

## NEWSLETTER March 2011

### CONDOLENCE TO THE JAPAN TRAGEDY

The ASEM Education Secretariat would like to extend its sincere condolences and heartfelt sympathy to the Japanese people who are suffering from serious earthquake and tsunami after-effects. Our thoughts are especially with the families of the victims and the injured. We wish our Japanese friends all the strength and confidence they need to overcome this very sad situation.

### INTERNATIONAL CONFERENCES

#### **University-Business Cooperation** **EU UNIVERSITY-BUSINESS FORUM,** **22-23 March 2011, Brussels, Belgium**

The European University-Business Forum, designed to advance and facilitate interactions between higher education institutions and industry, brought together for the fourth time leaders from academia and the world of work along with hundreds of professionals from both sectors. Together with government and student representatives it was discussed how closer and better cooperation between Higher Education and the business sector could support the implementation of the Europe 2020 strategy. One of the pronounced aims of the forum was to come forward with concrete proposals for the next generation of EU programmes and valuable input to the up-coming Communication on the Modernisation of Higher Education to be released later this year by the Commissioner for Education and Culture, Andrea Vassiliou

The Forum addressed a number of specific issues as empowering the individual by equipping people with right knowledge, skills and competence. It regarded

the role of university as an engine of innovation in Europe and in other parts of the world. In this context, one session of the Forum was dedicated to university – business cooperation in non-EU countries. In this session, which was chaired by Siegbert Wuttig, the Director of the ASEM Secretariat, speakers from China, India, Israel, Malaysia and the United States presented examples of outreach activities in their respective countries. They did not only put university-business relations in a global context but also provided useful lessons and ideas to the audience. It became evident that cooperation between institutions of higher education and the world of work vary considerably across countries and even within countries.

Two examples are mentioned here: Professor Saran Kaur Gill, Deputy Vice-Chancellor Industry and Community Development at the Universiti Kebangsaan Malaysia, outlined the university's strategic plan to set out operational systems and processes for effective engagement with industry. This includes the use of customer relationship mechanisms to build and manage relationships with external stakeholders and an incentivising academic staff to engage with the business world. Professor Thomas Hult, Director of the Center for International Business Education and Research (CIBER) at the Michigan State University introduced the CIBERs as a national approach, created by the U.S. Congress in 1988, to increase and promote capacity for international understanding and competitiveness.

More information on the 4th EU University-Business Forum will be made available shortly on the website of the European Commission:  
[http://ec.europa.eu/education/higher-education/doc2844\\_en.htm](http://ec.europa.eu/education/higher-education/doc2844_en.htm)

The ASEM Education Secretariat will focus on this topic and present examples of and approaches toward stimulating university-business cooperation from ASEM member states in the next issues of this newsletter in detail.

SPONSORED BY THE

## MULTI- AND UNI-LATERAL ACTIVITIES

### EU-China Year of Youth

#### 2011 EU-CHINA YEAR OF YOUTH: BRIDGES OF FRIENDSHIP

The 2011 EU-China Year of Youth, which was declared by European Commission President José Manuel Barroso and Chinese Premier Wen Jiabao at the 12th EU-China summit in Nanjing in November 2009, aims at strengthening and expanding people-to-people contacts, intercultural dialogue, mutual understanding and cooperation between China and the EU. It offers opportunities for young Europeans and Chinese to meet, exchange and learn from each other during 2011 and beyond. The joint action plan defining a general framework for the year was signed by the EU Commissioner Vassiliou and the Vice President of the All-China Youth Federation in October 2010. Seminars, workshops and expert meetings will be jointly organized over the year in China and Europe. The Year of Youth lays the basis for a policy dialogue with regular exchanges on youth-related issues including voluntary activities, in particular linked to the 2011 European Year of Volunteering, youth employment and entrepreneurship, youth involvement in society, and youth work development.

The Year of Youth was launched with official opening ceremonies in Brussels on January 11, 2011 and in China on Feb. 23rd.

