APEC Education Network – Chair’s Report

Purpose: Information
Submitted by: EDNET Coordinator
The Twenty-third Meeting of the APEC Education Network (EDNET) convened in Brisbane, Australia on 18-19 April 2007 at the Stamford Plaza Hotel. In attendance were delegations from Australia, Brunei Darussalam, Canada, People’s Republic of China, Indonesia, Japan, Republic of Korea, Malaysia, New Zealand, Peru, Philippines, Chinese Taipei, Thailand, United States and Viet Nam.

2. The meeting was chaired by the EDNET Coordinator, Dr. YoungHwan Kim, President, Institute of APEC Collaborative Education. Ms. Susan Bennett, Manager, International Cooperation Branch, Australian Department of Education, Science and Training, co-chaired the meeting in her capacity as Head of Australia’s delegation to the Education Network and Host of the 23rd EDNET meeting.

● Welcome Remarks
3. As Chair of the meeting, Dr. YoungHwan Kim opened the meeting and welcomed everyone to the 23rd EDNET meeting. Ms. Susan Bennett reiterated Dr Kim’s comments, welcoming the delegates to Brisbane, Australia.

4. The Chair asked delegates of member economies to crystallize the tradition of cooperation and pursue the recommendations of the 3rd APEC Education Ministerial Meeting, such as balancing the economic goals and non-economic goals of education.

● Adoption of the Agenda
5. The meeting adopted the agenda of the 23rd Meeting of the APEC Education Network with one change - the addition of a discussion on the APEC HRDWG Terms of Reference as Agenda Item 7.10. There was also in principle agreement that the AMEC (Assessment, Monitoring, and Evaluation Committee) would be set up to evaluate new projects proposed at this meeting.

● Input to Australian Leaders’ and Ministers’ Meetings
6. Members noted the importance of continuously improving the targeting of resources, efficiency and effectiveness of EDNET.

● Proposed Themes for the 4th APEC Education Ministerial Meeting (AEMM)
7. The Chair expressed gratitude to Peru for hosting the 4th AEMM and invited Peru to speak on their proposed themes for the meeting. Peru presented a draft overview of the 4th AEMM entitled Education in the 21st Century – Quality Education for All. Peru noted that the 4th AEMM would continue to develop the four priorities of the 3rd AEMM - teaching strategies for foreign languages, innovative teaching strategies for mathematics and science, taking better advantage of technological resources for education and technical cooperation to improve education management.

8. Peru also proposed a fifth theme of ‘developing and strengthening core skills to face the 21st century through life-long learning, reading, artistic and physical education’. The focus of this theme will be to promote cognitive and social skills through creative education that encourages leadership, team work, discipline and interpersonal skills – all of which are essential for skilling today’s workforce. Peru emphasized that these themes are only suggestions and invited comments and feedback from the other economies.

● Developing a Strategic Plan for English and Other Language Learning in the APEC Region
9. While EDNET had previously stated that it does not have the financial or administrative resources to develop a Strategic Plan for English and Other Language Learning in the APEC Region, APEC
Ministers in 2004 reinforced that EDNET has responsibility for this plan. The Chair recommended that EDNET pursue the education component of this work through the 4th AEMM in Peru.

- **Review of Education Network Activities (progress and final reports)**

*Promoting Cooperation and the Exchange of People and Expertise*

*APEC Education Hubs (Singapore)*

10. This item was not discussed as Singapore was unable to attend the 29th EDNET meeting.

*APEC Education Foundation*

11. While the AEF was unable to attend the meeting, it submitted a progress report on its continued support for six projects on capacity building of disadvantaged youth. In terms of progress, the second payment was made to three projects of the Philippines, Russia and Canada/Korea in April 2007 upon receipt and approval of the mid-term reports. The first payment was made to Peru’s project in the same month. The Second International Conference on AEF Activities and the 6th Board of Governors Meeting were both held in December 2005. AEF continued to accelerate efforts to consolidate the Foundation’s financial base.

12. The Chair welcomed AEF’s continuous contributions to EDNET, which began with support for Consortium for APEC Cyber Education Cooperation (ACEC) in 2001.

