

Compilation of ACD Cooperation Areas Progress Reports

ACD Prime and Co-Prime Movers' Consultation

**15 October 2008
Astana, Republic of Kazakhstan**

Table of Contents

1. Agriculture Cooperation
2. e-Education (Asia e-University)
3. Energy
4. Environmental Education
5. Financial Cooperation
6. Human Resource Development
7. IT Cooperation
8. Natural Disaster Management
9. Poverty Alleviation
10. Road Safety
11. Tourism Cooperation
12. Transport Linkages

Table of Contents

1. Agriculture Cooperation
2. e-Education (Asia e-University)
3. Energy
4. Environmental Education
5. Financial Cooperation
6. Human Resource Development
7. IT Cooperation
8. Natural Disaster Management
9. Poverty Alleviation
10. Tourism Cooperation
11. Transport Linkages

ACD Cooperation Areas

Progress Report

1. Name of the Cooperation Area:

Agriculture

2. Prime/Co-Prime Mover Countries:

China, Pakistan, Kazakhstan

3. Date of first activities organized:

23 May, 2004

4. Progress since ACD 6 (June 2007):

- Thailand organised an ACD Seminar on Agricultural Cooperatives and Poverty Eradication between 21-23 July 2008 in Bangkok. Fifteen ACD member countries sent representatives to the Seminar. The Seminar provided member countries with the opportunity to exchange knowledge of, expertise and experience in, agricultural management (with a special emphasis on agricultural cooperatives) for poverty alleviation and included a study visit to a Royal Development Study Centre in a province nearby Bangkok. The Seminar aimed to put into practice the "cobwebs of cooperation" concept endorsed by ACD Ministers at ACD 6, which is to pool efforts and resources across areas of cooperation to yield the maximum benefit.
- China hosted the ACD Farm Produce Wholesale Market Forum between 22-25 September 2008. Representatives from seventeen ACD member countries participated in the 2-day workshop for sharing expertise and experience on produce wholesale market management.

5. Difficulties encountered/Issues of concern:

(if applicable)

N/A

6. Future activities:

Taking into account the level of economic development in Asia for agriculture cooperation, China would like to propose the following suggestions for future

cooperation.

- Strengthening exchanges in agricultural policy and development experience through frequent meetings of government officials, academics and private sectors. China is willing to invite senior officials from ACD member countries to attend the International Agriculture Product Fair of China in mid-October every year. Participants will be encouraged to visit some of the demonstration projects, agricultural enterprises and agricultural hi-tech zones, and meet local officials and representative from private sectors.
- Promoting practical technology training. Regular training courses may be organized. China is willing to share our experiences with other ACD member countries in the cultivation techniques of hybrid rice, aquaculture, mechanized operations in paddy rice fields, the demonstration projects of breeding pigs, dairy buffalo breeding and the control of trans-boundary bird flu. We also call upon other members to organize such training courses in areas which they excel. After the training, we need to come up with some follow-up activities
- Promoting sustainable development. We need to be fully aware of the impact of agriculture development on the natural resources and environment. We should focus our cooperation on the utilization of rural clean energy and renewable energy, protection of vegetation, surveillance of pesticide residues and early warning, prevention and control of natural disasters. China is willing to host a forum on agriculture sustainable development in the future.
- Enhancing cooperation on rural development and poverty alleviation. We need to put more emphasis on the rural women employment, and increase the living standard and quality of rural people. China suggests that training courses or seminars on rural women employment, one village, one product, professional education on agriculture be organized more regularly and frequently.

Thailand suggests that agricultural cooperatives be included as one important tool in the effort to alleviate poverty in Asia and that, therefore, additional activities in this area be organised.

Kazakhstan has offered to host an agricultural seminar to discuss current challenges in agriculture at an international fair (to be arranged) concurrently. Kazakhstan would welcome ACD participants at this event.

7. Issue(s) requiring Ministers' decision or endorsement:

In the long term, we may consider the following ideas for future cooperation.

- Improving the working mechanism on ACD agricultural cooperation. The Ministry of Agriculture of China may act as general coordinator. Other members can be the head-movers in agricultural sectors where they are of comparative

advantages. The head-movers may propose and implement different projects in consultation with the prime-movers.

- Providing adequate financial support for agriculture cooperation. With the expansion of scope and areas of cooperation, more financial resources will be needed. We need to make more efforts and diversify channels for financial resources.
- Strengthening research on agricultural cooperation. Some second track mechanisms or experts may be invited to conduct research on regional agricultural cooperation and provide intellectual support for the official cooperation.
- Strengthening information exchanges. An information platform for ACD members is needed for future communication and contact. Every member country may appoint a coordinator on agricultural cooperation. Coordinators may contact regularly and exchange information on bio-resources, policy environment, meteorology, market, products and technology, etc.
- Promoting agricultural investment and trade. ACD members should explore the modalities of commercial cooperation among themselves. Agricultural Expo or fair may be jointly sponsored to demonstrate regional agriculture development achievements.
- Setting the ACD Seminar on Agricultural Cooperatives and Poverty Eradication hosted by Thailand between 21-23 July 2008 as an example of an ACD activity that not only helps to advance agricultural cooperation, but also cooperation in the area of poverty alleviation under the ACD. This is because the Seminar put into practice the "cobwebs of cooperation" Concept endorsed by ACD Ministers at ACD 6. ACD member countries should be encouraged to continue to organise similar activities in areas of cooperation of their interest.

8. Contact person (name/position/organization):

Address (Tel/fax/e-mail addresses):

Mr. WEI Zhenglin,

Deputy Director,

Department of International Cooperation, Ministry of Agriculture,

People's Republic of China

Tel: 86-10-59192444, Fax: 86-10-59192482, E-Mail: zhenglin@agri.gov.cn

**ACD COOPERATION AREAS
PROGRESS REPORT**

1.	Name of the Cooperation Area <i>AGRICULTURE</i>
2.	Prime/Co-Prime Movers Countries <i>China, Pakistan and Kazakhstan</i>
3.	Date of activities Organized <i>n/a</i>
4.	Progress since ACD 6 (June 2007) <i>n/a</i>
5.	Difficulties encountered / Issues of concern <i>n/a</i>
6.	Future activities - <i>Presentation of Concept paper on cooperation in agricultural sphere, (prepared by Kazakhstan)</i> - <i>Seminar of Agriculture</i>
7.	Issue(s) requiring Ministers decision or endorsement <i>n/a</i>
8.	Contact person (name/ position /organization) Address (tel./fax/e-mail addresses) <i>Ministry of Agriculture</i>

1. Name of the Cooperation Area: Asia e University

2. Prime/ Co-Prime Mover Countries: Malaysia

3. Date of first activity organized: Malaysia as the prime mover of e-Education hosted the first ACD Workshop on e-Education on 29th to 30th April 2004 in Kuala Lumpur.

