



## 8<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME8)

15 December 2021

Online, Hosted by Thailand

*"ASEM Education 2030 :*

*Towards more resilient, prosperous and sustainable futures"*

### Conclusions by the Chair

1. The 8<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME8) was held online on the 15<sup>th</sup> of December 2021 and brought together 127 participants from 28 ASEM partners and 14 stakeholders.
2. The meeting was chaired by H.E. Treenuch Thienthong, Minister of Education, Thailand. The Thai authorities made an opening and congratulatory speech to welcome all delegates and participants to the ASEMME8.

### In their meeting, the Ministers:

3. Thanked Thailand and its Ministry of Education and Ministry of Higher Education, Science, Research and Innovation for their warm hospitality and successful organisation of the 2<sup>nd</sup> Senior Officials' Meeting (SOM2) held on 13 and 14 December 2021 and ASEMME8 held on 15 December 2021.
4. Conveyed their sincere appreciation to Thailand for the initiative to foster closer collaboration among ASEM partners in the framework of the ASEM Education Process which was initiated in 2008 in Berlin and continued in Hanoi (2009), Copenhagen (2011), Kuala Lumpur (2013), Riga (2015), Seoul (2017) and Bucharest (2019).
5. Welcomed the theme of the meeting ***"ASEM Education 2030 : Towards more resilient, prosperous and sustainable futures"***. The main aspiration of the meeting was to further share and discuss existing and new initiatives and projects, as well as to endorse the ASEM Education Strategy and Action Plan 2030.
6. Reaffirmed the outcome of the ASEM13 Summit held virtually on 25 and 26 November 2021 hosted by Cambodia, where the leaders of the ASEM partners encouraged the expansion of educational exchange and cooperation among ASEM Partners through an ASEM strategy for sharing good practices of ways to tackle common global issues. Leaders acknowledged the importance of collaboration and exchange between ASEM Partners in the ASEM Education Process as coordinated by the ASEM Education Secretariat, and recognized the important role of the ASEM Education Strategy 2030 which will be presented to the ASEM Education Ministers during the ASEMME8.

7. Expressed their gratitude to Germany and its Federal Ministry of Education and Research (BMBF) and the German Academic Exchange Service (DAAD) for successfully hosting the first Senior Officials' Meeting virtually on 14 and 15 September 2021.
8. Reiterated the significant role of the ASEM Education Process in strengthening education by means of cooperation and dialogue on common perspectives between the two regions, especially in the field of higher education and lifelong learning (LLL).
9. Expressed their commitment to continue supporting and sustaining the ASEM Education Process cooperation and therefore endorsed the ASEM Education Strategy 2030 and its accompanying Action Plan.
10. Acknowledged that the ASEM Education Strategy 2030 and its accompanying Action Plan aim to provide a framework for ASEM partners and stakeholders to develop, implement and monitor result-oriented initiatives and projects to be agreed upon by the ASEM Education Ministers in the Chair's Conclusions during each two-yearly ministerial meeting. These projects and initiatives will be implemented through the interaction between ASEM Education partners and stakeholders, with the support of the ASEM Education Secretariat, the Asia-Europe Foundation (ASEF) as the only permanently established institution under ASEM, the ASEM-DUO Secretariat and the ASEM Lifelong Learning Hub Secretariat.
11. Considered the ASEM Education Strategy 2030 as an important milestone to encourage renewed commitment towards a stronger dialogue and collaboration platform between Asia and Europe. The four strategic objectives outlined in the ASEM Education Strategy 2030 will provide the basis for cooperation over the next decade: 1) enhancing connectivity between Asia and Europe by boosting inclusive and balanced mobility and exchanges; 2) promoting lifelong learning, including technical and vocational education and training (TVET); 3) fostering the development of skills and competences; and 4) creating more transparency and mutual understanding on recognition, validation and quality assurance.
12. Thanked the members of the Drafting Committee and the Standing Working Group for their valuable support to the ASEM Education Secretariat in drafting the ASEM Education Strategy 2030 Paper. The Ministers acknowledged that the Drafting Committee consisted of the following partners: Austria, Germany, India and Thailand; and that the Standing Working Group was composed of representatives of 10 ASEM partner countries (Austria, Belgium - Flemish Community, Belgium - French Community, France, Germany, India, Indonesia, Malaysia, the Netherlands and Thailand), a representative from ASEF, as well as representatives from ASEM stakeholders (AEI, AUN, ESN, ETF, EUA, IAU, SEAMEO RIHED and UNESCO). The Ministers welcomed the interest of Romania to join the Standing Working Group.
13. Underlined the importance of achieving the Sustainable Development Goals with a focus on SDG4 and agreed that the ASEM Education Process can contribute to realising the SDGs. The Ministers re-confirmed their commitment to contribute to the implementation of SDG4 in order to achieve inclusive and equitable quality education

and Lifelong Learning opportunities for all. Therefore, they welcomed the newly formulated mission of the ASEM Education Process: *“By 2030, the ASEM Education Process (AEP) will contribute to a more prosperous, resilient and sustainable Asia-Europe education region, better prepared for current and forthcoming global challenges. ASEM Education partners and stakeholders will reaffirm the AEP as an advanced transregional dialogue and cooperation platform. They aim to develop the AEP as a platform to promote inclusive and equitable quality education and training through equal and mutually beneficial Asia-Europe partnerships, leveraged by people-to-people connectivity. Through partnerships, exchanges and collaboration, ASEM Education partners and stakeholders will support the education sector to train individuals able to navigate through rapidly changing and increasingly complex societies and labour markets, while respecting national, regional and local education contexts and practices, as well as academic values. In order to realise this vision and mission statement, ASEM Education partners and stakeholders have identified strategic objectives, instruments and working methods, and developed an Action Plan in order to ensure effective implementation and tangible results.”*

14. Reiterated that ‘digitalisation’ can create opportunities to support connectivity and collaboration between Asia and Europe. The Ministers acknowledged that incorporating digital tools in education has been vital in ensuring continuity of support to learners during the COVID-19 pandemic. Furthermore, the pandemic has shown that digital inequality prevails, excluding learners from digitally enhanced education. Therefore, the Ministers welcomed the initiative of the Expert Group Digitalisation to draft a working paper including recommendations on the digital transformation in (higher) education. The Ministers thanked the experts for their commitment and the German Academic Exchange Service (DAAD) for coordinating the process of developing this paper. The Ministers emphasized that a continued dialogue on the opportunities and challenges of digitalisation in education and the exchange of good practices in digitally enhanced education is important and should be continued.
15. Acknowledged the significant contribution of the Asia-Europe Foundation (ASEF) for enhancing dialogue and cooperation between ASEM partners and stakeholders and for promoting inclusion & diversity in higher education, in particular through the 8<sup>th</sup> ASEF Regional Conference on Higher Education (ARC8), the Official Dialogue Partner of the ASEM Education Ministerial Meetings. The ARC8 Outlook Report 2030 on ‘Inclusive and Diverse Higher Education in Asia and Europe’ as well as the ‘ASEM National Equity Policies in Higher Education’ report, both launched at ARC8, serve as basis for policy dialogues and provide evidence-based policy recommendations for all government and civil society stakeholders in the ASEM Education Process.
16. Acknowledged that education is an important area of focus in multilateral cooperation. Different levels in which multilateral cooperation on education is taken forward include the ASEM Education Process, the ASEAN Plus Three (APT) Leaders and Education Ministers, the European Union (through the use of education programmes for development such as Erasmus+) and the Higher Education Ministers in the European

Higher Education Area (Bologna Process/Global Policy Forum). Mobility, recognition and quality assurance in higher education are key elements to strengthen regional, inter-regional and international cooperation and exchange. The Ministers conveyed a need for systematic exchange of information and closer cooperation to accelerate the development of strategic partnerships in education and higher education among ASEM partners.

