



Asia-Europe Meeting

ASEM Education

1<sup>st</sup> Senior Officials' Meeting (SOM1)  
in Bucharest, Romania on 18-19 November 2025

# 12. Updates from the ASEM Stakeholders



Asia-Europe Meeting

ASEM Education

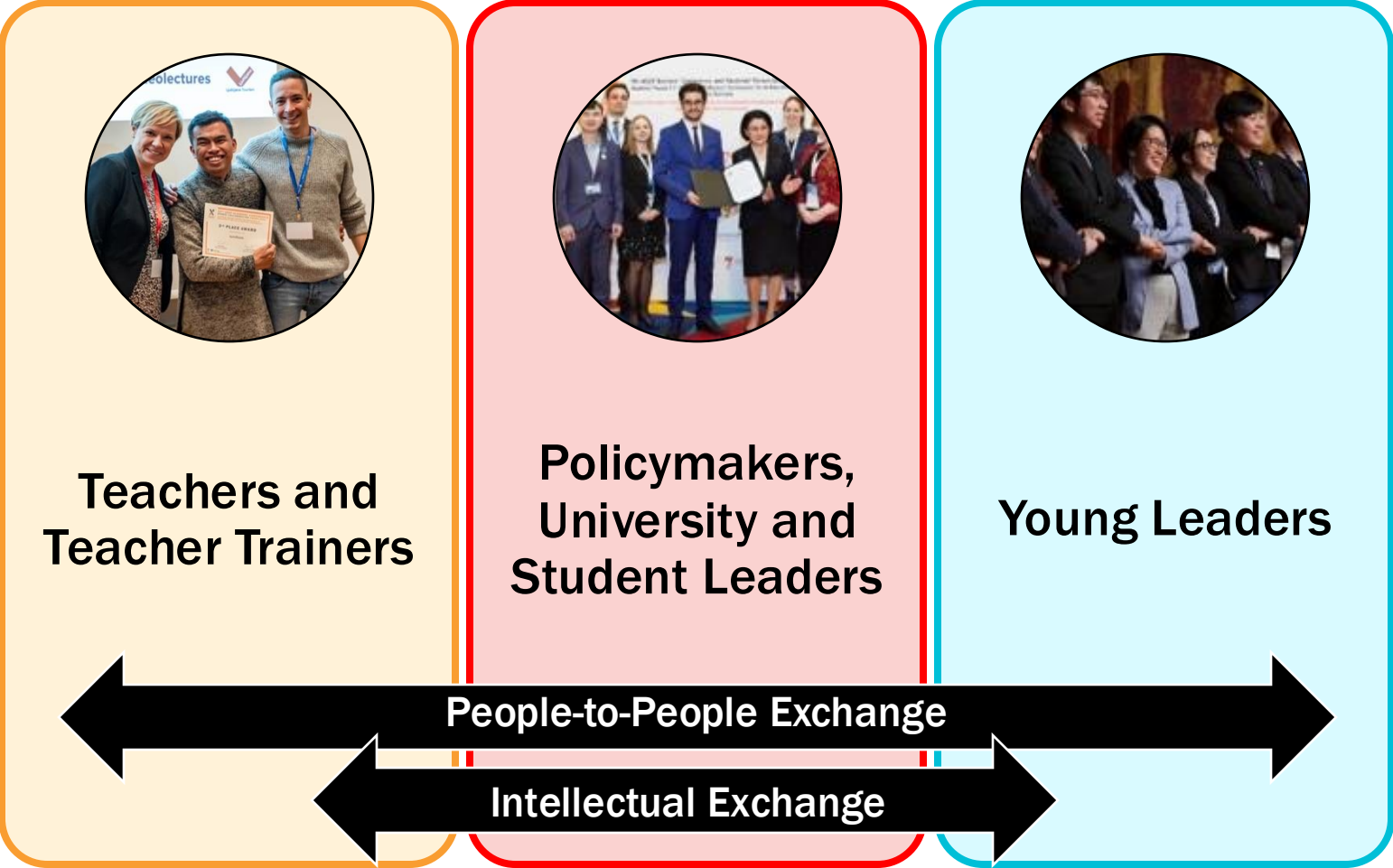
# Asia-Europe Foundation (ASEF)

# **ASEF Education Department (ASEFEdu)**



# Target Groups

## Education Projects





# 6<sup>th</sup> ASEF LEADERSHIP YOUNG LEADERS IN SOCIETY SUMMIT 5.0

July - October 2025 | Osaka, Japan  
In conjunction with Japan World Expo 2025

Connecting Young Leaders  
in Asia and Europe

# ASEF Young Leaders Summit (ASEFYLS)

## 6th ASEF Young Leaders Summit

“Leadership In Society 5.0”

Osaka, Japan  
29 Sept – 5 Oct 2025

in conjunction with the World EXPO in Osaka

100 Young Leaders from 50 ASEM Countries



## ASEF Trainings 2026

“Anticipatory Leadership”

Norway Aug 2026  
Philippines Sept 2026

in conjunction with the European Youth Capital and the ASEAN Chairmanship

80 Young Leaders from 50 ASEM Countries





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**ASIA-EUROPE SCIENCE &  
TECHNOLOGY DIPLOMACY INITIATIVE  
FOR YOUNG LEADERS**

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**Building Regional Dialogue  
on Sci-Tech Diplomacy**



# Asia-Europe Science and Technology Diplomacy Initiative for Young Leaders

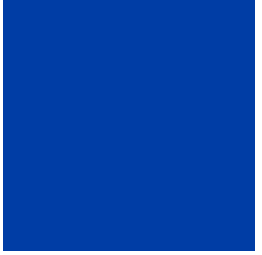
## Capacity Building Training and Youth Summit 2025



Online and 15-18 Dec 2025, Copenhagen, Denmark

In conjunction with the 2<sup>nd</sup> European Science Diplomacy Conference

100 early-career diplomats and science managers from 43 ASEM countries



## Capacity Building Training and Youth Summit 2026

Online and Q4 in Jakarta, Indonesia

in conjunction with the World Science Forum

Over 100 early-career diplomats and science managers from 50 ASEM countries





**10** #ARC

**10<sup>th</sup> ASEF Regional Conference on Higher Education**  
[Un]debated Ways of Rethinking Higher Education

**Providing Key Inputs to  
Policy Discussions**

# ASEF Regional Conference on Higher Education (ARC)

## ARC10 Policy Dialogue

“Sustainable Development and Education Beyond 20230”

20-21 Nov 2025,  
Bucharest, Romania

In conjunction with the  
ASEM SOM1 of the ASEMME10

20 policymakers, university  
and student leaders from 15  
countries



## AHEAD Policy Dialogue 2026

“Generations AHEAD: Inclusive  
and Sustainable Education  
in Asia & Europe”

Online and Q4 in the  
Host Country of ASEMME10

in conjunction with the  
ASEMME10

30 policymakers, university  
and student leaders



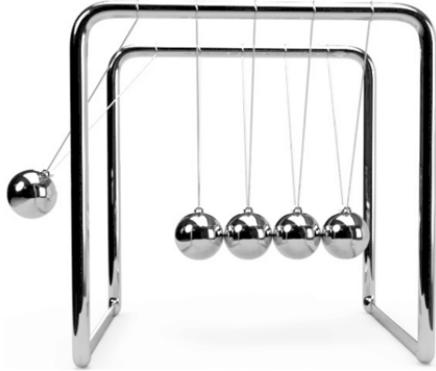


06

# innoLab

ASEF HIGHER EDUCATION

Universities' Role in Developing Skills for an AI-Powered Future



**Innovative Collaborations  
in Higher Education**



# ASEF Higher Education Innovation Laboratory (ASEFInnoLab)

## ASEFInnoLab6 2025

“Universities’ Role in Building Skills for an AI Powered Future”

14-17 Oct, China  
3-7 Nov, Philippines  
2-5 Dec, Slovakia

In conjunction with the  
ASEM EG on Digitalisation and AI

140+ academics and university  
managers from 45 countries



## ASEFInnoLab7 2026

“Universities’ Role in Steering AI for the Common Good”

April 2026, China  
October 2026, UK

In conjunction with  
the Shanghai Forum

50 academics and experts  
working on whitepapers





## 18th ASEF Classroom Network (#ASEFClassNet18)

*“Effective, Inclusive, and Ethical Artificial Intelligence in Education (AIED) Design”*



# Future-Proofing Secondary School Education

# ASEF Classroom Network

## ASEFClassNet18 2025



“Effective, Inclusive and Ethical AI in Education Design”

06-10 Oct, Slovenia  
17-23 Nov, China

100+ secondary school teachers from over 40 ASEM countries

## ASEF NextEd 2026

“Re-thinking Intelligence: The Future of Teacher Education”

October 2026, China

In conjunction with the China Education Innovation EXPO



## ASEFClassNet19 2026

“Future-Ready Teaching: Human Agency in the Age of AI”

October 2026, Europe

In conjunction with the UNESCO IRCAI OE4BW Conference





# Education Team





Asia-Europe Meeting

ASEM Education

# ASEM-DUO Secretariat

# Progress of **ASEM-DUO**

Strengthening **BALANCED**  
People-to-People Connectivity  
between Asia and Europe



# 1. Why ASEM-DUO?

- ◆ **Serious Imbalance in Mobility between the Regions**
    - We all know that there is a severe imbalance in the number of exchange students between the two regions
  
  - ✓ **How to Tackle?**
    - Creating an inducive environment from a longer perspective, such as establishment of mutual recognition system
    - One alternative is to force balanced exchange between the **Regions**, between the **Countries**, and between the **Institutions**
    - In practice, forced balanced exchanges between the Regions or Countries would not be easy, as they require some formal arrangements
    - What about forced balanced exchanges between the institutions through PAIRING, also through financial assistance?
- This is what ASEM-DUO is all about.



## ✓ How to find pairing partners from the other region?

- In practice, individual students cannot find pairing partners.
- However, staffs in international exchange offices know which students would like to go out to which institutions, and also, which students from the other institutions would like to come to their institutions
- Thus, in practice, only they can find matching partners for the exchanges

Furthermore, once the exchange is made, then they would recommend later to their students which institutions to go. Thus, the possibility of continued exchange is enhanced ***(more than 95% of the exchanges continued)***

## ✓ **How to Finance the exchanges?**

- Suppose country A made financial contributions.
- Under ASEM-DUO, not only their students, but also the paired students will receive support from the country A.

Q. You may ask why should country A support both students; why not just their students?

- By supporting both students, the institutions in country A provides further incentives to students from the other institutions.
- This is also to make sure that bilateral exchange takes place.

