



Asia-Europe Meeting

ASEM Education

**ASIA-EUROPE MEETING (ASEM)
First Senior Officials' Meeting (SOM1)**

**“Asia and Europe: Reboosting
Interregional Cooperation on Education”**

22-23 May 2023
St Julian's, Malta

ASIA-EUROPE MEETING (ASEM) First Senior Officials' Meeting (SOM1)

“Asia and Europe: Reboosting Interregional Cooperation on Education”

- Item 5. Updates from the ASEM Expert Group (EGs), initiatives and projects**

**“Asia and Europe: Reboosting interregional cooperation on education”
Updates from the ASEM Expert Groups (EGs), initiatives and projects**

EG1 on Sustainable Development Goals and Education

Co-Chairs

Ms. Duriya Amatavivat, Special Advisor, Ministry of Education, Thailand (MOE)

Ms. Gabriella Mallia, Malta Further & Higher Education Authority (MFHEA)

22 – 23 May 2023, Malta

Composition (Participating Partners and Stakeholders)

(Senior) Officials of the following ASEM partners:

Austria, Brunei, Bulgaria, Cambodia, European Commission, Germany, Greece, India, Indonesia, Korea, Lao PDR, Latvia, Malta, Mongolia, Netherlands, Romania, Thailand.

Representatives from ASEM Education stakeholders:

Asia Europe Institute (AEI), Asia Europe Foundation (ASEF), Erasmus Student Network (ESN), European Students' Union (ESU), European University Association (EUA), International Association of Universities (IAU), Southeast Asian Ministers of Education Organization – Regional Centre for Higher Education and Development (SEAMEO RIHED)

1st Meeting

20 February 2023

Some of the ideas shared during the first meeting :

- To organise Peer Learning Activities.
- To exchange good practices and to individuate common understanding of concepts linked to SDGs and education.
- To map institutional practice.
- To attend the ASEF online launch of the Asia-Europe Higher Education Mapping in March 2023.
- To consider other goals linked to SDG 4.
- To use the outcomes of the Transforming Education Summit in September 2022 and to consider looking at some of the SDGs indicators, that have changed after the COVID-19 pandemic. To discuss how to achieve SDGs by 2030.
- To get an overview of a framework on how SDGs are implemented in countries and the main policies in place. To define common goals or common projects.
- To take into account how investments in education differs in every country.
- To discuss open education, equitable access to education and social inclusion.
- To discuss professional development and teacher education.

2nd Meeting

28th March 2023

- Represented their national practices and projects on SDGs and what has already been done to promote and achieve sustainable education.
- The participants discussed how to proceed going forward, to establish what to do with these shared practices.

Suggestions:

- To share a template with the countries where they can share their progress in one format.
- To address the gap that the group want to fill.
- To share the gathered statistics and information with the participants.

Terms of Reference

Draft

Purpose

- Foster dialogue on SDGs in education with specific regard to the four priorities of the ASEM Education Process.
- Promote peer learning among the appointed experts of both regions.
- Strengthen collaboration in SDGs and connectivity by identifying, sharing, and promoting good practice concerning the implementation of SDGs in education at national, regional interregional and local level.
- Complement the work of other ASEM expert groups by providing expertise in the field of SDGs.

Intended Outcome

- Establishment of a pool of experts on SDGs in education specifically working within the ASEM context.
- A portfolio of good practice examples on the implementation of SDGs in education and cooperation between Asia and Europe, which serve as a knowledge basis for further collaboration between the two regions.
- Contribute to outcome documents of ASEM meetings (ASEMME and SOM) in order to advance the implementation of the SDGs in our regions and to stimulate the further integration of the SDGs in our education systems.

Going Forward

Template to share progress in one format.

- Strengthening collaboration in SDGs and connectivity is essential to the success of the SDGs, and identifying, sharing, and promoting good practice is a critical part of this process.
- During the second meeting, Participating Partners and Stakeholders presented their national practices and projects on SDGs and what has already been done to promote and achieve sustainable education. By sharing strategies and practices, countries can learn from each other and adapt their approaches to better suit their own unique circumstances. This can help ensure that our efforts are coordinated and focused on achieving the SDGs, which can lead to greater impact and success.
- Participating Countries and Stakeholders were invited to fill in a template which can help promote greater collaboration and coordination in achieving the SDGs and can lead to more effective and efficient efforts to promote sustainable development.

Timeline

Next Steps

May 2023

- Sharing a template with members of the Expert Group where they can share their progress in one format.

July 2023

- Collecting template from members including:
 - a brief overview of the current state of education in each member,
 - description of any policies or strategies that partners and stakeholders have implemented to support the achievement of the SDGs in education,
 - any technical initiatives or programs that partners and stakeholders have implemented to support the achievement of the SDGs in education and;
 - any plans or strategies that partners and stakeholders have in place to support the achievement of the SDGs in education.

September 2023

- Co-Chairs to identify common areas of potential collaboration or coordination with other ASEM member states or stakeholders in the area of education and the SDGs and address the gaps.



Asia-Europe Meeting

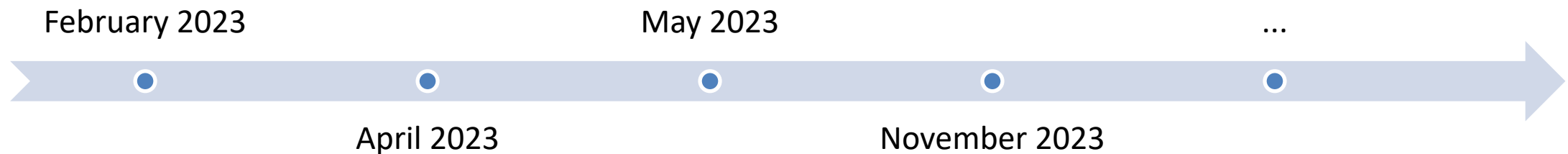
ASEM Education

EG2 on Recognition and Balanced Mobility

Co-chairs:

Dr Pankaj Mittal (India)

Ms Marina Malgina (Italy)



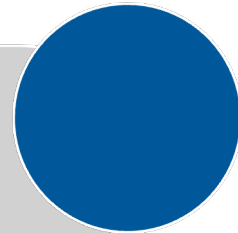
22 countries and 8 stakeholders

Austria, Brunei Darussalam, Bulgaria, Cambodia, Cyprus, Estonia, Germany, Greece, Hungary, India, Indonesia, Ireland, Italy, Korea, Lao PDR, Latvia, Lithuania, Malaysia, Malta, Mongolia, Romania, Thailand

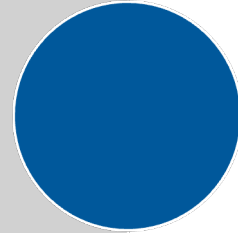
European Quality Assurance Register for Higher Education (EQAR), Erasmus Student Network (ESN), European Student Union (ESU), European University Association (EUA), International Association of Universities (IAU), German Academic Exchange Service (DAAD), SEAMEO RIHED, UNESCO Bangkok



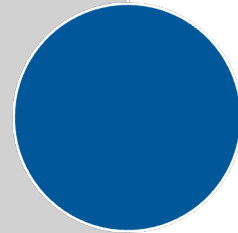
**Terms of
Reference**



Chairs' Conclusions ASEMME8
(Bangkok, December 2021)



Chairs' Conclusions ASEMME7
(Bucharest, May 2019)



Seoul Declaration ASEMME6
(Seoul, 2017)

Purpose

Foster dialogue and promote mutual understanding, transparency and cooperation between Asian and European counterparts through systematic exchange of information and closer cooperation

Promote peer learning among the Asian and European counterparts, share experience on the existing conventions on recognition, such as the Global Convention on Recognition, the Lisbon Recognition Convention and the Tokyo Convention

Further develop the ASEM Compendium

Strengthen collaboration and connectivity by identifying, sharing and promoting good practices

Complementing the work of other ASEM expert groups by providing expertise in the field of recognition of qualifications.

