

ASEM 10 Years: The AEP - History and Vision

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Alexandra Angress & Siegbert Wuttig (Editors)

LOOKING BACK AND LOOKING AHEAD:

The ASEM Education Process – History and Vision

2008 – 2018

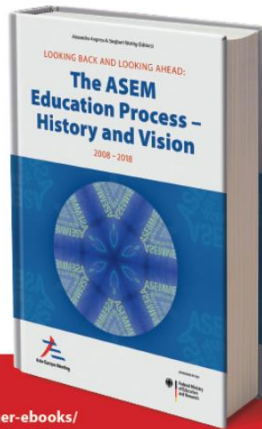
Launched in 1996 with the first political Summit of Heads of State or Government held in Bangkok, the ASEM process was established as an interregional forum that has now evolved to encompass 51 member countries in Asia and Europe, the ASEAN Secretariat and the European Commission. Education has become a key area of ASEM since 2008, in particular. This year's tenth anniversary therefore provides an excellent opportunity to reflect upon the past, the present and the future of the ASEM Education Process (AEP).

This publication creates, for the first time, a multifaceted portrait of AEP – just like a kaleidoscope: The Education Process is highlighted from different perspectives by the editors and various authors from ASEM members and stakeholders.

The first part of the publication elaborates the context, history and development of the ASEM Education Process and presents its achievements and challenges. In the second part, key areas where action is needed for future direction of AEP are identified and a number of activities for further development of AEP are proposed in order to meet future global challenges to the benefit of the people in Asia and Europe.



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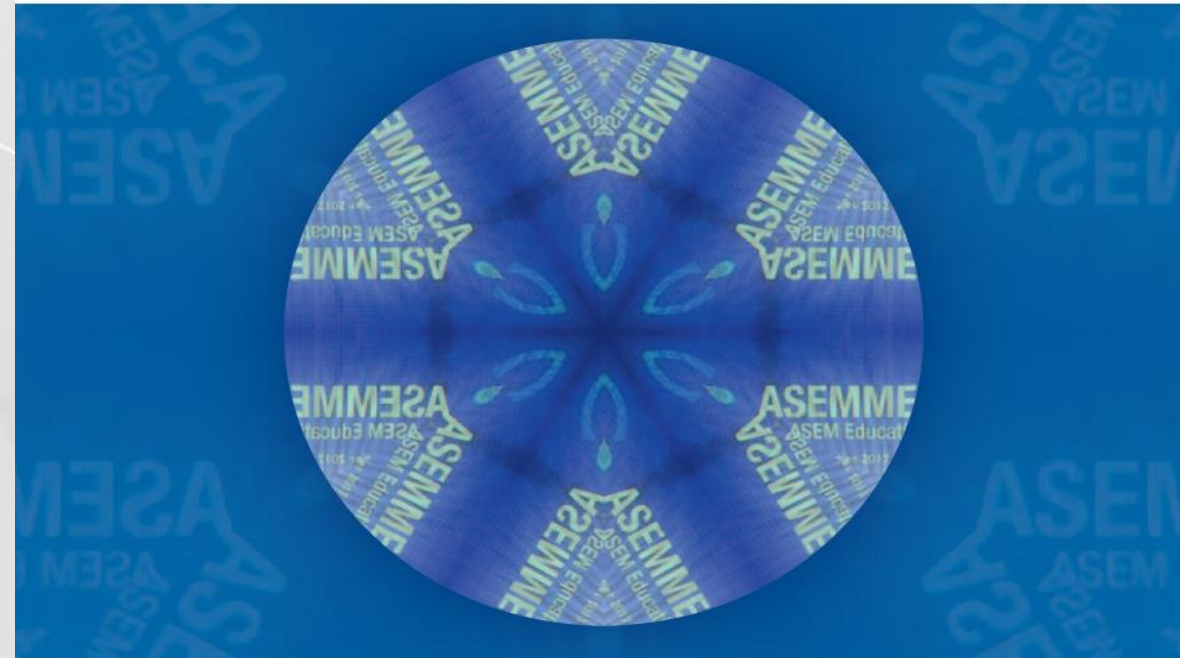