## 2. Benefits from ASEM-DUO

- ✓ Supports **Only** one-to-one **paired** exchange, ensuring **Balanced mobility** between Asia and Europe
- ✓ **Contributes** to building **regular, structured, and sustainable** exchange programs between Asian and European tertiary institutions through **MoUs** and institutional cooperation



## Evaluation of ASEM-DUO

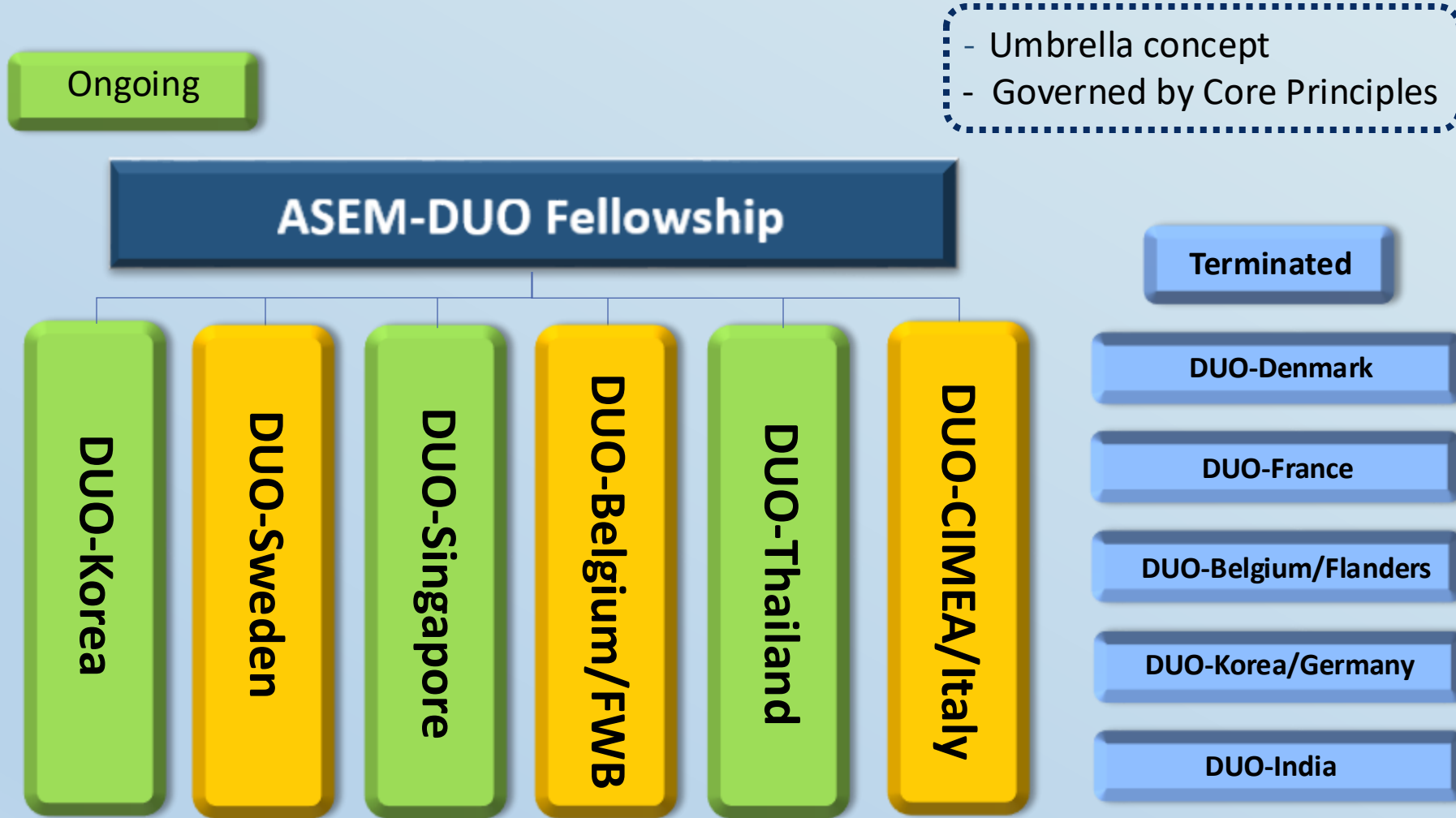
- ✓ ASEM-DUO, therefore, clearly contributes to the overarching ASEM objective of people-to-people **connectivity** which was confirmed at the highest political level by all ASEM members
- ✓ There is **unanimous support** for the continuation of the programme with **100%** respondents clearly **advocating** for ASEM-DUO to be continued as one of the uncontested success stories of ASEM

Remarks from German Stock-taking (2019)

## 3. History of ASEM-DUO

- ◆ **Fellowship-granting programme** for university students and academics in ASEM member countries to promote Balanced exchange between Asian and European institutions
- ◆ **Proposed** by Korea, France and Singapore at **ASEM3 in 2000**,
  - Since 2001, its **25<sup>th</sup> year of operation** as an ASEM Initiative
  - **Extended** for 6<sup>th</sup> phase(2026-2030), ASEMME9, Malta (2024)
- ◆ **Six ASEM countries** are currently acting as contributors in the ASEM-DUO
- ◆ Supported close to **5,000** university students and academics by 2025

## 4. Current ASEM-DUO Programmes



✂ Actual fellowship determined and tailored by contributors.

## Comparisons (Current ASEM-DUO Programmes)

	Korea	Singapore	Thailand	Sweden	Belgium/ FWB	CIMEA/Italy
<b>Starting year</b>	2001	2002	2006	2010	2014	2025
<b>Related Division</b>	MOE, Korea	MFA, Singapore	MHESI, Thailand	UHR Sweden	ARES, Belgium/FWB	CIMEA
<b>Beneficiary</b>	Undergraduate/Graduate students				Professors	Professors, Researchers, PhD
<b>Duration</b>	1 semester				3 weeks - 2 months	10 working days to 30 days
<b>Amount (Euro)</b>	4,000 Each	4,000 Each	4,800 for Thai 3,200 for European	3,500 Each	7,000 for pair	Min. 2,500 ~ Max. 8,500 Each



## 5. How does ASEM-DUO work?

- ◆ Contributing member country can dictate terms of exchange other than **3 core principles (pairing, duration, and amount)**

Commissioned  
to Secretariat

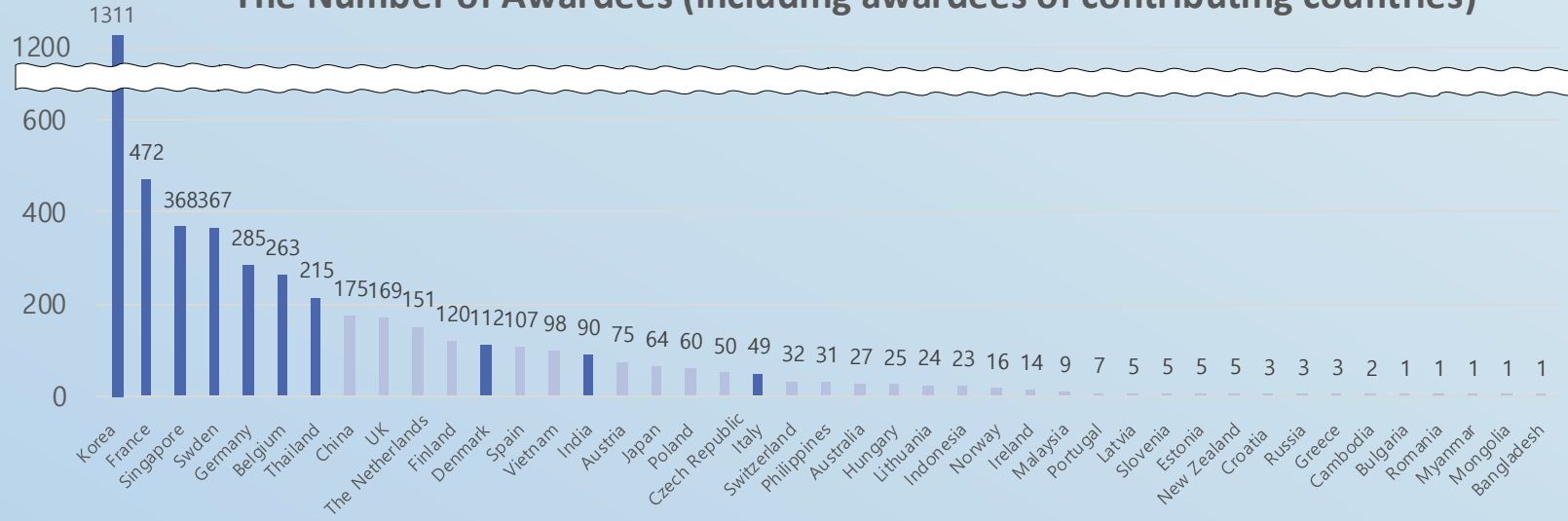
- DUO-Korea and DUO-Sweden
- Each Government establish the ***Selection Committee and make decisions***
- The Secretariat monitors exchanges for compliance with guidelines and provides quarterly reports to the Governments

Direct Operation

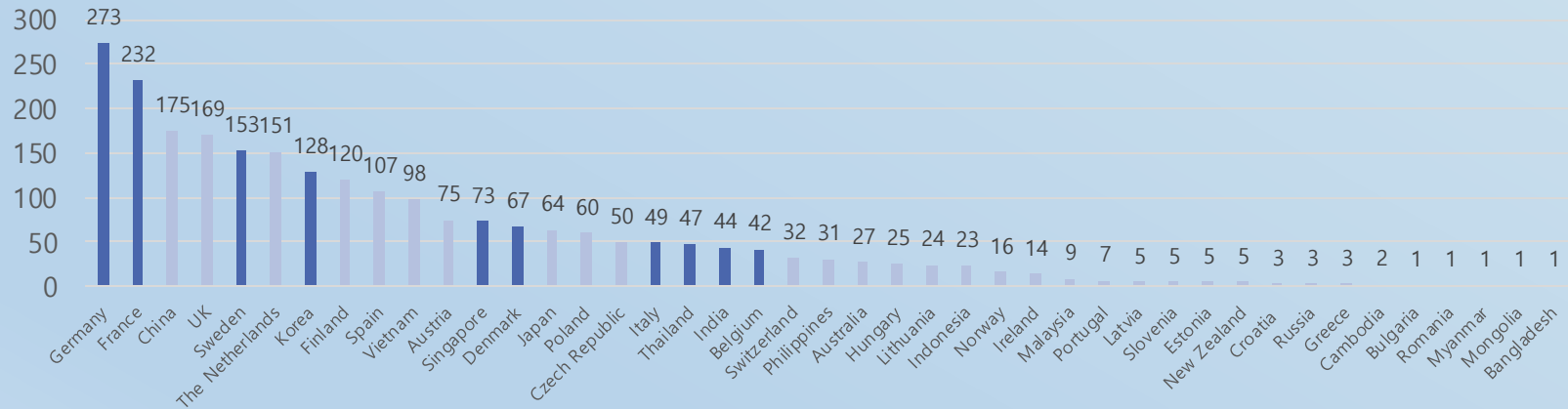
- DUO-Singapore, DUO-Thailand, DUO-Belgium/Wallonia, DUO-CIMEA/Italy
- Each Government operates independently, and shares information with the Secretariat annually to update the current status

# 6. ASEM-DUO Achievements

**The Number of Awardees (including awardees of contributing countries)**



**The Number of Awardees (excluding awardees of contributing countries)**



# Remarks from the Awardees

## **A CATALYST FOR GLOBAL CAREER GROWTH AND CULTURAL TRANSFORMATION**

***Mr. Daniel de Mare (Sweden)***

The exchange studies provided the foundation for a successful career in design and technology, allowing me to embrace Korean culture and broaden my global outlook, nurturing a profound respect for diversity and intercultural synergy and served as a catalyst for personal growth. The memories and experiences will forever remain etched in my heart, reminding me of the transformative power of cultural exchange.