*APEC Learning Community for Shared Prosperity –ALCoB (Korea)*

13. The key objectives of ALCoB are to narrow the digital divide and enhance knowledge cooperation. 2000 members from 18 member economies participated in ALCoB’s offline and online activities in 2006 - up from 172 participants in 2003. The online community had 73,000 hits in 2005-6, with ALCoB Teachers starting cooperative projects through the community. ALCoB Internet Volunteers had 39 members and 1,300 participants from 5 economies, which Korea hopes will be expanded to other economies. The 4th International ALCoB Conference was held in Korea in 2006 with the presence of around 230 ALCoB members from 11 member economies. The Asia-Pacific Cyber Education Journal (APCJ) continued its research and publications. Overall, there were improvements in the quality of projects, as shown by increasing numbers of participants and international cooperative activities, and the expansion of the ALCoB community’s scope.

- **3rd APEC Education Ministerial Follow-up**

*EDNET Website and Knowledge Bank*

14. The US reported that the Knowledge Bank presently has around 450 entries. In 2006 the EDNET Portal, the Knowledge Bank and the ‘Learning about Each Other’ website each had about 2,500 visitors, although the majority were from the US. In the future, the US envisioned the creation of new websites (based on the EDNET website) for HRD, LSSN and CBN, and the expansion of the Knowledge Bank to include resources from all HRD networks. The US also supported the idea of creating a ‘community of practice’ where online resources can be continually updated by APEC member economies. Additionally, they proposed to add learning tools to www.learnapec.org on how APEC member economies trade and how children can interact with trade through entrepreneurship. The Chair emphasized the importance of the Knowledge Bank as a knowledge portal and ALCoB as a human network, and recommended that the US and Korea would continue to cooperate in accordance with EDNET tradition.

*Final Report on Enhancement of Quality Assurance Systems in Higher Education in APEC Member Economies - Australia*

15. Australia stated that this report was finished on time and within its budget and published in October 2006. The report was produced by the Australian Universities Quality Agency in cooperation with the Asia-Pacific Quality Network. It is available on Knowledge Bank and the Project Database. The report met objectives by detailing the extensive range of quality assurance activities across the region, indicating the similarities and differences in the systems, and highlighting areas for emulation, improvement and cooperation. 16 of the 21 member economies participated in the
project demonstrating the regional interest in improving the effectiveness of quality assurance systems. The report can be used as the basis for further research directed at facilitating strengthened collaboration between national and regional organizations working on quality assurance in higher education. The APEC secretariat will issue a press release on this report shortly.

**Strategic Plan for English and Other Language Learning**

*Progress Report on APEC Learning Standards for English and Other Languages – Chile and Chinese Taipei*

16. The seminar on APEC Learning Standards for English and Other Languages has been rescheduled for 4-5 December 2007 in Taipei City and will be hosted by Chile and Chinese Taipei. A collaborative research paper on learning standards has been drafted. The Conference will share information about standards already in existence, discuss e-learning strategies for the professional development and creativity of language teachers, and seek to develop common standards of foreign language fluency at both the elementary and secondary levels. Chile sought speakers and specialists for the seminar. Economies participating in this seminar will be responsible for costs such as airfare, accommodation and some meals.

**APEC E-language Research Consortium (China and US)**

17. China reported that it had completed its commitments to the feasibility study for an e-Language Learning System (ELLS). The US noted that while it had been forced to halt the project due to political impediments, it was now seeking to complete its commitments to the ELLS project, which will include resources on open pedagogy, online learning and gaming. It was noted that it is only a feasibility study and discussion is needed on how this study will be used in the future.

18. Chair recommended that this item be moved to one of the sub-themes of the 3rd APEC Education Ministerial Follow-Up - Strategic Plan for English and Other Languages.

**Stimulating Learning in Mathematics and Science**

*Final Report on A Collaborative Study on Innovations for Teaching and Learning Mathematics in Different Cultures – Thailand*

19. Thailand delivered the final report on this project, which aimed to develop innovations on teaching and learning mathematics in different cultures and establish a collaborative framework involving mathematics education among APEC member economies. In 2006, Phases 3 and 4 of this four-phase project were completed. Phase 3, an international symposium to share and reflect on each member economy’s research results and good practices, was held in Thailand on 14-17 June 2006. Phase 4 involved the APEC Workshop on Improving the Quality of the Mathematics Lesson through Lesson Study which contributed to professional development for school mathematics teachers in Thailand (held in Thailand, 24-27 August 2006). Thailand reported that the outcomes of the project met objectives and were twofold: (1) the use of Lesson Study as a method to develop good practices and (2) professional development in teacher education and innovative approach to curriculum development.

