



**Asia-Pacific
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Agenda Item: 16

Summary Report - Education Network Meeting, 8-9 May 2016, Arequipa, Peru

Purpose: Information
Submitted by: EDNET Coordinator



**Human Resources Development Working
Group Plenary Meeting
Arequipa, Peru
7-10 May 2016**

The 32nd HRDWG Education Network (EDNET) Meeting

8-9 May 2016

Arequipa, Peru

SUMMARY REPORT

The HRDWG Education Network (EDNET) Meeting was held in Arequipa, Peru from 8-9 May, 2016.

Delegates from Australia; Brunei Darussalam; Chile; China; Hong Kong, China; Indonesia; Japan; Republic of Korea; Malaysia; New Zealand; Papua New Guinea; 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. Walter Twanama, Peru Co-chair. In addition, Ms. Darya Rybakova, Acting Lead Shepherd and Ms. Romy Tincopa, Program Director from APEC Secretariat attended the meeting.

Representatives from APEC PPSTI, APEC Group of Friends on Disability Issues (GOFD), the Association of Pacific Rim Universities (APRU) and OECD were also present.

May 08 Session

0. Opening Remarks and Introduction

- 0.1. The EDNET Coordinator, Dr. Wang Yan, welcomed delegates from all member economies. Mr. Walter Twanama delivered the welcome remarks, commenting the important role the EDNET has to the cooperation of education in APEC, and expressed best wishes to a fruitful meeting.
- 0.2. The EDNET Coordinator invited self-introduction of the EDNET delegates from 19 member economies: Australia; Brunei Darussalam; Chile; China; Hong Kong, China; Indonesia; Japan; Republic of Korea; Malaysia; New Zealand; Papua New Guinea; Peru; The Philippines; Russian Federation; Singapore; Chinese Taipei; Thailand; The United States; and Viet Nam, Program Director of APEC Secretariat, and representatives of APRU and OECD.
- 0.3. The HRDWG Acting Lead Shepherd, Ms. Darya Rybakova, delivered the welcome remarks, highlighting the important role of the EDNET in closing the gaps, and fostering the workforce into the labor market. She welcomed the initiatives by member economies to contribute to the preparation and success of the 6th AEMM, and encouraged economies to participate in co-sponsoring the concept notes of proposed projects.

1. The agenda was adopted.

2. Planning for APEC 2016

- 2.1 Undersecretary Mario Derequito from the Philippines presented the outcomes of APEC 2015, a productive year for the HRDWG and EDNET. He reflected on the outcomes related to the human resource development for empowering people to participate in the economic growth, including the High Level Policy Dialogue on Capacity Building, AEMM preparation activities at the EDNET Meeting in Boracay, and progress on the theme of human capital development.

- 2.2 Mr. Walter Twanama presented the Peru's 2016 agenda, emphasizing "Developing Human Capital", with the following priority areas of work: Higher & Technical Education, Employability & Skills for Work, and Educational, Scientific, Technological and Innovative Capabilities. He also introduced the links between EDNET's 2016 Work Plan and the Priority of Developing Human Capital for APEC 2016 and highlighted the common areas between the two.

3. The delegates took a group photo

4. Discussion of Working Documents

- 4.1 The delegates discussed the proposed revisions to the HRDWG Terms of Reference. It was suggested to set a deadline for submitting suggested amendments. New Zealand suggested the same deadline as submitting the proposed priority areas which was supported by the delegates.

Australia suggested consultation between network coordinators on the best arrangements to support network coordinators without requiring formal structures, which was seconded by China, New Zealand, the United States and Viet Nam.

The delegates shared the impact that the EDNET has on their economy as well as their expectations towards the role of the EDNET.

The EDNET Coordinator later summarized the comments into three key words: sharing, learning, and cooperation.

