

QUALITY ASSURANCE AND RECOGNITION

EU SUPPORT FOR HIGHER EDUCATION IN THE ASEAN REGION (SHARE) INAUGURAL POLICY DIALOGUE "ENHANCING CONNECTIVITY AND COMPARABILITY IN ASEAN HIGHER EDUCATION", 24-25 AUGUST 2015, JAKARTA, INDONESIA.

The European Union Support to Higher Education in the ASEAN Region (SHARE) project is a 10 million EURO European Union (EU) funded project with an objective to strengthen regional cooperation, enhance the quality, competitiveness and internationalization of ASEAN higher education institutions and students, contributing to an ASEAN Community beyond 2015. The main aim of the SHARE is to enhance cooperation between the EU and the ASEAN Economic Community and to create long-term benefits from the harmonization of higher education across ASEAN. The SHARE project managed by a consortium led by British Council consists of German Academic Exchange Service (DAAD), EP-Nuffic, Campus France and the European Association University Association (EUA).

In this context, the first series of SHARE's Inaugural Policy Dialogue was hosted by the ASEAN Secretariat on 24 and 25 August 2015 at the ASEAN Secretariat, in Jakarta, Indonesia. The inaugural dialogue was attended by senior national ASEAN policymakers in higher education, leading representatives of regional organizations, relevant donor agencies, and academics and students from universities across ASEAN. The purpose of the two day dialogue was to create a platform to discuss issues relating to existing issues around quality assurance, qualification frameworks, credit transfer and student mobility initiatives, to facilitate the exchange of information between Asia and Europe and explore synergies that will enhance connectivity and comparability in ASEAN higher education.

During her welcoming remarks, Ms. Alicia Dela Rosa Bala, the ASEAN Deputy Secretary General highlighted that the inaugural policy dialogue aims to map existing cooperation on higher education in ASEAN, identify and tap on potential synergies to ultimately benefit students, higher education

institutions, and professionals in the region. Meanwhile, in the keynote address, the Permanent Secretary, Ministry of Education and Sports of Lao PDR and ASEAN Senior Officials Meeting on Education (SOM-ED) Chair, Assoc. Prof. Dr. Sisamone Sithirajvongsa believed that the constructive views and comments of delegates and participants will contribute a great deal to enhancing synergies for future cooperation and mutual assistance in human resources development, especially in higher education among ASEAN member states and between ASEAN and the European Union.

In addition to that another keynote speaker Ms. Ligia Deca, Education Researcher and State Advisor for Higher Education and Research, Romanian Presidential Administration articulated that closer connectivity is not about simply transferring process and structure to the ASEAN region; the adaption and adoption of appropriate best practices within the ASEAN context will be the key towards enhanced co-operation.



Token of appreciation presentation to Ms. Alicia Dela Rosa Bala ASEAN Deputy Secretary General by Mr. Stefan Hell, Share Team leader © ASEAN Secretariat

The two day dialogue comprised of seven parallel sessions focusing on the issues related to quality assurance and mobility. Session eight summarised the findings and policy from the seven parallel sessions.

Besides the SHARE policy dialogue, the dialogue also focused on the university degree acknowledgement in all of ASEAN Member States and the capacity of CLMV (Cambodia, Lao PDR, Myanmar and Vietnam) universities. The main aim of the CLMV Policy Dialogue was to identify action and support for CLMV in the framework of SHARE.

The dialogue was also attended by universities and student representatives who played a key role in the discussion of an ASEAN perspective. In addition to that, the expectation and the debate gave donors and International organizations the opportunity to contribute considerably in mapping existing regional initiatives and projects on harmonizing ASEAN higher education.

The outcomes of the dialogue will help the consortium to position SHARE in the best way within the existing higher education landscape in South East Asia and bring the unique expertise Europe has gained through the Bologna Process in the past 15 years for the benefit of ASEAN.

Source:

http://www.asean.org/news/asean-secretariat-news/item/asean-eu-to-focus-on-quality-assurance-in-asean-higher-education?category_id=27
<http://www.share-asean.eu/events/shares-inaugural-policy-dialogue/>

BALANCED MOBILITY

1ST ASIA-EUROPE INSTITUTE (AEI) ASEM SUMMER CAMP (ASC), 2 - 16 AUGUST 2015, MALAYSIA.

