ERI-NET ANNUAL MEETING 2013
TRANSITION TO A BETTER AND HIGHER LEARNING

At the ERI-net annual meeting 2013 researchers presented their preliminary findings of two research topics: the integration of transversal/21st century/non-cognitive skills/transversal competencies development in education policy and practice, and the transition from secondary education to higher education. The meeting also saw the establishment and inaugural meeting of the ERI-net Steering Group. This document is a summary of the meeting proceedings and outcomes.

Supported by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan, the Republic of Korea Funds-in-Trust (K-FIT), the Korea Institute of Curriculum and Evaluation (KICE), and Tokyo Institute of Technology (Tokyo Tech).
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ERI-Net Annual Meeting 2013

Transition to a Better and Higher Learning
Meeting Summary and Outcomes

Introduction

On 17-19 October 2013 members of the Education Research Institutions Network (ERI-net)\(^1\) gathered in Bangkok to present their research findings on the two research topics chosen for 2013:\(^2\):

- **a)** Integration of transversal/21st century/non-cognitive skills/transversal competencies development in education policies and practices\(^3\); and
- **b)** The transition from secondary education to higher education.

The two research topics, which come together under the umbrella theme ‘Transition to a Better and Higher Learning’, are particularly pertinent to the Asia-Pacific region where governments have started to reconsider their education policy and practices in recent years. Through the 18 case studies presented at the meeting, it became evident that while there are great differences in the region in terms of policy developments, initiatives and focus areas, governments and education systems also face similar challenges in terms of accommodating the expansion and diversification of higher education, and in ensuring a holistic and well-rounded development of learners. The meeting therefore served as an opportunity for researchers and practitioners to discuss and share valuable insights and best practices on the two topics.

In addition to case study presentations, participants were introduced to “Skills for a better life”, an E-contest on transversal/21st century/non-cognitive skills/transversal competencies (hereafter in this document referred to as transversal competencies\(^4\)) and the UNESCO Open Platform on Transversal Competencies (to be housed under NESPAP), a knowledge platform established to support the exchange of resources, experiences and expertise on education matters in Asia and the Pacific region. Both initiatives have been developed with support from Tokyo Institute of Technology Global Scientific Information and Computing Centre (Tokyo Tech) with the aim of promoting and enhancing awareness and knowledge of transversal competencies in the region.

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\(^1\) Established by UNESCO Bangkok in 2009, ERI-net promotes and facilitates regional cooperation in conducting research on education topics particularly pertinent to the Asia-Pacific region. To date, the Network has conducted research into the impact of the global economic and financial crisis on higher education (2009), the international mobility of students (2010), and public-private partnership in higher education and TVET and youth employment (2011).

\(^2\) The research frameworks for the two studies were finalised at the ERI-net expert meeting held in Bangkok on 7-8 March 2013.

\(^3\) To date, no consensus has been reach among ERI-net members on a single term for referring to non-cognitive, 21st century, or transversal skills. In fact, at the meeting an additional term - transversal competencies - was suggested and adopted. All terms broadly refer to and encompass skills, competencies, values and attitudes required for the holistic development of learners, such as collaboration, self-discipline, resourcefulness and respect for the environment. While no preference is given to any term, for the ease of the reader a single term is used throughout this document, i.e. ‘transversal competencies’.

\(^4\) While transversal competencies is used throughout the document, the original presentation titles have not been altered.
Importantly, the meeting also saw the endorsement of the ERI-net Steering Group members who held their first Steering Group meeting on the morning of 19 October. The Steering Group will support overall programme activities and suggest and explore future research topics.

A total of 40 researchers, practitioners and policy-makers from 26 institutions in the Asia-Pacific region attended the meeting. 11 countries/territories were represented, including Australia, Hong Kong SAR, China, Japan, Mongolia, India, Malaysia, the Philippines, Republic of Korea, Singapore and Thailand.

**Background to the 2013 Research Topics**

**Integration of transversal competencies development in education policy and practice**

While students’ academic performance has improved over the past decade in many countries in the region, there is a growing concern that education systems are focusing on the accumulation of academic ‘cognitive’ skills at the expense of the more elusive and hard-to-measure transversal competencies. The accumulation of these competencies, which include competencies in efficient communication with others, innovative thinking, respect for diversity and the environment, conflict resolution, team work, problem solving and so on, is not only important for students to be adequately prepared for the world of work, but is also paramount in ensuring future generations are equipped to live meaningful, sustainable and responsible lives in a rapidly changing and interconnected world. The effects of the limited attention paid to transversal competencies in education can be felt in a number of domains and include, for example, poor respect for diversity, neglect of environmental issues, and a lack of innovation and social entrepreneurship.

Recognising the importance of and the need to cultivate transversal competencies among learners, Member States have started to incorporate and integrate transversal competencies development in education policy and practice. The 2013 ERI-net research aims to document and consolidate these reform initiatives for wider dissemination to benefit countries within the region and beyond. Phase I of the research examines how different countries in the region define and apply transversal competencies in their education policies and practices, especially in policy and curriculum frameworks, and identify emerging trends and challenges. Phase II of the research, which has been foreseen for 2014, aims to consolidate and scale up the research to include more countries, and to explore teaching practices of transversal competencies at the school level.

**The transition from secondary education to higher education**

In past decades, higher education in Asia and the Pacific region has expanded and diversified rapidly. A strong demand for higher education coupled with limited university and college places has resulted in fierce competition among students. This has given rise to a number of implications.

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5 The importance of this has been frequently highlighted on many occasions, such as the regional high-level expert meetings on education and learning beyond 2015 (May and November 2012 in Bangkok, Thailand).
for governments, education institutions, the private sector, and for students and their families alike. In many countries secondary education has become distorted, as teachers perceive the need to prepare students for university entrance exams (so called ‘teaching to the test’) while shadow education in the form of private tutoring and extra-curricular study hours has become a widespread phenomenon. The great pressure put on students to perform well academically has also been shown to have negative effects on student health and well-rounded development.

In order to better respond to the increase in demand and great diversity in institutions and study programmes on offer, many governments and higher education institutions in the region have started to rethink and reorganise their admission policies and selection mechanisms. To address a paucity in research and documentation of current policies, changes and initiatives, ERI-net members agreed to make higher education institutions admission policies (criteria and procedures) the topic of research for 2013. The research aimed to uncover country experiences and give a nuanced understanding of the drivers and consequences of policy reforms in order to improve knowledge and information sharing on this topic in the region.

ERI-Net Meeting Proceedings – DAY 1

Opening of the Annual Meeting

The ERI-net annual meeting 2013 titled Transition to a Better and Higher Learning was formally opened by Mr Shigeharu Kato, Secretary General of the Japanese National Commission for UNESCO. In his welcoming remarks, Mr Kato stressed the importance, worth and timeliness of this year’s research to governments and education practitioners in the region, as the region is facing a number of interconnected challenges brought on and intensified by globalisation and rapidly expanding economies. Mr Kato also highlighted that if we are to ensure quality learning and the development of quality graduates, there is a need to rethink education and to adopt a holistic approach to education reform, placing learning at the core of the education policy debate.

Following Mr Kato’s welcoming remarks, UNESCO Bangkok Director Mr Gwang-Jo Kim gave a short opening speech acknowledging the participating ERI-net members and expressing gratitude to the supporters of the meeting: MEXT, K- FIT, KICE and Tokyo Tech.

