**The 33rd APEC HRDWG Education Network Meeting**

21-22 February 2017 *NhaTrang, Viet Nam*

**SUMMARY REPORT**

The 33rd APEC HRDWG Education Network (EDNET) Meeting was held in Nha Trang, Viet Nam from 21-22February, 2017.

Delegates from 18 member economiesincluding Australia; Canada;Chile;China; Hong Kong, China; Indonesia; Japan; Republic of Korea; Malaysia; Peru; the Philippines; Russian Federation; Singapore;Chinese Taipei; Thailand; the United States and Viet Nam participated in the meeting.

The meeting was chaired by Dr. Wang Yan, EDNET Coordinator, and Mr. Pham Chi Cuong, Viet Nam Co-chair, Deputy Director General, International Cooperation Department, Ministry of Education and Training of Viet Nam.

Mr. Pham Manh Hung, Vice Minister of Education and Training of Viet Nam andProf. Dong Sun PARK, HRDWG Lead Shepherdattended the meeting.

Ms. Ramya Vivekanandan, Head of Quality Education Team, UNESCO Bangkok Office, and Ms. Christina SCHÖNLEBER, Deputy Director, Association of Pacific Rim (APRU) also attended the meeting.

**February21 Session**

**1. Opening Remarks and Introduction**

1.1 Dr. Wang Yan welcomed the delegates from all member economies and introduced guest and participants of the EDNET Meeting.

1.2 Mr. Pham Manh Hung delivered the welcome remarks, and he emphasized the important role of the EDNET to build partnerships through education in APEC region. He also wished the group for a fruitful meeting.

1.3 Prof. Dong Sun PARK delivered the welcome remarks, highlighting the outcomes of the 6th APEC Education Ministerial Meeting including the *APEC Education Strategy* and the *Baseline Report on Current Education Status in Asia Pacific Region*. He commended what has been achieved in the past through the pool of accumulated experiences and expertise, and encouraged the participants to share the best methods of ongoing education projects andinitiatives, and develop new collaborative programs in education.

1.4 EDNET Coordinator invited for a self-introduction of the delegates, i.e. Australia; Canada; Chile; China; Hong Kong, China; Indonesia; Japan; Republic of Korea; Malaysia; Peru; The Philippines; Russian Federation; Singapore; Chinese Taipei; Thailand; the United States; and Viet Nam as well as representatives of UNESCO and APRU.

**2.** The delegates took a group photo.

**3.** The agenda was adopted.

A Drafting Committee of the Summary Report was set up with participation of the delegates from Australia; China; the Philippines; Chinese Taipei; Thailand and Viet Nam.

**4. Planning for APEC 2017**

4.1 Peru presented on the results of the 6th APEC Education Ministerial Meeting. Peru expressed the gratitude to all the economies, and especially to Russian Federation and to the EDNET Coordinator for the support during the last year. Peru reflected on the results of the 6 AEMM, including the approval of priority areas for cooperation, approval of the *APEC Education Strategy*, endorsement of the *Baseline Report on the Current Education Status in the Asia-Pacific Region*, etc.

4.2 Viet Nam presented on Viet Nam’s 2017 Priorities and its link to EDNET’s Work Plan 2017 - the agenda for a new comprehensive reform, including the first, second and third education reform. elaborated on the direction for education reform such as continuation of priority for education at economy level; systematic innovation with long-term planning for feasible changes; moving to comprehensive development of competencies and characters by learners linked to practices; creation of an open, flexible, connected system for a standardized and modern education; attention to less developed areas and disadvantaged groups; and internationalization of education.

**5. Special Session: Carrying Forward the 6th AEMM**

**5.1 APEC Education Strategy**

5.1.1 EDNET Coordinator presented the highlights of final version of the *APEC Education Strategy*.

5.1.2 The Co-chair read the Summary Note of the Meeting of the APEC Education StrategyTask Force (Annex 1)held on 19 February 2017 with participation of delegates from Australia; China; Indonesia; Peru; the Philippines; Thailand and Viet Nam. The participants agreed on the setting-up of an Advisory Group, conduct of a workshop for the drafting of the Action Plan of the *APEC Education Strategy* and the development of an action plan drawing upon the Renewed APEC Agenda for Structural Reform (RAASR). Delegates discussed the Summary Note and how to develop the Action Plan of the APEC Education Strategy.

5.1.3The delegates agreed on the points from the Summary Note will be a starting point to develop the Action Plan.

5.1.4 Australia suggested using the three pillars and nine actions of the APEC Education Strategy as the basis for the framework for the Action Plan, using indicators to allow progress of the strategy to be monitored and reported on, and involving international organizations such as UNESCO for advice on the use of indicators in the Action Plan. Australia also suggested that the Action Plan should include strategic high level policy dialogues featuring themes and issues in the *APEC Education Strategy* and held back to back with EDNET meetings, to share education policies and experiences and lift the performance and outcomes of education systems of member economies. Australia noted that the EDNET could also continue to have regular meetings with other APEC working groups like the joint HRDWG-PPSTI meeting that was held last year and include these in the Action Plan.

