

NEWSLETTER April 2011

ASEMME3, COPENHAGEN 9-10 May 2011

It was in the February 2010 edition that we posted the short article "On the way to Copenhagen". Among others, the article listed all ASEM seminars which have been announced by different ASEM members in the Chairs' conclusions from Hanoi (ASEMME2). We are happy to announce that almost all of these seminars have been held within the last 14 months and that the events themselves have contributed to a new momentum of the ASEM Education Process. It is good to see how national initiatives can broaden minds and narrow continents. We are convinced that the upcoming Asia-Europe Meeting of Ministers for Education in Copenhagen on 9-10 May will further give impetus to national and multilateral efforts in order to shape an ASEM Education Area.

Detailed information on this event will be posted in our next Newsletter edition.

ACTIVITIES IN ASEM

University Business Cooperation

ASEM EDUCATION HUB WORKSHOP CALLS FOR PARTICIPATION

The Asia-Europe Foundation (ASEF) and the University of Innsbruck will hold the 2nd Asia-Europe Education Workshop on "Knowledge Societies: Universities and their Social Responsibilities" in Innsbruck (Austria) on 5-7 June 2011. In order to explore possibilities for universities to transfer knowledge to practical benefits for societies, the Workshop will mainly focus on:

- Raising the awareness on the social responsibility of universities in building knowledge societies;
- Identifying key elements of knowledge transfer systems in ASEM countries;
- Consolidating an overview of national and international research on the topic (identify good practices and examples); and
- Formulating recommendations to universities and governments.

The Workshop is a follow-up event of the 2nd ASEM Rectors' Conference (Seoul, October 2010), where knowledge transfer and universities' responsibility to societies were extensively discussed.

For registration and more information, please visit the following website:

http://www.asef.org/index.php?option=com_basicform&id=16

Student Mobility

ASEM DUO IS OPEN FOR APPLICATIONS

DUO-Korea 2011 is open for applications from April 18 until May 19, 2011 Korea local time.

The DUO-Korea programme is sponsored by the Korean Ministry of Education, Science and Technology with the aim to promote exchanges of people between Korean and European ASEM member countries on a balanced and permanent basis. The programme has been established since 2001 and has supported 920 professors, students and teachers over the past 9 years. However, the programme will only concentrate on student body to accommodate their ever increasing demand with limited resources facing steep euro exchange rate.

For further information, please refer to:

<http://www.asemduo.org>

UNIVERSITY-BUSINESS COOPERATION

Good Practice Example

As already announced in the previous edition of the ASEM Education Newsletter, we present an example how university-business cooperation can be stimulated within ASEM:

TRANSFORMING HIGHER EDUCATION THROUGH SUSTAINABLE INDUSTRY-COMMUNITY ENGAGEMENT: THE MALAYSIAN EXPERIENCE

The National University of Malaysia or Universiti Kebangsaan Malaysia (UKM) has had a long history of engagement with industry and communities. The challenge for UKM, like for many other universities, is to move beyond

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ad hoc outreach by individual academics to institutionalise a sustainable university-industry-community engagement eco-system that promotes and applies knowledge and expertise to create mutually beneficial partnerships.

The institutionalisation was catalysed by the government through the creation of a portfolio at senior management position of Deputy Vice-Chancellor (Industry and Community Partnerships). This portfolio is supported by three departments – the Industry-Liaison Office, the University-Community Partnerships Office and the Chancellor's Foundation (which deals with fund generation). Together, we provide direction, coordination and support to drive forward the UKM engagement vision. The governance system was further strengthened throughout the university with the appointment of a Head of Industry and Community Partnerships for each faculty.

The major challenge is persuading those driven by traditional promotion criteria that there is value, relevance and excitement in engaging with industry and community partners to enhance research, teaching and service. This then takes us to the reward system and criteria for promotion for stimulating university-industry collaboration.