- 4.2 The delegates agreed on submitting the amendment and comments on HRDWG Annual Work Plan by 15 July, as suggested by Ms. Romy Tincopa, Program Director from APEC Secretariat
- 4.3 The delegates reviewed the EDNET-related content on the APEC website and HRDWG Wiki and discussed the need for timely updates. The delegates expressed appreciation to the United States for the maintenance of the Wiki. The EDNET coordinator encouraged the delegates to volunteer to take over the responsibility of updating the webpage of HRDWG Wiki, particularly by rotating among the host economies, and the delegates agreed to submit the results of the discussion to the HRDWG Plenary Session.
- 4.4 Drafting Committee of the summary report was set up with participation of the delegates from Australia, Brunei Darussalam, China, Republic of Korea, Papua New Guinea, Peru, the Philippines, Russian Federation, Chinese Taipei and the United States.

5. Reports on Recently Completed, Ongoing and Proposal Projects

5.1 Thematic Session: Cross-Border Education and Student, Researcher and Provider Mobility

- 5.1.1 Australia presented the *Mapping Researcher Mobility in APEC* draft project report. The project stems from previous APEC work on researcher mobility, and responds to a lack of data on researcher collaboration by mapping international research linkages across APEC. This data will support future research on regional mobility patterns and trends, and will assist economies, universities and research organizations in identifying potential research partnership and collaborative opportunities.

- 5.1.2 Australia presented on the initial report of the *Cross-Border Higher Education Data Collection project*, which provides an overview of cross-border higher education activity across APEC and economies' supporting policy frameworks. The project aims to increase transparency of activities and highlight opportunities for expanding high quality higher education provision among APEC economies. Australia encouraged economies to contribute to a survey to be undertaken in the second half of 2016 and welcomed support for this data collection activity. A workshop for the project will be held immediately after the HRDWG meetings in Arequipa. Australia thanked and welcomed the participation of APEC member economies in the workshop.
- 5.1.3 Australia presented a project report on *APEC Guiding Principles for Research Integrity*. The project seeks to facilitate increased researcher collaboration and mobility by building a common understanding of high-level principles for research integrity. The project aims to ensure that as research collaboration grows, APEC economies can be confident the work is high quality and underpinned by a common understanding of research integrity. Australia noted the potential for the work to lead towards the creation of a set of voluntary, non-binding APEC Guiding Principles for Research Integrity, and invited comments on the draft report. Australia presented results of the APEC Guiding Principles for Research Integrity project survey that shows inconsistent definitions and approaches to managing research integrity.
- 5.1.4 China presented the concept note of the project of *MODEL APEC-Promoting APEC Youth Leadership and Entrepreneurship*, which will invite university students of member economies to a five-day event in August, 2016 in Beijing, China. One of the key events is model AEMM meeting that allows students to pose as education ministers to discuss the future cooperation under the themes, sub-themes and priorities of the 6th AEMM. Besides, students will also attend seminars, workshops, and dialogues for leadership and entrepreneurship enhancement, field trips and cross-culture experience activities. At the end of the project, a recommendation paper reflecting the voice of students will be submitted to the 6th AEMM. The project was co-sponsored by Malaysia, Papua New Guinea, the Philippines, Russian Federation, Singapore, Chinese Taipei and Viet Nam.
- 5.1.5 Russian Federation presented the 6thAEMM: Voice of Youth, which will be held on 25-27 June in Ufa, Russian Federation. The main goal is to highlight the voice of young scientists to be shared with the APEC Ministers of Education to provide the connectivity between generations. It will foster the participation of 25 to 35 years' representatives of APEC economies. The project was co-sponsored by China, Papua New Guinea, The Philippines, Peru, Chinese Taipei, Thailand and Viet Nam.
- 5.1.6 Russian Federation presented the project proposal of the Virtual Academic Mobility Map that aims to develop a website to gather information in the APEC region about: world class labs; funding and placement opportunities for students, PHDs and professors; relevant R&D projects; well-known scientific communities between all APEC economies. While Australia being a cosponsor, Papua New Guinea and the Philippines offered to cosponsor this initiative.