## **A MULTICULTURAL LENS ON AI ETHICS**

***Ms. Tang Xinwen (China)***

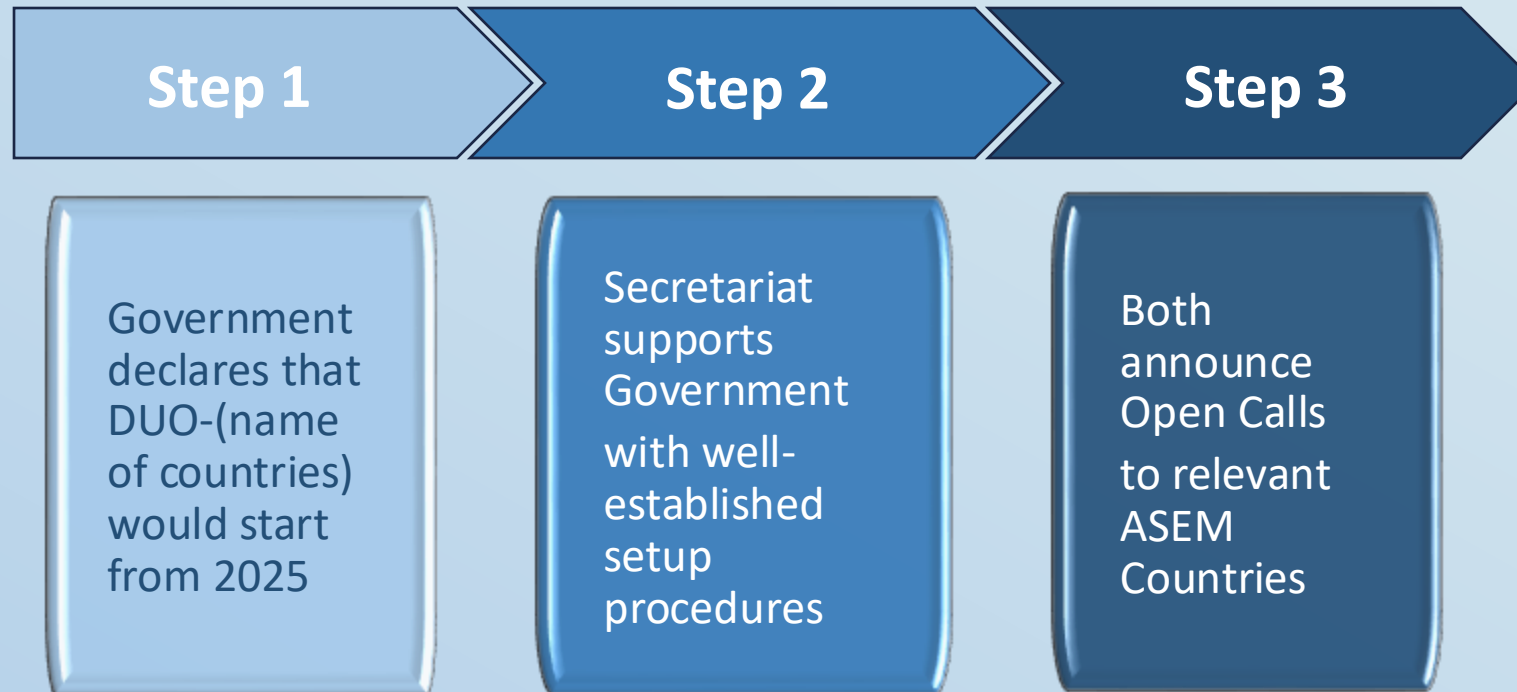
I was awarded the DUO-Belgium/Flanders which enabled me to explore 15 other countries, each offering unique insights that broadened my perspective on culture, society, and human behavior. I undertook a research project that examined audience views on AI ethics through social media platforms. My career-changing experience from ASEM-DUO has set me on a path that I could not have imagined at the onset.

## **MY CAREER AND LIFE-CHANGING ASEM-DUO EXPERIENCE**

***Mr. Maciej Lachowicz (Poland)***

Thanks to my exchange and results achieved at both universities, I was awarded an internship in the USA, given to the top 10 students from the whole university. After my master's thesis and work experience at PwC, I was lucky enough to receive an offer from Nordea, where I currently work. Frankly speaking, ASEM-DUO changed my life drastically - both in my career and personal life - and my exchange in Korea was a huge piece of that change.

## 7. How to join to ASEM-DUO?



### **Flexibility**

Any partner countries, any field of exchange

No limitation to the amount or duration of contribution (small scale funding possible)

Can be linked to existing national scholarship schemes

# *Thanks for Your Attention*

- Homepage : [www.asemduo.org](http://www.asemduo.org)
- Email : [admin2@asemduo.org](mailto:admin2@asemduo.org)



Asia-Europe Meeting

ASEM Education

# Asia-Europe Institute (AEI)

# AEI-ASEM Summer School and Student Symposium Report

Emeritus Professor Dr. Azirah Hashim  
Asia-Europe Institute  
Universiti Malaya, Malaysia

ASEM Education Senior Officials' Meeting (SOM1)  
Bucharest  
18-19 November 2025

*Home of the Bright, Land of the Brave*  
*Di Sini Bermulanya Pintar, Tanah Tumpahnya Berani*

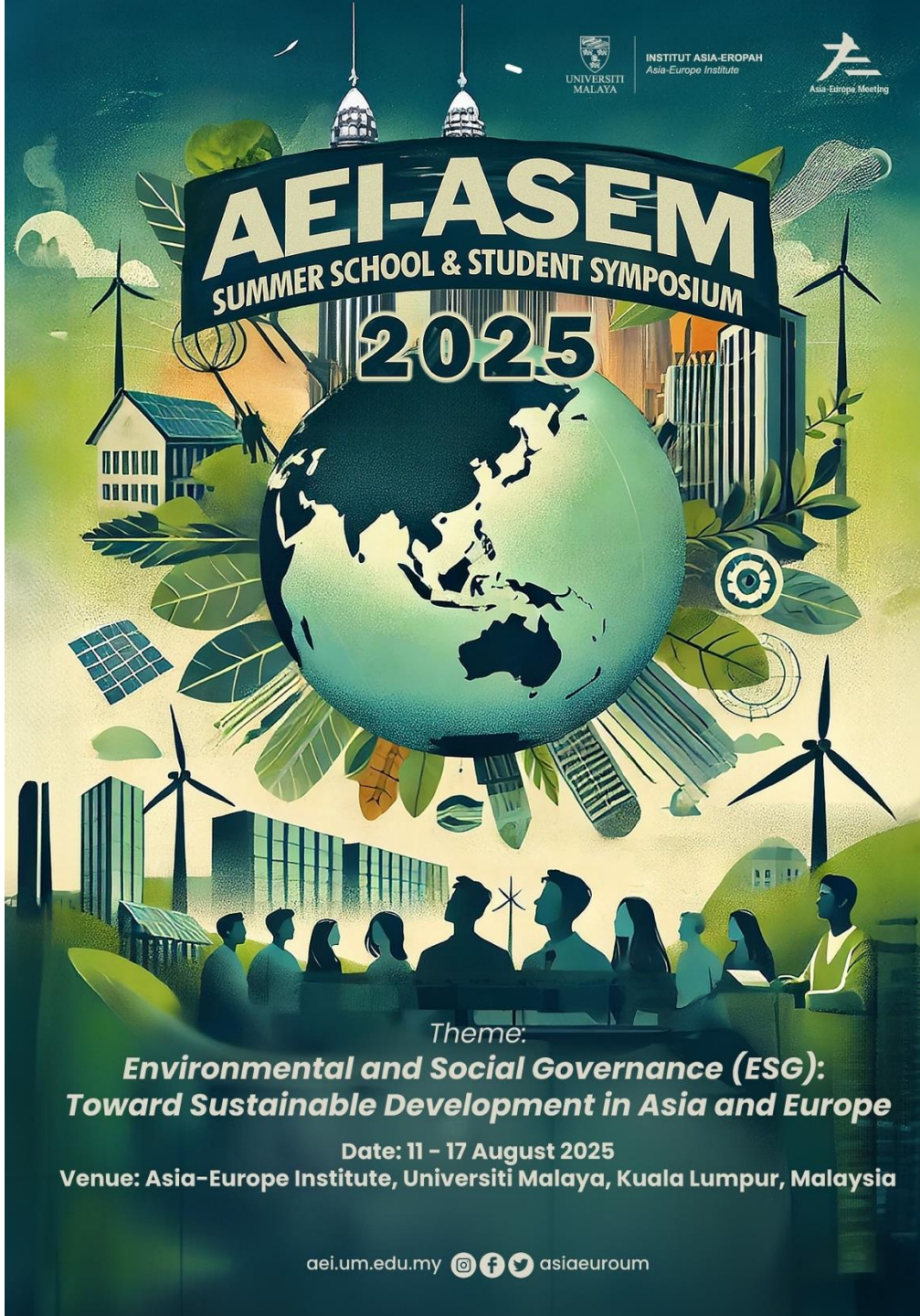
[www.um.edu.my](http://www.um.edu.my)





# Outline

1. Theme and Learning Objectives
2. Participants
3. Programme
4. Symposium
5. Participant Feedback
6. Programme KPI Achieved
7. Photos of AEI-ASEM Summer School 2025
8. AEI-ASEM Summer School 2026



## *Synopsis*

The interconnected challenges of environmental and social governance have become increasingly critical in shaping sustainable development across Asia and Europe. As global regions with distinct yet interrelated trajectories, Asia and Europe face shared responsibilities in addressing climate change, fostering equitable societies, and sustaining democratic values. This Summer School and Student Symposium seeks to provide an interdisciplinary platform for undergraduate and postgraduate students to engage with these pressing issues, contributing innovative ideas and research to shape the future of governance and sustainable development.