Intended Outcome

- Establishment of a pool of experts in the field of recognition specifically working within the ASEM context
- Updated ASEM Compendium
- Peer Learning Activities and sharing of good practices
- A portfolio of good practice examples and tools
- Contribution to outcome documents of political meetings (SOM and ASEMME)

Thank you for your attention

Any questions?





Asia-Europe Meeting

ASEM Education

EG3 on Lifelong Learning and TVET

ASEM Expert Group 4 on Digitalisation

Updates from the ASEM Expert Groups (EGs), initiatives and projects

Malta, 22 May 2023

- David Akrami Flores, Head of Section EU04
- German Academic Exchange Service (DAAD)

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Enriching lives, opening minds.

Higher education

ASEM Expert Group Digitalisation

- **Objective:**

- to promote exchange on the potential as well as challenges of digitalisation in education with specific regard to the four priorities of the ASEM Education Process.
- platform for dialogue and exchange on digital transformation in the ASEM Education Process, ensuring that the dialogue between the two regions addresses current and future innovations and transformations in education.

Timeline: meetings of the EG Digitalisation





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GLOBAL INVENTORY OF NATIONAL QUALIFICATIONS FRAMEWORKS

CEDEFOP, ETF, UNESCO, UNESCO Institute for Lifelong learning

The Global Inventory of NQF/RQFs captures, records and analyses global trends in qualifications frameworks

- A collaborative production, covering the globe together: Unesco, UIL, Cedefop, ETF
- This is our 5th edition
- Two volumes:
 - Vol I: analytical
 - Vol II: 93 reports on latest developments
- The aim is to inform decisions by ministries, authorities and other actors, shares knowledge with world network of experts and officials implementing national qualifications frameworks.

Vol I content

- Cross country analysis of 93 reports – for the first time
- Microcredentials in relation to the longer-term evolution of certification and qualifications systems
- Exploring validation of non-formal and informal learning from four different perspectives
- From fragmented paper-based systems to digitally connected qualification systems accessible to citizens
- Digitalizing Recognition, Validation and Accreditation of prior learning: The case of TVET for migrants and refugees

Methodology cross country analysis

Two steps:

- First, descriptive analysis of whole sample using software tool
- Then, in depth qualitative analysis of a smaller sub-sample of reports by the group of experts

Cross-country analysis

Aspects addressed:

- How are NQFs progressing globally?
- What are the objectives, orientations and characteristics of NQFs around the globe?
- What are the qualifications included in NQFs?
- What are the main enablers and barriers of NQF implementation?
- What is NQFs contribution to and impact on the system, and the end beneficiaries

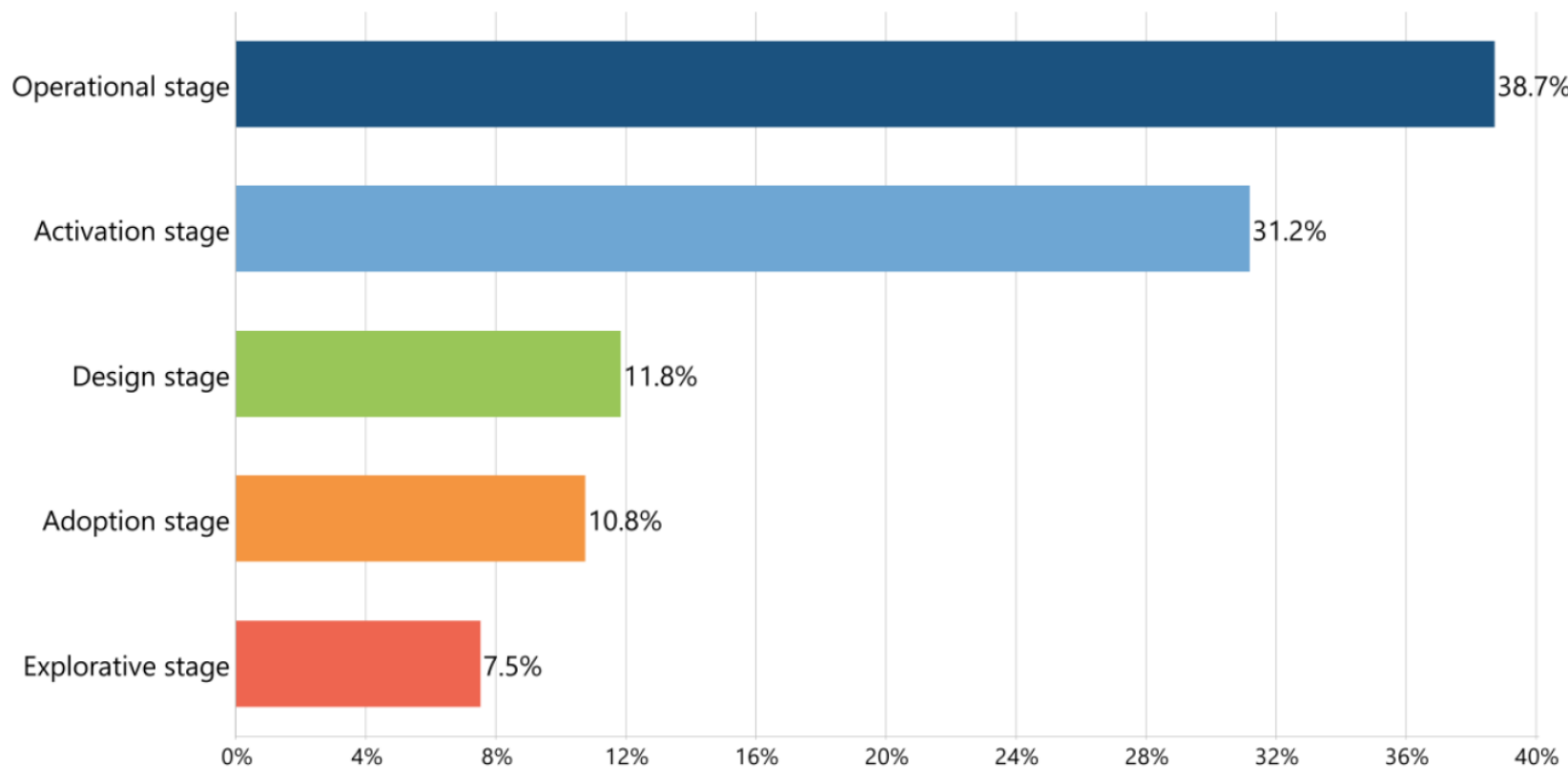


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NQFs by stage of development