4. Progress since ACD 6 (Jun 2007):-

On the 20th December 2006 the Malaysian Government gave formal approval to the establishment of Asia e University. The Malaysian Cabinet agreed that the University should be established under the Section 2 of the Private University Act 1996 (555) and that it is to be led by the private sector. The Malaysian government however will give the necessary assistance including initial financial assistance to ensure the successful establishment of the university. The government will also provide a temporary campus at the current site of University of Malaya's City Campus, Jalan Tun Ismail, Kuala Lumpur. The Ministry of Higher Education has identified and invited Asia e Learning Scn. Bhd. as the promoter that will be responsible for the establishment of the Asia e-University on behalf of the government of Malaysia and participating countries of ACD.

Asia e University was officially established in April 2007 as dual mode University. During this initial startup phase AeU will deliver its courses on as a distance mode University using the blended pedagogy. It is envisaged that AeU will enrol fulltime students in the Pre University Studies beginning 2009.

The development of AeU will be in three major phases. Phase one (1) will span between the year 2007 to 2008, it will include the establishment of AeU headquarters and Kuala Lumpur campus in Malaysia. Thereafter, AeU branch campuses and learning centres will be established in the Asean region and Middle East. The 2nd phase of AeU development (2009 – 2010) will see AeU branches and the activities extended to ACD member countries like China, Cambodia, India, and Pakistan. The 3rd phase of the establishment of AeU will extend beyond year 2011 where AeU services will reach ACD countries not included in the earlier phases of development. In those phases, AeU will adopt implementation strategies that include the following activities:

- Attractive marketing of AeU brand as an International University of choice in Asia.
- Leverages on OUM, WOU, and international partner resources.
- International Academic Faculty.
- Positioning AeU as an Asian collaborative venture for higher Education with International recognition.
- Developing International networks with HE Institutions and private providers involved in e-education.

- Academic degree programmes conducted in dual mode in new areas with dual certification. i.e. academic plus industry.
- Integration of industry practices into curriculum with active participation from International corporations. i.e. industrial attachments.
- Establishment of Branch Campuses in best markets.

4.1 International Collaborations

AeU is currently negotiating a variety of arrangements with several educational providers in the Asian region and beyond. Many of these have in principle agreed to offer AeU courses in the Academic, Professional, and Executive Development capacities beginning in the last quarter 2008 and early 2009.

Among the countries where MOU have already been reached are:

- ❖ Republic of India
- ❖ Republic of Indonesia
- ❖ Kingdom of Bahrain
- ❖ Kingdom of Saudi Arabia
- ❖ Republic of Singapore
- ❖ Republic of Namibia
- ❖ Islamic Republic of Iran

On the startup and operations of Asia e University, a total of six Schools have been established and we also have obtained provisional accreditation (PA) for our undergraduate and postgraduate programmes from MQA. Below are the list of schools, centre and programmes offered at AeU:

School of Management

The School of Management offers both undergraduate and postgraduate programmes in business and management courses focusing on marketing and strategy, management of knowledge and innovation, human resource management, entrepreneurship, e-business, corporate strategy, performance management, Islamic financing and public and voluntary sector management. Particular emphasis is placed on the unique features such as doing business in Asia, and Asian ethics

School of Information Communications Technology

The School of Information Communications Technology have been established in September 2008. It will offer undergraduate and postgraduate programmes designed to prepare learners for positions in the ICT sector and in Multimedia Communications, with programmes emphasising diverse Asian attitudes, cultures, traditions and business needs.

School of Education and Cognitive Science

The School of Education and Cognitive Sciences offers undergraduate and

postgraduate programmes for the education profession. The programmes offered will be responsive to teacher development needs in member countries and emphasise on specific local requirements. The programmes will be unique in that they will incorporate the cultural, sociological and psychological backgrounds of different Asian communities and relate to local situations and settings. In addition the School has developed teaching enhancement programmes for lecturers to improve their knowledge on teaching and learning at university level.

School of Foundation, Vocational and Technical Studies

The School of Foundation, Vocational and Technical Studies will cater for pre-university, undergraduate and postgraduate students, offering vocational, engineering, technical and general foundation courses. As one of its initial offerings, the School is negotiating with the American College Test/Global Admission Certificate (ACT/GAC) to be the Asia-wide provider of this internationally recognized pre-university programme. The ACT/GAC programme is expected to begin in January 2009. The School will also offer specialised vocational courses for graduates to have the necessary skills to be employed in specific industries eg. Contact Centre, paramedical etc. The School will also be actively involved in providing vocational and technical courses at a certificate and diploma level to meet the needs of technical sub-professionals such as electrical, civil and mechanical workers in developing Asian economies.

School of Professional and Executive Education

The School of Professional and Executive Education (SPEED) will offer training courses for executives and professionals for career enhancement, as well as courses for the general public in a variety of fields covering self-improvement and general interest. These certificate and diploma courses will be tailor-made for their respective clientele, and will include the development of professional and generic competencies such as communication skills, computing skills, critical thinking skills, and so on. Each such certification will also be given a credit value wherever possible, allowing the recipients to pursue formal academic qualification should they choose to do so. To date over 120 such courses have been developed in various areas of specialisations.

School for Graduate Studies

The School for Graduate Studies will be responsible for coordinating and managing all the Postgraduate programmes of the University. It will also be directly responsible for marketing, quality assurance and examination management. Initial course offering will be in the fields of business, education, management and ICT.

Academic Programmes offered by Asia e University

AeU has secured approval from the Malaysian Qualifications Agency (MQA) and the Ministry of Higher Education (MOHE) to offer the following programmes
School of Management

- **PhD (Areas of research) :**

Management

Leadership

Marketing

Finance

Economics

- **Master of Science (by research)**

- **Master in Management**

- **MBA with specialization:**

Supply Chain Management

Logistics and Transport

International Business

Islamic Banking and Finance

Entrepreneurship

- •Asian Executive Master of Business Administration,
- •Executive Master in Strategic Human Resource Management,
- •Executive Master in Public Administration,
- •Executive Master in Islamic Banking & Finance

- **Bachelor of Business Administration with specialisations**

Marketing & E-Commerce

Accounting & Finance

Business Information System

School of Education and Cognitive Sciences

Bachelor of Education (TESL) (Hons)

Masters of Education (M.Ed) with specialisation in:

Educational Psychology

Instructional Technology

Curriculum & Instruction

- Doctor of Philosophy (PhD) with specialisation in:

Educational Psychology

Instructional Technology

Curriculum & Instruction

Mathematics and Science Education

Language & Literacy

Educational Management and Leadership

- Master of Education (MEd) with specialisation

Nursing Education

Teaching English as a Second Language

Educational Management & Leadership

Counselling

PhD in ICT

MSc. in ICT with specialisation:

Business Continuity Management

Information Security
Project Management
Techno-entrepreneurship
Audit and Control
Information Strategic Planning
Resources Management

Bachelor of Information and Communication Technology (Hons)

Specialisation in:

Information System
Multimedia Computing
Open Source Computing
Software Engineering
Enterprise Networking

- Postgraduate Diploma in Higher Education Teaching (PGDipHET)

Many of the above programmes have obtained Provisional Accreditation (PA) from the MQA and with a target being set to obtain Full Accreditation within a year to three years.

