**The 31stAPEC HRDWG Education Network (EDNET) Meeting**

**15-16May 2015**

**SUMMARY REPORT**

**15 May, 8:20-18:00**

1. The EDNET Coordinator, Dr. Wang Yan, welcomed delegatesand introduced the Host Economy Co-Chair, Undersecretary Mario A. Deriquito of the Philippine Department of Education, who gave an overview of the EDNET meeting agenda.
2. The EDNET Coordinator introduced the HRDWG Lead Shepherd, Dr. Sergei Ivanets, who delivered welcoming remarks, commenting on the significant role EDNET can play in preparing today’s youth with appropriate education and training, skills, and participating in cross-border education to succeed in their local education system and compete in a globalized world.
3. The EDNET Coordinator introduced the Lead Shepherd Team and EDNET delegates from 19present Member Economies: Australia;Brunei Darussalam; Chile; China;Hong Kong, China; Indonesia; Japan;Republic of Korea; Malaysia; New Zealand; Papua New Guinea; Peru;the Philippines; Russia;Singapore; Chinese Taipei; Thailand;the United States; and Viet Nam.
4. The agenda was adopted.
5. The former EDNET Coordinator, Ms. Adriana de Kanter, reflected on recent Network progress, including the activities of the 5th APEC Education Ministerial Meeting(AEMM) in 2012, the cross-border education target goal of one million exchange students within APEC, and the Wiki’s transfer from the United States to the APEC Secretariat and Lead Shepherd Team. Ms. de Kanter noted that 2015 can be a productive year for EDNET projects, given APEC’s focus on inclusive growth and connectivity.
6. The Co-Chair introduced the Philippines’ APEC 2015 priorities around the theme of “Building Inclusive Economies, Building a Better World” and how EDNET can help foster investment in human capital development through access to inclusive, lifelong education as the EDNET looks toward the upcoming 6th AEMM in 2016.
7. Introduction of Participants: Dr. Wang Yan facilitated the introduction of the participants and requested the participants to describe the EDNET with one word and delegates noted EDNET as “aspirational, cooperative, bright, forward-looking, hardworking, productive, fruitful, relevant, platform, passion, synergy, sharing, understanding, collaboration, learning, STEM, inclusive, growth, innovation, capacity building, connectivity, mobility, opportunity, great future of child” which present what has been achieved by the EDNET and is expected of the future of the EDNET.
8. To close the opening session, Dr. Wang Yan concluded stating that EDNET serves as a platform to share knowledge and information and create joint action and by learning from each other the members of the EDNET can achieve synergy towards a fruitful meeting and towards aspirational goals.
9. The Lead Shepherd synthesized the words and expectations shared by the participants saying that the EDNET is a family or community who are forward thinking and are hardworking, free of borders or any limitations towards achieving its goals.
10. Session 1: Discussion of Work Documents including the Terms of Reference and Annual Work Plan

10.1 Delegates were asked to review the work documents and propose changes concerning items that directly involve EDNET. China and the United States raised concerns over the brevity of education objectives in the Terms of Reference and need to update relevant parts.

10.2 Delegates were requested to submit written comments on the draft work documents for discussion and consolidation before the closing session. EDNET will collect the comments and submit to Lead Shepherd for consideration by the HRDWG.

10.3 Delegates discussed the need for timely updates to EDNET-related content on the APEC website and HRDWG Wiki.The United States noted that the Wiki allows the Network and member economies to share content more easily than through the APEC website and noted that content management responsibilities have been taken over by the APEC Secretariat and the Lead Shepherd Team.

10.4 Australia thanked the delegates for their contributions to the cross-border education action plan, and invited interested economies to take over its management.

10.5 The EDNET Meeting Summary Report Drafting Committee was formed by representatives from Australia, Brunei Darussalam, China, Indonesia, Japan, Republic of Korea, Malaysia, New Zealand, Papua New Guinea, Peru, the Philippines, Chinese Taipei, Thailand, and the United States to review the draft report on meeting proceedings and to consolidate comments on the work documents from the Network.

10.6 The suggestion to review the Strategic Plan edited in 2014 by the former EDNET Coordinator, with review from the drafting committee and Lead Shepherd Advisory Committee, was approved. EDNET will collect the comments and submit to Lead Shepherd for consideration by the HRDWG.

