

# Terms of References

<b>Expert Group</b>
Expert Group Digitalisation
<b>Contact Persons</b>
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<b>Composition/ Participating Countries and Organisations</b>
<ul style="list-style-type: none"> <li>– Coordinator: DAAD (Germany)</li> <li>– Members: Artevelde University of Applied Sciences (Belgium); ASEM Education Secretariat; ASEAN Secretariat; Asia-Europe Foundation (ASEF); Beijing Normal University (China); Dania Academy; Directorate for Digital Literacy and Transversal Skills (Malta); Erasmus Student Network (ESN); European Association for Quality Assurance in Higher Education (ENQA); European Commission, Directorate-General for Education, Culture, Youth and Sport; European Students' Union (ESU), European Training Foundation (ETF); European University Association (EUA); Ghent University (Belgium); Groningen Declaration Network (Netherlands); International Association of Universities (IAU); King Mongkut's University of Technology Thonburi (Thailand); Ministry of Education (India); Ministry of Education and Research (Estonia); Ministry of Education and Science (Latvia); Federal Ministry of Education, Science and Research (Austria); Ministry of Science, Technology and Higher Education (Portugal); Ministry of Higher Education, Research and Innovation (France); Ministry of Education and Religious Affairs (Greece); Ministry of Education Culture, Sport and Youth/Department of Higher Education (Cyprus); National Europass Centrum (Netherlands); National Institute of Educational Planning and Administration (India); Office of the Higher Education Commission (OHEC), Thailand; SEAMEO RIHED; SHARE EU; University of Applied Sciences Aschaffenburg (Germany); University Politehnica of Bucharest, UNESCO-UNEVOC</li> </ul>
<b>Reference to Policy Background Papers</b>
<p><b>Chair's Conclusions ASEMME8 (Bangkok, December 2021)</b></p> <ul style="list-style-type: none"> <li>- In their meeting, the Ministers reiterated that 'digitalisation' can create opportunities to support connectivity and collaboration between Asia and Europe. The Ministers acknowledged that incorporating digital tools in education has been vital in ensuring continuity of support to learners during the COVID-19 pandemic. Furthermore, the pandemic has shown that digital inequality prevails, excluding learners from digitally enhanced education (...) The Ministers emphasized that a continued dialogue on the opportunities and challenges of digitalisation in education and the exchange of good practices in digitally enhanced education is important and should be continued. (No. 14)</li> </ul> <p><b>Chair's Conclusions ASEMME7 (Bucharest, May 2019)</b></p> <ul style="list-style-type: none"> <li>- The Ministers underlined that "Digitalisation" can create opportunities to support connectivity and collaboration between Asia and Europe and 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)</li> </ul>

- 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)

#### **Seoul Declaration (ASEMME6, Seoul, 2017)**

- Taking note of the great potential of ICT – Information and Communication Technologies – as a useful tool for education innovation, we declare our support for stronger collaboration, in particular, to help close the education gap between different regions and countries and address the SDG – Sustainable Development Goals – challenges and global issues, 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 urge our ASEM partners to use ICT as a tool to innovate teaching and learning practices. 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 we are ready to discuss credit transfer and recognition issues related to the use of ICT in education.

#### **State of Play**

- At ASEMME7 in Bucharest, Romania (May 2019), the Ministers have adopted “digitalisation” as a transversal theme, as it effects all four priorities (quality assurance and recognition; engaging business and industry in education; balanced mobility; lifelong learning including TVET) of the ASEM Education Process.
- At the virtual ASEMME8 in Bangkok, Thailand (December 2021) the Education Ministers adopted the ASEM Education Strategy 2030 and the corresponding Action Plan for the ASEM Education Process until 2030. The strategy aims at supporting a more prosperous, resilient and sustainable Asia-Europe education region, deepening collaboration between the two regions and promoting inclusive and equitable quality education and training. The digital transformation, as a transversal theme, is addressed by the strategic objectives in the strategy. The strategic objectives highlight the importance of promoting and supporting virtual mobility and exchanges, fostering digital skills and promoting exchange on quality assurance, validation and recognition of virtual and blended learning formats as well as digital credentials.
- The Expert Group Digitalisation was initiated at a kick-off meeting in December 2019 in Berlin, Germany. Between 2019 and December 2021 the EG has come together for four meetings (December 2019; June 2020; February and August 2021).
- The EG Digitalisation has drafted a Working Paper which was presented to the Senior Officials at SOM2 in December 2021 and acknowledged by the Ministers of Education in the Chair’s Conclusions of ASEMME8. The paper looks at challenges and opportunities of digitalisation, enabled or facilitated in the sphere of education, and advises ASEM policymakers on key issues that need to be addressed to transform education and make it more flexible to respond to current and future demands. The Working Paper of the EG Digitalisation is structured along four thematic priorities: 1.) digital infrastructure, 2.) international exchange and mobility, 3.) futures of (lifelong) learning 4.) quality assurance and recognition.

#### **Target Group**

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- academic experts (from universities and research institutes)
- digitalisation experts (from governments, NGOs involved in education)
- representatives from student bodies

### Appointing the Experts

- each ASEM member state/ stakeholder participating in the Expert Group is responsible for identifying and recruiting experts from their respective country/ organisation

### Purpose and Intended Outcome

#### Purpose

- Foster dialogue on the potential of digitalisation in (higher) education with specific regard to the four priorities of the ASEM Education Process as well as the Sustainable Development Goals.
- Promote peer learning among the appointed experts of both regions.
- Strengthen collaboration and connectivity by identifying, sharing and promoting good practices of digitally enhanced education cooperation between Asia and Europe.
- Complementing the work of other ASEM expert groups by providing expertise in the field of digital transformation.

#### Intended Outcome

- Establishment of a pool of experts on the digital transformation in (higher) education specifically working within the ASEM context.
- A portfolio of good practice examples on digitally enhanced education cooperation between Asia and Europe, which serve as a knowledge basis for further collaborations between the two regions.
- Contributing to outcome documents of political meetings (SOM and ASEMME).

### Intended Schedule

1 <sup>st</sup> Meeting (virtual)	March 2022
2 <sup>nd</sup> Meeting (virtual)	October 2022
<i>ISOM</i>	<i>November/ December 2022 (tbc)</i>
3 <sup>rd</sup> Meeting	March 2023
<i>SOM 1</i>	<i>May 2023 (tbc)</i>
4 <sup>th</sup> Meeting	October 2023
<i>SOM2/ ASEMM9</i>	<i>November/ December 2023 (tbc)</i>

### Additional Remarks

- DAAD (Germany) will be coordinating the Expert Group in close cooperation with the next ASEM Education Secretariat.
- The participating countries should discuss and finalise these ToR and agree on the Expert Group's operating principles in the 1<sup>st</sup> Meeting (March 2022).