



Asia-Europe Meeting

ASEM Education

Stocktaking Report
“From Bangkok to Valletta”

2022-2024

2nd Senior Officials’ Meeting on 24 January 2024

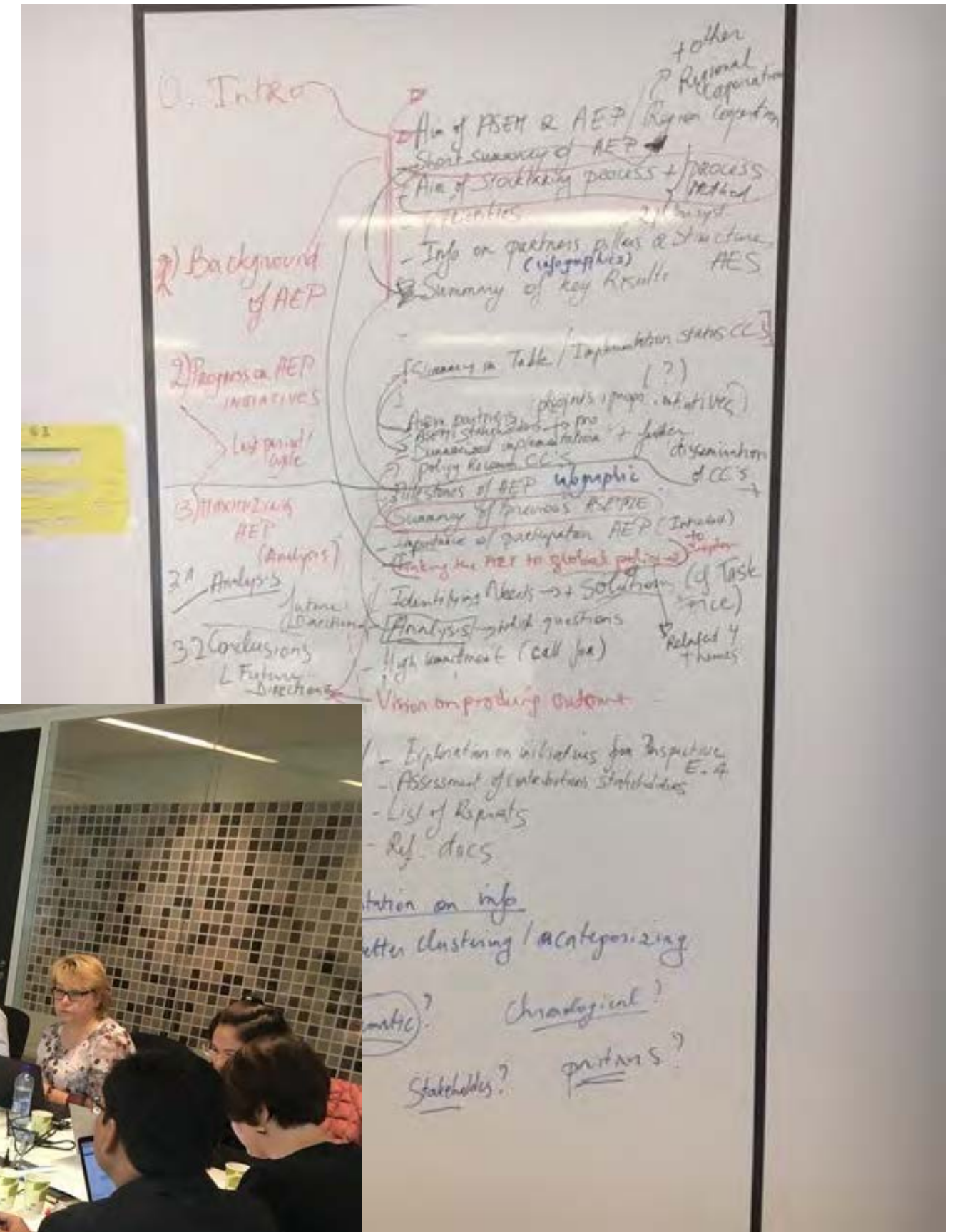
Vera Lucke, ASEM Education Secretariat (Italy)

What is the Stocktaking Report?

