Youth Development Program
"Reimagine Higher Education from Student Perspective"

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ABSTRACT

"Education is not preparation for life; Education is Life Itself" John Dewey American Philosopher, psychologist and Education reformer was truly commendable and relates with this youth development program. Every country has its own uniqueness, with set of concerns, alongside global issues, for which there is a growing pressure to find fair and sustainable solutions. As part of this, governments and educational institutions need to develop well-informed and active youth who will create a brighter future. Rote teaching has been substituted with pedagogies designed to nurture key skills such as communication, creativity, critical thinking and collaboration needed by the next generation of leaders. Teachers no longer tell students what to think; instead, they teach them how to think. The objective of this camp is "Reimagining Higher Education" in comprehensive surroundings and how student leadership can impact global challenges and changes on Higher Education. Siam University's with Asia Cooperation Dialogue organized Student Leadership camp 2022 participated by 48 students, from 10 countries, the opportunity to undertake a post-COVID camp for a period of seven days, from August 23 to August 29, 2022. The topic of the camp also relates on how student leadership can impact global challenges and changes on Higher Education. Talks and discussions were conducted in English and cover topics such as: Knowledge of Higher Education; Reinventing Goals, innovative skills, entrepreneurship, peace, career, cultural diversity, intercultural communication, and key difficulties in global societies. This program provided engagement of diverse students in student leadership assignments and provide an avenue to explore Thai culture. Activities were included with an introduction to the creativity contest, entrepreneurial engagement, undertaking, group presentation, and sightseeing. The closing ceremony of the program offered students an opportunity to present their performance and received a certificate for the completion of the program.

Keywords: Reinventing goals, Higher Education Institution, innovative skills, student leadership camp

INTRODUCTION

How have the world changed? During post-pandemic what effect the world have on higher education? Will international mobility patterns change with "protectionist" employment policies being considered and unemployment reaching even with the highly educated alumni? Or what role should we consider as Higher Education institution play and how successful will we be in fulfilling our mission and vision through cooperation when competition in education as a lucrative economic sector and rankings will heat up even more? These are some new questions, to be considered in addition to renovate higher education when we already have those win-win results in our policies.

Education is the key to define the character of the person, which is the necessity of human being to shape its wisdom, philosophy, invention, visualization, and imagination. Through education, one can led to the 21st century skill to communicate and connect with the world through dialogue and action. This can only be triumphed through reinventing higher education to accomplish Sustainable development goals, SDGs by 2030. SDG 4 Quality Education the agenda contains 17 goals including a new global education goal (SDG 4). SDG 4 is to ensure comprehensive and equitable quality education and promote lifelong learning opportunities for all demographic factors. SDGs 4 declare that lifelong learning and borderless education is the basic human right for all human beings and mankind's. Therefore, it is agreeing to undertake all possible means to achieve the borderless education. It is an urge to all states and governments to join these efforts to create borderless education including higher education by creating a better and more peaceful world.

Education supports the formation of long-term economic well-being for individuals, groups, and their communities when it takes a broad view that looks at the world of white-collar, blue-collar job, and skilled related work. Flexibility in the face of uncertain occupation futures must be fostered into the new social contract for the futures demand of education. Higher education needs to build short-term course only for skill development to be responsible for preparing skilled graduates in the complex world of work. Through previous research, the findings were found that many Multinational companies' complaint about freshly graduates not knowing the practical skills and need training and coaching to achieve good performance in the future work-related field. Government needs to give first preference to education sector before other area because Education plays the main role for solving the political, economic, socio-cultural, and technological problems. As the Global Peace index, the top countries in this report are also ranked top in Quality Education. And most of these top countries focus on innovation, design-thinking, entrepreneurship, start-up policy, and practice. SDG 4 Quality education is a privilege of elites, where vast group of people live in misery because they lack access to unreachable facilities and amenities of education to be delivered to people globally. Through quality education, universities lecturers and graduates including students tend to be more involved in community building activities and have a greater sense of discipline and accomplishment. With the observational pandemic, it is ideal to formulate a strategy to enhance quality education by reimagining the future of higher education and putting in place various advanced pedagogical framework to be shared to people worldwide.

SDG 4, the goal is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". The targets to achieving the goal include providing free basic education for all children, training teachers, eliminating gender disparities in education, building infrastructure and, providing scholarships and other learning opportunities to children, youth and adults. The SDGs are all interrelated, an example is SDG 1, 2, 3 and 4, no poverty, zero hunger, good health and wellbeing, and quality education, respectively. Meaning that to achieve SDG 4, a child has to be healthy, well fed and have their basic needs met.

