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

8. Updates from the ASEM Partners

Belgium
Flemish Community

Cambodia

Asia-Europe Meeting

ASEM Education

The Status of Education Development in Cambodia

"Enhancement of quality of education, sports, science, and technology"

HE. Dr. Bo Chankoulika
Under Secretary of State, MOEYS
1st Senior Officials' Meeting (SOM1)
Bucharest, Romania
18-19 November 2025

Outline

- **The Cambodia Demographic Context**
- **The Cambodian Education Landscape**
- **Educational achievements**
- **Cambodia's Education Vision**
- **Education's mission**
- **Cambodia's Education Priorities 2024-2028**
- **Key education programs and projects**
- **Proposed areas for Future Collaboration**

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Cambodia is bordered by Thailand to the northwest, Laos to the northeast, Vietnam to the east, and the Gulf of Thailand to the southwest.

- *Land Area: 181 035 Km2*

- *Population: 17,091,464 Male: 48.9%; Female: 51.1%*

- Children at School (Pre-school to K12): 3 808 647, *(49.77% female)*

- Teachers: 96 349, *(53% female)*

- Nation Budget for Education 2023: 17.10%

- Pre-Primary: 400 959, Primary: 2 265 783, Lower Secondary: 711 113, Upper Secondary: 430 792

- Dropout rates from full-12-year formal schooling: Primary: 5.4%, Lower Secondary: 15.4%, Upper Secondary: 13.7%

Source: (NIS, 2023; EMIS, 2023-2024)

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Table 1.1: School-age population evolution and projections, 2008-2030

Thousand	2008		2019		2025		2030	
	Total	Distribution	Total	Distribution	Total	Distribution	Total	Distribution
0-2	806	6.0%	808	5.2%	926	5.3%	862	4.6%
3-5 (Pre-School)	860	6.4%	947	6.1%	954	5.4%	925	4.9%
6-11 (Primary)	1,786	13.3%	1,829	11.8%	1,843	10.5%	1,884	10.1%
12-14 (Lower secondary)	1,064	7.9%	988	6.4%	919	5.2%	927	4.9%
15-17 (Upper secondary)	974	7.3%	840	5.4%	1,012	5.8%	895	4.8%
18-23 (Higher education)	2,016	15.1%	1,825	11.7%	2,178	12.4%	2,301	12.3%
25-64 (Lifelong learning)	5,325	39.8%	7,404	47.6%	8,497	48.3%	9,290	49.6%
65+	565	4.2%	912	5.9%	1,250	7.1%	1,652	8.8%
Total population	13,396	100%	15,552	100%	17,578	100%	18,736	100%

Source: General Population Census of the Kingdom of Cambodia 2008 and 2019 and Series Thematic Report on Population Projection, NIS, 2019

- Cambodia's school-aged population is projected to remain stable through 2030, facilitating progress toward universal basic education, while the growing adult population will drive increased demand for lifelong learning and higher education.

Source: EMIS 2024, ESP 2024-2028

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Indicator	1995	2025
Pre-Primary Enrolment	~35.3%	43.0%
Primary Enrolment	~82%	>98%
Lower Secondary Enrolment	<20%	~65%
Drop out at Primary	~6.2%	~4.1%
Drop out at Secondary	~21.12%	~15.4%
TVET Institution	None	21
Learning Quality	Very low	Improved with curriculum reform and global assessments
Teacher Training	Limited, mostly untrained	Institutionalized training and CPD nationwide
Lifelong Learning	Practically absent	CLCs, adult literacy, TVET, and digital platforms
Digital Learning	Not available	Nationwide e-learning and ICT integration
Gender Parity	Girls underrepresented	Achieved at primary and improved at secondary level
Curriculum	Outdated, knowledge-heavy	Competency-based, skill-oriented

Cambodia's Education vision

"A strong and regionally competitive education system" that contribute *to achieve Cambodia's status of an upper-middle income country by 2030 and a high-income country by 2050 and to transform the country into* **a knowledge-based, peaceful and democratic society** *with* **increased regional and international competitiveness**.*"*

1. Students are inculcated and nurtured national consciousness and a sense of national pride while respecting diverse cultures, languages and identities;

2. Students are nurtured in a holistic and integrated manner who are physically, intellectually, emotionally, aesthetically and spiritually balance

3. Students are equipped with knowledge, skills and competencies as required by the labor market for knowledge-based economy and they can compete globally and regionally

4. Students become lifelong learners for an interconnected and interdependent world who can act effectively and responsibly at local, national, regional and global levels for a more peaceful and sustainable world.

Cambodia's Education Priorities (2024–2028)

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Priority	Focus Area	Key Strategies and Actions
1. Strengthening School Governance	Effective leadership and accountability in schools	• Empower school management for quality leadership and administration. • Implement model school standards covering learning outcomes, teaching quality, community participation, and accountability • Monitor learning outcomes through SEA-PLM and PISA.
2. Reviewing and Revising Curricula and Extracurricular Activities	Curriculum reform and holistic student development	• Ensure balanced education through core subjects and extracurricular activities. • Increase extracurricular hours by at least two hours per week. • Enhance ICT and digital teaching skills for secondary teachers. • Use assessment results to inform curriculum updates.
3. Promoting School Health	School hygiene, nutrition, and well-being	• Improve health services, sanitation, and access to clean water. • Implement school feeding and scholarship programs. • Integrate health education into the curriculum to promote equity, safety, and poverty reduction.
4. Encouraging Parental and Community Involvement	Collaborative school–community partnerships	• Strengthen partnerships among parents, communities, and schools. • Establish voluntary funds to support extracurricular and after-school programs. • Engage families and communities in school improvement activities.
5. Advancing Digital Education	Digital literacy and innovation in learning	• Integrate technology in teaching and learning. • Train teachers in digital tools and pedagogy. • Promote equitable access to technology and digital literacy for all learners.
6. Establishing Centers of Excellence in Higher Education Institutions	Innovation and research in higher education	• Improve teaching quality and innovation in universities and colleges. • Foster partnerships with industries for applied learning opportunities. • Promote academic excellence and research culture through centers of excellence.
7. System Building and Capacity Development	Strengthening institutional and human resource systems	• Enhance policy, planning, EMIS, M&E, and HR management systems. • Support professional development for teachers and education leaders.• Promote performance-based management and career development pathways.
8. Developing Physical Education and Sports	Health, discipline, and national identity through sports	• Expand physical education and school sports programs. • Promote national sports movements ("One Youth, One Sport"). • Develop athletes' competitiveness at national and international levels.

