Asia-Europe Meeting
ASEM Education

ASEM Education 2030

Action Plan

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1. Introduction

This Action Plan embodies **the practical implementation of the ASEM Education Strategy 2030** as it lists actions that ASEM Education partners and stakeholders are carrying out or are planning to carry out to realise the ambitions of the ASEM Education Strategy and reach the four strategic objectives identified for the next decade.

Through exchange and collaboration, Ministers, senior officials, policymakers, experts, researchers and stakeholders' representatives all have a role to play; **pooling resources, identifying synergies and strengthening ties** with relevant partners and stakeholders are at the heart of this action plan.

The Action Plan is **divided in four parts.** The first part provides an **overview of the four strategic objectives and subgoals** identified in the ASEM Education Strategy 2030. Each objective is associated with a pictogram for easier reading.

The second part specifies **different actions** to implement to realise these four objectives. Existing ASEM Education projects, activities and initiatives are listed under each action, together with suggestions and ideas for new projects or initiatives.

The third part of the action serves as a **reminder of the existing structure and organisation of the ASEM Education Process**, in which projects and initiatives will be further developed and implemented. It briefly presents the different actors and supporting structures and institutions and their role.

The fourth part details how the **monitoring** of the ASEM Education Strategy and Action Plan 2030 will take place using existing documents and reporting processes and what is expected from the different actors.

Finally, the last section focuses on the interactions of the ASEM Education Process as a multilateral forum in a wider ecosystem and details how ASEM Education partners and stakeholders will seek to foster collaboration with relevant multilateral processes and organisations to avoid duplication of efforts and to identify synergies where possible.

This Action Plan is **a live document**: relevant projects can be added and new stakeholders can be involved at a later stage should ASEM Education partners and stakeholders find it appropriate.

2. Overview of the Strategic Objectives and Subgoals

This section provides an overview of the four strategic objectives and corresponding subgoals as outlined in the ASEM Education 2030 Strategy Paper. Coloured pictograms and

numbers are associated with each objective and subgoal to facilitate reading of the table included in the following section.

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

3. Structure and Organisation of the ASEM Education Process

3.1. Two-year Meeting Cycle

Since its establishment in 2008, the ASEM Education Process (AEP) has been organised around a **two-year cycle**. Every two years the ASEM Education Ministers gather during the **Ministers' Meeting (ASEMME)** to set the **political and practical AEP agenda, which is then laid out in the Chair's Conclusions of the ASEMME.**

Ministerial meetings and this agenda are prepared by the **Intermediate Senior Officials' Meeting (ISOM) and two Senior Officials' Meetings (SOMs)** during which senior officials and stakeholders discuss the policy orientation of the AEP, as well as existing and potential future projects, initiatives and activities. All meetings are hosted by a Ministry with the support of the ASEM Education Secretariat (AES).

This Action Plan, approved by the Education Ministers during ASEMME8, will set out the framework for the practical implementation of the ASEM Education Strategy 2030 and will serve as basis **to develop the two-yearly work plan** that will be outlined in the **Chair's Conclusions.**

3.2. Main Actors of the ASEM Education Process

3.2.1. Policymakers and Stakeholders

The Asia-Europe Meeting and the ASEM Education Process are **informal political fora** in which **policymakers and stakeholders work together** based on mutual trust and respect.

Policymakers involved in the AEP are mostly senior officials, ministers and their representatives from Ministries in charge of education or higher education from all ASEM partner countries, as well as representatives from both institutional partners, namely the EU and ASEAN. Their expertise and policy responsibilities mainly lie in the field of international cooperation in (higher) education. Policymakers are involved in political meetings (SOMs, ASEMMEs), as well as in projects and initiatives within the ASEM Education Process.

Most **ASEM Education initiatives, programmes and projects are coordinated and implemented at stakeholder level.** There is a lively interaction between the political and the stakeholder level: both policymakers and stakeholders take part in initiatives, conferences, working and expert groups organised by stakeholders while stakeholders contribute their views and expertise to the policy debates and are invited to attend policy meetings (e.g. I/SOMs, ASEM ME).

The term "**stakeholders**" refers to all institutions, organisations, interest groups, etc. who are involved in the ASEM Education Process or have an interest in its success but are not official partners (= Ministries of Education) of ASEM. The most active stakeholder in the AEP is the Asia-Europe Foundation (ASEF), the only permanent institution of ASEM. Other stakeholders currently involved in the ASEM Education Process are: ASEM-DUO Secretariat, ASEM Lifelong Learning Hub Secretariat (University College Cork), Asia-Europe Institute (AEI), the Asian Development Bank (ADB), ASEAN University Network (AUN), European Association of Institutions in Higher Education (EURASHE), European Centre for the Development of Vocational Training (CEDEFOP), European External Action Service (EEAS), European Network for Quality Assurance in Higher Education (ENQA), European Quality Assurance Register for Higher Education (EQAR), Erasmus Student Network (ESN), European Student Union (ESU), the EU Support to Higher Education in the ASEAN Region (EU-SHARE) Programme, European Training Foundation (ETF), European University Association (EUA), International Association of Universities (IAU), Institute for Adult Learning Singapore (IAL), Southeast Asian Ministers of Education Organisation, Regional Centre for Higher Education and Development (SEAMEO RIHED), Technical University of Applied Sciences (TH Aschaffenburg) and UNESCO (UNESCO headquarters, UNESCO UIL and UNESCO UNEVOC).

The list of stakeholders is not restrictive; organisations or institutions with relevant projects or initiatives, which contribute to the Strategy 2030's strategic objectives, can be included to this list in the future.

3.2.2. Supporting Institutions and Structures

To implement the wide range of projects and initiatives outlined in the Action Plan and realise the ambitions of the 2030 Strategy, ASEM Education partners and stakeholders can count on the permanent support of the following existing institutions and structures and their capacities.