- Available on the website www.asem-education.org
- Prepared by the ASEM Education Secretariat, input given by ASEM Partners and Stakeholders
- Basis for discussion during the SOM2 and ASEMME9
- Progress report of initiatives and projects since ASEMME8
- Analysis of opportunities and challenges of the ASEM Education Process (AEP)
- Source of inspiration for future debates and initiatives in the AEP

Short history of the Stocktaking Report

- At the 3rd ASEM Education Ministers' Meeting (ASEMME3, 2011) in Copenhagen, Denmark, the Ministers called on the ASEM Education Secretariat (AES) to prepare a Stocktaking Report for the Ministerial Meetings to get a systematic overview and analysis of the ASEM educational activities on a regular basis.
- The AES Belgium, together with a temporary Task Force has discussed the main features and objectives of a revised Stocktaking Report.



Structure of this Stocktaking Report 2022-2024

From Bangkok to Valletta

- Preface
- Background
- ASEM Education Secretariat and Expert Groups
- Ongoing and Future ASEM Education Initiatives and Projects
 - ASEM Partners
 - ASEM Stakeholders
 - International Projects
- Articles from the Keynote speakers of the ISOM, SOM1 and ASEMME9
- Conclusions and Outlook

ASEM Education Secretariat (Italy)

Since July 2022

- **Online Meetings with the Standing Working Group**
- **Contacts with most active stakeholders:**
 - Online communication with all stakeholders
 - Visited in Ireland the ASEM LLL Hub Secretariat in Cork, Ireland
 - Met in Bangkok with the Asia-Europe Foundation (ASEF), the ASEAN University Network Secretariat (AUN), the Southeast Asian Ministers of Education Organization, Regional Centre for Higher Education and Development (SEAMEO RIHED) and the ASEAN Secretariat and participated in the APAIE 2023
- **Dialogue with the European Higher Education Area**



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ISOM, SOM1, SOM2 and ASEMMME9

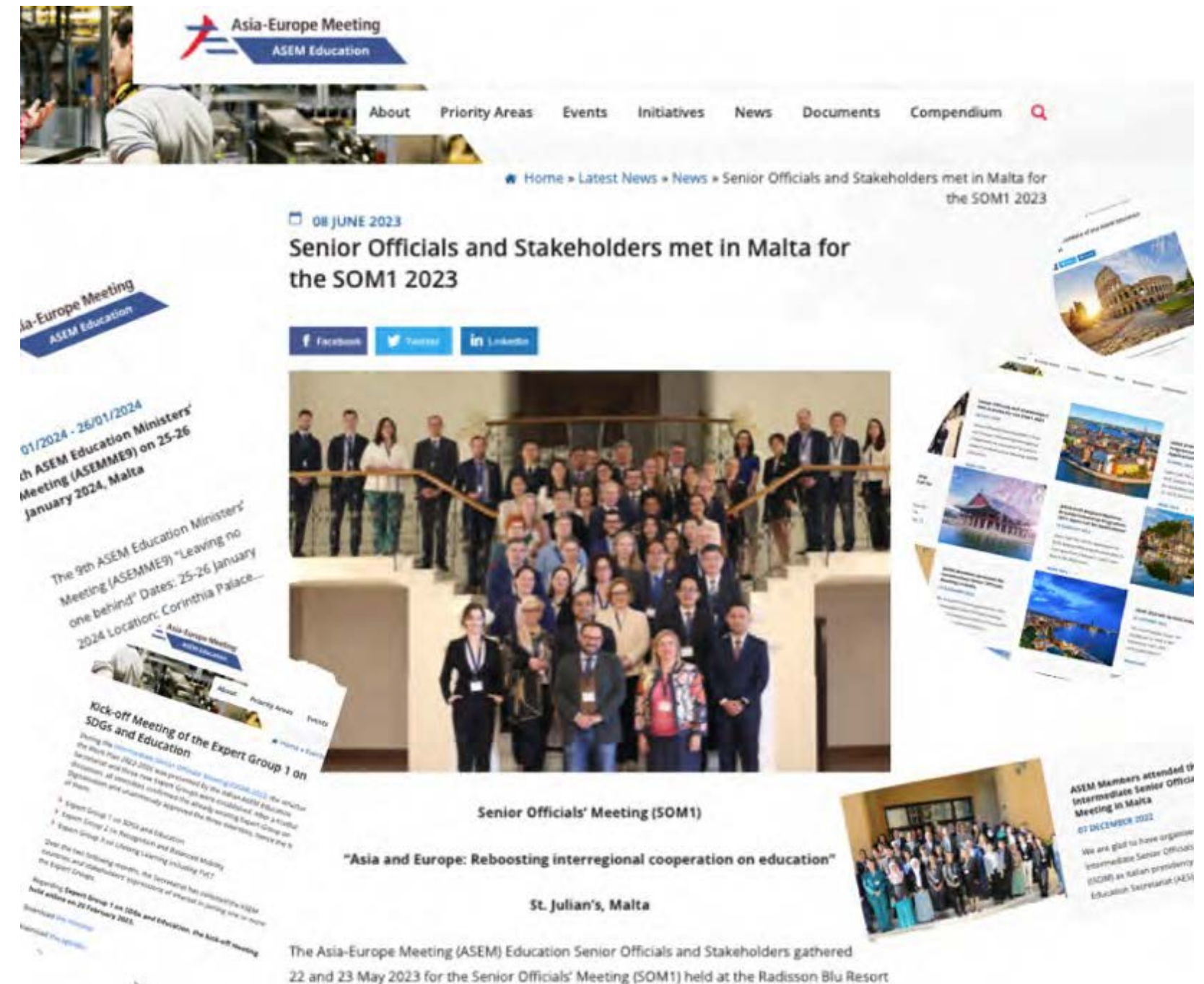
- **Intermediate Senior Officials' Meeting**
on 24-25 November 2022 in Malta
- **1st Senior Officials' Meeting**
on 22-23 May 2023 in Malta
- **2nd Senior Officials' Meeting**
on 24 January 2024 in Malta
- **9th Ministers' Meeting**
on 25-26 January 2024 in Malta