*Theme:*

***Environmental and Social Governance (ESG):  
Toward Sustainable Development in Asia and Europe***

**Date: 11 - 17 August 2025**

**Venue: Asia-Europe Institute, Universiti Malaya, Kuala Lumpur, Malaysia**

# Theme

- Environmental and Social Governance (ESG): Toward Sustainable Development in Asia and Europe

# ***Learning Objectives***

- Explore key dimensions of sustainability, governance, and social equity in relation to international relations in the context of Asian and European studies.
- Encourage research and insights into collaborative solutions, bridging policy frameworks, cultural perspectives, and grassroots initiatives.
- Focus on the nexus between environmental challenges and social governance
- Inspire young scholars to contribute meaningfully to global discourses on sustainable development and international relations.

# Participants

- **22** Participants
- 8 – Rikkyo University, Japan (UG, 4F, 4M)
- 5 – Indonesia (UG, 3F, 2M)
- 5 – France (4 UG, 1 PG, 4F, 1M)
- 3 – LSE, Pakistan (2 PG, 1 UG, 3F)
- 1 – LSE, UK (UG, F, Japanese citizen)



Day	Programmes
0 (10.08.2025)	Early arrival of 8 participants from Rikkyo University, Japan.
1 (11.08.2025)	Arrival of Participants; Screening of Malaysian Film <i>Blood Brothers</i>
2 (12.08.2025)	Opening Ceremony; Public Speaking for Academic Presentation Workshop (Dr. Kivaandra, IAS-UM)
3 (13.08.2025)	Symposium – Day 1
4 (14.08.2025)	Symposium – Day 2 ; Film Screening
5 (15.08.2025)	<i>Excursion</i> – MOHE, Boat Cruise, Indus Café, Putra Mosque in Putrajaya; KLCC
6 (16.08.2025)	<i>Excursion</i> – National Monument, National Palace, Central Market in Kuala Lumpur; Farewell Dinner at Rebung 2, Putrajaya (Organised by MOTAC)
7 (17.08.2025)	Departure of Participants

- **Participants were excited about the cultural activities**, including traditional games, the *Blood Brothers* film screening, the visit to Central Market, and the buffet at Indus Café.
- **The dinner at Rebung 2**, complemented by traditional Bornean dances and cultural sharing, created a warm and engaging atmosphere.
- **The visit to the Putrajaya Mosque** provided insights into Islamic architecture and spiritual values.
- **Ice-breaking sessions and relaxed interactions with the buddies** strengthened friendships and created a sense of comfort among participants.
- **The symposium was well appreciated** for its interesting topics and interactive format, including video presentations.
- **Keynote addresses by Dr. Suzaini** (sustainable building surveying) **and Dr. Anisa** (African enterprises) offered valuable global perspectives.
- **Accommodation was comfortable**, with good Wi-Fi, a strategic location, and complete facilities.

**PHOTOS OF  
AEI-ASEM SUMMER SCHOOL &  
STUDENT SYMPOSIUM 2025  
11-17 AUGUST 2025**





















# **AEI-ASEM**

## **SUMMER SCHOOL 2026**



### **SMART DIPLOMACY AND SUSTAINABLE FUTURES: ARTIFICIAL INTELLIGENCE IN ASIA-EUROPE RELATIONS**

**20 JULY – 2 AUGUST 2026**

**ASIA-EUROPE INSTITUTE (AEI), UNIVERSITI MALAYA  
KUALA LUMPUR, MALAYSIA**

# AEI-ASEM Summer School & Student Symposium 2026

**Theme:** *Smart Diplomacy and Sustainable Futures: Artificial Intelligence in Asia–Europe Relations*

**Dates:** 20 July –2 August 2026

**Venue:** Asia–Europe Institute (AEI), Universiti Malaya, Kuala Lumpur, Malaysia

## Synopsis

The **Asia–Europe Institute and ASEM Summer School 2026**, hosted by the **Asia–Europe Institute (AEI), Universiti Malaya**, invites applications from international undergraduate and postgraduate students for a two-week intensive programme themed “**Smart Diplomacy and Sustainable Futures: Artificial Intelligence in Asia–Europe Relations.**”



## Synopsis cont.

This interdisciplinary summer school explores the intersections of **artificial intelligence, diplomacy, and sustainable development**, emphasizing how technological innovation is transforming governance, cooperation, and global citizenship between Asia and Europe. Participants will engage in lectures, workshops, and a two-day **Student Symposium**, where they will present preliminary research papers related to AI, diplomacy, or the UN Sustainable Development Goals (SDGs).

## Synopsis cont.

Through excursions to **Kuala Lumpur, Melaka, and Port Dickson**, participants will also experience Malaysia's dynamic role as a bridge between ASEAN and Europe. The programme offers a platform for dialogue, networking, and collaboration among future scholars, diplomats, and policymakers.

Successful participants will receive an official **Certificate of Completion** and opportunities to publish their work in AEI's working papers or student proceedings series.

# **Tentative Schedule**

## **14 days**

### **20 July to 2 August 2026**

Day	Activities	Details
1	<b>Arrival of Participants</b>	Airport pick-up and accommodation check-in at Universiti Malaya. Evening welcome reception and orientation briefing.
2	<b>Registration &amp; Opening Ceremony</b>	Official opening by AEI Executive Director. Keynote lecture: <i>“AI and the Future of Diplomacy in Asia–Europe Relations”</i> (Invited Speaker). Campus tour and group networking activities.
3	<b>Module 1: Understanding Smart Diplomacy</b>	Lectures: <i>“Digital Transformation in International Relations”</i> (Assoc. Prof. Dr. Sameer Kumar); <i>“AI and Policy-Making in Multilateral Settings”</i> (Prof. Fumitaka Furuoka). Workshop: <i>Mapping ASEAN–EU Cooperation in the AI Era</i> .
4	<b>Module 2: AI, Governance and the SDGs</b>	Lectures: <i>“AI for Sustainable Development: Challenges and Opportunities”</i> (Dr. Kevin Fernandez); <i>“Ethics and Equity in AI Governance”</i> (Invited Speaker). Writing Workshop 1: <i>Developing Research Abstracts on AI and Diplomacy</i> .
5	<b>Module 3: Culture, Communication and Human Futures</b>	Lectures: <i>“Digital Culture and Soft Power in International Relations”</i> (Dr Adil Johan); <i>“Language, Misinformation and Social Media”</i> (Prof Maya Khemlani David). Group discussion: <i>Intercultural Communication in the Age of AI</i> .

<b>Day</b>	<b>Activities</b>	<b>Details</b>
6	<b>Free Day</b>	Optional tours, reflection time, or informal peer networking.
7-8	<b>Student Symposium: Smart Diplomacy and Sustainable Futures (2 days)</b>	Participants present short papers (10–12 mins) on preliminary research related to AI, diplomacy, SDGs, or Asia–Europe cooperation. AEI faculty as discussants. Best Paper and Presentation Awards on Day 8.
9	<b>Excursion 1: Kuala Lumpur – Technology and Policy Field Study</b>	Visits: Malaysia Digital Economy Corporation (MDEC), Institute of Strategic and International Studies (ISIS Malaysia), Islamic Arts Museum.
10	<b>Excursion 2: Melaka – Heritage and Sustainable Development</b>	Field trip to UNESCO World Heritage sites; group reflections on history, trade, and innovation.
11	<b>Excursion 3: Port Dickson – Environmental Diplomacy Retreat</b>	Coastal sustainability workshop; SDG 13 (Climate Action) group reflection.
12	<b>Writing Workshop 2: From Symposium to Publication</b>	Guidance on transforming papers into short articles for AEI Working Paper Series; evaluation and feedback sessions.
13	<b>Farewell Dinner and Certificate Ceremony</b>	Cultural night, music performances, and awards presentation.
14	<b>Departure of Participants</b>	Check-out and airport transfer.



# AEI-ASEM SUMMER SCHOOL 2026

Smart Diplomacy and  
Sustainable Futures:  
Artificial Intelligence  
in Asia-Europe Relations

20 July – 2 August 2026

Asia-Europe Institute (AEI)  
Universiti Malaya,  
Kuala Lumpur, Malaysia



## Synopsis and Call for Applications

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This interdisciplinary summer school explores the intersections of **artificial intelligence, diplomacy, and sustainable development**, emphasizing how technological innovation is transforming governance, cooperation, and global citizenship between Asia and Europe. Participants will engage in lectures, workshops, and a three-day **Student Symposium**, where they will present preliminary research papers related to AI, diplomacy, or the UN Sustainable Development Goals (SDGs).

Through excursions to **Kuala Lumpur, Melaka, and Port Dickson**, participants will also experience Malaysia’s dynamic role as a bridge between ASEAN and Europe. The programme offers a platform for dialogue, networking, and collaboration among future scholars, diplomats, and policymakers.

Successful participants will receive an official **Certificate of Completion** and opportunities to publish their work in AEI’s working paper or student proceedings series.

Contact:

Dr Adil Johan

Deputy Executive  
Director

(Academic & Student  
Affairs)

Asia-Europe Institute

[adiljo@um.edu.my](mailto:adiljo@um.edu.my)

# AEI Masters Programmes



## MASTER IN ASEAN STUDIES

@ Asia-Europe Institute, Universiti Malaysia

The Master in ASEAN Studies at the Asia-Europe Institute (AEI), Universiti Malaysia, is a 3-semester programme which prepares graduates with the necessary knowledge and expertise on the study of regionalism and regionalisation specialising on ASEAN.

### Why pursue the Master in ASEAN Studies?

This programme provides students with an in-depth understanding of ASEAN and the Southeast Asian region, one of the most vibrant and fast developing regions in the world. Students will receive a good grounding in the theoretical foundation of regional studies, as well as a comparative outlook, on regional organisations. Students are also exposed to a broad range of topics ranging from history, security, and politics, to economic and strategic issues in the ASEAN region. The programme also provides complementary elective courses on European studies in order to equip students with a holistic understanding on the process of regionalism and regionalisation around the world.

