



**20th AUN and 9th ASEAN+3 Educational Forum and Young Speakers' Contest
22 -27 October 2024**

**Jointly organized by Universitas Airlangga (UNAIR) and AUN
“Emancipatory Education as a Path towards an Emancipated Future”**

Concept Note

Event description

The times of uncertainty endures as the world has seemingly emerged from the gloom of the disruptive COVID-19 pandemic. A large swathe of the global population are still facing the lasting effects of the coronavirus – not only in terms of lasting health conditions acquired from the illness known as [Long Covid](#) (World Health Organization, 2022), but also in extended and collateral issues caused by the health crisis to individuals and society at large. Additionally, the geopolitical landscape of the world has been boiling to the point of near breaking for the past few years – especially with the most recent outbreak of major conflicts with ensued violence. The disruptive technological advancement and shifts in the global labor market also drive forward the need for new generations of human resources to be equipped with future-proof skills and perspectives which sometimes go beyond the capability of what current and traditional educational systems can provide. Under these volatile prospects of the global geopolitical landscape and socioeconomic development, we are seeing a global-scale shifting of powers and relationships among regions and nations, with different countries and regions adopting a more inward-looking approach to the development and ensuring their own security, development and prosperity.

In the higher education sector, there is observably a major movement in transformation and centralization in the roles of higher education institutions in the development of high-impact human resources. In this regard, higher education institutions, academics, professionals as well as students are revisiting the fundamental idea, role and impact of universities and institutions at a similar level in comparison to current and future trends of the world's socioeconomic and geopolitical landscape. However, in order to maintain its effectiveness under current and emerging global challenges, **education itself must be transformative and relevant**. The World Conference on Higher Education in the Twenty-First Century: Vision and Action in October, 1998, adopted World Declaration on Higher Education for the Twenty-first Century: Vision and Action and Framework for Priority Action for Change and Development in Higher Education ([UNESCO, 2005](#)), highlighting the global demand for higher education to advance and diversify with increased emphasis on sociocultural and economic development. In the ASEAN+3 region, rich with its own set of multicultural and socioeconomic qualities and complexity, a similar movement has been observed in dialogues, events and learning programmes held by prominent higher education sectoral bodies on regional and national levels. For example, the [ASEAN Regional Forum on the Future of Education](#) held on 24-26 November 2023 as a part of ASEAN Socio Cultural Community (ASCC) Research and Development Programme underscored the building of digital



skills and the promoting of transformative and lifelong learning as key drivers of prosperity in modern societies.

Among rising pedagogical philosophies is **Emancipatory Education**. The core ideal of this school of pedagogy is embedded in the goal of inclusively and effectively empowering and liberating education and its stakeholders from different parts of the society, with emphasis on individuals from diverse backgrounds, educational institutions as well as policy makers – the three pillars behind the society’s human development. Through experiential and personalized learning tailored made for different groups of teachers and learners in the society, Emancipatory Education promotes the development of critical thinking, future-ready skills, as well as sense of agency and social responsibilities in a manner mindful and sensitive of the diversity of peoples cohabiting in the same social sphere. **Ultimately, participants in Emancipatory Education are expected to take an active role in making and contributing to the positive transformation of the society for a better, inclusive and emancipated future.**

With regard to the [United Nations Sustainable Development Goals \(SDGs\)](#), Emancipatory Education is directly connected to five of the SDGs, namely: (4) Quality Education, (5) Gender Equality, (10) Reduced Inequalities, (16) Peace, Justice and Strong Institutions and (17) Partnership for the Goals. In addition, its roles also have secondary effects on (12) Responsible Consumption and Production, (8) Decent work and economic growth and (9) Industry, Innovation and Infrastructure

The discussion on transformative Emancipatory Education generally revolves around its concept, potential and integrability in comparison to different dimensions and sectors of the society. Comprehensively, there are three major areas where the dialogue on Emancipatory Education development and implementation can go: **the Individual front (Students)**, **the University front (HEI + Academic Staff)**, and **the Policy front (Government)**, each comes with its own set of aspirations and challenges that need to be overcome.