5. Difficulties encountered/ Issues of concern:(if applicable)

One of the most critical aspects of providing cross border education is International Accreditation and Recognition. In order to facilitate this for AeU, at the 3rd ACD roundtable held Malaysia discussions were held about the introducing the Asian Credit Transfer System (ACTS) similar to the European Credit transfer system(ECTS). The ECTS is now widely used by over 45 countries in Europe and even the Australian and American Universities are following suit.

6. Future activities:

The international success of AeU, is its ability to forge partnerships with the ACD member Institutions. In this context AeU will be starting negotiations with the following countries

- ❖ Kingdom of Thailand
- ❖ Islamic Republic of Pakistan
- ❖ Arab Republic of Egypt*
- ❖ Republic of Kenya*
- ❖ People's Republic of China
- ❖ Democratic Socialist Republic of Sri Lanka
- ❖ Republic of South Africa*
- ❖ Socialist Republic of Vietnam

* not a member of ACD but expressed keen interest to work with AeU

Establishment of new Centres

For the year 2009 the two centres that will be established are as below:

(i) Asian Centre for Culture and Languages (ACCL)

The Asian Centre for Culture and Languages is essential in order to catalyse greater collaboration and cooperation and also integration amongst the ACD member countries. The ACCL will offer cultural and language courses starting at a basic beginners level and up to advanced level. Courses in the main languages of Asia such as Mandarin, Hindi, Bahasa Melayu, Bahasa Indonesia, Arabic, Japanese, Korean, Russia etc will be available for all students, as will courses in all the major languages of the world. It is hoped that member ACD countries will be prepared to support the ACCL with experts and learning material.

(ii) Asian e-Learning Centre

The Asian e-Learning Centre (ACE) will be the hub for Asia to serve as a focal point for all aspects of e learning. the exchange of educational opportunities and knowledge among the communities of the region in all aspects of e learning. ACE will be the premier organisation in research, development, promotion and implementation of E-Learning initiatives among countries in Asia in the area of policy, technology, standards, human capacity building and knowledge sharing.

7. Issue(s) requiring Ministers' decision or endorsement:

The 3rd Asia Cooperation Dialogue (ACD) roundtable meeting was held from the 24-25 March 2008 in Malaysia to discuss on Collaboration and Smart Partnerships with Asia e University (AeU). Specific projects discussed included the development of an Asian Credit and Transfer System (ACTS) for mutual credit recognition, transfer and accumulation as well as degree recognition among the ACD member countries. This ACTS could be based on the European Credit Transfer System (ECTS) as model for Asia. In addition discussions were also held about establishing an Asia e Learning Centre.

Working Papers for both proposals have been circulated to all ACD member countries for deliberations at the next ACD meeting to be held in Kazakhstan in October 2008.

The proposed ACTS consists of two components: a credit transfer system and an accumulation system. As a credit transfer system ACTS seeks to:

- facilitate transfer of students between educational institutions in Asia, leading to student mobility and;
- facilitate the mutual recognition of academic qualifications

As an accumulation system because of its greater transparency and comparability of programmes. ACTS seeks to:

- encourage curriculum development in national systems
- encourage greater cooperation amongst higher education institutions in Asia
- enable mobility of students within national systems (between institutions in a country)
- allow for recognition of prior learning (RPL), thus facilitating lifelong learning
- promote the attractiveness of Asian higher education to the rest of the world

The establishment of the AeU **Asia e-Learning Centre** will position AeU as a primary player in e-learning in the region. The AeU Asia e-Learning Centre (ACE) is to mobilise and garner educational, cultural, economic and social players in Asia in speeding up changes in Asia's move towards a knowledge-based society. ACE is hereby proposed as a hub for Asia to serve as a focal point for the exchange of educational opportunities and knowledge among the communities of the region in all aspects of e learning.

8. Contact person (name/position/ organization):

Prof. Dato' Dr. Ansary Ahmed
President/ CEO
Ground Floor, Main Block,
No. 4, Jalan Sultan Sulaiman,
50000 Kuala Lumpur, Malaysia
Tel: 603 2711 0238/2785 0003
Fax: 603 2711 0436/2785 0001
Email: president@aeu.edu.my

Robert Wagenaar, 2005. Tuning Management Committee. New Perspective on ECTS as an Accumulation and Transfer System

European Credit Transfer and Accumulation System: Key Features (ECTS). 2005

Axel Hunniger & Ina Skalbergs (2006). EU-ASEAN Credit Transfer System in Engineering Education: Developing Regional Quality Assurance Mechanisms in the Field of Student Mobility.

Association of Universities and Colleges of Canada (2000). European and Asian Credit Transfer System: The View from a Canadian University Perspective.

**Energy
Progress Report**

1. Name of Cooperation Areas: Energy

2. Prime/Co-Prime Mover Countries:

1. Bahrain
2. Indonesia
3. China
4. Kazakhstan
5. The Philippines
6. Qatar

3. Date of first Activity organized:

First Conference on Energy Security Strategy, 30 April 2003, Manama, Bahrain

4. Progress since ACD 6 (June 2007)

- Pakistan to host the 2nd ACD Energy Forum (at ministerial level), on 3 - 4 September 2007 in Islamabad, Pakistan (postponed)

5. Difficulties Encountered/Issues of Concern:

(if Applicable)

n/a

6. Future Activities:

- 2nd ACD Energy Forum (at ministerial level), Islamabad, Pakistan (tbc)
- ACD Energy Seminar on Renewable Energy Resources and Alternative Fuels, (tbc), Manila
- Conference on Energy and Climate Change: Challenges and Opportunities, 26-27 November 2008, Bahrain
- Other activities as stated in the ACD Energy Action Plan to be adopted at the 2nd ACD Energy Minister's Forum

7. Issue (s) requiring Ministers decision or endorsement:

- Progress report of energy cooperation on ACD Energy Action Plan is to be briefed in the 7th FMM in Astana.
- The ACD Energy Action Plan to be adopted in the 2nd Energy Forum in Pakistan (tbc).