Source: ESP 2024-2028

Priority Programs-Education Strategic Plan 2024-2028

Education Strategic Plan (ESP) 2024-2028 was adopted to guide education transformation in all levels and all areas: ***Ensuring all Cambodian has access to quality, equitable, and inclusive education enriched with knowledge, skills, discipline, ethics, good behavior, health, fitness, and lifelong learning.***

- Priority Program 1: Reforming schools for inclusive and equitable access to quality education (General Education);

- Priority Program 2: Improving access, quality and relevance of higher education and research and innovation (Higher Education, Research and Innovation);

- Priority Program 3: Promoting 21st Century Skills for Youth (Non-Formal Education/Lifelong Learning and youth development)

- Priority Program 4: Developing physical activities, physical education and sports (Sports);

- Priority Program 5: Promoting performance-based management

Source: ESP 2024-2028

Key education programs and projects

(1) Transforming technical education project (Budget Support)

(2) Twining project on technical education

(3) Erasmus+ programme

(4) General Education Improvement Project

(5) Science and Technology at Upper Secondary Education Project Secondary Education for Human Capital Competitiveness Project

(6) Strengthening Teacher Education Programs in Cambodia- Phase II

(7) Higher Education Improvement Project

(8) Basic Education Improvement Project

(9) Capacity building partnership Fund-Phase III

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- **Expand Flexible Learning Pathways and conducive learning environment:**
Introduce adaptable learning pathways that strengthen lifelong learning opportunities, including Secondary Education System, Technical and Vocational Education and Training (TVET) and Higher Education, to meet evolving societal and economic needs. Establishment of learning city to offer conducive learning environment.

- **Develop a Future-Ready Workforce:** Build a workforce equipped with skills for the digital era, emphasizing science, digital literacy, Artificial Intelligence, emerging technologies, inter personal skills, to ensure competitiveness and innovation.

Activities relevant for the ASEM Education Process
Country-Level Activities

Activities relevant for the ASEM Education Process	Current Status
Country-Level Activities	
ASEM Education Compendium of Country Profiles	Implemented – Ongoing *(Updated July 2025)*
DUO Korea	Circulated yearly *(April 2025)*
Agreement on the Mutual Recognition of Higher Education Qualifications between Cyprus and: • Russia • China	Ongoing
Memorandum of Understanding in the Fields of Higher Education between Cyprus and: • China • Japan	Ongoing

Activities relevant for the ASEM Education Process
University-Level Activities (1)

Activities relevant for the ASEM Education Process	
University-Level Activities	
University	**Ongoing Activity Details**
University of Cyprus	Bilateral Agreements (University to University) • *China – 12 Agreements* • *India – 5 Agreements* • *Japan – 1 Agreement* • *Korea – 3 Agreements* Other Activities • *Establishment of the Confucius Institute for the development of stronger educational, cultural and commercial links between Cyprus and China by offering a large spectrum of programmes, events and other activities in Chinese language, culture, arts and business*
Cyprus University of Technology	Bilateral Agreements (University to University) • *China – 1 Agreement* • *Thailand – 1 Agreement* • *Korea – 2 Agreements* Other Activities • *Establishment of the Confucius Institute (some as above)*

Activities relevant for the ASEM Education Process
University-Level Activities (2)

Activities relevant for the ASEM Education Process	
Institutional-Level Activities	
University	*Ongoing Activity Details*
University of Nicosia	Bilateral Agreements (University to University) • *China – 1 Agreement* Other official partnerships (joint programmes, cooperations in research activities etc) • *China, India, Taiwan, Pakistan, Indonesia*
European University of Cyprus	Bilateral Agreements (University to University) • *China – 4 Agreements* • *Japan – 1 Agreement*

Confucius Institute - Cyprus University of Technology successfully concludes 2025 Summer School

The 2025 Summer School of the Confucius Institute at the Cyprus University of Technology (CUT) concluded with a heartfelt closing ceremony on July 25. The program hosted 90 students from Hangzhou Dianzi University (HDU) for three weeks of academic and cultural exchange.

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Establishment of a Chair of Indian Studies
at the University of Nicosia – June 2025

European University Cyprus holds its first graduation ceremony in China – July 2025

