



ASIA-EUROPE MEETING (ASEM)

9th ASEM Education Ministers' Meeting (ASEMME9)

“Leaving no one behind”

Valletta, Malta

25-26 January 2024

Minutes

1. Welcome and Opening Remarks

1.1 Welcome by Dr. Rose Anne Cuschieri, Chief Executive Officer, Malta Further and Higher Education Authority

Dr. Rose Anne Cuschieri opened the Ministerial Conference by remarking the great honour for Malta to host this prestigious gathering. She recalled the ASEM Education objectives and stressed the importance of educational cooperation between Asia and Europe. Over the two days of the conference, the attendees shall support each other through exchange of ideas, sharing practices, and collaborative initiatives, under the overall theme of leaving no one behind. The mission aligns with Malta's commitment to equitable access to higher education, ensuring everyone, regardless of background, has an equal opportunity. The program focuses on sustainable development goals, education strategies, and innovative learning methods with the overall goal to acquire insights and strategies to advance education collectively. Cooperation enables the exploration of new opportunities, fostering economic growth through cross-sector collaboration. Dr. Cuschieri also pointed out that embracing digitalisation and sustainability in education requires enhanced dialogue and partnerships. Involving parents, companies, and learners is crucial for accessible and inclusive education. This collaborative effort is fundamental to shape the future of education globally. Dr. Cuschieri invited all delegations to connect efforts to rebuild a resilient education system, providing creative solutions to address future needs and wished all participants a successful conference in building a more inclusive education landscape in both regions.

1.2 Welcome by Mr. Luca Lantero, Head of the ASEM Education Secretariat

Mr. Luca Lantero extended his cordial welcome to all distinguished guests and esteemed colleagues at the 9th ASEM Education Ministers' Meeting. He mentioned that the Italian ASEM Education Secretariat is in the last 1,5 years working on enhancing collaboration among ASEM nations and the two regions and thanked all the national experts and stakeholders for their valuable contributions that have played a crucial role in this distinctive process. In conclusion, Mr. Luca Lantero conveyed

gratitude to the Maltese Minister and all Maltese colleagues for their commendable endeavours in not only organizing the present meeting but also the preceding ISOM, SOM1 and SOM2 meetings.

1.3 Opening Remarks by Hon. Dr. Clifton Grima, Minister for Education, Sport, Youth, Research and Innovation of Malta

Hon. Dr. Clifton Grima expressed his honour to stand before all participants in his capacity as the Minister for Education, Sport, Youth, Research, and Innovation, and stated that this meeting serves as an opportunity to discuss the future direction of education and its growth in response to shared interests. Over the years, the Asia-Europe Meeting has provided a unique platform for deepening collaboration and operations between nations. He considered the Ministerial Meeting to be crucial in furthering the ASEM vision for education as an instrument for peace, prosperity, and sustainable development in both regions, Asia and Europe. Since its inception in 2008, the dialogue has committed to better quality assurance, enhanced mutual recognition, industry engagement, and balanced mobility. The focus has expanded to encompass digital and green transitions, sustainable development, and accessible, quality education for all. The ongoing commitment to multidimensional dialogue has been shaped by common challenges and opportunities. The current digital and green transitions pose challenges to the renewal of education. He reminded the attendees of the need to define and strengthen the commitment of ASEM partners to transform these challenges into opportunities for accessible, quality, and sustainable education. Collaboration can reshape the educational processes to reach vulnerable sectors, providing innovative solutions for societal changes. Hon. Dr. Clifton Grima stated that education should be a shared platform to boost innovation, competitiveness, and strengthen relationships between countries and continents. As the potential of artificial intelligence in education is crucial, flexibility is required to maximize its benefits for personalized learning. Moreover, collaboration and shared values offer an opportunity to recognize the potential of artificial intelligence for better solutions in lifelong learning and industry needs. This meeting is uniquely positioned to foster the exchange of good practices and deepen collaboration to address sustainable development goals in education. The focus on quality assurance, lifelong learning, and innovative ways to connect education with industry are crucial. Recognition and balanced mobility are imperative, providing an opportunity to exchange views on strengthening shared experiences and human capital. Minister Grima emphasized the significance of renewing the commitments of educational leaders to ensure that education continues to play a crucial role as a source of global peace and understanding. The Ministers' roundtables on sustainable development goals, recognition and balanced mobility provide insights on deepening shared commitments towards relevant education offers. Acknowledgments were extended to the ASEM Education Secretariat, the Malta Further and Higher Education Authority, and all involved in

the preparation for this event. In conclusion, Hon. Dr Clifton Grima looked forward to the productive discussions ahead and wished everyone a fruitful meeting.

2. Inclusive Horizons: Harnessing Artificial Intelligence for Education's Collective Future
Keynote by Prof. Enzo Maria Le Fevre Cervini, Senior Researcher of the Laboratory on Innovation and Artificial Intelligence (IALAB) of the University of Buenos Aires

Prof. Enzo Maria Le Fevre Cervini is a distinguished scholar with expertise in Artificial Intelligence (AI) and a proven track record of leadership in both academia and government. As Senior Researcher at the Laboratory on Innovation and Artificial Intelligence (IALAB) at the University of Buenos Aires (Argentina), he contributes to cutting-edge research in AI and its applications. Simultaneously, as Adjunct Professor of Ethics and Artificial Intelligence at the Pontifical University of Salamanca (Spain), he shares his insights and fosters responsible AI practices. Dr. Le Fevre Cervini's professional journey is marked by a passion for bridging the gap between academia and the real world. Currently, he serves as Head of Sector of Information Management in the European Commission's Directorate General for Digital Services (DG DIGIT), where he spearheads the implementation of digital collaboration tools and guides the organization's adoption of AI systems.

The keynote explored the multifaceted landscape of AI in education, emphasizing the need for inclusivity, ethical considerations, and a human-centered approach. A comprehensive framework for Generative AI (GenAI) in education emerges by aligning national policies with UNESCO's guidance. This should ensure that GenAI serves as a positive catalyst, promoting inclusivity, ethics, and human agency. In an era where AI reshapes education, a proactive and collaborative approach is vital for building a collective future grounded in equity, inclusivity, and responsible innovation. Within this horizon, education becomes a catalyst for positive change, with AI fostering innovation and empowerment. Educators navigate the AI landscape responsibly, balancing technology-driven instruction with meaningful human interaction. Students actively engage with AI, contributing to a future where technology enriches the learning experience. Challenges like biases and the probabilistic nature of AI are viewed as opportunities for growth, driving a commitment to transparency, ethics, and continuous refinement. AI in education becomes a collaborative venture that enriches and propels learners, educators, and Higher Education Institutions towards a future where its collective potential enhances education worldwide. Embracing this vision, there is potential to collectively steer towards an era where AI becomes a transformative and inclusive tool, shaping the future of education for generations.