17. Highlighted the importance of the EU's commitment to better connect Asia and Europe by strengthening exchange and cooperation in education and especially higher education between both regions via EU-funded programmes for education and research programmes. The Ministers recognised the importance of the ASEM Education Process to serve as a platform to identify and to encourage Erasmus+ and Horizon Europe partnerships, particularly for establishing and developing Asian-European partnerships. Many of these partnerships involve multi-country participation on the Asian as well as European side, therefore strengthening intra-regional as well as inter-regional cooperation.
18. The Ministers congratulated the ASEM Education Secretariat Belgium for having successfully prepared the Stocktaking Report from Bucharest to Bangkok, with the contributions from ASEM partners and experts.
19. Conveyed gratitude and appreciation to Belgium (Flemish and French Community) for hosting the ASEM Education Secretariat (AES) Belgium starting from ASEMME6 in 2017 until ASEMME8 at the end of 2021. The Secretariat, with two permanent officers (one from the Flemish Community and one from the French Community) have managed the Secretariat effectively and coordinated the further development of the ASEM Education Process. The Ministers thanked the Asia-Europe Institute of the University of Malaya, Malaysia, for providing the secondment of a PhD candidate to the ASEM Education Secretariat Belgium in 2018 and 2019.
20. Reconfirmed the importance of the ASEM Education Secretariat for effectively coordinating the ASEM Education Process and monitoring the implementation of the ASEM Education Strategy and Action Plan 2030. Therefore, the Ministers strongly encourage all ASEM partners to offer to host the ASEM Education Secretariat for the next period 2021-2025. Following the tradition of rotating the ASEM Education Secretariat between Asia and Europe, Asian member states are highly encouraged to host the Secretariat from 2022 to 2026.
21. Recognised the importance of the Asia-Europe Foundation (ASEF), established in 1997, as the only permanent institution of ASEM. The Ministers conveyed their sincere appreciation to ASEF for the strong and valuable commitment in supporting the education pillar of the ASEM Process by implementing sustainable educational programmes and projects. These strengthen collaboration between education institutions and exchanges among young people, academics and educators across all ASEM countries, and create knowledge outputs that feed into the deliberations of the ASEM Education Process.

22. Underlined the importance of strengthening the visibility of the ASEM Education Process in ASEM partner countries and in international fora. In this context, the Ministers encouraged ASEM partners to improve the visibility of the ASEM Education Process by maximising the usage and promotion of the ASEM Education Secretariat Website ([www.asem-education.org](http://www.asem-education.org)) and of the ASEM InfoBoard website ([www.ASEMinfoboard.org](http://www.ASEMinfoboard.org)), the official information platform of the ASEM Process, as well as the distribution of digital newsletters developed by the AES. The Ministers also encouraged ASEM partners and stakeholders to provide regular input for communication purposes, such as best practices, information on initiatives, programmes, publications and events.
23. Expressed gratitude and appreciation to all ASEM partners for their efforts and support to implementing initiatives and projects under the four priority areas of the ASEM Education Process as specified in the following sections.

## **PROJECTS, INITIATIVES AND ACTIVITIES CARRIED OUT BETWEEN ASEMME7 and ASEMME8**

### **Priority A: Quality Assurance and Recognition**

*Quality assurance and recognition have played a significant role in multilateral collaboration since they were first introduced at the 2<sup>nd</sup> ASEM Education Ministers' Meeting (ASEMME2) in Hanoi, in 2009. The main purpose of this priority area is to build mutual trust amongst higher education systems to promote attractiveness, transparency, comparability and permeability of each system. One of the most tangible outcomes of improving quality assurance and recognition is supporting mobility, which has always been at the core of ASEM Education. Many initiatives under priority area (A) directly or indirectly encourage mobility and facilitate understanding on different practices in education especially higher education in Asia and Europe.*

### **The Ministers:**

24. Underlined the contribution made by the Working Group for Implementing the ASEM Recognition Bridging Declaration. Committed ASEM partners and stakeholders are Austria, Belgium – French Community, Brunei Darussalam, China, Estonia, Germany, Ireland, Indonesia, Japan, the Republic of Korea, Latvia, Lithuania, Malaysia, Portugal, Romania, the United Kingdom, and the ASEAN University Network. The Working Group was established to follow up the mandate by the Ministers during the ASEMME3 in 2011, during which the Ministers suggested exploring the feasibility of setting up an ASEM convention on mutual recognition of degrees and study achievements (including the establishment of National Information and Recognition Centres in all ASEM countries).

The Working Group adopted the ASEM Recognition Bridging Declaration acknowledging the existing regional Conventions (the Lisbon Recognition Convention and Tokyo Recognition Convention). The Working Group expressed its conviction that an ASEM Bridging Declaration on mutual recognition would strongly contribute to a better understanding of higher education systems in the two regions and facilitate further student mobility.

The ASEM Bridging Declaration is implemented successfully through three action plans: 1) building the Asian National Information Centers Coordinating Website (ANICCW); 2) drafting the Handbook of Guidelines, Principles and Good Practices on Recognition in the ASEM Region; and 3) establishing the Cross-border Quality Assurance Network (CBQAN).

25. Noted the progress made by the Expert Group on Interregional Credit Transfer Mechanisms and Learning Outcome Systems. The expert group is open to all ASEM-partners. Committed ASEM partners and stakeholders are Austria, Belgium – Flemish Community, Brunei Darussalam, China, Estonia, France, Germany, India, Indonesia, Latvia, Lithuania, Malaysia, Portugal, Romania, Russian Federation, Thailand, the United Kingdom and the SEAMEO Regional Centre for Higher Education and Development (SEAMEO RIHED). The Ministers welcomed the interest of IAU to join the Expert Group. Since ASEMM7, three Expert Group meetings have been organised: 4-5 November 2019, Lyon, 22-23 October 2020 (Online) and 1 June 2021 (Online). The Ministers thanked the French Ministry of Higher Education, Research and Innovation and the University of Lyon for successfully hosting this meeting and the Flemish Ministry of Education and Training for chairing and hosting all meetings. The Ministers appreciated the newly developed Compendium on higher education as well as the input collected from 28 ASEM partner countries through the country template and encouraged more partners to contribute to the Compendium, as the ASEM Education Compendium for Higher Education provides a comprehensive overview of the multiple academic systems of the Asia-Europe Meeting (ASEM) partner countries. This tool shall help staff and educators from academic institutions, located in ASEM member states, to compare the various academic systems and to find helpful information needed for co-operations with higher education institutions from ASEM member states. The aim of the ASEM Education Compendium is 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. Compendium data has been compiled and reviewed by the ASEM Expert Group on interregional Credit Transfer Mechanisms and Learning Outcome Systems, with the help of the ASEM Education Secretariat. The data provided in the tool will be updated annually. The Expert Group and the ASEM Education Secretariat are continuously working on expanding the Compendium and adding further country profiles. The Ministers acknowledged the work of the Expert Group and ASEM Education Secretariat and invited countries to contribute to the regular update of their country profiles. The Ministers acknowledged the work of the AES on the setup of an



online tool to publish this compendium and realise that this tool will need constant updates.