By Asia-Europe Institute, University of Malaya
<http://aei.um.edu.my/>

The first Asia-Europe Institute – ASEM Summer Camp (AEI-ASC) 2015 was organized by the Asia-Europe Institute (AEI), University of Malaya in collaboration with Ministry of Higher Education Malaysia from 2 to 16 August 2015. The pilot project aimed to address the issue of imbalance in the mobility of students, researchers, and academics between Europe and Asia as discussed at ASEMME3 in Copenhagen, Denmark. The AEI-ASC was officially launched by the AEI Executive Director, Professor Dr Azirah Hashim on 2 August 2015. Nine (9) participants comprising 1 each from Italy, Philippines, China, and Japan; 3 from Indonesia, and 2 Malaysians attended the 2 week pilot project.

The theme of the AEI-ASC, “**Biodiversity and Cultural Heritage**,” was translated into 11 lecture modules which provided sound background

knowledge through complementary fieldwork visits, talks and other related activities. The fieldtrips and related activities were conducted to provide hands-on exposure and complement the modules. These included a tour of ‘*Rimba Ilmu*’ in the University of Malaya, visit to the National Museum, presentation and tour of Putrajaya by Putrajaya Holdings, talk and forest walk at the Forest Research Institute Malaysia (FRIM), visit to a village for a closer look into village socio-economy, visits to the UNESCO Heritage City of Melaka, and the Baitul Hilal Observatory in Port Dickson.



Soft-skills session lead by Dato’ Mat Amir Jaffar ©AEI, UM



Forest Walk led by nature guide, Mr. Wahid, Forest Walk, Forest Research Institute of Malaysia ©AEI, UM



Visit to ‘Rimba Ilmu’, Led by Dr. Yong Kien Thai, University of Malaya ©AEI, UM

The feedback collated from this project was very encouraging. Individual interviews as well as emails from participants provided constructive feedback to be considered for future projects of ASC. Among the feedback received included a suggestion of

having two (2) dedicated topics during the summer camp namely one on Biodiversity and another on Cultural Heritage, to enable participants to get a deeper impression from the lectures with some common modules and activities that participants in both groups could enjoy. In general, the participants indicated that they were happy with the organization of the whole two-week Camp and a number of participants would consider coming back for subsequent summer camps.

"As a biologist, I would say that I expected more on the biodiversity modules because I know there are still more that Malaysia can offer. Culturally, I was very refreshed after each experience. As a Filipino Catholic, it was enlightening to be exposed to a lot of Muslim culture, since I am seldom exposed to it back home. I gained a new appreciation towards Muslim culture. And the best part was gaining new friends from the camp and eating a lot of delicious spicy Malaysian food. I will definitely recommend this to all my colleagues next year."

-Manuel Eduardo De La Paz, Philippines -

"We definitely didn't just learn about biodiversity and cultural heritage, but we also learned about how to be a good leader by exercising soft skills. We also visited some amazing places in Malaysia like Putrajaya, Forest Research Institute Malaysia (FRIM), Melaka, and so on. It was a great opportunity to learn about the richness and diversity of Asian culture."

- Vira Maulina, Indonesia -

"...being a group of 9 people brought enrichment instead of impoverishment, because we really stuck together and created life-long relationships, teaching each other about our cultural backgrounds and sharing our interests and dreams. I really treasured the conversation and discussions held to improve a project that was perfect with its imperfections."

- Noemi Spatola, Italy -

All the participants actively participated in the programme which made the first AEI-ASC very lively and enjoyable. The AEI will start planning soon for the second AEI-ASC which most probably

will be held either from 31st July to 13th Aug 2016 or from 24th July to 6th Aug 2016.

The management team of AEI would like to express its deep appreciation to the ASEM Education Secretariat, Jakarta for its invaluable cooperation and endorsement of the first AEI-ASEM Summer Camp including in sourcing participants. The AEI is also grateful to all the Malaysian agencies, professors and presenters who enabled AEI to organize this pilot.