ASEM Education Secretariat

The ASEM Education Secretariat (AES) was established during ASEM Ministers of Education during ASEMME2 in 2009 to ensure effective coordination of ASEM Education Process initiatives and projects. In addition to its coordination role, the AES facilitates ASEM Education activities, represents the ASEM Education Process during regional and international events and liaises on a regular basis with existing and potential partners and stakeholders to identify synergies and initiate collaborations. The AES is at the heart of the ASEM Education community, it contributes to institutional memory and coherence between initiatives to avoid duplication. Asian and European countries take turns hosting the secretariat every four years on a voluntary basis to guarantee the continuity of the ASEM Education Process.

The Asia-Europe Foundation (ASEF)

The Asia-Europe Foundation (ASEF) is an intergovernmental, not-for-profit organisation which brings together the people of Asia and Europe to address common global challenges. It is the only permanent institution of the Asia-Europe Meeting political dialogue process and is publicly funded by voluntary contributions from the 53 ASEM partners. Education is one of ASEF's key thematic areas. By connecting youth, students, teachers and educators, higher education leaders and experts with policymakers across both regions through different projects, ASEF contributes significantly to the strategic objectives.

ASEM Lifelong Learning Hub Secretariat

The Secretariat of the ASEM Education Research Hub for Lifelong Learning coordinates a platform for dialogue between researchers, practitioners and policymakers composed of six thematic research networks. The ASEM Lifelong Learning Hub and its Research Networks shall play a significant role in building robust engagement between researchers, policymakers and stakeholders, in identifying research topics and translating research results into policy recommendations, thereby contributing to the four strategic objectives.

ASEM-DUO Secretariat

The ASEM-DUO Secretariat based in Korea coordinates the ASEM-DUO Fellowship Programme, one of the flagship initiatives in the ASEM Education Process that contributes to balanced mobility between Asia and Europe. The mission of the ASEM-DUO Secretariat is to serve as a focal contact point and depository for relevant information about the programme. Minimum coordination among individual DUO programmes is indispensable in order to maintain consistency and avoid duplication, as well as to maximise its effectiveness and minimize the cost of its implementation. The Secretariat may also serve, depending on each country's needs, as a centre for the receipt and processing of applications. As of October 2021, seven ASEM countries are financially contributing to the balanced mobility through ASEM-DUO fellowship programs which are Belgium, Germany, India, Republic of Korea, Singapore, Sweden and Thailand.

4. Actions, projects and initiatives

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
1. Further develop, promote and support **connectivity, mobility and exchanges** between Europe and Asia	1.1 1.2 3.1 3.2 3.3	ASEM-DUO Fellowship Programme [ASEM-DUO Secretariat]	Support the exchange of more than 100 pairs of students/professors per year (ongoing). Organise biennially Alumni meeting. Organise the ASEM-DUO Expert's Meeting, collect and disseminate testimonials to promote the ASEM-DUO Programme among partners and stakeholders. Active outreach to European partners to find commitment for contribution and tackle the imbalance between Asia and Europe.	More visibility on ASEM-DUO Fellowship Programme. New ASEM partners taking part in the ASEM-DUO Fellowship Programme. More than 300 pairs of students and professors are exchanged every year.

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		ASEF's Education Programmes, including its annual/biennial projects: **ASEF Higher Education and Education Policy Programme**: - ASEF Regional Conference on Higher Education (ARC) - ASEF Innovation Laboratories **ASEF Young Leaders Programme** - ASEF Young Leaders Summit (ASEFYLS) - Model ASEM - ASEF Summer University (ASEFSU)	Organisation of annual/biennial projects, several of them official events of the ASEM Summits, ASEM Foreign Ministers Meetings and ASEM Education Ministers Meetings, including: - Conferences and seminars; - Capacity building, workshops and trainings; - Train-the-trainers and peer-to-peer learning programmes; - Hackathons; - ASEM-wide studies and support to research.	ASEM Education Officials and Policymakers will be informed about pertinent education issues through inputs by ASEF projects, including: - ASEM-wide studies and reports; - Policy recommendations - Other communication products (print or multi-media); - Facilitated dialogues and meetings with education stakeholders from the civil society. Connectivity among ASEM Education Stakeholders (both civil society stakeholders and ASEM officials) will be enhanced by continued, sustainable exchanges, peer learning and networking, through:

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		ASEF Teaching and Learning Programme, - [ASEF Classroom Network (ASEFClassNet)](#)		- All ASEM nationalities equally represented in ASEF education projects through funded participation costs; - Project participants developed new Asia-Europe contacts or potential partnerships; - Collaborations emerged (online or offline) as a result of participation in ASEF projects; - Alumni networks. Contribution to more equal mobility opportunities for ASEM youth and education stakeholders in lifelong learning projects through - ASEM-wide open calls; - Partially or fully funded participation in ASEF education projects.

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
		Asia-Europe Institute ASEM Summer School [AEI]	Implement yearly AEI Summer Schools for Asian and European students, co-hosted by Asian and European universities using blended mobility formats. The 5th 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 6th 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 were 238 registered participants	More students involved in AEI Summer Schools through blended and virtual editions. The summer schools that started in 2015 have seen around 20-30 students annually from Asia and Europe participating in the on-site summer schools. For the virtual summer schools in 2020 and 2021, more than 200 have attended each one.

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			for the 2021 Summer School themed "People and Empowerment".	
		ESN Pilot project: Creation of local student organisations supporting international students in Asia **[Erasmus Student Network (ESN) with the support of European Commission (EC)]**	Gather representatives from national/local international student and youth organisations in Asia for a kick-off conference (ARISE 2.0). Compose an Action Plan for founding an umbrella organisation for these organisations with a similar cause to ESN. Foster close collaboration with ESN and its stakeholders. EC supports ESN by helping target key institutions or cities that are hubs for incoming Erasmus+ mobility and	Creation of a registered ESN-like umbrella organisation gathering national and local international student and youth organisations from Asian countries (at least all ASEAN countries plus China, Japan and Korea), streamlining their work across the continent of Asia. This umbrella organisation closely collaborates with ESN.