Education is a powerful tool in eradicating poverty and in preparing children to lead comfortable lives. Education is key to the growth and development of every nation. Investing in the future is investing in children.

Below is the SDG Index for 2021, for Thailand's SDGs index ranks 43 out of 165 countries, down from the original 2020 ranking at 41 out of 166 countries. The index score of year 2021 is 74.2 points lower than 2020. But it is considered in line with the direction of the global SDGs

index score has decreased from the previous year. Thailand ranks 3rd in Asia after Japan (18th) and South Korea (28th) respectively, and remains the country with the highest SDGs scores in ASEAN for the third consecutive year (2019 - 2021).

MAIN BODY

"Education is the most powerful weapon which we can use to change the world" (Nelson Mandela). To ensure inclusiveness in Higher Education under SDG 4 and learn from best practice of other Asian countries an educational camp was organized. In this camp, the participants attended the camp were from diverse background, some from developed countries, while some from developing countries and some from least-developed countries. The purpose of the camp was to hear the voice of the youth, by formation of the group of the multi-diverse students, some coming from developed countries like Singapore, joining with group mates from developing countries, Bangladesh and least-developed countries from Myanmar this is formed to test the resilience; share and gain their experience from their country perspective in order to learn the best practice and also gain knowledge from keynote speakers and moderator.

During this camp, the participants had the platform to share their futuristic vision of how they build, maintain, and reimagine their higher education as the future ambassador. Education system must encourage social goal of living together and working together for the common good.

Thailand under SDG 4 Quality Education achieve by 2030, focus on some relevant idea such as effective learning, access to equality, relevant skill, technical and vocational skill for employment, decent job, entrepreneurship, sustainable lifestyle, culture diversity, scientific program, and certified teacher. Government, industries, and universities need to increase awareness of SDGs, research funds, organize conferences, symposiums, student's camps, and provide some scholarships to create more opportunities to achieve the goal. Quality Education has always been a guide for all to follow and achieve all the SDG goals.

In Asia, Thailand has been the priority and educational hub for international students to join educational tourism interest similar like medical tourism. As Thailand has a new ministry known as "Ministry of Higher Education, Science, Research and Innovation" which focuses on research based, innovation, redesign the Higher education policy to meet the needs of this digitalization era. From this, it is believed that Thailand has very high potential for education, international recruitments, collaborations, and partnerships with foreign institutions as a dual degree program, exchange of students, training and development for staff and faculty members, Erasmus+ program, along with short term period study tour, and education camp. The purpose of this research is to utilize and teach from other neighboring countries higher education students the real definition of "Reimagining Higher Education" from their perspective.

As Thailand is among ASEAN member states it is significantly important to understand that not only tourism is a gateway for entering Thailand but also education is an important tool to increase the capacity of the adult literacy rate both for economic and social development. Below is the rate by ASEAN member states from 2000-2017 under the adult literacy rate. Compared to seventeen years ago, adult literacy rate has improved significantly across ASEAN Member States (AMS) (Figure 2.1). In 2017, adult literacy rate in seven out of ten AMSs exceeded 90%, with the highest rate recorded in Singapore at 97.0% followed by Brunei Darussalam (96.6%), the Philippines (96.5%) and Indonesia (95.5%).

Figure 2.1. Adult literacy rate (%) by ASEAN Member States, 2000-2017
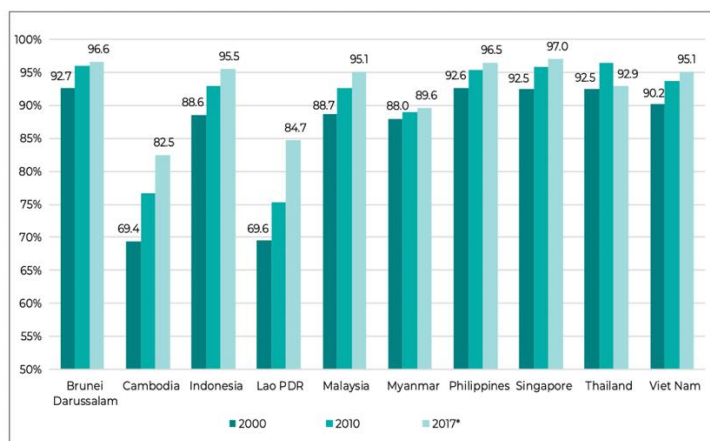
Note: *The latest available data for Brunei Darussalam and Thailand is 2016; for Lao PDR, Myanmar and Thailand is 2015; for the Philippines is 2013