An entire article on Le Fevre's keynote speech is published in the [Stocktaking Report 2024](#).

Attachment:

[Keynote Enzo Maria Le Fevre Cervini ASEMME9.pdf](#) (presentation during meeting)

3. 1st Roundtable of Ministers on Sustainable Development Goals and Education

Ministers and Heads of Delegations delivered a short speech about their country's vision and strategies concerning Sustainable Development Goals and Education related to the overall theme "Leaving no one behind".

Dr. Romny Om, Secretary of State, Ministry of Education, Youth and Sport of Cambodia

Cambodia is dedicated to achieving Sustainable Development Goal 4 (Quality Education) and the country's vision aims to attain upper-middle-income status by 2030 and high-income status by 2050. To accomplish these goals, Cambodia has developed a strategic roadmap that focuses on inclusive and quality education. While there has been positive progress, such as improved completion rates, challenges persist, particularly in pre-primary education due to the impact of COVID-19. The Cambodian strategy for the period of 2024 to 2028 places priority on various areas, including school reform, teacher development, digital education, science and technology education, the establishment of centres of excellence in higher education, school health, youth development, and system building. In the realm of higher education, Cambodia is enhancing its research capabilities, digital skills, and global partnerships. The country is also committed to lifelong learning, critical thinking, and sustainable practices, all of which are aligned with SDG 4. Sports and physical education also play a vital role in promoting health and discipline within Cambodia. Dr. Romny Om emphasized that Cambodia remains committed to SDG 4, aiming to transform its education system and invest in the nation's future. Education is the key to unlocking people's potential and driving sustainable development.

Mr. Akio Fujiwara, Vice Minister of Education, Culture, Sports, Science and Technology of Japan

Japan supports the universal value of education as crucial for democracy, freedom, the rule of law, and peace, aligning with the spirit of SDG 4. To promote education for sustainable development, Japan hosted the first ESD Net 2030 global meeting last year, resulting in increased SDG promotion worldwide. As G7 President, Japan adopted the Toyama-Kanazawa Declaration, emphasizing international mobility and collaboration in growth fields. Japan aims to send 500,000 students abroad and host 400,000 international students annually by 2033. Mr. Akio Fujiwara stated that the national focus includes fostering talents in STEM, digital, and green technologies and ensuring competent teachers and improved school systems. The pandemic highlighted schools' vital role, and hence Japan acknowledges the importance of integrating digital technology into education. The G7 Ministers responsible for education convened at the G7 Education Ministers' Meeting from 12 to 15

May 2023 in Toyama and Kanazawa, under the leadership of the Japanese Minister of Education, Culture, Sports, Science, and Technology. Japan will also host the G7 Education Initiative Symposium on 8 March 2024 in Tokyo, where the G7 member countries' initiative to the world will be presented. In conclusion, Japan aims to deepen educational exchanges with ASEM countries for international contributions.

Ms. Anita Vahere-Abražune, Deputy Head of the Department of Policy Initiatives and Development, Ministry of Education and Science of Latvia

Latvia placed significant emphasis on sustainability through its commitment to the UN Agenda 2030 and its SDGs, particularly Goal 4, which focuses on inclusive and equitable quality education as a cornerstone for achieving other SDGs. Sustainability, fostering inclusiveness, equality, and a global perspective, is integral to Latvian education approach. Latvia actively contributes to the ASEM expert group on SDGs, fostering collaboration among countries to achieve these goals. Ms. Anita Vahere-Abražune highlighted Latvia's efforts last year in promoting education for sustainable development at all education levels. This initiative involves various stakeholders utilizing diverse approaches to impart the knowledge, skills, attributes, and values necessary for building a sustainable future. This commitment is embedded in Latvia's competency-based education approach, guiding curriculum modernization, teacher training, and research activities. She reminded the national dedication to global education which is evident in national participation in UNESCO's SDG 4-Education 2030 high-level steering committee and the Global Education Network Europe (GENE), and GENE peer review of global education in Latvia is currently in progress. Latvia is actively supporting the improvement of global education policies and practices. Connectivity between global and national stakeholders is vital, and ASEM provides an excellent platform for fostering such connections. In conclusion, Ms. Anita Vahere-Abražune stated that Latvian goal is to leave no one behind, ensuring knowledge of SDGs, education, human rights, and democratic citizenship.

Mr. Gerbert Kunst, Director International Policy, Ministry of Education, Culture and Science of the Netherlands

Mr. Gerbert Kunst expressed gratitude for the valuable facilities and reaffirmed the national commitment to the ASEM dialogue platform. In order to find solutions for today's crises such as climate change, violent conflicts and increasing inequalities, the Netherlands emphasised that constructive cooperation is vital. Respect for fundamental values and freedoms is essential for the success of our ASEM cooperation. The Netherlands are dedicated to the ASEM education strategy and emphasize the essential role of SDG4 for the implementation of Agenda 2030. The Netherlands

focuses on six key priorities: ensuring quality education aligned with SDG4, fostering skills for green and digital transitions, promoting balanced student mobility, advocating for lifelong learning, enhancing vocational education and training, and supporting fair recognition of qualifications. He quoted that the Country values ASEM as a crucial forum for achieving these objectives and fostering dialogue and cooperation between nations.

Hon. Ms. Ligia Deca, Minister of Education of Romania

Hon. Ms. Ligia Deca, extended her gratitude to Malta for hosting the ASEMME9 and to the Italian Secretariat for supporting the ASEM Education Process. The theme "Leaving No One Behind" is crucial, considering the diverse education systems in Asia and Europe, yet the common challenges that both regions face. Hon. Ms. Ligia Deca reflected upon the establishment of Sustainable Development (with a specific emphasis on Sustainable Development Goal 4), as a transversal theme during the 2019 ASEM Ministerial Conference in Bucharest. Romania's new education laws prioritize quality, inclusion, and equity, addressing digital and green transitions. Initiatives include safety measures, reducing dropouts, and supporting first-generation of higher education students. Romania allocates funds for education under the National Recovery and Resilience Plan, emphasizing early childhood education, vocational education and training, digitalization, and infrastructure upgrades. A national Strategy on education for environment and climate change promotes learners' skills, green infrastructure, teacher training and educational resources. She also recalled the Green Week initiative as an initiative that engages students in environmental activities, supported by an online platform. Sustainable school infrastructure, including green buses, contributes to the commitment to sustainability. Investing in teacher training aligns with the UN's high-level panel on the teaching profession and the collaboration through ASEM working groups enhances global efforts. In conclusion, she expressed her aspiration for this week to serve as a significant milestone, fostering a renewed commitment to dialogue and cooperation, with the aim of identifying more effective solutions to global challenges.