Mr Kim stressed the important role ERI-net plays in bringing together researchers and policy practitioners from around the region for collaborative research that can help find solution to problems that go beyond the boundaries of national education systems. Mr Kim also drew attention to the fact that this year’s ERI-net research topics represent ERI-net’s first move beyond the Network’s initial research scope and focus, highlighting that by taking on a sector-wide perspective ERI-net will be better situated to identify and analyse problems and propose solutions in the education sector as a whole.
**Introduction to the research theme**

The first day of the meeting was dedicated to presentations and discussions on the research topic integration of transversal competencies development in education policy and practice. Mr Gwang-Chol Chang, EPR Unit Chief and Senior Programme Specialist at UNESCO Bangkok, introduced the research topic by revisiting the purpose, framework and expected outcomes of the research. Mr Chang highlighted that while there are divergences in the region in regards to the term, scope, definition, and application of transversal competencies, the competencies are certainly gaining recognition and prominence and are increasingly sought out and valued by employers and society at large. In concluding, Mr Chang outlined that the research, which gives a broad picture of how countries in the Asia-Pacific region define and integrate the concept of transversal competencies in their education policies and curriculum frameworks, is to form the stepping stone for further, in-depth research into the topic. As such, the research will add to a growing knowledge base on the topic that can support evidence-based policy making and implementation.

**Case study presentations**

**PRESENTATION I: Integrating non-cognitive skills in education policy and practice: The case of Japan**

*Shinobu Yume Yamaguchi and Junko Onodera Tokyo Institute of Technology*

Japan has launched several education reforms to promote transversal competencies, which are seen as essential in a fast-changing and knowledge-based society. In her presentation, Ms Yamaguchi explained that one of the driving factors of the reform is the Japanese education philosophy called ‘Zest for Living’, a concept that stresses the importance of maintaining a balance between academic ability, virtue ethics and mind/body health, so called “Chi-Toku-Tai”.

Ms Yamaguchi pointed out that in the 2008 New Course of Study, transversal competencies are predominantly promoted through the use of verbal activities – activities that develop the abilities of students to verbally summarise, communicate, analyse, discuss and assess information – which are integrated into all subjects. To illustrate ways in which verbal activities can be integrated into the curriculum, Ms Onodera gave examples from an innovative primary school, stressing that the high level of community involvement in the planning and implementation stages of the new curriculum was seen as key to its success.

In conclusion, the presenters stressed the need for better assessment systems, more support for teacher training, and the need to improve awareness of the importance of transversal competencies among stakeholders, including parents and community members.
PRESENTATION II: Malaysia: A policy study on the integration of non-cognitive skills in education

Sheela Nair Gopala Nair, Ministry of Education, Malaysia

In her presentation, Ms Gopala Nair mapped out the key findings of the policy study, explaining that the current National Education Policy places emphasis on promoting a balanced development of students that includes spiritual, emotional and physical aspects. In the Malaysian context there is no specific definition or reference to transversal competencies, however, the new standard-based reform of the curricula places increased emphasis on skills, competencies and values such as empathy, reasoning, creativity, entrepreneurship, innovation, compassion, justice and integrity. Overall, transversal skills are seen as central to fostering unity and racial harmony in a multicultural and diverse society.

In her presentation, Ms Gopala Nair gave an overview of how transversal competencies are integrated into the curriculum and education system, explaining that this is done in two ways; explicitly through co-curricular activities, which include opportunities for students to practice, for example, leadership and communication skills; and implicitly through the academic curriculum, which integrates the promotion of transversal skills in every subject.

In conclusion, Ms Gopala Nair outlined recommendations for further and improved integration of transversal skills, such as increased government participation, improved teacher education and training, information to parents for increased understanding of the importance of transversal skills, and the need for a systematic, evidence-based approach to their evaluation and assessment.

PRESENTATION III: Integrating non-cognitive/transversal skills in education policy and practice; country case study of Mongolia

Javzan Sukhbaatar, Institute of Finance and Economics (IFE)

In his presentation, Mr Sukhbaatar gave an overview of the many and comprehensive education reforms that have taken place in Mongolia, highlighting that many education-related policy documents today encourage the integration of transversal competencies into policy and practice. Mr Sukhbaatar’s presentation included examples of the most pertinent transversal competencies and how the different skills are integrated into each subject.

In sharing some key points from his research, Mr Sukhbaatar pointed out that around 87% of policy-makers stated that the integration of transversal competencies in education is extremely or very important, whereas only 33% of teachers responded the same. This, Mr Sukhbaatar said may be related to the lack of clearly articulated policies on the integration of transversal competencies. In concluding his presentation, Mr Sukhbaatar spoke of the challenges to further integration of transversal competencies into the curriculum, such as a lack of guidance for teachers and a lack of understanding among parents and other stakeholders, and stressed the need for consensus among policy makers as to the definition of transversal competencies.
PRESENTATION IV: Character Education in Korea

Misook Lee, Korea Institute of Curriculum and Evaluation (KICE)

In her presentation, Ms Lee gave an explanation of the definition and application of transversal competencies, which in the context of the Republic of Korea is referred to as character education, and includes the promotion of tolerance, self-control, respect for others, empathy and citizenship/community participation. Character education has been integrated into every subject in order to combat rising levels of school violence and to ensure a balance in students’ development. In addition to subject based curriculum, schools are encouraged to organise social activities, such as sports clubs and art activities, which are believed to improve students’ interpersonal skills and ability to manage their anger.

In speaking of the ways forward, Ms Lee stressed that although the curriculum has been revised, the current education system remains biased towards learning through lectures, rather than through practice and participation. In concluding her presentation, Ms Lee suggested that in order to carry out more fruitful character education, it is necessary to reduce students’ workload and to promote more active implementation at the school level and greater cooperation with the local community.

PRESENTATION V: New skills for new times: A case study report on the transformation of learning in Hong Kong’s education system

Kerry Kennedy, Hong Kong Institute of Education

In his presentation, Mr Kennedy gave an overview of the undertaken research, which looks into the application of transversal skills in the Hong Kong government’s education reform, initiated in 2000. As explained by Mr Kennedy, transversal competencies are connoted in the term ‘generic attributes’, which is favoured by universities, as it avoids a narrow interpretation of the term as purely skills based.

In his presentation, Mr Kennedy illustrated how Hong Kong has integrated the promotion of transversal competencies in different ways across the whole academic curriculum from K-9. While the Hong Kong government has adopted an assessment tool, introduced in 2012, Mr Kennedy stressed the need for further research to improve assessment. He also pointed out that the successful promotion of transversal competencies depends on teachers’ involvement and understanding of the importance of cultivating generic attributes in students.

In concluding his remarks, Mr Kennedy made a comparison between the concepts included in the UNESCO research framework and the skills, competencies and values mentioned in the Hong Kong education framework, pointing out that perhaps there is a need to revisit and expand on the terms used by UNESCO.
PRESENTATION VI: Non-cognitive skills – country research study – India

Deepika Sharma, Learning Links Foundation

In her presentation, Ms Sharma gave an overview of the current changes taking place in the education system in India, which has started to include and place emphasis on transversal competencies in the curriculum. Ms Sharma explained that the Central Board of Secondary Education has brought in a curricular reform that includes a number of skills and competencies that can be defined as transversal.

Ms Sharma highlighted that the Board has also launched a Continuous and Comprehensive Evaluation (CCE) system, which takes into account transversal competencies and is currently being implemented in its schools. In concluding her remarks, Ms Sharma highlighted the challenges to further implementation of transversal competencies in the curriculum, such as an ambiguity of the scope of non-cognitive education, a continuous bias towards examination-based evaluation, and a need to provide adequate training to teachers in what to assess and how.

PRESENTATION VII: Integration of non-cognitive skills in Philippine educational policy and practice (Phase I)

Fe A Hidalgo, the Foundation for Upgrading the Standard of Education (FUSE)

In her presentation, Ms Hidalgo gave an overview of the changes that have taken place in the Philippine education curriculum, stressing that education policy has placed a strong emphasis on transversal competencies over the past ten years. The current curriculum, K to 12 Basic Education Curriculum (2011-2018), aims to ensure a holistic development of learners that are adequately prepared for employment, entrepreneurship, middle level skills or higher education. In addition to the mainstream curriculum, the government also introduced alternative curriculums and education programmes to counter the marginalisation of certain groups of students, including multilingual education, especially for those who are in kindergarten and primary schools.