For further information, please refer to:

<http://www.2011y.net/>

<http://www.2011euchinayouth.eu/>

Joint Action Plan for the EU-China Year of Youth:

<http://ec.europa.eu/youth/news/doc/euchina.pdf>

All-China Youth Federation:

<http://www.acyf.org.cn/index.htm>

### Student mobility

#### THE MALAYSIA-INDONESIA-THAILAND STUDENT MOBILITY PROGRAMME

The Malaysia-Indonesia-Thailand (MIT) student mobility programme is a Southeast Asian student mobility project which was conducted in collaboration of the Ministry of Higher Education, Malaysia; the Ministry of National Education, Indonesia, the Office

of the Higher Education Commission, Thailand and SEAMEO RIHED.

This programme was initiated as part of the Framework for Regional Integration in Higher Education in Southeast Asia (SEAMEO RIHED 2008) and endorsed by the SEAMEO Council at the 43rd Council Conference. The Regional Centre for Higher Education Development (RIHED) facilitated the launching of a successful pilot Southeast Asian student mobility project in 2010.

The aim of the project was to identify potential obstacles and develop successful mobility programmes between the three countries. Over 150 students participated in the programme, 50 students from each of the three participating countries.

It is believed that in the IMT-GT context, the programme will enhance understanding, respect and trust between Indonesians, Malaysians and Thais to further encourage trade and investments within the region.

For further information, please refer to:

<http://www.rihed.seameo.org/files/harmonizMIT2.pdf>

### Joint and Dual/Double Degree Programs

#### SURVEY ON INTERNATIONAL JOINT AND DUAL/DOUBLE DEGREE PROGRAMS

The Institute of International Education (IIE) and the Freie Universität Berlin are conducting a survey on international joint and dual/double degree programs. "The goal is to provide higher education professionals and policymakers with meaningful and highly current information on the present situation with regard to international joint and dual/double degree programmes around the world, including analysis of the challenges and hindrances as well as recommendations and guidelines for effective implementation." The enquiry time for the survey is until April 4, 2011. A summary of the results will be made available on the IIE website.

For detailed information, please refer to:

<http://iie.vovici.net/wsb.dll/s/6cg32d>

### Quality Assurance and Accreditation

#### THE NEW ACCREDITATION LAW IN INDIA

A new law on accreditation of higher education institutions is currently

proposed for approval to the Indian Parliament. Under this law, mandatory periodic accreditation of all educational institutions and programmes shall be carried out by registered accreditation agencies. A national Accreditation Regulatory Authority for Higher Education Institutions will register such agencies and monitor and audit their functioning.

For more information, please refer to

<http://www.indianhighereducation.org/UniversityNews2010.pdf>

### **Qualifications Frameworks**

#### **AANZFTA-ECWP (AANZ-0007) PROJECT**

The ASEAN Secretariat has called for proposals and invited applications for short-term consultancy for the AANZFTA-ECWP (AANZ-0007) Project on Education and Training Governance: Capacity Building for National Qualifications Frameworks.

The project, which includes a policy concept paper, regional forum and national workshops, aims to “harmonize regulatory arrangements between parties, which underpin the recognition of qualifications and quality of assurance of education provision through the development of mutually comparable National Qualifications Frameworks (NQFs) based on a common reference framework”.

The project is part of the ASEAN-Australia-New Zealand Free Trade Area (AANZFTA) Economic Cooperation Work Programme (ECWP), The final report will be submitted to the Project Steering Committee the FTA Joint Committee on September, 2011.

For detailed information, please refer to:

<http://aanzfta.asean.org/uploads/docs/AANZFTA-ECWP-RFP-for-Education-NQF-deadline-14Jan11.pdf>

### **Thailand Higher Education**

#### **THE NEW SITUATION OF PRIVATE HIGHER EDUCATION IN THAILAND**

In Thailand, public higher education institutions enjoyed an increase of their student enrolment percentages in recent years, while private higher education institutions are facing a decline of student numbers. After the rapid growth in the 1990s, with a peak of 20 percent of the total higher education enrolment, the private higher education sector is experiencing stagnant and declining enrolment in

both colleges and universities. Reasons for this phenomenon are possibly expansion and privatization of public universities and the country’s population shifts.