- Minimum – 3 Semesters  
Maximum – 9 Semesters
- Mode of Study:  
Coursework
- Semester Intake:  
Semester 1 (October) and Semester 2 (March) of the academic year

APPLY NOW!

[aei.um.edu.my](http://aei.um.edu.my)



## MASTER IN EUROPEAN STUDIES

@ Asia-Europe Institute, Universiti Malaysia

The Master in European Studies at the Asia-Europe Institute (AEI), Universiti Malaysia, is a 3-semester programme which prepares students with the requisite knowledge and expertise on the European region.

### Why pursue a Master in European Studies?

This programme is the only Master's degree programme of its kind in the region. The courses cover a holistic perspective on the European region's distinctive history, as well as its political, security, and economic experiences. It provides students with a unique "outsiders" perspective which is complemented with "insiders" expertise from top European academic institutes. The programme also provides students with comparative knowledge of ASEAN, to generate greater appreciation of commonalities and differences between Asia and Europe, and their representative regional organisations. A distinct feature of the programme is that it offers a blend of historical, modern international relations, regionalism, and political economic perspectives. In doing so, the programme pays due attention to the European Union (EU) and its affiliate regional and inter-regional initiatives, making it a one of its kind Master's degree programme on European Studies in Asia.

- Minimum – 3 Semesters  
Maximum – 9 Semesters
- Semester Intake: Semester 1 (October) and  
Semester 2 (March) of the academic year
- Mode of Study:  
Coursework

APPLY NOW!

[aei.um.edu.my](http://aei.um.edu.my)



**Asia-Europe Meeting**

**ASEM Education**

**ENQA**



Daniela Cristina Ghițulică,  
ENQA President

# UPDATES FROM ENQA



**ASEM Education 1st Senior Officials' Meeting (SOMI)**  
**“Connecting Education. Fostering collaboration between Asia and Europe”**  
Dates: 18-19 November 2025  
Location: Bucharest, Romania  
Venue: Hotel Pullman Bucharest World Trade Center



**enqa** 25  
CELEBRATING 25 YEARS



## Who we are

**Membership association** of QA agencies:

**62** members in 33 countries

**42** affiliates in 26 countries

**Consultative member** to the Bologna Follow-up Group



## What we do

Represent **interests** of members

Provide **services** to members and stakeholders

Drive **development** of external QA

**Collaborate** with QA agencies and networks globally



## How we do it

**Policy** input      Projects

Working groups      Publications

**Events**      Agency **reviews**



*Philippine Accrediting Association of Schools, Colleges and Universities*



# REPRESENTATION

- Input to Bologna Process working groups and to the 2024 Ministerial Conference



## ENQA Message to EHEA Ministers



MAY 2024

On the occasion of the 2024 Bologna Process Ministerial Conference, ENQA asks the EHEA Ministers of Education to:

- 1 Ensure that national legislative frameworks allow quality assurance agencies to operate in compliance with the ESG
- 2 Enable international collaboration by reducing national-level barriers in quality assurance and higher education while enhancing transparency
- 3 Maintain the relevance and added value of external quality assurance by allowing quality assurance agencies to implement flexible and enhancement-oriented approaches

Working group on fundamental values

Working group on learning and teaching

Coordination group on global policy dialogue

Thematic peer group on quality assurance

## REPRESENTATION

- Input to Bologna Process working groups from the 2024 – 2027 working plan



Internationalisation  
and mobility

CG on  
global policy  
dialogue

ECTS Guide  
revision

TPG on  
quality  
assurance

# REPRESENTATION

- Strengthened dialogue with European Commission



European Association for  
Quality Assurance in Higher Education

## ENQA briefing note on the European Commission higher education package

March 2024

### Overview

This briefing note is published by ENQA<sup>1</sup> in response to the higher education package presented by the European Commission on 27 March 2024. It outlines the key elements of the package with relevance for quality assurance agencies, and some initial reflections from ENQA in response to these.

ENQA welcomes the initiatives from the European Commission to facilitate international cooperation in higher education and quality assurance, in particular the elements related to enhancement-led quality assurance and removing bureaucracy and legislative barriers. ENQA also fully endorses steps to make automatic recognition of qualifications a reality, and believes this should be addressed as a priority.

ENQA appreciates that the proposals make use of existing tools in the EHEA (European Higher Education Area) and supports their full implementation, as synergies between the EHEA and the EEA (European Education Area) are vital for successful international cooperation.



# REPRESENTATION

- Cooperation among the E4 members, EQAR and other networks





# DEVELOPMENT & INNOVATION

- Working groups – *Quality Assurance of Research*
- Small-scale analysis & Publications



# DEVELOPMENT & INNOVATION

<https://www.surveymonkey.com/r/ESG2027>



## ▲ ESG revision 2024-27

The Tirana Ministerial Communiqué of May 2024 gave the authors of the ESG the mandate to revise the document.

It is expected that the final text of the ESG 2027 should be approved by the Bologna Follow-up Group at their meeting in autumn 2026, with no further changes to be made before adoption by EHEA Ministers at the Ministerial Conference in Romania/Moldova in spring 2027.

The revision is being coordinated by a Steering Committee composed of one representative from each of the seven primary and cooperating authors. The ENQA Director serves as secretary to the Steering Committee. The process will include consultation with all key stakeholders. It also draws on the outcomes of the [QA-FIT project](#), which gathered evidence to inform the revision.

## Public consultation

On 17 November 2025, the Steering Committee published a first complete draft of the ESG 2027 and invites feedback from all stakeholders. The consultation package consists of:

- [The full draft text of the ESG 2027](#) (pdf)
- [An explanatory note](#) (pdf)
- [Full text of the survey](#) (pdf)
- [Link to feedback survey](#) (weblink)

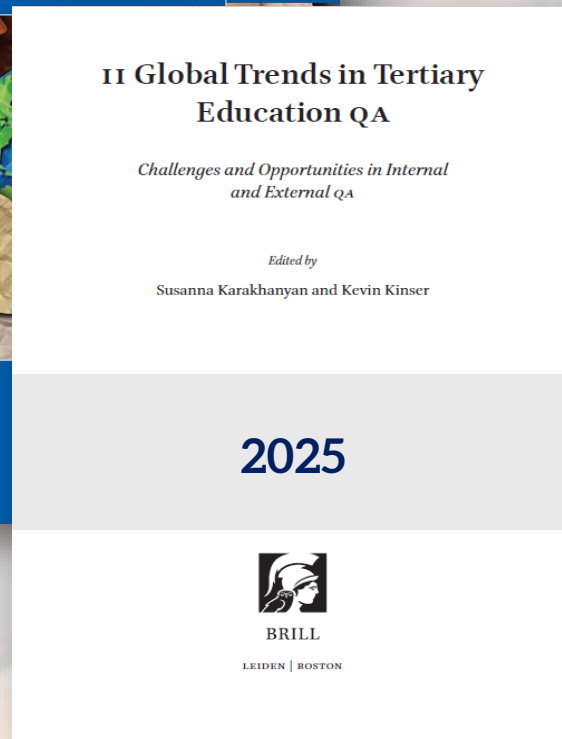
**Input to the consultation should be provided through the dedicated survey. The deadline for responses is 9 January 2026.** Feedback submitted through other channels (including by email to Steering Committee members/authoring organisations) will not be accepted.

# Part I: The Global Trends

## Part II: The Regional Trends

### Chapter 9.2: Western Europe

- Anna Prades
- Anna Gover
- Eva Fernandez De Labastida



# DEVELOPMENT & INNOVATION

- Projects

**Robust Quality Assurance of Transnational Education (ROQA-TNE)**



**Stakeholder Perspectives on Implementation of Commitments in the EHEA (SPICE)**



**SEQA-ESG 2**  
Supporting European QA Agencies  
in meeting the ESG

**Digital Tools and Quality assurance for Automatic Recognition (DIGI-REQA)**





# SERVICES

- Coordination of agency reviews and related activities
  - Launch of 2 events
  - Progress visits

- External review of ENQA Agency Reviews

17 site visits  
10 progress visits

61 experts involved

2024

7 Agency Review  
Committee meetings

19 review reports validated  
(see Annex 2)



# SERVICES

enqa. L D P 2 0 2 5

Leadership Development Programme

- **2024** Leadership Development Programme



Seminar 1  
5-7 June  
Budapest, Hungary  
hosted by MAB  
“Trends and developments in higher education – the context for QA agencies”

Seminar 2  
18-20 September  
Stockholm, Sweden  
hosted by UKÄ  
“Organisational culture in higher education”

Seminar 3  
27-29 November  
Cologne, Germany  
hosted by AQAS  
“Formal and informal leadership in QA agencies”

# SERVICES

## • Communication

### • Events

- Members' Forum and GA Seminar
- Seminar on the European dimension of Quality Assurance
- Workshop on Staff development for QA agencies
- Three online meetings for ENQA member CEOs
- ENQA Brussels Networking Reception

### • Webinars

- Bologna Process commitments on QA – where do we stand?
- QA agencies and ENIC-NARICs – cooperation models and opportunities
- Supporting Cultures of Academic Integrity: The role of QA agencies in promoting and enhancing academic integrity and ensuring learning



### • Newsletters

- ENQA Bulletin
- Update for members and affiliates
- Update on ENQA Agency Reviews

THANK YOU





Sign up to receive  
our quarterly newsletter:

<https://www.enqa.eu/contact/#newsletter>

Follow ENQA on social media:



[secretariat@enqa.eu](mailto:secretariat@enqa.eu)