As there is no unified definition of transversal competencies, Ms Hidalgo explained that there is a need to develop a coherent framework for integrating all transversal competencies in the basic education system. In conclusion, Ms Hidalgo also spoke of the need to include transversal competencies in teacher education, to develop adequate assessment tools, and to examine how policy on transversal competencies is translated into action and taught in the classroom.
PRESENTATION VIII: Integrating non-cognitive/transversal skills in education policy and practice: Australia

Martin Westwell, Flinders University

Over the past few years there have been a number of substantial changes in Australian education, in particular the introduction of national curriculum frameworks, which means that Australia now has nationwide statements on the intended learning of young people, has been a significant change.

In his presentation Mr Westwell outlined the transversal capabilities (the term used in Australia) that are part of the policy developments behind the new curriculum frameworks and an integral part of the curriculum documents. In addition to an analysis and description of the curriculum documents, Mr Westwell reported the result from his survey of 117 educators, which indicates the importance placed on transversal capabilities among educators. Among other things, the survey revealed that problem solving is seen as the most important skill for students to develop, whereas intercultural understanding did not rate as high. The survey also showed a need for increased support to educators in the form of teacher learning material, information sharing mechanisms among teachers, and the need to ensure better data collection to inform practice and assessment.

PRESENTATION IX: Raffles Institution, Singapore

Swee Noi Tang, Raffles Institution

In her presentation, Ms Tang provided participants with what she termed a ‘micro-perspective’ of transversal competencies by showing how Raffles Institution in Singapore has integrated and applied transversal competencies in practice.

Ms Tang pointed out that Singapore has moved from an exam-oriented education system to the development of a holistic learning approach that includes transversal competencies. She explained that Raffles Institution’s curriculum is based on five domains of learning: cognitive, character and leadership, art, sports, community and citizenship, and gave examples of curriculum components of each domain. Overall, Raffles Institution places emphasis on skills that cannot be taught but are internalise through the learning process. As such, teachers are to function as guides that help students reflect and internalise skills. In concluding her presentation, Ms Tang highlighted that the assessment of transversal competencies remains a challenge and is an area in need of further improvement.
UNESCO Updates

UNESCO Bangkok gave the following updates during the first meeting day.

‘Skills for a better life’

During the meeting, Naoko Enomoto, Programme Officer at UNESCO Bangkok, informed participants of an E-contest titled ‘Skills for a Better Life’, which is organised by UNESCO Bangkok in partnership with Tokyo Tech. The E-contest invites youth across Asia and the Pacific to share ideas and practices they have taken on to develop ‘skills for a better life’ in and outside of school. As explained by Ms Enomoto, the E-contest feeds into and complements the research on transversal competencies by providing valuable student and teacher perspectives. The information gained in the competition entries will be incorporated into the synthesis of the research findings.

UNESCO Open Platform on Transversal Competencies

At the meeting, participants were given an update on the developments of the UNESCO Open Platform on Transversal Competencies, which will be housed on the National Education Systems and Policies in Asia-Pacific (NESPAP) Open Platform. The Platform on Transversal Competencies is a participatory education platform that will facilitate policy dialogue, collaboration and the sharing of research and information with a particular focus on transversal competencies. In their presentation, Mr Gwang-Chol Chang and Ms Naoko Enomoto of UNESCO Bangkok welcomed feedback from all ERI-net members on the ways in which they would like to be involved in the Platform and the types of discussions they would benefit from. Participants were thus asked to fill out a feedback survey, the information from which will be used in developing the Platform further.

Plenary discussion

Synthesis of research findings

As an introduction to the plenary discussion, Mr Kai-Ming Cheng of the University of Hong Kong gave a presentation capturing the trends and developments in the region as identified in the nine country case studies. In his presentation, Mr Cheng highlighted the importance of the ERI-net annual meeting 2013 as one of the first initiatives in the international arena for countries to share experiences and practices on transversal competencies. The case studies are indicative of the great diversity and plurality in the region and form an essential knowledgebase for future conceptualisation and clarification of transversal competencies, Mr Cheng argued.

Based on the case studies, Mr Cheng pointed out that most countries/territories have experienced major education reforms recently in which the integration of transversal competencies is seen as critical and important. To analyse the rationale behind this, Mr Cheng identified three discourses on

6 To find out more about the competition, visit http://www.unescobkk.org/education/epr/epr-partnerships/e-contests/skills-for-a-better-life/
transversal competencies – economic, social and 'humanity’ – that provide different contexts in which transversal competences can be referred to at the individual, national and global level. Mr Cheng invited the audience to think about what education can do and is doing for us in each context and level.

As an example, Mr Cheng cited the relationship between the education sector and the labour market, pointing out that there seems to be a mismatch between what students learn and the competencies used in and required by the world of work. Mr Cheng illustrated this by referring to research that shows that competencies Massachusetts Institute of Technology alumni acquired in school were not frequently used in their workplace. Mr Cheng argued that this mismatch is caused by changes in society and the workplace, which in turn place different and new expectations on students. This is particularly true for the post-industrial era where competencies are more on-demand, diverse, and integrated.

In looking to address how education policy can respond to this situation, Mr Cheng outlined a number of areas that require further analysis and re-consideration, such as the definition of learning and learning outcomes, and methods of assessment.

Discussion

Following the synthesis presentation by Mr Cheng, Ms Yamaguchi of Tokyo Institute of Technology, the chair of the plenary discussion, invited the participants to share comments and questions. Participants were in agreement that since the research project is in its very first stages, there is a need to share more knowledge and experiences in order to arrive at a common terminology, conceptualisation, and classification of competencies. In the meantime, participants agreed to add the terms transversal competencies and transversal capabilities to the current pool of terms.

As a number of presentations mentioned issues related to assessment, participants exchanged their views and experiences on this topic. Participants questioned the dominant belief and premise that ‘everything learnt can be measured’ and that ‘everything learnt should be assessed’. However, at the same time some participants pointed out that teachers need to have concrete criteria for assessing learning outcomes of transversal competencies and that objective assessment data is critical for obtaining greater understanding and support from policy maker.

As a conclusion of the session, Ms Yamaguchi posed four questions to participants, which she invited all to contemplate:

- What do you think is the major reason that transversal competencies have entered recent educational policy?
- How would you classify transversal competencies into categories?
- Who do you think are the potential research partners for transversal competencies? (i.e. institutions, organisations, researchers, etc.)
- What kind of research do you think is most valuable for transversal competencies development? (i.e. micro/macro level, practice/policy, implementation/development, etc.)
The questions have been posted on the UNESCO Platform on Transversal Competencies and participants are invited to share their answers on the Platform.

**ERI-Net Meeting Proceedings – DAY 2**

**Introduction to the research theme**

The second day of the meeting was dedicated to presentations and discussions on the research topic the transition from secondary education to higher education. Mr Libing Wang, APEID Coordinator and Senior Programme Specialist in Higher Education marked the start of the day by wishing everyone welcome and giving a brief introduction to the research theme. In reciting the background to the research, Mr Wang stressed the importance of further research into the transition from secondary education to higher education in the post-2015 education development agenda, as education systems in the region are expanding rapidly and undergoing significant changes. Mr Wang drew attention to the fact that while university admission policies are integral to quality assurance – a prominent issue in the region – the connection between the two areas is not often discussed and problematised. A holistic approach to education, Mr Wang argued, requires better communication between the sectors of secondary and higher education. In conclusion, Mr Wang expressed thanks to the researchers, whose documentation of national experiences and expertise will come to benefit Member States and the region at large.