ASEM Education Secretariat (Italy)

Social media and website

Based on recommendations from past Chair's Conclusions, we engaged in promoting the ASEM Education Process on social media and are working on the enhancement of the website.



www.asem-education.org

LinkedIn: ASEM Education Secretariat (AES)

X (former Twitter): @AesAsem

Compendium of Country Profiles

- On website www.asem-education.org/compendium
- Together with EG2 on Recognition and Balanced Mobility enhanced introduction, Guide, Template, Glossary
- 31 profiles filled-out (recently added: India, Italy, Kazakhstan; recently updated: Cyprus, Germany, Kazakhstan, Latvia, Lithuania, Switzerland)
- Peer review within EG2 to enhance quality

What is next?

- Promotion through social media soon
- Possibility to give feedback on usefulness

ASEM Education Compendium of Country Profiles

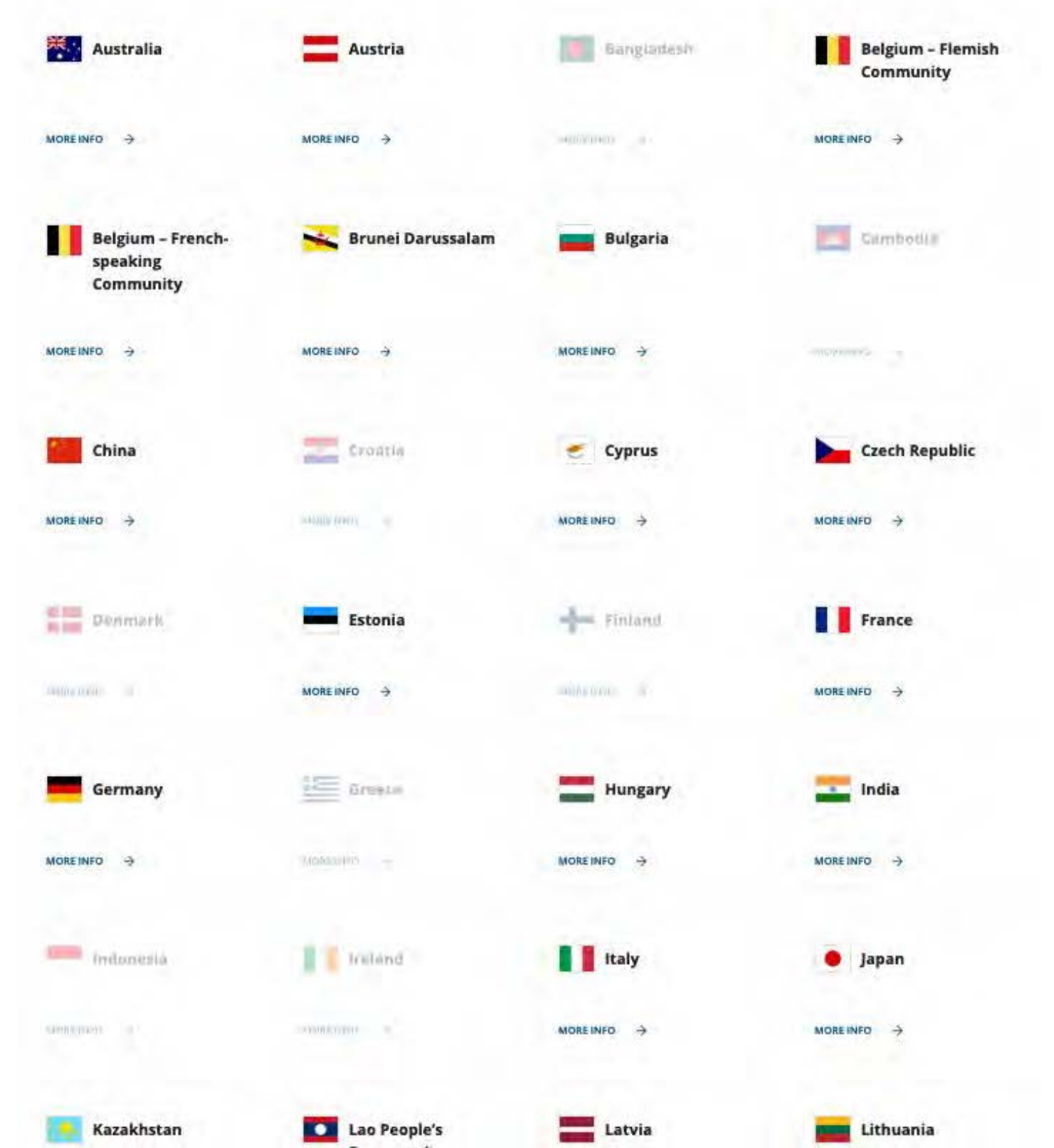
The ASEM Education Compendium for Higher Education provides a comprehensive overview of the multiple academic systems of the Asia-Europe Meeting (ASEM) partner countries, with the aim to improve transparency on the diverse educational landscape of the ASEM Education Process and to establish a valid source of reference for higher education institutions. More information on the Compendium can be found here.