8. Contact Person (name/position/organisation):

1. INDONESIA

1. **Ms. Ratna Ariati**
Director for New Renewable Energy and Energy Conservation
Directorate General of Electricity and Energy Utilization
Ministry of Energy and Mineral
Jl. H.R. Rasuna Said, Blok X2, Kav. 07 - 08, Kuningan
Jakarta 12950, Indonesia
Tel/Fax : 62 21 5256084
Email : diren@djipe.esdm.go.id
2. **Mr. Ibnu Hadi**
Director for Asia, Pacific and African Intra Regional Cooperation
Department of Foreign Affairs, Indonesia
Jalan Taman Pejambon No. 6
Jakarta Pusat 10110
Tel : (62) - 21 3811083
Fax : (62) - 21 3844867
Email : ibnuhadi@deplu.go.id

2. The PHILIPPINES

1. **Mr. Jesus T. Tamang**
Director, Energy Policy and Planning Bureau
Department of Energy
Energy Center Merritt Road
Fort Bonifacio Taguig City, Metro Manila
Tele/fax No. (632) 840 2250
Email address: jtamang@doe.gov.ph; jtamang@yahoo.com
2. **Ms. Carmencita A. Bariso**
Chief Science Research Specialist
Planning Division, Energy Policy and Planning Bureau
Department of Energy
Energy Center Merritt Road
Fort Bonifacio Taguig City, Metro Manila
Tele/fax No. (632) 840 1780
Email address: cbariso@doe.gov.ph; kaye_bariso@yahoo.com
3. **Mr. Jaime Ramon T. Ascalon**
Special Assistant
Office of the Undersecretary for Policy
Department of Foreign Affairs
2330 Roxas Boulevard, Pasay City, Metro Manila
Tel: (632) 834 3068
Fax: (632) 832 0664
Email: jaime.ascalon@dfa.gov.ph; jrascalon@gmail.com

3. PEOPLE'S REPUBLIC OF CHINA

1. **Mr. Wu Hang**
Second Secretary
Embassy of the People's Republic of China
Jl. Mega Kuningan Barat 10 No. 2 Jakarta 12950
Tel: (62-21) 576 1048/49/50
Fax: (62-21) 5761051
Email: sailwh@yahoo.com.cn

4. KAZAKHSTAN

1. **Mr. Anarbek Tolymbayev**
Director of the Department of Gas Industry
Ministry of Energy and Mineral Resources
Astana City, Kazakhstan, Left Side Esil' River, Ksbsnbsy Batyr
St. 20
Tel: +73172976900
Fax: +7317297-69-89
Email: tolymbayev@memr.kz
2. **Mr. Aset Isenali**
Consul, Embassy of Kazakhstan, Kuala Lumpur
115 Jln. Ampang Hilir, Kuala Lumpur, Malaysia, 55000
Tel: +603-42522999/42526999
Fax: +603-42523999
Email: consul@kazembassy.org.my

5. QATAR

1. **Mr. Abdul Aziz Al Jamaly**
Head of Surveillance
Ministry of Energy and Industry /
Qatar Petroleum
Westbay, Doha 3212
Tel: +974 4491511
Fax: +974 4491511
Email: aljamali@qp.com.qa
2. **Mr. Shagran Al Marri**
Head of Economist

Ministry of Energy and Industry /
Qatar Petroleum
Westbay, Doha 3212
Tel: +974 4491511
Fax: +974 4491511
Email: s_almarri@qp.com.qa

6. BAHRAIN

1. Mr. Mohammed J. Al Sayyad
Director of Economic Research
National Oil and Gas Authority (NOGA)
Tel: +973 1731 2677 , + 973 1729 1925
Email: maysayyad@noga.gov.bh

**ACD COOPERATION AREAS
PROGRESS REPORT**

1.	Name of the Cooperation Area <i>ENERGY</i>
2.	Prime/Co-Prime Movers Countries <i>Bahrain, Indonesia, Kazakhstan, Qatar, China and Philippines</i>
3.	Date of activities Organized <i>n/a</i>
4.	Progress since ACD 6 (June 2007) <i>n/a</i>
5.	Difficulties encountered / Issues of concern <i>n/a</i>
6.	Future activities <i>Presentation of Concept paper on cooperation in energy sphere (prepared by Kazakhstan)</i>
7.	Issue(s) requiring Ministers decision or endorsement <i>n/a</i>
8.	Contact person (name/position/organization) Address (tel./fax/e-mail addresses) <i>Ministry of Energy and Mineral Resources of Kazakhstan</i>

1. Name of the Cooperation Area: Environmental Education

2. Prime / Co-Prime Mover Countries: Japan/Qatar

3. Dates of activities organized: June 26th and 27th, 2007 and October 2nd and 3rd, 2008

4. Progress Since ACD6:

The 4th Dialogue on Environmental Education

Japan hosted the 4th Dialogue on Environmental Education on June 26th and 27th, 2008, in Kitakyushu. The dialogue was held under the theme "Environmental Education as a Measure against the Global Warming", and 60 participants from 15 ACD member countries, NGOs, enterprises, and representatives from local governments attended the dialogue. Participants also joined site visits to local ecotown enterprises and environment museum, to observe and deepen their understanding on the community's efforts and history on waste recycling project and environment initiatives.

At the 4th dialogue, Japan and participants from other ACD member countries shared each country's efforts and experiences in tackling global warming. The dialogue provided an opportunity for ACD member countries to reach a common understanding that preventing or slowing down global warming is an urgent issue, and renew their determination to further promote education on the issue.

6. Future activities:

The 5th Dialogue on Environmental Education

Based on the general discussions on Environmental Education in the previous three dialogues, the focus of the project has been narrowed down to specific topics since the 4th Dialogue. Japan will host the 5th Dialogue on Environmental Education on October 2nd and 3rd, 2008 in Otsu, under the theme of "Education on Water and Sanitation".

The dialogue will be convened to reach common understanding among ACD member countries on the significance of education on water and sanitation and to share good practices and lessons learned, as well as to establish network among those concerned in water and sanitation sector in governments, local authorities, academia, relevant regional and international organizations including UNEP/IETC, and civil society. The dialogue will also provide an opportunity for the participants to deepen their understanding on ways to solve water and sanitation issues.

8. Contact person

Name: Sayaka Minamikawa, Ministry of Foreign Affairs

Tel: (+81)-3-5501-8252

Fax: (+81)-3-5501-8251

PROPOSAL

ASIAN CREDIT TRANSFER SYSTEM (ACTS)

**Asia e University
Kuala Lumpur
Malaysia**

BACKGROUND

The Asia Cooperation Dialogue (ACD) was established to promote cooperation among its 30 member countries leveraging on the strengths and opportunities of each nation. It is targeted specifically towards human capital development, alleviating poverty and improving the quality of life, whilst developing a knowledge-based society within Asia and enhancing people empowerment. Its ultimate goal is the transformation of the Asian continent into an Asian community which seeks to increase the bargaining power of Asian countries in lieu of competition, and enhance Asia's economic competitiveness in the global market.