Ambassador Mr. Jacques Ducrest, Head of International Relations, State Secretariat for Education, Research and Innovation of Switzerland

Ambassador Mr. Jacques Ducrest stated that this Ministers' Meeting is a valuable opportunity to discuss the implementation of the 2030 Agenda for sustainable development between Europe and Asia. This agenda is significant globally, representing a paradigm shift in sustainable development. The key lies in aligning national and international objectives. Having this topic on the ASEM agenda is crucial for collaborative discussions on implementation. Switzerland, by adopting a sustainable

development strategy in 2021, focuses on challenges such as sustainable consumption and production, climate change, biodiversity, energy, and equal opportunities. Education (specifically SDG4), research, and innovation play a central role in addressing these challenges and are key drivers in the implementation of these goals. Switzerland integrates sustainable development across education levels, from vocational training to higher education, ensuring awareness and implementation of these objectives. The commitment extends to international cooperation, emphasizing the right to education and the country is dedicated to implementing the 2030 agenda, with SDG4 integrated into all aspects.

4. 2nd Roundtable of Ministers on Recognition and Balanced Mobility

Ministers and Heads of Delegations delivered a short speech about their country's vision and strategies concerning Recognition and Balanced Mobility related to the overall theme "Leaving no one behind".

Mr. Christophe Kelecom, Deputy General Director, Ministry of Education of Belgium French Community

Currently holding the presidency of the Council of the European Union until the end of June, Belgium, particularly the French-speaking community, collaborates with Flanders and the German speaking Community of Belgium in chairing the Council of Ministers for Education. During the Belgian presidency, Belgium emphasizes four priorities, including lifelong learning, which aligns with the theme of this conference, leaving no one behind, evidence-informed education, mobility, and digital education. Mr. Christophe Kelecom drew the participants' attention to the mobility aspect, which is of paramount importance for balanced mobility. Belgium will organize an informal ministerial meeting on mobility, specifically degree mobility, in late February. This meeting will provide European Ministers with a platform to exchange opinions on the systems supporting mobility effectively. Belgium, acting as an honest broker, will also facilitate an agreement on the Commission-proposed Council recommendation, "Europe on the Move: Learning Mobility for Everyone." This recommendation aims to integrate learning mobility into all education and training pathways, increasing the number of people benefiting from a learning period abroad and addressing obstacles to mobility. He also emphasized the importance of participating in exchange programs like ASEM-DUO, supporting the exchange of researchers and students between Asia and Europe.

The French Community of Belgium recognizes particularly the work of the Expert Group on Recognition and Balanced Mobility, chaired by Italy and India, exploring tools to support mobility and recognition between Asia and Europe. On that topic, Belgium is in the process of ratifying UNESCO's

Global Convention on the recognition of qualifications concerning higher education. Balanced participation from Asian partners in the ASEM education process is crucial. Lastly, Belgium underscores the shared responsibility regarding the hosting of the Secretariat, thanking Italy for its current role and expressing hope for future hosting by an Asian partner.

Mr. Manuel Bouard, Deputy Director for European and International Affairs, Ministry for Higher Education and Research of France

France thanked for the opportunity to participate in this ASEM Education meeting, serving as a valuable platform for meaningful exchange between European and Asian countries on higher education and education at large. The strategy outlined in the ASEM Action Plan, along with the proposed instruments for implementation, align seamlessly with France's commitment to international cooperation in higher education and education. Recognition and balanced mobility are integral elements in strengthening mutually beneficial cooperation between Asia and Europe, grounded in trust and shared values. France, as one of the top host countries for international students, actively supports inclusive and balanced mobility. The "Welcome to France" Initiative, launched in 2019, aims to welcome half a million international students by 2027 and encourages greater outbound mobility for French students. To address social imbalances, differentiated tuition fees, exemptions, and scholarships are introduced. Achieving balanced mobility requires fostering mutual trust between higher education institutions and students. France actively participated in the ASEM working group on interregional credit transfer mechanisms and learning outcome systems, contributing to a compendium elucidating higher education systems, enhancing transparency, and facilitating student mobility. In terms of sustainable development goals, France incorporates education for sustainable development into teaching programs, fostering a cross-curricular approach. Quality education is championed through interdisciplinary perspectives, and the symbiotic relationship between education and research is encouraged to address global challenges. France remains dedicated to the principles and goals outlined in the ASEM 2030 Action Plan, believing that sustained collaboration will pave the way for a future where education serves as a bridge between nations, fostering mutual understanding and shared prosperity.

Mr. Fabrizio Romano, Ambassador of Italy in Malta, Ministry of Foreign Affairs and International Cooperation of Italy

Ambassador Mr. Fabrizio Romano expressed his gratitude to Malta and its Minister for Education for organizing this 9th ASEM Education Ministers' Meeting which is a good occasion to discuss shared objectives for the present and future of the ASEM Education Process that enhances cooperation, ensuring a better future for Asian and European higher education systems and societies. Constructive and forward-looking cooperation is essential as the society faces challenges and need to seize the opportunities. Special thanks to the ASEM Education Secretariat, led by Italy, for steering this process successfully. The Secretariat, supported by the Italian Ministry of University and Research, plays a pivotal role, fostering Italy's commitment to global educational and research excellence. Italian collaborative efforts, insights from member countries, and investments enrich the ASEM landscape, creating a global tapestry of knowledge. Italy's focus on emerging topics, such as automatic recognition in the ARDI database, micro-credentials, and quality academic mobility, is noteworthy. Recognition is crucial for mobility, a principle embedded in the Erasmus program. Moreover, celebrating the fortieth anniversary of the NARIC Network highlights its significance. Italy will commemorate this milestone at the upcoming ENIC-NARIC meeting in Naples in June.

5. Chair's Conclusions and Stocktaking Report

Mr. Luca Lantero briefed the attendees on the Stocktaking Report 2024 that was presented during the SOM2 the day before and already published on the ASEM Education website. He thanked all countries and stakeholders who have contributed to the content by sending their updates on ongoing and future activities and projects carried out in the ASEM framework since the previous 8th ASEM Education Ministers' Meeting (ASEMME8). With regards to the Chair's Conclusions, Mr. Lantero conveyed his appreciation for the comments received from partners and stakeholders over the preceding months. Dr. Cuschieri proceeded to present the draft version by orally reading each line, allowing heads of delegations and delegates to propose final adjustments. A few modifications were suggested, and the ultimate version was scheduled for approval the following day, affording the ASEM Education Secretariat the necessary time to make corresponding amendments to the document.

7. Summary of the day and closing remarks

Dr. Rose Anne Cuschieri thanked the Heads of Delegations, all participants, the ASEM Education Secretariat, and closed the first day of the ASEM Education Ministers' Meeting.

8. Opening of the 2nd day with welcoming words

Dr. Rose Anne Cuschieri welcomed all attendees and wished a fruitful second day of the ASEM Education Ministers' Meeting.

