

# **Workshop I: Quality Assurance and Recognition**

## **Recommendations:**

- In the light of the Lisbon Convention tools such as benchmarking should be agreed upon. Based on the experience gained in the ENIC/NARIC networks, the initiatives undertaken among some ASEM countries, the present developments within OECD and the Bologna Process (e.g. ENQA, EUA, ESU, EURASHE), the ASEM quality assurance and recognition systems should be designed.
- To engage competent QA agencies to develop ASEM QA Network and to host forum on QA best practices
- To establish ASEM university information clearinghouse initiating comparative studies for the purpose of developing ASEM recognition systems.
- To agree on definition and requirement for academic recognition leading to mutual understanding on common qualification framework in terms of learning outcomes
- To develop ASEM Credit Transfer System (ACTS) in line with ECTS, based on lessons learned, considering further developments within ECTS (e.g. the close relationship between learning outcomes and credits).

## **Workshop II: Visa Issues**

### **Reducing boundaries – growing together**

#### **Recommendations:**

- Enhancing transparency by dissemination of comprehensive and coherent information on admission conditions and visa procedures by all stakeholders (universities, int. relations offices, national authorities, consulates and immigration authorities).
- Facilitating procedures by setting standards (conditions and documentary evidence), accelerating delivery of visa (e.g. fast track, one-stop application) and adequate service/guidance.
- Steps ahead - Involving political stakeholders:  
Collecting further knowledge on real visa-related barriers (national surveys) that could lead to a systematic exchange on good-practice and remaining challenges. Raising awareness vis-à-vis other competent national stakeholders (i.a. Ministries of the Interior, Immigration and Foreign affairs).

## **Workshop III: Improving visibility and attractiveness (1)**

### **Recommendations:**

- Implement a structured ASEM dialogue on visibility and attractiveness as well as on the development of Asian and European higher education organised by the ASEM University Platform, (proposed by the first ASEM Rectors' Conference in Berlin).

This platform should work as a cooperative process. It should facilitate a structural and ongoing dialogue with the participation of institutions including the European Commission, ASEF, the ASEAN Secretariat and relevant national organisations in this field.

- Streamline different initiatives to make higher education in Asia and Europe more visible (e.g. EU's global promotion project, EU-Asia Higher Education Platform, ASEF's DEEP Database, EUA), to give information on higher education and on the ASEM-process itself.

Organise joint ASEM higher education fairs and joint marketing and information activities. The funding necessary to guarantee the sustainability of the tools of information like data bases for the promotion of mobility and cooperation in higher education in the ASEM era has to be tackled.

## Workshop III: Improving visibility and attractiveness (2)

- Develop more attractive study and research opportunities (e.g. joint programmes, summer schools, placements, research projects) with national and international funds (e.g. ASEM Duo, ERASMUS Mundus, Asia link). These type of joint programmes have the advantage to better balance exchanges between Asia and Europe.
- Launch an awareness campaign in ASEM countries for study in Asia and in Europe. The information on “success stories” by alumni of ASEM mobility that could be facilitated by the use of new media tools and the involvement of employers to express their quests for open-minded staff having studied abroad and acquired knowledge of different languages and societies have to be encouraged.
- Improve framework conditions for incoming students, graduates and researchers; introduce an ASEM mobility quality charter for incomings, appoint permanent local representatives in charge of informing students for learning abroad and helping them in the administrative process of their departure. Language and cultural preparations for this departure should be promoted. The offer of learning programmes being more flexible in terms of language are considered as a better incentive for mobility. The funding of and information on scholarships are a major issue for the visibility and attractiveness of the learning mobility in the ASEM countries.

The working group has stated that most of these recommendations about financial support of joint programmes, mobility schemes and promotion activities could be even more fostered by the European Commission through the new action lines within the ERASMUS Mundus programme as well as through the policies being developed in ASEM member countries at regional or national levels.