19TH ASEF SUMMER UNIVERSITY, 9-21 AUGUST 2015, PUNE, INDIA.

By Asia Europe Foundation (ASEF)

The 19th edition of the [ASEF Summer University \(#ASEFSU\)](#) has successfully concluded. 50 participants selected from a pool of 1,700 applicants and representing 46 ASEM countries gathered in Pune, India from 9 to 21 August 2015 for this interdisciplinary 2 week project. Ranging from architecture students to anthropologists, urban planners, artists and computer scientists – the group explored the intersection between urbanisation and heritage preservation with the help of renowned international and local experts such as Amareswar GALLA (Executive Director, International Institute for Inclusive Museum), Louise PULFORD (Director, Social Innovation Exchange), Eddy ADAMS (Thematic Pole Manager, URBACT), Jagan SHAH (Director, National Institute of Urban Affairs) and KT RAVINDRAN (Dean Emeritus, RICS School of Built Environment, Amity University).

Professor Jyoti CHANDIRAMANI, Dean of the Faculty of Humanities & Social Science of Symbiosis International University said, *"Urbanisation is an ever evolving process. Cities and nations are on different stages of social and economic evolution, and we know that cities are not our natural habitat."* She further accentuated that programmes like ASEF Summer University *"help us as global citizens to identify the challenges and mark our priorities keeping in mind the priorities and needs of the local citizens."*

Mr Navin PIPLANI, Director of INTACH Heritage Academy and knowledge-partner of ASEFSU, also emphasised that, “ASEFSU is an opportunity to dialogue and debate about local challenges and complexities from a wider international perspective, and think imaginatively about urbanisation and heritage management for a sustainable future.”



ASEFSU19 © Mr Zihao CHENG,
ASEFSU19 Participant from China

The project incorporated workshops which developed the understanding of social impact approaches, design-thinking and visualisation. The 2-week programme was wrapped up with an intensive 4-day hack-a-thon in which 6 local communities involved all participants to understand the challenges of heritage presentation in Pune. The participants thereafter developed 6 digital prototypes, business models and social impact approaches. The suggested solutions came in the form of *Craftslane* (a website for craftsmanship/pottery workshops), *Open Heritage* (a mobile application offering multi-platform services), *Mandai* (a mobile application to ease shopping in heritage areas), *TIMBY* (a gaming mobile application for preserving traditional water sources), *Vikalpa* (a website to increase sales for Ganesh idols) and *Craft Is More* (an online platform

offering educational workshops in coppersmith artistry).

Further collaboration on the proposals and prototypes between the participants and local civil society groups will continue. “This was the first time that an ASEF Summer University engaged participants from ASEM’s newer member countries, including Croatia, Kazakhstan, and Norway”, said Ms Leonie NAGARAJAN, Director of ASEF’s Education Department. “We are glad that all participants will now have the chance to become members of the ASEF University Alumni Network (ASEFUAN) and further promote the ASEM vision and mission among the youth”.

LLL INCLUDING TVET

National Strategies for Lifelong Learning

By ASEM LLL Hub Secretariat

The [ASEM Education and Research Hub for Lifelong Learning \(ASEM LLL Hub\)](#) has recently updated the database of ‘[National Strategies for Lifelong Learning](#)’ for all of the ASEM members. The database provides information on policies, practices and successful lifelong learning initiatives in Asia and Europe. It is currently a work-in-progress and will be periodically reviewed and updated as contributions from various ASEM member countries are received. The ASEM LLL Hub welcomes the sharing of successful lifelong learning initiatives from all of the ASEM members and will happily upload these to the database.”

For more details please visit

<http://asemlllhub.org/policies-and-practices/>

EDUCATION EVENTS

OSLO SUMMIT ON EDUCATION FOR DEVELOPMENT, 6-7 JULY, OSLO, NORWEGIA

Organised by the Norwegian Ministry of Foreign Affairs, the Oslo Summit on Education for Development was held on 6-7 July 2015 in Oslo, Norway where the Ministers of Education from around the world participated in the meeting.

The high level meeting stressed the lack of consistent data on streams of finance for education which are needed by policy makers, parents, teachers and donors, and the need to examine the global aid architecture in order to bridge the divide between humanitarian interventions and long-term development assistance to education.