One of the steps towards this cooperation is the establishment of Asia e University (AeU), an initiative of Malaysia, as prime mover for e-education. With the support of the 30 ACD member countries as confirmed by the Islamabad, Doha and Seoul ministerial meetings, AeU seeks to work in collaboration with Asian Institutions of Higher Learning in providing academic programmes drawing on the collective expertise and prestige of member institutions through collective and strategic links.

Besides focusing on providing programmes and products that are of quality, affordable, accessible, and marketable; AeU is also proposing to be a facilitator for the mutual accreditation and recognition of degrees and academic programmes among Asian HEIs. Such a recognition and transfer system will encourage greater movement of students among Asian universities and colleges.

At the third ACD Roundtable meeting organised by Asia e University in cooperation with the ACD Secretariat in Bangkok, Thailand, Ministry of Foreign Affairs Malaysia and Ministry of Higher Education Malaysia on March 24 -25th March 2008, the the European Credit Transfer System(ECTS) which had created greater mobility of students and portability of credits and the

impact it has had on the European Union and the creation of the European Higher Education Area was as whole it was discussed. The participants of the ACD member countries at the 3rd Roundtable deliberated on the possibility of ACD member countries having an Asian Credit Transfer System (ACTS) similar to that of the ECTS. It is the hope of Asia e University that the ACD Summit Meeting to be held in Khazakstan will endorse in principle the establishment Asian Credit Transfer System (ACTS) for facilitating greater cooperation in the field of Higher Education generally and e learning specifically.

• **THE EUROPEAN CREDIT TRANSFER SYSTEM (ECTS)**

In 1989, European Union countries met in Italy and signed the Bologna Declaration with the aim of building a common space for higher education in the region. Among the steps taken was the introduction of the European Credit Transfer System (ECTS). Later at the Salamanca Convention on Higher Education in 2001 and the Prague Conference of Education Ministers in 2002, there was agreement on the importance of a system for both the transfer and accumulation of credits, and on the need for progress on these issues. Participants at these two meeting consisted of European universities, student bodies, national ministries and international organisations agreed on the key features of the European Credit Transfer System (ECTS) which aims to (Directorate-General for Education and Culture, 2005).

- facilitate the transfer of students between European countries, and in particular enhances the quality of student mobility, thus facilitating academic recognition
- enable mobility of higher education students within institutions, national systems and internationally.
- promote the mutual recognition of qualifications and comparability of study programmes and qualifications,
- enhance the attractiveness of European higher education towards the rest of the world.

ECTS is the only credit system which has been successful tested and used across Europe. The system was initially set up as a credit transfer system which facilitated the mobility of students in Europe. However, later the system developed in an accumulation system implemented at the institutional, regional and European level. Besides, European countries, the ECTS has been adopted in some Australian and Canadian institutions of higher learning (Association of Universities and Colleges of Canada, 2000). Many other countries are looking at the possibility of implementing the ECTS in their respective institutions. The ECTS has brought about greater mobility among students and greater cohesion and integration of the EU.

THE ASIAN CREDIT TRANSFER SYSTEM (ACTS)

What is the Asian Credit Transfer System?

With the advent of globalisation and increasing competitiveness, the need for a common space in higher education is most urgent. However, Asian countries with its diversity, faces significant challenges in allowing for mobility across international, cultural and social borders. In the field of higher education, the key towards building a common space, is to promote mobility of students across countries. To enable such movement, the Asian Credit Transfer System or ACTS, deriving the best of the European model as a benchmark is proposed. Such a system will provide instruments for understanding and comparing different education systems, the recognition of professional qualification, increase collaboration between universities and the convergence of educative structures (Tovar and others, 2006).

What are the objectives of the Asian Credit Transfer System (ACTS)?

The proposed ACTS consists of two components: a credit transfer system and an accumulation system.

As a credit transfer system ACTS seeks to:

- facilitate transfer of students between educational institutions in Asia, leading to student mobility and;
- facilitate the mutual recognition of academic qualifications

As an accumulation system because of its greater transparency and comparability of programmes. ACTS seeks to:

- encourage curriculum development in national systems
- encourage greater cooperation amongst higher education institutions in Asia
- enable mobility of students within national systems (between institutions in a country)
- allow for recognition of prior learning (RPL), thus facilitating lifelong learning
- promote the attractiveness of Asian higher education to the rest of the world

What is the key feature of ACTS?

To facilitate mobility and recognition of educational programmes, there needs to be a systematic way of describing an educational programme by attaching 'credits' to its components. ACTS is a student-centred system in which 'credit' is given for work done by the student to achieve the learning outcomes of a course or subject.

What is a credit?

A credit is defined as the award given to a learner in recognition of the learning outcomes achieved at a specified level and verified accordingly.

What is a learning outcome?

Learning outcome is defined as the knowledge, skills and attitudes/value acquired by a learner after completion of a process of learning. Learning outcomes must be accompanied by assessment criteria stating the extent to which certain knowledge, skills, competencies and values have been acquired.

What is an ACTS credit?

ONE ACTS credit is equivalent to 'student workload' for defined number of hours eg. 24 to 30 working hours.

What is student workload?

It is defined as the time spent by a student to accomplish the specified learning outcomes at a particular level which involves:

- teaching methods – lecture, seminar, practical, laboratory work, tutorial, internship, fieldwork, project work and so forth
- learning activities – doing specific assignments, practicing technical skills, writing papers, reading books, article & papers, oral presentations and so forth
- assessment – oral examination, written examination, tests & quizzes, portfolio assessment, thesis, internship report, project report, field work report and so forth.

[NOTE: The 'real' time spent will vary according to the individual's capability, prior knowledge, mode of learning and so forth]

Can you give an example of how ACTS credits are applied?

For example, if a course is assigned a study load of 6 ACTS, students will be required to devote 6×28 hours = 166 hours to the study of the subject. If students are required to attend lectures and tutorials for 4 hours per week during a 12 week semester; the contact hours is 48 hours. The remaining 118 hours (166 minus 48) is for students to engage in self-study and to prepare for examinations, to read the relevant material not explained during lectures, to prepare assignments, to make oral presentations, to participate in a practicum and so forth.

If students are required to do additional reading for the course, it should be determined how many pages a student can reasonably be expected to read and digest per hour. If the ratio is 5 pages per hour, a 6 ACTS course of 12 weeks with 48 contact hours leaving 118 hours of which 40 hours devoted to required reading = $40 \times 5 = 200$ pages.

Are work placement, practicum or internship covered by ACTS?

ACTS covers work placement, practicum or internship but they have to be described in terms of learning outcomes and given assigned credits.

How long is one academic year?

