

NEWSLETTER October 2011

MULTI- AND UNILATERAL ACTIVITIES

ERASMUS MUNDUS (EM) CLUSTER WORKSHOP HELD IN BRUSSELS

As announced in this year's April-edition of the ASEM newsletter, the Erasmus Mundus Cluster workshop titled "Erasmus Mundus – A platform for Europe-Asia Synergies" was held in Brussels at the Representation of the Free State of Bavaria to the EU from 28th – 29th September 2011. The workshop was part of the EU-funded project "Clustering Erasmus Mundus Masters Courses and Attractiveness Projects (Lot 4, Regional Cluster/Asia)" intending to specifically gather Erasmus Mundus Masters Projects with an Asian focus.



First and foremost, the workshop aimed at bringing together stakeholders working in Erasmus Mundus projects with a focus on Asia (coordinators and partners of EM-Masters Courses, EM-Joint Doctorates, EM-Partnerships, EM-Attractiveness-Projects and EM-Alumni).

More than 60 people from 17 nations together with members of the European Commission and the Education, Audiovisual and Culture Executive Agency (EACEA) met to discuss challenges. The discussions were nourished by the presentation of survey results which shed light on added values and everyday work-experiences within the Asian-European-Erasmus Mundus community.

Last but not least, three thematic workshops touched upon issues of sustainability of EM-programmes, recognition of study periods spent abroad and University-business-relations within EM.

The findings of the EM Cluster Workshop will result in a set of practical guidelines which will soon be made available through the website of the European Commission.

For detailed information please visit EACEA's website on the EM regional cluster:

http://eacea.ec.europa.eu/erasmus_mundus/clusters/regional_cluster_asia_en.php

ASEM CONFERENCES

INTERNATIONAL ASIA-EUROPE CONFERENCE ON ENHANCED BALANCED MOBILITY

The 3rd Asia-Europe Meeting of Ministers for Education (ASEMME3) held in Copenhagen, Denmark from 9th 10th May 2011, encouraged ASEM members to organize thematic training seminars on removing obstacles to mobility. In this context, the Ministers welcomed Thailand's offer to host an international ASEM conference on mobility in late 2011.

Recalling the commitment expressed at ASEMME3, the Office of the Higher Education Commission, Ministry of Education, Thailand organises an "International Asia-Europe Conference on Enhancing Balanced Mobility". The conference will take place in Bangkok from 14th – 15th November and bring together about 100 representatives from organisations responsible for higher education and universities from Asia and Europe. The objectives are to present different intra- and inter-regional mobility schemes as well as working out promising models of future student and staff mobility between Asia and Europe. Information on the programme can be found here:

<http://www.asem-education-secretariat.org/en/18835/>

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LIFELONG LEARNING

NEW LAW ON “LIFE LONG LEARNING” IN GREECE

In accordance with the EU decisions to establish an action programme in the field of lifelong learning and under a constant concern of modernizing the education system and assuring quality, transparency and accessibility to all citizens - especially to the ones belonging to more vulnerable groups - the Greek Ministry of Education, Lifelong Learning and Religious Affairs has initiated a law for the development of lifelong learning (law 3879/2010). This law aims at recognizing alternative educational paths, at networking between lifelong learning services and connecting all educational paths (formal, informal and non-formal) to employment and occupation in order to achieve personal integration as well as social and economical development.

With the law in question, the role of the Ministry of Education, Lifelong Learning and Religious Affairs - through the General Secretariat of Lifelong Learning acting as a supervising agent - extends to domains such as research and technology as well as to all types of education that characterize lifelong learning.

In order to prioritize tracing the educational and training needs in connection with the labour market demands and the social development, this law has initiated important structural changes to already existing institutions or has established new ones. Such a new institution is the National Organisation for the Certification of Qualifications (EOPP), which undertakes the responsibility of creating and enforcing the Hellenic Qualifications Framework in accordance with the European Qualifications Framework, as well as the recognition and certifications of qualifications resulting from non-formal or informal training.