Source: ASEAN Secretariat, ASEANstats database

As the education provider with the influence of Erasmus+ programs, it is very vital to establish the Asian university network to encourage and participate for the welfare of the ambassadors of the future. Siam University and Partner University establish a university network under the umbrella of Asia Cooperation Dialogue (ACD) as a platform to showcase its unique opportunities to shape and accept polices and initiatives affecting higher education, innovation, and research.

Asia Cooperation Dialogue University Network (ACD-UN)

ACD-UN provides major opportunities for members to share best practices by participating in webinars, student leadership camps, collaborative projects, events, and other mutual-learning activities involving a wide range of Asian universities. The objective of the ACD-UN is the aim to connect and reconnect the knowledge and innovation areas of Asia. Including to make Asian Higher Education as the tool for sustainability towards the achievement of SDG's Agenda 2030. Additionally, to find the way to mutually recognized the different higher education system in Asia.

Student leadership camp from August 23-29, 2022

Siam University's with Asia Cooperation Dialogue University Network organized Student Leadership camp 2022 participated by 48 students, from 10 countries, namely, Singapore, P.R. China, Bangladesh, India, Japan, Myanmar, the Philippines, Thailand, Nepal and South Korea, the opportunity to undertake a post-COVID camp for a period of seven days, from August 23 to August 29, 2022. The topic of the camp is centered on the theme "Reimagining Higher Education from Student Perspective" the program targeted undergraduate degree students from Asia Cooperation Dialogue Member states who were interested to share their views on Reimagining Higher Education in comprehensive surroundings and how student leadership can change and have impact on higher education. The brainstorming topics were conducted in English with: Reimagining theme on higher education, promote a culture of quality, innovation, and research in the higher education sectors in the Asia, SDGs, Quality Education, cultural diversity, autonomy, good governance, democratization and innovative with 21st century skills. During the closing ceremony of the program, all the students had the opportunity to present their ideas, and skills and received a certificate of the complete of the program. To grasp the attention for the participants, and make it life changing experience the speakers and moderator

the speakers and moderator of the camp were not only from Higher Education institutions, but from different backgrounds such as NGOs and Entrepreneur & startup, public speakers etc. This initiative has been taken to encourage and facilitate the building of a youth development culture in order to achieve implementable future leaders and research projects for capacity building of the participants and higher education institutions.

The camp participants also questioned and considered the extent to which this multiple expectation can or should be fulfilled by a single institution of higher education. They went further to underline and call for a better general recognition or and more appreciation for the diversity of HEI missions. In addition, and in the context of higher education diversity, the mission (research intensive, comprehensive, or liberal arts, etc.) and the nature (public or private) of the HEI in question also matter and these dimensions must find their place in the discussion of autonomy and the related accountability frameworks.

Money, whether it comes from the government or from the market as a key parameter of autonomy dominated our discussion. It did so far more than ideology or politics, tough we know that this is a luxury not enjoyed by all higher education institutions even in the present day. We are acutely aware that there are several countries where higher education leaders and their colleagues continue to suffer, struggle with and from ideological and political interference today. The tragedy taking place in Iraqi, Palestinian, Ukrainian, and Syrian higher education is several sad examples. When reviewing how many acts as a steering mechanism and a constraint on development and independence in both instances whether the money is coming from the states or resources are based on market forces the most important exertion of influence on autonomy is often indirect. So contrasting reality and perception, theory and practice and legal means as opposed to mechanism and administrative or bureaucratic instruments become essential in any analysis.

On the first day, President Dr. Pornchai Mongkhonvanit, Executive director of Asia Cooperation Dialogue University Network welcomed the participants along with Former Secretary General and Assistant President of Siam University Bundit Limschoon presented the welcome remark. On second day, Siam University was honored to welcome the current Secretary General of Asia Cooperation Dialogue (ACD) Dr. Pornchai Danvivathana from Kuwait presented the welcome remark on behalf of 35 ACD member states.

