

APEC Education Development Newsletter

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**Asia-Pacific
Economic Cooperation**



APEC Crafts a Roadmap of Education Development in APEC Region Towards 2030

Hanoi, Vietnam, May 11th-12th, 2017—Officials and scholars from APEC member economies collaborated to craft a roadmap of education development in the APEC region towards 2030 in “Workshop on the Action Plan of the APEC Education Strategy.”

A total of 37 delegates from 17 APEC member economies including Australia, Brunei Darussalam, Chile, China, Indonesia, Japan, Republic of Korea, Malaysia, Mexico, New Zealand, Papua New Guinea, the Philippines, Russian Federation, Chinese Taipei, Thailand, the United States and Vietnam as well as representatives from international organizations such as UNESCO, APRU and WISE participated in a two-day workshop to determine the vision, objectives, targets and indicators as well as instruments and tools for achieving regional educational goals.

“This workshop provided a platform for APEC economies to forge and reinforce bilateral and multilateral co-operation in education and training, and many new initiatives, projects and programmes would come out,” said Mr. Pham Chi Cuong of the Vietnamese Ministry of Education and Training. Kanittha Hanirattisai from the Thai Ministry of Education, who believes that APEC economies should work together on the Action Plan of APEC Education

Strategy to achieve the goal of a strong and cohesive education community, added that “the Action Plan will unify APEC member economies in a common drive to build a dynamic and prosperous Asia-Pacific community.”

Guest participants from other international organizations shared progress of related regional and global initiatives, and expressed support for the Action Plan of APEC Education Strategy.

After a two-day large group drafting session, participants reached agreement on the content and format of the Action Plan of APEC Education Strategy. The Workshop produced a draft that elaborated on vision and objectives, targets and indicators, instruments and tools, and projects and initiatives to drive forth a vision which focuses on competencies, innovation and employability. The draft will be finalized and submitted for endorsement in fall of 2017.

PPSTI-EDNET Joint Session Calls for STI-Education Synergy in Capacity Building

Ha Noi, Viet Nam, May 13th, 2017—The First PPSTI-EDNET Joint Session was held and the delegates from both PPSTI and EDNET discussed how to work together to foster inclusive and equitable quality education, promote innovation driven growth, accelerate innovation in science, technology, engineering, and mathematics (STEM) and increase employability throughout the APEC region.

Delegates from 19 member economies as well as the PPSTI Chair and Vice Chairs, the EDNET Coordinator, the ABAC Principal Advisor, representatives from APEC Secretariat, the UNESCO and the APRU attended this meeting, to discuss issues about cross-fora actions including the nomination of Cross-fora Coordinator for PPSTI-EDNET and project proposals for co-endorsement.

In November 2016, APEC Ministers met in Lima, Peru and encouraged PPSTI and HRDWG to continue working together to further develop human capital in the region, to contribute to the structural reform agenda, and to deepen participation in labor markets. Hence, PPSTI and HRDWG-EDNET have worked on seeking cross-fora cooperation together since SOM1 in Nha Trang, February this year earlier.

Ms. Wang Yan, EDNET Coordinator, said mutual knowledge of ongoing activities and sharing information of collaborative projects among different working groups were needed urgently, emphasizing the importance of science and research in achieving innovation in the fields of education and science.

Ms. Lisa Brodey, PPSTI Chair, appealed to establish a common space to share experience and encouraged members and working groups to join. Meanwhile, both China and the United States expressed the interest to set up a common cross-fora platform or a mechanism to share experience and resources.

Through the Joint session, delegates reached consensus on the importance of sharing mutual knowledge of ongoing projects among different working groups, and agreed on joint actions: building a common virtual platform to share resources, making joint work plan, setting up PPSTI-EDNET Coordinator, holding joint meeting/session, carrying out collaborative projects.

Member economies including China, Japan, Malaysia, Australia and United States also shared the progress of ongoing projects and proposed new projects relating to STEM and STI Education respectively. This meeting lays firm foundation for the cross-fora cooperation in the future within APEC.