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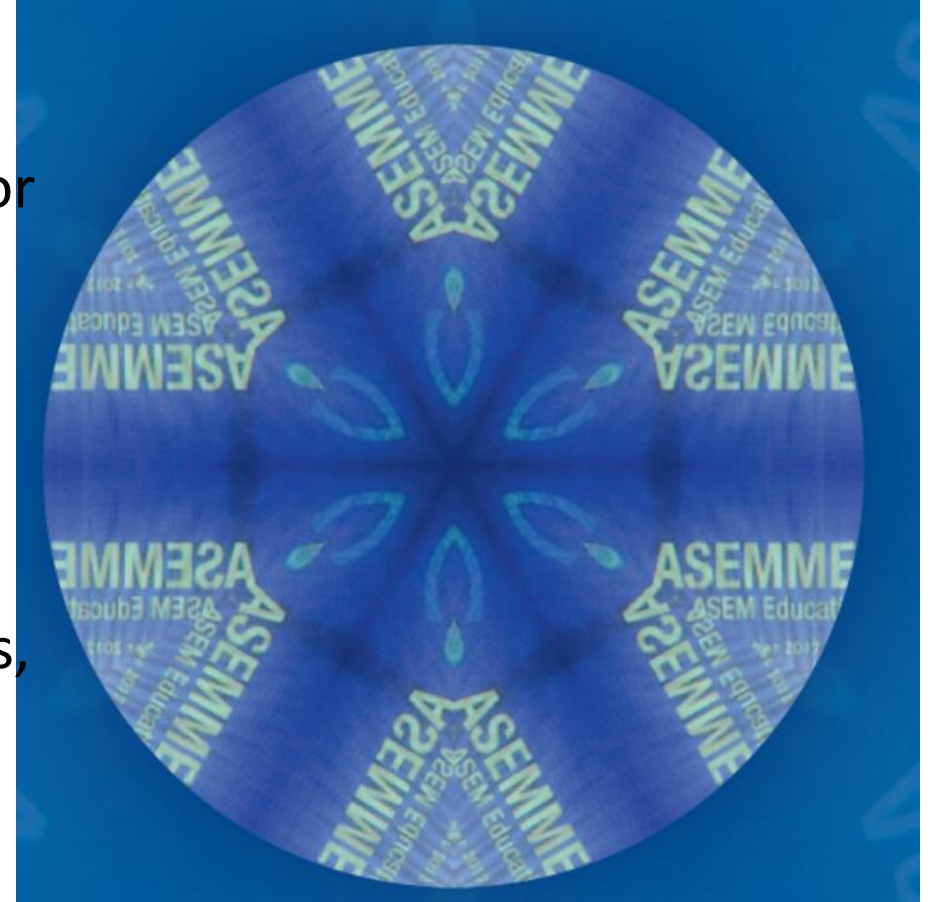
2008 – 2018



ASEM Education Process History and Vision

Rationale/Background

- analyse ASEM as a multilateral, transregional forum for dialogue from different perspectives = **kaleidoscope**
- 10 year anniversary right moment to **take stock** and **look ahead**
- first **comprehensive multifaceted portrait of AEP** based on analyses of key policy documents, academic literature, working documents, written questionnaires, interviews + contributions/inputs across ASEM community +
- identification of different potential scenarios/options



ASEM Education Process – History and Vision



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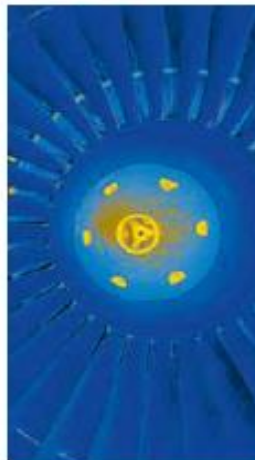
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Ekaterina N. Reshetnikova; Jørn Skovsgaard; Hervé Tilly; Noël Vercrysse; Karsten Warnecke;
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ASEM Education Process (AEP) – the road ahead

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ASEM Education Process – The Road ahead

Option 1: Ending AEP

After ten years of existence, AEP terminates due to marginal gains or a lack of interest or because AEP has completed its mission.