The Secretary General focused on the views that was widely shared that Asia can enhance regional stability and prosperity by fostering more collaboration, and here at this first gathering after the COVID-19, the aim of the camp was thinking into action by identifying areas where your aim might strategically extend or build on its history and other areas where it might profitably diverge and chart a different path. In these efforts leaders must prioritize honesty and transparency. The Secretary General wishes this camp to be results-oriented, action-oriented and driven by positive thinking.

Dr. Pornchai Mongkhonvanit expressed his views that the theme of the camp is very relevant with Reinventing, Reimagining, to create Innovation which is similar with MHESI of creating innovation for Sustainable Future. This is decade of action, where great hope, actions and self-reliance are built through technological capabilities. With the advent of information and communication technology, the so-called great connectivity, infrastructural or virtual connectivity are self-assured to the prosperity of society and community with the Borderless World.

Corporate Lecture on "Higher education Thinking for 21st Century Sustainable Change – Makers" by Mister Sukich Udindu, instead focus on contemplating the organization's next century and a half. Mr. Sukich wants youth to maintain the core values and business intent in mind as they planned the future. That would lead the individual to adopt a new purpose of "innovation for a better world" with an emphasis on environmental sustainability, even as it perpetuated its historical focus on delivering both commercial and social benefits. He suggested ecofriendly innovation with its networking days camps, where he called upon the group members to work together to achieve the aim as the team.

"Reimagining Higher Education from Thai Minister Perspective" by Clinical Professor Emeritus Udom Kachintorn, MD. He mentioned why to innovate; to achieve market growth; change customer's need; competitors are more advanced. He also mentioned about big trend in 21st century where data-driven economy, with value added products and knowledge-intensive and innovation-driven products and services are in the market. The main highlights were "double disruption" because pandemic caused lockdowns and layoffs and many businesses are embracing the use of more automation. There is much that we need to rethink about the current model of higher education. Success in the future won't be defined by a degree, but by the potential and the ability to learn, apply and adapt. The role of universities needs to change by having a different mindset to respond to global and country needs. The universities need to have a platform where intense work integrated learning and experiential learning is performed. The university needs to change its structure downsizing without barriers come on bling being the cluster. The university must change to transform to learning space. From teachers and lecturers of a subject they should be the game changer of the student's life through various roles – coach, mentor, teaching designer, innovation creator. The perspective is to have growth mindset. He concluded with Prince Mahidol Songkla quote "The success is not in the learning, but in its application to the benefit of mankind". Also highlighted "to disrupt ourselves before we get disrupted", Jack Welch said, if you know yourself, then you have power to solve the problem in any situation; change yourself before other's change.

Workshop on "Higher Education's role in Securing the Brighter Future" by Ms. Yhing Sawheny, Deputy Director for International Affairs focused more on teamwork and cross-cultural diversity. The focus was more on leadership skills in sustainable world where she believes that leaders must commit to the hard work of thinking for the future world, even individual think that things are going fine, but as a group we must walk together. And we now have a framework to help to improve and perform for the betterment: the policy for environmental, social, and good governance. Performance with the purpose was not easy to implement and change thought moments for others, including when we are from diverse cultural backgrounds in a working environment.

Higher Education for Today and tomorrow: University appraisal for innovation and entrepreneurship towards SDG Lecture by Assistant Professor Dr. Yutthana Srisawat who stressed on startup and innovative ideas through which his own startup iTAX, is being driven by many users. His approach spurs local innovation, which he can roll out to another demographic and economic world. This startup is well known because of the widest publicity and spreading possible to encourage governments, academic non-governmental organizations, the private sector, and civil society to join in a collective local effort to enhance awareness and promote discussion of tax issues.

Every afternoon the excursion time students visited and explored Thai culture and temple such as Wat Pho, Reclining Buddha, Siam Museum, Science Park and Ayutthaya on last day as the field trip. Before the field trip of last day, during closing ceremony, all the group members have to present their countries resolution of reimagining higher education, and then followed by awarding the certificate ceremony to the participants.

Assigned group work and presentation:

On the first day of the introduction of the camp, 10 groups were formed with 4 to 5 participants of each group, representing from different countries, and each group was given responsibility to work on framework in which students were guided to tackle a challenge if in the future they are Minister of Higher Education how will they "Reimagine Higher Education" from their experience of applying the below mentioned core skills:

Collaboration: Students in the group had plenty of opportunity within 6 days of camp to communicate, network and build friendships among other teammates both in sociable and informal settings to create productive working relationships. As it is the first time for most of the students to join this camp it was required to create attractive, collaborative, and healthy brainstorming sessions while sharing knowledge among peers from other countries and different cultural background. It was vital opportunity to share and exposed to new perspectives, pushing oneself out of their comfort zone and forming new friendship to cherish in the future.