5.2 Thematic Session: Higher Education

- 5.2.1 Australia presented its newest project in the EDNET, *the 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. Australia thanked Republic of Korea for its expressed intent to cosponsor the project, and welcomed any additional cosponsors for the project.
- 5.2.2 China presented the *Research on Mutual Recognition of Credits among Universities in the APEC Region* project which has just been approved in principle by APEC Secretariat. This project intends to identify barriers of credit transfer system and develop recommendations through research and workshops. A small-scale pilot project will be conducted among APEC universities and a cooperative framework of mutual recognition of credits will be explored.
- 5.2.3 China presented the *Attracting Cross-Border University Students: Identifying and Sustaining Best Practices in the APEC Region* project. Through surveys, workshop, and policy analysis, the project will identify needs and best practices in attracting cross-border university students in the APEC region, provide references for both developed and developing economies to increase the number of student exchanges.
- 5.2.4 Peru noted that they have withdrawn their proposed *Gaps and Best Practices in Higher Education Quality Assurance* but will resubmit a revised version in the next funding cycle.
- 5.2.5 Russian Federation presented the overview report on the 4th APEC Conference on Cooperation in Higher Education “Cooperation in Human Capital Development for Inclusive Economic Growth”, focusing on priorities of investment in human capital, inclusive economic growth and their impact on regional development. Russian Federation also proposed to host the 5th APEC Conference on Cooperation in Higher Education (APEC CCHE’16) “Strategy of Education Development in APEC” during 1-4 September, 2016 in Vladivostok, Russian Federation. The aim of the conference is to create a common vision for the future of Higher Education in the APEC and the investment opportunities in this development. The Republic of Korea, Papua New Guinea, the Philippines, Peru, Chinese Taipei, Thailand and Viet Nam offered to co-sponsor.

5.3 Thematic Session: Skill Development, TVET and Qualification Framework

- 5.3.1 China presented the progress report on the Systematic Design of Green Skills Development in TVET project, which has developed 11 research teams of domestic and international experts. More than 50 colleges and institutions are involved. The expected outcomes will be to develop green skills through a series of workshops, a survey, a list of green skills specialties, and a final report.
- 5.3.2 China presented the concept note of self-funded project titled A Comparative Study of Qualification Framework of APEC Economies for Economic Integration. The project intends to study the policy and reform related to qualification framework in APEC economies, including case studies of best practices. By synthesizing lessons and experiences of APEC economies, the project will produce a manual on development of

qualification framework to contribute to economic integration in the Asia Pacific Region. Chile, Indonesia, Korea, Peru, Russia and Thailand offered to be the cosponsor.

- 5.3.3 Chinese Taipei presented the project report on Skills Training and Development in Industry-Academia Collaboration Models, focusing on skills training in industry-academia collaboration in TVET, best practices and implementation in the engineering, hospitality and innovative entrepreneurship fields. The project was cosponsored by Brunei Darussalam, China, Republic of Korea, Malaysia, Peru, the Philippines, Russian Federation, Singapore, Thailand and Viet Nam.
- 5.3.4 Peru noted that they have withdrawn their proposed Dual System of Vocational Education and Training to Improve Employability, Productivity and Competitiveness of the APEC Work Force.
- 5.3.5 Chinese Taipei presented the project report on APEC High Level Policy Dialogue on Education and Career Planning for Young Athletes, to discuss most effective ways to provide education and career planning for youth athletes, and address issues of women athletes. A Sport Policy Network will be created to advance the relevant issues. The HLPD will be held on 1 September, 2016 and the Network will be launched on 2 September, 2016 in Chinese Taipei. The project was cosponsored by Japan, Republic of Korea, Peru, the Philippines, Thailand and Viet Nam.
- 5.3.6 The United States presented the project report on Economic Integration and Global Competencies, which develops APEC-wide data on the business requirement, an APEC-wide framework to describe global talents and requisite elements, and a methodology for measuring outputs. The project is cosponsored by Australia, Chile, China, Indonesia, Japan, Peru, the Philippines and Thailand.