5.1.5 Australia also provided a suggested template of the action plan that includes actions, timeframe, outcomes and contribution to the *APEC Education Strategy* (Annex 5).

5.1.6The Philippines presented a suggested template for Individual Action Plan of the *APEC Education Strategy* based on the RAASR template. It includes measures of progress in forms of qualitative and quantitative indicators aligned with the vision, objectives and actions specified in the *APEC Education Strategy* for each member economy to assess the progress and how they contribute to the *APEC Education Strategy* (Annex 2).

5.1.7The United States noted its recommendation to work with interested member economies to implement one official APEC project under the three objectives each year, structure the EDNET Meetings under these three objectives, discuss member economies' initiatives, and consider ways to support technical assistance and build member economies' internal capacities. The United States also suggested changing the name of “advisory group” to “advisory team” for the development of the *Action Plan of th*e *APEC Education Strategy*.

5.1.8 Canada raised concern over feasibility of individual action plans for each economy, in particular for such federal state as Canada.

5.1.9 Thailand emphasized the importance of having one template for developing the Action Plan for all member economies includingcommon understanding, common targets and common indicators to monitor the implementation of the *APEC Education Strategy*, suggesting that the Action Plan should draw onrelevant regional and global initiatives and inviterepresentatives from such multilateral organizations such as OECD or UNESCO to join the advisory team to help set feasible and appropriate indicators.

5.1.10 China emphasized that each economy should be encouraged to integrate the vision and objectives and action plan of the *APEC Education Strategy* with the education or human resource development plan in their own economies.

5.1.11 Singapore suggested that it would be important to develop a summative action plan to provide a complete picture of the EDNET’s work. Yet, given that every economy’s educational context is different, each economy could have the option of developing its own action plan.  As the two suggested templates are distinct, efforts should be made to align their elements.

5.1.12 China also commented that one action plan is more practical, yet it should be open if some economies want to have the their own individual action plans, suggesting to make one action plan together first, and individual action plans could be developed afterwards by economies who consider it necessary.

5.1.13 Chile noted that the action plan is a great opportunity for making synergies between the EDNET's work and local educational policies that are pursued by member economies, and hopefully member economies, while giving support to the EDNET's work, could make it link with local policies as well. In turn, the EDNET can then support economies’ specific work and help raise awareness on the importance of educational issues. Under this belief Chile will submit a project to become a part of the action plan under the subject of technical and vocational education..

5.1.14 Malaysia noted support for the initiative and expected clear timeline and template for monitoring, suggesting the template to be able to summarize or synthesize member economies' efforts and simplify reporting.

5.1.15 Ms. Ramya Vivekanandan suggested that the EDNET should strive for better engagement with international organizations such as the UNESCO that is in charge of monitoring the implementation of the Education 2030 agenda and vice versa. Though the fact that the *APEC Education Strategy* recognizes key multilateral agreements relevant to APEC’s work is notable,APEC and international organizations should mutually work to ensure that this engagement is continuous and sustainable over time, for example, through inviting UNESCO and other global and regional multilateral organizations to EDNET meetings and to the APEC Education Ministerial Meeting and also inviting the EDNET Secretariat members to regional and global consultations relevant to the Education 2030 goals.

5.1.16 Chinese Taipei highlighted that most of its initiatives and projects are in alignment with the objectives of *APEC Education Strategy*. Therefore Chinese Taipei would like to support the future action plans of *APEC Education Strategy.*

5.1.17 EDNET Coordinator noted the challenge of developing an Action Plan up to 2030, suggesting having measurable indicators by 2030, and in the meanwhile making it open and flexible to leave room for such a long term plan. Synthesizing all the comments made by member economies, she suggested developing the summative action plan first, recognizing the usefulness of individual action plans and leaving individual action plans optional to member economies.

**5.2 Baseline Report on Current Education Status in Asia-Pacific Region**

5.2.1 EDNET Coordinator introduced the content of *the Baseline Report on Current Education Status in Asia Pacific Region* including 20 chapters, each containing six parts, i.e. Overview, Education System, Education Administrative System, Education Governance System, Key Education Policies and Key Indicators and Statistics.

5.2.2 The Co-chair acknowledged the value of the *Baseline Report* as it has the most updated information on education in APEC region and reaffirmed the need to utilize the legacy of the *Baseline Report*.

5.2.3 Chinese Taipei noted appreciation of the efforts of the EDNET Coordinator and all APEC member economies for the accomplishment of the *Baseline Report*. In order to accommodate the policy changes of some economies and to facilitate future utilization of the *Baseline Report*, Chinese Taipei suggested updating the *Baseline Report* on a regular basis.

5.2.4 Singapore suggested updating the content of *Baseline Report* at least every four years in conjunction with the APEC Education Ministerial Meeting. Indonesia suggested updating the *Baseline Report* every two years or more frequently depending on actual needs of member economies.

5.2.5 In order to make better use of *the Baseline Report*, China suggested to circulate it to a wider range of stakeholders through focal points and other channels, so as to provide references and resources to research and policy making.