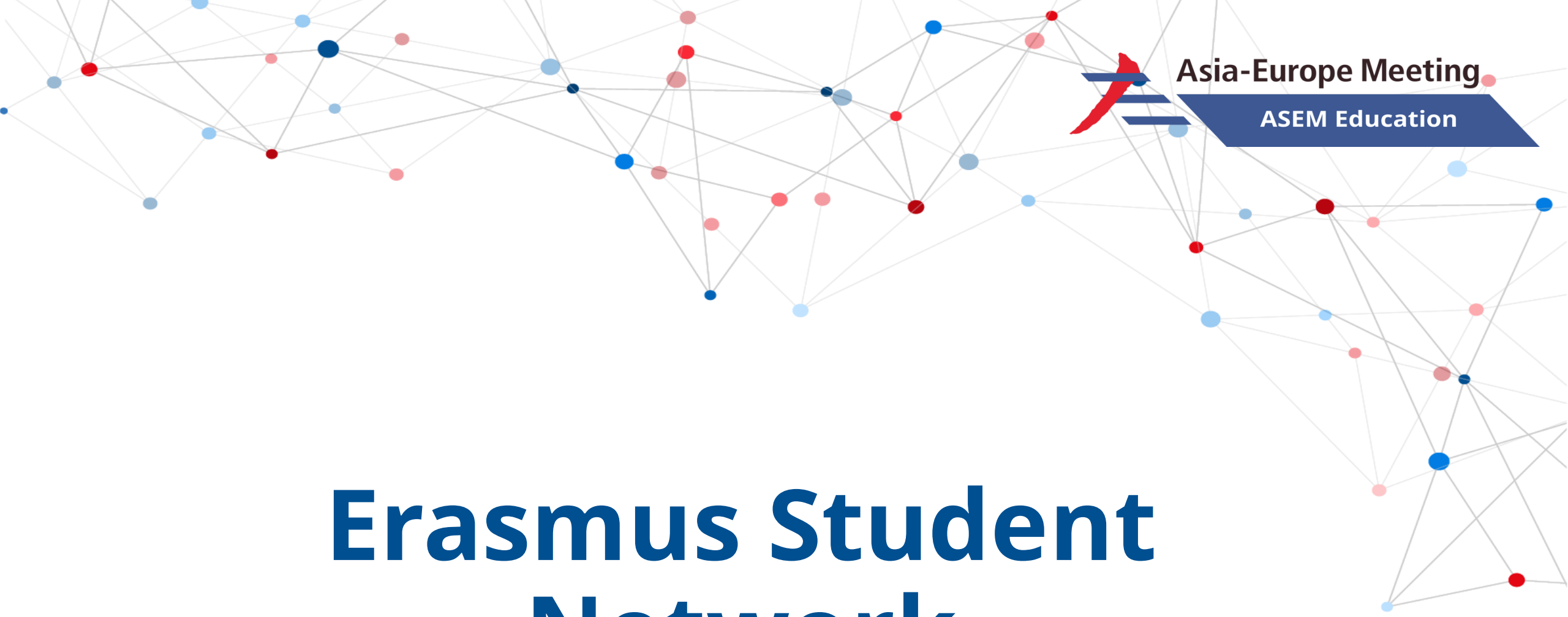
[cristina.ghitulica@aracis.ro](mailto:cristina.ghitulica@aracis.ro)

**Stay in  
touch!**



**enqa** 25

CELEBRATING 25 YEARS



Asia-Europe Meeting

ASEM Education

# Erasmus Student Network (ESN)



# Erasmus Student Network





**ESN is the largest European student association in the field of exchanges and mobility**



# Erasmus Student Network



15,000  
volunteers

500+  
local sections

45  
countries +  
(We are also  
present in Asia!)



1,000+  
higher education  
institutions

350,000  
international  
students



# Erasmus Student Network

- Daily guidance and support
- Social and cultural integration of international students
- Promotion of mobility opportunities and improvement of grants and conditions
- Reintegration of international students upon returning to their home country
- Skills development through volunteering
- Policy advocacy, especially at national and international level (e.g., publications, work with institutions)
- Students helping students





# Support before the mobility period

[Portal](#) [Blog](#) [Activities](#) [EGM](#) [ErasmusJobs](#) [Green Erasmus](#) [IEG](#) [ESN.org](#)



<https://erasmusgeneration.org/>

**Erasmus Generation Portal**

[Countries](#) [Mobility programmes](#) [Testimonials](#) [Simulate your grant](#)

I want to go to

I want to go on



**The home of the *Erasmus Generation***





# Erasmus Generation Portal

I want to go to \_\_\_\_\_



Write the full name of a country. To reset your search, leave blank and click on 'Apply'.

**Apply**



Albania



Austria



Azerbaijan



Belarus



Belgium



Bosnia and Herzegovina





I'm from

I want to go to

## Erasmus+ studies within programme countries



Erasmus+ helps organise student and doctoral candidate exchanges within Erasmus+ Programme countries and to and from Partner countries.

[Read more](#)

## Erasmus+ traineeships



Erasmus+ supports traineeships (work placements, internships, etc) abroad for students currently enrolled in higher education institutions in Programme countries at Bachelor and Master level as well as for doctoral candidates. These opportunities are also open to recent graduates.

[Read more](#)

## AIESEC exchanges



Global Talent (GTa) is one of the programs offered by AIESEC, which is an opportunity for young people to develop leadership qualities and progress in their careers while living a cross-cultural professional experience.

[Read more](#)

## Vulcanus in Japan



Vulcanus in Japan started in 1997. The programme consists of industrial placements for EU / COSME\* students. It starts in September and ends in

## IFMSA exchanges



The Professional Exchange program is a full educational program offering clerkships to medical students abroad. Since the very beginning, in 1951, it was

## Fulbright



Fulbright Program enables graduate students, young professionals and artists from abroad to study and conduct research in the United States.



## BROWSE INSPIRING TESTIMONIALS



**Wim**

from Belgium

went on exchange in Turkey

with

Erasmus+ studies within programme countries



My Erasmus in Istanbul changed the way I look at people from different cultural background and the wor



**Paola**

from Italy

went on exchange in Poland

with

Erasmus+ studies within programme countries



An experience that changed my life and gifted me with wonderful people and unforgettable memories!



**Gorka**

from Spain

went on exchange in Belgium

with

Erasmus+ studies within programme countries




Isn't it inspiring to explore the unknown? to become citizens of the world?



## ERASMUS+ GRANT SIMULATOR


This tool will allow you to make a simulation of your Erasmus+ Grant. You will receive **an estimate based on your mobility type, duration and location**. We take into account some background information to tailor it as closely as possible to reality.

The simulation will give you an estimate based on general European wide rules based on the Erasmus+ programme guide.

Choose your mobility type: 

- I will study
- I will do an internship

 Find out more about an Erasmus+ [study exchange](#) or [traineeship](#).

 Students that do an Erasmus+ traineeship usually receive a higher monthly grant, as they can not benefit from as many student benefits on university campus.

This Erasmus+ Grant calculator simulates the potential grant that you can receive and is based on the overall information available in the Erasmus+ programme guide. These conditions can be adjusted by your university; contact your international relations office for more information.

Nor Erasmus Student Network; nor the European Commission can be held accountable for the simulations provided here. The goal of the simulator is to make the Erasmus+ grant information more transparent so students understand how it works. The actual Erasmus+ Grant will be calculated by your university. Do you find significant differences; ask your University/institution; ESN representative or National Agency for more information.



# Support during the mobility period

- Welcome days
- Buddy system
- Bureaucracy, accommodation, and university life
- Trips and events (culture, sports, social inclusion, environment, etc.)
- Partnerships and discounts





# Support after the mobility period

- Building bridges between regions
- Collaboration between European and Asian countries (through university partnerships and student mobility) enables the circulation of knowledge to address shared challenges.
- These links can create a positive impact: “the enrichment of society through international students”



# Erasmus Student Network



Involved in the integration process between the two regions, promoting mobility and cultural understanding through the Erasmus+ programme and supporting students from Asia in Europe between 2014 and 2025







Asia-Europe Meeting

ASEM Education

# European University Association (EUA)



# The Global Universities Association Forum

Thérèse Zhang, Deputy Director, Higher Education Policy

ASEM Senior Officials' Meeting (Bucharest, 18-19 November 2025)

## The world region approach – 8 associations in dialogue

<b>Africa</b>	Association of African Universities (AAU)
<b>Arab region</b>	Association of Arab Universities (AArU)
<b>China</b>	China Association of Higher Education (CAHE)
<b>Europe</b>	European University Association (EUA)
<b>India</b>	Association of Indian Universities (AIU)
<b>Latin America &amp; The Caribbean</b>	Latin American & The Caribbean Space for Higher Education (ENLACES)
<b>North America</b>	American Council on Education (ACE) & Universities Canada (UC)
<b>Southeast Asia</b>	ASEAN University Network (AUN)

---

Initiated by the EUA in 2021/2

---

Growing pressure to respond to issues in a global setting

---

Enhancing links with sister organisations around the globe

---

Joint impact-oriented actions

---

Regional approach

---



# Ways of working



## Joint position of the Global University Associations Forum (GUAF) on the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education

*Addressed to: Governments and other public authorities, as well as other stakeholders responsible for processes and decisions in the context of academic recognition in the countries of Africa, the Arab Region, Asia, Europe, Latin America and the Caribbean, and North America; in particular higher education institutions who are members of*

- **Annual chairmanship:** coordinates the GUAF and its activities
- **Annual physical meetings:** Barcelona 2022, Bangkok 2023, Beijing 2024, New Delhi 2025
- **2-4 additional online meetings with all partners**
- **Developing dialogue and concrete action on topics of global interest:**
  - ✓ 2023 Recognition – joint statement supporting the Global Recognition Convention
  - ✓ 2024 Digital transformation (forthcoming comparative report)
  - ✓ 2025 Artificial Intelligence







# GUAF

Global University  
Associations Forum

## Similarities and Differences in the Digital Transformation of Higher Education

*Perspectives from Africa, the Arab region, ASEAN,  
China, Europe, India, Latin America and USA*

## 2025: A joint report and 8 regional reports

### Table of contents

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**eua** EUROPEAN  
UNIVERSITY  
ASSOCIATION | The Digital Transformation  
and Europe's universities

by Michael Gaebel, Thomas Jørgensen, Alison Morrisroe  
EUA - 16 September 2025



**Digital Education and  
the Future of Learning:  
Perspectives of Higher  
Education**

*AAU Perspective and input to the GUAF Policy Brief*

by  
Professor Oluwola Bandele Oyewole  
Secretary General  
Association of African Universities

Professor Frederick Ato Armah  
Director of Research and Programmes  
Association of African Universities

by x

# Similarities and differences in the digital transformation of higher education across regions



## Blended and online learning

All regions recognize the importance of blended and online learning models to provide flexibility and accessibility.

North America, China, ASEAN, Arab Region, Europe: commonly used, experimentation in mixing online and onsite learning.



## Digital learning environment

Regions emphasize the need for robust digital infrastructure to ensure effective learning.

**India:** Need to improve domestic digital infrastructure.

**ASEAN and Arab regions:** Focus on improving digital literacy and integrating digital skills

**Europe, North America, China:** concerns around cost, sustainability, and technology lock-in



## AI integration in education

All regions acknowledge the potential of AI in enhancing education – but also challenges teaching, learning, and assessment processes.

**North America, China, India:** Rapid AI advancements in education, with significant investments in AI research and tools for personalized learning.