The main outcome from the Oslo Summit was the establishment of the **Commission on the Financing of the Global Education Opportunities**. The commission is a new international initiative to analyse and disseminate the action plans and strategy for developing quality education systems including the funding aspects. Furthermore, the commission will analyse the sources and utilization of educational funding in order to achieve the Sustainable Development Goals (SDGs).

The main purpose of the Global Commission is to provide assistance for dropout school children around the world. The UN-Secretary General welcomed the establishment of the commission and agreed to receive the report from the commission in September 2016.

For more details please visit
<http://www.osloeducationsummit.no/>

2ND WORKSHOP ON THE DEVELOPMENT OF ASEAN 5-YEAR WORK PLAN ON EDUCATION 2016-2020, 30-31 JULY 2015, PUTRAJAYA, MALAYSIA.

By International Relations Division, Ministry of Higher Education Malaysia

The Ministry of Higher Education Malaysia organised the Second Workshop on the Development of ASEAN 5-Year Work Plan on Education 2016-2020 on 30 and 31 July 2015 at Hotel Shangri-la, Putrajaya. The workshop was attended by 68 delegates from 10 ASEAN members, ASEAN Secretariat, SEAMEO, British Council as well as media. The main objectives of the workshop were to refine and strengthen the establishment of the ASEAN 5-Year Work Plan on Education 2016-2020 as well as to discuss the proposal titled the

Kuala Lumpur Declaration on Higher Education by Ministry of Higher Education Malaysia.



Family Photo © MOHE

The workshop resulted in providing a concrete plan of action on Education with future strategic partnership plans that will enhance cooperation and collaboration in the scope of education in the region. In addition to the strategic plans, Malaysia proposed to have a *Kuala Lumpur Declaration on Higher Education* as a platform to consolidate views pertaining to higher education in ASEAN, and detail feasible strategies and implementation plans that justly elevate higher education as a driver of growth for the region.



Workshop co-chaired by Madame Chanthavone Phandamngong and Dato' Seri Ir. Zaini Ujang .

At the end of the workshop, Madame Chanthavone Phandamngong and Dato' Seri Ir. Zaini Ujang expressed gratitude to all delegates for their fruitful and active participations in the two days workshop. They also stressed that the insightful opinions, comments and suggestions that were given by the members of the workshop clearly reflects their keen commitment towards the effort in expanding and strengthening the cooperation in education.

The ASEAN 5-Year Work Plan on Education 2016-2020 will be launched at the 9th ASEAN Education Ministers Meeting (ASEM) in Malaysia in 2016,

while the Kuala Lumpur Declaration on Higher Education will be signed during the ASEAN SUMMIT on November 2015 in Malaysia.

ASEM ACTIVITIES TO COME - SAVE THE DATE

ASEF YOUNG LEADERS SUMMIT , 1-5 NOVEMBER, LUXEMBOURG

In conjunction with the 12th ASEM Foreign Ministers' Meeting (ASEM FFM12), Asia-Europe Foundation (ASEF) will organize the ASEF Young Leaders' Summit on the topic of "Entrepreneurship and Youth Employment" from 1 to 5 November 2015 in Luxembourg. With regards to that, ASEF has launched an Open Call for Participation and invites young ASEM leaders ranging from entrepreneurs, students and academics to professionals between the ages of 18-30 to apply for the ASEF Young Leaders' Summit. The deadline for application is on Sunday, 20 September 2015.

For further information about the programme please visit <http://www.asef.org/projects/themes/education/3411-asef-young-leaders-summit-2015>

12TH ASEF CLASSNET CONFERENCE: CODING FOR EDUCATION, 16-20 NOVEMBER 2015, SOFIA, BULGARIA.

The 12th ASEF Classroom Network Conference (#ASEFClassNet) on the topic "Coding for Education" will be held from 16 to 20 November 2015 in Sofia, Bulgaria. The Conference is supported by the Sofia Municipality, the Ministry of Foreign Affairs and the Ministry of Education and Science of the Republic of Bulgaria. Asia-Europe Foundation (ASEF) has launched the Open Call for Application and invites ASEM members' secondary and high-school teachers as well as educators to apply for the conference. The deadline for application is Tuesday, 15 September 2015.