9. Embracing Technology and Innovative Learning Methods in Healthcare Education: A Pathway to Inclusive Growth and Development

Keynote by Prof. Andreas Charalambous, University of Nicosia, Cyprus

Dr. Andreas Charalambous is Professor and Executive Vice President for Health, of the University of Nicosia (UNIC Health) and Dean Emeritus of its Medical School. He served as Foundation Executive Dean of the Medical School from 2011 until July of 2022. He is a US-trained anatomist and medical educator with a strong record in higher education development and internationalization. He holds an undergraduate and master's degree from Southern Illinois University at Carbondale, and a PhD in Anatomy / Neuroscience from the Ohio State University. He completed a postdoctoral fellowship at the Department of Pathology, University of Cincinnati College of Medicine and during his career, has served in various academic and administrative capacities such as Department Chair, Dean and Vice President. His research covers the areas of medical education and environmental/public health. He also served/serves as Board Member and Advisor to medical schools and medical education projects in Europe and in North America. In Cyprus he is a member of the National Board for Research and Innovation and Council Member of the Cyprus Agency for Quality Assurance and Accreditation in Higher Education.

The keynote highlighted the theme of the 9th ASEM Education Ministers' Meeting, "Leaving No One Behind," focusing on the role of educational technologies and innovations in addressing healthcare workforce shortages. It emphasized the importance of incorporating AI and digitalization into healthcare education to prepare students for leadership roles, and it underlined the potential of AI in patient education and care, suggesting it can enhance decision-making for healthcare professionals and actively involve patients in their health journeys. AI is seen as transformative, enabling personalized learning experiences and changing assessment methods. The shortage of healthcare professionals, especially in lower and middle-income countries, is a significant concern, exacerbated by the COVID-19 pandemic. The deployment of learning technologies is proposed as a solution to bridge this gap, contributing to economic growth and improved population health. The keynote concluded by emphasizing the commitment to deploy healthcare education innovations for equitable access and advancement for all, aligning with the theme of leaving no one behind.

The entire article is published in the [Stocktaking Report 2024](#).

Attachment:

[Keynote Andreas Charalambous ASEMME9.pdf](#) (presentation during meeting)

10. 3rd Roundtable of Ministers on Lifelong Learning and TVET

Ministers and Heads of Delegations delivered a short speech about their country's vision and strategies concerning Lifelong Learning and TVET related to the overall theme "Leaving no one behind".

Ms. Doris Wagner, General Director, Federal Ministry for Education, Science and Research of Austria

Ms. Doris Wagner spoke about Austria's approach to lifelong learning and technical and vocational education and training (TVET). Austria faces a skilled labour shortage, despite having a long tradition in vocational education and training with 226 apprenticeships. Adult education is a focus, with 80.58% of the working-aged population participating in formal and non-formal education, ranking fifth in the EU. Noteworthy initiatives include apprenticeships with a higher school certificate, an adult education initiative targeting basic skills, and a nationwide quality framework for adult education providers. She pointed out the importance to engage in collaborative efforts, share perspectives, and acquire insights collectively to effectively address forthcoming challenges.

Dr. Chin Wei Keh, Deputy Permanent Secretary of Higher Education, Ministry of Education of Brunei Darussalam

Dr. Chin Wei Keh shared Brunei Darussalam's initiatives for equitable opportunities in lifelong learning, aligned with the theme of this year's ASEM Education Ministers' meeting. Brunei's vision 2035, or better known as Wawasan Brunei 2025, emphasizes a well-educated and highly skilled populace, focusing on continuous learning and training. The Lifelong Learning Centre (or L³ Centre pronounced as L-Cube Centre) serves as a crucial agent, collaborating with training providers and international counterparts to align practices with global standards. Brunei Darussalam adopts a whole-nation approach, involving agencies such as the Manpower Planning and Employment Council and the Ministry of Culture, Youth, and Sports. Collaborative efforts like the Skills Plus initiative and the Industry Learn and Excel Apprenticeship Program demonstrate the commitment to upskilling and reskilling the workforce. Challenges include ensuring equitable access and raising public awareness about the benefits of lifelong learning. The way forward involves enhancing school environments to promote a learning culture and investing in education infrastructure, community engagement, employer involvement, and flexible learning pathways. Brunei Darussalam remains committed to lifelong learning as a key element of its vision 2035, striving for a dynamic and sustainable future.

Mr. Niall Collins, Minister of State for Further Education and Skills, Department of Further and Higher Education Research Innovation and Science of Ireland

Lifelong learning plays an increasingly crucial role in a rapidly changing world and while recognizing the need for fundamental shifts in the education system, Ireland is committed to meet the evolving skills demands. While Ireland excels in tertiary education, it acknowledges the need for enhanced lifelong learning initiatives. Currently, participation in reskilling and upskilling in Ireland lags behind top EU performers, prompting the country to develop diverse opportunities for learners at various life stages and qualification levels. Irish investments include short, flexible workplace training programs and innovative initiatives such as micro-credentials. Ireland prioritizes skills differentiation by embedding creative, collaborative, entrepreneurship, and digital skills across academic programs. Recently, Minister Simon Harris unveiled "Global Citizens 2030," Ireland's strategy to empower learners, researchers, and innovators to thrive in diverse work environments globally. Flexibility and adaptability remain key to success in the rapidly changing world. He also praised the exceptional work of the ASEM Lifelong Learning Hub at the University College of Cork, aligning with international policy frameworks and contributing to societal engagement. Lifelong learning, as perceived by the ASEM Lifelong Learning Hub, perfectly aligns with the Irish Department's mandate to empower everyone to reach their fullest potential.

Hon. Mr. Gintautas Jakštas, Minister of Education, Science and Sport of Lithuania

Hon. Mr. Gintautas Jakštas reflected briefly on Lifelong Learning, including Technical and Vocational Education and Training (TVET). Despite having a high percentage of people with higher education, Lithuania faces challenges in consolidating its fragmented lifelong learning system. Currently, Lithuania's focus is on the effective implementation of a one-stop-shop model for individual learning accounts, empowering citizens with digital learning opportunities for upskilling and reskilling. Inspired by best practices, such as Singapore's SkillsFuture initiative, the Lithuanian government allocates significant funding to priority areas like digital competences, literacy, mathematics, science, engineering skills, and more. The recent launch of a portal witnessed enthusiastic registration, demonstrating the demand for lifelong learning. Recognizing the importance of lifelong learning, Lithuania advocates for the smooth and standardized recognition of informally acquired competences and it is a party to UNESCO's Global Convention on recognition of qualifications concerning higher education, promoting the recognition of formal, informal, and non-formal learning, including refugees' qualifications. Lithuania is progressing towards the automatic recognition of foreign vocational training qualifications and fostering international agreements. Hon. Mr. Gintautas Jakštas emphasised the quality of recognition services, supporting self-analysis by national

recognition centres and involving international expert groups for evaluation. Recognizing the diversity of education systems worldwide, Lithuania promotes information exchange, support, and development cooperation between recognition and information centres.