A full-time study programme will vary according to institutions. ACTS proposes 36 to 40 weeks per year.

- If there are two semesters per academic year, than each semester will be between 14 to 16 weeks long (inclusive of study week and examination week).

- If there are three semesters (trimester) per academic year, than each semester will be between 12-14 weeks long.

What is the workload for one academic year?

ACTS proposes 60 credits to be the recommended workload of a full-time student during one academic year. In other words, 30 credits are given for one semester and 20 credits for a trimester.

When are the credits obtained?

Credits can be obtained only after completion of the work required and appropriate assessment of the learning outcomes achieved.

Is there a specific ACTS grading scale?

Examination and assessment results are usually expressed in grades. There are many different grading systems used by institutions in Asia. Whatever, grading system that is adopted, it should be transparent and clear to serve as a basis of comparison.

Is the use of ACTS grading scale obligatory?

An ACTS grading scale is proposed but is not designed to replace national system but to act as reference point to enhance understanding of national systems. The use of ACTS grading scale is strongly recommended but is not obligatory. Higher education institutions make their own decisions on how to apply the ACTS grading scale to their own system.

How do students benefit from ACTS?

ACTS enables students to study part in their own country and further their studies in another country should they so desire. For example, a student pursuing a Bachelor of Management degree in country X may continue his or her final year or do an internship in country Y. The institutions involved decide whether or not this is acceptable and what conditions the student must fulfil in order to get a degree or transfer registration.

ACTS also enables access to programmes in local universities. For example, a student pursuing a degree in one institution may move to a another institution in the same country. Currently, this may not be possible in some countries.

How do universities benefit from ACTS?

ACTS makes the comparison of local and foreign programmes much easier and facilitates academic recognition. It is possible that with ACTS, institutions in Asia may be prompted to reflect and even review their curriculum so as to be more transparent, more clearly explicated and easily understood by others. This will make Asian higher education more attractive for students in the region and even outside the region.

ACTS may be applied to many different modes of delivery. For example, it may be adopted by distance learning institutions whose students are mostly part-time as well as conventional universities whose students are mostly full-time.

For institutions who have not adopted the "credit" system, ACTS may encourage these institutions to consider using the 'credit' system. It may also

encourage higher education institutions to reflect on their curriculum, student workload and learning outcomes.

With ACTS, higher education institutions in the region, maintain their autonomy as they decide on the modifications and changes that should be introduced with regards to programme structure.

How does ACTS promote lifelong learning?

There is a growing population of adult learners returning to school. Their valuable skills, competencies and experiences acquired outside mainstream education and training can be expressed in the form of credits. Every type of adult learning can be expressed in the form of learning outcomes and workload which can be translated into ACTS credits. This will promote lifelong learning as more people from professional life and non-traditional learning environments are motivated to return to school.

What tools are required for implementation of ACTS?

To facilitate implementation of ACTS, certain specific tools have to be developed:

1. Information Package/Course Catalogue

It is the most important tool in which is recorded relevant information which is easy to understand and compare for students and staff, locally and foreign. It contains information about the respective institution, information on degree programmes, description of individual courses, and general information for students such as cost of living, facilities, regulations and requirements for studying at the institution concerned. It is recommended that the document be available on the web and updated accordingly.

2. The Learning Agreement

It contains the list of courses the student plans to take which must be agreed by the student and the two institutions concerned. It guarantees the transfer of credit for courses passed successfully by the student. The Learning Agreement helps to ensure that the student is subjects that which meet the requirements of the degree sought.

3. The Transcript of Records

It documents the performance of a student by showing the list of courses taken, the local grade obtained and the corresponding ACTS grades awarded.

What is the Diploma Supplement?

Besides, the Transcript of Records, students are provided with the Diploma Supplement which is a document attached to the degree providing additional information. It is a document which provides a standardised description of the nature, level, context, content and status of the studies successfully completed by the graduate. The supplement provides transparency and facilitates academic and professional recognition of qualifications (diplomas, degrees, certificates).

RECOMMENDATIONS

It is therefore proposed that ACD member institutions:

- recognise the importance of an Asian Credit Transfer System for the development of higher education among member countries,
- agree in principle to the concept of an Asian Credit Transfer System (ACTS).
- agree to meet to discuss in detail:

- the application of ACTS in a transparent but flexible way, taking into account specific priorities of countries concerned
- the potential of ACTS for supporting curricular reform and enhancing international cooperation;
- assess the cost and benefits of ACTS and allocation of adequate human and financial resources for its implementation and proper use;
- develop appropriate instruments to ensure adequate monitoring and regular evaluation of the use of ACT

REFERENCES

ABA Rule of Law Initiative. Professor Thomas H. Speedy Rice. Materials from Workshop on European Credit Transfer System (ECTS). Feb. 2007.

Directorate-General for Education and Culture. ECTS Users Guide. European Credit Transfer and Accumulation System and The Diploma Supplement. Brussels. Feb. 2005

Higher Education Policy Institute. Credit Accumulation and Transfer and the Bologna Process: An Overview. Bahram Bekhradnia. October, 2004.

ACD Cooperation Areas Progress Report

1. Name of the Cooperation Area: Financial Cooperation

2. Prime/ Co-Prime Mover Countries: Thailand

3. Date of activities organized:

- 1st ACD Working Group on Financial Cooperation, 12 May 2003, Bangkok, Thailand
- ACD High-level Seminar on "Enhancing Financial Cooperation through Asian Bond Market Development" 24-25 March 2006, Bangkok, Thailand

4. Progress since ACD 6 (June 2007):

- The Consultative Meeting of the Energy Co-Prime Movers, held in Bali between 11-12 April 2007, agreed that the issue concerning re-investment of revenues accrued from energy trade should be further explored at the 2nd ACD Energy Forum in September 2007 in Pakistan. However, said Forum was postponed.
- The sub-prime mortgage crisis in the U.S. in early 2008 had led to global financial instability since August 2008. Such incident has raised the need for closer cooperation among Asian countries to respond to challenges and repercussions arising from the crisis.
- Despite the above, such financial crisis can also be seen as an opportunity for Asian financial markets. In so doing, Asian countries may forge greater cooperation in exploring and strengthening their financial endeavors, including SWAP arrangements, Asian Bond Markets Initiative, which has been implemented under several frameworks including ASEAN+3, EMEAP, as well as support for GCC's plan to set up a monetary council by 2009 and a monetary union by 2010.
- ACD may serve as a missing link in providing political and technical support for the Asian Bond Markets Initiative. Thailand is in discussions with India on the possibility of co-hosting a Track II Seminar on Asian Financial Cooperation in the context of the financial crisis in the U.S. and the impending global economic downturn.

5. Future activities:

- ACD Think Tanks Network / Track II Seminar on "Asian Financial Cooperation" to be co-hosted by India (the Research and information System for Developing Countries - RIS) and Thailand in early 2009.