26. Highlighted the importance of the Global Convention on the Recognition of Higher Education Qualifications, adopted by UNESCO Member States in November 2019, in promoting recognition, mobility and inter-university cooperation between regions. The Global Convention is the first United Nations treaty on higher education with a global scope, and establishes universal principles for the fair, transparent and non-discriminatory recognition of foreign higher education qualifications. This is crucial at a time of increasing student mobility which has nearly tripled in the last 20 years, reaching over 5 million students.
27. Noted the European Union's support to Higher Education in the ASEAN Region through the EU-SHARE project, which aims to strengthen regional cooperation and mobility, to enhance quality, competitiveness and internationalisation of ASEAN higher education institutions and student mobility, to enhance cooperation between the EU and the ASEAN Economic Community (AEC) and harmonise higher education across the ASEAN countries. The Ministers appreciated the cooperation of the European Commission, ASEAN Secretariat, British Council, DAAD, Nuffic, Campus France, ENQA and EUA. The Ministers also acknowledged the inclusion of EU-SHARE as an implementation partner in the higher education components of the ASEAN Work Plan on Education 2021 - 2025 and EU-SHARE's role in forming the ASEAN Working Group on Higher Education Mobility 2025 for the development of an ASEAN Higher Education Space. The Ministers note the contributions of SHARE to supporting the development of the ASEAN Qualifications Reference Framework (AQR) and organisational capacity of the ASEAN Quality Assurance Network (AQAN). The recent innovations on digital transformation of Virtual Exchange and Digital Credentials are also appreciated.
28. The Ministers appreciated the IAU UNESCO [World Higher Education Database](#) for its presentation and mapping of higher education systems, credentials and institutions around the world, including Asia and Europe. The IAU WHED is the key resource for the practical implementation of the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education. Each institution is listed with a unique identifier – the Global WHED ID - to increase the transparency of the global higher education landscape. The aim of this freely available online database is to help enhance mutual understanding and transparency, through access to recognized and validated information. The IAU WHED is developed both in online form, as WHED Portal and e-publication, and in print on demand, under the title "[International Handbook of Universities](#)". The Ministers also welcomed IAU's proposal to identify opportunities of collaboration and exchange between the ASEM Education Compendium and the WHED.

### **Priority B: Engaging Business and Industry in Education**

*Employability took the centre stage in the ASEM Education Process over the past years. Close cooperation between higher education institutions and the business sector plays a crucial role*

*in increasing graduate employment, cultivating entrepreneurship and training highly skilled people necessary to the economic growth of countries in both regions. The aim of the priority area is to intensify dialogue and collaboration (including learners' mobility for placements) between education, business and industry sectors within and between Asia and Europe to improve knowledge and innovation interchange. Currently, the main objectives are to identify and to remove obstacles to learners, teachers, and staff mobility for work placements between Asia and Europe and to advocate experiences that combine professional competence development with intercultural learning.*

### **The Ministers:**

29. Thanked Belgium – Flemish Community, Brunei Darussalam, Germany, Indonesia and Thailand for their efforts in implementing the ASEM Work Placement Programme (ASEM WPP). The Ministers realised that the pandemic had severe impact on the student mobility within this programme in 2020 and 2021. The Ministers are delighted to see that nevertheless students could perform internships in Asia and Europe during these difficult times.
  
30. Welcomed the new initiative of the Asia-Europe Foundation (ASEF), the 'ASEF Higher Education Innovation Laboratories' with a focus on the 'Universities' Role in Artificial Intelligence (AI) Innovation Ecosystems'. Launched in 2021 in collaboration with Fudan University, this collaborative online programme allows higher education managers and academics to exchange best practices, co-create new ideas and explore areas for collaboration among their institutions in the areas of teaching and entrepreneurship as well as research and technology transfer.

### **Priority C: Balanced Mobility**

*Internationalisation of higher education systems significantly changed higher education landscapes, especially higher education institutions and their commitment to various mobility programmes. Several studies show that mobility programmes have a strong influence on the personal development of students as well as their soft skills. In the case of ASEM, the flow of international students between both regions is heavily biased towards Asian students studying in Europe. Therefore, the imbalanced mobility of students, teachers, staff and researchers between both regions has motivated the ASEM partners to address these issues in all ASEM education meetings. Opportunities and new approaches to increase equal chances to mobility and stimulate inclusion in mobility should be discussed and implemented, such as the opportunities and possibilities of digitalisation in mobility programmes or virtual exchange. Moreover, mobility should take into account inclusive internationalisation strategies at both national and higher education institutions' levels and comprehensive cooperation between higher education institutions in both regions.*



### The Ministers:

31. Recognised the contribution of the European Union (EU) for creating awareness by promoting various international study opportunities to ASEM partners via international higher education study fairs and regional seminars where the EU enables European universities or promotion agencies /embassies to take part. The pandemic has accelerated a shift to online delivery for these promotion events. Study fairs are adapting to new virtual promotion practices – as well as promoting more digital content. Seminars for participation in Erasmus+ are also by necessity online, with great advances being made in online effectiveness. This also extends their reach outside national capitals.
32. Conveyed appreciation to Malaysia, the Asia-Europe Institute (AEI), the University of Malaya and the Ministry of Education Malaysia for their contribution to foster balanced mobility by organising the 5 and the 6<sup>th</sup> Asia-Europe Institute’s ASEM Summer School. The 5<sup>th</sup> AEI-ASEM Summer School was hosted online in partnership with Trinity College Dublin, University of Dublin on 14-18 September 2020. The online summer school, themed “Multiculturalism in Asia and Europe: Issues and Challenges” saw 256 registered participants. The 6<sup>th</sup> AEI-ASEM Summer School was jointly hosted by the AEI, Universitas Padjadjaran, Indonesian and University of Freiburg/FRIAS (Freiburg Institute for Advanced Studies), Germany on 12-15 July 2021. There was 238 registered participants for the 2021 Summer School themed “People and Empowerment”.
33. Underlined the significant role employed by the ASEM-DUO Fellowship Programme to promote the balanced mobility of students, researchers and academics between Asia and Europe. Through nine fellowship programmes, more than 200 participants have benefited from the initiative every year since 2000. The Ministers acknowledged that the six ASEM-DUO Programmes are currently in operation as planned and thanked Belgium – French Community, Germany, India, the Republic of Korea, Singapore, Sweden and Thailand for continuing their financial contribution and for making this programme one of the most successful initiatives in the ASEM Education Process. The Ministers thanked Germany for a financial contribution to the 2021 DUO-Korea Fellowship Programme. The Ministers expressed specific appreciation to the Republic of Korea for hosting the ASEM-DUO Secretariat. During 2020-2021, 332 students and professors were selected, while in 2021-2022, 174 are to be supported.
34. Welcomed the initiative of the Erasmus Student Network (ESN) to set up a pilot project on the creation of local students’ organisations supporting international students in Asia. The main purpose of the project is to increase the attractiveness of mobility experiences in Asia for European students, to enhance support to international students in Asia as well as internationalisation-at-home opportunities for non-mobile Asian students, and to encourage exchange of knowledge and good practices between higher

education institutions, students and civil society organisations. The Ministers welcomed the organisation of a conference and training event in May 2019 and underlined the importance of this project to enhance internationalisation-at-home. The Ministers invited interested ASEM partners and stakeholders to join the pilot project to foster balanced mobility, to exchange good practices on how local student organisations can be created and sustained, and to join the Erasmus Student Network in organising meetings and training events gathering partners and stakeholders involved in the project. The event provided the first step for the creation of a network of student organizations with a similar aim which is still in touch in the form of an event alumni group to this day.

35. Emphasised the continued significant achievements of the Asia-Europe Foundation (ASEF) in enhancing people-to-people connectivity and balanced mobility between Asia and Europe for youth, students, researchers, academics and higher education institutions staff as well as teachers through various non-formal and formal educational and youth projects. Since ASEMME7, ASEF carried out 23 projects, activities and studies and directly/indirectly engaged over 19,000 participants from all 51 ASEM Partner countries: next to ASEF's Regional Conference on Higher Education (ARC), ASEF organised as official side events of ASEM Meetings the 9<sup>th</sup> Model ASEM in conjunction with the 14<sup>th</sup> ASEM Foreign Ministers' Meeting (ASEM FMM14) in 2019 in Spain and the 4<sup>th</sup> ASEF Young Leaders Summit (ASEFYLS4) on "Sustainable Development in a Post-COVID-19 World" in conjunction with the 13<sup>th</sup> ASEM Summit (ASEM13) in 2021 in Cambodia. Other projects conducted by ASEF under this priority included the 15<sup>th</sup> ASEF ClassNet Conference (ASEFClassNet15) on "Education for Sustainable Development and AI: The role and readiness of Teachers" in 2019 in Japan, dedicated to the collaboration of teachers and researchers on secondary education, and the 23<sup>rd</sup> ASEF Summer University on "Liveable Cities for a Sustainable Future", an interdisciplinary Hackathon with a focus on Bangladesh, India and Pakistan. The Ministers noted with satisfaction the outcomes of ASEF's projects in fostering strong networks between the youth, ASEM Education Process stakeholders and ASEM Leaders, the knowledge outputs produced in form of publications and online platforms, as well as the visibility created for ASEM across Asia and Europe. The Ministers also conveyed their sincere appreciation to the ASEM partners for hosting projects in collaboration with ASEF.
36. Welcomed the initiative of Asia-Europe Foundation (ASEF) and ASEM Education Secretariat (AES) Belgium to develop e-learning modules on ASEM and the ASEM Education Process. The Ministers noted that the ASEM Education Secretariat developed in [informative video](#) on the ASEM Education Process and an [interactive e-learning module](#) on ASEM the AEP and which is available on the ASEM Education Website. The Ministers acknowledged the development of the [ASEF eLearning Platform](#) which will allow learners across all generations in the future to benefit from ASEF's education projects.