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			shares Erasmus+ expertise on internationalisation at home. Identify role of other alumni associations within ESAA.	

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
		(NEW) Project on Strengthening Leadership with Gender, Equity, Diversity, and Inclusivity in HEIs in the GMS and Timor-Leste [SEAMEO RIHED and the British Council]	The Project engages 35 universities in 11 countries of Southeast Asia and 4 UK universities into 3 overall activities from March 2022 to March 2023: - Activity 1: Pre and post Forum with key stakeholders, and Monitoring and Evaluation - Activity 2: Leadership training (virtual) - Activity 3: SEA-UK Leadership Exchange Programme	- To enhance gender EDI in governance and institutional management of university leaders towards an equal and sustainable community of higher education (HE). - To actively engage and provide platforms for leaders to share and reflect on gender equity, diversity, and inclusivity aspects of futuristic leadership and good governance in their respective institutions. - To empower university leaders with innovative and leadership tools to embrace EDI in their policymaking, institutional operation and in building sustainable community of HE. - To formulate plans or practical initiatives to mainstream gender and

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				EDI in HE leadership operations. - To strengthen university networks of gender and EDI in Southeast Asia.
		European Commission's Higher Education Fairs **[European Commission (EC)]**	Organisation of HE fairs in Asia by EC or EU-Delegations to promote European HE offer in Asia. Fairs may be face-to-face or online events, and form	Greater visibility for European countries as higher education destinations for Asian students.

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			part of the EU's Study in Europe activities.	
		Global Survey on the Internationalisation of HE [International Association of Universities (IAU)]	One or two ASEM representatives may be invited on board the WG to develop the 6th Global Survey and include questions of specific interest to the ASEM project. The 6th edition of the global survey will be prepared during the year 2022 in order to collect data during the first half of the year 2023 and produce a report in the first half of 2024. The WG will provide advice and support in all phases of the survey design, implementation and report writing.	Contribute to a clearer understanding of the trends of internationalisation at global level and highlight specificities of the ASEM regions (Asia and Europe) in order to foster data driven policy making.
		Capacity building workshops with European and Asian universities	At least two capacity building workshops in internationalisation could be organised each year or	ASEM HEIs approach to mobility is embedded in a more holistic and strategic approach to

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		[International Association of Universities (IAU)]	each two years, one in Asia and one in Europe. The aim of capacity building workshops would be to share experiences on developing holistic strategies for a more equitable, fair and inclusive internationalisation at institutional level, in which balanced mobility and exchanges play a key role.	internationalisation which is equitable, fair and inclusive. The ASEM countries are an example at world level of how internationalisation and mobility can benefit and improve society.
		(NEW) 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, …) [European Commission (EC) and	Collect and promote calls for funding opportunities (AES's communication channels). Provide information sessions to interested ASEM partners and stakeholders on relevant calls.	Greater visibility in ASEM countries for EU-funded opportunities. Existing funding opportunities are used to set up collaborative projects and mobility schemes between ASEM partners. Improved visibility and access to information and results of past and current projects.

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		ASEM Education Secretariat (AES)]	Share results of selected cooperation projects with Asia.	
2. Identify, collect and promote **policies and good practices on inclusive mobility** and exchanges (physical, blended and virtual)	1.2 3.1 3.2 3.3	(NEW) World Access to Higher Education Day, Asia and Europe conference, including ASEM-wide National Equity Policy Study, [National Education Opportunity Network (NEON) and ASEF]	Annual conference on the status of equity policies and good practices by diverse education stakeholders to enhance access and success of students in Higher Education.	Awareness and engagement on equitable access and success in Higher Education in ASEM countries will be increased among ASEM Education Officials, Policymakers and education stakeholders, through - Organisation of annual conference to present and discuss the status quo, as well as good practices; - Production of ASEM National Equity Policy Report and Policy Recommendations on enhancing relevant policies; - Creation of networking opportunities.

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		(NEW) Promoting exchanges on inclusive mobility practices and policies through dedicated peer-learning exercises (PLA's), conferences and seminars	Belgium/Flemish Community will organise a Peer Learning Activity (PLA) on inclusive mobility in 2022-2023. Other hosts for PLA's, conferences or seminars to be identified.	Regular exchanges on innovative and good practices related to inclusive mobility and policies.
3. Support the development of **virtual exchange programmes**, between Asia and Europe	1.2 3.1 3.2 3.3	**(NEW)** Set up pilot projects for Collaborative Online International Learning (COIL) between Asian and European higher education institutions. **[University Aschaffenburg-Asia-Europe Institute (AEI) – Universiti Malaya]**	Using pilot projects and their results to promote the COIL format (or other formats for virtual exchange) between Asian and European institutions to ASEM partners and stakeholders. Develop models and provide lessons learnt for COIL projects between Asian and European Institutions.	Models and guidelines are available to support HE institutions in Asia and Europe in setting up Virtual exchanges/COIL programmes. Support the offering of COIL programmes as part of the regular learning experience in various partner higher learning institutes.

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			Conduct a workshop/seminar with various higher education providers from both regions to brainstorm/devise a shared COIL element/module or curriculum to be implemented medium - term/on a long-term basis.	
		(NEW) Development of ASEM e-learning modules (focus on Asia-Europe relations and ASEM), as part of ASEF's Young Leaders Programme	Setup of ASEF e-learning platform, with opportunity for interested learners to take various modules/or a full course on Asia-Europe relations and ASEM. Lifelong learning possibility for students at any age to upskill and earn a micro-credential.	Awareness, understanding and engagement on Asia-Europe relations and ASEM will be increased among participants.
		SEA-EU Mobility Programme for	Inter-regional mobility programme between	Students are equipped with Sustainable Development