European Union

ASEM SOM1p
18-19.11.2025

Bogdan Barla,
European Commission
Representation in Romania

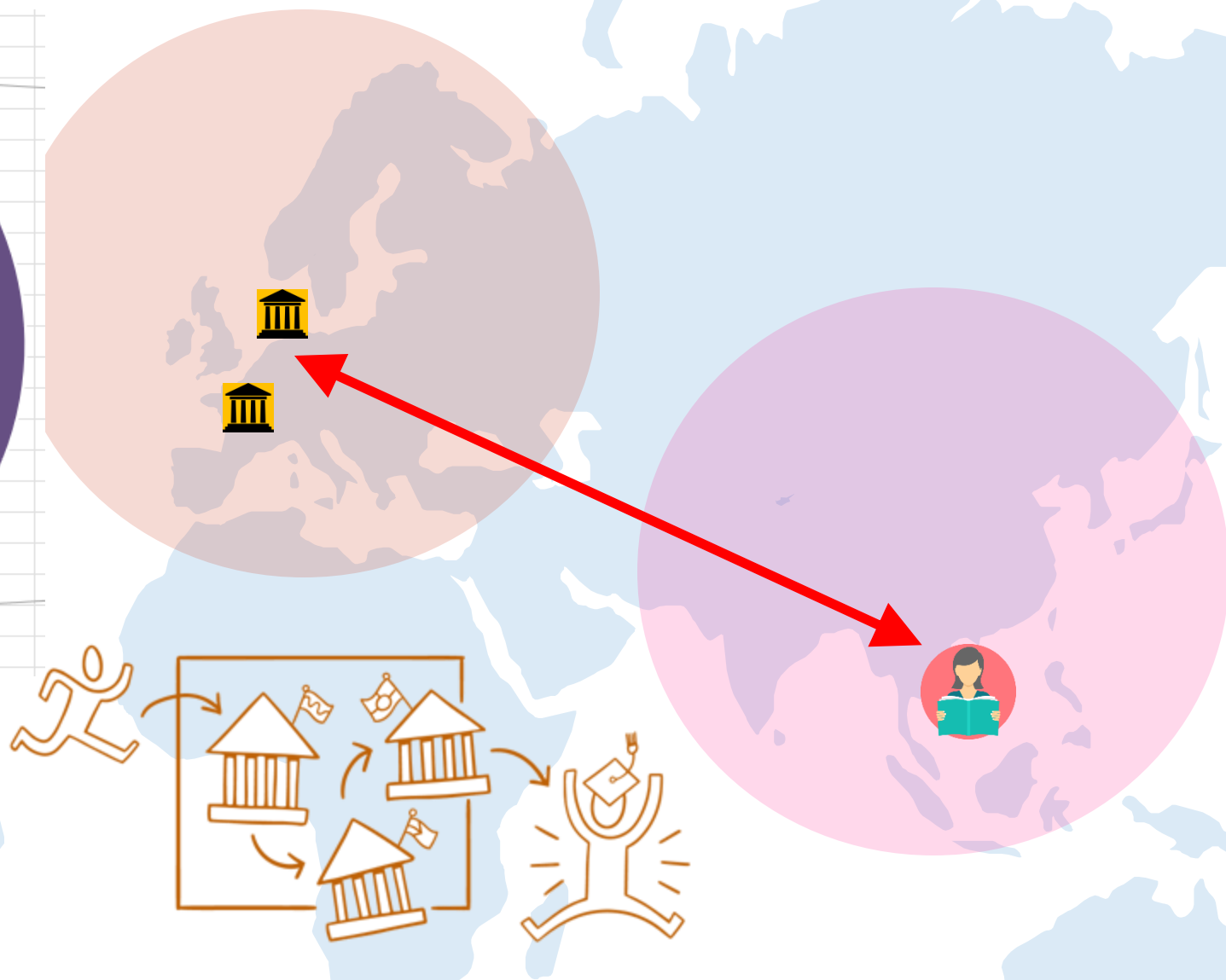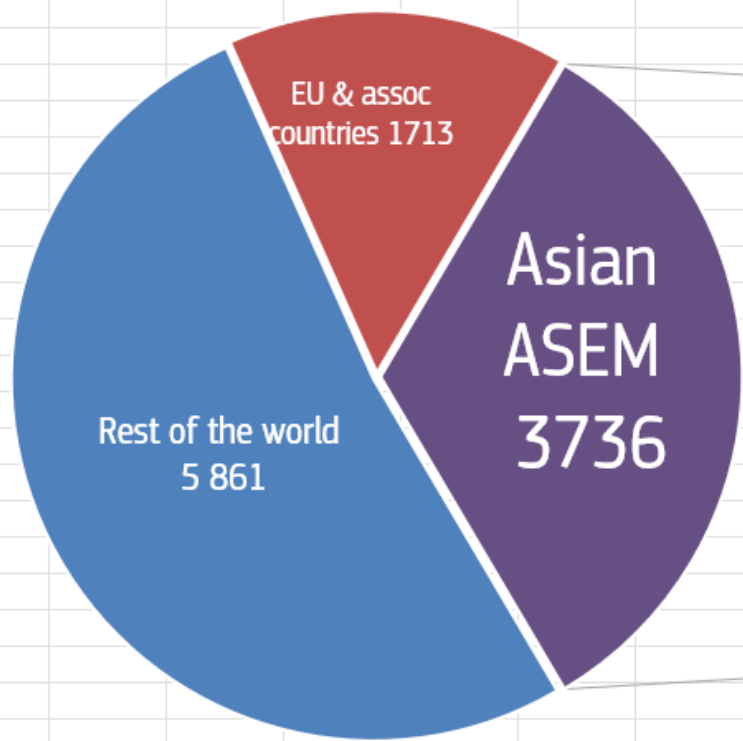# Erasmus+ and ASEM Education: synergies

European Commission

ICM – student & staff mobility
5200 people moving per year (example 2024)

EU & assoc countries 1713

Asian ASEM 3736

Rest of the world 5 861

3700 + Erasmus Mundus scholarships

European Commission

CBHE in Asia 2022-2024

Country	Instances of participation	Number of projects
Vietnam	89	22
Indonesia	47	15
India	47	13
Malaysia	31	13
Thailand	33	13
Nepal	32	11
Cambodia	37	11
Bangladesh	21	9
SriLanka	26	8
Mongolia	33	8
Laos	24	8
Pakistan	29	6
Philippines	18	6
China	10	3
Bhutan	4	3
Maldives	3	1