Critical thinking: this was considerably required with 21st century skill to identify the co-pain points, weaknesses, causes and potential mitigating factors related to the Higher Education. Then through critical thinking skill, expertise was pooled with case studies to identify and best practice from other countries to share among others in a collective approach on how to solve the problem and improve the weakness. As team members are from different background, all the participants also required emotional intelligence by having self-awareness first, then managing emotions and followed by motivating oneself and then others. And then recognizing emotions in others and showing empathy. Followed by handling relationships and staying connected.

Courage and creativity: Get innovative ideas and wise practical solutions; by using creativity to co-design a creative and unique solution as the Future Minister of Higher Education. Student learn the connection between courage and creativity. They discover the importance of developing confidence to think outside the box, a very important skill on their leadership journey. This camp gave an opportunity for students to discuss over many sessions, also in the beginning the moderator mentioned about remembering the energy, flexibility, creativity and ingenuity are vital, and there is no room for complacency and little tolerance for inefficiency.

Communication: the main key to any successful presentation or relationship is communication. It is important to brief and introduce to others to start the friendship. The participants had to develop and deliver a 10-minute presentation that had captured the audience attention and communicate the idea to the other group members and audience. Both team and individual worked well as they had access to information and strategy by developing a practical plan and communicating the vision to every team member by showing people why it is vital, what will they achieve and how it will work and gain their commitment. Without open communication, confusion or even distrust can seriously result to hamper and failure of the presentation.

To hear the voice of students, as the catalyst of change, is giving them autonomy and the freedom for maneuvering room, from the basic, but perhaps not sufficient, condition to fulfill their university's responsibilities and obligations to society. However, the exact nature of this space of freedom is never static and is continuously being negotiated. Autonomy is a negotiated rather than an imposed reality.

We heard much to confirm and thus to convince us that context matters, that history and tradition matter and currently, the process of globalization and its impact on the local economy and local education system also matters.

The result of the student's presentation with different solutions and best practice are as below for 10 countries: -

 1. Thailand: - different cultural background students proposed solution for reimagining higher education as Thai curriculum needs to include Micro-credentials and change the teaching methods with more flexible mindset and restructure the curriculum. Urgent measures are needed to retain the most qualified teachers, even for primary and secondary education. The final exam should be substituted by project-based research or innovation-based startup. Thai lecturers and professors use outdated pedagogy with mostly rote memorization style which should be replaced with 21st century skills and more ethical training program. And it should be tailored based curriculum with flexibility of learning and teaching for exceptional case with students from lower income background. The student proposed that as Future Thai Minister of Higher Education, we need new instructions, new approaches, new delivery methods to curriculum, a recommitment to teachers, a new vision of school, and a new escalation of the new resources and digitalization of education. This does not mean we get rid of what we already have. We must, instead, examine the best pedagogical and educational traditions, and add promising new elements that will help us shape the interlinked futures of humankind and the living planet. Teacher education cannot ignore the relevance of digital culture for how knowledge is produced and circulates, and for the changes it is bringing to humanity. Successful teacher education must tackle the factors that contributes to teacher abrasion. Supporting the profession requires more than attracting sufficient qualified candidates, it requires redesigning the role of teachers so that collaboration among teams, well supported with the necessary expertise, resources and infrastructure, enable professional success. For instance, during pandemic, teachers experienced stress and burnout because of inadequate technological platforms, and professional development to support remote learning effectively and subsequently some abandoned the profession.

2. South Korea:- In South Korea, Students value Growth and innovative mindset are the significant way with healthy and entrepreneurial mentality to be encouraged among the students. The team members suggest more alliances with other universities and industries for smoother transition from graduates to professional achievers. Also mentioned about restructuring the curriculum to match the demand of the industry with effective workforce and not just graduates. The pedagogy should be organized around the principles of cooperation, collaboration, and harmony. It should foster the intellectual, social, and moral capacities of students to work together and transform the world with empathy and compassion. There is unlearning to be done too, of bias, prejudice, and divisiveness. Assessment should reflect these pedagogical goals in ways that promote meaningful growth and learning for all students. This can be done through emotional intelligence by giving people praise and credit, thereby building

momentum and not handling mental stress through fierce competition. The education system needs to monitor and analyze labor market shifts and the changing skill needs of occupation and jobs are becoming more sophisticated, and education and training systems need to better use this information to adjust their programs and offer relevant learning options for the world of work. Institutions need to be more outward looking and progressive in their approach to qualifications, curriculum, and programming.