UKM adopted the philosophy of ensuring that engagement with industry and community would not be regarded as a separate activity but instead be integrated with the core business of the university – research, education and service. Therefore, we have 50% for research, 30% for education and 20% for service with integrated recognition for industry and community engagement as they support all three.

We have established systems to encourage academics to reach out to industry. Firstly, this is through a framework that facilitates academic attachment in industry. Secondly, we created funding mechanisms for specialised grants – the university-industry grant and the university-community grant.

Over the years, our efforts in promoting research excellence in several niche areas that included climate change and sustainable development were successful. We were awarded two endowed chairs – the first is the UKM-YSD Chair for Climate Change and the second was the UKM-YSD Chair for Sustainable

Development: Towards Zero-Waste Technology for the Oil Palm Industry. Potential opportunities can only be translated into concrete realities if the knowledge leaders are able to excite industry by converting knowledge expertise into innovative, relevant ideas, work and meet tight deadlines, take instruction, be flexible and adaptable and develop a relationship of trust and knowledge-sharing – all integral qualities that the team had.

In our efforts to capture and measure the level and quality of engagement across the university, we developed a computer resource system called the 'Industry Community Engagement System (ICESystem)'. The system enables us to provide the necessary intervention to improve the quality of engagement, to generate information for the reward and recognition system for staff who contribute to industry and community engagement. Most importantly, it increases the profile and visibility of the initiatives through timely dissemination of information on industry and community engagement activities within the university and to the public.

(posted by Professor Saran Kaur Gill, Deputy Vice-Chancellor Industry and Community Partnerships at the Universiti Kebangsaan Malaysia)

The ASEM Education Secretariat plans to present in loose sequence good practice examples. The next article will take a closer look at science parks.

MULTI- AND UNI-LATERAL ACTIVITIES

ERASMUS Mundus

ERASMUS MUNDUS CLUSTER SURVEY SOON TO BE LAUNCHED

As announced in the February 2011 edition of this newsletter, the ASEM Education Secretariat and the MENON Network* will soon launch a survey aiming at assessing Erasmus Mundus activities with an Asian focus. The survey is envisaged to start in May 2011 and is addressed to all ERASMUS Mundus coordinators with Asian partners and/or targeting Asia. It will analyse general aspects of Asia-Europe co-operation within the different Erasmus Mundus Actions, such as the

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added value of working together, and challenges in the daily work. In addition, it sheds a light on more in-depth topics such as recognition of study periods abroad, quality assurance but also on university-business co-operation activities and sustainability strategies of the projects in question. The survey will be conducted within the framework of the EU-funded project "Clustering Erasmus Mundus Courses and Attractiveness Projects", and will cover all 16 Asian ASEM countries. Out of the most interesting responses, some good practice examples will be chosen and presented at the workshop, which will take place in Brussels on 28 and 29 September 2011. The results of the survey and the workshop will feed into a set of practical guidelines for Erasmus Mundus Courses and Attractiveness Projects, which will be developed subsequently. Last but not least, a dedicated thematic section on "Regional Clusters" on the "Erasmus Mundus Excellence" website will be set up.

Degree and Qualification Recognition

FOREIGN DEGREES WILL BE BETTER RECOGNIZED IN GERMANY

The German Federal Cabinet adopted a bill on recognition law on March 23rd, 2011, which will lead to a better recognition of foreign degrees in Germany.

The adoption of the draft law for the improvement and recognition of professional qualifications obtained abroad (Recognition Act) is aimed at attracting more qualified foreign talents to work in Germany. Once the law becomes effective, it will be much easier for immigrants with foreign working experience to find a proper job in accordance with their qualifications. So far, there are only a few people who come to Germany acquired the opportunity to have their professional qualifications evaluated and recognized. It is estimated that about 300,000 people, who are already living in Germany, will benefit from this law. The Recognition Act will also help overcoming the challenges of skills shortage, which is noted in many areas in Germany. This draft law will be handed over to the Federal Council and then to Bundestag.