**Case Study Presentations**

**PRESENTATION I: Australian university admissions policies and their impact on schools**

*John Polesel, Melbourne Graduate School of Education*

Selection to university in Australia is predominantly based on rankings from senior secondary certificate results (ATAR) and demonstrated achievement of relevant requisites. Mr Polesel explained that while there are a number of alternative access paths and policies in place to facilitate access for disadvantaged applicants and groups, the admission system tends to favour metropolitan school completers of high socio-economic status, whereas students of low socio-economic status and indigenous students are much less likely to enter university.

In his presentation, Mr Polesel explained that the admission system has a large impact on curriculum, pedagogy and assessment, as subjects taught in high school have to conform to assessment requirements designed for university entry. Other consequences highlighted by Mr Polesel include marginalisation of vocational curriculum and applied learning pedagogies. While the system facilitates a good transition to university and VET for the majority secondary school completers, Mr Polesel pointed out that it is much more problematic for the remaining one-fifth of students who enter low-skilled and insecure work or unemployment.
PRESENTATION II: Towards diversification and flexibility: Transition from secondary education to higher education in China

Yue Kan, Zhejiang University

In his presentation, Mr Kan explained that selection to university in China is based on students’ results from the high-stake Gaokao; the National College Entrance Examination (NCEE), which is held annually. This mechanism has great influence on the development of secondary education and is also viewed to have a negative effect on students’ health and wellbeing. Mr Kan described the final year of upper secondary education as particularly stressful for students who study on average 14 hours a day. However, while the NCEE is widely criticised, it is also seen as the only transparent and reliable way for students to compete on an equal basis suitable for China.

The National Education Plan (2010-2020) proposes a new examination and enrolment system that can support quality-oriented education, the development of innovative, well-rounded students and safeguard social justice. Policy recommendations for future reform include a reform of secondary education, to enhance the link between higher education institutions and primary and secondary schools, and to increase the autonomy of HEIs in enrolment. However, as Mr Kan pointed out, improving the system and reducing the tremendous burden on students is a shared responsibility; governments, schools, families and communities must jointly address the root cause and symptoms of the problems.

PRESENTATION III: University and college admission policies and practices in Hong Kong: Opportunities and challenges in moving from secondary to tertiary education

Anatoly Oleksiyenko, University of Hong Kong

In 2012, Hong Kong underwent an education reform that saw the abolishment of the British system of secondary education. In the new system, students take the Hong Kong Diploma of Secondary Education (HKDSE) examination, the subject scores of which is used to allocate undergraduate places. Mr Oleksiyenko explained that in addition to test scores, higher education institutions also see to students’ creativity, leadership and communication skills, and that the admission criteria vary across public and private universities and colleges.

In his presentation, Mr Oleksiyenko pointed out that due to the strong competition, extracurricular tutorials are common and a costly burden for families, and that due to ‘uneven opportunities’ top university applicants tend to come from advantaged schools with better resources. In addition, Mr Oleksiyenko highlighted a number of problems associated with the current admission policies and mechanisms, such as a mismatch between institutional capacities, missions and resources, and students’ capacities and expectations (which calls for better advice centres and counselling services) and between admission numbers and employability.
PRESENTATION IV: Transition from secondary education to higher education in India

Jandhyala B G Tilak, National University of Educational Planning and Administration

Admission to HEIs in India is based on a complex system of multiple criteria, including government, state government, and university policies. There are also policies in place that aim to improve and ensure equitable access. Selection mechanisms include the Higher Secondary Board examination, the results of which rank students for entry to higher education institutions. As Mr Tilak explained, in total there are 32 boards of examinations conducted by the various state governments. There are no uniform standards for these and as a result students with the same scores can possess widely differing abilities. However, in the area of professional/technical and medical education, a few national level common entrance examinations are conducted.

Mr Tilak explained that students experience a heavy workload in preparing for tests and a large ‘coaching industry’ has emerged in India. Students of lower socio-economic status cannot afford to pay for extra classes, and as a result, face greater barriers to popular institutions. In conclusion, Mr Tilak stressed the need for a single common entrance test, and greater transparency and reliability of the admission system.

PRESENTATION V: Transition from secondary education to higher education in Japan

Takuya Akiyama, Ministry of Education, Culture, Sports, Science and Technology (MEXT) and Akiyoshi Yonezawa, Nagoya University

Secondary education graduates in academic and vocational tracks are automatically eligible to apply for tertiary education in Japan. While MEXT stipulates overarching policies and guidelines for the admission of students, admission mechanisms vary and are subject to the autonomous decisions made by each university and college.

The presenters explained that because Japan has a very high enrolment rate in higher education, admission to university can be seen as based on the mutual choice between students and universities, rather than on selection of candidates by the universities. A problem associated with this is a shortage of academic readiness for university and learning engagement among students. To counter this, the government has made a number of policy changes that were outlined by the presenters, such as revisiting the secondary education curriculum to enhance ‘zest for living’ and encourage the development of critical thinking, problem solving and communications skills, etc. In conclusion, the presenters highlighted that universities are also expected to play a more active role in enhancing the learning ability of its students and to support the capacity of students to manage their education and learning activities.
PRESENTATION VI: The Republic of Korea: The college admission reform in 2007

Eun young Kim, Korean Educational Development Institute

In her presentation, Ms Kim gave a thorough overview of the history and development of the Korean admission system, which was reformed in 2007 with the aims of ensuing greater institutional autonomy, to increase diversity in high school tracks and student profiles, to encourage extra-curricular activities, and to reduce spending on private education. Ms Kim explained that admission is based on the scores from the College Scholastic Ability Test (CSAT - a national exam) as well as on school records, student essays and references, etc. The weight assigned to each measure varies according to each institution/programme. The reform also saw the introduction of Admission Officers, whose role is to evaluate applicants based on extra-curricular activities, recommendations and test scores, to ensure creative and talented students who meet the demands of the 21st century are selected.

As outlined by Ms Kim, the new system is criticised by stakeholders for a number of shortcomings, such as continued government intervention and a heavy reliance on private tutoring, and for being too complicated and increasing the workload of high school teachers. Hence, in August 2013 the Government announced a new plan for the simplification of the system, which includes the development of a joint network for collaboration among high schools, parents, colleges and the government.

PRESENTATION VII: The case of Malaysia

Aida Suraya Md. Yunus, Universiti Putra Malaysia, Ibrahim Che Omar, Universiti Malaysia Kelantan, and Chang Da Wan, IPPTN, Universiti Sains Malaysia

In Malaysia, there are several pathways and programmes through which high school students can become qualified to gain access to higher education institutions. Admission is based on performance in national examinations, but institutions also specify additional entry requirements and use a variety of selection mechanisms, such as interviews and personality tests, depending on the requirements of the discipline/programme. As highlighted by the presenters, since 2007 student merit points are generated based on apportionment of 90% academic competence and 10% co-curricular engagement measured in terms of extra-curricular activities, face-to-face interviews and aptitude tests.

In their presentation, the presenters highlighted that internal and external tuition is common and that students spend significant amounts of time and money on this in preparation for important tests. They also outlined the ways in which the government tries to ensure social equity and increase opportunities for students with limited resources and drew attention to the fact that while the ethnic-based quota was abolished in 2002, the higher education sector appears to remain segregated along ethnic lines with Bumiputera students preferring public institutions, and Chinese and Indian students preferring private institutions.
PRESENTATION VIII: The transition from secondary education to higher education: Philippines

Ester B. Ogena, Philippine Normal University

In her presentation, Ms Ogena explained that there is no unified admission system in the Philippines, rather, HEIs set their own standards of admission, and administer their own admission examinations. Some universities create their own admission tests, others use the services of the Centre for Educational Measurement. Admission requirements are highly cognitive-related, however, a number of non-cognitive aspects are considered as well, such as recommendation letters and certificates of good moral character.