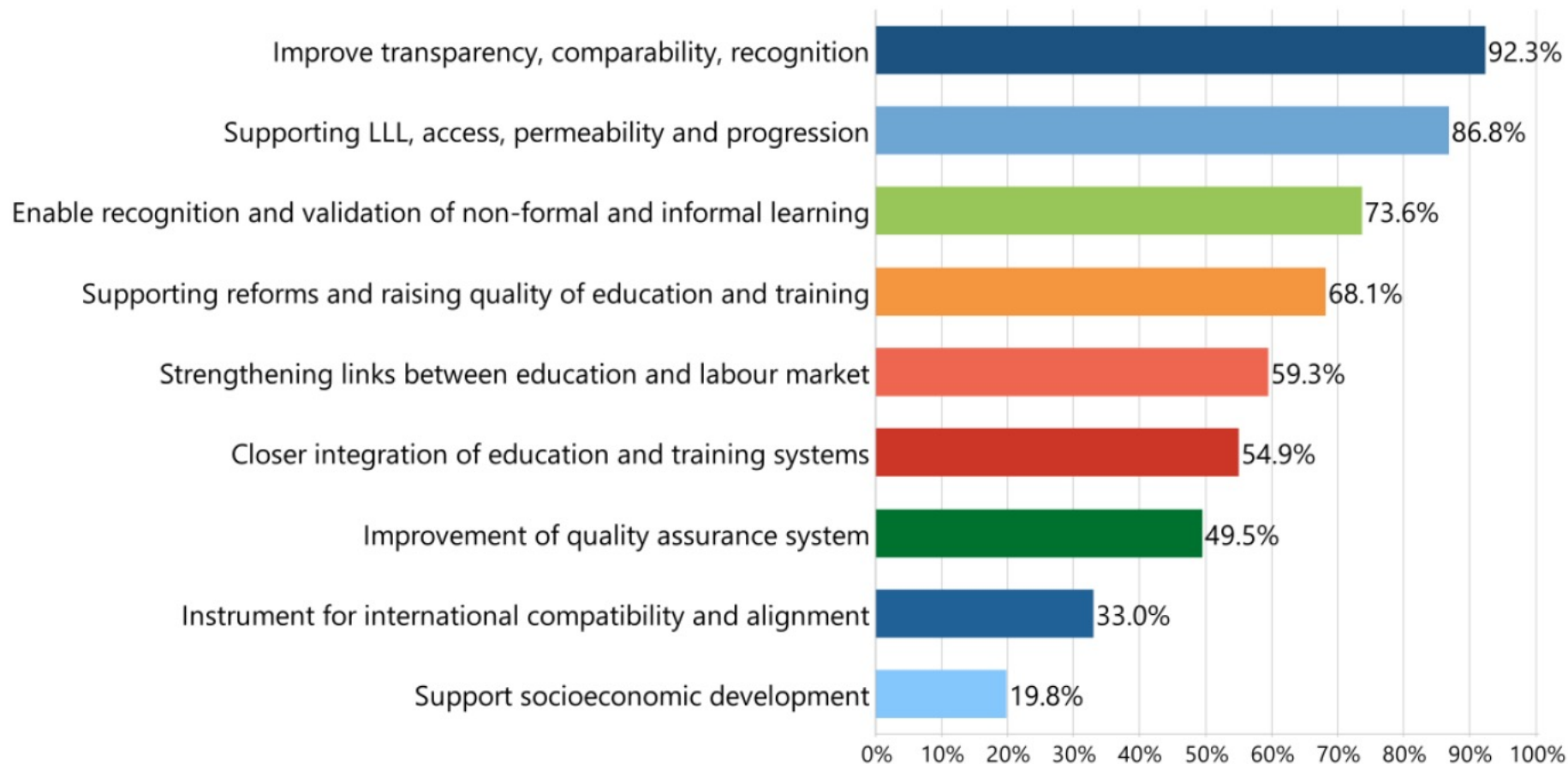


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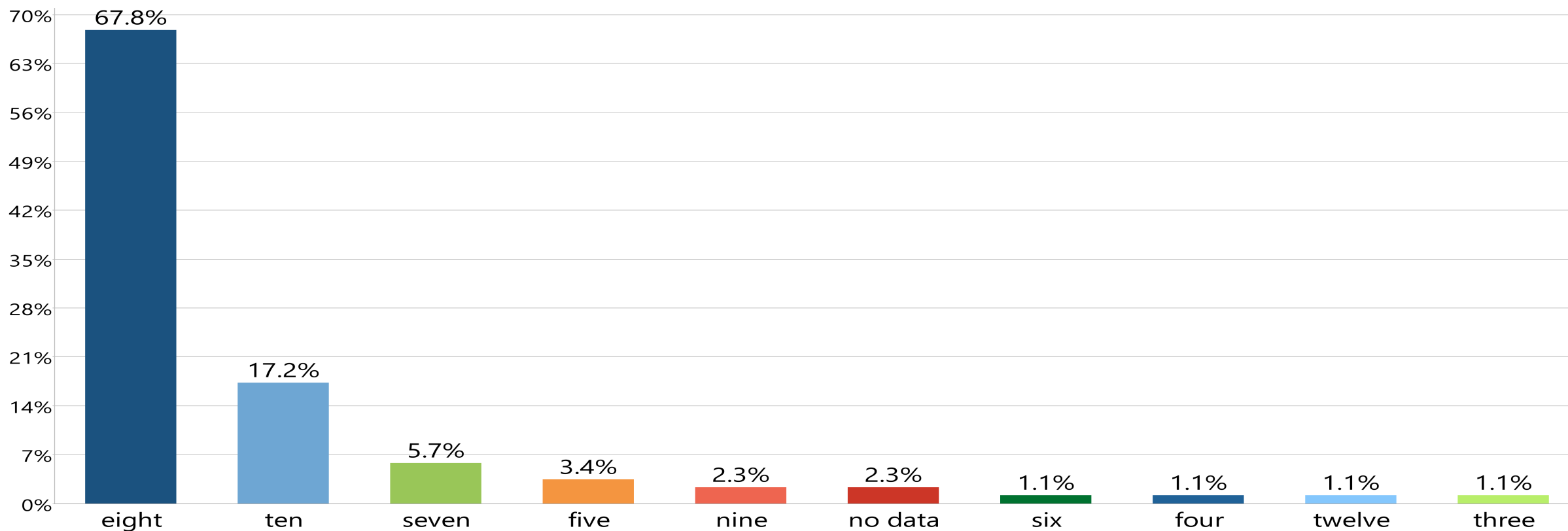
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Objectives



Number of levels



NQFs in surrounding systems

NQFs are designed to integrate diverse education and training sectors and reaching into education and training systems

Interaction with non-NQF legislation:

Links with employment and social policies are less developed compared to legislation on education and training (especially in early stages)

Links with other developments:

- Validation of non-formal and informal learning is linked to, and driven forward by, the NQF
- Quality assurance mechanisms are developed or aligned with the NQF
- Other education and training policies: standards, curricula, assessment procedures, etc.
- Closer relationship between words of education and work
- Recognition of foreign qualifications