5.2.6 Australia suggested that the *Baseline Report* become a valuable resource for policy planning discussions among APEC member economies as well as a stimulant for APEC project ideas and collaboration, especially when these are in alignment with the *APEC Education Strategy*.

5.2.7 APRU offered to share the *Baseline Report* with their member universities and institutes.

5.2.8EDNET Coordinator noted that the *Baseline Report* would be re-circulated for confirmation before dissemination on a larger scope.

**6**.**Workshop on Project Design, Application and Implementation**

6.1 Viet Nam presented on *Best Practices of Training Education Managers,* highlighting an example of Training of Trainers”(TOT) conducted by the Ministry of Education and Training of Viet Nam and the Ministry of Education of Singapore which aims to upgrade the quality of school leadership management.

6.2 Ms. Christina SCHÖNLEBER presented on *APRU collaborations to support for APEC Projects and Initiatives*, highlighting how APRU’s focus of addressing key social, environmental and economic challenges in the Asia Pacific region contributes valuable scientific expertise and supports the development and implementation of APEC projects and how project collaborations with APRU experts can be initiated and set up.

6.3 EDNET Coordinator encouraged the member economies to seek innovative ways for education collaboration in APEC drawing upon strategies and methods of APRU, a highly productive organization with 17 economies and 45 universities.

**Discussion on EDNET Initiative/Project**

**APEC Prize for Learning Innovation in Education**

6.4 The EDNET Coordinator presented an updated version of the Concept Note of APEC Prize for Learning Innovation in Education (APLE) (Annex 3), an annual award which recognizes outstanding individuals that have demonstrated commitment to excellence in education and learning with innovative approaches and methods and proven outcome and impact. The updated version has incorporated comments and inputs from China; Hong Kong, China; Malaysia; Peru; Singapore and the United States.

6.5 Indonesia suggested revising the definition of awardees of students to "A student who has shown outstanding idea in innovative research and development which has shown promising initial impact of the idea and has promising social or economic impact when further developed" and making it applicable to students at primary, secondary and tertiary level.TheUnited States requested to provide further feedback after consultation with Capital.

6.6 Hong Kong China suggested to consider that the nominees be in a group (for example, two to four people as a team) in addition to individuals, as teamwork and collaboration are much emphasized in bringing massive achievements.

6.7 Malaysia noted support for the three categories of prizes to encourage greater learning innovation and recognition of outstanding performances and suggested to develop more details on the rules and regulations for nomination and criteria of selection.

**APEC Education Development Newsletter**

6.8 EDNET Coordinator presented the Draft Concept Note of the APEC Education Development Newsletter (Annex 4), which aims to reflect the most up-to-date education status in APEC member economies and education development in Asia Pacific Region as a whole. In doing so, hopefully it will inform relevant policymaking process and serve as foundation for collaborative projects and initiatives among APEC member economies.

6.9 In response to the inquiries on frequency, ownership, dissemination and sustainability of the initiative from United States, the EDNET Coordinator noted that the EDNET or China would work on the newsletter, and would disseminate the newsletter through email and/or webpage as a part of either HRDWG Wiki webpage or potential virtual space of the HRDWG and EDNET. The United States requested further clarification on how this initiative would work with the Wiki webpage.

6.10 Hong Kong China noted support for the concept note for preparing APEC Education Development Newsletter.

6.11 Malaysia noted support for the newsletter as it would provide greater sharing of information among APEC economies and suggested to develop more details on how each issue of the newsletter would be developed, who would manage the newsletter and determine what gets into each issue of the newsletter.

**7. Workshop on Project Design, Application and Implementation**

7.1 Australia presented on Quality Assurance in Online Education Project. The project will develop a toolkit to support the quality assurance of online higher education courses, with the aim of increasing confidence in the quality of online education delivered in the region.

7.2 Australia presented the progress of the Cross-Border Higher Education Data Collection Project, which provides an overview of cross-border higher education activity across APEC. The project aims to increase transparency of activities and highlight opportunities for expanding high quality higher education provision among APEC member economies. A workshop for the project was held immediately after the HRDWG meetings in May 2016 at Arequipa, Peru. Australia encouraged member economies to contribute to the survey of the project and appreciated support for this data collection activity.

7.3 Australia presented a project report on *APEC Guiding Principles for Research Integrity Phase I* that sought to facilitate increased researcher collaboration and mobility by building a common understanding of high-level principles for research integrity.  Australia also presented a draft concept note on *APEC Guiding Principles for Research Integrity Phase II*, aiming at the creation of a set of voluntary, non-binding APEC Guiding Principles for Research Integrity, and invited comments on the draft concept note. The concept note was co-sponsored by Chile,China, Indonesia, Korea, the Philippines, Russian Federation, Singapore, Chinese Taipei, Thailand and Viet Nam.

7.4 China presented a concept note on *Workshops for APEC Economies: PISA, TALIS and Reforms in Basic Education*. The purposes of the workshops include sharing findings of PISA and TALIS, exchanging experiences in basic education reforms, and facilitating human resource development. The project provides two workshops for educational officials and researchers in basic education as well as principals, mathematics teachers and researchers through activities, seminars and discussions, school visits and classroom observations. The concept note was co-sponsored by Chile, Viet Nam, Singapore, Chinese Taipei, Thailand and the Philippines.