Ms Ogena explained that there is a rapidly growing demand for higher education in the Philippines and as a consequence, competition among students for university places is tough. Secondary schools attempt to prepare students for admission test by providing review sessions. Shadow education in the form of private tutoring and test prep services is common as well.

In conclusion, Ms Ogena spoke of the fact that as the Philippines is moving towards the full implementation of the K-12 programme, and a new national college preparedness examination is currently being developed by CHED, there is a growing consensus that admission policies will have to be modified to ensure that students are able to cope with the higher demands of the emerging college curricular programmes.

PRESENTATION IX: The transition from secondary education to higher education in Thailand

Jawalaksana Rachapaetayakorn, Dhurakij Pundit University

In her presentation Ms Rachapaetayakorn gave an overview of the education system in Thailand, highlighting significant policy objectives, reforms, and initiatives that have taken place in order to increase access to and equity in education. She also spoke of the current challenges faced by the sector, such as a shortage of teachers in major fields and a heavy pressure on secondary education to be able to adequately prepare students for university.

In giving an overview of the history of the higher education admission system and the development of the Central University Admission System (CUAS) (in place since 2005), Ms Rachapaetayakorn explained that admission to university is based on students’ scores of the O-NET or the A-NET (administered by the National Institute of Educational Testing Service) as well as their GPA of upper secondary school (grades 10-12) and the GPA of three to five of eight subject groups in the core curriculum. In concluding, Ms Rachapaetayakorn outlined criticism of the current system, and stressed the importance of continued research, analysis, and evaluation in order to ensure that the education sector is attuned to social and economic changes.
Plenary Discussion

Synthesis of Research Findings

As an introduction to the plenary discussion, Mr Libing Wang gave a presentation synthesizing the research findings from the case studies. Mr Wang expressed his gratitude to the researchers for sharing valuable country experiences and insights, and stressed the importance of cooperation and information sharing across borders, seen as integral to identifying best practices and moving the region forward.

In his presentation, Mr Wang painted an overarching picture of the key regional issues and challenges governments in the region face in regards to the transition from secondary education to higher education. He also gave examples of the diverging concerns and priority areas of governments, and contrasted this with the number of trends and challenges countries/territories in the region have in common. Among other things, Mr Wang drew attention to the significance of the research topic, pointing out that, as evident in the case studies, admission policies play an important role in social and economic development overall and are closely linked to a number of pertinent issues, such as social inclusion, national solidarity, equity, and the quality and transparency of the education sector.

In conclusion, Mr Wang stressed that while there is no ‘one-size-fits-all solution’ to ensuring a smooth and fair transition from secondary education to higher education, a regional conceptualization of the main policy issues is important, as this can serve as a dynamic analytical framework for Member States to refer to when they develop or improve their own systems.

Discussion

Following Mr Wang’s synthesis presentation, Mr Ju Hur of the Korean Education Development Institute, the chair of the plenary discussion, opened the floor to questions and comments from participants. Much of the subsequent discussion revolved around education system structures and the connection between different education levels. Participants agreed that better communication between the different sectors is urgently needed to ensure a smoother transition for students between the different levels. Currently, there is a tendency for primary, secondary and tertiary education sectors to be informed and driven by diverging ‘philosophies’, objectives and purposes, and as a result the sectors fail to see the need to ‘talk to each other’. The concept of lifelong learning, which illustrates the continuous nature of learning, was mentioned as an important analytical standpoint that can assist in strengthening the connection between the sectors.

Lastly, participants discussed what can be described as a ‘mismatch’ between the education qualifications that universities provide and what the labour market requires and values, leading to high unemployment rates among university graduates. Participants therefore discussed the need to expand and strengthen professional education that is in tune with the demands of the labour market. Participants agreed that this is another issue that requires increased communication and
cooperation between all stakeholders – universities, government, researchers, business and industry.

**Establishment of the ERI-Net Steering Group and wrap up of the day**

The final agenda item for day two of the ERI-net meeting was the establishment of the ERI-net Steering Group. Prior to the meeting, ERI-net members had been invited by UNESCO Bangkok to express their interest in becoming members of the Steering Group. Based on the applications received, UNESCO Bangkok shortlisted a number of candidates with the aim of ensuring regional balance in representation. Mr Gwang-Chol Chang introduced the shortlisted members, who were endorsed by the participating ERI-net members. Steering Group members agreed to hold the inaugural ERI-net Steering Group meeting the following morning, after which the second day of the meeting was closed.

In line with its draft terms of references, the Steering Group is to be made up of recognized experts in the area of education policy research, representing leading research institutes of the region, elected by the ERI-Net members for a term of up to two years.

**ERI-Net Meeting Proceedings – DAY 3**

**ERI-net Steering Group meeting summary**

The inaugural ERI-net Steering Group meeting centred on discussing the most fundamental aspects of the Steering Group and the Network at large with the aim of strengthening ERI-net activities. It was decided that the Steering Group will be responsible for making key decisions for the ERI-Net, including: selecting research topics and approving publications and membership applications. In addition, the following topics were discussed:

- Different forms of ERI-net membership and the potential need to formalise the membership process;
- The roles and responsibilities of the Steering Group;
- The development of a communications strategy for increased visibility of research and undertakings;
- Fundraising;
- Date of the next ERI-net meeting; and
- The 2014 research topics.

The Steering Group continues to discuss above listed topics and the Secretariat will communicate decisions reached in due time.

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7 The complete draft meeting notes can be found in the appendix.
Plenary discussions on the topics for ERI-Net 2014 research studies

The third day of the ERI-net annual meeting 2013 was dedicated to plenary discussions on the next steps and ways forward. To enable discussion on the next phase of the transversal competencies research, as well as a session dedicated to discussing suggestions on a new research topic, two plenary discussion sessions were held in parallel. Mr Gwang-Chol Chang encouraged participants to choose the discussion topic that was most suited to their institution’s current interest and expertise. He also explained that participants were welcome to spend time in both meeting rooms and to join in both discussions.

**Plenary session A:** Finalisation of case studies on integrating transversal competencies in education policy and practice (Phase I); and identification of research focus area for 2014 (Phase II)

To start the session, Mr Gwang-Chol Chang gave an overview of the remaining tasks of Phase I of the research, explaining that researchers are required to finalise their case studies by 16 December 2013 at the latest, after which the case studies will be consolidated and synthesised by Mr Cheng by the end of the year.

Subsequent to this, participants discussed a proposal for Phase II, which had been put forward by Mr Cheng. After exchanging ideas on the focus of Phase II, participants agreed that the next phase should involve more countries to better reflect the diversity of the region and to further enrich the current knowledge base on transversal competencies. Participants also discussed the long-term direction of the study, such as the need to have a broad conceptual framework that encompasses the diverse approaches to transversal competencies in the various countries/territories but also identifies a number of core concepts applicable to all countries/territories in the region.

In relation to the short term direction of Phase II of the research, participants expressed the need to identify ‘what is happening in the classroom’, since many case studies revealed a gap between education policies that promote integration of transversal competencies and what is actually taking place in the classrooms. Exploring this research area was seen as important in building a solid knowledge base on this relatively ‘young’ topic that can inform international debate.

After the discussion, participants came to the following agreements:

- The ERI-net secretariat will extend invitations to participate in the research study to more countries/areas;
- Phase II of the research will be dedicated to exploring teaching practices related to transversal competencies at the school level; and
- The ERI-Net secretariat will draft the research framework for Phase II and subsequently share it with ERI-net members for approval.
**Plenary session B:** Finalisation of case studies on the transition from secondary education to higher education; and identification of a new research topic for 2014.

In the plenary discussion participants suggested and reviewed a number of research topics for 2014 in the areas of higher education financing, student mobility, quality assurance, and open and distance learning. Within these broad groups, participants suggested a number of pertinent issues that are equally important and demanding of attention, such as ensuring quality in cross border education provision to ‘protect’ international students, improving the research capacity of the region, and promoting university cooperation for increased regional integration.