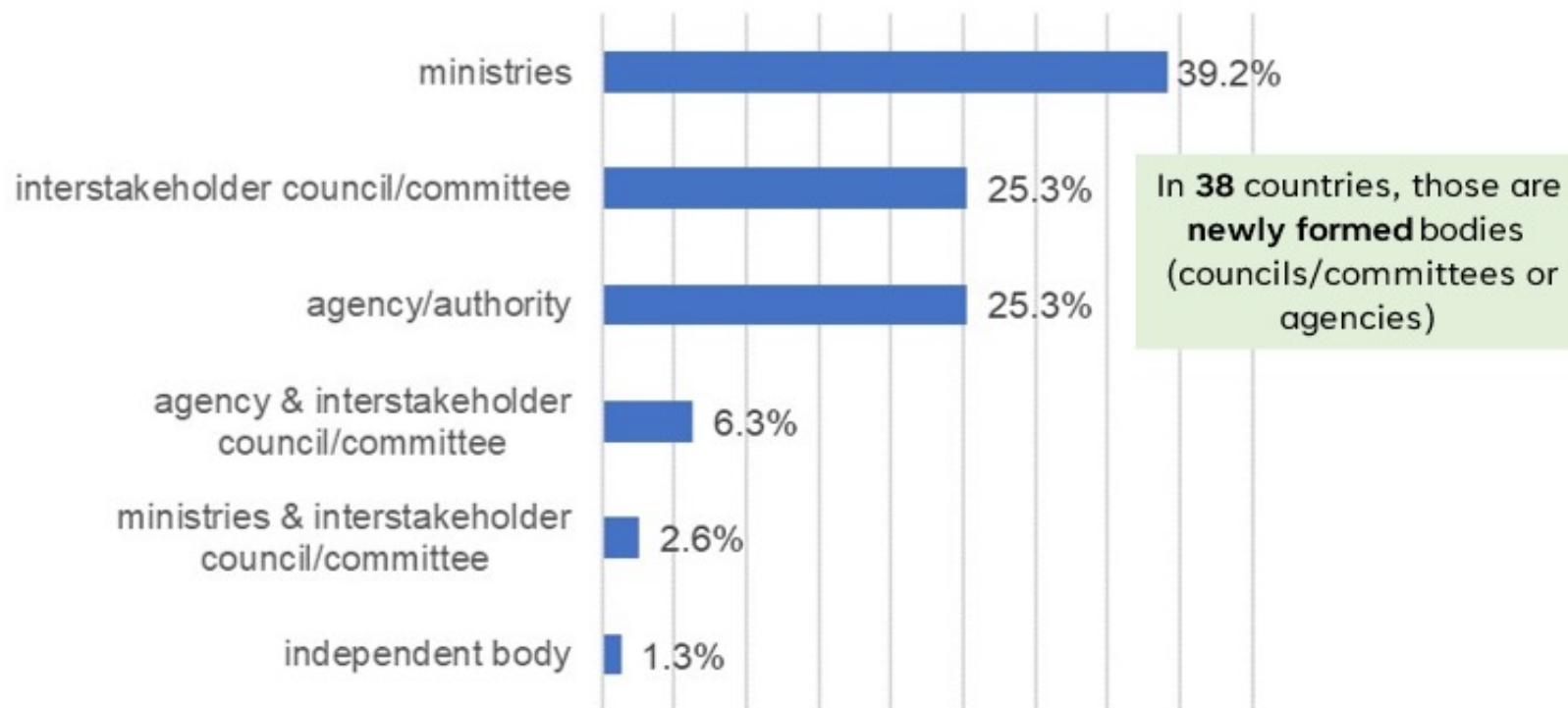


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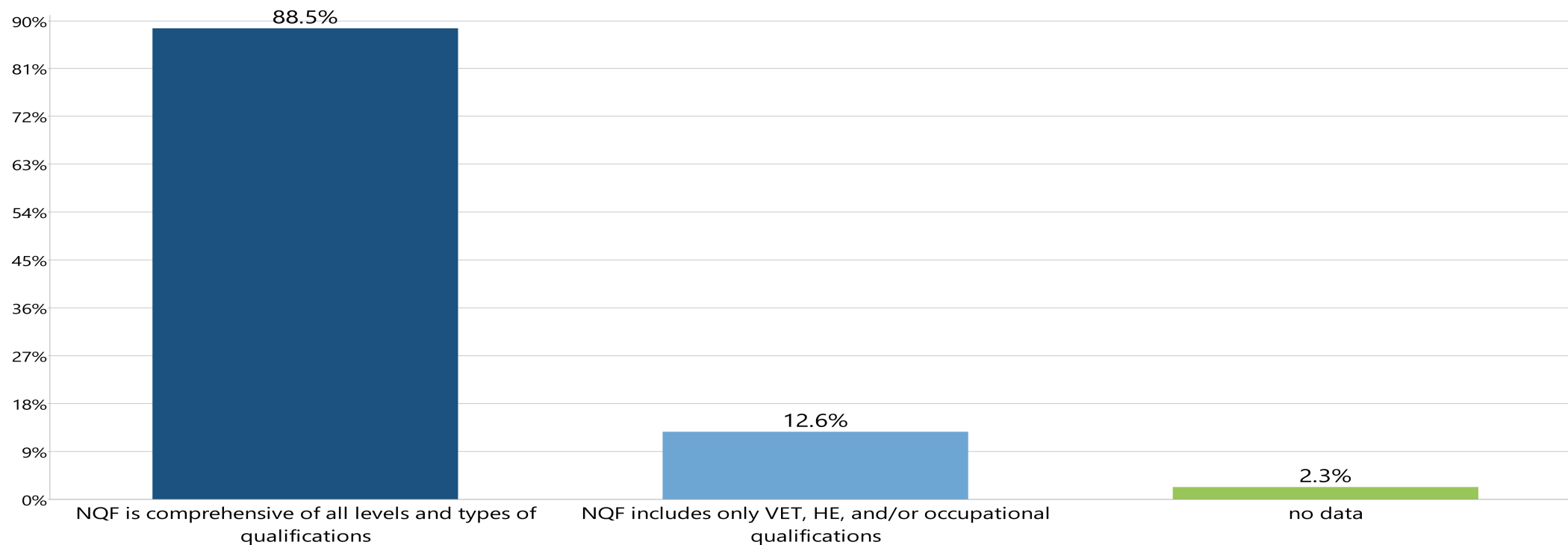
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Lead/coordinating bodies



Types of qualifications included





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- **Barriers:** partly depend on stage of development

- Stakeholders: too few, too many, unclear roles
- Lack of funding
- Lack of technical know-how
- Low visibility and awareness of NQF among stakeholders, including end users

- **Enablers:**

- Supportive policy environment
- Engagement of stakeholders and institutionalisation of roles
- External triggers, e.g. regional frameworks, donor support, international projects
- Sustainable, and sustained, financing