7.5 China presented a project report on *Mutual Recognition of Credits among Universities in the APEC Region*, which is funded by APEC Support Fund in 2016, and expected to be completed by the end of 2017.The project consists of four phases including preliminary research and implementation, workshops on “Mutual Recognition of University Credits in APEC region”, research on selected universities and project evaluation and dissemination. A workshop will be held in August 2017 and universities which will join this project will be invited.

7.6 Republic of Korea presented a progress report on *APEC e-Learning Training (AeLT) Program*. The program shares practical information and experiences in the field of e-Learning for the education development in APEC region. The total number of participants reached to 750 in 2016. It is noted through participating trainees’ dissemination training report and Alumni day that they fully utilize and contextualize their learning and experience from AeLT into their own economy’s educational state.

7.7 Republic of Korea presented a progress report on *APEC Future Education Consortium (AFEC)*, which is composed with two pillars, APEC Future Education Forum (AFEF) and ALCoB School Network (ASNET). AFEF was held in Lima, Peru on October 3-4, 2016 as the side event of the 6th APEC Education Ministerial Meeting. 130 participants from 14 economies joined the forum to develop theoretical future education models and their practical implementations. ASNET is composed of 83 schools from nine economies and ASNET activities among the schools are steadily increasing annually. 19 delegates from 12 member economies gathered at The 12th AFEC Steering Committee Meeting to coordinates administrative works of AFEF and ASNET and decided to host the next AFEF in Viet Nam as a side event of 2017 AELM.

7.8 Republic of Korea presented a progress report for*APEC Learning Community for Shared Prosperity* (ALCom), which aims to promote proactive, creative, and innovative collaborative activities based on the human network in the APEC region known as APEC Learning Community Builders (ALCoB). The main activities-International ALCoB Conference and APEC Edutainment Exchange Program (AEEP), ALCoB Internet Volunteers (AIV), ALCoB Cooperative Projects (ACP), and Asia-Pacific Collaborative Education Journal (APCJ)-fully promote individual mobility and strengthen a partnership among different actors, sectors, and economies.The delegates from Viet Nam, Thailand, and the Philippines expressed the appreciation to the Korean Ministry of Education to provide such helpful activities sustainably and showed intention to participate in the ALCom and AFEC projects steadily. Especially, the Vietnamese delegate noted that Viet Nam will co-host the 13th APEC Future Education Forum and share the further information to member economies. The EDNET Coordinator extended the appreciation to the sustainable effort of Korea for sharing the best practices and lessons.

7.9 Japan and Thailand presented a concept note on *Building APEC Teacher Education University-Network for Quality ECOTECH: Using Statistics for Economic Growth*, Thailand mentioned that the proposed project is a series of APEC Lesson study project started in 2006. Japan also explained the ongoing project of T*extbook Development for Energy Efficiency, Energy Security and Energy Resiliency: A Cross-Border Education Cooperation through Lesson Study*, which is an important process to lead the new project. The concept note was co-sponsored by Indonesia, the Philippines, Republic of Korea, Chile, Chinese Taipei, Papua New Guinea and Russia.

7.10 Chinese Taipei presented on *the Workshop on Skills Training in Industry-Academia Collaboration in CTE (Career and Technical Education)*. This CTE workshop will be held on April 25–27, 2017, including visiting academic institutions and industries in the fields of engineering, hospitality and innovative entrepreneurship. The visits are intended to share Chinese Taipei’s best practices implementing collaborative programs between technological universities and the private sector with fellow APEC economies, as an alternative approach to solve the escalating unemployment issue in the region. Workshop participants will be able to interact closely with both the students and Industry-Academia Collaboration partner companies.

**22 February Session**

**8. Workshop on Project Design, Application and Implementation (cont'd)**

8.1 Chinese Taipei presented the conclusive report on *Youth Sustainable Water Resources Education and Hub Development in APEC Region*. The conference gathered ideas from sharing of mutual experiences regarding water resources, related education and water sustainability with the greater aim of developing a platform between participating economies for future collaboration.

8.2 Chinese Taipei presented a project report on *Advancing Career Development of Athletes in the APEC Region*, which intends to bring together government, academia and business representatives to develop a holistic approach and find effective ways to provide career development for athletes, especially female athletes.The 2017 APEC Workshop “Linking Education and Start-Up: Youth, Women, and Athletes” will be held in May 2017 during the second HRDWG meeting in Hanoi, Viet Nam.

8.3 The US presented on *Global Competencies and Economic Integration Project* by providing a project overview, progress to date, and key results of the US survey. Upcoming activities include launching a website to disseminate data, holding a workshop for experts, and drafting a report on policy recommendations to address talent gaps.