## **Priority D: Lifelong Learning (LLL) including Technical and Vocational Education and Training (TVET)**

*Since the introduction of the ASEM Education Process in 2008, the agenda on lifelong learning including technical and vocational education and training gained importance. Promoting lifelong learning and enhancing lifelong learning policies are essential in coping with the impact of internationalisation and globalisation, demographic changes and rapid technological developments such as digitalisation and the Fourth Industrial Revolution (Industry 4.0). This area aims at supporting policy development and initiatives that create learning opportunities including online education and digital forms of learning for all citizens throughout their lives in order to participate in continuing their professional development and enhancing their skills and competences for working life, personal fulfilment, active citizenship and social inclusion. The aims of this priority are in line with the SDG4 of the United Nations 2030 Agenda on Sustainable Development: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. In this context, the ASEM Education Process should embrace the UN’s 2030 Agenda on this priority for the benefit of citizens in Asia and Europe.*

### **The Ministers:**

37. Welcomed the commitment of the University College Cork, Ireland, to host the Hub and to revitalise the Research Networks with the support of the Government of Ireland for a five-year period 2020-2025. The Hub introduced its 6 research networks which are listed as follows: e-ASEM, Workplace Learning, Professionalisation of Adult Teachers and Educators, National Strategies for Lifelong Learning, Lifelong Learning Transitions, and Learning Cities & Learning Regions. Some of the discussed activities of these networks over the last 2 years include the hosting of quarterly “Council of Research Network Coordinators” meetings, collaboration with partners (UNESCO, United Nations Information Centres (UNIC), ASEF, Coalition of Lifelong Learning Organizations (COLLO), etc.) on various virtual events, hosting of webinars on a multitude of topics, the development of a book on Learning Cities, creation and expansion of two new networks (RN5 and RN6), development of multiple research papers, and the creation of a brand new website for the Hub. The Hub launched its new and improved website [asemlllhub.org](http://asemlllhub.org). The new website includes a membership page for each network, which contains the biography of all Hub members, as well as each network’s most recent publications.
38. Welcomed the development and promotion of the findings and outcomes of the international research project that is led by the UNESCO Institute for Lifelong Learning: the contribution of higher education institutions to lifelong learning, which includes a global survey and four thematic studies, including Open Universities and lifelong learning, Universities addressing the learning needs of aging society, Universities’ role in building learning cities, and Universities’ social responsibility and community engagement.

39. Noted with interest and encouraged the development of the UNESCO-led World Reference Levels (WRL) of learning outcomes, which can be used to compare qualifications, credentials and other sets of outcome statements to support the recognition of skills and competencies across borders.
40. Noted the European Centre for Development of Vocational Training (Cedefop)'s and UNESCO's joint development of an international handbook on defining, writing and applying learning outcomes. Given the growing importance of learning outcomes in international education and training policies, the process involved in preparing the Handbook (2021-2022) allows for a closer dialogue and cooperation between international experts (including from Asia and Europe) in this field. The final product (due beginning 2023) will support a more consistent use of learning outcomes, a necessary condition for increased international transparency of qualifications. The Ministers stimulate the ASEM partners to make use the handbook.
41. Acknowledged the efforts of the European Centre for Development of Vocational Training (Cedefop), the European Training Foundation (ETF), the United Nations Educational, Scientific and Cultural Organisation (UNESCO), and the UNESCO Institute for Lifelong Learning (UIL) in developing an updated global inventory on regional and national qualifications frameworks. The Global Inventory of Regional and National Qualifications Frameworks is an important reference document for Regional Qualifications Frameworks (RQFs) and National Qualifications Frameworks (NQFs), which supports global monitoring by interested actors, provides policy analysis, identifies the latest issues and contributes to peer-learning. The Ministers underlined that qualifications frameworks are an established instrument in many countries around the world and are significant in comparing and classifying all forms of learning, formal or informal, in facilitating lifelong learning across education sectors, in linking qualifications and education systems to labour market needs and enabling comparison of qualifications between countries and world regions. Ministers called upon all ASEM partners to make use of this inventory and to enhance, develop or fully implement their existing RQFs and NQFs. The Ministers also encouraged the development of the World Reference Levels (WRL), led by UNESCO, which will, on completion, support RQFs and NQFs, by providing a global reference instrument. The Ministers called upon the ASEM partners to work with UNESCO, Cedefop and ETF to provide data for the 2023 edition.
42. Welcomed the proposal from Cedefop, ETF, UNESCO and the UIL to share with ASEM countries and partners their respective studies and toolkits in the field of lifelong learning, including vocational education and training, skills and qualifications, which support the development of qualification frameworks, engage actors and ensure benefits for people. ETF continues to share its established studies and in 2020-2021 conducted a survey, published a new study on regional qualifications frameworks, conducted and disseminated a mapping of NQFs in Africa and carried out a survey on micro-credentials.

43. Noted with satisfaction the progress of the ASEM Network of Massive Online Courses (MOOCs) led by the Republic of Korea and supported by ASEM partners Brunei Darussalam, Belgium – Flemish Community, China, Denmark, the European Commission, France, Japan, Malaysia, Myanmar, the Philippines, Thailand and the United Kingdom. The Ministers welcomed the interest of India to join the network. The network has organised the ASEM Network of MOOCs Initiative Project Leaders Meeting and the ASEM MOOCs Stakeholders' Forum in Seoul, Republic of Korea, on 7 November 2018. The network is also currently developing the MOOCs subjects and courses content, national guidelines for a quality assurance guideline and a survey for MOOCs platform-operating institutions with all network members. The Ministers welcomed the intention of the network to create a website for common communication and collaboration with network members. The Ministers acknowledged that the outcomes of the survey for MOOCs platform-operating institutions would be analysed and shared with network members and support the organisation of an ASEM MOOCs Stakeholders' Forum. The Ministers encouraged the ASEM partners to follow the development of this network to embrace MOOCs and transform the higher education system in each ASEM partner country for the mutual benefits of higher education institutions and students.

## **ANNOUNCED PROJECTS, INITIATIVES AND ACTIVITIES**

### **The Ministers**

44. Recognized the significant role of the ASEM-DUO Fellowship Programme to promote balanced mobility of students, researchers and academics between Asia and Europe and thereby contribute to SO1<sup>1</sup> and SO3. The Ministers appreciated the financial contributions to the programme of Belgium – French Community, Germany, India, the Republic of Korea, Singapore, Sweden and Thailand. The Ministers expressed specific appreciation to the Republic of Korea for hosting the ASEM-DUO Secretariat. The Ministers encourage more ASEM partners to participate in the ASEM-DUO programme and welcomes the initiatives of the ASEM-DUO secretariat to guide this process. The initiative carried out by ASEM-DUO is vital to enhance balanced mobility between both regions. As India newly joined ASEM-DUO as a contributing country during the last two years and Germany made a contribution to the 2021 DUO-Korea Programme, the ASEM-DUO Secretariat is expected to support about 250 pairs of awardees every year until 2025. In addition, the ASEM-DUO Secretariat aims to increase the number of beneficiaries to more than 300 pairs every year by 2030 to help to build more understanding between both regions through people-to-people connectivity. Therefore, the Ministers encouraged more ASEM partners to participate in the

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<sup>1</sup> An overview of the strategic objectives (SOs) can be found in Annex 1.

programme. Also, the ASEM-DUO Secretariat will host the 5<sup>th</sup> ASEM-DUO Fellows Alumni Meeting in October 2022 and the 12<sup>th</sup> ASEM-DUO Expert meeting in 2023.