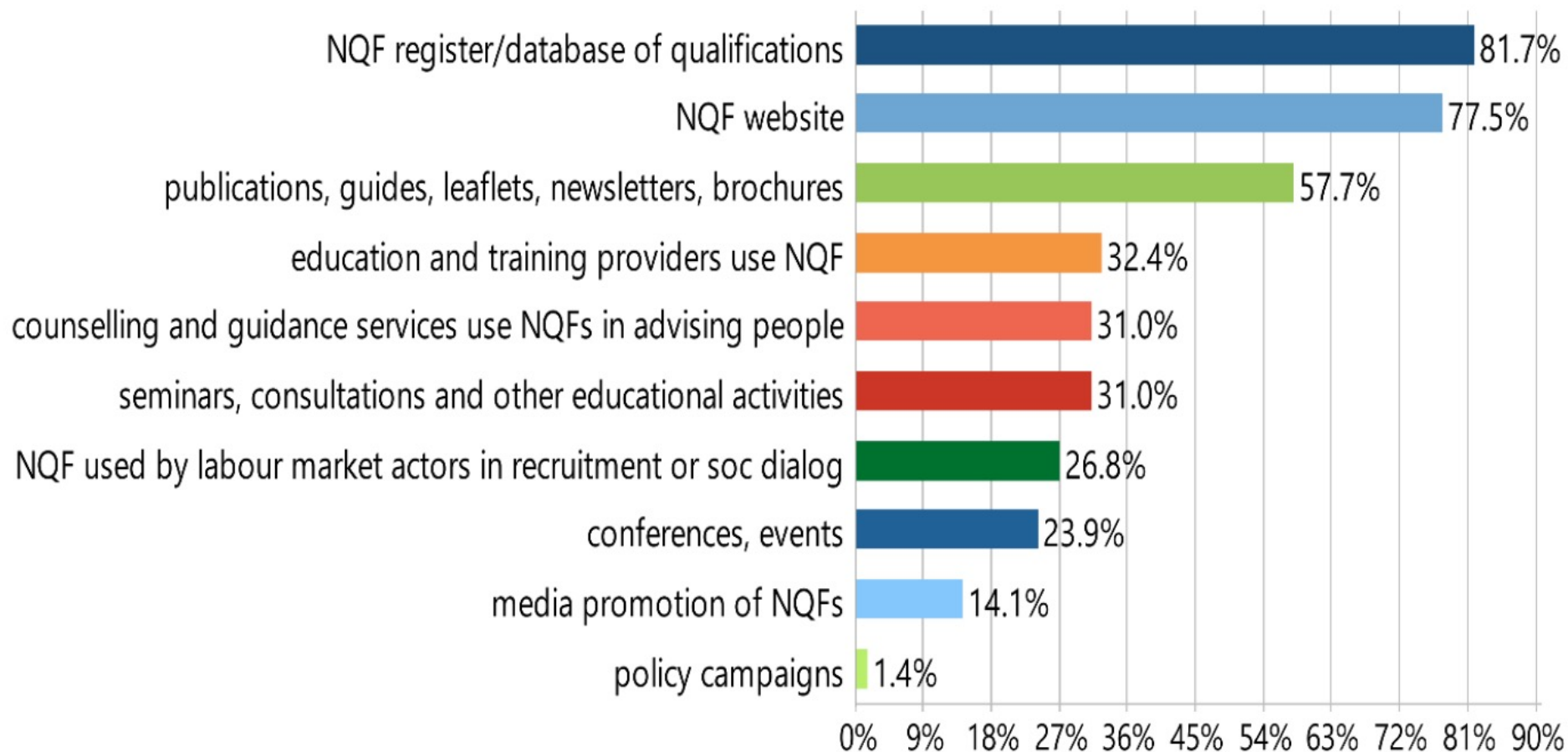


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Reaching end-users



Contributions and sustainability of NQFs

Main contributions:

- Use of learning outcomes
- Support in quality assurance
- Improve relevance and trust of qualifications
- Institutional impact (e.g. stakeholders platforms)

NQF sustainability:

- Institutional robustness
- End-user visibility
- Links to other education and training and socio-economic policies

Key findings

- 93 NQFs surveyed: many operational a long time; majority in use; none has ceased to exist; numbers still growing.
- Conceptually based on learning outcomes approach and reinforce its use
- Most frameworks are comprehensive, including both formal and non-formal qualifications
- They can support learner progress if linked with broader education, social and employment policies
- Sometimes triggered by external drivers, like RQFs or donor projects, but gain in effectiveness when embedded in local structures
- Key enabler of success: willingness of policy makers to invest – resources, time, political backing

Issues and questions for discussion

- Do these findings resonate with your experiences in your context?
- What trends do you see in NQF development and in qualifications more broadly?
- What issues do you think future editions of the Global Inventory should cover (eg microcredentials, mobility of learners and workers)



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European Training Foundation



CEDEFOP

European Centre for the Development
of Vocational Training

Thank you

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Asia-Europe Meeting

ASEM Education

**Mapping the relationship of HE and the
SDGs in the ASEM countries**



ARC9 Research Report

Asia-Europe Higher Education Mapping: Working Towards the SDGs



The ASEF Regional Conference on Higher Education (ARC)

is the **Official Dialogue Partner of the ASEM Education Ministers**, and the only bi-regional multi-stakeholder dialogue platform for university and student leaders, experts, policy makers and ministers.

The mission of ARC is to be a platform, which:

1

Facilitates **exchange of good practices and networking** among stakeholders in Asia and Europe

2

Informs policy makers of the ASEM partner countries with data and evidence for their discussions



**2022-2023 ARC9 Topic:
Mapping How HE contributes to the achievement of the SDGs**

from two complementary perspectives:

Higher education national policies
contributing to the SDGs

Research questions:

- (1) to what extent are national higher education policies oriented towards the SDGs;
- (2) where are the policy priorities;
- (3) what kind of policy tools are used to promote SD in higher education?

Higher education institutions contributing to the SDGs

Research questions:

- (1) what strategies universities have in place to promote SD;
- (2) which ‘missions’ of the universities are the most often targeted;
- (3) What are the most common institutional barriers and opportunities?



Contributions received

Higher education national policies
contributing to the SDGs

- (1) Survey and Focus Group Discussions
- (2) Featuring 31 ASEM countries (one response per country)
 - 20 European countries*
 - 11 Asian countries**

Higher education institutions
contributing to the SDGs

- (1) Survey in partnership with IAU
- (2) Featuring 42 ASEM countries (one response per university)
 - 121 European universities
 - 119 Asian universities

***Europe:** Austria, Belgium (Wallonia), Bulgaria, Croatia, Cyprus, Estonia, Finland, Germany, Greece, Hungary, Ireland, Latvia, Lithuania, Luxembourg, Malta, Slovakia, Slovenia, Spain, Switzerland, United Kingdom

****Asia:** Bangladesh, Brunei Darussalam, Cambodia, China, India, Japan, Lao PDR, Malaysia, Mongolia, Myanmar, Philippines



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ARC9 Report



In March 2023 the research study was published titled “Asia-Europe Higher Education Mapping: Working Towards the SDGs” consisting of two parts:

- Higher Education Policies contributing to SDGs (covering **31 national contexts in Asia and Europe**)
- Higher Education Institutions contributing to the SDGs (240 institutional responses from **42 countries in Asia and Europe**)

Download the Report here: <https://bit.ly/42qTIn7>

9th ASEF Regional Conference on Higher Education

ASEM Higher Education Mapping: Working Towards the SDGs

5 Points from the Mapping Study

31 ASEM Country perspectives

240 institutional perspectives





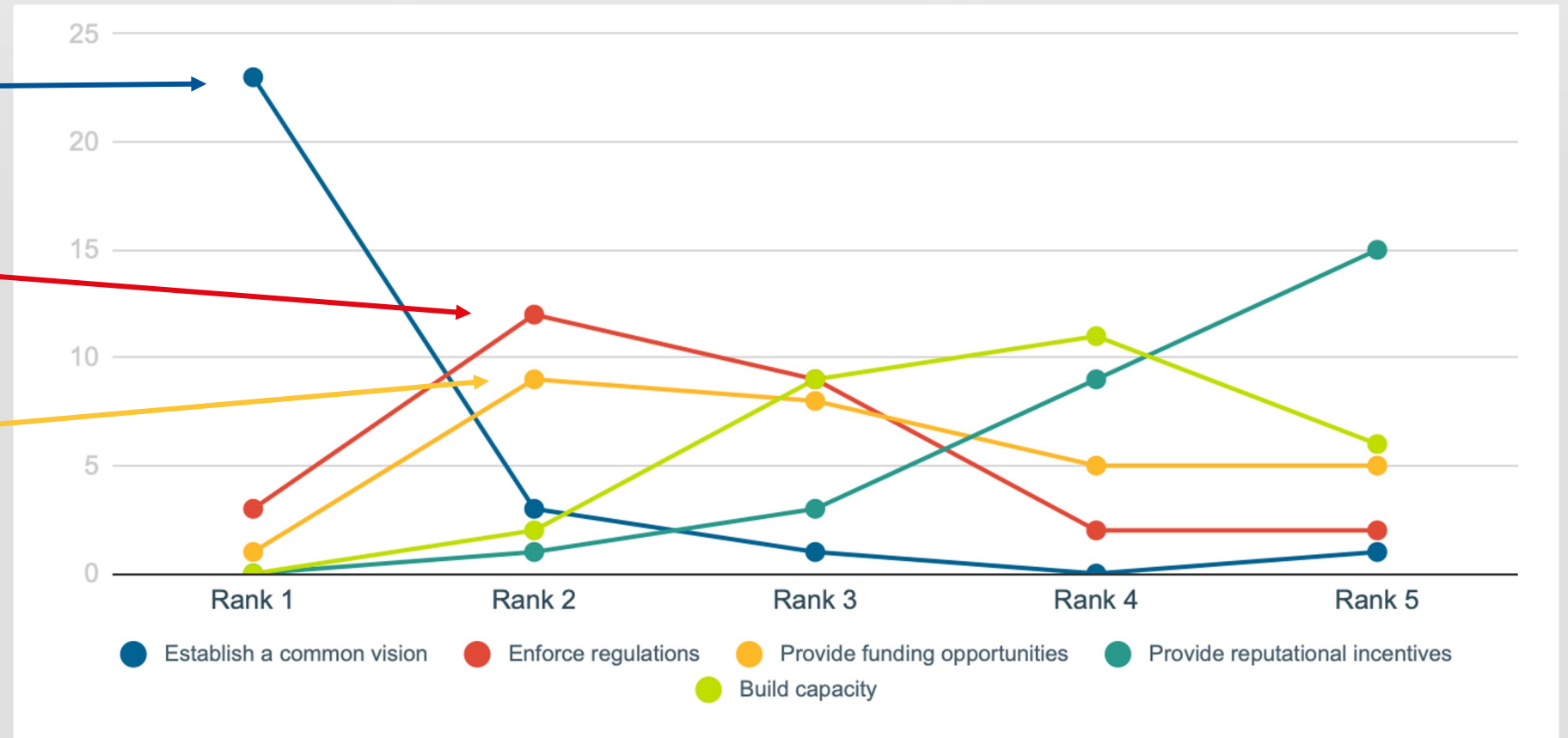
#1. Policymakers' Roles in SDG implementation