Ms. Yiun Lin Chong, Deputy Secretary for Higher Education and Skills, Ministry of Education of Singapore

Mr. Yiun Lin Chong expressed gratitude for hosting this event and for the warm hospitality. In Singapore, education is crucial for uplifting the workforce and ensuring the majority benefit from economic progress. To address the challenges of a complex operating environment, Singapore focuses on building a strong foundation in Technical and Vocational Education and Training (TVET) enabling continuous upskilling. This involves fostering a close collaboration between industry and academia to ensure students are equipped with relevant skills. Flexibility and opportunities within the TVET system accommodate diverse learner profiles, catering to various strengths, interests, and learning needs. This approach allows students to customize their study pathways and pace their learning. Progressing well is essential, considering the dynamic nature of the workforce. Lifelong learning is emphasized through the SkillsFuture movement, a holistic strategy involving individuals, employers, unions, trade associations, professional bodies, and the government. This collaborative effort aims to empower individuals to take charge of their careers, encourages investment in worker training, and ensures a high-quality, market-responsive training in the adult education sector. The government's role includes lowering barriers to training through subsidies, strengthening job and skills demand and supply through industry transformation maps (ITMs), and providing insights on emerging job goals and skills.

Dr. Kamol Rodklai, Chief of the Secretariat to the Deputy Minister of Education of Thailand

Dr. Kamol Rodklai expressed his gratitude to Malta for hosting the ASEM Education Ministers' Meeting. Thailand values the cooperation under ASEM in promoting lifelong learning education and TVET in Asian and European countries. Addressing emerging and existing education challenges, Thailand emphasizes the role of governments in fostering environments that promote education and learning for individuals of all ages. In alignment with the Constitution, Thailand recognizes the importance of lifelong learning as a continuous process to provide opportunities for human capital development in the labour market and society. The Ministry of Education is committed to advancing the human development strategy, focusing on "happy learning" to equip learners with creativity and skills to become global citizens. Thailand advocates for flexible learning systems, implementing policies that support studying anywhere and anytime to ensure access to knowledge at various life

stages. The policies align with the Education 2030 strategy, contributing to the National Human Resources Development Strategy's achievement by 2030. In conclusion, an accompanying video presentation was shared among attendees.

11. 4th Roundtable of Ministers on Digitalisation

Ministers and Heads of Delegations delivered a short speech about their country's vision and strategies concerning Digitalisation related to the overall theme "Leaving no one behind".

Hon. Dr. Zambry Abd Kadir, Minister of Higher Education of Malaysia

Malaysia is strongly committed to inclusive education, allocating the highest budget for education in 2024. The Ministry of Higher Education is actively advancing digitalization through various initiatives, including TVET digital micro-credentials and the establishment of an artificial intelligence faculty. Malaysia aligns with the United Nations SDG 4 on quality education, emphasizing online learning for digital talent development. Lifelong learning (LLL) is a priority, using digital platforms for upskilling and reskilling. In TVET, a digital initiative transforms polytechnics through cloud computing, blended learning, and AI integration. Goals include full cloud computing utilization, expanded blended learning adoption, and the integration of new technologies by 2027. Malaysia emphasizes training instructors in digitalization and new technologies, ensuring a skilled teaching staff aligned with industry needs. Overall, Malaysia's approach reflects a comprehensive and inclusive vision for education in the digital era.

Dr. Nizam, Acting Director General of Higher Education, Research, and Technology, Ministry of Education, Culture, Research, and Technology of Indonesia

Indonesia expressed gratitude to Malta for hosting the event. The pandemic accelerated ICT use in education, and Indonesia implemented various initiatives, including free internet access. Efforts also involve addressing learning losses, curriculum reform, and utilizing generative AI. In higher education, strategies focus on flexibility, online collaboration platforms, and big data for assessing the education ecosystem. The Kampus Merdeka program promotes flexible learning paths, and government efforts support national and international experiences for students. Indonesia emphasizes collaboration between government, universities, and industry to prepare graduates with future-ready competencies. The initiatives extend to global partnerships, such as the Indonesia International Student Mobility Award and scholarship programs. Recommendations for future actions include harnessing AI, strengthening international cooperation, developing credit transfer platforms,

establishing forums for expert exchange, and enhancing industry-government partnerships for digitalization and micro-credential programs. Indonesia is committed to collaborative efforts for the development of higher education and the preparation of future talents.

Ms. Jonna Korhonen, Deputy Director General, Ministry of Education and Culture of Finland

Ms. Jonna Korhonen appreciated the Maltese organization of the meeting and stated that the digital compass guides Finland's digital transformation with a human-centred approach. Finland emphasizes trust, digital security, participation, renewable sustainability, and human-centricity in digitalization. The government aims to leverage digitalization and AI in education with some initiatives that include a national digital service platform for higher education, a library of open educational resources, and supercomputing investments like the LUMI supercomputer. Finland prioritizes data transferability and international cooperation for quality education. Addressing digital skills, Finland focuses on moral, cognitive, ethical, and societal dimensions, involving citizens in societal discussions. Teacher training emphasizes critical media literacy and cyber risk awareness.

12. Stakeholders' Panel: Leaving no one behind in higher education, how is this possible?

A panel composed by Ambassador Toru Morikawa, Executive Director, Asia-Europe Foundation (ASEF); Keuk Je Sung, Director General, Secretariat for ASEM-DUO Fellowship Programme (ASEM-DUO Secretariat); Dr. Séamus Ó Tuama, ASEM Lifelong Learning Hub & University College Cork (ASEM LLL Hub); Prof. Dr. Azirah Hashim, Asia-Europe Institute (AEI); Arno Schroyen, European Students Union (ESU) and Asst. Prof. Dr. Romyen Kosaikanont, Centre Director, SEAMEO Regional Centre for Higher Education and Development (SEAMEO RIHED) was moderated by Dr. Rose Anne Cuschieri, Chief Executive Officer, Malta Further and Higher Education Authority (MFHEA) and discussed four questions: 1. What does the phrase “no one is left behind” mean to you personally?; 2. Reflecting on your own experience, do you observe instances where certain groups or individuals were / are at risk of being left behind? What factors contribute to this and how could such challenges be addressed?; 3. Consider the role of educational policies and institutions. How can they be designed or modified to ensure inclusivity and prevent exclusion; and 4. In the context of global education, what are some of the challenges that hinder the goal of leaving no one behind? How can awareness in the regard be raised?.