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		Sustainable Development **[EU SHARE and SEAMEO RIHED]**	Southeast Asia and the EU for Sustainable Development learning to be developed and implemented. 3 additional workshops to be conducted next year to co-design and set the targets with committed partners from both Southeast Asia and Europe. The programme is expected to be launched in 2022.	knowledge, intercultural competencies, and a global mindset through the quality and innovative learning model for Sustainable Development. A network of committed scholars and stakeholders working with mobility students towards new solution for Sustainable Development between SEAMEO region and the EU is established.
4. Develop, promote and support **joint interregional research projects** and networks	2.1 2.2 3.1 3.2	ASEM Lifelong Learning Hub **[ASEM Lifelong Learning Hub Secretariat]**	Promote ASEM LLL Hub: expanding membership, engage more researchers in networks, disseminate research publications and results. Identify Asian host to take over the ASEM LLL Hub	6 research networks providing evidence for policymakers on following themes: 1. Development of ICT skills, e-learning and the culture of e-learning in lifelong learning;

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	4.1 4.2		secretariat from UC Cork, Ireland. Regularly update and promote new website for the Hub. Organise regularly Council of Research Network Coordinators. Develop 2 new research networks: Learning Transitions (RN5); Learning Cities and Learning Regions (RN6).	2. VET resilience in the pandemic; 3. Professionalisation of adult teachers; 4. Intergenerational learning; 5. Learning transitions (in, through and out of education); 6. Learning cities and learning regions.
		ASEM-DUO Fellowship Programme [ASEM-DUO Secretariat]	Create more mobility opportunities for researchers (e.g. post-doctorate, professors, etc.) under ASEM-DUO.	ASEM-DUO mobility opportunities are available for researchers (ex. post-doctorate, professors, etc.).
		(NEW) Identify and promote research grant programmes that can support interregional	Collect and promote calls for funding opportunities (AES's communication channels).	Greater visibility in ASEM countries for EU funded opportunities.

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		research collaboration between Asia and Europe (e.g.Marie Skłodowska-Curie Actions, Horizon Europe,...) **[European Commission (EC) and ASEM Education Secretariat (AES)]**	Provide information sessions to interested ASEM partners and stakeholders on relevant calls.	Existing funding opportunities are used to set up collaborative projects and mobility schemes between ASEM partners. Information and results of past and current projects is shared.
5. Identify and promote **instruments and tools** to support lifelong learning policies, strategies and practices	2.1 2.2 3.3 4.1	**ASEM Lifelong Learning Hub Research Network 4** (RN) on "National Strategies for Lifelong Learning"	Upcoming publications and reports on: - Intergenerational learning; - Report on tensions between learning for the economic sphere (jobs) and learning for well-being/democracy; - Gender; - Interlinkages between health, economy, education, and the sustainable neighbourhoods.	Analysis of developments in LLL policy updated on a quarterly basis (focus on a series of core issues). Overview of national LLL policies updated on an annual basis. Webinars are organised to disseminate and discuss research results.

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		Promote the **UNESCO Institute for Lifelong Learning's (UIL)** publications and tools on lifelong learning policy and practices	Promote and disseminate UIL's publication: '**Making lifelong learning a reality: A handbook**' among ASEM partners and stakeholders and through ASEM education events and other communication channels.	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.
		Promote learning cities' activities, disseminate materials and encourage membership amongst ASEM countries **[ASEM Lifelong Learning Hub Research Network 6, UNESCO Institute for Lifelong Learning (UIL), ASEM Education Secretariat (AES)]**	Promote and disseminate information on international conferences on learning cities and their outcome documents.	It is expected that more UNESCO Member States can promote the implementation of lifelong learning at local level.
		Promote the ETF self-assessment tool for	Open up self-assessment tool, including analysis and	Increased cooperation on Vocational Excellence,

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		Centres of Vocational Excellence, developed under the ETF Network for Excellence: Vocational excellence | ETF (europa.eu) [European Training Foundation (ETF)]	peer exchange around the dimensions of VET excellence.	including both thematic and sector-based cooperation.
6. Collect and **promote best and innovative policies, practices** and success stories in lifelong learning including TVET	2.1 2.2 3.3 4.1 4.2	ASEM Education TVET Seminar (initiative to promote dialogue and share best practices and future perspectives in TVET)	Conduct 2-yearly peer-learning events dedicated to LLL and TVET (next event scheduled in 2022 in Russia TBC).	Partners and stakeholders have regular exchanges on TVET and LLL innovative and good practices.
		ASEM Lifelong Learning Hub: all Research Networks (RN)	Regular meetings, including Council Meetings, Senior Coordinators' Meetings, and one-off events in	Various publications will be shared, including an article that is being completed in RN4 and a book that is being compiled in RN6. Council

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			order to disseminate the results of the research completed in the ASEM LLL Hub.	Meetings and one-off events, like the Hall of Fame, are used as platforms to seek new members and disseminate recent findings. New partnerships in the pipeline will also strengthen the reach that the ASEM LLL Hub has.
		(NEW) Vocational excellence | ETF (europa.eu) [European Training Foundation (ETF)]	Offer Asian countries the opportunity to participate in the peer-learning activities of the ETF network for Excellence (ENE).	Peer-learning among participating centres from Europe and Asia; tools developed and shared in selected themes such as public-private partnerships, school autonomy, social inclusion, and work-based learning.
		(NEW) Global Lifelong Learning Summit (GLLS) [Institute for Adult Learning (IAL) Singapore]	2-yearly implementation.	Recognised global platform for key exchanges to advance new thinking and directions on lifelong learning.

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		(NEW) Bridging Innovation and Learning in TVET (BILT) platform [UNESCO-UNEVOC]	Promote the exchange of innovation and learning practices in TVET. Focus is on the identification, integration and implementation of new qualifications and competencies as it relates to: greening and digitalisation. Further themes will include entrepreneurship and migration.	A platform for regular exchange between TVET stakeholders in Africa, Asia and Europe. Discussion and transfer of knowledge and good practices on the identification of new qualifications and competencies.
		ASEM Lifelong Learning Hub Research Network 3 (RN3) on the 'Professionalisation of Adult Teachers and Educators in ASEM countries'	Regular meetings with partners in North America to assist with revamp of network. Participation in Council meetings and partner events (ASEFSU23, EUCEN, 7th International Conference on Adult Education CONFINTEA VII, etc.) to support policy	Network will be revamped and expanded after retirement of previous coordinators. Network will collaborate with partners in North/South America on webinars as there is a large network of adult educators operating there (AAACE).