For further information about the programme please visit: <http://www.asef.org/projects/themes/education/3422-asef-classroom-network-asef-classnet---2015>

ASEM WORKING GROUP ON INNOVATIVE COMPETENCES AND ENTREPRENEURSHIP: THE OPENING SEMINAR FOR THE SECOND PHASE OF THE WORK, 14-16 DECEMBER 2015, SEOUL, REPUBLIC OF KOREA

The Opening Seminar for the next phase is planned to take place in Seoul, Republic of Korea on 14 to 16 December 2015. The organisers are pleased to invite the new as well as old members of the working group to participate in the seminar for the continuation of the work for upcoming two years. In this context, the new members and old members (Australia, Brunei Darussalam, Cambodia, the Czech Republic, Denmark, France, Hungary, Indonesia, the Republic of Korea, Latvia, Malaysia, Norway, Philippines, Romania, Singapore and Vietnam) are kindly requested to send the names, titles, organizational affiliation and contact points to asem_2ndwg@krivet.re.kr before **15 September 2015**.

Please download the Invitation at <http://asem-education-secretariat.kemdikbud.go.id/asem-working-group-on-innovative-competences-and-entrepreneurship/> for further details.

ASEM EDUCATION NEWSLETTER SURVEY

The ASEM Education Newsletter survey done by the ASEM Education Secretariat during June until July 2015 through online survey (*survey monkey*) invited all ASEM members to participate to give a constructive feedback for future education newsletters. We would like to extend our gratitude for ASEM members involve in the survey.

Positive and constructive feedback and suggestions were received by the Secretariat and several questions related to the newsletter also appeared. As we reviewed the results of the survey, the popular questions were identified as follows:

How to subscribe the newsletter?

The members who would like to subscribe the newsletter could send us an email directly to asem.education@kemdikbud.go.id

What are the sources for the press review?

We collect the education news of the ASEM countries from various online education news and also government/stakeholders websites with the current news. The source of the news is also put in each column. Members could also suggest useful sources for the press reviews from ASEM countries.

Could the members be involved in the activities of the newsletter?

We welcome members who would like to contribute actively to the newsletter. They could send their current education news related the four priorities of ASEM Education Process, ASEM education events, meetings, future project, and also current press review from their countries to the Secretariat email.

We hope these answers will be useful for members and the next newsletter will be more informative and support the ASEM Education Process.

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Press Review

Global/ Regional

Internationalisation Should Be For All – Landmark Study: 14 August 2015

According to a report on internationalisation commissioned by the European Parliament, Internationalisation is not a goal in itself, but a means to enhance quality and should not focus solely on economic rationales. The study titled Internationalisation of Higher Education provides an overview of the main global and European trends and related strategies at European, national and institutional level.

The study said that the mobility needs to become an integral part of the internationalised curriculum to ensure internationalisation for all. The study also scrutinises the internationalisation strategies in higher education. Country reports from Australia, Canada, Colombia, Japan, Malaysia, South Africa and the USA were included in the study together with reports of 10 countries from Europe namely Finland, France, Germany, Italy, the Netherlands, Norway, Poland, Romania, Spain and the United Kingdom.

The study recommended many strategies to improve the internationalisation of higher education such as higher education and industry collaboration, digital and blended learning as instruments to complement the internationalisation of higher education and integrating international and intercultural learning outcomes into the curriculum for all students. The authors said that the internationalisation of higher education in Europe has a bright future if the various stakeholders and participants maintain an open dialogue about rationales, benefits, means, opportunities and obstacles in the on-going process of change.

Read more at:

<http://www.universityworldnews.com/article.php?story=20150814220104557>

Brunei Darussalam

Workshop on Early Childhood Care & Education: 4 July 2015

Universiti Brunei Darussalam (UBD) in collaboration with the Asia-Pacific Regional Network for Early Childhood (ARNEC), Brunei Research Council and UNICEF (Regional Office for South Asia) organised regional workshop on documenting 'Noteworthy

Practices in Early Childhood Care and Education' from 1 to 3 July 2015. The workshop was attended by experts and researchers from Bhutan, Cambodia, India, Indonesia, Nepal, Pakistan and the Philippines. The documentation of the Noteworthy Practices initiative is a flagship programme of ARNEC.