The 2nd APEC Education Network Meeting was held in Hanoi

Hanoi, Vietnam, May 13th, 2017—Delegates from 16 member economies shared the progress of projects and initiatives of the EDNET and discussed how to reward the best performers in education innovation in APEC region through APEC Excellence Prize on Education and Learning Innovation and share work progress, best practices and relevant information through APEC Education Development Newsletter.

Delegates from 16 member economies including Australia, Brunei Darussalam, Chile, China, Indonesia, Japan, Republic of Korea, New Zealand, the Philippines, Russian Federation, Singapore, Chinese Taipei, Thailand, the United States and Vietnam as well as the representative from the APRU participated in the 2nd APEC Education Network Meeting. Dr. Wang Yan, the EDNET Coordinator and Mr. Pham Chi Cuong, Vietnam Co-chair, presided over the meeting.

During the meeting, delegates from seven economies including Australia, China, Republic of Korea, Russia, Chinese Taipei, the United States and Vietnam delivered presentations on ongoing projects and initiatives. The EDNET Coordinator presented the latest progress related to the work of the APEC

Education Development Newsletter, which provides up-to-date educational information on APEC region happenings. She also introduced the progress regarding the work of APEC Prize for Learning Innovation in Education (APLE), a prize which is designed to reward outstanding individuals who have made significant contributions to education and learning innovation in APEC region.

During the meeting, the first draft of the Action Plan of the APEC Education Strategy was presented. Member economies exchanged opinions on the draft Action Plan and expressed their appreciation for the work that has been done by the Task Force and Advisory Team of the Action Plan.



Cross-Border Higher Education Data Collection Project



The Australia-led Cross-Border Higher Education Data Collection Project provides an overview of cross-border higher education provider activity across APEC economies and aims to expand opportunities for high quality education provision by increasing mutual understanding of the different modes of provider mobility including dual and joint degrees, twinning programs, branch campuses and online delivery. The movement of higher education institutions across borders has a positive impact on knowledge transfer, innovation and research impact and fosters greater cross-cultural understanding in the region.

An initial report exploring the current scale and scope of provider mobility was developed and presented to participants at a workshop in May 2016 and formed the basis of workshop discussions. Participants were also presented with a draft survey instrument designed to capture additional domestic data and asked to provide feedback on its structure and content. The survey was then circulated to APEC economies and 12 completed and returned it. Domestic consultations were undertaken to assist economies to complete the survey and also to discuss the collection of higher education data more generally. A final report was developed, bringing together the findings from the initial report, the survey results and the domestic consultations and identified that most APEC economies participated in cross-border provider mobility to some extent. The final report also highlighted that economies' varied understanding of provider mobility modes coupled with a lack of comparable, available data were key barriers impacting cross-border higher education activity in the region.

The outcomes of the project may assist APEC economies to better understand the patterns of higher education provider mobility in the region and the data collected can inform the work of governments and education institutions into the future.

The final project report will be circulated to APEC economies shortly.

Working Together Through APEC Lesson Study Projects Over One Decade



Nowadays, lesson study is well known throughout the world as volunteer activities of teachers in the context of professional and curricular development during study sessions. Lesson study's driving force is the teachers' ability to enjoy developing content to use in teaching students who can learn school subjects independently even without the presence of a teacher.

In the 1990s, a video study, Trends in International Mathematics and Science Study (TIMSS), demonstrated the excellence of Japanese mathematics classes. In 2005, Thailand and Japan proposed an APEC lesson study project as a way to enlarge this movement and after 12 years, the network has expanded. Researchers in the network meet every year in friendship and camaraderie and work on reform.

On August 1 to 3 this year, an international workshop on lesson study was held in Lima, Peru with experts from Mexico, Peru, Chile, Japan and Brazil on the occasion of a meeting of the Latin America Society of Mathematics Education in Spanish. An APEC Lesson Study Community has been established to share best practices among APEC member economies.

From 2012 to 2014, the lesson study network provided emergency preparedness education for tsunami, earthquake, flood, typhoon, wild fire, and volcanic eruption. Currently, these materials and e-textbooks have created widespread impact within and beyond the APEC region. The examples of lesson study are recommended in the UNESCO guidebook for how to embed sustainability development goals (SDGs) into textbooks around the world.