The representatives of the stakeholders agreed that continuous effort is needed to raise awareness at governmental level on inclusion and equity in education and that there are many people left behind in education because of different reasons (ethnic and linguistic minorities, poor students, handicapped, homeless, prisoners, women/mothers, parents, elderly, etc.). To cater to specific

educational needs to access, continue and finish (higher) education, the learner needs to be put at the centre and the way of teaching should be revised. Individual and more flexible learning paths and appropriate methods for upskilling and reskilling should be implemented. Trusted intermediaries can engage with communities, influence them and reduce incomprehension. Multilingual education should be embedded in curricula to foster literacy at all levels. Within the European and Asian Regions diversity needs to be recognized and a sense of belonging to the region should be strengthened, also by setting up and implementing regional policies on inclusion taking national contexts into account. These policies should be communicated and translated to all societal levels and across countries and higher education institutions. Research collaboration instead of competition should be incentivised to tackle regional challenges and solve problems. The panel concluded that governments should invest in the people that are left behind and concrete actions and support are needed to cooperate at all levels in the best possible way.

13. Adoption of the Chair's Conclusions

The Chair's Conclusions were read out and adopted.

14. Looking forward to ASEMME 10 and Closing Remarks

Hon. Dr. Clifton Grima, Minister for Education, Sport, Youth, Research and Innovation of Malta

Hon. Dr. Clifton Grima appreciated everyone's participation and contributions to this significant event. He expressed gratitude to all the speakers who shared valuable insights on various topics shaping the future of the education sector. The diverse perspectives, national contexts, and experiences have enriched the ASEM Education Process. He encouraged attendees to reflect on the lessons learned over the past two days and apply them to their respective national contexts. The ASEM countries' commitment as educational leaders is crucial in renewing equitable education systems to meet the challenges of digital and green transitions, globalization, and evolving labour markets. Hon. Dr. Clifton Grima stated that this forum, representing over 60% of the world's population and 65% of the global GDP, holds immense potential for continued collaboration between Asia and Europe and invited the participants to deepen cooperation. Positive responses from this meeting reaffirm the common dedication to achieving these goals. Recognition and balanced mobility are essential for fostering mutual understanding and enhancing competitiveness whereas, digitalization offers a unique opportunity to modernize education, address learner needs through AI, and create avenues for collaboration between academia and industry. According to Hon. Dr. Clifton Grima it is possible to shape a prosperous and sustainable future with the contribution of everyone. ASEM countries' commitment to shared values within the ASEM framework is crucial in building



equitable educational systems. He expressed his gratitude to the ASEM Education Secretariat for the effective coordination and to the officials for organizing this meeting successfully. Moving forward, Hon. Dr. Clifton Grima encouraged attendees to maintain focus on their ambitious objectives and foster collaboration at upcoming events, including the Intermediate Senior Officials' Meeting in Thailand (November 2024), and 1st Senior Officials' Meeting in Romania (2025) the 2nd Senior Officials' Meeting and the 10th ASEM Education Ministers' Meeting in 2026.

These minutes were drafted by the ASEM Education Secretariat

Last revised: 01/03/2024



9th ASEM Ministers' Meeting (ASEMME9)

25-26 January 2024, Malta

Participants list

| # | Country / Stakeholder | Delegation | Title | First Name | Last Name | Ministry or Organisation | Position/Job title |
|---|---------------------------|--------------------|-------|----------------|-----------|--|---|
| 1 | Austria | Head of Delegation | Ms. | Doris | Wagner | Federal Ministry for Education, Science and Research | Director General |
| 2 | Austria | Delegate | Mr. | Reinhard | Nöbauer | Federal Ministry for Education, Science and Research | Senior Expert |
| 3 | Bangladesh | Head of Delegation | Mr. | Md. Rais Hasan | Sarower | Ministry of Foreign Affairs | Director General |
| 4 | Belgium Flemish Community | Head of Delegation | Ms. | Saskia | Elst | Flemish Ministry of Education and Training | Legal Officer, Division of Knowledge and Strategy |
| 5 | Belgium French Community | Head of Delegation | Mr. | Christophe | Kelecom | Ministère de la Fédération Wallonie-Bruxelles | Deputy General Director |
| 6 | Belgium French Community | Delegate | Ms. | Caroline | Hollela | Ministère de la Fédération Wallonie-Bruxelles | Attachée |
| 7 | Brunei Darussalam | Head of Delegation | Dr. | Chin | Wei Keh | Ministry of Education | Deputy Permanent Secretary of Higher Education |

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|----|-----------------------|--------------------|---------|-----------------------|-------------------|--|---|
| 8 | Brunei Darussalam | Delegate | Ms. | Hajah Anis Faudzulani | Haji Dzulkiflee | Ministry of Education | Senior Special Duties Officer, Head of Department of Higher Education |
| 9 | Brunei Darussalam | Delegate | Ms. | Lidiana | Haji Abdul Khalid | Ministry of Education | Education Officer, International Relations Division |
| 10 | Cambodia | Head of Delegation | HE. Dr. | Romny | Om | Ministry of Education, Youth and Sport | Secretary of State |
| 11 | Cambodia | Delegate | Dr. | Chankoulika | Bo | Ministry of Education, Youth and Sport | Director of Policy Department |
| 12 | Cambodia | Delegate | Dr. | Bunlay | Nith | Ministry of Education, Youth and Sport | Deputy Director General for Higher Education |
| 13 | China | Head of Delegation | Mr. | Dunhai | Yu | Embassy of the People's Republic of China in the Republic of Malta | Ambassador of the People's Republic of China to the Republic of Malta |
| 14 | China | Delegate | Mr. | Haitao | Liu | Embassy of the People's Republic of China in the Republic of Malta | Head of Political Division of the Chinese Embassy |

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|----|-----------------------|--------------------|-------|------------|---------------|--|--|
| 15 | China | Delegate | Ms. | Na | Li | Embassy of the People's Republic of China in the Republic of Malta | Attaché |
| 16 | Cyprus | Head of Delegation | Mr. | Yiannis | Kasoulides | Ministry of Education, Sport and Youth | Senior Educational Officer, Department of Higher Education |
| 17 | Finland | Head of Delegation | Ms. | Jonna | Korhonen | Ministry of Education and Culture | Deputy Director General |
| 18 | France | Head of Delegation | Mr. | Manuel | Bouard | Ministry for Higher Education and Research | Deputy Director for European and International Affairs |
| 19 | Germany | Head of Delegation | Mr. | Stefan | Schneider | Federal Ministry of Education and Research (BMBF) | Head of Section: ERASMUS; International Cooperation in Vocational Education & Training |
| 20 | Germany | Delegate | Mr. | David | Akrami Flores | German Academic Exchange Service (DAAD) | Head of Section: Political Support |