Option 2: Continuing AEP in its status quo with moderate modifications

AEP continues in its current form with some improvements, for example, in the format of meetings, the reporting and the visibility of the Education Process.

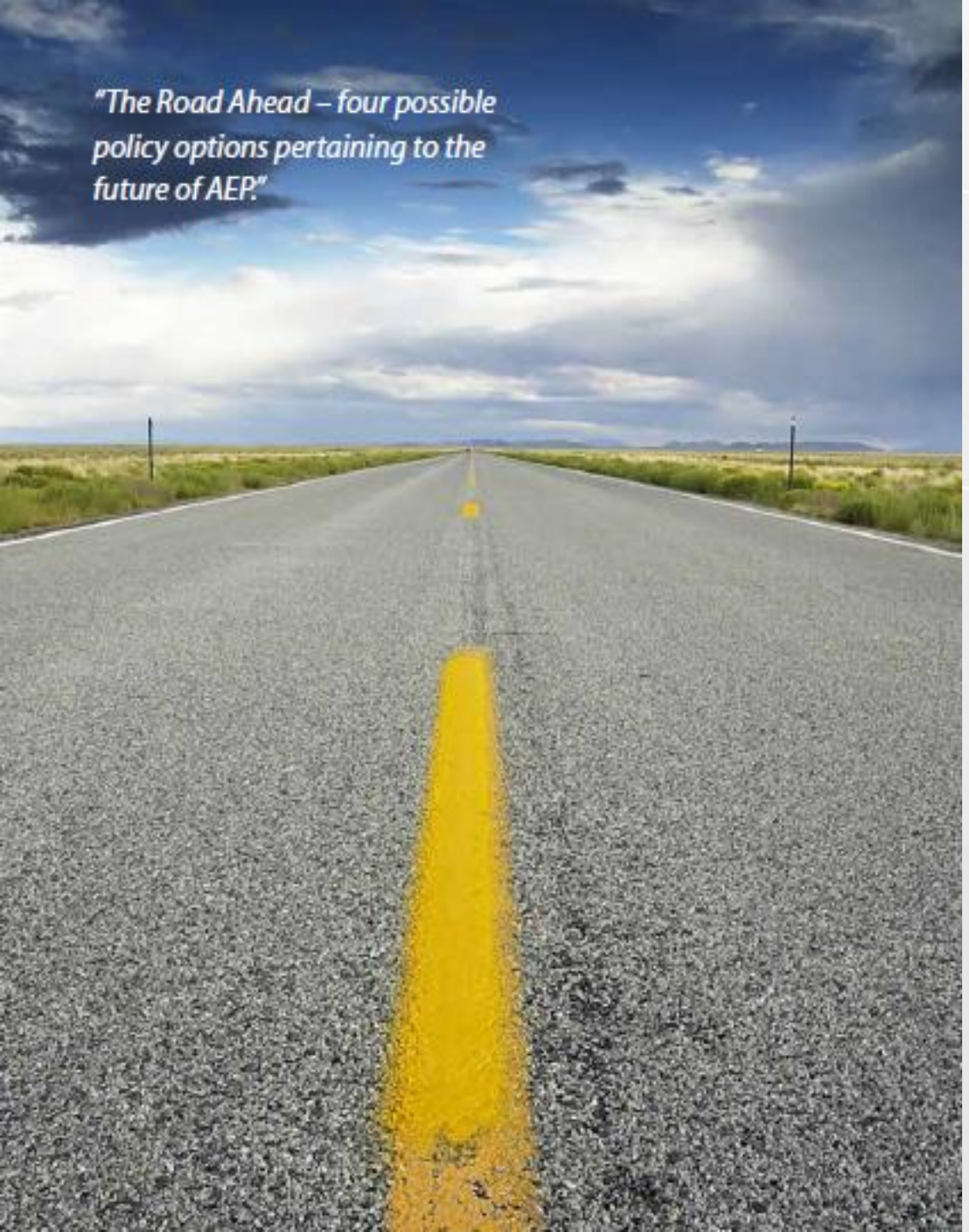
Option 3: Making AEP fit for the future by introducing a wide range of modifications