The representative of OECD concurred with the EDNET Coordinator on the importance of global competencies.

5.4 Thematic Session: Quality of Education and System-Wide Improvement

- 5.4.1. China presented the project report on *Adolescents' Physical and Health Behavior*, which propose to carry out joint research on adolescent health status, implement framework of actions, and develop expected solutions to compare and contrast the growth and development of adolescents, physical health and fitness levels of youth across economies, hence promote physical health and healthy behaviors of youth. Chinese Taipei and Viet Nam offered to cosponsor.
- 5.4.2. Republic of Korea presented the progress report on the APEC e-Learning Training Program (AeLT), which shares cutting-edge knowledge and experience of ICT education to build capacity through blended on-line and off-line activities. 10 member economies have participated in the training program, accumulating 709 participants in 2015. The project yielded major achievement by maximizing effectiveness by trainee-centered operation and strengthening tripartite cooperation between public, private and academic organizations.
- 5.4.3. Peru noted that they have withdrawn their proposed Study on the *Territorial Planning for Education Infrastructure Project* but will resubmit a revised version in the next funding cycle.

5.4.4. Peru presented the report of the *Observatory of Best Practices with ICT: proficiency standards, teaching-learning strategies in urban and rural areas, educational materials*. The project was approved in 2014 and executed during 2015. The project aimed to show educational experiences through the creation of an observatory as a web platform and searchable database that systematize the digital skills standards, teaching and learning strategies implemented in rural and urban areas, and educational materials. Its workshop was held in July 2015, with the attendance of 10 economies which best practices are on the platform. Bearing that in mind, Peru invited to all economies to send their experiences to be shared at this observatory.

5.4.5 Japan presented the project report on *Developing Education for Future Planning with Mathematics and Science based on the APEC Lesson Study Community* co-led by Japan and Thailand, to generate network of teacher training Institutions, and continuity for good practice, improvement and enlargement of mathematics and science education. Japan also thanked Brunei Darussalam, China, Indonesia, Malaysia, the Philippines, Russian Federation, Chinese Taipei and Viet Nam for sponsorship.

5.4.6 Japan presented the project report on *Textbook Development for Energy Efficiency, Energy Security and Energy Resiliency(II): A Cross-border Education through Lesson Study* co-led by Japan and Thailand, shared the progress and experience of the lesson study, addressed importance and significance in developing textbooks for energy related knowledge and education. The project was cosponsored by China, Malaysia, Papua New Guinea, the Philippines, Russian Federation and Chinese Taipei.

5.4.7 Chinese Taipei presented a progress report on *Youth Sustainable Water Resources Education and Hub Development in the APEC Region*. Chinese Taipei thanked the 11 member economies' support in past year and introduced an upcoming workshop on 4-8 September 2016 to share best practices in the field. China commented the will to send delegate to the meeting.

The EDNET Coordinator encouraged members to tie proposals to the overall goals and priorities of APEC, to address common concerns of APEC members, incorporated research/analysis element and generate applicable results for project application.

6. Summary Report of the Preparatory Conference for the 6th AEMM

Peru and Russian Federation presented a progress report regarding the preparatory work for the 6th AEMM. Both economies expressed their appreciation to all member economies for their enthusiasm and proposed activities, noting that members have made progress in confirming the theme and sub-themes of the Logic Model, and discussing next steps and key deliverables of the 6th AEMM. Peru briefed the delegates on initiatives and proposed side events for the 6th AEMM, including the Third Preparatory Meeting to be held in Lima within the sidelines of SOM3; a workshop on APEC Education Strategy proposed by Australia; a Youth MODEL APEC including a model AEMM Meeting in August in Beijing proposed by China; Preparatory Sessions to the 6th AEMM to be held under the 5th APEC Conference on Cooperation in Higher Education in 1 September in Vladivostok and an 6th AEMM: *Voice of Youth* proposed by Russian Federation that will be held in Ufa city on 25-27 June; finally, the United States proposed to hold a workshop on Women in STEM.