Q: What do you think is the government's role in the implementation of the SDGs in higher education in your country? (N=28)

#1: Establish a common vision

#2: Enforce regulations

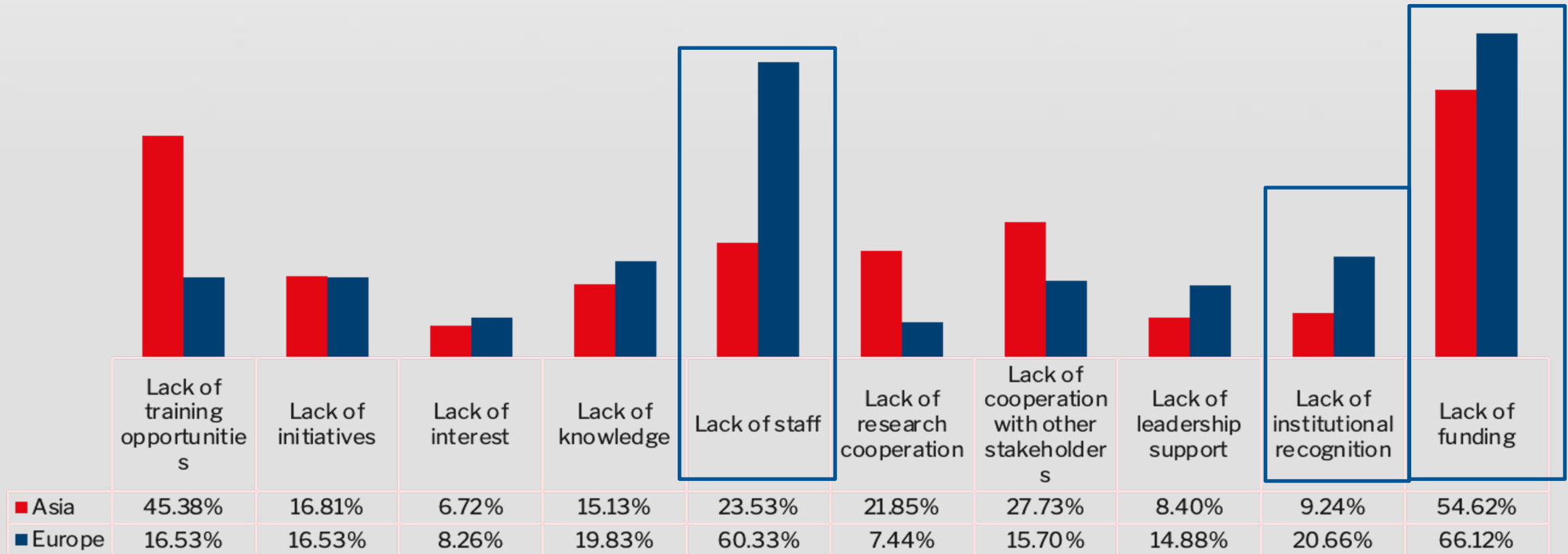
#3: Provide funding





#1. Universities' challenges in SD implementation

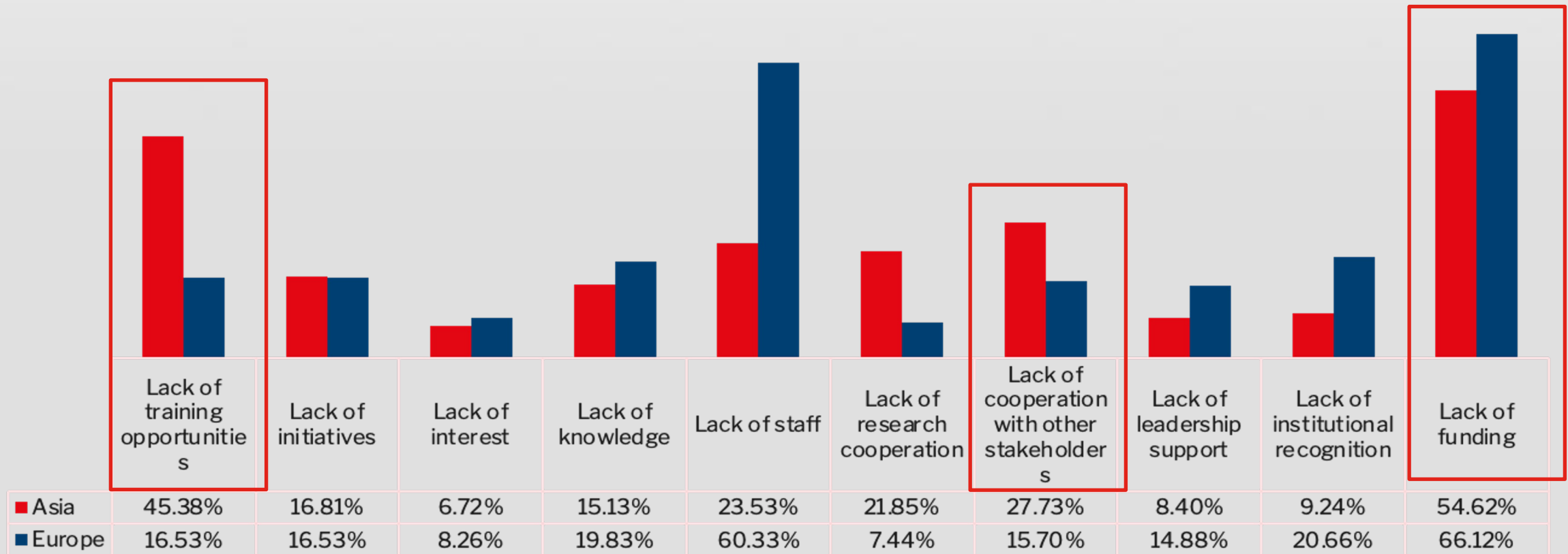
Q: Which of the following difficulties or challenges have impeded the implementation of SD (and plans and strategies where they exist) at your institution? Please select the 3 options that are most challenging.