Please consult the Glossary for further information on terminology.

A video showing instruction on how to use the Compendium is available here. For the countries who would like to update or compile their country profile, please consult the Guidelines for Contributors.

Similar and useful country profiles of (higher education) systems of part of the ASEM countries can be consulted on the ENIC-NARIC website (Network of National Recognition Information Centres in Europe, North America and Oceania), the APNNIC website (Asia-Pacific Network of National Information Centres), the website of the EHEA (European Higher Education Area), and the IAU WHED website (International Association of Universities - World Higher Education Database).

Countries willing to fill-out or update their country profile can find here the ASEM Compendium Guide for Contributors and an empty Template.



Conclusions and Outlook

Main Conclusions:

1. At the 8th ASEM Education Ministers' Meeting in 2021 the **ASEM Education 2030 Strategy and Action Plan** were endorsed and the ASEM partners and stakeholders continued to further work on the four thematic priorities: 1. **Quality Assurance and Recognition**; 2. **Engaging Business and Industry in Education**, 3. **Balanced Mobility** and 4. **Lifelong Learning including TVET** and two transversal themes **Sustainable Development** and **Digitalisation**.
 - The themes and current emerging topics were discussed and during the ASEM Meetings.
 - The ASEM Education Process is an important dialogue and cooperation forum that can address and successfully meet (inter-)regional and global challenges and deserves continued support.

Conclusions and Outlook

Main Conclusions:

2. The period between ASEMME8 and ASEMME9 was **still influenced by the global COVID-19 pandemic**. In-person meetings and networking opportunities are fundamental for the ASEM Education Process and the AES has put additional efforts in encouraging countries and stakeholders to organise and participate in physical meetings. It seems necessary to re-establish and redefine cooperation and partnerships among countries and stakeholders in the next period, while building on lessons learned and positive past experiences.
- Despite the global sanitary crisis and all related challenges, a significant number of ASEM Education activities carried out by ASEM partners and stakeholders have made progress and at least partly achieved the set objectives in order to contribute to the AEP priorities and further develop the Process.

Conclusions and Outlook

Main Conclusions:

3. Although the period since the take-over of the Secretariat in July 2022 and the ASEMME9 (January 2024) was rather short and three of the four ASEM Education Expert Groups have only been established at the ISOM in November 2022 and started their work in early 2023, the Expert Groups and many of the AEP activities and initiatives have made substantial progress.
- Some more ASEM partners and stakeholders could coordinate activities, establish new projects and reboost cooperation between Asia and Europe.