45. Conveyed their sincere appreciation to ASEF for the strong and valuable commitment in supporting the education pillar of the ASEM Process through facilitating policy dialogues, capacity building and the creation of bi-regional networks. The Ministers thanked ASEF for promoting inclusion & equity across all education sectors and engaging civil society and government stakeholders in interdisciplinary, technology-driven and lifelong learning opportunities to enhance quality education – in the formal and non-formal education sector. They welcomed the continuation of ASEF flagship programmes such as the next and 9<sup>th</sup> edition of the ASEF Regional Conference on Higher Education (ARC), ASEF's youth programmes such as the ASEF Young Leaders Summit, the upcoming 10<sup>th</sup> Model ASEM or the ASEF Summer University, and the ASEF Classroom Network, the only initiative across Asia and Europe that provides a platform for secondary school teachers to connect and collaborate.
46. Conveyed appreciation to Malaysia, the Asia-Europe Institute (AEI), the University of Malaya and the Ministry of Education Malaysia for their contribution to foster balanced mobility and thereby contributing to SO1 and SO3 by organising the 7<sup>th</sup> and the 8<sup>th</sup> Asia-Europe Institute's ASEM Summer School. The 7<sup>th</sup> AEI-ASEM Summer School is tentatively planned for the last week of August 2022. Currently the AEI is in discussion with University Aschaffenburg for the possibility of hosting a physical summer school in Malaysia and Germany. The programme targets a week in each respective country with around 20 to 30 participants.
47. Welcomed the initiative of the European Commission and the EU Delegations to promote the European offer of higher education in Asia through face-to-face and online study fairs and events and thereby contribute to SO1 and SO3.
48. Welcomed the initiative of the Erasmus Student Network (ESN) to develop an umbrella organisation, similar to ESN, to support international student organisations in Asia and thereby contribute to SO1 and SO3. As soon as the pandemic allows, the event will take place in Singapore and will invite student representatives from relevant organizations across Asia in order to network, exchange best practices, and to draw up a roadmap together on the creation of the mentioned umbrella organization.
49. Welcomed the initiative of the European Commission to actively promote opportunities for ASEM partners to take part in calls for Erasmus+ (e.g. Erasmus Mundus, Capacity Building Activities for Higher Education), to provide information to interested ASEM partners and stakeholders on relevant calls, and to raise the visibility of results of projects when operational. The Ministers acknowledge that these projects can contribute to SO1. They also create closer links and sharing of practice and expertise among education institutions in and between Asia and Europe.
50. Welcomed the Project on Strengthening Leadership with Gender Equity, Diversity, and Inclusivity in Higher Education Institutions in the Greater Mekong Subregion and Timor-Leste, which is supported by SEAMEO RIHED and the British Council and will be



implemented from March 2022 to March 2023. Under the theme of futuristic leadership and good governance, the Project contributes to SO1 and SO3 and aims to create a sustainable network of leaders among Southeast Asian and UK higher education institutions in making universities more diverse and inclusive as well as igniting new ideas and initiatives in support of the achievement of the SDGs, particularly SDG4 on quality education, SDG5 on gender equality and SDG17 on partnership for the goals. The Ministers noted the efforts to strengthen higher education leadership with gender equity, diversity and inclusivity among nominated Southeast Asian and participating UK institutions, as well as the support of the British Council in providing virtual leadership training and the SEA-UK Leadership Exchange Programme.

51. Welcomed the initiative of the University Aschaffenburg-Asia-Europe Institute – Universiti Malaya in setting up a pilot project for Collaborative Online International Learning (COIL) between Asian and European higher education institutions that contributed to the SO1 and SO3. The Ministers took note of the pilot COIL project that has been developed and implemented in April-June 2021 and appreciated the outcomes and recommendations of this pilot project initiative. The Ministers welcomed the further development of this ASEM COIL module/ curriculum initiative to be implemented on a medium- or long-term basis and invited for future similar initiatives between higher education initiatives and peer learning activities from both regions in this field.
52. Welcomed the initiative of SEAMEO RIHED and EU-SHARE to launch the SEA-EU Mobility Programme on Sustainable Development and took note of the first ASEM Workshop on “Youth Learners’ Mobility in an Agile World: an SDG 14 “Life Below Water” Learning Programme as Case Study”, co-organized by Thailand, the European Union Delegation to Thailand, the British Embassy to Thailand, the ASEM Education Secretariat, SEAMEO RIHED, EU-SHARE and the British Council. The Ministers acknowledged the contributions of the Royal Thai Government to promote innovative solutions for virtual youth learners’ mobility in ASEM for the post COVID-19 recovery phase and appreciated the Workshop’s outcomes towards SO1 and SO3, as well as its recommendations to make international mobility truly accessible and participatory and to maximize the benefits and broaden the scope of mobility to realize futuristic and virtual forms of mobility that are multi-modal, value-based and grounded on a shared goal to cultivate future generation of learners equipped with the competence, knowledge, and skills to tackle global challenges. The Ministers welcomed the further development of virtual exchange programmes in SDG Education and the efforts of SEAMEO RIHED and EU-SHARE to conduct 3 additional workshops with participation from Indonesia, Malaysia, and Thailand as well as committed European partners to co-design, co-develop and pilot the SEA-EU Mobility Programme for Sustainable Development in 2022.
53. Welcomed the development of the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub)’s Framework for Lifelong Learning Research in the ASEM

Region for 2020-2025, which contributes to SO2, SO3 and SO4. The Ministers took note of the research agenda of the 6 research networks and welcomed the research papers recently published or currently in development. The research networks are: RN1: e ASEM (Digital Learning Management System, Techno-Pedagogic Skills and knowledge network communities in Lifelong Learning.), RN2: Workplace Learning, RN3: Professionalisation of Adult Teachers and Educators in ASEM countries, RN4: National strategies for Lifelong Learning, RN5: Lifelong Learning Transitions, and RN6: Learning Cities and Learning Regions.

54. Welcomed the initiative of the UNESCO Institute of Lifelong Learning (UIL) to publish the handbook 'Making Lifelong Learning a Reality: a handbook' and agreed to promote and disseminate this handbook within the ASEM Education area and thereby contribute to SO2. The handbook will provide information, evidence and basic conceptual models to facilitate the adoption of LLL. It provides evidence from diverse initiatives and describes some of the contemporary issues to which LLL responds – including how it shapes the sustainability agenda.
55. Welcomed the initiative of the UIL to promote and disseminate the publication 'Implementing Education for Sustainable Development (ESD) in Learning Cities' which allows ASEM partner countries to follow a lifelong learning approach to promote and implement local community-based approach for ESD and thereby contribute to SO3.
56. Welcomed the initiative of the UIL to promote and disseminate materials and information on Learning Cities, including the outcome document of the 5<sup>th</sup> International Conference on Learning Cities, the Yeonsu Declaration, the publications of the UNESCO Global Network of Learning cities, including 'Inclusive lifelong learning in cities: Policies and practices for vulnerable groups', 'Implementing ESD in learning cities', as well as other thematic publications on citizenship education, entrepreneurship, and education planning and monitoring at local level in order to encourage ASEM partner countries and cities to become members of the Learning Cities Network and thereby contribute to SO2 and SO3. The Ministers acknowledged that the model of Learning Cities can promote the implementation of lifelong learning at local level.
57. Welcomed the initiative of the European Training Foundation to promote the use of the ETF self- assessment tool for Centres of Vocational Excellence, developed under the ETF network for Excellence (ENE), amongst ASEM partners and thereby contributing to SO2. This self-assessment tool can be used by partners for analysis and peer exchange around the dimensions of VET Excellence.
58. Welcomed the initiative of the ETF to invite ASEM members to join the ETF network of researchers focusing on skills anticipation and labour market analysis within the Skills Lab project.
59. Welcomed the ETF's intention to offer Asian countries the opportunity to participate in the peer-learning activities of the ETF network for Excellence (ENE), thereby

contributing to SO2. The Ministers appreciated ETF's invitation to Asian ASEM countries to become members of this Network. Membership of this Network will encourage peer-learning between centres and the development of shared tools in selected themes.