**Progress Report on Collaborative Studies on Innovations for Teaching and Learning Mathematics in Different Cultures (II) – Lesson Study Focusing on Mathematical Thinking – Thailand and Japan**

20. Thailand and Japan delivered a progress report on Part II of this project which builds on the project discussed in Agenda Item 7.4. They reported that Phase 1 of the project, a conference on mathematical thinking (held in Japan, December 2006), attracted 149 participants, including 37 foreign scholars and observers from 16 member economies. Phase 2, in which each APEC member economy is engaged in the Lesson Study project on mathematical thinking, is currently taking place. Phase 3, an international symposium to share teaching approaches for developing mathematical thinking, is scheduled to be held in Thailand in August 2007. Phase 4, professional development for school mathematics teachers to develop teaching approaches for mathematical
thinking, is scheduled for September 2007. Thailand and Japan proposed the following topics for the next four years: Mathematical Thinking in 2007, Mathematical Communication in 2008, Evaluation in 2009 and Integration in 2010.

Using ICT for Teaching and Learning

Progress report on APEC Future Education Consortium, Focusing on APEC Network of ICT Model Schools for Future Education—Korea

21. Korea reported that there are now 11 economies participating in this three-component project: APEC ICT Model School Network, APEC Future Education Consortium and APEC Future Education Report. As ACEC Task III, this project aims at searching for ideal mode of future education and carrying out theoretical and practical strategies to realize ideal future education in the APEC region. So far, 97 schools involving 1,207 teachers and 36,157 students in 11 member economies are participating in APEC ICT model schools. Under the theme of Harmonizing Technology and Human Values for APEC Future Education, the 2nd APEC Future Education Forum was convened in Busan, Korea on 23 November 2006 and attracted 230 participants. The APEC Future Education Forum, which disseminates issues and research results from the 1st forum, includes contributions from 12 Research Committee members from 8 member economies. The report will be issued as a special edition of the APCJ. Korea reported that they expect to expand participation of member economies’ ICT model schools, tentatively convene the 3rd APEC Future Education Forum in September 2007, and prepare to publish the results of the 3rd Forum in APCJ Special Issue Vol.2.

Progress Report on APEC e-Learning Training Program—Korea

22. Korea announced that the first 4 rounds of the APEC e-Learning Training Program, aimed at narrowing the digital divide for APEC shared prosperity, were successfully completed in October to December 2006. 127 trainees (comprising policy-makers, education administrators, teachers and learners) from 8 member economies took part in the training program conducted at the APEC e-Learning Training Centre and 11 other institutions. The training program, which combined online and offline training, has received positive feedback from participants. Following the program, participants from several economies established online and offline communities to promote continuous interaction. Korea reported that the APEC e-Learning Training Centre is currently updating the curriculum of the program in preparation for the 5th to 9th Rounds of the program scheduled for June – November 2007. An international seminar on APEC e-Learning and future education will be held in November 2007 tentatively.

Progress Report on APEC Symposium on Open Source and Open Course for E-Learning—Viet Nam

23. Viet Nam submitted the evaluation report on this project to the APEC secretariat.

Governance and Systemic Reform in Education

Progress Report on APEC Conference on Evaluation as a Tool in Educational Planning: best practices in Evaluation of Educational Program—Malaysia

24. Malaysia announced that the conference will be held in Kuala Lumpur from 29 October to 1 November 2007. The conference is designed to promote evaluation as an indispensable tool in the planning and implementation of projects and programmes and to disseminate key evaluation findings pertinent to educational planners and practitioners. The outcomes of this conference will seek to intensify capacity building in evaluation and inculcate the concepts of evaluation among policy makers, practitioners and officials. Malaysia is now calling for papers for the conference and urged delegates to encourage participation from suitable candidates from their economies.