Participants also discussed the overall purpose of the case study research and stressed the need to ensure the chosen research topic is applicable to all Member States, and that it leads to tangible outcomes, such as policy recommendations.

Following an open and engaging discussion, participants agreed to make academic promotion the next topic of investigation. Through country case studies, the research is expected to document prevailing promotion and career system (i.e. centralised or university specific, etc.) and assess its impact on the academic profession, the education sector, and society at large. The topic was chosen due to the difficulty in obtaining information on promotion systems in the region, and its implications for quality assurance and transparency. The purpose of the research is therefore to share information across borders and to disseminate best practices in order for countries to be able to develop and maintain transparent, consistent and coherent systems of academic promotion.

India, Malaysia and China expressed interest in hosting the next ERI-net meeting to finalise the research framework, after which UNESCO pledged to follow up with participants with a more specific timeline.

In discussing the finalisation of the research on the transition from secondary education to higher education, Mr Libing Wang asked researchers to submit their finalised case study reports by 31 December 2013 and expressed UNESCO’s intention to publish the case studies in the form of an e-publication.

**Meeting Conclusion**

*Transition to a Better and Higher Learning* - the ERI-net annual meeting 2013 – provided rich insight into the current status, priority areas and challenges of 11 countries/territories in the Asia-Pacific with specific regards to the transition from secondary education to higher education, and the integration of transversal skills development in education policy and practice.

In his closing remarks, the UNESCO Deputy Director Etienne Clement drew attention to the significance of this year’s ERI-net meeting, which not only included the establishment and endorsement of the ERI-net Steering Group members, but also represents the first move of ERI-net to expand its research scope and perspective to include the education sector as a whole. Together
these developments will serve to strengthen ERI-net qualitatively as well as quantitatively and represent an important step forward for ERI-net.

In conclusion, Mr Clement expressed his gratitude on behalf of UNESCO Bangkok to all participants for attending the meeting and to the supporters for their generous contributions, highlighting that it is through the active involvement of the international research community that we are able to not only gain new knowledge and insights, but also create stronger bonds between countries in the region, contributing to regional collaboration, mutual understanding and a harmonious global society.

**Tentative timelines**

**Deadline for submitting final reports**
Transition from secondary education to higher education: **31 December 2013**
Integration of transversal competencies development in education policy and practice: **16 December 2013**

**Dissemination of research**
UNESCO Bangkok is examining suitable options and timelines for distribution of the research.

**Next ERI-net meeting**
Tentatively set to take place in October or November 2014
Appendix

Concept Note

2013 ERI-Net Annual Meeting: Transition to a better and higher learning

17-19 October 2013
Bangkok Marriott Hotel Sukhumvit Bangkok, Thailand

Concept Note

The Education Research Institutes Network in the Asia-Pacific (ERI-Net), established in 2009 by UNESCO Bangkok, Asia and Pacific Regional Bureau for Education, aims to encourage and facilitate regional collaboration among education research institutions in conducting research work on education issues that are particularly pertinent to the Asia-Pacific region. Currently, 23 institutions from 16 countries and economies participate in this network.

Since 2009, the network has facilitated knowledge generation and dissemination primarily in the fields of technical and vocational education and training (TVET) and higher education. In line with ERI-Net’s inaugural statement to gradually expand its scope of research beyond TVET and higher education, a decision was made in the 2012 ERI-Net annual meeting to promote collaborative research for the entire education system.

The two research topics agreed for 2013 are: (1) integration of transversal/non-cognitive skills development in education policy and practice and (2) the transition from secondary education to higher education. Several institutions have been providing technical and financial support to help facilitate the research on these two topics based on their respective interests. The Republic of Korea Funds-in-Trust (K-FIT) has been supporting the research on the transition from secondary education to higher education in particular, while the research on transversal skills development is being undertaken in partnership with the Tokyo Institute of Technology with support from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan and the Korea Institute of Curriculum and Evaluation (KICE).

As agreed upon at the expert meeting on 7-8 March in 2013, when the research frameworks for the two topics were finalised, UNESCO Bangkok is organising the 2013 ERI-Net annual meeting on 17-19 October 2013. The meeting aims to share preliminary findings of the case studies conducted by participating countries with a view to finalise the case study reports by the end of this year. The background notes of the researches are briefly presented as follows.

Theme 1: Integration of transversal/21st century/non-cognitive skills in education policies and practices

While academic performance of students has been improving over the past decade in many countries of the region, there has been a growing concern over the trends of education systems focusing on the accumulation of academic “cognitive” skills at the expense of other dimensions of learning. Indeed, the critical importance of what is often referred to as “non-cognitive skills”⁹, “21st

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⁸ The last day (19 October) will be devoted to the ERI-Net Steering Group meeting on the work plan for 2014.
⁹ The term “non-cognitive skills” is used in the absence of a shared agreement on a more suitable term to describe these “skills” (broadly defined here to encompass skills, competencies, values and attitudes). While
century skills” or “transversal skills” has been frequently highlighted on many occasions, such as the regional high-level expert meetings on education and learning beyond 2015 (May and November 2012 in Bangkok, Thailand). These meetings called on Member States to pay more attention to the cultivation of transversal skills so that future generations can live responsible, decent and meaningful lives in a rapidly changing world.

Asia and the Pacific region have many valuable experiences in integrating transversal/non-cognitive skills and competencies into education reform initiatives which should be documented and consolidated for wider dissemination to benefit more countries within and beyond the region. In this context, ERI-Net members have addressed this need through country case studies on non-cognitive/traversal skills following a common research framework. The focus of Phase I of this research exercise is to examine how different countries in the region define and apply transversal/non-cognitive skills in their education policies and practices, as well as identify emerging trends and challenges. Further research on this topic is being considered, in partnership with the Tokyo Institute of Technology, to consolidate the national inputs from the case studies and scale them up for regional adoption and application.

**Theme 2: The transition from secondary education to higher education**

In past decades, higher education in the Asia and Pacific region has undergone a number of significant changes. In particular, a sharp increase in the demand for higher education has triggered a rapid “massification” process in many countries. As a result, higher education systems are moving from being based on small-scale and elite models of learning, to large, popularised education models. At the same time, the region has also seen an increasing involvement of non-state and non-traditional providers in higher education, which have widened the field of higher education to include multiple and diverse forms of learning, including TVET and professional training.

These emerging trends demand a rethinking of the ways students are selected to enter higher education institutions (HEIs) and their impact on the provision of secondary education. To date, great efforts have been made by many Asia-Pacific countries to reconsider and reorganise their college and university admission systems in order to better respond to the increase in demand for higher education and diversity of HEIs. In this context, ERI-Net members have been conducting research on current higher education admission policies (criteria and procedures) and their impact on the provision of secondary education through country case studies.

**Objectives of the meeting**

1. Share the main findings of the case studies on the two ERI-NET 2013 research topics;
2. Explore ways to refine the case reports for e-publications;
3. Establish the ERI-Net Steering Group and define its roles, responsibilities and modality of activities; and
4. Discuss and finalise topics for ERI-Net 2014 research study.

“cognitive” skills refer to academic learning measured by conventional assessment methods, “non-cognitive” skills refer to other skills and competencies often not measured but required for the holistic development of learners. UNESCO Bangkok proposes to include the term “transversal” to show the cross-cutting nature of these skills, competencies, and values.
Expected outcomes

1. Case study reports presented and commented for further revision;
2. Follow-up activities to finalise the case study reports;
3. ERI-Net Steering Group established with clear terms of reference; and
4. Topics for ERI-Net 2014 research study finalised.