Instances of participation
Number of projects
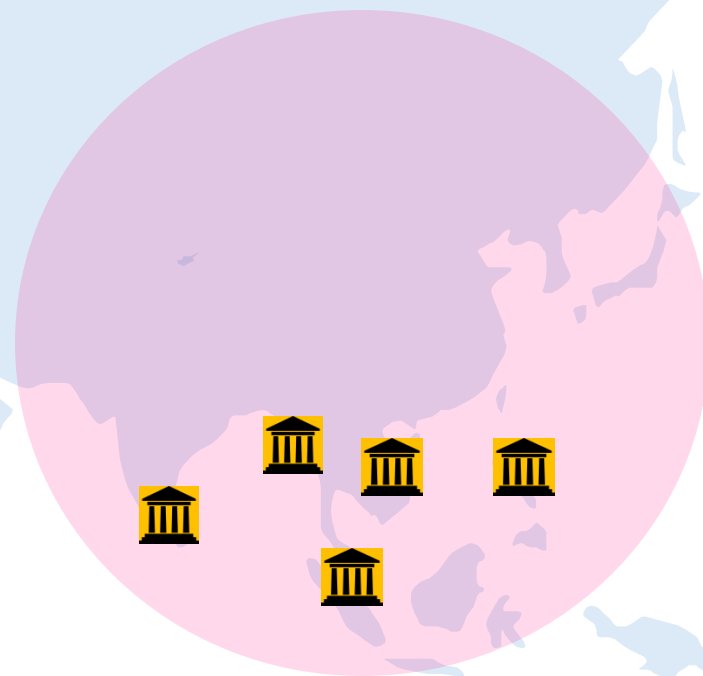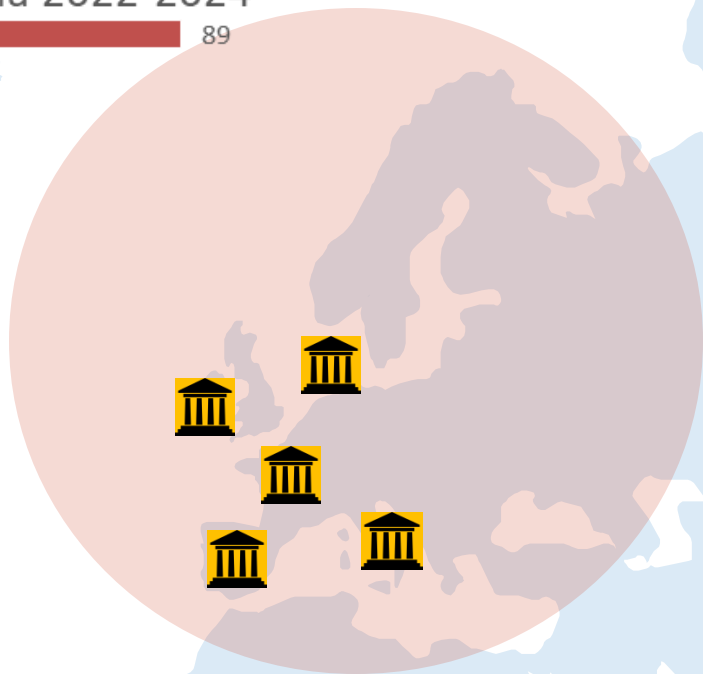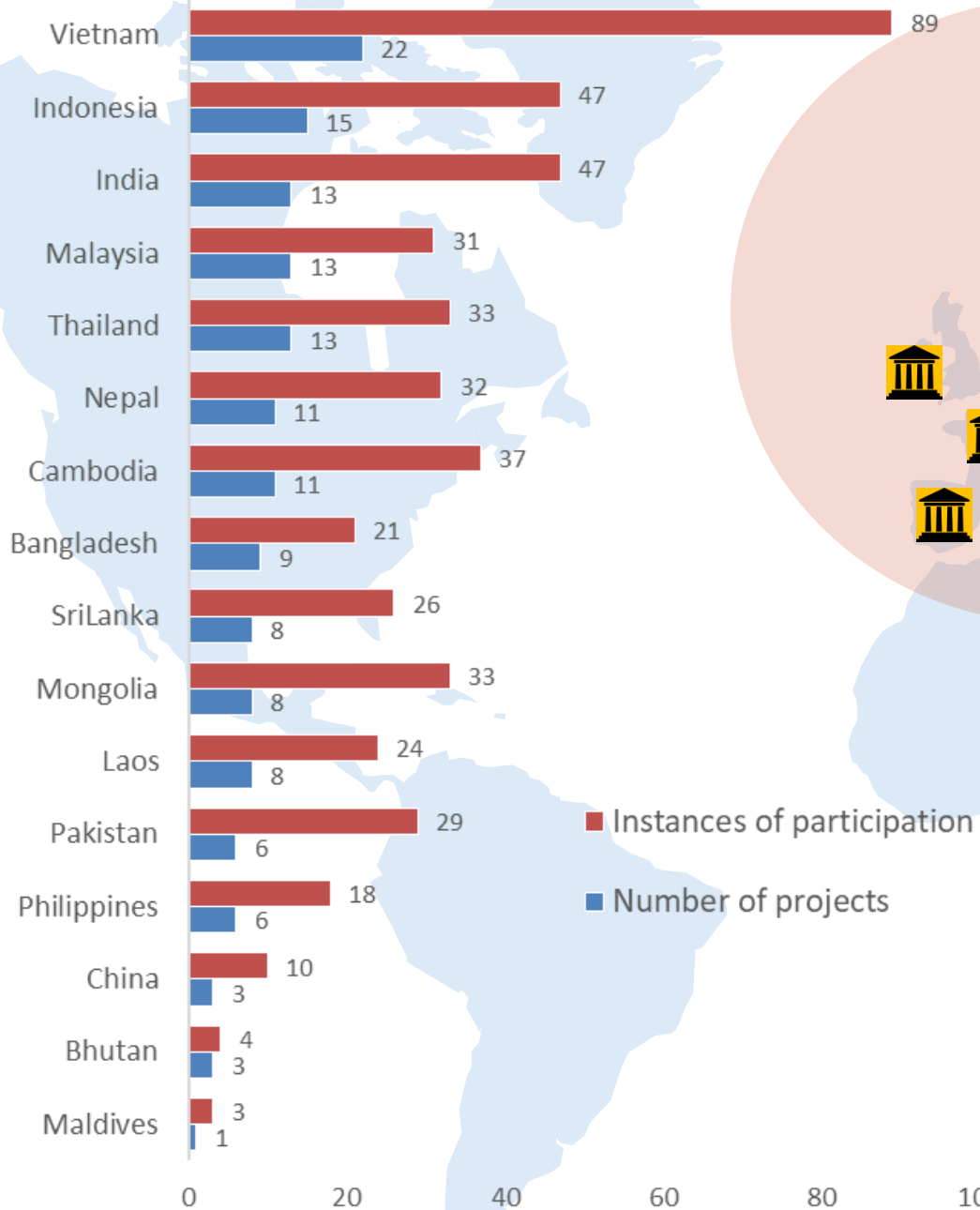
CBHE projects & partners

European Commission

Connecting Regions

The MICRO4ASIA project brings together partners from Europe and Southeast Asia to advance the recognition of micro-credentials.

AI**D**Edu
Co-funded by the
Erasmus+ Programme
of the European Union

ABOUT AIDEDU   PROJECT   CONSORTIUM   INITIATIVES   SDG GOALS   EVENT   BLOG   CONTACTS

Establishing Teaching and Learning Centre of
Excellence for Accessible, Inclusive and
Digitized Management Education in HEIs of India
and Nepal to target SDG 4, 10 and 17.

Thank you!

France

India

ASEM Education 1ˢᵗ Senior Officials' Meeting(SOM1)

Key Initiatives

Ministry of Education
(Government of India)

Study in India (SII)

Flagship program launched in 2018 to attract global students. Students from 150+ countries: SAARC, Africa, South East Asia, Central Asia, Middle East.

Includes short-term courses in music, dance, yoga, languages, Indian Knowledge System. Study in India portal launched 3 Aug 2023 for admission & visa processing.

Mandatory registration for all foreign students from 2023–24 onwards. Unique ID generated for visa applications.

Global Initiative of Academic Networks (GIAN)

Taps global pool of scientists and entrepreneurs.

Facilitates engagement with Indian Higher Education Institutions.

Scheme for Promotion of Academic and Research Collaboration (SPARC)

Enhances India's research ecosystem.

Promotes academic & research collaborations with selected foreign countries.

Institutional Collaboration

UGC 2021 Regulations enable Twinning, Joint Degree, and Dual Degree programmes.

UGC 2023 Regulations allow foreign universities to set up campuses in India.

FHEI registration portal opened on 9 Nov 2023.

Gujarat International Finance Tec-City
(GIFT CITY)

International financial services & technology hub. IFSCA 2022 Regulations allow top QS 500 universities to open campuses.

Courses include Financial Management, FinTech, and STEM fields.

Universities exempt from domestic regulations.
Degrees identical to parent institutions.