Conclusions and Outlook

Main Conclusions:

4. Room for improvement in the upcoming period especially in the following areas of the ASEM Education Process:
 - **Policy Dialogue** with the ASEM Summit and the ASEM Foreign Ministers' Meetings, other ASEM Ministerial Processes; with governmental and non-governmental stakeholders (e.g. youth and students, education institutions, researchers, academics, quality assurance and recognition agencies, civil society organisations, business and industry partners, etc.)
 - **Synergies with multilateral organisations and processes:** ASEM Education issues are also discussed in other international fora, so closer cooperation and dialogue will be fostered and reinforced among ASEM Education partners and stakeholders, and all involved actors will also be encouraged to have more dialogue with other relevant multilateral processes and organisations.

Conclusions and Outlook

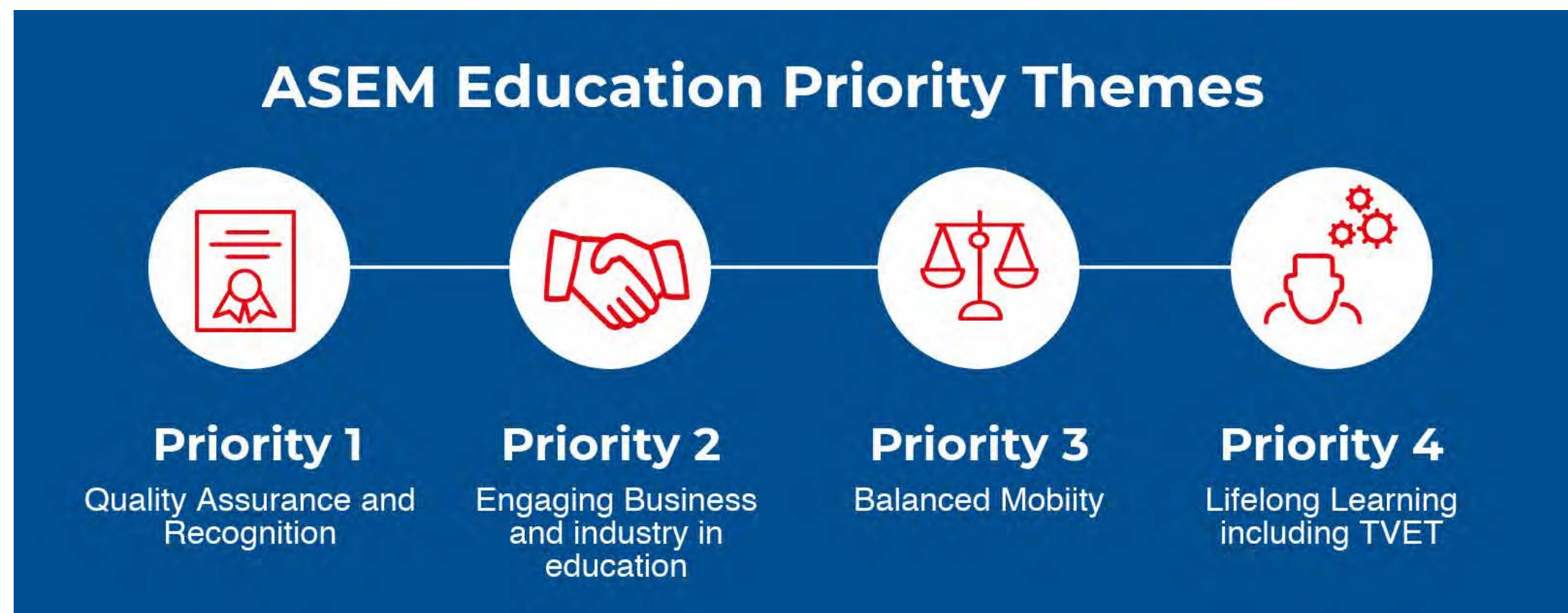
Main Conclusions:

- **Communication and visibility:** Although ASEM member countries cover 60% of the world's population, the ASEM Education Process is not well known. Visibility of ASEM Education initiatives will be fostered through the improvement of the website, promotion on social media and revision of information material.

Next Period of Stocktaking: ASEMME9 - ASEMME10

2024-2026

- At the ASEMME6 in 2017 in Soeul, the Ministers mandated the ASEM Education Secretariat to “reorganise the stocktaking of the ASEM Education Process for each priority area towards process reporting”.
- Input and active participation of countries and stakeholders in drafting process of the Stocktaking Report is needed!



Thank you for your attention

Any questions?