● Consideration of Draft Terms of Reference of the HRDWG

25. Delegates considered the Draft Terms of Reference of the HRDWG and agreed to revise several clauses – the EDNET objective, trade & internationalization issues, and selection and term of the
Discussion of New Education Network Projects

Collaborative Studies on Innovations for Teaching and Learning Mathematics in Different Cultures (III)
Lesson Study Focusing on Mathematical Communication-Thailand and Japan

26. Thailand and Japan proposed this project that furthers the work of developing innovative means of teaching mathematics by collaboratively sharing ideas about ways of teaching mathematical communication. The project builds on the success of the previous projects on mathematics education - these two economies envision a 5-year series of projects to make the most of everyone’s efforts. Phase 1, a workshop to share ideas about communication, is scheduled to be held in Japan, January 2008. Phase 2 involves the implementation of ideas, and Phase 3, an international symposium to discuss the results of the Lesson Study, will be held in Thailand, August 2008. Phase 4 will involve professional development for mathematics teachers within each economy. Central funding of US$93,500 would be sought, with additional self-funding of US$150,360 provided by Japan and Thailand.

Mapping of Qualifications Frameworks Across APEC Economies-Australia

27. Australia proposed this project which will identify formal and informal qualifications frameworks systems, associated descriptors and quality assurance frameworks, and recognition agencies across APEC economies. The core of the project is to gather and facilitate access to information about qualifications frameworks. A consultant would be engaged to undertake research and analysis of publicly available material, and to develop a questionnaire and compile information for the final project report. The project will complement other recent activities undertaken in the region with a qualifications frameworks component, including activity undertaken by the Asia Pacific Academic Recognition Network and the Brisbane Communiqué Senior Officials’ Working Group. The project will include recommendations on opportunities for collaboration in enhancing recognition processes across the region, and will enable increased transparency and reliability of information about education systems. Central funding of US$65,000 would be sought.

Measures Affecting Cross-Border Exchange and Investment in Higher Education in the APEC Region-Australia

28. Australia proposed this project that will seek to facilitate economic growth, cooperation and investment in the region by identifying positive and negative measures that affect cross-border exchange and investment in higher education across four modes of supply. The project will build on findings presented in A Report to the APEC Group on Services on Measures Affecting Trade and Investment in Education Services in the Asia-Pacific Region (2000). A consultant would be engaged to undertake research and analysis of publicly available material, and to develop a questionnaire and compile information for the final project report. A guidebook on education policy will be produced and made available on the Lead Shepherd’s proposed HRDWG website. The project will result in increased transparency and offer a comprehensive, updated assessment of positive and negative measures affecting cross-border exchange and investment in higher education. Funding from the TILF Special Account of US$30,000 would be sought, with self-funding of US$30,000 by Australia.

Education to Achieve 21st Century Skills for All-China, Peru, and the United States

29. China, Peru, and the United States presented the project proposal for the symposium on Education to Achieve 21st Century Skills for All in preparation for the 4th AEMM. The symposium, to be held in China in mid-January 2008, will build on the successful format of the 2004 APEC Education Reform Summit on Striking Balance: Sharing Best Practices from East and West. The symposium will focus on ensuring 21st Century Content, Instruction and Education for All by exploring core academic competencies for students, the framework of higher education, strategies for teaching, learning and life-long professional development, effective accountability and evaluation systems, and linkages between education and industry. The results of the symposium will be presented at a
pre-Ministerial seminar on the day before the 4th AEMM.

30. Member economies were invited to share their comments and feedback on the proposal and to volunteer to lead focus areas. The APEC economies commended the successful collaboration of the US, Peru and China in organizing this symposium. There was discussion on the proposed themes and research of the symposium, with particular focus on creating a balance between existing and new research and ideas to drive the AEMM goals forward into the future. An alternative title for the symposium on Education to Achieve 21st Century Skills for All was proposed by the Chair, Respecting the Past and Envisioning the Future, and was accepted by all.

- **Ranking of New Projects**

31. The project proposals seeking central funding were selected as follows, with the number of participating economies listed: 1st: Collaborative Studies on Innovations for Teaching and Learning Mathematics in Different Cultures (III) - Lesson Study Focusing on Mathematical Communication (Thailand and Japan, 12 participating); 2nd: Mapping of Qualifications Frameworks across APEC Economies (Australia, 11 participating). Details are attached in Appendix 2 and 3.