6. Issue(s) requiring Ministers' decision or endorsement:

- Ministers may reaffirm their commitment to promote stable and efficient financial markets in Asia including the Asian bond initiative by maintaining full political and technical support to further the development of Asian bond market in terms of market demand, supply and infrastructure.
- Ministers may welcome Thailand and India's discussions on co-hosting an ACD Think Tanks Network / Track II Seminar on "Asian Financial Cooperation".

7. Contact person (name/position/ organization): Bureau of International and Macroeconomic Policy, Fiscal Policy Office,
Ministry of Finance,
Rama XI Road, Bangkok 10400, Thailand
Address (Tel/fax/e-mail addresses): Tel. (66) 0 2273 9020 ext. 3417
Fax. (66) 0 2273 9059

.....

**ACD COOPERATION AREAS
PROGRESS REPORT**

1	Name of the Cooperation Area <i>Human Resource Development</i>
2	Prime/Co-Prime Movers Countries <i>Vietnam, Thailand</i>
3	Date of activities Organized Community Vocational Training Centers for Human Resource Development and Poverty Reduction: Experiences of Vietnam and ACD Countries, May 2007, Hanoi.
4	Progress since ACD 6 (June 2007) n/a
5	Difficulties encountered/ Issues of concern n/a
6	Future activities n/a
7	Issue(s) requiring Ministers decision or endorsement n/a
8	Contact person (name/position/organization) Address (tel./fax/e-mail addresses) <i>Ministry of Labor, War Invalids and Social Welfare</i>

Progress Report

1. Name of the Cooperation Area: IT Development
2. Prime/Co-Prime Mover Countries: Republic of Korea/Russia
3. Date of activities organized: 2004
4. Progress since ACD 6 (June 2007):

Cooperation through KOICA(Korea International Cooperation Agency)

(1) Projects

- conducted 15 projects in 9 ACD member countries

(2) Invitation of Trainees

- (2007) invited 105 people in 12 courses
- (2008) invited 96 people in 14 courses
- training projects include 'IT Development Policy', 'e-Business Promotion for SMEs' and 'Skill Development in the use of Information and Communication Technology', among others

(3) Dispatching of IT Experts

- dispatched 4 Korean ICT Experts to Indonesia and Pakistan

Cooperation through KADO(Korea Agency for Digital Opportunity and Promotion)

(1) Invitation of Trainees

- (2007) invited 103 people in 9 courses
- (2008) invited 57 people in 6 courses
- training projects include 'e-Government SI course', 'capacity-building in Digital Broadcasting' and 'e-Government Infrastructure Construction Project', among others

5. Difficulties encountered/ Issues of concern:

(if applicable) N/A

6. Future activities:

- 'ACD e-Government System Integration Course' will be implemented by KADO during 2009.
- Other IT-related activities to be conducted through KOICA and KADO
- Further activities to be explored for year 2009 in consultation with the co-prime mover

7. Issue(s) requiring Ministers' decision or endorsement: N/A

8. Contact person (name/position/organization):

Address (Tel/fax/e-mail addresses):

KOICA	KADO
Ms Mira KO	Mr Sungnam CHOI
Assistant Manager, Regional 1 Team	Executive Manager, Global HRD Team
Tel: +82 31 740 0233 Fax: +82 31 740 0698	Tel: +82 2 3660 2713 Fax: +82 2 3660 2719
e-mail: paper2steel@koica.go.kr	e-mail: csn415@naver.com

ACD Cooperation Areas Progress Report

- | | |
|---|---|
| 1. Name of the Cooperation Area: | Natural Disasters |
| 2. Prime/Co-Prime Mover Countries: | Russia |
| 3. Date of activities organized: | November 20-22, 2007 |
| 4. Progress since ACD 6 (June 2007): | 1 st ACD Expert Meeting on Disaster Preparedness and Response, November 20-22, 2007 |
| 5. Difficulties encountered/Issues of concern: | Insufficient participation (13 countries out of 30) |
| 6. Future activities: | To be announced in due course |
| 7. Issue(s) requiring Ministers' decision or endorsement: | None |
| 8. Contact person: | Mr. Yuri Brazhnikov, Head of the International Relations Department, Ministry of the Russian Federation for Civil Defense, Emergencies and Elimination of Consequences of Natural Disasters (EMERCOM of Russia) |

**ACD COOPERATION AREAS
PROGRESS REPORT**

1	Name of the Cooperation Area <i>Poverty Reduction</i>
2	Prime/Co-Prime Movers Countries Vietnam, Cambodia and Bangladesh
3	Date of activities Organized n/a
4	Progress since ACD 6 (June 2007)
5	Difficulties encountered/ Issues of concern n/a
6	Future activities n/a
7	Issue(s) requiring Ministers decision or endorsement n/a
8	Contact person (name/position/organization) Address (tel./fax/e-mail addresses) <i>Ministry of Agriculture and Rural development</i>

The Sultanate of Oman's paper on Road Safety

The Sultanate of Oman's strategy in strengthening and improving Road Safety can be summarized as follows :

1. Working With the Media

The concerned authorities utilizes all types of mass media and communication both written and spoken to promote safety awareness along the following lines and themes :

- * Newsletter concerning road safety awareness issues and cases and highlighting the importance of respecting traffic rules and regulations continues to enjoy wide circulation.
- * Newsletter relating to traffic-related activities and events is sent to various organizations in the Sultanate.
- * Newsletter focusing on traffic accidents resulting in injuries and fatalities and drawing attention to the most horrific accidents and their causes has been a useful tool in educating on the negative and in some cases unintended consequences of traffic-related incidents.

2. Awareness Lectures

Traffic officers deliver awareness lectures twice a week throughout the year in all the Sultanate's governorates and regions. The awareness lectures are given in government and private schools, sport clubs, Oman's Women Association, cultural and academic gatherings and festivals.

3. Awareness Pamphlets and Publications

Over half a million awareness pamphlets and leaflets are printed, concerning road safety that are distributed in all the Sultanate's governorates and regions.

4. Road Safety School for Children

The Omani Government takes a great interest in raising traffic awareness among children who in the future will be driving vehicles. In this regard the Royal Oman Police, Directorate General of Traffic frequently coordinates with the Ministry of Education in order for the pupils in government and private schools to visit the Road Safety School to acquaint them with road safety rules and behaviour in theory as well as in practice so that the information will have a long lasting effect in the will be firmly entrenched in the child's mind and until adulthood.

5. Regulations Awareness

The Directorate General of Traffic in recent years has been sending safety awareness messages to drivers through the the display of large signs and placards at pedestrian crossings and flyovers. Adverts have also been used bearing brief and effective messages regarding the negative consequences of accidents, the benefits of safe and sound traffic practices, injuries and fatality figures and statistics and imposition of fines and penalties on traffic offenders.