For detailed information, please refer to:
<http://www.bmbf.de/press/>

Education Reform

ROMANIA: DIVERSIFIED UNIVERSITY SYSTEM ON TRACK

The Romanian Ministry of Education and universities will soon implement a new higher education reform bill that came into force last month. The new law will cause reform of the entire higher education sector by grouping all (public and private) universities into three major categories: research-intensive, teaching- and research-oriented, and mainly-teaching institutions. In the initial phase, universities will be asked for self-evaluation as for which group they belong. The Romanian Quality Agency and the Romanian funding and research councils will also collect and confirm with universities the relevant data.

The European University Association (EUA) will support the Romanian Government and provide an expert group during this process.

For more information, please refer to:

<http://www.universityworldnews.com/article.php?story=2011040119052233>

Funding for Higher Education

TUITION FEES AND STUDENT FINANCIAL ASSISTANCE: 2010 GLOBAL YEAR

The Global Initiatives at Higher Education Strategy Associates examined the "G-40" of higher education in terms of tuition fees and student financial assistance in 2010. "G-40" means the 40 countries that together account for 90 percent of global university enrolments and 90 percent of global scientific research production.

According to the survey results, the global situation for tuition fees and student financial aid in 2010 and 2011 is largely status quo, despite the economic crisis. About half of the countries in the survey saw no change in policy for either tuition fees or student aid for domestic students. No country reduced its rate of tuition. There is generally no significant improvement of financial assistance for students, except Australia. On the contrary, significant decreases in affordability probably occurred in Pakistan, Thailand and the Philippines.

For detailed information please refer to:

[http://www.higheredstrategy.com/publications/2011/Year in Review 2010.pdf](http://www.higheredstrategy.com/publications/2011/Year%20in%20Review%202010.pdf)

Global Higher Education Ranking

RANKINGS BRING BENEFITS TO ASIAN HIGHER EDUCATION INSTITUTIONS

Dr. Kevin Downing argued in the new edition of the journal International Higher Education that rankings “bring Asia out of the shadows”. More Asian universities are listed ahead on the world QS World University Ranking in the recent years. Taking the QS Ranking 2010 for instance, mainland China has six universities in the top 200, Hong Kong five, Taiwan one, Singapore two, Malaysia one, Thailand one, Japan eleven and South Korea four. The world Top200 status brings Asian universities the advantages in terms of global brand exposure. It could not only improve the global recognition of the faculty and students from these universities in terms of academic competence, but also helps the Asian institutions in seeking high quality faculty, students or strategic partnerships with overseas universities and consequently encourages global knowledge transfer. All of these benefits will also raise further interests in the QS World University Ranking in the Asian regions.

For detailed information please refer to:

<http://www.universityworldnews.com/article.php?story=20110401190055556&mode=print>

Student mobility

OVERSEAS EDUCATION IN CHINA

Student mobility in China has been increasing rapidly in recent years. For example, 229,300 students went abroad from China in the year 2009, in contrast with 178,900 outgoing students in 2008. As for incoming students, the average annual growth rate was over 20% between 2001 and 2008. Although overseas education in China has become more diversified in recent years, the current trend is that enrollment in formal education programmes is increasing.

Chinese government has put many efforts in attracting foreign student. According to China’s National Plan for Medium and Long-Term Education Reform and Development (2010–2020), China will become the most important hosting country in Asia and a major destination in the world for international students. It is estimated that the number of international students will reach 500,000 by 2020 with an annual growth rate of 7%. To tackle the obstacles to inward student

mobility, such as financing problems, language and visa problems etc, the Chinese Government is extending the scope of the government scholarship programme. This should be achieved by improving the Chinese Language Proficiency Test (HSK) examination system, by encouraging English courses for foreign students, and by planning to amend the Regulations on Higher Education Institutions Admitting International Students.