- The **Individual** front of Emancipatory Education centers around how this pedagogical school empowers individual members of the society to become active drivers of positive change. Vice versa, the dialogue on this front also touches upon how the society, comprising individuals from diverse sociocultural and economic backgrounds, can participate and support this transformative education. In this regard, the challenges of implementing Emancipatory Education in the Individual front range from individual-leveled issues regarding conflicts of perspectives such as cultural bias, public awareness/perception and resistance to change, to a larger scale of societal issues and inequity such as economic disparities and other factors.
- In the **University** front, the dialogue revolves around reimagination of the role of education as well as the current state of prevalent educational systems, and how Emancipatory Education fits into the picture. Gone are the days where learning and teaching are confined to the limits of lectures and classrooms. Instead, personalized and in-the-field active learning are being explored by relevant organizations, policy makers and education providers as they enable both students and teachers to tailor their learning and teaching experience. The challenges in this dimension, thus, lie in how to manage, sustain and standardize new educational systems and programmes



emerging from this model of transformative education, especially in terms of quality assurance and management. In this consideration, teacher training, quality management and assessment methods, and allocation of the limited resources by the education providers and institutions are among the key points which should be addressed.

- Lastly, the **Policy** front concerns the advocacy of Emancipatory Education on policy making and governmental levels. Different nations in the ASEAN region, as well as China, Japan and South Korea, all manage education under their own unique sets of laws, policies and regulations. This fact can prove challenging to compare and integrate in the cross-regional efforts of educational transformation.

As direct participants and beneficiaries in the ASEAN+3 educational ecosystems, the region's young learners and talents deserve a platform for them to share their perspectives and formulate a joint statement on the matter based on the aforementioned contexts and comprehensive introduction on the global and regional movement towards transformative education. Apart from educational professionals, institutions and governments – most of whom oversee the legislative, political and technical components of education, it is the youths who engage directly with the systems in their respective country and region, and are able to provide candid and critical perspectives. Ultimately, through their voices and forward-looking perspectives, ASEAN+3 youths will help contribute to the major efforts of reimagining the region's education as well as its role in driving the society towards a better and inclusive future.

Thus, the theme of this year's AUN and ASEAN+3 Educational Forum and Young Speakers Contest is set to be

“Emancipatory education as a path towards an emancipated future.”

In consideration of the abovementioned dilemmas as well as the proposed areas of discussion, participants are to conduct research, discuss with peers, and work hand in hand with fellow students from their countries. Students are committed to reflect on their thoughts, and participate in this event to further deliberate on the following challenges in preparation for the essay for the Young Speakers' Contest and policy paper and country position for the Educational Forum that will lead to the 'Youth Joint Statement' as result of the event.

Participants are welcome to utilize the following trigger questions to explore further with more complicated questions and recommendations:

1. How can your country drive the future of ASEAN+3 Higher Education by empowering individuals, members, communities and societies?
2. What actions are required from the university sector, with emphasis on students, teachers, academics and institutions involved, nurture and leverage the power of liberated education?
3. On the policy level, what needs to be done to support the implementation and maintenance of these positive changes on national and interregional levels?



The well-connected and good sequencing program of activities is designed with the aim of facilitating maximum learning and information processing for the effective deliberation of all participants involved. The activities extend not only on-site, but also during the preparatory period, the pre-event period which is reflected in the objectives.

Integration of Policy Papers and Country Position Presentations

To enhance participation and ensure comprehensive preparation, participants will be required to write detailed policy papers and present their respective country positions. Each policy paper should cover the assigned topic comprehensively, addressing key challenges and proposing actionable recommendations. The country position presentations will allow participants to articulate their national perspectives, fostering a richer, more diverse discussion during the forum.

Adherence to Parliamentary Procedures

The forum will be conducted in strict accordance with parliamentary rules to ensure a structured and orderly process. All decisions will be made by consensus, reflecting the collaborative spirit of the ASEAN+3 community. This approach will help inculcate diplomatic skills and a deeper understanding of consensus-building among participants.

Detailed Scoring Criteria and Awarding System for the Young Speakers' Contest

The Young Speakers' Contest will be evaluated based on the following detailed scoring criteria:

1. **Content (40%)**: The relevance, accuracy, and depth of the information presented.
2. **Delivery (30%)**: The clarity, confidence, and engagement level of the speaker.
3. **Engagement (30%)**: The ability to interact with the audience and respond to questions effectively.

The awarding system will recognize excellence in these areas, with awards for Best Speaker, Best Content, and Most Engaging Speaker, ensuring alignment with the established guidelines.