THANK YOU

Ministry of Education

(Government of India)

Indonesia

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Innovation and Transformation to Impactful Higher Education

Togar Mangihut Simatupang

1st Senior Officials' Meeting (SOM1)
Bucharest, Romania
18-19 November 2025

Indonesian HEIs Profile and Impact

4.670 Public and Private HEIs
9.967.487 Active students
303.067 Lecturers
249.375 Administrative Staffs

Economic Contributions

±Rp. 390 T* (US$23,64 billion)
Tuition, living allowance, and salary for academic and administrative staff

Spending of Top 5 PTN-BH: ±Rp. 12,7 T (US$770 million)

UK HE: £1 by HE were impacting the UK's economy £4,95

Note: Tuition fees Rp. 4 million/semester, Salary of academic staff = Rp. 10 million monthly and administrative staff = Rp. 5 million monthly, living allowance Rp. 2 million monthly

Publications:
Indexed by Scopus: 335.675 papers
Sitasi: 1.540.278
Citations per paper: 4,6
23,70% international collaboration papers

SciVal

THE IMPACT:
Top 100: UNAIR, UI, UGM
Top 300: IPB, ITB, ITS, UNPAD
Top 600: BINUS, UNDIP, UNS, UNHAS, Utel, UPH, UB

Times Higher Education
Impact Rankings 2025

Social

GOVERNANCE WITH INTEGRITY

GOVERNANCE WITH INTEGRITY

IMPACTFUL CAMPUS

Economy

Environment

GOVERNANCE WITH INTEGRITY

National Impact | **Global Impact**

Source: BPS and other sources

Indonesia Higher Education Statistics

Study Program
33,741

Institution
4,416

Students
9,967,487

Lecturer
303,067

Institution	Number
University	933
Institute	435
School of Higher Learning	2,069
Academy	561
Community College	35
Polytechnics	383
Total	4,670

• Higher Education Transformation

Challenge in Higher Education

Evolution in Higher Education

Higher Education

?

Economy Development

New Powerhouse in Regional and National Innovation with Global Impact

Fourth Generation

+ Innovation, Economy Growth and Community Development

Third Generation

+ Knowledge Transfer and Down streaming Research

Second Generation

+ Research and Production (reproduction) of knowledge

First Generation

Teaching and Knowledge preservation

Sumber: Lukovics, Miklós; Zuti, Bence (2015) : New Functions of Universities in Century XXI Towards "Fourth Generation" Universities, Transition Studies Review, ISSN 1614-4007, Springer, Berlin, Vol. 22, Iss. 2, pp. 33-48.

Impactful Higher Education, Science, and Technology
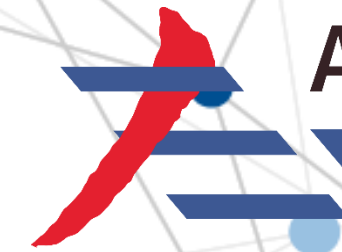
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1   Enhancement of research quality

2   Innovation & technology transfer especially in STEM

3   Increased student mobility and competencies

4   Smaller gap in resources, capacity, and expertise

5   HE as hub and knot for economical and social impact in the community

Higher Education Programs

Learning and Student Affairs

Magang Berdampak (impactfull Internship)

Program Kreativitas Mahasiswa (Student Creativity Program)

Resources

Doctoral Degree encouragement

Pre-Doctoral Education Program for remote and Affirmative Regions

Institutional

Strengthening Program Grant
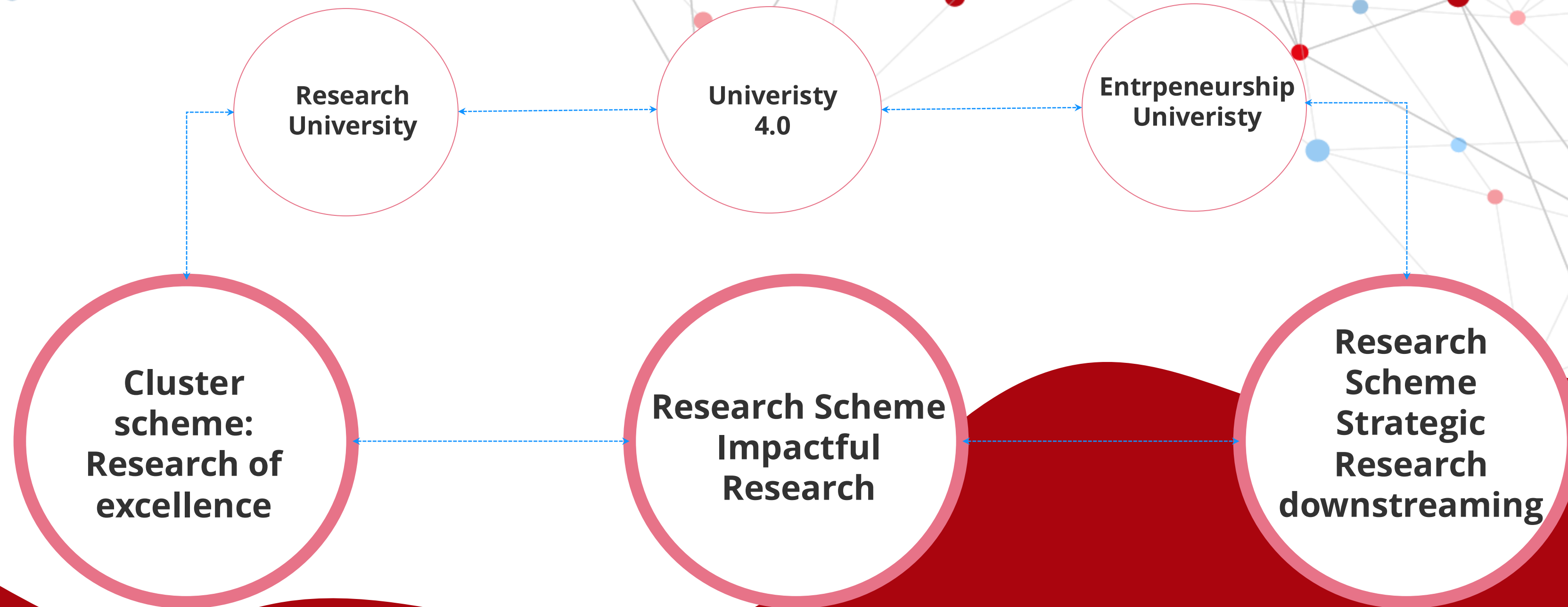
Impactful Campus Competition Program