1. Session 2: Reports on Projects Recently Completed or Underway

Priority Area 1: Math, Science, Language, Culture Education

11.1 The United States noted that the *Secondary Math and Science Teacher Preparation: An International Study of Promising Practices in APEC from Economies’ Case Studies* project ‘s was completed in 2014 but that the final report has recently been posted to the APEC website and the Wiki.

11.2 Japan and Thailand presented the project report on *Emergency Preparedness Education: Learning from Experience, Science of Disasters, and Preparing for the Future (III) – Focus on Fire and Volcanic Eruption*, which has produced such outputs as an e-textbook and teacher training sessions and materials that were developed through a series of planning and reporting meetings,and also reported the planning meeting of the on-going self-funded project: Developing Education for Future Planning with Mathematics andScience based on the APEC Lesson Study Community.

11.3 Russia presented the report on the project *Open Bank of Mathematical Problems* that is compiling an open database of assessment items after a successful conference in Moscow. Russia noted that a trial version of the site is currently under construction and that conference materials will be disseminated to member economies.At this stage the project was supported by Japan, Chile, Indonesia, the Philippines, Papua New Guinea, Chinese Taipei and Thailand.

Priority Area 2: Education Cooperation

11.4 China presented the project report on *Economic and Financial Literacy Education,* which aims to enhance economic and financial literacy (EFL) skills in the future workforce and to promote FEL education in schools. The project has produced a series of outcomes, including a status quo report, case studies of best practices, and a Guidebook on FEL in Basic Education.

11.5 Indonesia presented the project report on *Collaborative Research and Publication among APEC’s Researchers*, noting that the concept note has not been adopted but interested economies are encouraged to work with Indonesia to resubmit for consideration.

11.6 Korea presented the project report on the *APEC Education Cooperation Project (ECP)*, which produced research studies on development of the cooperation project model, APEC cooperation indicators and student exchange program. The final report is planned for completion prior to the 2016 AEMM.

11.7 Russia presented the project report on the *Third Conference on Cooperation in Higher Education in the Asia-Pacific Region*, noting that the third conference was held in 2014 with the participation of eleven member economies and that project outcomes include new requirements and mobility schemes, the APEC Academic Mobility Card initiative (including APEC Academic Mobility Card Project), and the recognition that virtual exchange opportunities have been greatly increased. Russia is also interested in organizing the 4th Conference on Cooperation in Higher Education in Vladivostok in 2015.

Priority Area 3: ICT and Teacher Quality

11.8 Korea presented the project report on the *APEC Learning Community for Shared Prosperity (ALCom)* aimed at narrowing the digital divide.ALCom works through the APEC Learning Community Builders (ALCoB) of students, teachers, and others, with its membership reaching 5,900 as of 2015.The on-going ALCoB projects include ALCoB Internet Volunteers (AVI, ALCoB Cooperation Project (ACP), the Asia-Pacific Collaborative education Journal (APCJ) and the International ALCoB Conference.

11.9 Korea presented the project report on the *APEC Future Education Consortium*, noting that more than 320 scholars and educators, and students from 12 economies participated in the 2014 annual forumto discuss the direction of the Forum, the APEC Future Education. In line with the discussions of the Forum, APEC School Network implements cooperative activities for materializing ideal future education with 80 schools from 9 economies.

11.10 Korea presented the project report on the *APEC e-Learning Training Program (AeLT)*, which shares cutting-edge knowledge and experience of ICT education to build capacity in local economies with the accumulated participants reaching 671 in 2014. The program has recently enriched its curriculum and expanded partnerships with public, private, and academic organizations.

Priority Area 4: TVET and Higher Education Quality

11.11 Australia presented the project report on the *Promoting Regional Education Services integration: APEC University Associations Cross-Border Education Cooperation Workshop*, which was held in Malaysia in 2014 with academic university and government experts from thirteen economies to consider best practices and challenges and innovative opportunities to enhance teacher, student, provider, and virtual mobility.

11.12 China presented the project report on the *APEC Higher Education Research Center (AHERC)*, which aims to promote mutual understanding among member economies, coordinate joint studies on higher education systems, policies and analyze information on higher education reform and development. The AHERC Secretariat has been established at Beijing Normal University, with Management and Academic Committees to determine priorities and further AHERC goals.