- **Reporting on related project proposals from other networks**

**Capacity Building Seminar on Transnational Education Services-Philippines**

32. The Philippines presented the project proposal for a Capacity Building Seminar on Transnational Education (TNE) Services, which will focus on identifying regulatory concerns of supplying and receiving economies in relation to the delivery of TNE services; promoting public-private partnership in establishing and implementing standards and regulations on TNE services; and informing policy makers and educators of the key GATS elements and rules that are relevant to TNE services. The expected outputs will be helping develop a standard TNE framework and promoting and sharing of insights on “best” practices and models for TNE regulations. A three-day seminar will be held in Manila in 2008, with experts and stakeholders from APEC member economies participating in presentations, open discussions and a closing round-table and evaluation of the activity.

- **4th APEC Education Ministerial Meeting**

33. The APEC member economies welcomed Peru as host of the 4th AEMM. The agenda for the 4th AEMM will be set by Peru, with contributions from other member economies.

- **Conclusion**

34. Dr. YoungHwan Kim and Ms. Susan Bennett thanked all the participants for contributing productively to this important meeting in Brisbane, Australia. Dr. YoungHwan Kim expressed deep appreciation for the assistance of the co-chair, Ms. Susan Bennett. All present thanked the Australian delegation for their hard work and the excellent organization of this meeting.
In accordance with the discussion at the 23rd EDNET meeting, members agreed to revise clauses of the HRDWG TOR in relation to EDNET.

**Objective of EDNET**
All agreed to revise the EDNET objective as follows: ‘to foster strong and vibrant learning systems across APEC member economies, promote education for all and strengthen the role of education in fostering social, individual, economic and sustainable development.’

**Objective of HRDWG and EDNET**
Members recommended that in order to balance economic and non-economic issues and emphasize human values rather than commercials issues, the HRDWG objective of *Facilitating the International Exchange of Education and Training Services* be revised. Member economies also supported the inclusion of quality of education and cross-border provision of higher education in the HRDWG TOR.

**Selection of EDNET Coordinator**
Member economies agreed that the tenure of the EDNET Coordinator is a period of 2 years and can be extended for one further term.

**Other Issues**
On the advice of the APEC Secretariat, member economies requested that the sunset policy be adjusted.
Following up on the 3rd APEC Education Ministerial Meeting, EDNET reviewed reports and proposals of several projects they are undertaking to follow up on the Ministers’ four strategic areas, including 8 progress reports and 3 final reports. To proceed with efforts on the four strategic areas, new projects proposed in EDNET for seeking operational account were selected as follows, with the number of participating economies listed: 1st: Collaborative Studies on Innovations for Teaching and Learning Mathematics in Different Cultures (III)- Lesson Study Focusing on Mathematical Communication (Thailand and Japan, 12 participating); 2nd: Mapping of qualifications frameworks across APEC economies (Australia, 11 participating). Measures Affecting Cross-Border Exchange and Investment in Higher Education in the APEC Region was a project seeking TILF Special Account funding and was endorsed by 10 economies; it will be reported to HRDWG meeting as an EDNET project seeking TILF funding. Education to Achieve 21st Century Skills for All sought funding from the APEC Support Fund and was endorsed by 13 economies. It is expected that this project will be mentioned at HRDWG meeting.

Outcomes of project work in EDNET are assessed on the basis of its contribution to addressing the four strategic areas identified by the Education Ministers at their 3rd Ministerial Meeting in 2004.
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<th>Project</th>
<th>Participating member economies</th>
<th>Ranking</th>
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| **Thailand and Japan – Collaborative Studies on Innovations for Teaching**  
  and Learning Mathematics in Different Cultures(III)- Lesson Study Focusing on Mathematical Communication | Peru, Philippines, Chinese Taipei, US, Viet Nam, Japan, Indonesia, China, Canada, Malaysia, Australia, Korea | 1       |
| **Australia – Mapping of qualifications frameworks across APEC economies** | New Zealand, Peru, Philippines, Chinese Taipei, Thailand, Japan, Indonesia, Canada, Malaysia, Australia, Korea | 2       |
| **Australia – Measures Affecting Cross Border Exchange and Investment in Higher Education in the APEC Region** | New Zealand, Philippines, Chinese Taipei, Thailand, US, Viet Nam, Japan, Indonesia, Malaysia, Australia | -       |
| **China, Peru, and the United States – Education to Achieve 21st Century Skills for all** | New Zealand, Peru Philippines, Chinese Taipei, Thailand, Viet Nam, Japan, Indonesia, China, Canada, Malaysia, Australia, Korea, US, Chile | -       |