Partnership

Medical Personnel Access and Quality Acceleration Program

Build Science Ecosystem

Science Talent Development

- Development of New Garuda Excellent school
- Transformation of existing schools into Garuda Transformational Excellent Schools
- Partnership and Collaboration toStrengthen Science and TechnologyTalentsTransformative
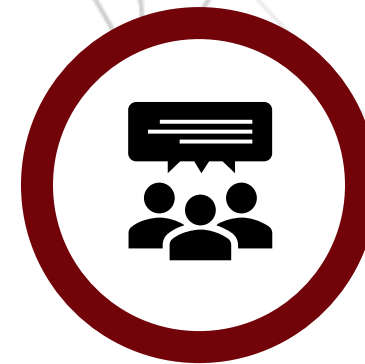
Strengthening the Science Ecosystem

- Dissemination and Utilization of Science and Technology by the Community
- Strengthening the Science and Technology Ecosystem
- Fostering Science and Technology Culture
- Development of a Science andTechnology Repository
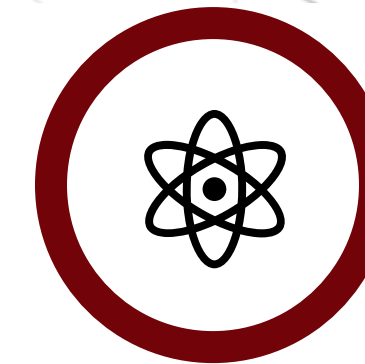
Transformative Science Learning

- Improving the Quality of Universities in Delivering Teacher Professional Education (Revitalization of LPTKs)
- Designing Transformative Learning Models in Higher Education
- Enhancing Human Resource Capabilities for Transformative Learning

Asia-Europe Meeting

ASEM Education

Global Shift

Digitalization

Labor Market Transformation

Cross-border Collaboration

SDGs

Partnership is no longer optional; it is the engine that transforms knowledge into real impact

Proposed Partnership Model

Asia-Europe Meeting — ASEM Education

Research collaboration networks

Joint degrees / dual degrees

University–industry partnerships

Regional networks

Diktisaïntek

Italy

EU funded projects

↘ **Fraud-Act:** combat fraud by supporting the prevention, prosecution and monitoring of the phenomenon through a holistic approach based on international cooperation and innovation.

↘ **TPG-LRC+ Fostering LRC implementation** in the EHEA: supporting the implementation of the Bologna Process focusing on the key commitment 2 on national legislation and procedures compliant with the Lisbon Recognition Convention in the countries being part of the Thematic Peer Group B (TPG B), in line with the 2024 Tirana Communiqué

ASEM-DUO

Asia-Europe Meeting
ASEM Education

➘ Cooperation with Kazakhstan, Japan, New Zealand

Italy-China Rectors Forum - Integration, Innovation and Governance

❱ Advancing Interdisciplinary Integration and Development to Jointly Address Global Challenges

❱ Industry-Academia-Research Integration

❱ Cultivating Talents for Global Governance

The Centre for Preventing and Countering Education Fraud

- **Objective**: serves as a shared operational mechanism open to all Council of Europe member States, addressing a wide range of fraudulent practices, including diploma mills, forged qualifications, and academic misconduct.

- **Founders:** the Council of Europe and CIMEA, acting under the mandate of the Italian Ministry for Universities.

- **Partners**: ETINED; Institute for Higher Education, Law & Governance (IHELG); MNU University Kazakhstan.

- **Open initiative**: all organisations or institutions operating in this sector or dealing with issues related to transparency, integrity, and ethics in education.

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Japan

ASEM Education 1st Senior Officials' Meeting (SOM1)

-Connecting Education. Fostering collaboration between Asia and Europe-

Relevant activities, projects and initiatives in Japan

18th November 2025

TAKAHASHI Ichiro

Ministry of Education, Culture, Sports, Science and Technology (MEXT)

Examples of inter-university collaboration and student exchanges between Japan and Asia and Europe

Inter-University Exchange Project

- Seeks to transcend differences in regional higher education systems and provide quality-assured education based on the mutual recognition of credits, uniform grade management, and degree awarding.
- Launched in 2011. Every year target regions selected and support provided for period of 5 years.
- 200 Japanese universities and 1,000 partner institutions overseas have participated.
- 28,000 Japanese students have been sent abroad and 26,000 international students have been accepted for study in Japan.

Collaboration with China, South Korea, and ASEAN

- ✓ CAMPUS Asia project launched in 2011 by Japan, China, and South Korea under the leadership of the 3 countries' ministries of education.
- ✓ Trilateral framework expanded in 2021 to include ASEAN countries (currently, 17 universities in ASEAN region participating).

Collaboration with Europe

- ✓ European regions selected for project in 2024
- ✓ Program is developing a leading model for international educational collaboration in advanced fields like AI, quantum technology, semiconductors, and bioengineering

ERASMUS+

- National Focal Point established in Japan in April last year

2

Examples of science and technology and researcher exchanges between Japan and other countries in Asia and Europe

JSPS Fellowships

International Fellowships for Research in Japan

✓ Invites outstanding foreign researchers to Japan and supports advancement of their research. Promotes joint research with Japanese researchers.

✓ Invites doctoral and post-doc young researchers and mid-level to professor-level researchers

✓ Period of stay in Japan from 1 month to maximum of 2 years

✓ In the past 5 years, 3,600 researchers have been invited from countries around the world, including those in Asia, Europe

Overseas Research Fellowships

✓ Sends promising young Japanese researchers abroad, supports long-term overseas research

✓ Sends post-doctoral researchers and young researchers overseas

✓ Dispatch period is 2 years

✓ In the past 5 years, 790 researchers have been sent to countries/areas around the world, including several countries/areas in Asia and Europe

NEXUS (Networked Exchange, United Strength for Stronger Partnerships between Japan and ASEAN)

- Launched in 2023, marking 50th anniversary of Japan-ASEAN friendship and cooperation
- Implements international joint research in common priority challenges, promotes mutual exchanges of young researchers and talent development
- Set up a program office to support activities and to enhance sustainable research partnerships.

EIG CONCERT-Japan

- Promotes Japanese- European multilateral research collaboration with 14 institutions in 12 European countries
- Started in 2015 as successor to CONCERT-Japan
- Opens joint call every year. This year's theme: "Oceans: Climate Change Mitigation and Adaptation"

3

Measures for research integrity and security for international joint research

International trends

- ➢ **G7 Common Values and Principles on Research Security and Research Integrity**
  （G7 SIGREWG, June 2022）
- ➢ **G7 Best Practices for Secure and Open Research （G7 SIGREWG, February 2024）**

※G7 SIGREWG: G7 Security and Integrity of the Global Research Ecosystem Working Group

Initiatives by Japan

- ➢ **Policy Directions for Ensuring Research Integrity in Response to New Risks Associated with Increasing Internationalization and Openness in Research Activities**
  (Cabinet Office, June 2021)
- ➢ **MEXT's Approach for Ensuring Research Security at Universities (MEXT, December 2024)**

- ➢ **Guidelines for Measures to Ensure Research Security (provisional title)**
  - ***   Under discussion by Cabinet Office advisory panel; planned issuance by March 2026**

4

Thank you
for your kind attention!