11.13 China presented the project report on the *Systematic Design of Green Skills Development in TVET*project, which has developed a research team of domestic and international experts. More than 50 colleges and institutions are involved. A case study report, a table of green skills content and a list of green career specialties will be produced.

11.14 The United States presented the project report on *Cross-Border Education Data Gathering and Dissemination Technical Assistance/Student Mobility Target*, which reviewed cross-border education data collection capacities through an online survey of economies and research by the Institute of International Education.

11.15 Chinese Taipei presented the project report on *Sustainable Implementation of Cross-Border Internship Modules in the APEC Region*, which promotes partnerships with universities, working holidays, and occupation practical training that can help overcome language and financial barriers to exchanges.

11.16 The United States presented the project report on *Facilitating Student Mobility in the APEC Region: APEC Scholarships and Internships*, aimed at promoting APEC-branded exchange opportunities in the region and information dissemination. The project launched a website in 2014 with opportunities organized by economy and plans to maintain momentum and expand with new sponsors.

1. Session 3: Thematic Workshop: Education Policies and Priorities

12.1 EDNET delegates from 16 economies presented on the major goals and initiatives of their respective educational systems and discussed recent reforms undertaken to improve teaching and learning. United States suggested that economies’ presentationscould be uploaded to the HRDWG Wiki for review.

12.2 The Co-Chair noted that many reforms are geared towards access, quality, and improving educational governance and that many are aligned with APEC priorities of cross-border education, promoting 21st century skills, and inclusive growth. The Co-Chair also discussed the need for community engagement and that reforms should ultimately benefit the students. He also said that reforms cut across the different levels or sectors of education—the basic education, higher education and TVET.

12.3 The EDNET Coordinator commented that changes to the global economic landscape will require changes in education priorities and asked member economies to share observations on the presentations, noting that the Session’s outputs could be compiled into a compendium of best practices and innovative educational initiatives across the Asia-Pacific region.

12.4 The delegates were requested to rethink key priority areas of EDNET in changed context of the Asia Pacific Region and 14 economies submitted their proposed key priority areas, as a result, cross-border education cooperation, student, researcher and provider mobility, quality of teachers, 21st century competencies, education innovation, technology education (including ICT) recommended as top priority areas.

**16 May, 8:00-16:30**

1. The 31st EDNET Meeting Drafting Committee convened to review the draft Summary Report for the proceedings of 15 May.
2. The Co-Chair welcomed Director Napoleon Juanillo, Jr. of the Philippines Commissionon Higher Education, who presented on the themes and agenda for the High-Level Policy Dialogue on Science and Technology in Higher Educationto be held in July with the aim of establishing a platform for experts to share ideas and adopt a joint statement of multi-lateral cooperation. The Director invited economies to nominate representatives to participate in the dialogue and the preceding preparatory meeting, and the EDNET Coordinator encouraged delegates to submit comments on the draft Joint Statement circulated to the HRDWG.
3. Session 4: Preparation for the 6th AEMM in 2016

15.1 Former EDNET Coordinator Ms. Adriana de Kanter provided an overview of past APEC Education Ministerial Meetings, including themes and logic models developed for the 2008 and 2012 AEMMs, and discussed the 2012 education themes of globalization, innovation, and cooperation along with challenges and responses for each theme. She also noted the recent trend of fewer EDNET projects being funded due to HRDWG’s ineligibility for tier 1 funding and encouraged projects to tie into broader APEC goals.

15.2 The Republic of Korea described the vision and objectives of the *Education Cooperation Project (ECP)*, proposed as the Gyeongju Initiative at the 5th AEMM and displayed the latest output of the ECP-Phase II, a triangular model for regional cooperation that incorporates voluntary partnership, information sharing on the needs for partnership, and support for the promotion of cooperation. The Republic of Korea noted the need for a draft review committee to complete the final report prior to the 6th AEMM and invited member economies to nominate representatives to join.

15.3 Delegates broke into groups to discuss priorities, deliverables, and methods for success in preparation for the 6th AEMM and agreed to adopt the following statement.

We recognize the importance of the AEMM as the milestone event of the EDNET and the HRDWG and for its potential to advance education reform and development in APEC economies.

Priorities proposed for the 6th AEMM includecross-border education, STEM, happy education, global citizenship, TVET, capacity building, higher education, 21st century competencies, educational innovation (including ICT), early childhood education, work-integrated learning, curriculum development, PPP, teacher quality, student, researcher, and provider mobility, qualifications framework, skills mastery, international cooperation, and assessment and evaluation of learning.