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			formation around lifelong learning and adult education.	Publications/articles will be shared focusing on the digital literacy of adult teachers and educators. Network will expand in countries no longer active in Hub to build up and maintain activity similar to those in RN4 and RN2.
		(NEW) ASEM Lifelong Learning Hub Research Network 6 (RN6) on 'Learning Cities and Learning Regions'	Key network activities and research outputs: - Contribute to international conferences and/or webinars (e.g. UNESCO CONFINTEA VII) in its areas of expertise (adult education, knowledge-based city remaking, etc.); - Expand to new research members, especially from	2024-26: - Organise workshops of case studies of learning cities/regions in Asia and Europe to find out imperatives of effective learning cities/regions (e.g. governance, engagement of citizens, learning programmes and events). 2027-30: - Seek for innovative approach of lifelong learning and sustainable community development

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			Oceania, South Pacific and East Asia; - Organise on-line roundtable or webinar to exchange opinions on the methodology of comparative studies on learning cities/regions in Europe and Asia in the post-pandemic period; - Make research/literature and field studies on effective design of learning cities/regions to meet various challenges in local communities, and find out their concrete input, process and outcome in terms of sustainability, resilience and well-being of citizens.	- Organise international seminars to exchange opinions and disseminate the RN findings. - Publish final outcome of comparative studies on learning cities/regions.

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7. Promote and support (interregional) workplace learning	2.1 2.2 3.3	Work Placement Programme (WPP) **[Belgium Flemish Community and Thailand]**	Re-activate and extend the Work Placement Programme by promoting the programme amongst partners to find new (or renewed) commitment to contribute and provide scholarships.	Increased number of ASEM partner countries actively financing their students to participate in the programme, leading to increased participation in the ASEM WPP by European and Asian students.
		ASEM Lifelong Learning Hub Research Network 2 (RN2) on 'Workplace Learning'	Study on "VET Resilience in the Pandemic": Asian-European research study on the resilience of VET systems in times of pandemic with different survey rounds and a workshop on the topic. Book proposal where each Network has the opportunity to contribute a section on Global Learning or Global Workplaces.	Analysis of the resilience of skills ecosystems (impact of the pandemic on our work and life, on learning and working strategies, on valued competencies. Reflection on the very different social, economic and political contexts of workplace learning within the Network. Project/paper on the impact of the pandemic on young people's attitudes to secure

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
				work and, as a result, on their identities (TBC).
8. Generate evidence to understand current **labour market trends** and influence future directions of LLL/TVET	2.1 2.2 3.1 3.4 4.2	**(New)** Working Group/Network on Labour market and education monitoring **[European Training Foundation (ETF)]**	Invitation to ASEM members to join the ETF network of researchers focusing on skills anticipation and labour market analysis within the Skills lab.	Increased joint projects and exchange of methodologies and practices turning into reinforced methods and methodologies for monitoring and assessment and research in the field of VET, skills anticipation and labour market analysis.

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
9. Promote **Education for Sustainable Development** (ESD)	3.2	ASEF's Education Programmes, including its annual/biennial projects, in particular **ASEF Young Leaders Programme** - ASEF Young Leaders Summit (ASEFYLS) - ASEF Summer University (ASEFSU) **ASEF Teaching and Learning Programme**, - ASEF Classroom Network (ASEFClassNet)	Organisation of annual/biennial projects, with the ASEFYLS being the official youth event of the ASEM Summits, including: - Capacity building, workshops and trainings; - Train-the-trainers and peer-to-peer learning programmes; - Hackathons.	Awareness, understanding and engagement in activities on Education for Sustainable Development will be increased as well as a mindset of Global Citizenship will be instilled, through: - Experiential learning programmes that engage participants from all 51 ASEM countries; - Project formats that combine formal and non-formal education methodologies; - Production of Handbooks on Education for Sustainable Development for teachers and trainers; - Integration of local community activities and volunteering as part of ASEF's regular education project programme.

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
		EU Education for Climate Coalition (EfCC) [European Commission and EU member states]	Share news and results of EU Education for Climate Coalition.	Awareness raised of EfCC activities and achievements in other ASEM countries. Good practice on equivalent initiatives shared in both directions.
		Promote ESD in Learning Cities and Regions [UNESCO Institute for Lifelong Learning (UIL)]	Promote and disseminate UIL's publication "Implementing ESD in learning Cities".	More ASEM partner countries can follow a lifelong learning approach to promote and implement local community-based approach for ESD. More member cities of the UNESCO Global Network of Learning Cities can develop a city-based local strategy to address their contextual challenges for sustainable development.
		Cooperation of all AEP partners and development of the IAU's HESD Portal [International	Publish and promote the collected practices and cases on ESD in higher education institutions, on how universities engage	Greater visibility of Asian HESD initiatives on the portal. Development of collaboration initiatives on HESD between

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
		Association of Universities (IAU)]	with the SDGs through teaching, research and community engagement + at policy level (mission and vision statements, strategic plans integrating SD, etc).	Asia and Europe (and beyond where appropriate).
		Promote ESD initiatives amongst HEIs and link up with governments [International Association of Universities (IAU)]	Organising advocacy and networking workshops, information dissemination on policy-initiatives and activities.	Creation and development of national strategies on ESD and integration of sustainability in curricula in Higher Education and research.
10. Collect and formulate policy recommendations on **digital infrastructure and digital skills** (including bridging the digital divide)	2.2 3.3	**ASEM Lifelong Learning Hub Research Network 1 (RN1)** on 'eASEM'	Contribute to and organise international conferences and/or webinars in its areas of expertise (Artificial Intelligence in education, standardisation of MOOCs, future of learning, etc.). Research topics include:	Current research projects include: - Asian-European study on the status of digital transformation; - Review and comparison of national standards for MOOCs and micro-credentials;