The main aims of this initiative are to document and promote early childhood programmes that work with local communities to provide inclusive, equitable, sustainable and culturally-appropriate early childhood services. In the three day workshop researchers and experts presented initial outcomes from their research. The experts and researchers will continue work with the UBD team to plan the reporting and dissemination of results.

Read more at:

<http://borneobulletin.com.bn/workshop-on-early-childhood-care-education/>

Denmark

Records Number of Danes Seek Higher Education: 7 July 2015.

According to a tally by the Ministry of Higher Education and Science, the number of advanced degrees undertaken by Danish applicants in 2015 might be an all-time record. There are 92,477 applicants this year which increased from 91,231 applicants in 2014.

Esben Lunde Larsen, the Minister of Higher Education expressed his contentment that many young people applied for higher education as Danish companies and the public sector needed qualified workforces. He also highlighted that education provides individuals with freedom and opportunities.

It is recorded that in 2015, business-related programs had more applicants which shows an 11% increase from previous years while humanitarian subjects such as history, philosophy, and Danish fell by 4%.

Read more at:

<http://www.thelocal.dk/20150707/record-number-of-danes-see-higher-education>

France

Fees Freeze and Plan to Improve Students' Conditions: 9 July 2015

University students in France will not have to pay more for their studies in 2015-2016 academic years in spite of an inspectors' suggestion for a substantial rise in fees.



The students' representative welcomes the fees freeze and the recommendations for a *Plan National de Vie Étudiant* (contains 54 recommendation under four main themes) to improve students' living and studying conditions. The Higher Education and Research Minister, Ms. Najat Vallaud-Belkacem and the new State Secretary for Higher Education and Research, Mr. Thierry Mandon said that the annual enrolment fees for national degree programme in public higher education institutions in France would remain unchanged at €184 (US\$203) for a *licence* (bachelor level); €256 for a masters; €391 for a doctorate; and €610 for an engineering degree.

The *Plan National de Vie Étudiante* also covers other areas such as cutting bureaucracy, aid for foreign students and students taking paid employment, promoting sport and culture and provision for disabled students.

Read more at:

<http://www.universityworldnews.com/article.php?story=20150709153447946>

Greece

Education Minister: Greek Schools are 20,000 Teachers Short: 27 July 2015

Minister of Education Greek, Mr. Aristides Baltas said that currently the schools in Greece faced shortages of around 20,000 school teachers. The Minister also said that the government of Greek is putting in efforts to minimize the shortage before the new school year starts in September 2015. Further to that, the Ministers also said that the schools in Greek faced other problems such as shortage of books and lack of sufficient funds for the operation of schools.

Currently, the shortage of schools teachers will be filled by an estimated 10,000 substitute teachers which can be hired as contract employees partly funded through the National Strategic Reference Framework (NSRF) program of the EU.

Read more at:

<http://greece.greekreporter.com/2015/07/27/greek-education-minister-schools-are-20000-teachers-short/>

Hungary

Gov't Considers Extending Higher Education to Rural Areas: 6 August 2015

The State Secretary of the Human Recourses Ministry of Hungary, Mr. Bence Rétvári said that the government of

Hungary already started negotiations with municipalities and other local agencies to set up higher education options in 6 to 8 cities in Hungary's provinces. The State Secretary also said that the government is adjusting Hungary's higher education policies to market conditions and to the requirements of local communities by establishing "community education centres".

In this context, he said that among the possible locations for the new education centres in Hungary's provinces are Salgótarján (North), Békéscsaba (South-east), Kiszvárd (North-east), Ózd (North) and Sátoraljaújhely (North-east). The "community education centres" in rural areas could contribute to the retention of the local workforces, strengthening the community and could boosting the economy of Hungary.