**Europe:** Cautious approach to AI, also due to AI regulation - focus on ethics é academic integrity.



## Flexible learning

Across all regions, digital approaches also underpin the rise of HE non-degree learning, to widen access and participation, and in response to learners' and labour market needs

**North America and Europe:** Growing attention to micro-credentials and non-degree education to cater to diverse learners.

**North America and China:** Strong focus on MOOCs and online learning platforms with large-scale implementation.

**India and Latin America:** Shifting toward lifelong learning, though infrastructure and access remain major challenges.



## Role of industry

Opportunities for collaboration on skills and innovation, but concern about dependencies from tech industry, and the financial and operational consequences, and ethical tensions

**ASEAN:** Projects promoting integration of education, research, and industry.

**China and India:** Strong integration of industry, academia, and government collaboration.

**Europe & North America:** Engagement in industry collaboration, while maintaining the institutional autonomy



## Major challenges in the digital transformation of education

### Africa

- Challenges include lack of trained teachers, electricity, and internet.

### Arab Region

- Focus on equitable access and tech integration.

### ASEAN

- Strengthening digital skills and infrastructures.

### China

- High-tech integration in learning; overcoming regional disparities.

### Europe

- Skilled IT staff shortages and tech costs in universities.

### India

- Balancing tech integration with access challenges.

### Latin America

- Bridging urban-rural infrastructure and resource gaps.

### North America

- Rapid tech growth outpacing regulations.

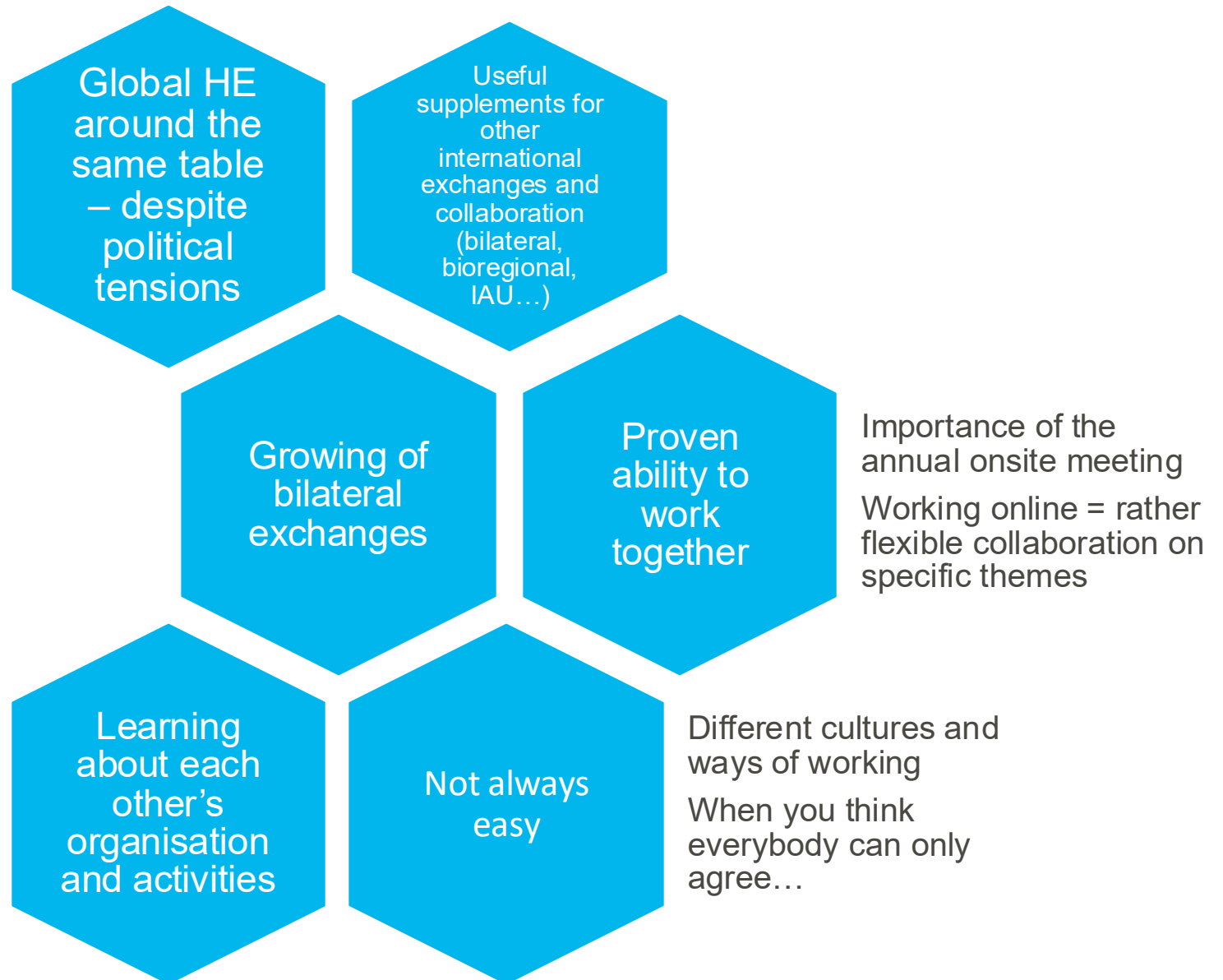
### All regions

- Need for capacity building, in particular training, access & inclusion



## Some conclusions:

## Opportunities and challenges



# Thank you for your attention!





Asia-Europe Meeting

ASEM Education

# SEAMEO RIHED





# Stakeholder Presentation

**SEAMEO RIHED**

18 November 2025

ASEM SOM I

Bucharest



# Provisional Strategy Map

+ SEAMEO RIHED aims to advance higher education development that supports Southeast Asia's sustainable growth and development through driving high-impact programmes to strengthen institutional capacity, foster talent, and enhance higher education's socio-economic contributions.

## Primary Objectives

1. **Strengthen Enablers** (building systems and conditions that enhance quality, accessibility, and resilience in higher education)
2. **Advance Outcomes** (focusing on thematic areas where higher education drives socio-economic development;)
3. **Facilitate a Policy Community** (providing platforms and services that enable evidence-based policymaking and foster regional cooperation.)

# Provisional Strategy Map

## Strategic Focus Areas

1. **Higher Education Policy** (facilitating regional policy)
2. **Leadership** (strengthening institutional and leadership capacity)
3. **Regional Harmonisation** (mobility, quality assurance and recognition)
4. **Learning & Knowledge Exchange** (promoting collaboration and knowledge exchange)

## Operational Strategies

1. **Forging Strategic Alliances** (building robust partnerships with government ministries, higher education institutions, private sector, civil society, and international organisations).
2. **Prioritise High-Impact Programmes** (design and implementation of initiatives that produce measurable outcomes).
3. **Strengthening Connectivity** (enhancing communication and collaboration among stakeholders, creating synergies and benefits beyond SEAMEO RIHED's immediate mandate).

**Table 1: Key Enablers for a Harmonised Common Space in Higher Education / SEA Higher Education Area**

### **1. Mobility**

SEAMEO RIHED's Asian International Mobility for Students (AIMS) Programme

**Led by SEAMEO RIHED**

### **2. Quality**

IQAdvance: AUN-QA Internal Quality Assurance Management Training

**Led by SEAMEO RIHED, MOET, and AUN**

### **3. Recognition**

AUN-QEx: Strengthening Qualifications Frameworks and Management

**Led by AUN and SEAMEO RIHED**

### **4. Lifelong Learning (LLL)**

Inter-centre collaboration

**Led by SEAMEO CELLL in partnership with SEAMEO RIHED**

### **5. Digitalisation**

Inter-agency partnerships to the ASEAN region and East Asia (China and South Korea)

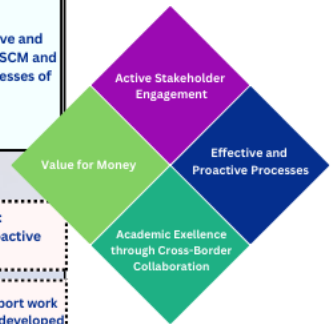


# 1. Academic Mobility



Download the AIMS Infographic

AIMS Strategic Framework 2026-2028 (3 years) [Version 1.1 Developed and approved by the Steering Committee in July 2025]					
<b>Current State of AIMS</b>		<b>Core Strategies</b>			
<p><b>Achievements - 16 Years of Growth</b></p> <ul style="list-style-type: none"> <li>90 member universities</li> <li>10 Southeast and East Asian countries</li> <li>6,500 alumni</li> <li>4,500+ academic staff</li> <li>8 academic subject areas on offer</li> <li>With roughly 10,000 courses</li> </ul>		<p><b>Strategy 1: Harmonisation for Academic Excellence</b></p> <p>To foster academic policy alignment and collaboration among member universities by promoting mutual recognition of qualifications, quality assurance and inclusive educational practices, thereby enhancing student mobility.</p>	<p><b>Strategy 2: Student Mobility &amp; AIMS Community</b></p> <p>To provide effective services and activities for students and alumni, to facilitate exchange and develop the AIMS' community network.</p>	<p><b>Strategy 3: Value added development beyond student exchange programme</b></p> <p>To provide member universities with an enabling environment for collaboration and expanded opportunities beyond student exchange.</p>	<p><b>Strategy 4: Governance</b></p> <p>To maintain effective and proactive running of SCM and strengthen key processes of AIMS.</p>
<b>Vision</b>		<b>Strategic Objectives</b>			
<p><b>Establish AIMS as a Leading Platform in the Harmonisation of Sustainable Higher Education in Southeast and East Asia.</b></p>		<p><b>Objective 1: Academic Excellence through Cross-Border Collaboration</b></p> <p>AIMS has collaborated to advance academic excellence in some selected subject areas.</p>	<p><b>Objective 2: Active Stakeholder Engagement</b></p> <p>AIMS has enhanced and benefited from active multiple-stakeholder engagements.</p>	<p><b>Objective 3: Value for Money</b></p> <p>AIMS has demonstrated the value-for-money of its mobility programme.</p>	<p><b>Objective 4: Effective and Proactive processes</b></p> <p>AIMS's core and support work processes have been developed and improved.</p>
<b>Mission</b>		<b>Operational Objectives</b>			
<p>To foster a platform of student mobility in Southeast and East Asian region, offering high-quality courses in high priority fields, and empowering students with multidisciplinary knowledge, lifelong learning skills and employability.</p>		<p>To collectively advance learning and sharing knowledge among AIMS member universities with stakeholders, driving academic excellence and innovation.</p>	<p>To enhance engagement and collaboration with key AIMS stakeholders.</p>	<p>To demonstrate the value and return on Investment of the AIMS Programme</p>	<p>To improve the core and support processes in AIMS Programme.</p>
<b>Shared Values</b>		<b>Performance Measures and Targets (2026-2028)</b>			
<p>We believe that our talents with a strong understanding of the Asian region can effectively contribute to the sustainable development through global and regional collaborations.</p>		<b>Suggested Performance Measures</b>			
<b>Strategic Intent</b>		<b>Suggested Targets</b>			
<p><b>“Bacolod Strategy – Consolidate and Connect”</b></p> <p><b>Double-strategy of AIMS:</b></p> <p>a. To consolidate AIMS into a leading academic mobility programme in Asia; and b. To connect AIMS member universities with other exchange programmes in the world, elevating AIMS to the next level.</p>		<p>Quality standards of courses under AIMS Programme</p>	<p>Improved quality of engagement</p>	<p>Equity and reach of AIMS Programme</p>	<p>Effective work processes of AIMS exchange activities</p>
		<p>• Course Learning Outcomes • Methods of learning deliveries • Assessment of students' learning outcomes • Reputation of study programme • Increased enrolment demand on the courses.</p>	<p>• Speed and usefulness of information flow • Cost and time of transaction • Number of students sent and received</p>	<p>• Stakeholders' perception • Demand from student population • International reputation of AIMS Programme</p>	<p>• Efficiency of AIMS Secretariat • Effectiveness of AIMS's implementation systems and tools</p>