3. India: The major requirement is to attest the Qualifications which are always only "proxies" for what someone can do and what they have achieved because of social trust, evidence of the value of trust in educational purposes and activities. The team members suggested Block chain to reaffirm the credentials and university accreditation. Blockchain can play a vital role by providing an alternative learning platform (eg. Coursera, Udemy) that could be decentralized in nature and affordable for all. A Blockchain powered system allows transparent scholarship donations, decreasing the propensity for corrupt practices. Among the team was student from Singapore members who shared Singapore OpenCerts. OpenCerts delivers a common standard for the issuance of digital certificates and verification of authenticity of those certificates. By implementing this common standard, the aim is to allow Singaporeans to easily access and retrieve their digital certificates from a single location through their Skills Passport on MySkills Future. Each digital certificate is assigned a cryptographic proof, which is the digital fingerprint of the certificate that allows for secure verification of the digital certificate. This digital fingerprint is stored on block chain, a decentralized online ledger. Because the online ledger is decentralized, with multiple copies stored in different servers, records made on it cannot be altered or destroyed by a single person. The students also mentioned that the mid-day meal is a good policy for the child education.

4. Nepal: As Nepal economic situation is unstable with children under the poverty with the malnutrition problem. Many resolutions were presented from local level providing resources by improving education infrastructure, create support group for women in tertiary university, show students and families that education is essential, and provide additional support and resources for students from rural areas. Resolution on a province level is by sharing best practices about curriculum, improve syllabus and redesign quality curriculum, encourage use of technology tools in education; skills-based learning and raise standards and improve quality of education. Resolution on a federal level; is by reviewing curriculum broad goals and develop comprehensive policy. Expansion of access to higher education and relevance in the world development; also, to defend women fair rights to education; strengthen governance to prevent undue political and external infringement. There should be a framework for financing higher education to support students.

5. P.R. China: Students mentioned the pain points that why best universities only want best students? Due to popularity and traditional thoughts and intensity in admission. The students lack potential to improve themselves with poor skills sets and social class. The market opportunity is huge with students studying in Partner University from other campus, and 80% of Chinese students with international degree can get a job in 3 months. This leads to unfair advantage with admission threshold, which is dependent on population to university ratio, additional resources are often accessible by those of a higher social class and repeat the Gao Kao sitters for a higher score only intensifies the competition: limiting chances. The solution is about the Standardization of Exam Questions with equitable access to admission and standardized Gao Kao as opposed to provincially different Gao Kao exam questions and standardized threshold of acceptance. Modernization of Examination structure from rote

learning to immersive learning. Methodical questions to be replaces by thought-provoking questions and critical thinking as opposed to linear problem solving. There should be provision and consideration of alternative skillsets in addition to Gao Kao to balance the competitive ecosystem.

6. Myanmar: Recently, the Myanmar political situation is unstable which increases more student demand to study abroad, and in the future, it will create more brain drain. The effect of Education sector also will affect the GDP of Myanmar. This can be solved through positive mindset- responding to Myanmar's Global and country needs with collaborative approach towards innovation. Extensive platform with intense experiential learning and working with industry and community (partnering with international organizations and ambassadors to partner with Myanmar institution) Opportunistic structure downsizing without barriers (give subsidies to students) and transform to a learning space. Scholarships to students who really perform well and are in financial need. Myanmar Higher Education Should Think Globally and Act Locally with global competitiveness!

7. Singapore: the students mentioned as Competition should be less with more collaborative projects under Higher Education in Singapore. Cost is high, more affordability and scholarship programs should be initiated. The proposals presented arise out of short-term global engagement and re-innovation process which showed that vast number of people- children, youth, and adults, can contribute on everything from how to reimagine learning spaces to the decolonization of prospectuses and the importance of collective and passionate learning.
Student suggested that Singaporean Government need to follow the European higher education structure where government can give student loan to the University where they wish to join and once the student is graduated and is hired in the job market then the student can repay back to the government. The student will become liable for each installment once it's paid.

