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

LOOKING BACK – HISTORY AND TAKING STOCK

The political context: ASEM – (more than?) a forum of dialogue between Asia and Europe
Sebastian Bersick/Julia Schwerbrock

Discovering education in the ASEM process (1996 – 2008): views from within and Germany’s role
Susanne Burger

The Bologna and ASEM Education Processes: comparing governance models and outcomes
Qee Anh Dang

Taking stock: the first international ASEM Education Secretariat in Germany (2009 – 2013)
Sieghard Wuttig/Nina Scholle-Pollmann

Lessons learned from the second international ASEM Education Secretariat in Indonesia (2013 – 2017)
Enda Wulandari

Drivers of the ASEM Education Agenda: Ministerial Conferences, Senior Officials’ Meetings and the ASEM Education Secretariat
Sieghard Wuttig/Alexandra Angress
ASEM Education Process – History and Vision

From shared views to a common vision – political opinion forming in the ASEM Education Process
Siegbert Wutrig

Key areas and results of the Ministerial Conferences in Berlin, Hanoi, Copenhagen, Kuala Lumpur and Riga
Siegbert Wutrig

ASEM Education Process in practice: selected initiatives, programmes and projects
Alexandrina Angress

Achievements and shortcomings of the ASEM Education Process – views and reflections
Siegbert Wutrig/Alexandrina Angress

The Asia-Europe Foundation’s contribution to the ASEM Education Process: enhancing mutual understanding through tangible outputs
Leonie Nagasapran/Reka Tozsa

The ASEM Education Process moving towards dialogue in the area of Technical Vocational Education and Training – TVET
Fiona Cockett
LOOKING AHEAD – VISION

The way forward – the ASEM Ministerial Meeting on Education in Korea
Martin Schifflings
183

Genesis and strategies of the third ASEM Education Secretariat in Belgium (2017–2021)
Nadia Feynders/David Urban
189

The ASEM Education Process in the context of the EU’s Global Strategy
Martine Reicharts
196

Reflections on the future of the ASEM Education Process
Channavut Sujattanond
201

Observations on optimising and building the ASEM Education Process in the future
Alexandro Angress/Sieghart Wuttig
205

The ASEM Education Process: Vision 2025 – opinions and reflections
Alexandro Angress/Sieghart Wuttig
213

with contributions from Cloud Bai Yun; Richard Brustie; Mary Yap Kain Chia;
Nelson G. Caimohog; Lakhena Docillo; Lim Yi Jia; Aylis Junaidi; Henk van Liempd;
Benjamin Monnayo; Sophia A. Parmiezkova; Georgiano Phua; João Pinto; Michael Rettner;
Ekaterina N. Reshhetnikova; Jerr Skovgaard; Hervé Tilly; Noël Vercyse; Karsten Waarwecke;
Nik Az bin Mat Yusof

ASEM Education Process (AEP) – the road ahead
Alexandro Angress/Sieghart Wuttig
230
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”
ASEM Education Process – The Road ahead: 4 options

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.
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

<table>
<thead>
<tr>
<th>Political Objectives / Fields of Action</th>
<th>Potential Activities</th>
<th>Actors</th>
</tr>
</thead>
</table>
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

<table>
<thead>
<tr>
<th>Developing people-to-person connectivity as guiding principle of AEP by boosting academic and non-academic short-term and long-term mobility</th>
<th>Use and extend existing exchange and cooperation programmes: e.g. (5) motivate more countries and individuals to take part in bilateral and multilateral mobility programmes such as ASEM-DUO; ASEM Work Placement Programme; AEI and ASEM activities; international mobility of Erasmus+;</th>
<th>ASEMME (policy); education institutions (development/implementation); EU/Ministries (funding)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(6) inform education institutions in ASEM countries about opportunities for mobility</td>
<td>EU; National Agencies; AES; ASEF; AEI, ASEM-DUO (information)</td>
</tr>
<tr>
<td></td>
<td>(7) expand existing regional programmes to Asia-Europe schemes (e.g. combine ASEAN International Mobility for Students programme AIMS with Erasmus+ mobility)</td>
<td>Ministries/EU (policy; funding); education institutions (implementation)</td>
</tr>
</tbody>
</table>
### ASEM Education Process – The Road ahead: option 3 - Activities

<table>
<thead>
<tr>
<th>Strengthening, widening and deepening dialogue and cooperation</th>
<th>Ministerial Meetings by providing a closed ASEM information online forum</th>
<th>Ministers (policy); AES (implementation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10) Intensify dialogue and cooperation with international forums (e.g. Bologna Policy Forum, APAIE, EAEIE, NAFA)</td>
<td>Improve communication and networking among ASEM members and stakeholders between Ministerial Meetings by providing a closed ASEM information online forum</td>
<td>Ministers (policy); Senior Officials (implementation); AES (coordination)</td>
</tr>
<tr>
<td>(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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(12) Improve communication and networking among ASEM members and stakeholders between Ministerial Meetings by providing a closed ASEM information online forum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(13) Motivate and convince more ASEM members to participate in agreed multilateral ASEM initiatives (e.g. ASEM Joint Curriculum Project)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ASEM Education Process – The Road ahead: Option 3 - Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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%”)</td>
<td>Senior Officials (preparation); Ministers (policy/adoption)</td>
</tr>
<tr>
<td>(25) prepare and adopt a strategic AEP action plan</td>
<td>Senior Officials/AES (preparation); Ministers (adoption)</td>
</tr>
</tbody>
</table>
AEP - Looking ahead

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
LOOKING BACK AND LOOKING AHEAD:

The ASEM Education Process – History and Vision
2008 – 2018

Direct & free access to the publication online:
https://www.lemmens.de/medien/buecher-ebooks/wissenschaft-hochschule-forschung/asem

+ additional online material end as of October!
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.

Contact:
Prof. Dr. Alexandra Angress
email: alexandra.angress@h-ab.de