**9. Cross-ForaPresentation and Collaboration**

9.1 Ms. Ramya Vivekanandan made a presentation on the *2016 Global Education Monitoring Report* (GEM Report). The presentation began by recalling the 2030 Agenda for Sustainable Development and the Sustainable Development Goal (SDG) 4 related to education and then covered the two major parts of the 2016 GEM Report. The first part is mainly thematic and focuses on the linkages between education and the other SDGs. The second part focuses on monitoring, and outlines global and thematic indicators and mechanisms to put in place. The 2016 GEM Report and its summary is published in multiple languages and accompanied by a blog and many policy and background papers, all available online.

9.2 Thailand suggested the EDNET reinforce its collaboration with UNESCO and vice versa, and inviting the experts from UNESCO UIS to join the advisory team of the *Action Plan of APEC Education Strategy*.

9.3 APRU expressed the interest to collaborate with UNESCO and engage in further communication with UNESCO on how to realize the collaboration.

9.4 Australia thanked Ms. Ramya Vivekanandan for her inspiring presentation, in particular on developing the indicators.

9.5 Ms. Ramya Vivekanandan responded by introducing the work of UNESCO Bangkok Office and suggested to create more linkages between the education work of the UNESCO and APEC.

9.6 The EDNET Coordinator complimented Ms. Ramya Vivekanandan for her informative and inclusive presentation, commenting that participation of the representative of the UNESCO enable the participants to learnfrom global education scenario and expertise of other international organizations. The EDNET Coordinator also expressed appreciation to Ms. Ramya Vivekanandan for sharing of expertise and suggestions to set up institutional linkages and pathways between the education work of the UNESCO and APEC.

**10. Planning Ahead: Forthcoming EDNET Meetings/Conferences and Arrangements**

10.1 The Russian Federation presented an overview report on *APEC Conferences on Cooperation in Higher Education* which was held in Russia from 2012 to 2016, noting that these conferences became a platform for the testing and replication of best practices and successful experience of cooperation in the field of human resource development in the Asia-Pacific region. The 5th APEC Conference on Cooperation in Higher Education "Strategy of education development in APEC" reviewed the outcome documents of the 6th AEMM and also hosted AJEM - productive and useful discussion between young scientists and professionals of 25-35 years old who provided many useful ideas for potential consideration within APEC. The Russian Federation also proposed to hold the 6th APEC Conference on Cooperation in Higher Education (APEC CCHE’17) under the theme “Recognition of People to People Connectivity” in September 2017 in Vladivostok, Russian Federation.

10.2 China confirmed to organize a Workshop on Action Plan before finalization of the Action Plan of APEC Education Strategy.

10.3 Korea invited the participants to the next APEC Future Education Forum and will confirm the dates and venue afterwards.

10.4 Chinese Taipei invited participants to join their CTE Meeting fromon April 25 to 27, 2017.

10.5 The EDNET Coordinator introduced preliminary plan for the 2nd EDNET Meeting and the Workshop on *Action Plan of APEC Education Strategy*.

10.6 The Co-Chair noted that the meeting and the workshop will be held somewhere between May 11 and the end of May and will confirm the dates and venue afterwards.

**11. Adoption of the EDNET Meeting Summary Report**

The EDNET Coordinator read the draft summary report which was revised and endorsed by the participants.

**12. Closing Remarks**

12.1 The Co-Chair noted this year would be a busy and fruitful year as there will be many interesting activities, and the dates and venue of the second EDNET meeting will be informed as soon as possible.

12.2 EDNET Coordinator thanked the participants for their valuable contribution, the host economy for their efficient and quality work and wonderful hospitality, the Secretariat of the Ministry of Education and Training of Viet Nam, in particular, Ms. Dang Thuy Chi and her colleagues for their hard work. Finally, the EDNET Coordinator thanked Xing Pengyuan and Xu Hui for their contribution to the EDNET Meeting.

**ANNEX 1**

**The Meeting of APEC Education Strategy Task Force**

19 Feb. 2017 *Nha Trang, Viet Nam*

**SUMMARY NOTE**

The Meeting of APEC Education Strategy Task Force was held at Cham Room, Intercontinental Hotel from 17:00-19:00 on 19 Feb., 2017.

Delegates from Australia; China; Indonesia; Peru; the Philippines; Thailand and Viet Nam participated in the meeting.

The meeting was chaired by Dr. Wang Yan, the EDNET Coordinator, and Mr. Pham Chi Cuong, Deputy Director General, International Cooperation Department, Ministry of Education and Training of Viet Nam.

**The participants agreed on the following content of proposed action plan:**

1. As the APEC Education Strategy, the Action Plan will be discussed and formulated by all economies and for all economies. The Action Plan will contain preamble, vision and objectives, targets and indicators as well as projects and initiatives.

2. The Action Plan will capitalize on the content of Joint Ministerial Statement of 6th AEMM, drawing upon similar initiatives of other multilateral organizations, such as UNESCO.

3. In the Action Plan, the nine actions specified in APEC Education Strategy will be translated into measurable targets in forms of qualitative and quantitative indicators representing higher level of education development yet keeps minimum, flexible and achievable for all member economies, leaving no economy behind. The Action Plan won't impose any single standard upon all member economies.

4. A template of matrix will be produced drawing upon RAASR so that each economy could measure their progress against the APEC Education Strategy on the basis of the matrix.