8. Japan: students proposed to promote the English Language courses with learner centric education. Micro-credentials learning and welcoming "New Normal" for Education. Prepare students for jobs that do not exist yet. Increase cross cultural activities. Curricula should be focused on developing soft skills. University Industry cooperation and autonomous funding is essentially required. Higher education has played a substantial role in consensus building about education's dedication and goals. We must reframe worldwide collaboration away from the historical focus on repetition of ideas and institutions from the industrialized world. Prospectuses should enhance learner's abilities to access and provide to the knowledge commons. The knowledge commons should be widely accessible to draw from and add to. We should teach students to engage with knowledge creativity and critically, questioning its expectations and curiosities. Education should empower people to correct exclusions and eliminations in the knowledge commons and ensure that it is a lasting, open imagination that reveals the diversity of modes of knowing and being in the world.

9. Bangladesh: students mentioned for Bangladesh higher education to build a robust education system which is inclusive, relevant, and accessible. They are working hard to improve the rate at which children complete secondary education by equipping them with blended education, with critical and analytical skills. The smart technologies advancement enhances national capacity and the education system to deliver uninterrupted high quality primary education that is accessible to all. Resources are required more as many graduates faced unemployment due to over population. Because of the less opportunities, the result is ending up with Brain drain. Accountability is the question that arises, where trust should not

be blindfolded, with corruption prevailing in the country, to solve this HEIs should meet their obligations and responsibilities would be continuously documented and shared. Do the Bangladesh HEIs have accounting frameworks and processes that cover all the dimensions of the utilitarian, social, scientific, and cultural expectations that are placed on these institutions? How much value is really placed on these various aspects?

Accountability is linked to expectations, and these are multiple and growing. To solve this, first we need to examine closely the extent to which the accountability frameworks truly invite accounting for the full mission of universities.

10. Philippines: Diversified admission requirements with quotas for members of disadvantaged groups, needs based scholarship and centralized exam. In-depth monitoring with equity policies to implement to ensure universities do not make their admission too biased. Lower tuition fees with financial aid to fix the quality affordability gap.

Philippines should focus on other career path besides nursing and teaching such as Information technology, Engineers, Digitalization, and startup ventures. The country should provide graduates with stable job and good payment options to control all the brain drain of Philippines graduates to developed countries.

Higher Education institutions assert that the ability of hire and dismissed lecturer allows institutes greater flexibility with staffing and lecturers. Most conclusive idea supports the idea that associations should hire lecturers who fit the institutes mission and vision.

UNESCO institute for statistics (UIS) plays a significant role in accumulating and making public vital statistics on a range of guides for education. This youth leadership camp was a huge achievement with emphasis on humanistic approach to education following the UNESCO's four pillars of education; learning to know; learning to do; learning to live together; and learning to be. UNESCO pillar of education reflects the ability to experiment, share, extend and inspire others. It is possible at any location, from a teacher working with an individual student or group, to school-worldwide or country-wide.

Among the four pillars of framework, one can enhance student learning experience with focus on how to shape the event to facilitate positive student learning experiences and outcomes by developing self-awareness; foster a positive mindset; place learning in a real-world context; support cross-border collaboration; re-balance and enable peer feedback.

Conclusion

The conclusion of this camp was positive response by all the students, and good perspective towards how to improve the education system in their own country. As the leader, students suggested that education should look less regulated and make more room for diversity: calling for new paths, multiple streams, a wider array of credentials, with micro-credential so that people can choose their path, think freely, and work wisely. Learning from students, it seems, is both a literal and a deep-thinking stance. One cannot learn how to teach without focusing to what the student are doing in the classroom, accurately "studying" them to learn how to respond to them, be with them, and educate them. Through evaluation, we measure student's learning with standardization tests and then use these metrics to judge the "efficiency" or "excellence" of their teachers or lecturers. We should listen to the student feedback, evaluation and inevitably think of the teaching pattern in the classroom.

Imagine what our future world looks like and challenge for something new. If we do something right, others will follow as we need to be their role model. We should keep up with the loop of

lifelong learning and the change of the world. The quote one student has mentioned "Education is not preparation for life; Education is Life Itself" John Dewey American Philosopher, psychologist and Education reformer was truly commendable and relates with this camp.

The balanced partnership between global and local team encourages and reward entrepreneurship because anyone, anywhere, can make a real difference. From the student perspective, we need to open the door to the choice for any kind of course structure because the youth are the future of the world. They know what is relevant and should give self-autonomy, to be open to any new courses, or different courses, be impatient to try and create something new, with innovation and revolution, be hopeful with positive mindset and optimistic approach and with deep passion students can be successful in their future career.

