM Rectors’ Conference, the ASEM university leaders convey the following recommendations for the consideration of the ASEM Ministers for Education at their next meeting in Copenhagen, in 2011, as well as to 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 co-operation 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 co-operation. 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 co-operation, similar to the recent white paper on “Africa-Europe Higher Education Co-operation 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;
  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:

- 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.

- 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.

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2 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.

ASEM Universities should:

- Encourage the schools of education in ASEM universities to focus on preparing basic education teachers to impress upon their pupils basic ethical values, such as honesty, truth, tolerance, caring, fairness, and justice. Concerns shared by universities in Asia and Europe about cheating and plagiarism cases among students, particularly with the increasing reliance on sources from the web, suggest that these fundamental values need strengthening.

- Seek dialogue with their counterparts in ASEM to clarify the characteristics of global citizenship they can agree to promote. They should (a) articulate the characteristics of “global citizenship” in their context, (b) articulate programmes to achieve this and (c) identify resources and mechanisms to monitor the envisaged outcomes.

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


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 co-operation 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.

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.
In practical terms, ASEM university leaders recommend the following:

- Increase the visibility of education systems as proposed by the ASEM Education Ministers in their Hanoi meeting. A first step was taken by the progress on “credits and learning outcomes” and the work on EU-Asia portal on jobs and learning opportunities in ASEM. It is recommended to use synergies with other existing initiatives.

- Establish an ASEM joint grant to promote teacher mobility between the two regions. This could be realised through two concrete pilot projects, one focused on academics (teaching and research staff), one on administrative staff, to analyse existing schemes (e.g. of the Compostela Group of Universities) and to suggest their expansion.

- For the mobility of students, further focus on an ASEM-wide assessment of learning outcomes (to include success in professional life) and on recognition.

- Support European students’ placement in Asian companies and vice versa through an expansion of existing schemes.

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

The ASEM higher education community should:

- Involve students in the various levels of the ASEM Education Process, i.e. in the ASEM Education Ministerial Meetings and working groups, as well as in exchanges of civil society platforms such as the ASEM Rectors’ Conference and other initiatives serving the build-up and exchange of knowledge and good practices in ASEM.

- Encourage and support the formation of an Asian students’ association to achieve balanced representation. This could be facilitated by the support for the organisation of an Asian Council of Rectors, analogous to the European Council of Rectors.

IV. Outlook

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

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