In order to further enhance dialogue and cooperation between Asia and Europe, to make AEP more effective and output-oriented, and to adapt AEP to future needs (cf. political objectives/fields of action in Table 1), AEP continues in its current form but with a wide range of modifications and new elements, including enhanced political management of AEP.

Option 4: Turning AEP into a clear top-down strategic governance process

AEP continues with substantial changes regarding strategic governance and coordination of AEP, as well as enhancing the effectiveness of dialogue and cooperation, and developing clear top-down processes.

“The Road Ahead – four possible policy options pertaining to the future of AEP.”

A photograph of a long, straight asphalt road with a yellow center line stretching into the distance under a cloudy sky. The road is flanked by green grass and a few utility poles. The sky is filled with large, white and grey clouds, suggesting an overcast or stormy day. The road leads the eye towards the horizon, symbolizing a path forward or a future.

ASEM Education Process – The Road ahead: 4 options



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Option 1: Ending AEP: EP terminates due to a lack of success and marginal gains - or because AEP has completed its mission.

Option 2: Continuing AEP with moderate modifications: AEP continues in its current form with some improvements, for example, in the format of meetings, the reporting and the visibility of the Education Process.

Option 3: Making AEP fit for the future by introducing a wide range of modifications: to make AEP more effective and output-oriented and adapt to future needs, AEP continues in its current form but with a wide range of modifications and new elements, including enhanced political management of AEP.

Option 4: Turning AEP into a clear top-down strategic governance process
AEP continues with substantial changes regarding strategic governance and coordination

ASEM Education Process – The Road ahead: Option 3



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Option 3 - AEP with a wide range of modifications

This option identifies a number of political objectives/fields of action & potential activities & actors to further develop AEP to make it fit for the future.

- The political objectives/ fields of action outlined primarily reflect the results of the document analysis and feedback from ASEM members and stakeholders.
- The potential activities have been proposed by ASEM members and stakeholders complemented by the editors.
- The actors listed are the ones responsible for endorsing or implementing the proposed activities.

Table 1: Option 3 – Elements for a Modified ASEM Education Process

Political Objectives /

Fields of Action

Potential Activities

Actors

ASEM Education Process – The Road ahead: Option 3 - Objectives



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Political Objectives /Fields of Actions

- Bringing AEP closer to the **overarching ASEM** process
- Developing **people-to-people connectivity** as guiding principle of AEP boosting academic and non-academic short-term and long-term mobility
- Expanding AEP's current **thematic priorities/scope** to meet new challenges
- Strengthening, widening and deepening **dialogue and cooperation**
- **Improving effectiveness** of AEP
- Making **AEP** and its **success stories more visible**

ASEM Education Process – The Road ahead: Option 3 - Activities



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**Developing
people-to-people
connectivity as
guiding principle
of AEP by boosting
academic and non-
academic short-term
and long-term
mobility**

Use and extend existing exchange and cooperation programmes: e.g.
(5) motivate more countries and individuals to take part in bilateral and mul-
tilateral mobility programmes such as ASEM-DUO; ASEM Work Placement
Programme; AEI and ASEF activities; international mobility of Erasmus+⁵

ASEMME (policy); education
institutions (development/
implementation); EU/Ministries
(funding)

(6) inform education institutions in ASEM countries about opportunities for
mobility