7. Workshop on the APEC Education Strategy

The EDNET Coordinator opened the discussion by briefing on the Education Strategy's background, Task Force and Advisory Board.

A sample draft synthesized on the basis of the contribution from Australia, China, the Philippines and Russian Federation was presented, to illustrate how the final document should look like.

Australia thanked the EDNET Coordinator for the synthesis report and noted that the Strategy should be high-level and concise without too much detail, suggesting moving the *Lessons from Previous APEC Work in Education* to another document: such as the Baseline report or to an annex of the document.

Russian Federation noted the importance of using opportunities from economies of this intellectual collaboration and announced that preparatory sessions for the 6th AEMM to be held on 1 September in Vladivostok.

Later, the Philippines noted that expected inputs should be relevant to the domestic policy of economies and should help each economy to propel domestic economic growth, or bilateral and multilateral cooperation.

The United States expressed their support for the Strategy and also for moving the Lessons from Previous APEC Work.

Finally, the EDNET Coordinator welcomed more nominations from member economies to join the APEC Education Strategy Task Force.

8. Workshop on the Baseline Report on Current Education Status in Asia-Pacific Region

The EDNET Coordinator led the discussion the *Baseline Report on Current Education Status in Asia-Pacific Region*, starting by concept note and noted that special attention should be attached to the timeframe of key education policies, as well as the length, format and timeline of the report. However, there is still a need to set up an editorial board.

Australia, New Zealand and Papua New Guinea presented sample chapters of their own economies including overview, education system, education administration system, education governance system, key education policies and priorities and related statistical data.

Thailand also suggested utilizing existing or completed reports such as the ones prepared for UNESCO or OECD instead of drafting a new version, drawing upon existing literature as references. Peru seconded this suggestion and also mentioned that Peru and Chile have made a similar effort for UNASUR.

9 May, 9:30-16:00

9. Presentation and Discussion on Cross-Cutting Collaboration

- 9.1. Mr. Chen Linhao, Representative from PPSTI introduced the important role of PPSTI on science and technology development within the APEC region. He introduced the background and key initiatives of PPSTI, noting the importance of further cross-fora collaboration and suggested possible collaboration between

PPSTI and HRDWG-EDNET, including setting the High Level Policy Dialogue in Science & Technology in Higher Education, improving collaboration among universities, focusing on enhancing mobility of young scientists and students, cred it transfer in foreign science and technology programs, and short term internships, as well as other areas to cooperate.

9.2 Mr. Wei Meng Xin, Representative from GOFD introduced the background and key initiatives of GOFD, noting multiple areas of cooperation could be done with HRDWG-EDNET including four areas. He also invited the EDNET delegates to attend the upcoming 2nd APEC GOFD Meeting in Arequipa.

9.3 Ms. Christina Schonleber, Program Director of APRU introduced the vision and key initiatives of APRU, in applying new knowledge on global challenges affecting the region and working with policy makers to address these effectively. She highlighted a number of APRU research hubs directly address cross cutting issues such as Sustainability, Security, Internet Economy and Gender Related issues. APRU's university network could ideally be positioned to feed into some of the APEC projects that have been introduced at the EDNET meeting. The APRU Impact Report also seems to sit well alongside the Baseline Report on Current Education Status and could feed into this APEC report.

Peru shared that they're proposing a joint meeting with PPSTI on the margins of SOM3, and will continue the discussion online. Japan, Chinese Taipei and Australia welcomed cross-border collaboration. Australia suggested this might also be reflected in the APEC Education Strategy.