Source: Unabhängige Deutsche Universitätszeitung 08, October 2010

## **PUBLICATIONS**

### **GLOSSARY – QUALITY IN EDUCATION AND TRAINING**

Cedefop’s new glossary of terms on quality in education and training is aimed to promote communication and understanding between countries. The book is designed for all stakeholders in education and VET, such as researchers, experts and education and training providers, etc. It is an updated and extended version of “Quality in training”, published by Cedefop in 2003. The book also takes into account recent EU policy developments, including the creation of the European Qualifications Framework for lifelong learning (EQF) and the development of a European credit system for vocational education and training (ECVET).

Download the publication as PDF file form Cedefop’s website:

<http://www.cedefop.europa.eu/EN/publications/17663.aspx>

## PRESS REVIEW

### China

*People's Daily online, March 11, 2011*

#### **China's higher education students exceed 30 million**

China's higher education institutions of various forms had about 31 million students in 2010, an increase of 35 percent compared to 2005, according to the National Bureau of Statistics (NBS) on March. 10. The NBS disclosed in its series report that in 2010, China's higher education institutions of various forms had about 31 million students, about 8 million more than in 2005 and about 1 million more than the planned scale, indicating an increase of 35 percent. The enrolment of undergraduate students and students at the junior college level reached about 22 million, an increase of 43 percent compared to 2005. There were about 1.5 million postgraduate students and about 5.4 million adult undergraduates and college students, increasing by 57 percent and 23 percent respectively compared to the previous year.

Online:

<http://english.peopledaily.com.cn/90001/98649/7315789.html>

### Denmark

*University Post, February 23, 2011*

#### **International Office fends off exchange cuts**

University of Copenhagen breathes a collective sigh of relief after standoff with the Ministry of Science over exchange student numbers: Two to three years reprieve

The University of Copenhagen will not be penalised for being a hip destination for European students. At least for the next two to three years. This is the outcome of hard bargaining between representatives of the International Office and the Ministry of Science Monday. The talks had been called after the International Office had loudly protested against new, stricter government regulations forcing universities to balance incoming and outgoing exchange student numbers. The new rules would

have cut DKK 22 million in government funding in 2011.

Online:

[http://universitypost.dk/article/international-office-fends-exchange-cuts?utm\\_source=uniavisen-en-gb&utm\\_medium=newsletter&utm\\_campaign=Reprive+on+exchange+cuts+%2F+Style+battle+-+CSS+vs+Pharma+%2F+Media+focus+on+Rector](http://universitypost.dk/article/international-office-fends-exchange-cuts?utm_source=uniavisen-en-gb&utm_medium=newsletter&utm_campaign=Reprive+on+exchange+cuts+%2F+Style+battle+-+CSS+vs+Pharma+%2F+Media+focus+on+Rector)

### Germany

*BBC, March 9, 2011*

#### **Germany top for foreign students**

Is Germany better at teaching university courses in English than universities in English-speaking countries? Germany has been named as the most supportive country for overseas students, in an international league table. Among the attractions for international students is the increasing availability in Germany of courses taught entirely in English, so much so that students can complete degrees without ever having to speak German. In the international zones of these classes, students from Germany, the United States and China participate in seminars conducted by German professors speaking in English.

Online: <http://www.bbc.co.uk/news/business-12610268>

### India

*University World News, March 13, 2011*

#### **Budget hikes spending on higher education**

Aiming to provide greater tertiary opportunities for its young population, India has increased its higher education budget by 34% to US\$2.9 billion for 2011-12. But most of the allocation is for projects already in the pipeline rather than for ambitious plans to expand the number of higher education institutions in the coming years. Overall, the education sector received a hike of 24% compared to last year in order to provide universal access to secondary education, increase the number of students in higher education, and grow skills training for youth. "Our demographic dividend of a

SPONSORED BY THE

relatively younger population compared with developed countries is as much of an opportunity as it is a challenge.

Over 70% of Indians will be of working age in 2025," Finance Minister Pranab Mukherjee said while proposing the allocation for education on 28 February.

India wants to increase its university enrolment rate from around 12% at present to 30% of the 18-24 year population by 2025, approaching the levels of many Western countries.