5. The Action Plan will be aligned with ongoing and newly proposed projects, in particular, initiating and incorporating diversified form of projects and initiatives in addition to APEC-funded projects and self-funded projects, for example, co-project through bilateral cooperation and cost-sharing between/among collaborative parties.

6. The APEC Education Strategy Task Force will be reorganized to undertake the task of developing the Action Plan.

7. An Advisory Team will be set up to facilitate the development of the APEC Education Strategy, involving representatives of economies in EDNET and other for a and multilateral organizations. The Advisory Team will provide comments and inputs for the draft Action Plan before it is circulated among EDNET and HRDWG members.

8. A stock-taking inventory will be produced by a survey of current education status in member economies as foundation for setting appropriate targets and utilizing existing data in the Baseline Report.

9. A Framework of Action Plan will be developed after the discussion in the 2017 EDNET Meeting during SOM1.

10. The planned Workshop on Action Plan of APEC Education Strategy as a part of APEC funded project "Education for Quality Growth: Competencies, Employability and Innovation: Research and Development of Instruments" will be reprogrammed and rescheduled to be a part of SOM2 Meeting and dates will be decided after Viet Nam confirmed the dates of HRDWG and EDNET Meeting.

11. China offered to host a meeting to finalize the Action Plan and will confirm.

12. The participants also agreed on the methodology and timeline of developing the action plan:

* Reformation of the Taskforce (March)
* Setup of Advisory Team (March)
* Completion of Draft Framework of Action Plan (March)
* Stocking-taking inventory (April)
* Workshop on Action Plan of APEC Education Strategy (May)
* Online Consultation (May-August)
* Revision (May-August)
* Workshop on Action Plan of APEC Education Strategy (September)
* Finalization (October)
* Launch (November)

**ANNEX 2**

**Formulation of the Education Strategy Individual Action Plan (IAP)[[1]](#footnote-1)**

*Proposed Instructions and Format Submitted by the Philippines*

***APEC Education Strategy Action Plan (2016-2030)***

The 6th APEC Education Minister’s Meeting (AEMM) has endorsed the APEC Education Strategy to be used as a framework to guide future projects and collaborative initiatives for the benefit of the region. The APEC Education Strategy establishes a common vision for the region of inclusive and quality education that lifts the participation rates of disadvantaged and underrepresented groups and aligns with the needs of individuals, societies and the labor markets. The strategy sets out objectives and priority actions that will ensure continued strategic alignment between education initiatives and APEC’s core objectives.

The APEC Education Strategy Framework: [TO BE ENHANCED]

**VISION**

A strong and cohesive education community characterized by inclusive and quality education that supports sustainable economic growth, social wellbeing and employability of men and women in APEC economies by 2030

Accelerate innovation

Accelerate innovation

Enhance and align competencies to the needs of individuals, societies and economies

Economy Contribution

|  |  |  |
| --- | --- | --- |
| Obj. 1 Enhance and align competencies to the needs of individuals, societies and economies | Obj 2. Accelerate innovation | Obj. 3 Increase employability |
| *Action 1: Enhancement of Quality Assurance Systems, Qualification Frameworks and Skills Recognition* | *Action 1: Improving the use of educational and technological capabilities in teaching and learning processes* | *Action 1: Promotion of collaboration between government, higher education and TVET institutions, business and education and training stakeholders* |
| *Action 2: Promotion of cross-border education, academic mobility and individual pathways within and across education levels.* | *Action 2: Promotion of Science, Technology and Innovation in education and pedagogical practices.* | *Action 2: Development of 21st century competencies for work and entrepreneurship* |
| *Action 3:* *Modernization of education systems* | *Action 3: Promotion of Government – Industry –Academia Collaboration for R&D and Innovation.* | *Action 3: Smoothing the transition from education to work* |

*Individual Action Plan (IAP)*

Each member-economy will develop an IAP setting forth its priorities (priorities need not be limited to the collective priority areas listed in the actions above), objectives and policies through 2030.

The inclusion of quantitative and qualitative indicators to demonstrate how progress will be monitored is strongly encouraged. Economies are also encouraged to nominate initiatives/programs and projects that contribute to the objectives and actions above, in order to ensure that the IAPs are suitably comprehensive and addresses all concerns on education and training.

It is important to note that the reporting for each economy should add focus on policy indicators, where possible, using quantitative measures including a set of baseline measures against which to measure progress.

Below is the format set by APEC.