Universities should be a change engine with skills provided to students and open the doors to business incubators, entrepreneurship, communication skills and technological advancement, as many universities lack these training program, and provide more of theoretical education. Many of the students who attended this leadership camp are still in touch today through social media and have been further building on their skills to work towards a more sustainable future. Finally, almost all the participants came back to the issue of leadership and management and governance structure, proper to the institution. In other words, the light was also shined on what is required at the institutional level to secure and then successfully operate an autonomous institution so that the autonomy – always hard-won- is maintained and not undermined. Governance structures, the leadership role and the capacity and ability to steer and set strategic direction were all mentioned. In a nutshell, all these and or what one participant called "the internal integrity" of the academic enterprise, are key factors for the sustainability of autonomy in times when institutions cannot afford and should not resist to change. On the contrary, university presidents must continuously search for the specific role their university can play in its environment besides the mission and vision, whether they define it in terms of the local, national, or global context or combination of all three. Opportunities like this also allow us to understand better why in Japan, Myanmar and Thailand gaining autonomy, freedom of speech is most frequently referred to as the process of incorporating the university. It remains essential to explain the rationale and need for autonomy.

We had a very lively set of brainstorming sessions and there are most likely some additional points that should be added to this very synoptic overview especially when students presented about Chinese Higher Education institutions the presenters, students were from Myanmar, Philippines and Singapore, while the viewer and audience were from P.R. China they did not like the approach of provision and consideration of alternative skillsets in addition to Gao Kao to balance the competitive ecosystem suggestion.

As this is interconnected world, all the institutions go through similar threats and opportunities, even though we have different roles and positions with diverse work culture, and different teaching style, the main outcome is to achieve outstanding alumni with great leaders and great achievers of their respective country. This only can be done through good and quality higher education, performance with a good purpose for the well-being of the society, various stakeholders, and community.

During the COVID-19, many companies were firing the employees and workers from their job due to bankruptcy of many businesses and industries. This resulted in economic recession, with many people facing mental stress through bad outcome of the pandemic, some even losing their

loved ones in hospitals or at home due to positive effect of COVID-19. But as life and show must go on, during the post-Pandemic, the main idea arose to attract more international students to visit and explore Thailand and Siam University in order to create more onsite learning with local Siam university students joining in by appreciating them to promote and motivate to other friends and acquaintances that if foreigners can study onsite why not Thai local students join the classes and study onsite instead of online learning. This youth development camp is successful and productive one, centered on cooperation, on building upon each other's efforts, with logo of each home institutions on the flyer and banner as our main sponsor, on expediting communications, giving freedom of speech and a framework for the free flow of ideas and information from students regarding reimagining higher education so that whatever successes they have achieve like Singapore Higher Education Institutions with best practice are known and can be replicated elsewhere in other country's Higher Education institutions.

The futuristic vision of this youth development program is to organize once every year, with a hope, especially among the younger generation to spread its ingenuity, intelligence, and knowledge to ensure that host university teaching skills perfectly matched the societal endeavors. With the mission of many universities to work as a team to achieve inclusion, equity, human rights, and peace to better define our global future education. This youth development program was so sensational and appealing that participated ACD-UN members shared to their respective universities back home and within few weeks they promised to host in the coming future. This concludes to optimistic prospects for unity and collective endeavors to create Education for Sustainable Development. The additional support required is to include the role of industry and multinational companies joining in hands to join this camp in the future with more networking and training to learn about innovative products, processes, and services and to learn about prototype development and market testing towards commercialization.

Through this student leadership camp, each HEIs is surely facilitating other by motivating and exhibiting interests for their students to join and share their experience once they arrive back from this camp, as the change makers. The participants did not only gain experience, certificates, and good memories but they became Global citizens and lifelong learners with the capability to respond to Globalization and revolutionary leaders. By allowing the youth to imagine of what our future world looks like and challenge for something new requires 21st century skills and communication skills. The summary is that not one size fits all, and we cannot stereotype the results of one country solution to other, but definitely we can learn and implement the best practice into our system and pedagogy. To conclude, Martha Goedert has stated "If you want to go fast, go alone. If you want to go far, go together." If we do something right and with best practice, others will follow as we need to be their role model and, we will go together and reach our goals.
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