The emergency preparedness education projects between 2012 and 2014 all related to future predictions and STEM education. In 2015, the focus was shifted to future predictions in relation to STEM education in the context of SDGs. Between 2016 and 2017, the project focused on energy efficiency for economic sustainable development in collaboration with the APEC Energy Working Group (EWG) and has shifted to international lesson study to enhance connectivity with classrooms in other economies.

A meeting will be held in Papua New Guinea during the Senior Officials Meeting next year.

Australia Invests \$24.7 Million in Online Assessment Platform



The Australian Government is committed to ensuring that parents and school communities have access to more timely and accurate information on student outcomes. To improve the operation of the National Assessment Program – Literacy and Numeracy (NAPLAN), \$24.7 million is being invested to develop a national platform that will enable students to undertake NAPLAN testing online from 2018. This will give teachers, schools and parents quicker and better information on student performance.

Chile Takes a Series of Mechanisms to Reduce School Dropout



In Chile, the Ministry of Education has put into place a series of mechanisms to make sure students stay and complete their schooling. These practices are focused on providing help to students who normally are among the most poor and vulnerable population and are more likely to drop out, and give them facilities to diminish

the obstacles to attending school, like a series of integrated services (food, health, housing and school supplies), or modified curriculum that is more flexible and adaptable to students' realities. There are also plans of compensatory and reintegration education through adult education, and action plans that involve more parents, give orientation to risky students to stop them from dropping out.

Thailand Prioritizes STEM Education



To achieve sustainable development, Thailand's education system aims to promote and identify core competencies, including knowledge and understanding of global issues, trends and values, and to promote cognitive skills for critical, creative and innovative thinking, problem solving and decision making. The teaching of science, technology, engineering and mathematics, or STEM, has already been integrated and will be extended to all schools nationwide, covering both general and vocational education.

Moreover, to cope with global challenges, the Philosophy of Sufficient Economy, bestowed by the late King Bhumipol Adulyadej of Thailand, has been integrated to all sectors in order to achieve sustainable development. The philosophy is emphasized not only in the school system, but also in the process of lifelong learning in order to strengthen the capacity of all people to cope with the continuing challenges and unpredictable problems they will inevitably encounter in their lives.

Education and the Future of APEC Region

As co-chair of the EDNET, how do you understand the work of education of APEC in general?

As you all know, education assumes an important and special mission of producing manpower for socio-economic development, commerce negotiation, diplomatic relationship establishment and people linkages, especially friendship for all nations around the world, so the EDNET – an education organization of the APEC shares the mission that education has been doing.

What has Viet Nam learned or benefited from working with the APEC in the sphere of education so far?

Since participation in the APEC in 1989, Viet Nam has been involved in APEC educational activities step by step and has learned a lot of knowledge and information on educational policies, best practices and educational reforms or implication of STEM/STEAM from other APEC member economies. We have also come to know that many interesting projects and initiatives carried out by other



Mr. Pham Chi Cuong, Deputy Director General, International Cooperation Department, Ministry of Education and Training of Viet Nam

APEC economies that can help us in our current education reform and in the development of human resources in the future.

In what way do you think that the work of EDNET could best contribute to education development and reform in Viet Nam?

As I mentioned, experience and lessons in implementing STEM/STEAM in education reform in some APEC economies is significantly meaningful to our education reform so we would like the EDNET to create more chances for Viet Nam to participate in workshops, conferences and other educational

activities to have information exchange on this matter with other economies with the aim of applying them, to some extent, to our conditions.

In what way do you think education cooperation among APEC member economies could contribute to economic integration and social well-being in the APEC region at large?

I think that the HRDWG has been implementing initiatives, programs on education, labor and capacity building to develop human resources. These ideas come from decision of APEC leaders and

Ministers of Education and Labor, thus training and improvement of human resources could be perhaps the best way for APEC member economies to contribute to economic integration and social well-being in APEC region. This could be done in various ways and in different forms that are suitable and appropriate to capacity of each economy.

What are priorities in the field of international education exchange and cooperation in Viet Nam? How have the priorities changed over the years?