OBJECTIVES

1) Exposure

- a) Students are exposed to the diverse and vast responses to the pandemic and workforce management from different countries in the ASEAN+3 region. Such exposure calls for a serious reflection of oneself and one's relation to their own community, what more can be done from an individual level to the community, and finally to the region and beyond.

2) Active-learning



- a) Students are to conduct first and second hand research through interviewing other students of different backgrounds as well as through the internet, journal research.
 - b) Active-learning skills ought to be polished and utilized well to be an effective and contributive citizen of the society.
- 3) Learning from experts**
- a) An accumulation of both active and passive learning is critical in adapting oneself to any situation in the current complex world. Learning from an expert keynote speaker provides excellent, well-backed research for maximum learning and information processing for the students to conduct their deliberation.
- 4) Networking**
- a) Quick, short-term: Students are able to meet and connect with students from other universities from 10 ASEAN countries and Japan, South Korea, and China, and gain friendship and good relations for future opportunities.
 - b) Long-term: Students are able to network between various partnerships to better understand the wide reaching abilities of our global partnership for future references.
- 5) Reflective Learning**
- a) Internalization of information from experts allows students to undergo serious reflection of old and new knowledge to take into consideration to become a better learner. Students are now inspired to integrate such learning outcomes to improve their community.

EXPECTED OUTPUTS

1. Youth Joint Statement
2. Young Speakers' Contest with **1 winner**, 3 runners-up, and additional awards for Best Speaker, Best Content, and Most Engaging Speaker.
3. Education Forum with **1 winner** (outstanding delegate).
4. The Education Forum will give recognition to the following:
 - Most outstanding working group
 - Most outstanding delegate (individual)
5. Participants:
 - Expected around 60-80 students gathered for 7 days both online and on-site.
6. Lectures:
 - Delivered by experts in the field.
7. Working Group Reports:
 - Detailed reports from breakout sessions summarizing discussions and proposed actions.



EXPECTED OUTCOMES

- Through this program and output, students have engaged and enhanced in:
 - Building upon ASEAN awareness and the sense of solidarity and community.
 - Lifelong learning in higher education with competencies developed.
 - Education for Sustainable Development and a change in everyday behavior.
 - Capacity Building for Educators and Universities
 - Facilitating the flow of knowledge and information within the ASEAN+3 network.
 - Academic Resource Exchange: Talents, Technology, Education, Material will have been shared and exchanged
- The expected outcomes fostered the following competencies during the event:
 - Personal Skills
 - Language proficiency
 - Active learning
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Interpersonal Skills
 - Leadership and responsibility
 - Communication and collaboration
 - Social and Cross-Cultural Skills
 - Adaptability and flexibility
 - Global awareness
 - Understand and respect cultural diversity

Date and Time:

- **Pre-event (Online Introductory Meeting) - only for ED Forum Students?**
 - 18 September 2024: [09.00 - 12.00] (GMT+7)
- **Onsite Event**
 - 22 October 2024: [18.00-20.00] (GMT+8) to 27 October 2024: [08.00-12.00] (GMT+8)
- **Excursion**
 - 25 October 2024 [12.00-15.00] (GMT+8)

* Certificates will be provided to participants upon completion of the programme.



Language:

English

Onsite Platform:

Universitas Airlangga

Application details:

Each participating AUN Member Universities and Members of ASEAN+3 University Network may send three representatives, including:

- 1 student participant of the ASEAN+3 Educational Forum
- 1 student contestant of the Young Speakers Contest
- 1 accompanying faculty staff member

Eligibility of applicants:

Must be a current student from AUN Member Universities and Members of ASEAN+3 University Network, be proficient in English, and be able to fully commit to the activities and discussions of the Educational Forum and Young Speakers' Contest.