#1. Universities' challenges in SD implementation

Q: Which of the following difficulties or challenges have impeded the implementation of SD (and plans and strategies where they exist) at your institution? Please select the 3 options that are most challenging.





#2. Policymakers' top five SDG priorities

Q: What are the top 5 SDG priorities for higher education in your country? (N=27)





#2. Universities' top five SDG priorities

Q: Please indicate for which SDG your institution is active in teaching, research, etc? (N=240)





#3. Policy Documents for SDGs implementation

Q: Is there a government document (policy, declaration, framework, strategy, roadmap, guidelines, etc.) that you refer to for the higher education's response to the SDGs in your country? (N=29)

17

Have national policy documents as reference for HE action on SDGs, either part of a **broader national agenda** or as a **standalone higher education strategy**

- strategies, declarations, or implementation plans
- international guiding documents from intergovernmental or European entities
- national reports

IE: “Second National Implementation Plan for the Sustainable Development Goals 2022”

CH: “2030 Sustainable Development Strategy”

IN: “National Education Policy (NEP) 2020”

KH: “Higher Education Vision 2030”



#3 Policy Documents specific to higher education & SDGs

Q: Does any of the government document(s) you indicated focus *ONLY* on higher education? (N=17)

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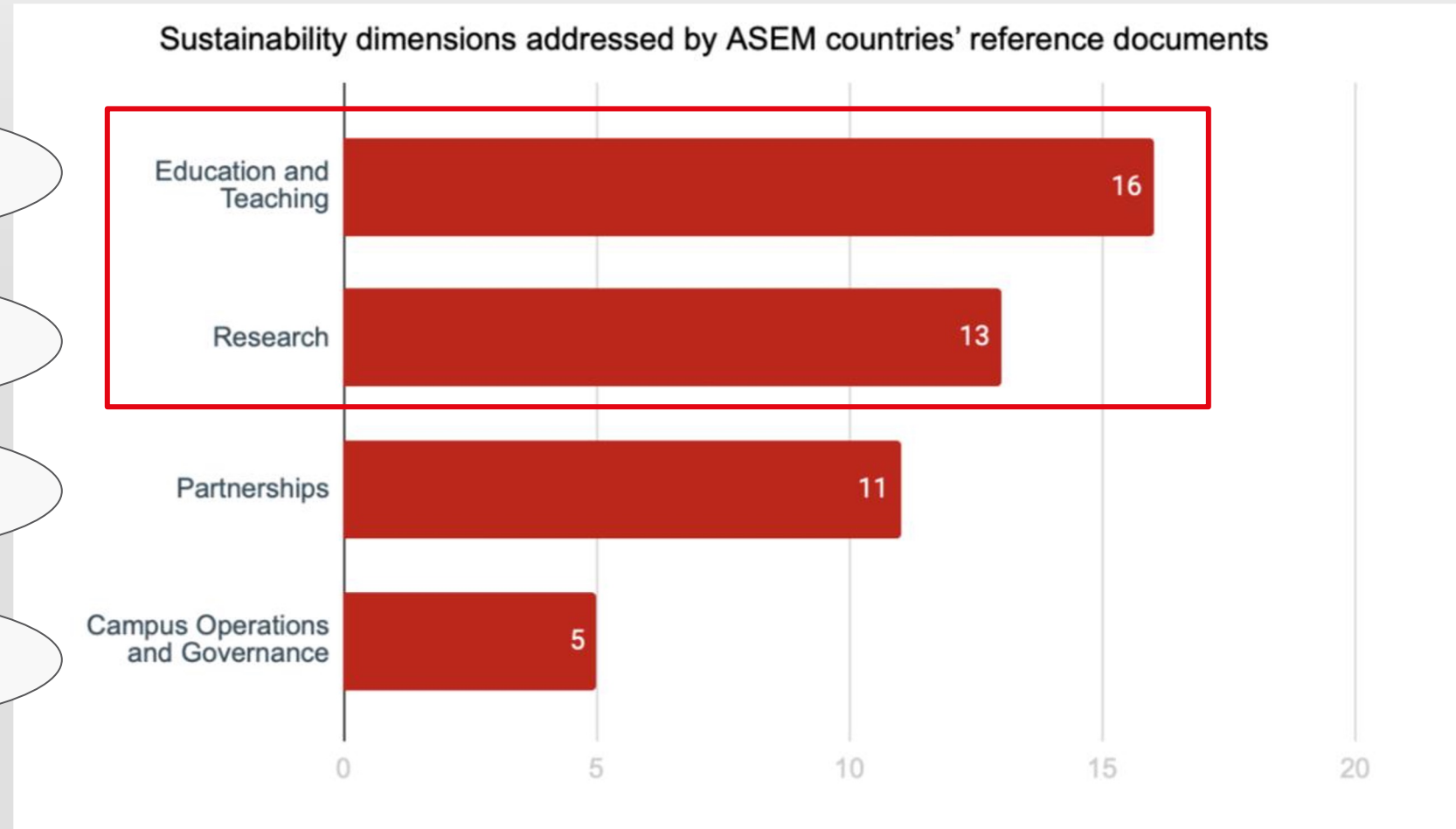
Have a policy document that **specifically focuses on HE action on SDGs**

	With	Without	Currently being developed
Asia	India Philippines	Brunei Darussalam, China, Japan	Lao PDR Myanmar
Europe	Finland, Hungary, Malta, Slovakia, Slovenia	Belgium (Wallonia), Bulgaria, Cyprus, Luxembourg	Croatia Greece



#4. Education and research are focus areas addressed by policy

In the government document(s) you identified, where is sustainability addressed exactly? (N=17)



credit-based courses on SD topics (India)

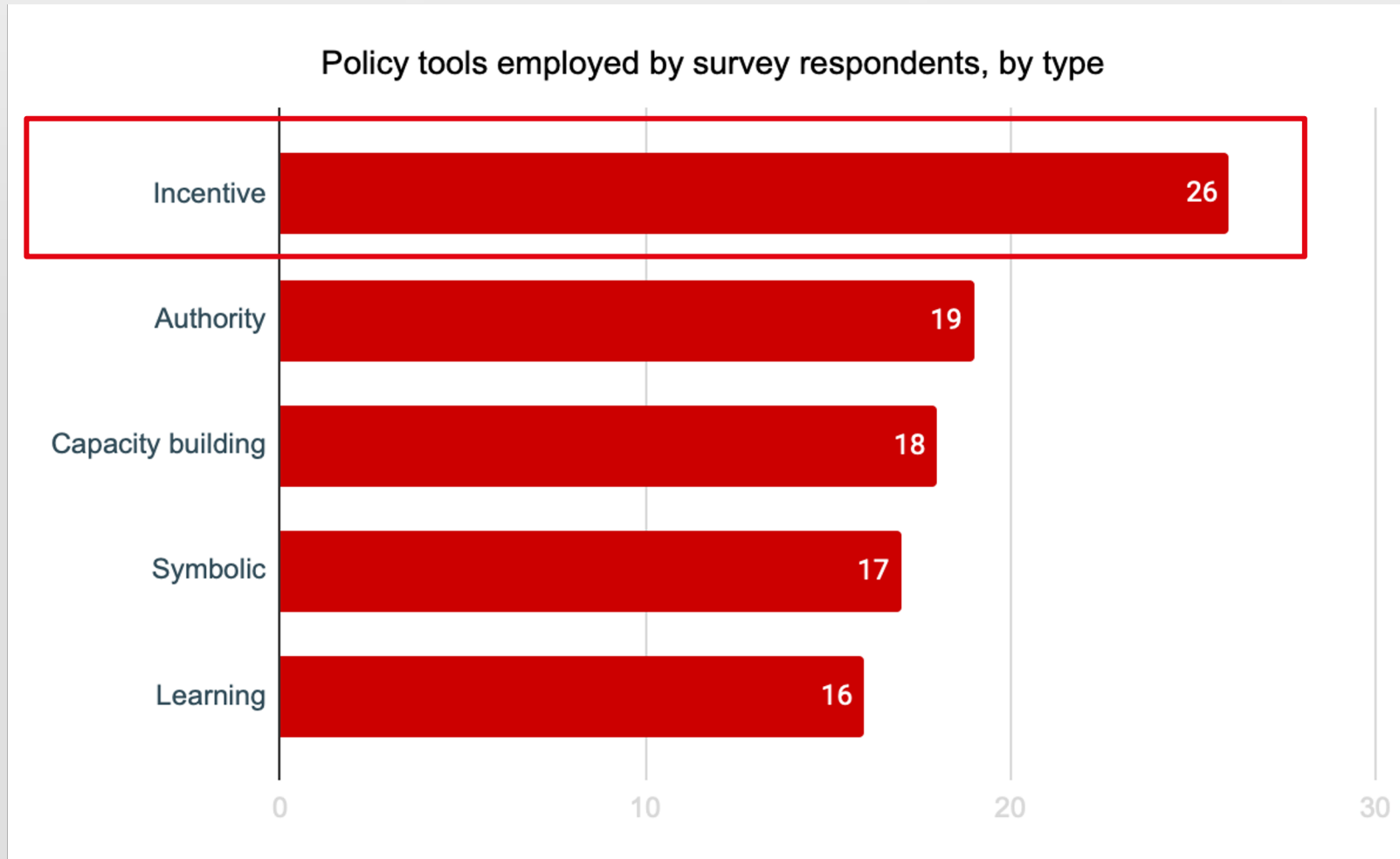
accessibility of databases (Slovenia)