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
	4.2		1. Digital transformation in higher education; 2. National standards for MOOCs / micro-credentials development and delivery; 3. Learning spaces in digital era; 5. Gamification practices in higher education; 6. Cognitive learning in remote technology-enhanced learning environments.	- Research on the implications of instructional design in higher education; - Guidelines to gamification practices in higher education; - Cross-networking research on cognitive learning in remote technology-enhanced learning environments.
11. Facilitate the comparison of ASEM countries' higher education systems and create more **transparency and understanding** on different aspects of	1.1 1.2 4.1 4.2	EU-SHARE Project	Establishment of the ASEAN Working Group on Higher Education Mobility 2025 supported by EU SHARE as technical and operational advisor. Initiation of a project supporting the development of Digital Credentials usage within	Enhanced harmonisation of ASEAN higher education and the development of an ASEAN Higher Education Space through the formulation of ASEAN higher education frameworks Supported mutual recognition, student mobility, equity of opportunities for all and

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
education systems in Asia and Europe, such as credit transfer systems, learning outcomes mechanisms, quality assurance systems, recognition and validation mechanisms, frameworks or micro-credentials			the ASEAN-EU Credit Transfer System (AECTS) Reviews of External Quality Assurance Agencies (EQAA) against the principles of the ASEAN Quality Assurance Framework (AQAF). Eight EQAAs have been AQAF-reviewed. AQAF guidelines updated. Online training course on outcome-based education (OBE). One (1) feasibility study. Depending on the outcome, one (1) online training course on OBE developed and piloted. Establishment of SHARE Higher Education Harmonisation Community of Practice to augment understanding and collaboration on internationalisation and	strengthened people-to-people connectivity Strengthened ties between ASEAN universities and increasing opportunities for Asia-Europe university partnerships.

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
			harmonisation of higher education.	
		EU Tuning Projects **[European Commission (EC)]**	Share results of Tuning Projects in Asia.	Greater awareness of Tuning approach and impact on student-centred learning.
		ASEM Education Compendium on Higher Education **[Expert Group on Interregional Credit Transfer Systems and Learning Outcome Mechanisms (EG ICTM and LOS) and ASEM Education Secretariat (AES)]**	Completing the Compendium: regularly reaching out to missing countries. Regular updates of the country contributions, Promote the compendium amongst partners and stakeholders. Explore the possibility to collaborate with the WHED database managed by the International Association of Universities (IAU).	Transparent and up-to-date information on all higher education systems of ASEM partner countries is available and can be consulted by partners, stakeholders, HE institutions and students.

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
12. Promote the use of existing relevant instruments and resources on **(higher) education systems and qualification frameworks** and provide data where necessary	1.1 1.2 4.1 4.2	Update and promote the use of the Global Inventory of Regional and National Qualification Frameworks **[UNESCO Institute for Lifelong Learning (UIL)]**	Publish and disseminate the next edition of the Global NQF Inventory, in 2023. Achieve more widespread dissemination, through the new e-database, to ASEM partners and stakeholders.	New intelligence on NQFS and RQFs available.
		Promote the use of UNESCO World Reference Levels (WRL)	Achieve wider use of the WRL to improve the recognition of skills and qualifications across borders.	Better mobility of learners and workers. Improved pathways to lifelong learning for all.
		Promote ratification of the Global Convention on the Recognition of Qualifications concerning Higher Education 2019 amongst ASEM partners **[UNESCO]**	Countries are Party to and implementing the provisions of the Global Convention.	Strengthened recognition, academic mobility and inter-university cooperation among countries. Enhanced inclusion in higher education, including for refugees and displaced persons.

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
		(NEW) Compare and explore compatibility between the European Qualification Framework and ASEAN Qualification Reference Framework **[European Training Foundation (ETF)]**	Disseminate and draw on 2021 ETF study on regional qualifications frameworks, (RQFs), which includes analysis of ASEAN RQF (see also "Regional Qualifications Frameworks Initiatives around the Globe 2020 - A Comparative Study")	Shared intelligence and understanding among parties of how the levels of the respective frameworks correspond.
13. Establish **parallels between existing conventions and agreements** for credit transfer and recognition	1.1 1.2 4.1 4.2	Re-visit and revitalise the **ASEM Working Group on Bridging Declaration** To be confirmed by the Working Group coordinated by China, Malaysia and the UK.	Monitor implementation progress of ANICs to promote best practices. Further enhance synergies between European and Asian networks of national centres for qualifications recognition. Promote and forge closer links with the Global Convention in conjunction	To be completed by the working group coordinators by China, Malaysia and the UK

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
			with UNESCO and national centres.	
14. Create transparency towards digital ecosystems related to **digital credentialing** including: quality assurance issues, transparency, interoperability between systems, individual digital learning records, learners' rights, privacy, data protection and security issues, certification	1.1 1.2 4.1 4.2	**Expert Group Digitalisation**	Foster exchange on the potential and challenges of digitalisation in (higher) education with specific regard to the four priorities of the AEP and the Sustainable Development Goals (SDGs). Organise group meetings (dialogue forum, peer-learning activity) on a biannual basis.	Establishment of a pool of experts on digitalisation in education specifically working within the ASEM context. Identifying and promoting examples of good practice in education collaboration (incl. teaching and learning; administration of learner data) based on the use of digital technologies between Asia and Europe.
		(NEW) Collect, map and promote good practices (national and regional systems or frameworks) for digital credentialing **[European Training Foundation (ETF)]**	ETF survey on use of digital/micro credentials in ETF partner countries.	Exchange of good practices in digitalisation and micro credentials. Intelligence to inform advice to countries and regions on implications for reform of their qualification systems, notably