1. **Introduction/Overview**
   * *Provide a short narrative outlining the foreseen and current education challenges and opportunities facing your economy for 2016-2030. Responses should be around ½ page and can include dot points or paragraphs (or a combination of both).*
2. **Education Strategy Action PlanTemplate**

|  |  |
| --- | --- |
| ***Objective 1: Enhance and align competencies to the needs of individuals, societies and industries*** | |
| **Action A** | **Enhancement of Quality Assurance Systems, Qualification Frameworks and Skills Recognition** |
| *[Briefly describe a specific action (policy, project or measure) to be undertaken or currently being to advance this education strategy action]* |
| **Measures of progress for Action A** | **Qualitative:**  *[Briefly describe qualitative measures to monitor/evaluate progress below. If available, please also provide the baseline (or current) situation/measure and source of information/data [delete if not required]]* |
| **Quantitative:**  *[Briefly describe quantitative measures to monitor/evaluate progress below. If available, please also provide the baseline (or current) situation/measure and source of information/data [delete if not required]]* |
|  |
| **Action B** | **Promotion of cross-border education, academic mobility and individual pathways within and across education levels.** |
| *[Briefly describe a specific action (policy, project or measure) to be undertaken or currently being to advance this education strategy action]* |
| **Measures of progress for Action B** | Qualitative: |
| Quantitative: |
| **Action C** | **Modernization of education systems** |
| *[Briefly describe a specific action (policy, project or measure) to be undertaken or currently being to advance this education strategy action]* |
| **Measures of progress for Action C** | Qualitative: |
| Quantitative: |
| ***Objective 2: Accelerate innovation*** | |
| **Action A** | **Improving the use of educational and technological capabilities in teaching and learning processes** |
| *[Briefly describe a specific action (policy, project or measure) to be undertaken or currently being to advance this education strategy action]* |
| **Measures of progress for Action A** | Qualitative: |
| Quantitative: |
| **Action B** | **Promotion of Science, Technology and Innovation in education and pedagogical practices.** |
| **Measures of progress for Action B** | *[Briefly describe a specific action (policy, project or measure) to be undertaken or currently being to advance this education strategy action]* |
| Qualitative: |
| Quantitative: |
| **Action C** | **Promotion of Government – Industry – Academia Collaboration for R&D and Innovation.** |
| **Measures of progress for Action C** | *[Briefly describe a specific action (policy, project or measure) to be undertaken or currently being to advance this education strategy action]* |
| Qualitative: |
| Quantitative: |
| **Objective 3: Increase employability** | |
| **Action A** | **Promotion of collaboration between government, higher education and TVET institutions, business and education and training stakeholders** |
|  | *[Briefly describe a specific action (policy, project or measure) to be undertaken or currently being to advance this education strategy action]* |
| **Measures of progress for Action A** | Qualitative: |
| Quantitative: |
| **Action B** | **Development of 21st century competencies for work and entrepreneurship** |
| **Measures of progress for Action B** | *[Briefly describe a specific action (policy, project or measure) to be undertaken or currently being to advance this education strategy action]* |
| Qualitative: |
| Quantitative: |
| **Action C** | **Smoothing the transition from education to work** |
| **Measures of progress for Action C** | *[Briefly describe a specific action (policy, project or measure) to be undertaken or currently being to advance this education strategy action]* |
| Qualitative: |
| Quantitative: |

**ANNEX 3**

**APEC Prize for Learning Innovation in Education**

**Draft Concept Note**

(As of 21, Feb. 2017)

**I. OVERVIEW**

**The APEC Prize for Learning Innovation in Education (APLE)** is an annual award which recognizes outstanding individuals that have demonstrated commitment to excellence in education and learning with innovative approaches and methods and proven outcome and impact.

**II. RELEVANCE**

The APLE Prize supports APEC’s mission to:

* enhance economic growth, trade and investment opportunities in harmony with sustainable development, through policies, innovative R&D and technologies, and knowledge sharing; and
* Improve linkages and efficiency between research and innovation.
* share knowledge, experience, and skills to strengthen human resource development and promote sustainable economic growth

**III. AWARDEES**

There will be three types of awardees:

1. An individual or a team of two or four people who have had outstanding performance in education research and development, with innovative methods and approaches and proven results and impact. The selected individual will be awarded the prize of "**APEC Researcher of the Year**".

2. An individual or a team of two or four people who have had outstanding performance in education research, development, teaching and/or administration with innovative methods and approaches and proven results and impact. The selected individual will be awarded the prize of "**APEC Educator of the Year**".

3. A student at primary, secondary or tertiary level who has shown outstanding idea in innovative research and development which has shown promising initial impact of the idea and has promising social or economic impact when further developed. The selected student will be awarded the prize of **"APEC Student of the Year".**

Any citizen of an APEC member economy is eligible to be nominated for the Prize.

**IV. PROCEDURE**

Each year the APEC host economy would be asked to suggest a theme to guide nominations for the **APEC Prize for Learning Innovation in Education (APLE)** to be awarded in their host year.

Each member economy, through its representative of the Education Network (EDNET), is invited to nominate one researcher, educator (including teacher and principal), and one student, respectively to be considered for the annual APLE Prize. Nominees should demonstrate a commitment to excellence in education and learning innovation, particularly by cooperation with their counterparts or peers in other APEC member economies, and impact to APEC economies through research, teaching and learning in early childhood education and development, basic education, higher education, TVET, etc.

**V. SELECTION PROCESS**

Each member economy, through its focal points of the Education Network (EDNET), is invited to nominate one researcher or team of researchers, one educator or one team of educators, and one student to be considered for the annual APLE Prize.