partnerships with HE and industry (Finland)

funding sustainable construction (Germany)



#5. Policy tools employed among ASEM respondents





#5. Country examples of policy tools

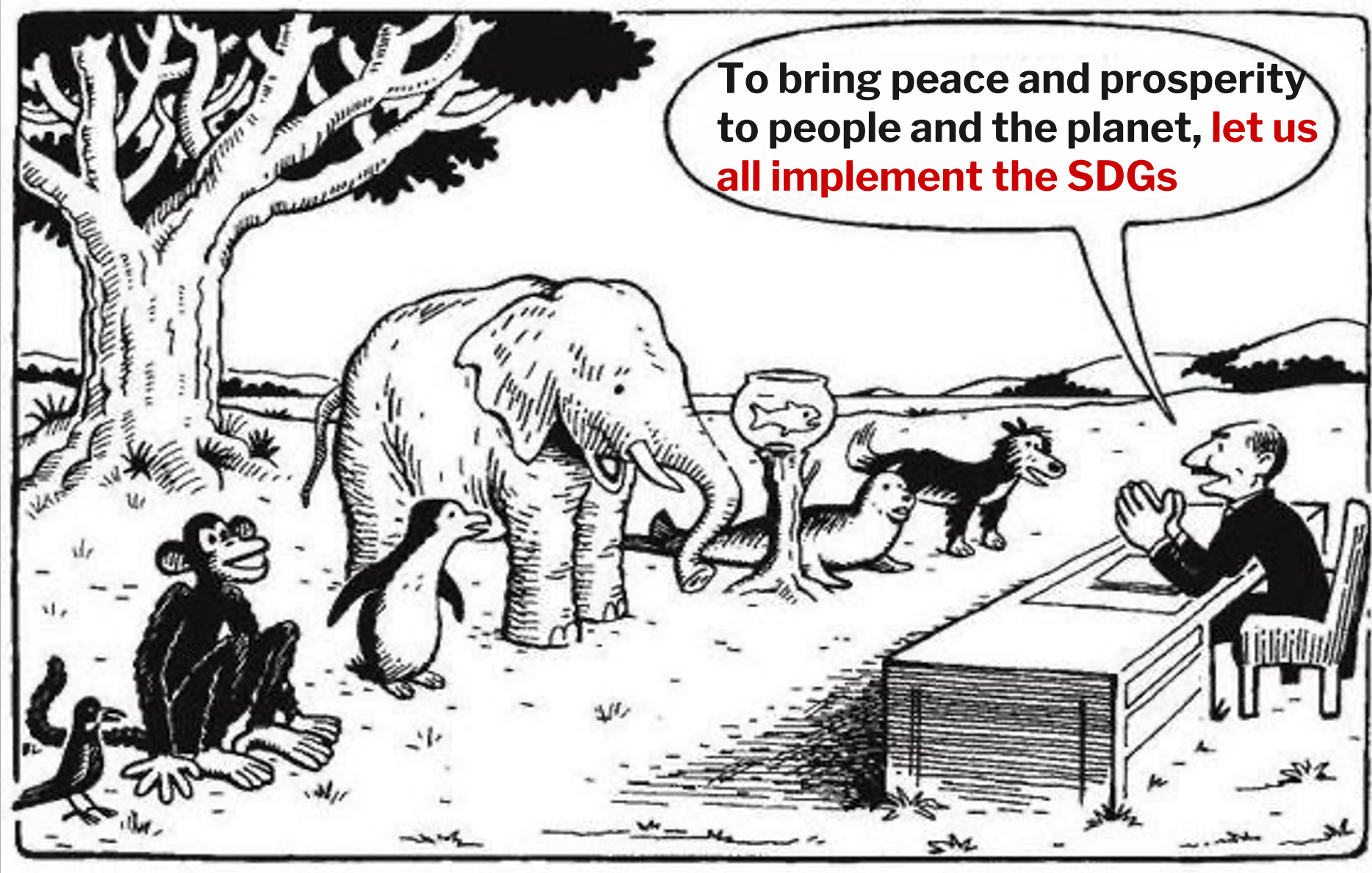
INCENTIVES	Philippines: Grants-in-Aid Programme: targeted funding to support HEIs on SDG-relevant research areas	Austria: Sustainability Awards
AUTHORITY	Bangladesh: QA frameworks as a product of the SDGs	Switzerland: Higher Education Act of 2011: accreditation based on sustainability
CAPACITY BUILDING	Malaysia: program for industry stakeholders to set up laboratories and teaching facilities in HEIs	Finland: providing training and consultation services
SYMBOLIC	India: Include credit-based courses and projects in HEIs on environmental education	Germany: Encourage HEIs to reflect SD in mission statements
LEARNING	Mongolia: Developed a national-level set of targets and indicators related to quality education	UK: Annual reports and new tools to make data more inclusive by disaggregating data

9th ASEF Regional Conference on Higher Education

ASEM Higher Education Mapping: Working Towards the SDGs

Conclusion





... but there is diversity in implementation & focus

... and we should celebrate best practices and successes towards SDGs

*comic strip modified for the purpose of this presentation



We dedicate this report

- To the attention of **ASEM Senior Officials** and their colleagues to foster further exchange and collaboration among your countries
- To the attention of the **ASEM Expert Group on Sustainable Development** to facilitate further discussions, exchanges, learning and collaboration opportunities



We organise dialogue events to discuss the findings

ASEF is organising 2 Policy Dialogue events:

1. in partnership with the ASEAN University Network (AUN) Rectors' Conference, 18-20 July 2023, Online
2. in partnership with the EHEA Coordination Group on Global Policy Dialogue, 18-20 September 2023 (tbc), Italy

→ Present results at ASEMME9

If you interested joining the dialogue events on higher education and sustainable development -- > drop an email to reka.tozsa@asef.org

Thank you!

Reka TOZSA

Director, Education Department

Asia-Europe Foundation (ASEF)

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