# 2. Quality

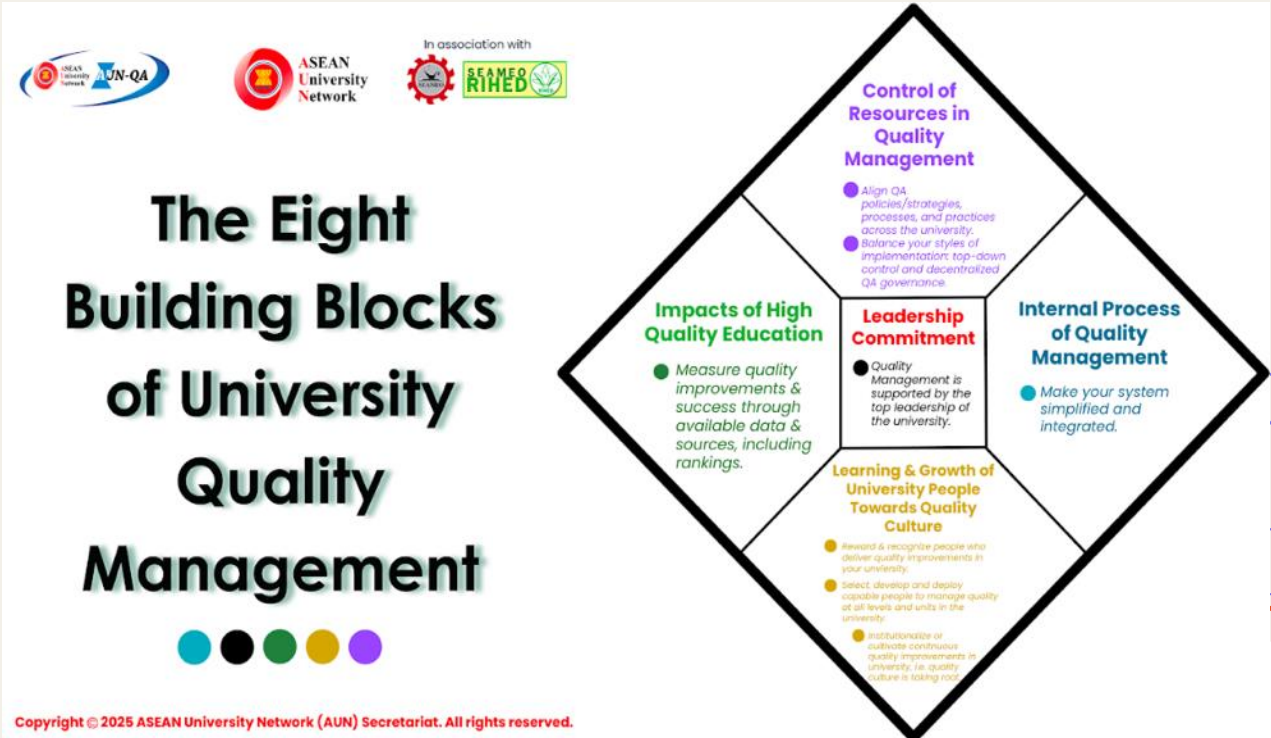


An AUN IQA Management Training Program  
in Cooperation with SEAMEO RIHED

Internal Quality Assurance (IQA) Implementation for the Sustained Future of ASEAN Higher Education, held on 18–19 August 2025 and jointly organised by AUN and SEAMEO RIHED, in collaboration with the Ministry of Education and Training (MOET), Vietnam.

Advancing  
IQA

IQA Management Toolkit



# 3. Comparable and Compatible Education Systems (Recognition)

## AUN Qualifications Excellence



Strengthening qualifications frameworks and management within higher education institutions

### AUN Qualifications Excellence

Attract international students, making your degree programme

Comparable | Compatible | Transferable | Verifiable  
and many things more.



AUN-QE  
AUN Qualifications Excellence

In association with



#### Crafting Outcome for Real-World Impact

Design meaningful learning outcomes that equip students with knowledge, skills, and responsibility (KSR) for the future workforce.



#### Measuring What Truly Matters in the Real-World

Design assessments that reflect real-world demands and challenges.



#### Student Workload Optimization

Optimize student workload for maximum impact without unnecessary burdens!



### Objectives

- Equip participants with advanced tools and hands-on strategies to transform curriculum design.
- Enable participants to design learning outcomes that prepare students for real-world challenges.
- Build and refine assessment practices that are aligned with actual workplace demands.
- Enable institutions to craft evidence-based strategies for sustainable student workload management.

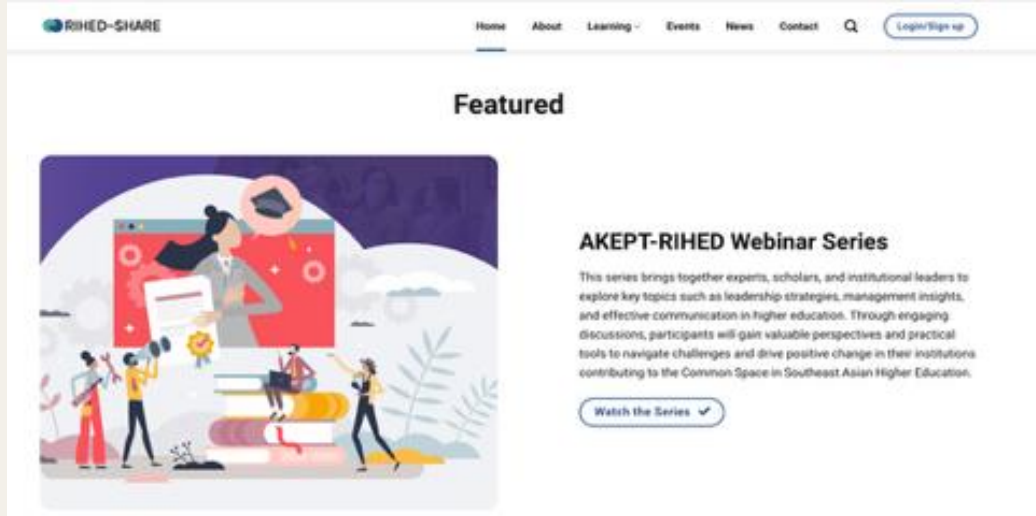


PPT Credit: AUN



# 4. Lifelong Learning 5. Digitalisation & AI

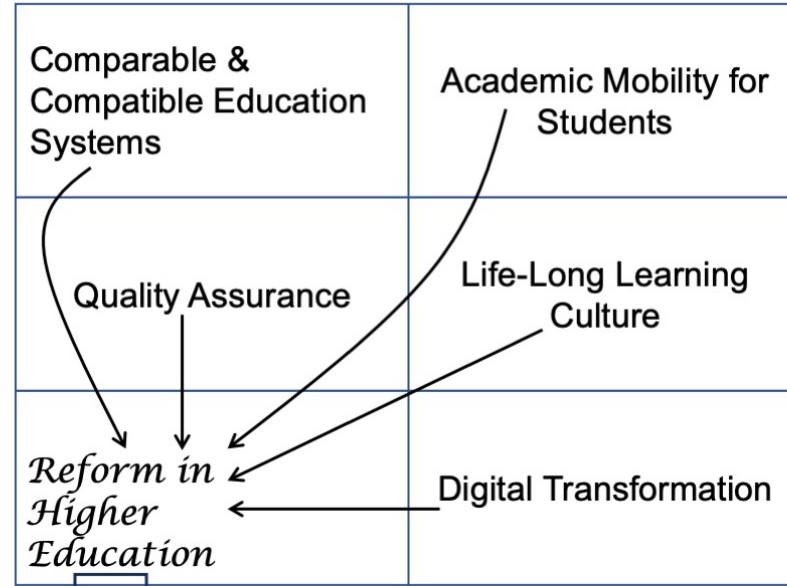
+ Collaboration with other centres and agencies (e.g SEAMEO CELL and AKEPT)





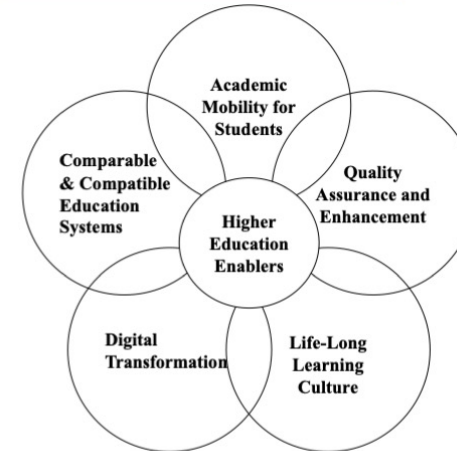
# All contributing the the Common Space in Southeast Asian Higher Education

Diagram 9 "Higher Education Enablers: The Focuses for Southeast Asian/ASEAN Higher Education Area?", from *Modern Higher Education: A Personal View* © Choltis Dhirathiti 2025



Relevance of University, i.e. Impacts on, or Contributions to Socio-Economic Development of the Countries:

- Nation-Building
- Solving Global Problems



*Enablers or Contributing Factors to Southeast Asian/ASEAN Higher Education Area*







# Thank you!

**SEAMEO RIHED**

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