Once nominations are received, EDNET members will rank the nominees through a selection ballot to determine the finalists. EDNET members are asked to judge the nominees based on how well they have demonstrated:

* Contribution to education cooperation in the sphere of APEC, with projects or results that have created substantial impact, or has the potential to create substantial impact in APEC
* Excellence in education research and development, as evidenced through proven results or impact;
* Contribution to teaching and learning, esp. with replicable innovative methods and approaches;
* Contribution to the annual theme as demonstrated by the impact to APEC economies through education and learning innovation.

The final decision will be made by a review committee composed of representative from host economy, the EDNET Coordinator, the Program Director and external advisor from the sponsor agency.

**VI. SPONSOR(S)**

The sponsor could either participate in the initiative on long-term basis or on yearly basis.

The sponsor could either be a governmental organization, non-governmental organization or from private sector. In the latter two cases, their participation has to be endorsed by their economy's government.

**ANNEX 4**

**APEC Education Development Newsletter**

**Draft Concept Note**

**I. Rationale**

As number and scale of education exchange and collaboration in the sphere of APEC member economies increase, there is a growing demand for sharing experiences and lessons on education development among APEC member economies. Hence it is proposed to create the APEC Education Development Newsletter to meet such demand so that APEC member economies could exchange their best practices on education development and reform on a regular basis, aiming at enhancing mutual understanding, mutual learning and mutual reinforcement of education development. The proposal of the Newsletter will be proposed at 2017 EDNET Annual Meeting in February 2017inNhaTrang, Viet Nam.

**II. Objective**

The APEC Education Development Newsletter will reflect the most up-to-date education status in APEC economies and education development in Asia Pacific Region as a whole. In doing so, hopefully it will inform relevant policymaking process in APEC member economies and serve as foundation for collaborative projects and initiatives among APEC economies.

**III. Proposed Contents**

The Newsletter contains the following parts:

* Basic Education
* Higher Education
* TVET
* STEM Education
* Etc.

It consists of text with content (preferably short articles) contributed by member economies on voluntary basis as well as information collected through literature review. It will be circulated among member economies and meanwhile uploaded to APEC HRDWG and EDNET webpage.

**IV. Methodology and Timeline**

The development of the APEC Education Development Newsletter will follow the following steps:

Step 1: Development of the draft concept note

Step 2: Submitting the concept note to EDNET Meeting

Step 3: Soliciting contribution from member economies

Step 4: Editing and publishing the first issue

Step 5: Review by member economies at EDNET meeting

Step 6: Continuation with editing and publication of the Newsletter on monthly basis

**ANNEX 5**

**APEC Education Strategy**

**Implementation Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective 1: Enhance and align competencies to the needs of individuals, societies and industries** | | | |
| **Action 1: Enhancement of Quality Assurance Systems, Qualification Frameworks and Skills Recognition** | | | |
| **Initiative** | **Timeframe** | **Outcomes** | **Contribution to the APEC Education Strategy** |
|  |  |  |  |
|  |  |  |  |
| **Action 2: Promotion of cross-border education, academic mobility and individual pathways within and across education levels** | | | |
| **Initiative** | **Timeframe** | **Outcomes** | **Contribution to the APEC Education Strategy** |
|  |  |  |  |
|  |  |  |  |
| **Action 3: Modernisation of Education Systems** | | | |
| **Initiative** | **Timeframe** | **Outcomes** | **Contribution to the APEC Education Strategy** |
|  |  |  |  |
|  |  |  |  |
| **Objective 2: Accelerate Innovation** | | | |
| **Action 1: Improving the use of educational and technological capabilities in teaching and learning processes** | | | |
| **Initiative** | **Timeframe** | **Outcomes** | **Contribution to the APEC Education Strategy** |
|  |  |  |  |
|  |  |  |  |
| **Action 2: Promotion of Science, Technology and Innovation in education and pedagogical practices** | | | |
| **Initiative** | **Timeframe** | **Outcomes** | **Contribution to the APEC Education Strategy** |
|  |  |  |  |
|  |  |  |  |
| **Action 3: Promotion of Government-Industry-Academia Collaboration for R&D and Innovation** | | | |
| **Initiative** | **Timeframe** | **Outcomes** | **Contribution to the APEC Education Strategy** |
|  |  |  |  |
|  |  |  |  |
| **Objective 3: Increase Employability** | | | |
| **Action 1: Promotion of collaboration between government, higher education and TVET institutions, business and education and training stakeholders** | | | |
| **Initiative** | **Timeframe** | **Outcomes** | **Contribution to the APEC Education Strategy** |
|  |  |  |  |
|  |  |  |  |
| **Action 2: Development of 21st century competencies for work and entrepreneurship** | | | |
| **Initiative** | **Timeframe** | **Outcomes** | **Contribution to the APEC Education Strategy** |
|  |  |  |  |
|  |  |  |  |
| **Action 3: Smoothing the transition from education to work** | | | |
| **Initiative** | **Timeframe** | **Outcomes** | **Contribution to the APEC Education Strategy** |
|  |  |  |  |
|  |  |  |  |

1. Drawn out of the Renewed APEC Agenda for Structural Reform (RAASR) Individual Action Plan Template [↑](#footnote-ref-1)