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
				in validation of nonformal learning, digitalisation and internationalisation of qualification systems and Regional Qualifications Frameworks.
15. Create more **transparency on quality assurance and recognition of MOOCs** and other forms of online learning	1.1 1.2 2.1 4.1 4.2	ASEM Network of MOOCs [K-MOOC Center, National Institute for Lifelong Education in Korea]	Encourage more ASEM countries to join the ASEM Network of MOOCs. Hold ASEM MOOC Stakeholders' Forum once a year. Regular updates on the website: events, publications, other relevant activities, etc . Exchange language and culture MOOCs between ASEM countries. Publish the ASEM Network of MOOCs Annual Report	Promote collaboration between Europe and Asia through exchange of MOOCs Improve mutual understanding to foster connections through exchanges of MOOCs developed by various ASEM countries

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
			(Best practice) every year to share partners' MOOCs information.	
16. Support policies and practices with regard to developing **flexible learning pathways and transitions** in relation to labour market and societal needs	2.1 2.2 4.1 4.2	**(NEW)** ASEM Lifelong Learning Hub Research Network 5 (RN5) on 'Lifelong Learning Transitions'	Increased network membership with a focus on equity between Asian and European members. Identify both a European and Asian Network Co-Coordinator. Inaugural webinar to welcome all members to network and establish firm work packages and thematic working groups for the coming years. Key Network Activities and Research Outputs: - Bi-annual webinar per thematic group;	**Research results aim to improve:** 1. **Transitions into lifelong learning** Widening access and participation; using micro-credentials for access; use of RPL/VNIL for increasing access; understanding identities of learners and how these interact and impact on learning to improve participation. 2. **Transitions through lifelong learning** Improve Pedagogical and andragogical approaches to LLL curricula development; support student support

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
			- Development of survey instruments to develop baseline status - Collecting of best practice case studies - Contributions to international conferences and journal publications focused on bilateral and multilateral comparisons per thematic area; - Hosting of international conference on the overall network theme.	strategies in LLL and equity of access to student services. 3. **Transitions out of lifelong learning** Building resilience in learners to prepare for future identity shifts; Supporting learners into employment, retirement, etc.
17. **Increase the visibility** of all of the above-mentioned ASEM initiatives and	1.1 1.2 2.1	ASEM Education Website, newsletter, social media channels, informative videos **[ASEM Education Secretariat (AES)]**	Regular updates on the website: news articles on ASEM Education and other relevant activities, publications, events, etc.	Regularly updated communication channels providing a clear overview of on-going ASEM Education activities, initiatives and projects, as well as a repository of all relevant AEP documents

| Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
projects and their results	2.2 3.1 3.2 3.3 4.1 4.2		Announcements of ASEM Education events, dissemination of relevant documents. Collect and compile video testimonials of students, ASEM partners and stakeholders. Make the ASEM Education Website more inclusive.	from previous meetings and events.
		ASEF's diverse communication tools and activities, including websites, newsletter, social media channels, multimedia productions and communication campaigns	Communication activities and outreach campaigns, including: - Websites (www.asef.org; https://arc.asef.org; https://classnet.asef.org; www.aseminfoboard.org); - Monthly newsletters (ASEF and ASEM Infoboard newsletter);	Awareness and engagement on pertinent Asia-Europe education issues will be increased, through: - Maintenance of strong communication and outreach activities (websites, newsletters, social media channels); - Distribution of knowledge-products as tangible results of ASEF's education

Description of the action	Contribution to Strategic objective(s) and subgoal(s)	(New) AEP projects and initiatives	Activities and/or Milestones	Expected/Envisaged outcomes by 2030
			- Social media communication and campaigns (Facebook; Twitter; Instagram; LinkedIn; Medium); - Open calls; - Multimedia productions for promotion and content creation, including video clips, documentaries, podcasts, etc.	projects among relevant stakeholders; - Continued engagement of alumni in ASEF education projects, and biennial alumni surveys to measure impact and ongoing collaborations among alumni.
		NEW Organising social media campaigns on ASEM Day **[Erasmus Student Network (ESN), ASEF and ASEM Education Secretariat (AES)]**	Annual social media campaign for ASEM day.	Raise awareness about the ASEM Education Process and its opportunities to foster connections between Asians and Europeans.

5. Planning and Monitoring of the Action Plan

The ASEM Education Secretariat (AES), in close interaction with the coordinators of the projects and initiatives and with the support of the Standing Working Group, will be in charge of **monitoring the implementation of this Action Plan** and assess to which extent activities and projects carried out have contributed to the four strategic objectives formulated in the ASEM Education Strategy 2030.

Every two years, ASEM Education partners and stakeholders will update each other on their future plans through the Chair's Conclusions presented and endorsed during the ASEM Education Ministers' Meeting (ASEMME). The annex of the Chair's Conclusions will serve as a work plan for the next two years and will detail concrete plans for activities under each project or initiative. It will also specify expected outputs and results and explain how partners and stakeholders' activities contribute to the strategic objectives.