60. Welcomed the initiative of the Russian Federation to host the next TVET Seminar, as part of the initiative to promote dialogue and share best practices and future perspectives in TVET and thereby contributing to SO2. The Ministers noted that the Seminar was postponed due to the COVID-19 pandemic's travel restrictions in 2020-2021.
61. Welcomed the initiative of Belgium – Flemish Community to host a peer learning activity (PLA) on Inclusive Mobility, planned to be held in Belgium and to take place in 2022-2023.
62. Welcomed the initiative of the Institute for Adult Learning Singapore to organize a 2-yearly Global Lifelong Learning Summit as a platform for key exchanges to advance new thinking and directions on lifelong learning and thereby contributing to SO2.
63. Welcomed the initiative of UNESCO centre for technical and vocational education and training (UNESCO-UNEVOC) and the German Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung – BIBB) on developing the Bridging Innovation and Learning in TVET (BILT) platform as a platform that promotes the exchange of innovation and learning practices in TVET with regular exchanges between TVET stakeholders in Asia, Europe and Africa, thereby contributing to SO2.
64. Welcomed the continuation of the ASEM Work Placement Programme coordinated by Belgium – Flemish Community and Thailand and thereby contributing to SO1, SO2 and SO3. The Ministers called upon the current ASEM WPP partners to continue their efforts to support and implement this programme and to new ASEM partners to join this initiative.
65. Welcomed the proposal of the International Association of Universities (IAU) to cooperate with ASEM partners and stakeholders to promote the IAU's [Higher Education for Sustainable Development Portal](#) and thereby contribute to SO3. The portal publishes and promotes good practices of Education for Sustainable Development in Higher Education institutions through teaching, research and community engagement as well as at policy level. The portal also allows for the development of collaborative initiatives on HESD between Asia and Europe.
66. Welcomed the initiative of the International Association of Universities (IAU) to promote initiatives on Education for Sustainable Development amongst HEIs and link up with governments by organizing advocacy and networking workshops as well as information dissemination on policy initiatives and activities.
67. Welcomed the initiative of the Expert Group on Credit Transfer Mechanisms and Learning Outcomes Systems to continue their activities in order to facilitate dialogue, enhance understanding, strengthen mutual-trust, and promote cooperation in areas

of credit transfer mechanisms and learning outcomes systems and thereby contribute to SO1 and SO4. The Ministers noted that the Expert Group is still open to welcome new experts. The Ministers encouraged the Expert Group to continue the review of additional country pages for the Compendium on Higher Education in the future. Furthermore, the Ministers asked all partners to provide new or updated input on request of the AES for their respective country pages on the Compendium. The Ministers also encouraged cooperation with stakeholder organisations in the ASEM region in order to join forces and complement each other's work.

68. Welcomed the initiative of UNESCO, ETF and Cedefop to publish and disseminate the next edition of the Global Inventory of Regional and National Qualification Frameworks in 2023 and thereby contributing to SO1 and SO4.
69. Recognized the importance of a smooth ratification process of the Global Convention on the Recognition of Qualifications concerning Higher Education 2019 as this convention can contribute to SO4.
70. Welcomed the initiative of the ETF to collect, map and promote good practices (national & regional systems or frameworks) for digital credentialing and thereby contribute to SO4.

#### **Ministers invited Senior Officials:**

71. To use the ASEM Education Strategy 2030 and its accompanying Action Plan as a framework for the further development of the above-mentioned projects and initiatives, as well as for monitoring their contribution to the realisation of the ASEM Education Process' vision and of the four Strategic Objectives identified for the next decade.
72. To take note of and use the recommendations as provided in the [working paper](#) of the Expert Group Digitalisation which aims at making education more flexible to respond to current and future demands and which focuses on ensuring that digitally enhanced education is inclusive and open to all learners. The Ministers also appreciated the initiative of the German Academic Exchange Service (DAAD) to continue the coordination of this expert group and invited all partners and stakeholders to delegate additional relevant experts.
73. To use the recommendations as provided in the 'ARC8 Outlook Report 2030: Inclusive and Diverse Higher Education in Asia and Europe' and the 'ASEM National Equity Policy Study' of the 8<sup>th</sup> ASEM Regional Conference on Higher Education (ARC8), the Official Dialogue Partner of the ASEMME. The Ministers recognize that the results and the policy recommendations of both publications are a valuable source for deliberations and policy dialogues within the ASEM Education Process and contribute to achieving the Sustainable Development Goals (SDG's).

74. To support the ratification of existing conventions on recognition, such as the Global Convention on Recognition, the Lisbon Recognition Convention and the Tokyo Convention, as they provide mechanisms for facilitating recognition, and as a consequence encourage mobility and building more connected higher education systems. Ministers encourage the continued exchange of information between countries, thereby promoting mutual understanding and transparency, and cooperation between Asian and European counterparts such as the Asia-Pacific Network of National Information Centres (APNNIC) and the European Network of Information Centres – National Academic Recognition Information Centres (ENIC/NARIC).
75. To take note of the importance of recognizing the qualifications of refugees and displaced persons – as enshrined in both the Tokyo Recognition Convention and Global Recognition Convention – as well as the UNESCO Qualifications Passport for Refugees and Vulnerable Migrants.
76. To continue the work of the Standing Working Group with updated Terms of Reference (ToR) to support the ASEM Education Secretariat in the strategic work of the ASEM Education Process (monitoring of the implementation of the ASEM Education 2030 Strategy and Action Plan). The Ministers believed that this permanent Standing Working Group can assist the ASEM Education Secretariat (AES) in preserving coherence and a result-oriented approach within the ASEM Education Process. The Ministers also encouraged the Standing Working Group to provide the support needed to the ASEM Education Secretariat to meet comprehensive challenges in a long-term perspective in order to avoid loss of expertise and to ensure sustainability and continuity. In the absence of a host for the AES, they welcomed the assistance of the SWG, which agreed to take over some core tasks of the Secretariat until a new host is identified.
77. To foster synergies with multilateral organisations and other multilateral processes to serve common goals and pool resources and capacities, where possible, to avoid duplication of efforts, as well as to establish new and more systematic collaborations. The Ministers invited partners and stakeholders to identify areas of common interest and shared objectives, and subsequently intensifying relations among partners and stakeholders, as well as with multilateral processes. This has been taken up in the part on ‘the ASEM Education Process as a Multilateral Forum in a Wider Ecosystem’ included in the proposed action plan accompanying the ASEM Education Strategy 2030.
78. To actively provide regular input and updates on ASEM Education projects, initiatives and activities for communication and visibility purposes: ASEM Education and ASEM Infoboard websites, newsletters and social media channels.

**Ministers mandated the ASEM Education Secretariat:**

79. To coordinate and monitor the ASEM Education Process and its initiatives, as well as to analyse their progress and results within the framework of the ASEM Education 2030 Strategy and Action Plan by establishing regular contacts and collaboration with the coordinators of initiatives and the Standing Working Group. This approach will contribute to enhanced coherence between the four strategic objectives of the ASEM Education Process.
80. To prepare a Stocktaking Report analysing progress and results of initiatives and projects, and underline how they contribute to the ASEM Education Strategy 2030 and, when relevant, to the SDGs, since the last ministerial meeting.
81. To present the achievements of the ASEM Education Process and results of ASEMMEs during ASEM Summits, to include key results of the ASEM Education Process in the Chair's Statement of ASEM Summits in cooperation with the ASEM partners and stakeholders, the host of the ASEM Summit and with the support of ASEF. The Ministers believed that this approach would improve the visibility and increase the contribution of the ASEM Education Process within the overall ASEM Process.
82. To enhance the presence and visibility of the ASEM Education Process through the website, social media and digital newsletter by presenting the best practices of the ASEM Education Process in close collaboration with the initiatives' coordinators. Coordinators are encouraged to provide input for these communication purposes to the ASEM Education Secretariat, such as updated information on events, good practices, publications and progress on initiatives.