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|----|-----------------------|--------------------|-------|------------|---------------|---|---|
| 21 | Germany | Delegate | Dr. | Rainer | Grulich | Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) | Representative of the German Länder for the ASEM Education Process |
| 22 | Hungary | Ambassador | Mr. | Dávid | Szesztai | | |
| 23 | Indonesia | Head of Delegation | Dr. | Nizam | | Ministry of Education, Culture, Research, and Technology | Acting Director General of Higher Education, Research, and Technology |
| 24 | Indonesia | Delegate | Ms. | Sri Suning | Kusumawardani | Ministry of Education, Culture, Research, and Technology | Director of Student and Learning Affairs |
| 25 | Indonesia | Delegate | Dr. | Cecep | Somantri | Ministry of Education, Culture, Research, and Technology | Deputy Secretary, International Cooperation Affairs |
| 26 | Indonesia | Delegate | Mr. | Ardi | Marwan | The Embassy of the Republic of Indonesia in Berlin, Germany | Education and Cultural Attaché |
| 27 | Ireland | Head of Delegation | Mr. | Niall | Collins | Department of Further and Higher Education Research Innovation and Science | Minister of State for Further Education and Skills |



Asia-Europe Meeting
ASEM Education

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|----|-----------------------|--------------------|-------|------------|--------------|--|---|
| 28 | Ireland | Delegate | Mr. | John | Murphy | Department of Further and Higher Education Research Innovation and Science | Deputy Director International Cooperation Unit |
| 29 | Ireland | Delegate | Ms. | Mary | Whelan | Department of Further and Higher Education Research Innovation and Science | Private Secretary to Minister Collins |
| 30 | Italy | Head of Delegation | Mr. | Fabrizio | Romano | Ministry of Foreign Affairs | Italian Ambassador to Malta |
| 31 | Italy | Delegate | Mr. | Andrea | Varischetti | Ministry of Foreign Affairs | Deputy Italian Ambassador to Malta |
| 32 | Italy | Delegate | Ms. | Giuseppina | Russo | Ministry of Education and Merit | Digital Citizenship Education Promoter |
| 33 | Italy | Delegate | Ms. | Chiara | Finocchietti | CIMEA-NARIC Italia | Director |
| 34 | Japan | Head of Delegation | Mr. | Akio | Fujiwara | Ministry of Education, Culture, Sports, Science and Technology | Vice Minister of Education, Culture, Sports, Science and Technology |
| 35 | Japan | Delegate | Mr. | Toshiaki | Mizuno | Ministry of Education, Culture, Sports, Science and Technology | Director, Office for International Cooperation Planning |



Asia-Europe Meeting
ASEM Education

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|----|-----------------------|--------------------|-------|------------|-----------------|--|---|
| 36 | Japan | Delegate | Mr. | Isao | Matsuoka | Ministry of Education, Culture, Sports, Science and Technology | Deputy Director, Management and Cooperation Division |
| 37 | Japan | Delegate | Mr. | Yusuke | Takahashi | Ministry of Education, Culture, Sports, Science and Technology | Unit Chief, International Affairs Division |
| 38 | Kazakhstan | Head of Delegation | Mr. | Talgat | Yeshenkulov | Ministry of Science and Higher Education | Vice Minister of Science and Higher Education |
| 39 | Kazakhstan | Delegate | Mr. | Asset | Darimbek | Ministry of Science and Higher Education | Chief Expert of the Internationalization Division of the Committee of Higher and Postgraduate Education |
| 40 | Latvia | Head of Delegation | Ms. | Anita | Vahere-Abražune | Ministry of Education and Science | Deputy Head of the Department of Policy Initiatives and Development |
| 41 | Lithuania | Head of Delegation | Mr. | Gintautas | Jakštas | Ministry of Education, Science and Sport | Minister of Education, Science and Sport |
| 42 | Lithuania | Delegate | Ms. | Jurga | Strumskienė | Ministry of Education, Science and Sport | Leader, International Cooperation Group |
| 43 | Lithuania | Delegate | Ms. | Simona | Dzikauskaitė | Ministry of Education, Science and Sport | Chief officer, International Cooperation Group |



Asia-Europe Meeting
ASEM Education

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|----|-----------------------|--|-----------------|-----------------|----------------|---|---|
| 44 | Malaysia | Head of Delegation | Dr. | Zambry | Abd Kadir | Ministry of Higher Education | Minister of Higher Education |
| 45 | Malaysia | Delegate | Dato' Prof. Dr. | Mohammad Shatar | Sabran | Malaysian Qualifications Agency (MQA) | Chief Executive Officer |
| 46 | Malaysia | Delegate | Datin | Noorazah | Omar | Ministry of Higher Education | Undersecretary of International Relations Division |
| 47 | Malaysia | Delegate | | Redhauddin | Kamaruzaman | Ministry of Higher Education | |
| 48 | Malaysia | Delegate | | Khairil Azwan | Abu Mansor | Ministry of Higher Education | Chief Deputy Secretary |
| 49 | Malaysia | Delegate | Prof. Ir. Dr. | Khairul Salleh | Mohamed Sahari | Malaysian Qualifications Agency (MQA) | Deputy Chief Executive Office (Quality Assurance) |
| 50 | Malta | Head of Delegation and Chair of ASEMME10 | Dr. | Clifton | Grima | Ministry for Education, Sport, Youth, Research and Innovation | Minister for Education, Sport, Youth, Research and Innovation |
| 51 | Malta | Chair of ASEMME10 | Dr. | Rose Anne | Cuschieri | Malta Further and Higher Education Authority | CEO |

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|----|-----------------------|------------------------|-------|--------------|-----------|--|-----------------------------|
| 52 | Malta | Delegate and Organiser | Ms. | Natasha | Buhagiar | Malta Further and Higher Education Authority | Executive |
| 53 | Malta | Organiser | Dr. | Jana | Kazarjan | Malta Further and Higher Education Authority | R&P Manager |
| 54 | Malta | Organiser | Ms. | Hannah | Cassar | Malta Further and Higher Education Authority | Research & Policy Officer |
| 55 | Malta | Organiser | Ms. | Jessica | Sammut | Malta Further and Higher Education Authority | Officer - Research & Policy |
| 56 | Malta | Organiser | Mr. | Bernard | Carabott | Malta Further and Higher Education Authority | Communications Officer |
| 57 | Malta | Organiser | Ms. | Karen | Sammut | Malta Further and Higher Education Authority | Communications Officer |
| 58 | Malta | Organiser | Ms. | Martina-Anne | Attard | Malta Further and Higher Education Authority | Communications Manager |