Since Viet Nam issued an open-door policy in 1986, Ministry of Education and Training (MOET) has had some international education exchanges and cooperation with foreign universities. The MOET has issued new policies on encouraging Vietnamese universities or institutions of higher education to have twinning training programs, joint research projects, academic faculty and student exchange programs with foreign universities. There are now more than five hundred twinning programs carried out by Vietnamese universities. On the other hand, the Vietnamese government has

also issued scholarship programs to improve quality of teaching staff, researchers and officers at the universities as well as in the government. One of the programs is to train 20,000 PhD holders for Universities in the period of 2010 to 2020. Half of them have been sent overseas to study programs that are unavailable in Viet Nam or disciplines that Viet Nam needs for economic development and national construction in the future. The rest is trained in Viet Nam with involvement of foreign universities. There are about 150 thousand Vietnamese students who are studying in over 40 economies in the world, including Vietnamese government scholarship awardees, foreign government/institutions scholarship awardees and self-funded students.

In recent years, in order to implement the cause of industrialization and modernization and international integration in education, we encourage foreign investors to set up international institutions of education at all levels to satisfy a wide range of diverse needs in education and increase quality of education and competition among Vietnamese universities. So far,

we have had some international universities located throughout Viet Nam such as RMIT (Royal Melbourne Institute of Technology), Fulbright University, Vietnam – Japan University, British University, Vietnam – German University, University of Science and Technology, etc. There are also uncountable international schools owned by foreign investors or set up by domestic business to meet ever increasing demands of society.

What do you think about education-related projects and initiatives undertaken by APEC member economies and which projects and initiatives are best aligned with Viet Nam's priority areas?

The education-related projects and initiatives undertaken by APEC member economies, including cross-border education programs or academic, student, labor mobility and government-academia-business collaboration programs are meaningful and may be best aligned with Viet Nam's priority areas.

What is your take on the APEC Education Strategy and its Action Plan and their implications for the education development in Viet Nam

and the APEC region?

It is possible to say that the APEC Education Strategy agreed by Education Ministers at the 6th AEMM in Peru in 2016 is a goal for the education of less developed economies just like Viet Nam to strive for the future, at the same time for narrowing the gap in education, creating favorable conditions for bilateral and multilateral education cooperation among APEC member economies.

How shall member economies push forward the implementation of APEC Education Strategy and what role could the Action Plan play in this regard?

I think that all APEC economies realize the importance of this Strategy and will implement it in their own capacities by concrete actions, plans in various forms of self-funded or co-sponsored projects/initiatives, workshops, conferences or signature of MOU, exchange programs of academics and students at all educational levels... In short, I can say that the Action Plan can be considered as a tool to join the APEC member economies together to gain an

inclusive and quality education in the future.

How do you think the EDNET could play a better role in building a strong and cohesive APEC education community characterized by inclusive and quality education in the future?

First of all, the EDNET is closely associated with the Human Resource Development Working Groups such as CBN and LSPN to promote the well-being of all people and to achieve sustainable and inclusive economic growth in the region, and it is necessary to consolidate coordinating ties and linkages with these units. Secondly, human resources development is a cross-cutting issue, the coordination with several APEC working groups including the Committee on Trade and Investment (CTI), the Economic Committee (EC), the Small and Medium Enterprises Working Group (SMEWG), the Emergency Preparedness Working Group (EPWG), and the APEC Business Advisory Council (ABAC), and international organizations such as the Organization for Economic Co-operation and Development (OECD) and Southeast Asian Ministers of Education Organization (SEAMEO)

in the areas of labor and social protection and foreign language education and training is also a point that the EDNET should be concerned about and take into consideration. Finally, to get more involvement and participation in all educational activities from less developed APEC economies, there should be a foundation or a fund to support them in the future.

What is your take on the APEC Education Development Newsletter?

I think that the APEC Education Development Newsletter comes into being in the right time when all economies, including the APEC economies are entering the Fourth Industrial Revolution in which ICT, engineering, science and mathematics are core elements clearly written in the APEC Education Strategy Action Plan, so the Newsletter is a channel to disseminate it not only for APEC economies, but also for other nations all over the world and people who are concerned about it. More importantly, the periodical Newsletter will carry the most updated information on educational activities in all APEC economies, therefore the development of the Newsletter is necessary and useful.