10. APEC Excellence Prize for Education and Learning Innovation

EDNET Coordinator led a discussion on the initial draft concept note of *APEC Excellence Prize for Education and Learning Innovation*, and invited EDNET members to provide their inputs. Singapore, the United States, the Philippines and Russian Federation noted the need of clarification on details of the project. The concept note will be circulated after the meeting.

11. Thematic Session: Global Context and Key Factors to Drive Education Reform and Development by OECD

Ms. Deborah Roseveare, representative of OECD presented the organization's effort to track required skills across the educational spectrum, as well as those skills' inputs of curriculum, pedagogy, and resources and their impact on society and the economy. She presented a scheme for education and learning that set out how all levels of education contribute to developing generic cognitive, socio-emotional and specific skills that are outcomes that contribute to employability, innovation, participation in society and individual wellbeing. She welcomed closer collaboration between OECD and APEC and invited the EDNET to make use of OECD analysis wherever it would be useful and informative to APEC's work.

Australia, Japan, New Zealand and Peru expressed thanks and shared their comments. Peru expressed gratitude for sharing the experiences of OECD, and invited OECD to offer technical assistance to the subtheme of competencies in the logic model of the 6th AEMM.

12. Reports on Ongoing and Proposed Long-Term Initiatives

12.1 China presented the progress report on *APEC Higher Education Research Center*, 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. China presented the recent development and future plans of the project.

- 12.2 Republic of Korea presented the progress report for the *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.
- 12.3 Republic of Korea presented the progress report on the *APEC Future Education Consortium (AFEC)*, which has built ALCoB School Network (ASNet) composed of 82 schools from 9 economies, celebrated the 11th annual APEC Future Education Forum (AFEF), as well as the 11th Steering Committee Meeting to continue to develop theoretical future education models and their practical implementations.
- 12.4 Peru presented the initiative on *APEC Center of Higher Education Internationalization*, which aims to establish a permanent, full-time office that will facilitate the creation consolidation and oversight of APEC proposals and ongoing projects regarding different issues related to the enhancement of the quality of University and Technical Education. The proposed structure is divided in three units that will focus on the following topics: 1) Cross-border education; 2) Internationalization of curricula; and 3) Public-private partnerships and Internships. China, Republic of Korea, the Philippines, Russian Federation, Chinese Taipei, Thailand and Viet Nam offered to cosponsor. The EDNET Coordinator suggested to work together with other existing platforms to consolidate related ongoing mechanisms and projects.
- 12.5 Russian Federation presented the project of *The Open Environment for Math Education in APEC Schools-Phase 2*, creating wiki-like open platform for communication in sphere of math education in APEC economies that includes a multilingual database of math problems for elementary, secondary and high school. The open and free contributing and sharing all resources allow teachers; students and their parents use all educational resources on native language, making the cross-assessment system for comparative studies researches in mathematical education, elaboration and implementation of recommendations. The project was cosponsored by Chile, Indonesia, Japan, Papua New Guinea, Peru, the Philippines, Singapore, Chinese Taipei and Thailand.
- 12.6 Chinese Taipei presented the project on *Human Capacity Building for Globalized Scientific Literacy: Best Practice Models for STEM-Related Education in Schools and Communities*. In phase one, the project will showcase results from the High Scope projects; In phase two, the project will share English versions of curriculum. Teacher workshops and school visits will also be conducted for APEC economies. The project was cosponsored by Chile, China, Indonesia, New Zealand, Papua New Guinea, Peru, the Philippines, Russian Federation, Singapore, Thailand and Viet Nam.
- 12.7. The United States presented the update on a project endorsed through the Policy Partnership on Women and the Economy (PPWE) and coordinated with PPSTI on Women in STEM. The first step is to conduct a survey and study to gather information about economy's commitments, initiatives, and

programs dedicated to supporting women and girls' in STEM. Next there will be a STEAM (Science, Technology, Engineering, Arts, Math) Camp for high school students in Peru in July/August. And finally the United States would like to hold an APEC Women and STEM public-private workshop, perhaps on the margins of the Education Ministerial, to discuss next steps. Thailand encouraged the United States to reference a UNESCO initiative on Women in STEM to avoid duplicating efforts, focusing on brief update of the key initiatives of the project which was endorsed by APEC PPWE. Thailand suggested possible cooperation with similar project under UNESCO.