Asia-Europe Meeting
ASEM Education

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|----|-----------------------|--------------------|-------|------------|------------|--|---|
| 59 | Malta | Organiser | Mr. | Pierre | Barbara | Malta Further and Higher Education Authority | Senior Manager IT |
| 60 | Malta | Organiser | Mr. | Sergio | Carbonaro | Malta Further and Higher Education Authority | |
| 61 | Malta | Organiser | Mr. | Jon | Vercellono | Malta Further and Higher Education Authority | |
| 62 | Malta | Organiser | Mr. | Stefan | Sant | Malta Further and Higher Education Authority | |
| 63 | Malta | Organiser | Mr. | Lawrence | Azzopardi | Malta Further and Higher Education Authority | |
| 64 | Malta | Organiser | Ms. | Graziella | Debattista | Malta Further and Higher Education Authority | |
| 65 | Netherlands | Head of Delegation | Mr. | Gerbert | Kunst | Ministry of Education, Culture and Science | Director International Policy |
| 66 | Netherlands | Delegate | Ms. | Gonneke | de Ridder | Ministry of Education, Culture and Science | Policy coordinator Multilateral Affairs |

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|----|-----------------------|--------------------|------------|------------|-----------|--|--|
| 67 | Romania | Head of Delegation | Ms. | Ligia | Deca | Ministry of Education | Minister of Education |
| 68 | Romania | Delegate | Ms. | Alina | Roiniță | Ministry of Education | Adviser to the Minister |
| 69 | Romania | Delegate | Ms. | Mădălina | Matei | Ministry of Education | Adviser on European Affairs |
| 70 | Singapore | Head of Delegation | Ms. | Yiun Lin | Chong | Ministry of Education | Deputy Secretary (Higher Education and Skills) |
| 71 | Singapore | Delegate | Ms. | Siew Lee | Lim | Ministry of Education | Assistant Director, International Cooperation & Strategy |
| 72 | Slovakia | Head of Delegation | Mr. | Karol | Jakubík | Ministry of Education, Science, Research and Sport | General Director for Education |
| 73 | Switzerland | Head of Delegation | Ambassador | Jacques | Ducrest | State Secretariat for Education, Research and Innovation, SERI | Ambassador and Head of International Relations |
| 74 | Switzerland | Delegate | Mr. | Marco | Scruzzi | State Secretariat for Education, Research and Innovation, SERI | Deputy Head of Higher Education Division |
| 75 | Thailand | Delegate | Mr. | Kamol | Rodklai | Ministry of Education | Chief of the Member of the Secretariat to the Deputy Minister of Education |

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|----|-----------------------|--------------------|---------------|------------|----------------|--|---|
| 76 | Thailand | Delegate | Dr. | Sarinapat | Dhamabus | Ministry of Education | Senior Foreign Relations Officer |
| 77 | Thailand | Delegate | Ms. | Phimwarat | Muangnil | Ministry of Education | Acting Director, Bureau of International Cooperation |
| 78 | Thailand | Delegate | Ms. | Hongfah | Veeranopparat | Ministry of Education | Senior Foreign Relations Officer |
| 79 | Thailand | Delegate | Assoc . Prof. | Pasit | Lorterapong | Ministry of Higher Education, Science, Research and Innovation | Deputy Permanent Secretary for Higher Education, Science, Research and Innovation |
| 80 | Thailand | Delegate | Ms. | Nongnuch | Chunbandhit | Ministry of Higher Education, Science, Research and Innovation | Director, International Cooperation Strategy Group |
| 81 | Thailand | Delegate | Mr. | Pornsith | Pibulnakarintr | Ministry of Foreign Affairs | Minister Counsellor, Royal Thai Embassy, Athens, Greece |
| 82 | ASEM LLL Hub | Head of Delegation | Dr. | Séamus | O' Tuama | ASEM Lifelong Learning Hub & University College Cork | Chair of the ASEM Lifelong Learning Hub & Director of ACE |
| 83 | ASEM LLL Hub | Delegate | Dr. | Rhiannon | Carey Bates | ASEM Lifelong Learning Hub & University College Cork | Project Manager ASEM LLL Hub |



Asia-Europe Meeting
ASEM Education

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|----|-----------------------|--------------------|------------|---------------|-----------|--|-------------------------------|
| 84 | ASEM-DUO Secretariat | Head of Delegation | Mr. | Keuk Je | Sung | ASEM-DUO Secretariat | Director General |
| 85 | ASEM-DUO Secretariat | Delegate | Ms. | Seulki | Lee | ASEM-DUO Secretariat | Director |
| 86 | ASEM-DUO Secretariat | Delegate | Ms. | Ahra | Lee | ASEM-DUO Secretariat | Program Communication Officer |
| 87 | ASEF | Head of Delegation | Ambassador | Toru | Morikawa | Asia-Europe Foundation | Executive Director |
| 88 | ASEF | Delegate | Ms. | Cleo Angeline | Cachapero | Asia-Europe Foundation | Senior Project Executive |
| 89 | ASEF | Delegate | Ms. | Réka | Tózsza | Asia-Europe Foundation | Director, Education |
| 90 | Asia-Europe Institute | Head of Delegation | Prof. Dr. | Azirah | Hashim | Asia-Europe Institute | Professor |
| 91 | EQAR | Head of Delegation | Ms. | Magalie | Soenen | European Quality Assurance Register for Higher Education | Director |
| 92 | ESU | Head of Delegation | Mr. | Arno | Schrooyen | European Students' Union | Executive Committee |

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|----|--|--|-----------------------|------------|-------------|---|--|
| 93 | SEAMEO RIHED | Head of Delegation | Asst. Prof. Dr. | Romyen | Kosaikanont | Southeast Asian Ministers of Education Organization Regional Centre for Higher Education and Development | Centre Director |
| 94 | ASEM Expert Group 2 on Recognition and Balanced Mobility | Co-chair of ASEM Expert Group 2 on Recognition and Balanced Mobility (Italy) | Ms. | Marina | Malgina | CIMEA-NARIC Italia | Co-chair of ASEM Expert Group 2 on Recognition and Balanced Mobility |
| 95 | ASEM Education Secretariat (AES) | Head of AES Italy and Chair of ASEMME10 | Mr. | Luca | Lantero | CIMEA-NARIC Italia | Head of ASEM Education Secretariat |
| 96 | ASEM Education Secretariat (AES) | Organiser | Ms. | Vera | Lucke | CIMEA-NARIC Italia | ASEM Education Secretariat |
| 97 | ASEM Education Secretariat (AES) | Organiser | Ms. | Sibeles | Chiari | CIMEA-NARIC Italia | ASEM Education Secretariat |

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|----|----------------------------------|------------|-------|------------|----------------------|--------------------------|----------------------------|
| 98 | ASEM Education Secretariat (AES) | Organiser | Ms. | Letizia | Brambilla Pisoni | CIMEA-NARIC Italia | ASEM Education Secretariat |
| 99 | ASEM Education Secretariat (AES) | Organiser | Ms. | Teresa | Morales de la Fuente | CIMEA-NARIC Italia | ASEM Education Secretariat |