

Terms of References

Expert Group
Expert Group Digitalisation
Contact Persons
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Composition/ Participating Countries
<ul style="list-style-type: none">– From Europe: tbc– From Asia: tbc
Reference to Policy Background Papers
<p>Chair’s Conclusions ASEMME7 (Bucharest, May 2019)</p> <ul style="list-style-type: none">- The Ministers underlined that “Digitalisation” can create opportunities to support connectivity and collaboration between Asia and Europe, but also that the ASEM Education Process should adapt itself to the opportunities and challenges of digitalisation and the 4th Industrial Revolution. Therefore, the Ministers welcomed the suggestion to include “Digitalisation” as a second transversal theme (besides Sustainable Development) within the 4 priority areas of the ASEM Education Process. (No. 13)- Ministers invited Senior Officials to establish an expert group on the transversal topic on digitalisation in order to foster dialogue and synergies on activities in the field of digital learning and teaching. The Ministers thank Germany for the initiative. (No. 55) <p>12th ASEM Summit (Brussels, October 2018)</p> <ul style="list-style-type: none">- “Leaders recognised the importance of access to quality education as a basic human right and a tool for responsible citizenship, economic prosperity and resilience of society [...]. Leaders <u>also recognised the value of [...] enhancing the use of digital tools in teaching and learning. Leaders recalled the role of lifelong learning, including Technical and Vocational Education and Training (TVET) and human resources development to ensure employability by providing individuals with the skills needed to thrive in a globalised and digitalised world</u>” <p>Seoul Declaration (ASEMME6, Seoul, 2017)</p> <ul style="list-style-type: none">- “Taking note of the great <u>potential of ICT – Information and Communication Technologies</u> – as a useful tool for education innovation, we declare our support for stronger collaboration, in particular, <u>to help close the education gap between different regions and countries and address the SDG – Sustainable Development Goals – challenges and global issues</u>, such as equity and accessibility in education. By using OER – Open Educational Resources – we will strive to promote the use and sharing of quality teaching and learning materials. We also <u>urge our ASEM partners to use ICT as a tool to innovate teaching and learning practices</u>. For example, Massive Open Online Courses (MOOCs) can increase access to education, while smart learning analytics platform can provide tailored education to learners in line with their level of understanding. Concerned with the possibility that a gap in ICT use may cause more serious social polarisation in the future, we intend to explore possibilities of resolving this issue by joint efforts and <u>we are ready to discuss credit transfer and recognition issues related to the use of ICT in education.</u>”

State of the Art
<ul style="list-style-type: none"> – At ASEMME3 in Copenhagen, Denmark (May 2011), the Ministers have adopted four priorities as the core topics of the ASEM Education Process: quality assurance and recognition; engaging business and industry in education; balanced mobility; lifelong learning including technical and vocational education and training. – These priorities are still of high relevance in the AEP as well as in other policy forums (e.g. ASEAN Plus Three, EU, Bologna Process). Nevertheless, in recent years digitalisation has occurred as a major instrument influencing industry, international cooperation as well as education. Digital formats provide great potential for international cooperation in education: mobility can be promoted through virtual mobility schemes; lifelong learning can be enhanced through MOOCs; intercultural and academic exchange can be strengthened through digital platforms. Besides the obvious advantages digitalisation also raises known issues such as: how to recognize credits earned in a MOOC or through other online learning platforms? – Digitalisation effects all four AEP priorities. It brings about new opportunities as well as challenges for education, skills development and employability in Asia and Europe. – Digitalisation is an important instrument that can help to strengthen international cooperation in education as well as increase the accessibility to quality education for more people and therefore contribute to the achievement of the Sustainable Development Goals. – The Expert Group Digitalisation is introduced complementary to the new Standing Working Group. The Standing Working Group (SWG) is established in order to support the AES in its strategic work and to develop a strategy paper and action plan (Strategy 2030) pooling together the outcomes of the various ASEM expert and working groups. The EG Digitalisation complements the work of the SWG through providing policy input for the Strategy 2030 on topics related to digitalisation and educational cooperation.
Target Group
<p>Target Group</p> <ul style="list-style-type: none"> - academic experts (from universities and research institutes) - digitalisation experts from NGOs involved in education - representatives from student bodies <p>Appointing the Experts</p> <ul style="list-style-type: none"> - each ASEM member state participating in the Expert Group is responsible for identifying and recruiting experts from their respective country
Purpose and Intended Outcome
<p>Purpose</p> <ul style="list-style-type: none"> – establish a forum in which stakeholders and experts of various ASEM expert groups and initiatives can take part in order to promote a stronger inclusion of digitalisation in their field of expertise/ initiative; the outcomes of the Expert Group Digitalisation shall hence complement the work of the other expert groups, specifically of the newly established Standing Working Group – promote exchange on the potential of digitalisation in education with specific regard to the four priorities of the AEP – promote exchange on the potential of digitalisation in education with specific regard to inclusion and accessibility (SDG 4.3: equal access to quality education including tertiary education) – identify opportunities for concrete cooperation of ASEM members in digital learning and teaching

Intended Outcome

- a pool of experts on digitalisation specifically working within the ASEM context
- input and concrete policy recommendations, for the Strategy 2030 and ASEMME8, focusing on digitalisation, with specific regard to the four priorities of the AEP, and how digitalisation can contribute to the implementation of the UN Sustainable Development Goals
- recommendations for conceptualising new ASEM initiatives focusing on digital learning and teaching

Intended Schedule

- two meetings per year (via skype/ video conference and in connection with meetings of the Standing Working Group)

Schedule

- December 2019: 1st meeting (kick-off)
- Spring 2020 (before ISOM): 2nd meeting
- Autumn 2020 (before SOM1): 3rd meeting
- SOM1 (October/ November 2020): presentation of first ideas for the Strategy 2030
- Spring 2021: final agreement on recommendations for Strategy 2030 and ASEMME8
- SOM2/ ASEMME8 (2021)

Further Steps

- Germany will be coordinating the Expert Group in close cooperation with the ASEM Education Secretariat
- Regular meetings will be realized, ideally through video/ Skype conferences
- The participating countries should discuss and finalise these ToR and agree on the Expert Group's operating principles

Additional Remarks