Read more at:

<http://www.politics.hu/20150806/govt-considers-extending-higher-education-to-rural-areas/>

Korea

Fear that Cyber University Contest Could Lead To Ranking: 10 July 2015

The Ministry of Education of South Korea is planning to organise a contest searching for the best teaching and learning practices at cyber universities. The main objective of the contest is to improve the quality of cyber universities. However, there is concern that this contest could lead to a system to evaluate and rank cyber universities which provide online courses. In addition to that, another fear is that it could lead to pressure to restructure the sector where currently the university evaluation and restructuring is a hot potato issue in South Korean higher education.

The contest is an extension of an evaluation of cyber universities carried out in 2013 by the Ministry of Education and focus on teaching and learning. The Ministry of Education of South Korea said that the purpose of the contest is to strengthen the quality of cyber universities and it will not be linked to a ranking.

Read more at:

<http://www.universityworldnews.com/article.php?story=20150710094556165>

Malaysia

New CGPA to Take Effect Soon: 9 August 2015

In the beginning of September 2015, the next intake of students in five public universities in Malaysia will be graded using the new integrated cumulative grade



points average (CGPA) system. During the first stop of the “Soaring Upwards” tour programme in Kuantan, Pahang, the Minister of Higher Education Malaysia, Datuk Seri Idris Jusoh said that the objectives of Malaysia Education Blueprint 2015-2025 (Higher Education) are to develop talent and innovation and the first shift of the blueprint is to produce holistic, entrepreneurial and balanced graduates. Therefore, he said to achieve the vision of the blueprint, students could no longer be graded solely on their academic achievements.

He also said that Malaysia will be the first country in the world will be using the integrated CGPA system. The new system will grade students according to their leadership, values, ethics and contributions to the community. Universiti Kebangsaan Malaysia (UKM) would be among the five universities to begin using the integrated CGPA system beginning of September 2015. Students in universities said they would welcome the new “holistic” grading system and hoping that the government could match it with adequate soft skill classes and varsities are clear on how to grade students.

Read more at:

<http://www.thestar.com.my/News/Nation/2015/08/09/New-CGPA-to-take-effect-soon-Malaysia-the-first-country-to-adopt-integrated-grading-system-says-Idri/>

New Zealand

How we are helping improve the quality of early childhood education (ECE): 7 August 2015

Since mid-2013, the Ministry of Education, New Zealand has spent \$9 million a year to provide professional learning and development teachers in more than 1700 Early Childhood Education (ECE) services to help improve their teaching practice. The ECE standards in New Zealand are among the top in the world where the ECE curriculum is world leading and the ECE services are in the world’s top 3 for teacher qualifications and the number of staff to children. In addition to that, 75% of ECE teaching staff is qualified teachers and over 95% of New Zealand’s children join in ECE before entering school.

The Education Review Office of the Ministry found that the majority of ECE services reviewed had a curriculum that responded well to infants and toddlers care and learning needs. Further to that, all the ECE reviewed are also had a strong focus on the wellbeing and belonging parts of the early childhood curriculum.

In New Zealand, more than 200,000 children are now enrolled in ECE services. Therefore, the Ministry hopes that every ECE provider has a responsibility to ensure that all children receive a high quality educational experience.

Read more at:

<http://www.education.govt.nz/news/how-we-are-helping-improve-the-quality-of-early-childhood-education-ece/>

Viet Nam

Vietnam to Start New Education Programme: 7 August 2015

The Ministry of Education and Training of Vietnam released a draft training program for school students with several major changes on 5 August 2015. The draft programme was created by experienced educationalists and scientists. The aim of the programme is to improve the local education system. According to the new programme, the 12-years formal education system in Vietnam will be divided into two stages namely basic education and professional education. The basic education comprises of five-year primary level and four-year secondary level. Meanwhile, the three-year professional level is at high school.

Besides that, the new programme aims to provide Vietnam students with eight key skill sets including self-study, communications and teamwork. The biggest change in the programme is that the number of compulsory subjects will be reduced. The Deputy Minister of Education and Training of Vietnam, Mr. Nguyen Vinh Hien said the new programme will help Vietnam to overcome the several weaknesses in the present local education system such as syllabus overlap and students lack of social and practical skills.

Read more at:

<http://english.vietnamnet.vn/fms/education/138160/vietnam-to-start-new-education-program.html>