Kazakhstan

Lao PDR

Lithuania

Malta

Malta's Role in the ASEM Education Process

Mr Philip Vella, Head, Mutual Recognition Coordinator and European Affairs

Mr Etienne Berenger Bourgeois, Officer, Malta Qualifications Recognition Information Centre

Malta's Role in the ASEM Education Process

- Co-Chairing of the ASEM Expert Group on SDGs and Education (EG1)

- Hosted 9th ASEM Education Ministers' Meeting (ASEMME9) in Malta, Jan 2024

- Promoting inclusive, sustainable, and lifelong learning within ASEM Active in facilitating Europe–Asia cooperation on education and SDG 4

- Active participant in EG2 (Recognition & Balanced Mobility) under the ASEM Education Process

National Education Strategy 2024–2030 Overview

Built on three pillars:

- Wellbeing
- Growth & Empowerment
- Equity & Inclusion

Aligned with UN SDG 4 – Quality Education

Framework guiding Malta's input to ASEM's goals on inclusive and future-ready learning

Malta's National Strategic Action Plan for Further and Higher Education

Seven pillars:

- Governance

- QA/transparency

- Internationalisation & mobility

- Attainment/retention

- Relevance of teaching & research

- Widening participation & adult learning

- Emerging opportunities

Key Strategic Actions Supporting ASEM Priorities

- Active participation in ASEM Expert Group on SDGs & Education (EG1)
- Supporting exchange of national practices on access, inclusion & teacher education
- Contributing to ASEMME9 outcomes and post-meeting follow-up
- Engaging in lifelong learning and digitalisation discussions within ASEM

Malta's STEM and STEAM Initiatives

- National STEM Community Fund – supporting local, community STEM projects
- L-STEAM Erasmus+ project (2024–2027) – blending arts and science for inclusive learning
- Encouraging innovation and creativity in education
- Sharing national good practices with ASEM partner

Conclusion and Future Outlook

- Continued engagement in ASEM Education Process 2030 activities
- Commitment to lifelong learning and digital education priorities
- Focus on inclusive and sustainable education pathways
- Building bridges between Europe and Asia through cooperation and knowledge-sharing

Malaysia

Thailand

Thailand's Updates on ASEM Education Process

DR. LUKSMON SMANSIN

DIRECTOR, INTERNATIONAL AFFAIRS DIVISION

MINISTRY OF HIGHER EDUCATION, SCIENCE, RESEARCH AND INNOVATION, THAILAND

📘 Institutional Strengthening & Lifelong Learning

Key Event:

- ASEM Intermediate SOM in Bangkok (Nov 2024)
- Theme: "Navigating the Digital Age: Lifelong Learning and Future Skills"

Highlights:

- Promoting digital transformation in education
- Developing reskilling frameworks
- Supporting flexible learning pathways

💼 Engaging Business & Industry in Education

Initiatives:

▶ Entrepreneurial Universities reform (PMU-C led)

▶ Partnership with University of Strathclyde (UK)

▶ Innovarice Thai Project with Spain's CDTI (2024–2026)

Outcomes:

▶ Innovation ecosystems in universities

▶ Joint biotech research on high-value rice

▶ Advanced research skills for young scientists

Quality Assurance & Recognition

Frameworks Aligned:

▶ UNESCO Tokyo Convention

▶ UNESCO Global Convention

Actions:

▶ National mechanism review

▶ Preparation for Global and Tokyo Convention ratification

Goal:

▶ Promote mobility and trust through transparent, quality-assured education

Balanced Mobility & Research Collaboration

Franco-Thai Programmes:

▶ **PHC SIAM Mobility Programme**
  ▶ 220+ bilateral projects since 2001
  ▶ Two-year joint research mobility

▶ **Young Talent Fellowship Programme**
  ▶ 2–6-month postdoctoral research stays
  ▶ Focus on AI, Quantum Tech, Sustainable Development

Impact:

▶ Strengthened institutional excellence

▶ Enhanced knowledge exchange

▶ Deepened academic trust

Conclusion

▶ **Summary:**

Thailand's commitment to:

  ▶ Institutional transformation

  ▶ Innovation-driven education

  ▶ Quality assurance

  ▶ Balanced mobility

"A connected, innovative, and inclusive Asia–Europe education community"

Viet Nam

Topics from Action Plan

Asia-Europe Meeting
ASEM Education

01 Promoting mobility and interregional cooperation

02 Develop, promote and support joint interregional research projects and networks

03 Collect and promote best and innovative policies, practices and success stories in lifelong learning including TVET

04 Promote and support (interregional) workplace learning

05 Collect and formulate policy recommendations on digital infrastructure and digital skills (including bridging the digital divide)

06 Promote the use of existing relevant instruments and resources on (higher) education systems and qualification frameworks and provide data where necessary

07 Create more transparency on quality assurance and recognition of MOOCs and other forms of online learning

08 Support policies and practices with regard to developing flexible learning pathways and transitions in relation to labour market and societal needs

Promoting mobility and interregional cooperation

↘ **ASEAN International Mobility for Students:** 10 universities of Vietnam joint the program Asean International Mobility for Students.

↘ **International scholarship winners from Vietnam:**

	2021-27	2021	2022	2023	2024	2025	2026	2027
EM scholarship winners from Vietnam	**186**	**38**	**39**	**51**	**58**			
From global budget	**159**	31	32	44	52			
From additional regional budget	**27**	7	7	7	6			
Scholarships worldwide	**11 259**	2 599	3 012	2883	2 765			
EM programmes offering scholarships		141	157	146	143			

Develop, promote and support joint interregional research projects and networks

Vietnam in CBHE projects	2021-27	2021	2022	2023	2024	2025	2026	2027
CBHE proposals received in call	2 382	620	790	972				
CBHE projects selected in call	460	145	162	153				
CBHE proposals received involving Vietnam	79	28	17	34				
CBHE projects selected involving Vietnam	22	6	5	11				
CBHE projects coordinated by Vietnam	5	1	2	2				
Instances of participation from Vietnam in selected projects	89	30	25	34				

Asia-Europe Meeting
ASEM Education

Compulsorize the primary and lower secondary school in the whole country.

Some cities and provinces of Vietnam compulsorize even the upper secondary school.