**The Ministers invite:**

83. All ASEM partner countries, in particular all Asian partner countries in line with the customary rotation principle, to express their interest to host the ASEM Education Secretariat for the period 2022 to 2026 after the end of the Belgian mandate.
84. The European ASEM partner countries to express their interest to host the Intermediate Senior Officials' Meeting (ISOM) which is due to take place in November-December 2022.
85. The Asian ASEM partner countries to express their interest to host the 1<sup>st</sup> Senior Officials' Meeting (SOM1) of ASEMME9 which is due to take place in May 2023.
86. The European ASEM partner countries to express their interest to host the 2<sup>nd</sup> Senior Officials' Meeting (SOM2) and the 9<sup>th</sup> ASEM Education Ministers' Meeting (ASEMME9) that are due to take place in November-December 2023.



### Strategic Objectives for the next decade



#### **Strategic Objective 1: Enhancing Connectivity between Asia and Europe by Boosting Inclusive and Balanced Mobility and Exchanges**

1.1

To implement and promote physical mobility programmes with an equal balance between Europe and Asia with special attention dedicated to inclusive access to mobility opportunities

1.2

To boost inclusive blended and virtual programmes for mobility and exchange between Europe and Asia



#### **Strategic Objective 2: Promoting Lifelong Learning (LLL), Including Technical and Vocational Education Training (TVET)**

2.1

To raise the profile of LLL and TVET

2.2

To collaborate with business and industry



#### **Strategic Objective 3: Fostering the Development of Skills and Competences**

3.1

To stimulate the development of transversal skills through mobility and exchange programmes between Europe and Asia

3.2

To promote and support skills for sustainable development in order to foster related values, skills, attitudes and knowledge in Europe and Asia



- 3.3 To identify and promote supportive policies and good practices on the development of digital skills and on bridging the digital divide
- 3.4 To bring together expertise to anticipate the future demand for skills in both regions





**Strategic Objective 4:** Creating More Transparency and Mutual Understanding on Recognition, Validation and Quality Assurance





- 4.1 To improve transparency and mutual understanding to strengthen interregional cooperation, mobility and exchanges
- 4.2 To foster transparency on validation and recognition mechanisms in order to promote and encourage the creation of personalised and relevant learning pathways

## Initiatives within the ASEM Education Process 2022-2024










Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
<p>1. Further develop, promote and support <b>connectivity, mobility and exchanges</b> between Europe and Asia</p>	 <p>1.1</p> <p>1.2</p>  <p>3.1</p> <p>3.2</p> <p>3.3</p>	<p><a href="#">ASEM-DUO Fellowship Programme [ASEM-DUO Secretariat]</a></p> <p><a href="#">ASEF's Education Programmes, including its annual/biennial projects:</a></p> <p><b>ASEF Higher Education and Education Policy Programme:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">ASEF Regional Conference on Higher Education (ARC)</a></li> <li>- ASEF Innovation Laboratories</li> </ul> <p><b>ASEF Young Leaders Programme</b></p> <ul style="list-style-type: none"> <li>- <a href="#">ASEF Young Leaders Summit (ASEFYLS)</a></li> <li>- <a href="#">Model ASEM</a></li> </ul>




Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
		<ul style="list-style-type: none"> <li>- <a href="#">ASEF Summer University (ASEFSU)</a></li> </ul> <p><b>ASEF Teaching and Learning Programme,</b></p> <ul style="list-style-type: none"> <li>- <a href="#">ASEF Classroom Network (ASEFClassNet)</a></li> </ul> <p><a href="#">Asia-Europe Institute ASEM Summer School [AEI]</a></p> <p>ESN Pilot project: Creation of local student organisations supporting international students in Asia  <b>[Erasmus Student Network (ESN) with the support of European Commission (EC)]</b></p> <p><b>(NEW)</b> Project on Strengthening Leadership with Gender, Equity, Diversity, and Inclusivity in HEIs in the GMS and Timor-Leste <b>[SEAMEO RIHED and the British Council]</b></p> <p>European Commission's Higher Education Fairs <b>[European Commission (EC)]</b></p> <p>Global Survey on the Internationalisation of HE</p>






Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
		<p><b>[International Association of Universities (IAU)]</b></p> <p>Capacity building workshops with European and Asian universities <b>[International Association of Universities (IAU)]</b></p> <p><b>(NEW)</b></p> <p>Provide updates on opportunities for ASEM Partners to take part in calls for Erasmus+ (e.g. Erasmus Mundus, Capacity Building activities for Higher education, Erasmus+ student and staff mobility, ...) <b>[European Commission (EC) and ASEM Education Secretariat (AES)]</b></p>
<p>2. Identify, collect and promote <b>policies and good practices on inclusive mobility</b> and exchanges (physical, blended and virtual)</p>	  <p>1.2</p> <p>3.1</p> <p>3.2</p> <p>3.3</p>	<p><b>(NEW)</b></p> <p>World Access to Higher Education Day, Asia and Europe conference, including ASEM-wide National Equity Policy Study, <b>[National Education Opportunity Network (NEON) and ASEF]</b></p> <p><b>(NEW)</b></p> <p>Promoting exchanges on inclusive mobility practices and policies through dedicated peer-learning exercises (PLA's), conferences and seminars</p>


Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
<p>3. Support the development of <b>virtual exchange programmes</b>, between Asia and Europe</p>	  <p>1.2</p> <p>3.1</p> <p>3.2</p> <p>3.3</p>	<p><b>(NEW)</b></p> <p>Set up pilot projects for Collaborative Online International Learning (COIL) between Asian and European higher education institutions. [<b>University Aschaffenburg-Asia-Europe Institute (AEI) – Universiti Malaya</b>]</p> <p><b>(NEW)</b></p> <p>Development of ASEM e-learning modules (focus on Asia-Europe relations and ASEM), as part of <b>ASEF’s Young Leaders Programme</b></p> <p>SEA-EU Mobility Programme for Sustainable Development [<b>EU SHARE and SEAMEO RIHED</b>]</p>
<p>4. Develop, promote and support <b>joint interregional research projects</b> and networks</p>	  <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>3.2</p> <p>4.1</p>	<p><a href="#">ASEM Lifelong Learning Hub</a> [<b>ASEM Lifelong Learning Hub Secretariat</b>]</p> <p><a href="#">ASEM-DUO Fellowship Programme</a> [<b>ASEM-DUO Secretariat</b>]</p> <p><b>(NEW)</b></p> <p>Identify and promote research grant programmes that can support interregional research collaboration</p>












Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
	 	<p>between Asia and Europe (e.g. Marie Skłodowska-Curie Actions, Horizon Europe,...) [<b>European Commission (EC) and ASEM Education Secretariat (AES)</b>]</p>
<p>5. Identify and promote <b>instruments and tools</b> to support lifelong learning policies, strategies and practices</p>	      	<p><b>ASEM Lifelong Learning Hub Research Network 4 (RN)</b> on “National Strategies for Lifelong Learning”</p> <p>Promote the <b>UNESCO Institute for Lifelong Learning’s (UIL)</b> publications and tools on lifelong learning policy and practices</p> <p>Promote learning cities’ activities, disseminate materials and encourage membership amongst ASEM countries [<b>ASEM Lifelong Learning Hub Research Network 6, UNESCO Institute for Lifelong Learning (UIL), ASEM Education Secretariat (AES)</b>]</p> <p>Promote the ETF self-assessment tool for Centres of Vocational Excellence, developed under the <a href="#">ETF Network for Excellence</a>: Vocational excellence   ETF (europa.eu) [<b>European Training Foundation (ETF)</b>]</p>







Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
<p>6. Collect and <b>promote best and innovative policies, practices</b> and success stories in lifelong learning including TVET</p>	 <p>2.1</p> <p>2.2</p>  <p>3.3</p>  <p>4.1</p> <p>4.2</p>	<p>ASEM Education TVET Seminar (initiative to promote dialogue and share best practices and future perspectives in TVET)</p> <p><b>ASEM Lifelong Learning Hub:</b> all Research Networks (RN)</p> <p><b>(NEW)</b></p> <p><a href="#">Vocational excellence   ETF (europa.eu)</a> [<b>European Training Foundation (ETF)</b>]</p> <p><b>(NEW)</b></p> <p>Global Lifelong Learning Summit (GLLS) [<b>Institute for Adult Learning (IAL) Singapore</b>]</p> <p><b>(NEW)</b></p> <p><a href="#">Bridging Innovation and Learning in TVET (BILT) platform</a> [<b>UNESCO-UNEVOC</b>]</p> <p><b>ASEM Lifelong Learning Hub Research Network 3 (RN3)</b> on the 'Professionalisation of Adult</p>

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
		<p>Teachers and Educators in ASEM countries'</p> <p><b>(NEW) ASEM Lifelong Learning Hub Research Network 6 (RN6)</b> on 'Learning Cities and Learning Regions'</p>
<p>7. Promote and support (interregional) <b>workplace learning</b></p>	 <p>2.1</p> <p>2.2</p>  <p>3.3</p>	<p>Work Placement Programme (WPP) <b>[Belgium Flemish Community and Thailand]</b></p> <p><b>ASEM Lifelong Learning Hub Research Network 2 (RN2)</b> on 'Workplace Learning'</p>
<p>8. Generate evidence to understand current <b>labour market trends</b> and influence future directions of LLL/TVET</p>	 <p>2.1</p> <p>2.2</p>  <p>3.1</p> <p>3.4</p>  <p>4.2</p>	<p><b>(New)</b></p> <p>Working Group/Network on Labour market and education monitoring <b>[European Training Foundation (ETF)]</b></p>







Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
<p>9. Promote <b>Education for Sustainable Development (ESD)</b></p>		<p><b><u><a href="#">ASEF's Education Programmes, including its annual/biennial projects, in particular</a></u></b></p> <p><b>ASEF Young Leaders Programme</b></p> <ul style="list-style-type: none"> <li>- <a href="#">ASEF Young Leaders Summit (ASEFYLS)</a></li> <li>- <a href="#">ASEF Summer University (ASEFSU)</a></li> </ul> <p><b>ASEF Teaching and Learning Programme,</b></p> <ul style="list-style-type: none"> <li>- <a href="#">ASEF Classroom Network (ASEFClassNet)</a></li> </ul> <p><b><u><a href="#">EU Education for Climate Coalition (EfCC)</a></u> [European Commission and EU member states]</b></p> <p>Promote ESD in Learning Cities and Regions [<b>UNESCO Institute for Lifelong Learning (UIL)</b>]</p> <p>Cooperation of all AEP partners and development of the <a href="#">IAU's HESD Portal</a> [<b>International Association of Universities (IAU)</b>]</p>


Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
		Promote ESD initiatives amongst HEIs and link up with governments <b>[International Association of Universities (IAU)]</b>
10. Collect and formulate policy recommendations on <b>digital infrastructure and digital skills</b> (including bridging the digital divide)	 2.2  3.3  4.2	<b>ASEM Lifelong Learning Hub Research Network 1 (RN1)</b> on 'eASEM'
11. Facilitate the comparison of ASEM countries' higher education systems and create more <b>transparency and understanding</b> on different aspects of education systems in Asia and Europe, such as credit transfer systems, learning outcomes mechanisms,	 1.1  1.2  4.1  4.2	<a href="#">EU-SHARE Project</a>  EU Tuning Projects [ <b>European Commission (EC)</b> ]  <a href="#">ASEM Education Compendium on Higher Education</a> [ <b>Expert Group on Interregional Credit Transfer Systems and Learning Outcome Mechanisms (EG ICTM and LOS)</b> and <b>ASEM Education Secretariat (AES)</b> ]

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
<p>quality assurance systems, recognition and validation mechanisms, frameworks or micro-credentials</p>		
<p>12. Promote the use of existing relevant instruments and resources on <b>(higher) education systems and qualification frameworks</b> and provide data where necessary</p>	 <p>1.1</p> <p>1.2</p>  <p>4.1</p> <p>4.2</p>	<p>Update and promote the use of the <a href="#">Global Inventory of Regional and National Qualification Frameworks</a> [UNESCO Institute for Lifelong Learning (UIL)]</p> <p>Promote the use of <a href="#">UNESCO World Reference Levels (WRL)</a></p> <p>Promote ratification of the <a href="#">Global Convention on the Recognition of Qualifications concerning Higher Education 2019</a> amongst ASEM partners [UNESCO]</p> <p><b>(NEW)</b></p> <p>Compare and explore compatibility between the European Qualification Framework and ASEAN Qualification Reference Framework [European Training Foundation (ETF)]</p>

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
<p>13. Establish <b>parallels between existing conventions and agreements</b> for credit transfer and recognition</p>	 <p>1.1 1.2</p>  <p>4.1 4.2</p>	<p>Re-visit and revitalise the <b>ASEM Working Group on Bridging Declaration</b></p> <p>To be confirmed by the Working Group coordinated by China, Malaysia and the UK.</p>
<p>14. Create transparency towards digital ecosystems related to <b>digital credentialing</b> including: quality assurance issues, transparency, interoperability between systems, individual digital learning records, learners' rights, privacy, data protection and security issues, certification</p>	 <p>1.1 1.2</p>  <p>4.1 4.2</p>	<p><b>Expert Group Digitalisation</b></p> <p><b>(NEW)</b></p> <p>Collect, map and promote good practices (national and regional systems or frameworks) for digital credentialing [<b>European Training Foundation (ETF)</b>]</p>
<p>15. Create more <b>transparency on quality assurance and recognition of MOOCs</b> and other forms of online learning</p>	 <p>1.1 1.2</p>  <p>2.1</p>	<p><a href="#">ASEM Network of MOOCs</a> [<b>K-MOOC Center, National Institute for Lifelong Education in Korea</b>]</p>



Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
	 <ul style="list-style-type: none"> <li>4.1</li> <li>4.2</li> </ul>	
<p>16. Support policies and practices with regard to developing <b>flexible learning pathways and transitions</b> in relation to labour market and societal needs</p>	 <ul style="list-style-type: none"> <li>2.1</li> <li>2.2</li> </ul>  <ul style="list-style-type: none"> <li>4.1</li> <li>4.2</li> </ul>	<p><b>(NEW) ASEM Lifelong Learning Hub Research Network 5 (RN5)</b> on 'Lifelong Learning Transitions'</p>
<p>17. <b>Increase the visibility</b> of all of the above-mentioned ASEM initiatives and projects and their results</p>	 <ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> </ul>  <ul style="list-style-type: none"> <li>2.1</li> <li>2.2</li> </ul>  <ul style="list-style-type: none"> <li>3.1</li> <li>3.2</li> <li>3.3</li> </ul>	<p>ASEM Education Website, newsletter, social media channels, informative videos [<b>ASEM Education Secretariat (AES)</b>]</p> <p><b>ASEF's diverse communication tools and activities</b>, including websites, newsletter, social media channels, multimedia productions and communication campaigns</p> <p><b>NEW</b></p>

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives
	 <div style="display: flex; flex-direction: column; align-items: center; margin-top: 10px;"> <div style="background-color: red; color: white; border-radius: 50%; width: 25px; height: 25px; display: flex; align-items: center; justify-content: center; margin-bottom: 5px;">4.1</div> <div style="background-color: red; color: white; border-radius: 50%; width: 25px; height: 25px; display: flex; align-items: center; justify-content: center;">4.2</div> </div>	<p>Organising social media campaigns on ASEM Day [<b>Erasmus Student Network (ESN), ASEF and ASEM Education Secretariat (AES)</b>]</p>