EU; National Agencies; AES; ASEF,
AEI, ASEM-DUO (information)

(7) expand existing regional programmes to Asia-Europe schemes
(e.g. combine ASEAN International Mobility for Students programme AIMS
with Erasmus+ mobility)

Ministries/EU (policy; funding);
education institutions
(implementation)

ASEM Education Process – The Road ahead: option 3 - Activities

Strengthening, widening and deepening dialogue and cooperation

(10) Intensify dialogue and cooperation with international forums (e.g. Bologna Policy Forum⁶, APAIE, EAIE, NAFSA)

Ministers (policy); AES (participation in policy events; presentation of AEP initiatives in information booth)

(11) widen and deepen dialogue and cooperation between Asian and European Quality Assurance Agencies and Recognition Centres (e.g. develop a common ASEM framework for academic recognition based on lessons learned in the SHARE initiative and the Bridging Recognition Declaration)

SHARE, AQAN, ENQA, etc.
NARICs, CBQAN

(12) improve communication and networking among ASEM members and stakeholders between Ministerial Meetings by providing a closed ASEM information online forum

AES (implementation)

(13) motivate and convince more ASEM members to participate in agreed multilateral ASEM initiatives (e.g. ASEM Joint Curriculum Project)

Ministers (policy); Senior Officials (implementation); AES (coordination)



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ASEM Education Process – The Road ahead: Option 3 - Activities



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Improving
effectiveness of
AEP – towards
more action and
interaction

(24) Develop a vision 2025 with clearly defined objectives/targets regarding policy and result-oriented pillar (e.g. further elaborate the Seoul Declaration and define some measurable targets such as "By 2025, we will have implemented 10 new multilateral ASEM mobility projects and have increased the number of participating individuals in ASEM-DUO/AEI/ASEM WPP by 25%")

Senior Officials (preparation);
Ministers (policy/adoption)

(25) prepare and adopt a strategic AEP action plan

Senior Officials/AES (preparation);
Ministers (adoption)

AEP - Looking ahead



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The approach suggested seeks to combine **bottom-up activities** with **top-down governance** elements .

It is argued that it has the potential to **advance AEP and enhance its capacity** in order to help solve global challenges and demonstrate **clear added value of ASEM Education cooperation**

The Vision for AEP with educational objectives that is translated into corresponding policies is centred around the following elements:

- strengthened investment in **people-to-people** contacts/mobility
- enhanced **widened and deepened dialogue**
- cooperation based on a number of **successful and new initiatives**
- improved **working methods** based on an **agreed road map/strategic action plan**

AEP - Looking ahead



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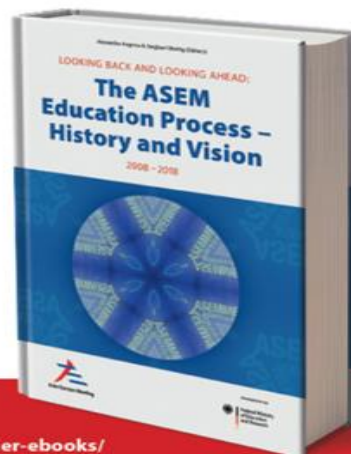
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AEP - Looking ahead



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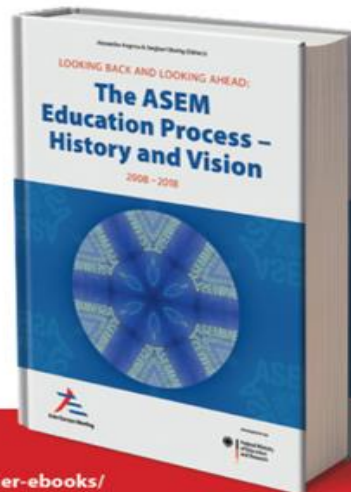
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*We would like to wish you now happy reading
and thank you for your attention!*

The editors

Alexandra Angress and Siegbert Wuttig

A list is here on display to request a copy of the publication.

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