Provisional Programme

Day 1
- Opening and welcoming remarks
- Session I: Presentations of case studies on integration of transversal/21st century/non-cognitive skills in education policies and practices (Q&A after each presentation)
- Plenary discussion on policy recommendations
- Wrap-up of Day 1

Day 2
- Session II: Presentations of case studies on the transition from secondary education to higher education (Q&A after each presentation)
- Plenary discussion on policy recommendations
- Establishment of the ERI-net Steering Group
- Wrap-up of Day 2

Day 3
- First meeting of the ERI-Net Steering Group
- Plenary discussion on the topics for ERI-Net 2014 research studies
- Closing remarks
<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30 – 9:00</td>
<td>Registration</td>
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<tr>
<td>9:00 – 9:30</td>
<td><strong>Opening</strong>&lt;br&gt;<strong>Welcome remarks:</strong> Shigeharu Kato, Secretary General, Japanese National Commission for UNESCO&lt;br&gt;<strong>Opening speech:</strong> Gwang-Jo Kim, Director, UNESCO Bangkok&lt;br&gt;<strong>Introduction to the annual meeting</strong></td>
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<tr>
<td>9:30 – 10:00</td>
<td>Photo session and coffee break</td>
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<tr>
<td>10:00 – 10:15</td>
<td><strong>Introduction to the research theme</strong>&lt;br&gt;Gwang-Chol Chang, EPR Unit Chief and Senior Programme Specialist, UNESCO Bangkok</td>
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<tr>
<td>10:15 – 11:50</td>
<td><strong>Case study presentations I</strong>&lt;br&gt;<strong>Facilitator:</strong> Fe A Hidalgo, The Foundation for Upgrading the Standard of Education (FUSE)&lt;br&gt;<em>Japan:</em> Shinobu Yume Yamaguchi, Tokyo Institute of Technology&lt;br&gt;<em>Malaysia:</em> Sheela Nair Gopala Nair, Ministry of Education, Malaysia&lt;br&gt;<em>Mongolia:</em> Javzan Sukhbaatar, Institute of Finance and Economics (IFE)&lt;br&gt;<em>Republic of Korea:</em> Misook Lee, Korea Institute of Curriculum and Evaluation (KICE)</td>
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<tr>
<td>11:50 – 12:00</td>
<td><strong>Presentation</strong>&lt;br&gt;<strong>Update on the E-contest on 21st Century Skills, “Skills for a better life”</strong>&lt;br&gt;Enomoto Naoko, Tokyo Institute of Technology / UNESCO Bangkok</td>
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<td>12:00 – 13:00</td>
<td>Lunch</td>
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<td>13:00 – 14:30</td>
<td><strong>Case study presentations II</strong>&lt;br&gt;<strong>Facilitator:</strong> Martin Westwell, Flinders University&lt;br&gt;<em>Hong Kong SAR:</em> Kerry Kennedy, Hong Kong Institute of Education&lt;br&gt;<em>India:</em> Deepika Sharma, Learning Links Foundation&lt;br&gt;<em>Philippines:</em> Fe A Hidalgo, The Foundation for Upgrading the Standard of Education (FUSE)</td>
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<tr>
<td>14:30 – 14:45</td>
<td>Coffee break</td>
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<tr>
<td>14:45 – 15:45</td>
<td><strong>Case study presentations III</strong>&lt;br&gt;<strong>Facilitator:</strong> Asmah Ahmed, Ministry of Education, Malaysia&lt;br&gt;<em>Australia:</em> Martin Westwell, Flinders University&lt;br&gt;<em>Singapore:</em> Swee Noi Tang, Raffles Institution</td>
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<tr>
<td>15:45 – 17:15</td>
<td><strong>Plenary discussion</strong>&lt;br&gt;<strong>Facilitator:</strong> Shinobu Yume Yamaguchi, Tokyo Institute of Technology&lt;br&gt;<strong>Synthesizing research findings from case studies</strong>&lt;br&gt;Kai-Ming Cheng, University of Hong Kong</td>
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<td>17:15 – 17:30</td>
<td><strong>Presentation</strong>&lt;br&gt;UNESCO Open Platform on 21st Century Skills&lt;br&gt;Gwang-Chol Chang, EPR Unit Chief and Senior Programme Specialist, UNESCO Bangkok&lt;br&gt;Enomoto Naoko, Tokyo Institute of Technology / UNESCO Bangkok</td>
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<tr>
<td>18:00 –</td>
<td><strong>Welcome reception dinner</strong>&lt;br&gt;<strong>Hosted by UNESCO Bangkok</strong></td>
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### [DAY 2] 18th October 2013

#### Topic II: The Transition from Secondary to Higher Education

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<tr>
<th>Time</th>
<th>Activity</th>
<th>Facilitator</th>
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<tbody>
<tr>
<td>9:00 – 9:15</td>
<td>Welcome and introduction to the research theme</td>
<td>Libing Wang, APEID Coordinator and Senior Programme Specialist in Higher Education</td>
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<tr>
<td>9:15 – 10:30</td>
<td>Case study presentations I</td>
<td>Sauwakon Ratanawijitrasin, Director SAMEO RIHED</td>
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<tr>
<td></td>
<td>Facilitator</td>
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<td></td>
<td><strong>Australia</strong>: John Polesel, Melbourne Graduate School of Education</td>
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<td></td>
<td><strong>China</strong>: Yue Kan, Zhejiang University</td>
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<td></td>
<td><strong>Hong Kong SAR</strong>: Anatoly Oleksiienko, The University of Hong Kong</td>
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<tr>
<td>10:30 – 11:00</td>
<td>Coffee break</td>
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<tr>
<td>11:00 – 12:30</td>
<td>Case study presentations II</td>
<td>Ibrahim Che Omar, University Malaysia Kelantan</td>
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<td></td>
<td>Facilitator</td>
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<td></td>
<td><strong>India</strong>: Jandhyala B G Tilak, National University of Educational Planning and Administration</td>
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<td><strong>Japan</strong>: Takuya Akiyama, Ministry of Education, Culture, Sports, Science and Technology (MEXT) and Akiyoshi Yonezawa, Nagoya University</td>
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<td><strong>Republic of Korea</strong>: Meeraen Kim and Eun young Kim, Korean Educational Development Institute</td>
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<td>12:30 – 13:45</td>
<td>Lunch</td>
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<tr>
<td>13:45 – 15:15</td>
<td>Case study presentations III</td>
<td>John Polesel, Melbourne Graduate School of Education</td>
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<td>Facilitator</td>
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<td><strong>Malaysia</strong>: Aida Suraya Md. Yunus, Universiti Putra Malaysia, Ibrahim Che Omar, Universiti Malaysia Kelantan, and Chang Da Wan, IPPTN, Universiti Sains Malaysia</td>
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<td></td>
<td><strong>Philippines</strong>: Ester B. Ogena, Philippine Normal University</td>
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<td></td>
<td><strong>Thailand</strong>: Jawalaksana Rachapaetayakorn, Dhurakij Pundit University</td>
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<tr>
<td>15:15 – 15:45</td>
<td>Coffee break</td>
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<tr>
<td>15:45 -16:30</td>
<td>Plenary discussion</td>
<td>Ju Hur, Korean Educational Development Institute</td>
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<td></td>
<td>Facilitator</td>
<td></td>
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<tr>
<td></td>
<td><strong>Synthesizing research findings from case studies</strong></td>
<td>Libing Wang, UNESCO Bangkok</td>
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<tr>
<td>16:30 – 17:00</td>
<td>Establishment of the ERI-Net Steering Group and wrap up of the day</td>
<td>Gwang-Chol Chang, UNESCO Bangkok</td>
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### [DAY 3] 19th October 2013