AUN Membership

30 AUN Core Member Universities	
Brunei	
Universiti Brunei Darussalam (UBD)	
Cambodia	
Royal University of Law and Economics	Royal University of Phnom Penh
Indonesia	
Institut Teknologi Bandung (ITB)	Universitas Airlangga (UNAIR)
Universitas Gadjah Mada (UGM)	Universitas Indonesia
Lao PDR	
National University of Laos (NUOL)	
Malaysia	
Universiti Kebangsaan Malaysia (UKM)	Universiti Putra Malaysia (UPM)
Universiti Sains Malaysia (USM)	Universiti Utara Malaysia (UUM)
Universiti Malaya (UM)	



**ASEAN
University
Network**

Myanmar	
University of Mandalay (MU)	University of Yangon (UY)
Yangon University of Economics (YUECO)	
Philippines	
Ateneo De Manila University	De La Salle University
University of the Philippines (UP)	
Singapore	
Nanyang Technological University (NTU)	National University of Singapore (NUS)
Singapore Management University (SMU)	
Thailand	
Burapha University	Chiang Mai University
Chulalongkorn University	Mahidol University
Prince of Songkla University (PSU)	
Vietnam	
Can Tho University	Vietnam National University, Hanoi
Vietnam National University, Ho Chi Minh City	
21 ASEAN+3 University Network	
China	
Guangxi University (广西大学)	Guizhou University (贵州大学)
Peking University (北京大学)	Xiamen University (厦门大学)
Yunnan University (云南大学)	
Japan	
Chiba University (千葉大学)	Kanazawa University (金沢大学)
Keio University (慶應義塾大学)	Kumamoto University (熊本大学)
Kyoto University (京都大学)	Nagasaki University (長崎大学)



Niigata University (新潟大学)	Okayama University (岡山大学)
Tokyo Institute of Technology (東京工業大学)	Waseda University (早稲田大学)
South Korea	
Chung-Ang University (중앙대학교)	Chonnam National University (전남대학교)
Daejeon University (대전대학교)	Dongguk University (동국대학교)
Kyung Hee University (경희대학교)	Seoul National University (서울대학교)

Background information on the organizers

Brief Organizational Profile

ASEAN University Network (AUN) was established in 1995 under the auspices of the Association of Southeast Asian Nations (ASEAN) with the primary objective to strengthen and expand cooperation among leading universities in ASEAN. The AUN has continually conducted a wide range of activities through fostering solidarity among ASEAN scholars and academicians, developing academic and professional human resources, conducting educational and cultural youth activities and enabling the dissemination of information among ASEAN academic community as well as among its Dialogue Partners.



ANNEX 1

Past AUN Educational Forum Joint Statements

10thAUN Educational Forum and Young Speakers' Contest

“How ASEAN Can Move Forward Towards a Single ASEAN Community”

20-27 May 2008, Bandar Seri Begawan, Brunei Darussalam

11thAUN Educational Forum and Young Speakers' Contest

“Global Economic Crisis: Challenges and Opportunities for ASEAN”

17-24 June 2009, Jakarta and Bandung, Indonesia

12thAUN and 1stASEAN+3 Educational Forum and Young Speakers' Contest

“Strengthening ASEAN+3 Higher Education through Community Engagement”

2-8 May 2011, Nakorn Pathom, Thailand

13thAUN and 2ndASEAN+3 Educational Forum and Young Speakers' Contest

“Global Citizenship and Intercultural Competence”

24 – 30 June 2012, Ho Chi Minh City, Viet Nam

14thAUN and 3rdASEAN+3 Educational Forum and Young Speakers' Contest

“Roles of the Future Leaders of ASEAN+3 Toward Overcoming Connectivity Problem for Economic Growth”

3 – 9 June 2013, Bandung, Indonesia

15thAUN and 4thASEAN+3 Educational Forum and Young Speakers' Contest

“Developing ASEAN+3 Economic Integrated Community: Issues on Gender Equality, Minority Groups, and Persons with Disabilities”

18-25 January 2015, Bangi, Malaysia

16thAUN and 5thASEAN+3 Educational Forum and Young Speakers' Contest

“Strengthening ASEAN+3 Towards Sustainable Development Through Community Engagement”

8-10 November 2016, Nakorn Pathom, Thailand

17thAUN and 6thASEAN+3 Educational Forum and Young Speakers' Contest

“ASEAN+3 in an Era of Global Uncertainty: Responses and Optimism”

22-26 May 2017, Singapore

18thAUN and 7thASEAN+3 Educational Forum and Young Speakers' Contest

“The Relevance of Higher Education in the Digital Era”

1-5 May 2018, Depok, Indonesia

19thAUN and 8thASEAN+3 Educational Forum and Young Speakers' Contest

“Social Sustainability in ASEAN+3: The Challenges of Inclusive Growth”

10-14 June 2019, Chiang Mai, Thailand

For more information, please visit [AUN website](#)