Promote and support (interregional) workplace learning

Vietnam in Jean Monnet	2021-27	2021	2022	2023	2024
JMA higher education proposals received in call	**3 921**	782	780	1020	1339
JMA higher education projects selected in call	**1 218**	251	356	345	266
Proposals received from Vietnam	**8**	0	2	4	2
Projects selected involving Vietnam	**4**	0	1	2	1
Networks involving partners from Vietnam	**0**	0	0	0	0

Collect and formulate policy recommendations on digital infrastructure and digital skills (including bridging the digital divide)

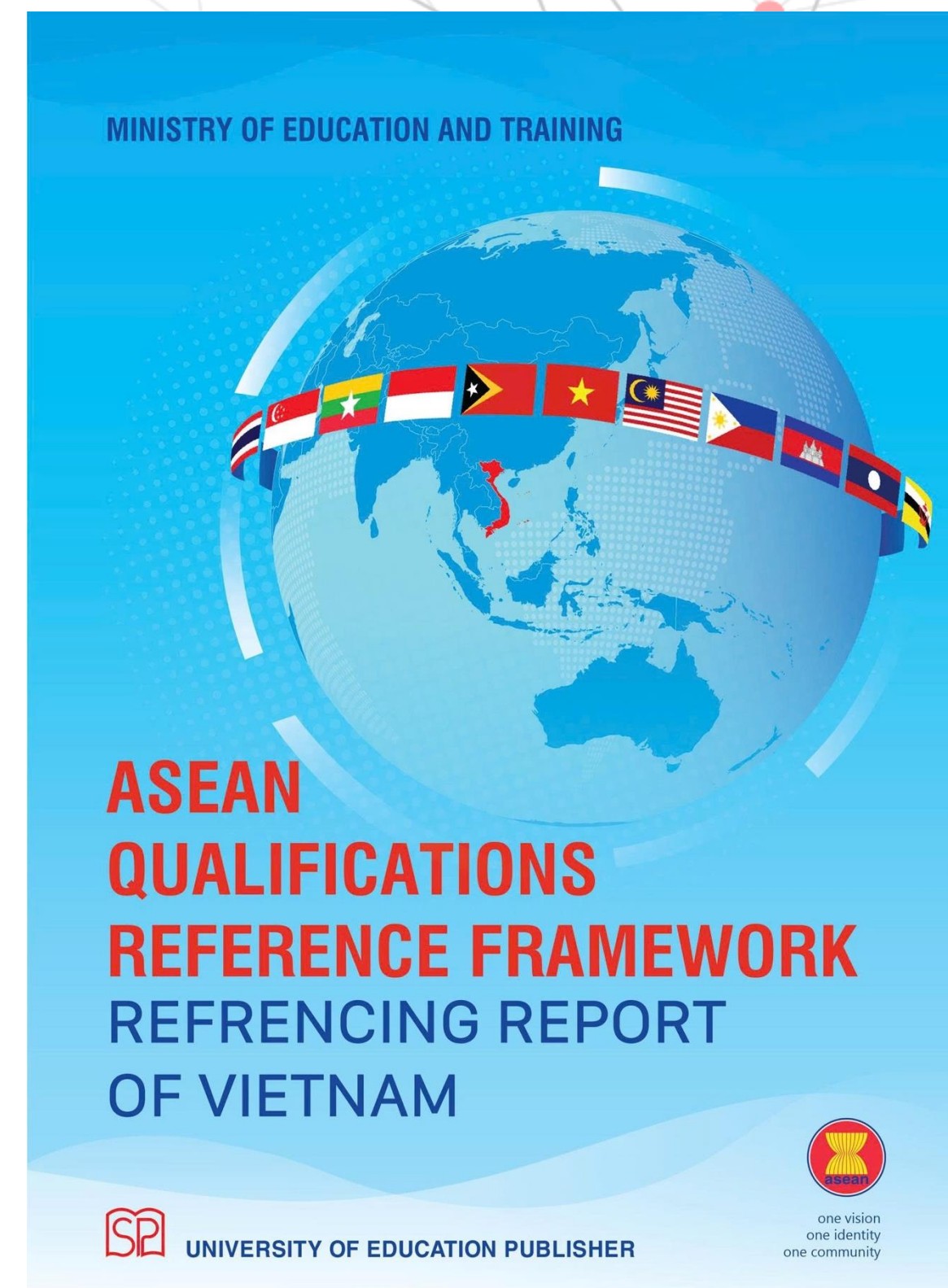Provided a digital competency framework for learners since January 2025

Provided regulations to permit universities transfer 30% of teaching programs to online mode.

Introduced clear regulations on credit transfer from Technical and Vocational Education and Training (TVET) to higher education, allowing TVET graduates to gain credit exemptions and shorten their overall university study time.

Promote the use of existing relevant instruments and resources on (higher) education systems and qualification frameworks and provide data where necessary

1. The Referencing report on Vietnam Qualifications framework to ASEAN qualifications reference framework was endorsed on October 2025 by the AQRF Committee. Vietnam will provide shortly the published digital Referencing report.

2. Next step: research the European qualifications framework and make the referencing report with ASEAN countries.

MINISTRY OF EDUCATION AND TRAINING

ASEAN QUALIFICATIONS REFERENCE FRAMEWORK
REFRENCING REPORT OF VIETNAM

UNIVERSITY OF EDUCATION PUBLISHER

one vision
one identity
one community

Create more transparency on quality assurance and recognition of MOOCs and other forms of online learning

1. Provide regulations on distance learning for a bachelor's degree. Across the country, there are now around 176 programs provided in distance mode.

2. Encourage universities to build their own MOOCS programs and many universities in Vietnam did it.

3. Create the open resources education system to connect all MOOCS provided by Vietnam universities. This program aims to provided free learning opportunities for all people.

4. Joint the Asian Association of Open Universities to offer online courses.

100% Courses
from Vietnamese Universities

AAOU
Asian Association of Open Universities

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Latest News

HOU's course on "Law on Criminal Procedure" is now available on AAOU Asian MOOCs.

Hanoi Open University is now offering a course on "Law on Criminal Procedure" through the AAOU Asian MOOCs.

The course aims to provide knowledge about the concept of criminal procedure law and the basic principles of criminal procedure; attributes, concepts, sources of evidence, objects, obligations and process of proof; the grounds, subjects, competence and procedures for the application, and change or cancellation of coercive measures in criminal proceedings. The course is updated in accordance with the Code of Criminal Procedure in 2015.

Support policies and practices with regard to developing flexible learning pathways and transitions in relation to labour market and societal needs

New regulations on opening a new teaching program:

- Universities must sign contracts with industries and businesses in the fields they provide learning programs, so students have place to pratice.

- Universities must invite businesses to assess and revise the new teaching program to ensure their appropriation to the demand of the labor market.

To