Deliverables proposed for the 6th AEMM include a joint statement, action plan, strategic plan for 2016-2020, linking to trade and services, business and industry, andcreating synergy with other APEC fora and multilateral organizations.

Given the changed context since the 5thAEMM, the development of such deliverables warrants foundational research documents including an umbrella model of education cooperation (ECP), a report on actions and projects undertaken since the 5th AEMM, and a baseline report on current education status in the region.

We recommend methods to produce deliverables including meetings, conferences,a research symposium, preparatory committees, and inter-sessional online discussion.

We recognize the need to develop an APEC Education Strategy that includesfacilitating APEC economies’ internal education reforms, using ICT to learn from each other, adopting priorities in line with APEC economic andsocial development, and aligning education strategies with the Leaders’ Statements.

Both Russia and Peru expressed their interest in hosting the 6th AEMM. APEC Senior Official for Peru submitted a letter to Lead Shepherd Dr. Sergei Ivanets as their formal request.

1. Session 5: Proposed New Projects and the Way Forward

16.1 Australia presented on the APEC Researcher Mobility Workshop that isto be held in Jakarta, Indonesia in October 2015. Australia indicated that it would shortly circulate invitations and would welcome participation. Currently, Chile, Mexico, New Zealand, Papua New Guinea, Peru, the Philippines, Russia, Thailand, and the United States have co-sponsored the project.

16.2 Australia presented on Enhancing Cross-Border Higher Education Institution Mobility in the APEC Regionresearch study and workshop, and on future work on data collection provider mobility. A concept note is forthcoming and Australia would welcome economies’ sponsorship and participation.

16.3 China presented a concept note for the APEC Education Research Networkthat was supported by Brunei Darussalam, Chinese Taipei, New Zealand, the Philippines, and Thailand.

16.4 The Philippines presented a concept note for the Science and Technology Expert Mobility Card (STEM CARD) that was supported by: Chinese Taipei, Indonesia, Malaysia, Papua New Guinea, Thailand, and Viet Nam.

16.5 The Philippines presented a concept note on the APEC Academic Mobility Framework in Higher Educationthat was supported byChina, Chinese Taipei, Indonesia, Malaysia, Papua New Guinea, Thailand, and Viet Nam.

16.6 The Philippines presented a concept note on the APEC Student Handbook and APEC Student Identification Cardthat was supported byChinese Taipei, Indonesia, Malaysia, Papua New Guinea, Russia, Thailand, and Viet Nam.

16.7 Chinese Taipei presented a concept note for Youth Sustainable Water Resources Education and Hub Development in the APEC Region that was supported by China, Japan, Indonesia, Malaysia, Mexico, Papua New Guinea, People’s Republic of Korea, Peru, the Philippines, Thailand, and Vietnam.

16.8 Chinese Taipei presented a concept note forIndustry-Academia Collaboration Models in Technological and Vocational Education and Training that was supported by Brunei Darussalam, Malaysia, Mexico, Papua New Guinea, Peru, the Philippines, Singapore, Thailand, and Vietnam.

16.9 The United States presented a concept note for Global Competencies and Economic Integration that was supported by Australia, Brunei Darussalam, China, Indonesia, Japan, Peru, the Philippines, and Thailand.The APEC Secretariat noted that this concept note has been accepted for funding.

16.10 The United States presented on Enabling Inclusive Growth through the Digital Economy: Open Policy and Open Licensing that was supported by Australia, Chile, Japan, Peru, Russia, and Thailand.

Thailand and Japan presented a concept note on Textbook Development for *Energy Efficiency, Energy Security and Energy Resiliency: A Cross-Border Education Cooperation Through Lesson Study* that was supported byThailand, Brunei, People’s Republic of China, Indonesia, Malaysia, Philippines, Chinese Taipei and Viet Nam.

1. Closing Session

17.1 The delegates reviewed the draft summary report and the part concerning projects and concepts notes will be circulated by email for review by related member economies.

17.2 The Chair Dr. Wang Yan and Co-chair Undersecretary Mario Deriquito thanked the host economy for their hospitality, the delegates’ for their contribution, and the note-takers Mr. Aaron Neumann and Ms. Karen Pahayahay for their work on the summary report.