For detailed information please refer to:
https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:1474750406946401::NO:RP,4:PO_CONTENT_ID:114622

Vocational Education

INDIAN NEW EDUCATION PLAN PUSHES FOR VOCATIONAL COURSES

In the concept paper outlined by the Indian HRD Ministry, vocational education will get priority in the 12th Five-Year Plan starting April next year. It sets the goal of increasing the vocational student enrolment rate from the current 5% to 50% of all enrolment in higher education by 2020. The concept paper also envisages a national body to promote and maintain standards in vocational education by framing guidelines for such institutions. The Indian Government will establish a vocational education framework enabling students to switch from the general to a vocational stream and come back at a later stage, if they wish to do so.

For detailed information please refer to:

http://www.telegraphindia.com/1110405/jsp/nation/story_13811538.jsp

UPCOMING EVENTS

9-10, May, 2011

3rd ASIA-EUROPE MEETING OF MINISTERS FOR EDUCATION (ASEMME3), Copenhagen, Denmark

PRESS REVIEW

Czech Republic

The Prague Post, April 4, 2011

International student population quadruples

Czech Universities are by no means in want of fresh blood, as the international student population has grown by four times in the last ten years to nearly 38,000, according to the Institute for Information in Education. As the Czech News Agency reported April 1, the institute found that of those foreign students, about one-third come to study economics and around 17 percent study technical fields. 15 percent come to do their medical training and around the same amount study humanities. All total there are 400,000 students in the Czech Republic studying at one of the 26 public, 45 private or two state-run universities, or one of the 182 colleges.

Online:

<http://blogs.praguepost.com/blog/2011/04/04/international-student-population-quadruples/>

Denmark

University Post, March 30, 2011

Incoming PhDs caught up in red tape

A new fee on residence permits is keeping international PhD students out of Denmark. With applications due this summer, the problem will only get worse, says International Staff Mobility office

With new application fees for residence permits, PhD's and students from abroad are having trouble scaling the wall of Danish bureaucracy. The new problems come after the immigration agency, in Danish termed the 'Immigration Service', has already been under fire for stopping incoming scientists. PhD students were having trouble getting into the country, after being misled by price information on the website of the Immigration Service. Only after our Danish-language site section *Universitetsavisen* and the Danish radio station P3 covered the case, was the website price information changed. It now specifies that PhD's, like researchers, have to pay DKK 3,025, and not DKK 1,600, as it stated before.

Online: http://universitypost.dk/article/incoming-phds-caught-red-tape?utm_source=uniavisen-en-gb&utm_medium=newsletter&utm_campaign=Copenhagen%27s+Olympic+hope+%2F+Board+stood+to+attention+at+Ministry+%2F+PhD+red+tape

India

India Today, March 27, 2011

Kapil Sibal gets support on semester from Vice-Chancellors

The Vice-Chancellors (V-Cs) of state and central universities from across the country on Saturday unanimously supported the semester system at a two-day conference in the Capital. This delighted Union human resource development (HRD) minister Kapil Sibal, who has firmly backed Delhi University V-C's decision to implement the semester system despite vociferous protests from teachers.

Some departments in DU, such as history and sociology, have continued to protest even as the university has gone ahead and introduced the system in the department of commerce and is in the process of doing so in political science and economics departments. Sibal said the semester system would pave the way for more reforms in the higher education sector, such as the credit system of assessment that would ensure greater flexibility and mobility for students.

Online: <http://indiatoday.intoday.in/site/story/kapil-sibal-gets-support-on-semester-from-vice-chancellors/1/133525.html>

Malaysia

Bernama, April 4, 2011

Parliament: Ministry cancels 59 private colleges, deregisters 28

The Higher Education Ministry has cancelled the setting up of 59 private colleges and deregistered 28 others between 2009 and 2010, the Dewan Rakyat was told Monday.