Online:

<http://www.universityworldnews.com/article.php?story=20110312091927423>

*The Hindustan Times, March 8, 2011*

#### **Reality check on foreign varsity Bill**

Only 21% of Indian students in the US who participated in the most comprehensive study yet of their future plans said they would have stayed back in India for higher education even with access to American teachers. The finding is significant because it comes as Parliament is set to debate the Foreign Educational Institutions Bill aimed at allowing top foreign varsities into India.

Human resource development minister Kapil Sibal has repeatedly argued that the Bill will help curtail the loss of US \$ 4 billion currently spent by Indian students in seeking higher education abroad.

But the findings of the study titled "Will they return" by Tata Institute of Social Sciences political science professor Venkatesh Kumar, and David Finegold, Dean of Rutgers University's School of Management and Labour Relations suggest the task may not prove easy.

Online: <http://www.hindustantimes.com/Reality-check-on-foreign-varsity-Bill/Article1-670773.aspx>

## Indonesia

*Jakarta Globe, March 1, 2011*

#### **Plan to share university lecturers earns top marks from experts**

Education experts have lauded a proposed plan by the government that would allow for the transfer of lecturers between universities in a bid to boost the

institutions' standings and hence enrollment rates. Harry Iskandar, secretary at the National Education Ministry's Directorate General of Secondary and Higher Education, announced the plan to share lecturers this week. "We've been reviewing the existing regulations to enable us to share the limited resources of lecturers between universities," Harry said. "The basic idea is that lecturers who don't meet a set quota of teaching hours at a given university can be lent to another university that doesn't have enough lecturers." He added that the purpose was to improve the educators' reach by allowing them to teach at more than one university.

Online:

<http://www.thejakartaglobe.com/education/plan-to-share-university-lecturers-earns-top-marks-from-experts/425761>

## Japan

*Daily Yomiuri Online, February 26, 2011*

#### **Universities let down foreign students**

Many foreign students studying in Japan and hoping to find work here are unhappy with the support systems universities provide for job hunting, according to a survey conducted by two South Koreans.

Lim Chorog, 23, a senior of Ewha Womans University, and Han Duk Gu, 24, a senior of Korea University, both in South Korea, visited 18 universities in Tokyo in January and February and carried out a survey on 30 foreign students from South Korea, China, the United States and other countries.

According to the results of the questionnaires given to the 30 foreign students, many universities had no information on companies' policies with regard to recruiting foreign students.

There were other complaints too, such as that voiced by a student who wrote, "When I attended a company briefing session for prospective employees I found out that the firm didn't intend to employ foreigners."

Online:

<http://www.yomiuri.co.jp/dy/national/T110225006020.htm>

## Korea

*The Chronicle, February 27, 2011*

### **South Korea brings in foreign professors by the thousands, but is it ready for them?**

Five years ago, Hijoo Son would have landed her first academic job in the United States. But with colleges across the country slashing hiring budgets, she opted for booming South Korea instead.

"It took a bit of persuading for my family to come," says Ms. Son, who was born in South Korea but came to the United States at age 5, earned her Ph.D. at the University of California at Los Angeles, and now teaches history at Seoul's Sogang University. "A big push factor was the horrible economy in the U.S. There were no jobs there."

South Korea is happy to pick up the hiring slack. Sogang is one of dozens of universities here trying to increase the number of foreign faculty members, and many are now offering compensation packages comparable with those of better American institutions.

As a tenure-track assistant professor, Ms. Son has a salary similar to what she would earn at some colleges in the United States (\$43,000 to \$50,000 a year), and she is eligible to join South Korea's universal health-care system. "A big plus with a child," she says.

Online: [http://chronicle.com/article/South-Korea-Brings-in-Foreign/126508/?sid=at&utm\\_source=at&utm\\_medium=en](http://chronicle.com/article/South-Korea-Brings-in-Foreign/126508/?sid=at&utm_source=at&utm_medium=en)

## Malaysia

*The Star, March 5, 2011*

### **Malaysia out to woo more Aussie students**

The Government is seeking ways to allow credit transfer by Australian students to study in Malaysian universities for at least one semester. "This credit transfer is an important step as it will involve all universities in Malaysia," Prime Minister Datuk Seri Najib Tun Razak said. The move, he said, would boost the number of Australians studying in Malaysia, which numbered about 100. Malaysia has about

75,000 foreign students. There are 23,000 Malaysian students in Australia.