Finally, **the Stocktaking Report**, published every two years by the AES, will be the main instrument for monitoring the implementation of the ASEM Education Strategy and progress of activities listed in this Action Plan. Senior officials, partners and stakeholders are expected to actively contribute to this report by providing regular updates on their on-going activities to the AES.
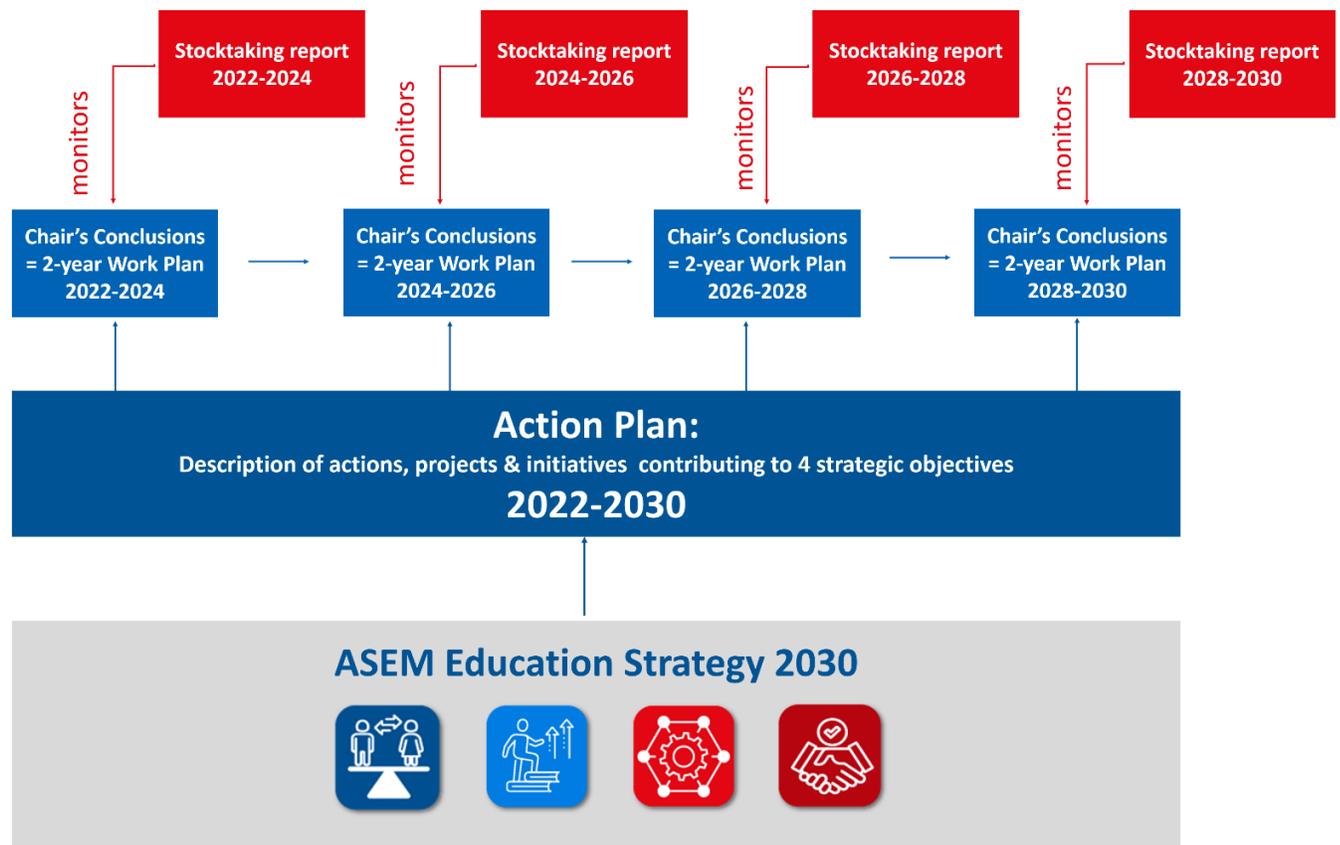
6. The ASEM Education Process as a Multilateral Forum in a Wider Ecosystem

The ASEM Education Process is part of a wider **ecosystem involving a large network of international actors and organisations**. In the next decade, closer cooperation and dialogue will not only be fostered and reinforced with existing ASEM Education partners and stakeholders[1], but will also be encouraged **with other relevant multilateral processes and organisations,** such as the Bologna Process (BFUG) (especially in the framework of the Bologna Global Policy Dialogue), Asia-Pacific Economic Cooperation (APEC), Asian Development Bank (ADB), Organisation for Economic Co-operation and Development (OECD), the Groningen Declaration Network (GDN), as well as quality assurance and recognition bodies (e.g. European Association for Quality Assurance in Higher Education (ENQA), ENIC-NARIC network). This list is not exhaustive nor set in stone; ASEM Education partners and stakeholders will continually seek to connect and exchange with other multilateral actors and fora where relevant.

ASEM Education partners and stakeholders will seek to make the **best use of existing resources** and contribute to relevant initiatives, tools or publications and, where possible, emphasise the Europe-Asia dimension. Furthermore, special attention will also be devoted to better communication on ASEM Education Process's activities, projects and initiatives in order to identify potential synergies and strengthen relationships with multilateral actors sharing similar goals and priorities.

Finally, ASEM Education partners and stakeholders will seek to create **more opportunities for dialogue and systematic exchanges with the overall ASEM Process.** Dialogue between both processes should be enhanced by regular updates on each other's activities and exchanges of relevant documents and materials. In the future, a point on the agenda of senior officials' and ministerial meetings could be dedicated to an update on the state of play of ASEM Foreign Ministers' activities. This should not only lead to increased visibility of ASEM Education activities, projects and initiatives within the overall ASEM Process, but also to more coherence between both processes.

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[1] 51 partner countries, 2 institutional partners (the European Union and the ASEAN Secretariat), ADB, AEI, ASEF, ASEM-DUO Secretariat, ASEM LLL Hub Secretariat (University College Cork), AUN, CEDEFOP, DAAD, EEAS, ENQA, EQAR, ESN, ESU, ETF, EUA, EURASHE, EU SHARE, IAL, IAU, SEAMEO RIHED, TH Aschaffenburg and UNESCO (UNESCO headquarters, UNESCO UIL, UNESCO UNEVOC).

ASEM Education Process

Political level

Stakeholder level

Dialogue and Cooperation

WHO?

Ministers of (Higher) Education, **Senior Officials** from 51 partner countries, European Union and ASEAN Secretariat

HOW?

ASEMMEs, (I)SOMs, government-led initiatives

WHO?

AEI, AUN, CEDEFOP, DAAD, EQAR, ESN, ESU, ETF, EUA, EURASHE, EU SHARE Secretariat, IAU, SEAMEO RIHED and UNESCO.

HOW?

Projects and initiatives

ASEM Education Secretariat
Asia-Europe Foundation (ASEF), ASEM LLL Hub Secretariat, ASEM-DUO Secretariat

Overall **ASEM** process

Asia-Europe Meeting

bologna process

APEC
Asia-Pacific Economic Cooperation

ADB
ASIAN DEVELOPMENT BANK

OECD

enqa.
European Association for Quality Assurance in Higher Education

Enic Naric

Groningen Declaration