12.8 The United States presented and briefed on a self-funded study on *Disability and Employment* that has been approved by the HRDWG. It will identify barriers to and good practices in expanding job opportunities for people with disabilities. Specifically, this project will produce a research report about efforts in both the public and private sectors within APEC economies to increase the employment of persons with disabilities.

12.9 The United States presented and provided an update on the *APEC Scholarship and Internship Initiative* launched in 2014 and designed to expand education and work opportunities for students and professionals in the Asia-Pacific region. Participating APEC economies have partnered with universities and companies to create new study and work opportunities. These opportunities are compiled on the website: <http://education.apec.org>. There is a total of approximately 120 APEC scholarships and internships from: Australia, China, Hong Kong, China, the Philippines, Singapore, Korea, Chinese Taipei, and the United States.

Chinese Taipei shared comments and practices of similar initiatives that were ongoing.

12.10 China presented the progress report on *APEC Education Research Network*, by sharing the goal, objectives, key planned activities as well as the Terms of Reference that was endorsed by the Coordination Meeting for the APEC Education Research Network held on Jan 26, 2016 at Beijing, China back to back with the Planning Meeting for the 6th AEMM.

12.11 Australia presented a concept note on the Workshop on APEC Education Strategy to be held in August, 2016. Brunei Darussalam, Chile, China, Republic of Korea, New Zealand, Papua New Guinea, Peru, the Philippines, Russian Federation, Chinese Taipei and the United States offered to cosponsor.

13. Gyeongju Initiative-Education Cooperation Project (ECP)

Republic of Korea presented the Education Cooperation Project (ECP), as one of the deliverables of the 6th AEMM, focusing on effective and sustainable education cooperation strategies for APEC member economies.

The United States noted existing resources could be used collaboratively and to reduce duplication. Republic of Korea mentioned that ECP was initiated in 2012, therefore projects coming after this date should also avoid duplication.

Papua New Guinea inquired whether there was already a set of criteria in place to identify the APEC schools or whether it was up to the member economies to use their discretion. Republic of Korea suggested that it could be up to the member economies although general guidelines could be prepared. Peru suggested to refer to UNESCO ASPNET as the criteria in the identification of the APEC schools.

The Education Network Coordinator suggested to clarify on the categorization of the APEC Projects and the definition of model dimensions and echoed the comments from the United States that the initiatives should complement existing initiatives and projects.

14. The 32nd EDNET Meeting Summary Report was adopted.

15. Closing Remarks

Viet Nam delivered remarks by welcoming the delegates to the 2016 Education Network Meeting and related events.

The EDNET Coordinator in her closing remarks, summarized patterns and features of education projects, particularly the projects undertaken by the United States, Australia, Korea, Russia, Japan and Thailand and Chinese Taipei, noted that while host economy playing a central role in organizing key events, she would support all member economies to have their own education projects, events and initiatives.

She thanked the host economy for their hospitality and quality and efficient work of organizing the EDNET meeting, particularly core member team from the Ministry of Foreign Affairs and the Ministry of Education. She expressed appreciation to the APEC Secretariat for their support.

She also thanked the delegates for their valuable contribution which made the EDNET meeting fruitful and successful.

The EDNET coordinator thanked the note-takers Ms. Guo Beisi, Mr. Aaron Neumann, Ms. Katherine Bravo, Ms. Jeniffer Perez for their work on the summary report.