Najib said the Higher Education Ministry was also looking into the possibility of collaborations between Australian and Malaysian universities in research and development. At a separate event earlier, Najib said the Government would continue to provide scholarships for deserving students to go abroad.

Online:

<http://thestar.com.my/news/story.asp?file=/2011/3/5/nation/8196830&sec=nation>

## Pakistan

*University World News, March 6, 2011*

### **Parliament opposes loan to higher education**

Pakistan's parliament has strongly opposed a US\$300 million World Bank loan for higher education reforms. The concessional loan facility to the education ministry was originally sought for the implementation of the government's still-to-be-launched Higher Education Development Programme for 2011-15. The bank approved the loan at a meeting in Washington on 11 September 2010, in support of the government's initiative to increase participation, enhance the quality and relevance of higher education, and strengthen the efficiency and financial sustainability of institutions. But opposition and treasury representatives in parliament said the federal government should stay away from higher education matters, which they said had been devolved to provinces through a constitutional amendment enacted in April 2010.

Online:

<http://www.universityworldnews.com/article.php?story=20110305092724341>

## UK

*The Guardian, March 6, 2011*

### **British students are learning that it pays to take their degree abroad**

With UK tuition fees ready to soar as high as £9,000 a year, school-leavers are

choosing to go elsewhere

Carnival preparations are taking over the Dutch city of Maastricht. Multicoloured ribbons, clown masks and streamers bedeck lamp-posts and windows. Trucks are delivering beer kegs, and kiosks that will sell paper cones of chips and waffles are being set up. Revellers are arriving from miles around.

"I can't wait to see what it's going to be like," said Theresa Bullock, 19, who is in her first year at Maastricht University. She is looking forward to a break, not just from her computer science studies but from a new role that she is starting to adopt – that of an unofficial adviser. With tuition fees about to triple in Britain, more and more UK students are looking to study abroad and Maastricht, with most of its degree and master's courses entirely in English, is at the vanguard of European universities eager to net the best.

Online:

<http://www.guardian.co.uk/education/2011/mar/06/university-europe-no-debt>

*eGov monitor, March 4, 2011*

**New funding framework could put more universities at risk says NAO as it calls for more powers for the HEFCE**

Almost 10% of higher education institutions have been operating with a financial loss in at least two out of the past three years, the National Audit Office (NAO) has said in a report published today.

In its, Regulating financial sustainability in higher education report, the spending watchdog warns that this is before the spending cuts starts to bite and the funding for higher education in England shifts from public funds to a fee based system.

"The new funding framework for the sector is likely to increase the level of risk," its report argues. Between 2007 and 2010 the number of universities at higher risk grew from 10 to 43. In 2009-10, 25% of universities failed to meet at least one of Higher Education Funding Council (HEFCE) financial benchmarks and among them 9% had financial deficits for at least three years. One university had to request "urgent" HEFCE grant as it has simply run out of money.

"The transition and the new environment itself will increase the risk within the sector, potentially raising the number of institutions at high risk of failing".

Online: <http://www.egovmonitor.com/node/41045>

**NOTE:**

Some links might not take you automatically to the website. In this case please copy the link.

Publisher: ASEM Education Secretariat  
c/o German Academic Exchange Service  
Phone: +49 228 882 467  
Fax : +49 228 882 555  
Mail : [asem-secretariat@daad.de](mailto: asem-secretariat@daad.de)  
<http://www.asem-education-secretariat.org>

Represented Board of Directors:

President: NN

Registergericht Bonn

Registernummer VR 2107

Editor

Dr. Siegbert Wuttig, DAAD

Nina Scholle-Pollmann, DAAD

Bettina Onyango, DAAD

Shanshan Zhang, ASEM Education Secretariat

Despite careful control we assume no liability for the content of external links. For the content of linked pages their operators are responsible