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Facilitators</th>
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<tbody>
<tr>
<td>10:30 – 12:00</td>
<td>Plenary discussion on the topics for ERI-Net 2014 research studies</td>
<td>Gwang-Chol Chang and Libing Wang, UNESCO Bangkok</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Wrap up and closing of the Annual Meeting</td>
<td>Etienne Clement, Deputy Director, UNESCO Bangkok</td>
</tr>
<tr>
<td>12:30 –</td>
<td>Lunch</td>
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### Participant List

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asia-Pacific Centre of Education for International Understanding (APCEIU)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chung, Utak</td>
<td>Director</td>
<td><a href="mailto:utchung@unescoapceiu.org">utchung@unescoapceiu.org</a></td>
</tr>
<tr>
<td>Kim, Ji-Eun</td>
<td>Assistant Programme Specialist</td>
<td><a href="mailto:jieunkim@unescoapceiu.org">jieunkim@unescoapceiu.org</a></td>
</tr>
<tr>
<td><strong>Dhurakij Pundit University</strong></td>
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<td></td>
</tr>
<tr>
<td>Sinlarat, Paitoon</td>
<td>Vice President in Research</td>
<td><a href="mailto:paitoon@dpu.ac.th">paitoon@dpu.ac.th</a></td>
</tr>
<tr>
<td>Rachapaetayakorn, Jawalaksana</td>
<td>Senior Researcher and Lecturer, Research Institute for Higher Education Planning and Policy</td>
<td><a href="mailto:nooning_ka@hotmail.com">nooning_ka@hotmail.com</a></td>
</tr>
<tr>
<td><strong>Foundation for Upgrading the Standard of Education (FUSE)</strong></td>
<td></td>
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<tr>
<td>Hidalgo, Fe A</td>
<td>President</td>
<td><a href="mailto:fehidalgo@yahoo.com">fehidalgo@yahoo.com</a></td>
</tr>
<tr>
<td><strong>Flinders University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westwell, Martin</td>
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Minutes of ERI-Net 1st Steering Group Meeting

Venue:
Marriott Hotel Sukhumvit, Bangkok, Thailand

Time and Date:
9-10:30am, 19 October 2013

Steering Group Members
In attendance:
Mr. Ju Hur
(Director, International Relations & Cooperation, Korean Educational Development Institute, ROK)
Mr. Yue Kan
(Professor, College of Education, Zhejiang University, China)
Mr. Ahmad Nurulazam
(Director, National Higher Education Research Institute, Malaysia)
Mr. Jandhyala B. G Tilak
(Professor and Head of Educational Finance Department, National University of Educational Planning and Administration, India)
Mr. Martin Westwell
(Professor, Flinders University, Australia)
Ms. Shinobu Yume Yamaguchi
(Professor, Department of International Development Engineering, Tokyo Tech, Japan)

Absent:
Mr. Kai-Ming Cheng
(Senior Advisor to the Vice-Chancellor, Professor and Chair of Education, University of Hong Kong, Hong Kong SAR)
Ms. Sauwakan Ratanawijitrasin
(Director, SEAMEO Regional Centre for Higher Education and Development (RICHED), Thailand)

UNESCO Bangkok
In attendance:
Mr Gwang-Chol Chang, Chief of Education Policy and Reform (EPR)
Mr Wang Libing, Chief of Asia Pacific Programme of Educational Innovation for Development (APEID)
Ms Naoko Enomoto, Programme Officer
Ms Sofia Strandberg, Programme Assistant
Ms Jin-A Hwang, Programme Assistant
1. Brief background

Since its inception in 2009, ERI-Net has been functioning on an ad hoc basis, with each member providing voluntary contribution in terms of research, human and financial resources. While the network’s past achievements are commendable, there was a felt need for better legitimacy and visibility of its work. In this context, the establishment of a Steering Group (SG), as foreseen in the inaugural statement of the network, is considered an important strategy which would strengthen the ‘ERI-Net’ brand, improve the planning of its activities and create a platform for increased visibility and joint fundraising.

A call for application to membership of the SG was extended between 5 and 31 July 2013 and a shortlist for SG members was prepared by the ERI-Net Secretariat for consideration by the annual ERI-Net meeting on 19 October 2013. Following the endorsement of the SG members by the participants of the annual ERI-Net meeting, the first SG meeting was held on 19 October 2013.

2. Proceedings of the meeting

At the opening of the 1st meeting of the SG, Mr Gwang-Chol Chang presented an overview of the ERI-Net activities since 2009. He then raised several issues for the SG to discuss to strengthen ERI-Net activities: including institutional/membership issues, roles and responsibilities of the SG and ERI-Net members, and the work plan for 2014.

The following summarises the opening presentation by Mr Chang and the subsequent discussion among SG members and UNESCO participants:

3. Key points of Institutional/membership matters:

a. Composition of the SG: Mr Chang welcomed the eight approved SG members. They represent the various sub-regions of the Asia-Pacific (including East, Southeast and South Asia as well as the Pacific). In line with its draft terms of references, the SG is to be made up of recognized experts in the area of education policy research, representing leading research institutes of the region, elected by the ERI-Net members for a term of up to two years. In order to support the SG members, the ERI-Net Secretariat (ensured by UNESCO Bangkok) will finalize the Terms of Reference of the SG.

b. Membership matters: Two forms of the ERI-Net membership are foreseen: Institutional and Individual membership. Considering the nature of the ERI-Net, as research institutes network, the main component is institutional membership. However, individual membership is also possible in exceptional cases and for a limited number. Membership is open to all institutions and organizations without any membership fees upon endorsement by the SG. Further discussion will be necessary in order to firm up the membership criteria so as to ensure quality when approving new membership. The ERI-Net secretariat will then follow up on SG’s decision on this matter.

Some participants referred to the need for a process of ‘formalization’ of ERI-Net membership in the form of acknowledgement letter or certificate of membership together with the TORs for ERI-Net.
Net member institution, which can help them to play a more active role. The ERI-Net secretariat will propose appropriate arrangements to this end for approval by the SG.

**Other key points of discussion and agreement:**

c. **Roles and Responsibilities of SG:** The meeting decided that the SG will be responsible for making key decisions for the ERI-Net including: 1) selecting research topics, 2) approving publications under the ERI-Net, and 3) approving membership applications.

d. **Communication Strategy:** There is a need to further strengthen the communication and dissemination of the research findings conducted by experts and institutions in the context of the ERI-Net. The Secretariat will propose some ideas to the SG. At the same time, all ERI-Net member institutions, and particularly SG members, will all work towards improving the communication and dissemination of the activities of the network. One suggestion raised during the meeting was to issue regular newsletters with updated information on the research and other activities of the network.

e. **Fundraising strategy:** In principle, all member institutions will look to fund its own research, while the Secretariat will also work towards raising additional funding. It is expected that SG members will play a key role in supporting fund raising efforts for the extension and strengthening of ERI-Net’s work, particularly in the involvement of member institutions from low-income countries.

f. **Future ERI-Net Meetings:** The next ERI-Net annual meeting will be held in October or November 2014. The exact dates as well as the venues will be communicated once they are confirmed.

g. **Research Topics for 2014:** There will be two research topics for 2014, one on transversal competencies (phase 2) and another on academic promotion in higher education (tentative).

### 3. Follow-up actions

- The Secretariat will finalise the draft Terms of Reference of SG.

- The Secretariat will further elaborate and propose the process for formalization of the ERI-Net membership for approval by the SG at the next ERI-Net SG meeting.

- The Secretariat will draft research frameworks for the two research topics in 2014 to be shared with the SG and selected ERI-Net members before its finalization.

- The Secretariat will propose fund-raising strategies for use by both SG and ERI-Net member institutions and experts.
• ERI-Net annual meeting in 2014 will be held in October or November 2014. The exact date and venue should be confirmed by SG and UNESCO Bangkok later.

• ERI-Net SG meetings will in principle take place twice a year, the next meeting foreseen in March 2014.