6. The Directorate General of Traffic's Website

This website specializes in the provision of road safety awareness for all its visitors. It also has a frequently asked questions column for the general public, daily traffic accidents register and monitor, and traffic laws and regulations. In addition, the Website educates the public on all the services provided by the Directorate General of Traffic. The Website has frequent visitors.

7. Road and Traffic Crash and Injury Prevention

A major cause of traffic accidents resulting in injuries and fatalities can be attributed to speeding. In the effort to reduce traffic crashes and casualties speed monitoring devices have been installed throughout the governorates and regions in the Sultanate. The use of this technology has assisted the Royal Oman Police in its efforts to reduce the number of road and traffic deaths and Injuries

8. Traffic Safety Institute

The Traffic Safety Institute of the Royal Oman Police was Established to train police personnel and other road users. Since its inauguration the Institute has successfully hosted a number of international conferences and invited various experts to prepare quality training programmes and organize workshops. Hitherto approximately 150 workshop training courses have been organized. Also road safety programmes have been set up and are taught at the Institute. In addition, the Institute prepares special courses for government agencies, private sector organizations and other road users.

9. Improvement in the Inspection of Vehicles

One of the most important projects that was designed to improve road safety standards has been the introduction of computerized vehicle inspection. Vehicles are inspected electronically to ensure their road worthiness. Currently 14 inspection yards and stations have been built that examine, monitor and test all types of vehicles throughout the governorates and regions in the Sultanate. It takes between 10 to 15 minutes to inspect each vehicle.

ACD Cooperation Areas Progress Report

1. Name of the Cooperation Area: Tourism

2. Prime/Co-Prime Mover Countries: Cambodia, Myanmar, Pakistan, Thailand

3. Date of activities organized:

- 1st Tourism Business Forum (TBF 1), 22-24 May 2003, Phuket, Thailand
- 2nd Tourism Business Forum (TBF 2), 18-20 July 2004, Chiang Mai, Thailand
- 3rd Tourism Business Forum (TBF 3), 24-25 April 2006, Siem Reap, Cambodia

4. Progress since ACD 6 (June 2007):

- At ACD 5 in May 2006, Ministers endorsed the Road Map for ACD Tourism Cooperation, which was drafted by Thailand and approved at TBF 3 in April of the same year in Siem Reap. The Road Map focuses member countries' efforts on the achievement of sustainable tourism (i.e., the sustainable development of biodiversity and other natural resources) as well as poverty reduction through tourism-related activities in line with the UN MDGs. Six possible priority areas of cooperation were identified in the Road Map, i.e., (1) Investment Opportunity; (2) Tourism for Poverty Alleviation; (3) Safe/Secure Destinations; (4) SMEs; (5) Human Resource Development; and (6) Sustainability.
- In the months following ACD 5, Thailand requested that member countries volunteer to lead cooperation in the six priority areas identified in the Road Map. Thailand volunteered to lead in the area of SMEs; Indonesia in the area of Human Resource Development; Sri Lanka and Cambodia in the area of Tourism for Poverty Alleviation.

5. Difficulties encountered/ Issues of concern:

(if applicable)

- ACD Tourism Co-Prime Movers wish to receive more responses – comments, recommendations and offers to take a lead role – from member countries, especially with regard to the Road Map for ACD Tourism Cooperation. This is viewed as essential to advancing cooperation in this area.

6. Future activities:

May also specify in case the activity planned will involve collaboration(s) with other Cooperation Area(s), or so called “Cobweb (Network) of Cooperation”

- India has offered to host the 4th Tourism Business Forum (TBF 4) in 2009 (exact dates to be informed through diplomatic channels).

7. Issue(s) requiring Ministers' decision or endorsement:

- Recognizing that tourism is an important engine of economic development and growth in the ACD member countries; that ACD member countries have much potential in the area of tourism; and that tourism-related activities can help to reduce poverty in the region, Ministers are requested to consider encouraging ACD member countries to enhance tourism cooperation under the framework of the Tourism Business Forum, with the Road Map for ACD Tourism Cooperation endorsed at ACD 5 serving as a guideline. In this connection, Ministers are requested to consider encouraging ACD member countries to volunteer to lead cooperation in the priority areas identified in the Road Map and to inform their offer through the ACD Coordinator.
- Ministers are requested to welcome the offer by India to host the 4th Tourism Business Forum (TBF 4) in 2009.

8. Contact person (name/position/organization)

Address (Tel/fax/e-mail addresses):

- Thailand: Ms. Prapa Tantasuparuk
Chief, International Cooperation
Office of Tourism Development
Ministry of Tourism and Sports
Rama I Road, Bangkok 10330
Tel.: (66 2) 219 4024; Fax: (66 2) 216 6658
E-Mail: prapa_t@tourism.go.th
- Cambodia: Mr. Kousoum Saroeuth, Director-General, Ministry of Tourism
3 Monivong Blvd., Phnom Penh
Tel.: (855 23) 213 911; Fax: (855 23) 426 107
E-Mail: asean@mot.gov.kh
- Myanmar: Mr. U Htay Aung, Director-General, Ministry of Hotels and
Tourism, Building no. 33 Nay Pyi Taw
Tel.: (9567) 406 450
E-mail: dg.dht@mptmail.net.mm
- Pakistan: Mr. Khalid Amir Qureshi, Joint Secretary, Ministry of Tourism
12th Fl., Green Trust Towers, Jinan Ave., Islamabad 44000
Tel.: (92 51) 921 3869; Fax: (92 51) 920 1696
E-Mail: js@tourism.gov.pk

.....

**ACD COOPERATION AREAS
PROGRESS REPORT**

1.	<p>Name of the Cooperation Area</p> <p><i>TRANSPORT LINKAGES</i></p>
2.	<p>Prime/Co-Prime Movers Countries</p> <p><i>India, Kazakhstan and Myanmar</i></p>
3.	<p>Date of activities organized</p> <p><i>n/a</i></p>
4.	<p>Progress since ACD 6 (June 2007)</p> <p><i>n/a</i></p>
5.	<p>Difficulties encountered / Issues of concern</p> <p><i>n/a</i></p>
6.	<p>Future activities</p> <p><i>- Presentation of Concept paper on cooperation in transport linkages sphere (prepared by Kazakhstan)</i></p> <p><i>- Transport Forum of Ministers of the ACD member-countries, April 2009, Astana.</i></p>
7.	<p>Issue(s) requiring Ministers decision or endorsement</p> <p><i>n/a</i></p>
8.	<p>Contact person (name/position/organization)</p> <p>Address (tel./fax/e-mail addresses)</p> <p><i>Ministry of Transport and Communications</i></p>