APEC Workshop on Action Plan of APEC Education Strategy

September 25-26 Beijing, China

*Project Title: Education for Quality Growth: Competencies, Employability and Innovation:
Research and Development of Instruments
Project No.: HRD 01/2016A*

Following up the Workshop on Action Plan of APEC Education Strategy held on May 11-12 at Hanoi, Viet Nam, the Workshop on Action Plan of APEC Education Strategy will gather participants from 16 economies and international organizations such as OECD and WISE to further revise and refine the content of the Action Plan on the basis of relevant research.

For registration and inquiries, please contact Dr. Wang Yan (wang_yan@moe.edu.cn).

APEC Education Strategy Dialogue: Competencies, Innovation and Employability

September 27-28 Beijing, China

*Project Title: Education for Quality Growth: Competencies, Employability and Innovation:
Research and Development of Instruments
Project No.: HRD 01/2016A*

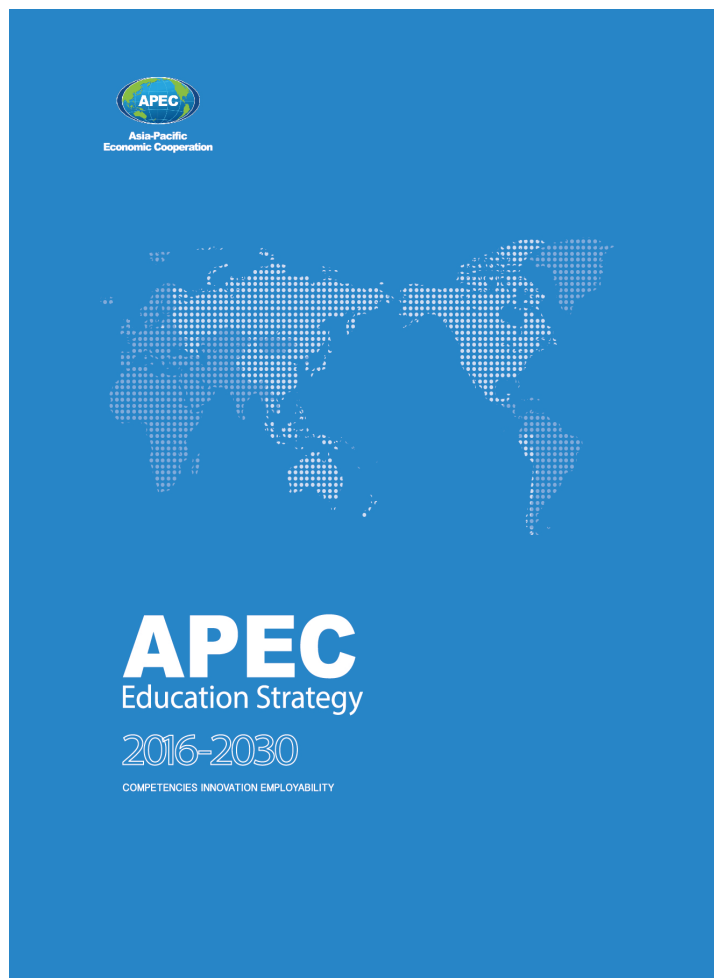
The APEC Education Strategy Dialogue: Competencies, Innovation and Employability will convene representatives from academia, government and industry to share their observations on and insights into issues elaborated in the draft Action Plan of APEC Education Strategy for consultation in a larger scope.

For registration and inquiries, please contact Dr. Wang Yan (wang_yan@moe.edu.cn).

APEC Education Strategy

The APEC Education Strategy is the first blueprint for mid- and long-term education development since the inception of the APEC. It is also the first strategic document jointly developed by APEC member economies and will have far-reaching impact upon education development over next four years and up to 2030 in the Asia-Pacific region.

The full text of this document is downloadable from the APEC official website: <http://mddb.apec.org/Pages/default.aspx>



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