Deputy minister Datuk Saifuddin Abdullah said the ministry found that these institutions were unable to provide quality service

in terms of programmes, premises, management and teaching staff as well as learning and teaching facilities. "These are private colleges and not private universities or university colleges or the branches of foreign universities," he said in reply to Mohd Nasir Zakaria (PAS-Padang Terap). Saifuddin said there were 485 private higher learning institutes including 49 universities or university colleges or the branches of foreign universities, with 541,629 students, registered with the ministry as of Jan 31 this year.

Online:

<http://www.bernama.com/bernama/v5/newsgeneral.php?id=576126>

Poland

Warsaw Business Journal, April 5, 2011

Poland's universities to be shaken up

Poland's higher education system will undergo significant changes if a bill signed into law today by President Bronisław Komorowski remains on the statute books. The bill is due to enter into force from October 1st but its constitutionality has been called into question. The Polish Press Agency (PAP) reports that, after Easter, the opposition Law and Justice (PiS) party plans to raise questions about the constitutionality of the new law with the Constitutional Tribunal. Currently, students choosing to specialize in a second subject can do so at no extra cost, but under the new law only the brightest and best would be exempt from payment. With the introduction of the National Qualification Framework (KRR), moreover, universities will be able to create new subjects and have more leeway when making decisions about programs.

Online: <http://www.wbj.pl/article-54024-polands-universities-to-be-shaken-up.html?typ=ise>

Russia

The Chronicle, March 15, 2011

Russian Government encourages students to start on-campus Tech Businesses

Russia wants to turn its professors and students into the Bill Gateses of tomorrow. As part of a national effort to rebuild its research capabilities and promote

scientific innovation, the Russian government is encouraging universities to start small technology companies to bridge a gap between academe and business and help students earn real-world job experience.

In 2009, the government passed a law allowing universities to open technology businesses that could be backed by private investors and government financing. By signing the law, President Dmitry Medvedev wanted to provide universities with legal grounds to develop and profit from innovative technology ideas. Previously, Russian universities would work with companies, sometimes renting out lab space to them, but these partnerships were technically illegal, though they were often ignored by Russian authorities.

Online:

<http://chronicle.com/article/Russian-Government-Encourages/126746/>

Sweden

The Local, April 1, 2011

Foreign students turn their backs on Sweden

The number of overseas students enrolled on international Masters degree programmes in Sweden has declined by 58 percent, since the government introduced fees for non-EU students last year, a new report shows.

For other international courses the number of enrolments has fallen by 64 percent, according to the statistics published by the Agency for Higher Education Services (Verket för högskoleservice - VHS) on Thursday. A total of 8,075 people have been offered places on international Masters degree programmes at Swedish universities ahead of the autumn term 2011, while a further 1,944 have been accepted to other international courses. "It is difficult to see what this means as we don't yet know how many will pay in their fees and sign up to the courses," Andreas Sandberg at VHS told The Local on Friday.

Online:

http://www.thelocal.se/32954/20110401/?utm_source=email&utm_medium=email&utm_content=231

UK

The Guardian, April 14, 2011

UK universities need to rethink their approach to international students

When it comes to the market for overseas students, British institutions cannot continue to make assumptions about the enduring prestige of their degrees

4,000 Indian students marched on the centre of Melbourne protesting against poor policing after a number of violent racist attacks. The government's clampdown on overseas student visas is another spectacularly short-sighted coalition policy. But visa restrictions should not be the only thing worrying British universities. The range of factors that make up student experience are destined to become ever more important in the global market for international students. Overseas students have been a welcome source of income for British universities in need of additional income. The average of £20,000 a year they pay in tuition fees has been used to subsidise British and EU students whose £3,290 a year only goes part of the way to covering the costs of their education.

Online: <http://www.guardian.co.uk/higher-education-network/blog/2011/apr/13/overseas-students-degrees-uk-universities>

Publisher: ASEM Education Secretariat
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