Opening lifelong training provisions to more people, by creating more training structures through a rationalized use of resources, monitoring, evaluating and certifying training actions, facilitating the recognition and transfer of credits and by motivating adults and employees to take an active part in these actions as well as the use of training

vouchers or training units are major innovations. The law 3879/2010 is expected to upgrade vocational education and adult training as the two pillars of equal importance to Lifelong Training in Greece.

Posted by: Georgia Protogerou, Directorate for European Union Affairs, Ministry of Education, Lifelong Learning and Religious Affairs, Greece

UPCOMING EVENTS

2nd ASEM UNIVERSITY-BUSINESS FORUM IN BONN, GERMANY

As announce in the previous edition of our Newsletter, the German Federal Ministry of Education and Research invites to the 2nd ASEM University-Business Forum in Bonn from 10-11 November 2011. The programme can be downloaded under:

http://www.asem-education-secretariat.org/imperia/md/content/asem2/events/2011asemubforum/draft_programme_asem_ub_forum.pdf

Registration is still possible under:

<https://ssl.daad.de/anmeldung/index.en.html?id=567>

4th Bi-REGIONAL SOUTH EAST-ASIA-EU SCIENCE & TECHNOLOGY STAKEHOLDERS CONFERENCE IN VIETNAM

The 4th SEA-EU-NET Stakeholders Conference is entitled “ASEAN-EU YEAR OF SCIENCE, TECHNOLOGY & INNOVATION 2012 *Research & Innovation Potentials for closer ASEAN-EU Cooperation*”. This event will take place from 16th - 17th November 2011 in Hanoi, Vietnam. The National Agency for Science and Technology Information (NASATI) is proud to be the host of the 4th SEA-EU-NET Stakeholders Conference, in coordination with other SEA-EU-NET project partners. The Conference will be highlighted by the official launch of the ASEAN-EU Year of Science, Technology and Innovation 2012, an initiative to foster bi-regional cooperation comprehensively. The conference aims to mobilize the participation and collaboration of all national, regional and international stakeholders in order to create synergy for stronger cooperation and to address emerging challenges, including ecological

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footprint, green/sustainable city development, water security and management, which concern both regions and require joint research cooperation. For more information on the EU/SEA S&T Stakeholders Conference and the ASEAN-EU Year of Science, Technology and Innovation 2012, please refer to the following links:

<http://www.sea-eu.net/>

<http://www.vista.vn/sea-eu-net/>

STUDENT MOBILITY

In a recent Article, Dr. Rahul Choudaha, Director of Development and Innovation at the non-profit organisation “World Education Service” in New York, raises the question of how the global transformations will affect the future of student mobility.

As the two most influential external events of the last decade he identifies the 9/11-attacks and its aftermath as well as the financial eruptions of 2008 with its ongoing effects. According to the article, the security measures taken by the US government after 9/11 have led to a decrease of student enrolment in the US – resulting in higher rates for the UK and Australia between 2002 and 2009: the two countries were able to reach growth-rates of 81% (UK) and 47% (AUS). In comparison to the growth of 18% for the US during this period, this marks a significant change. The author argues that the two countries would have continued with this development, if the recession of 2008 would not have occurred. It had shown the overdependence of UK’s and Australia’s universities on international students with a 2009-enrolment of 21.5% and 15.3%, compared to less than 4% for the US. This overdependence had resulted from aggressive recruitment practices through agents that had little interest in quality assurance, which as an effect had given rise more to illegal immigration than to international education, Choudaha argues. Therefore Australia and UK had restricted the granting of visa, leading to a downwards trend for student enrolment. Choudaha in his article assumes that now might be the time for the US government to catch up on

international student enrolment, as budget cuts in the public sector call for more international student-enrolment. According to the OECD the number of international mobile students grew by 1.6 million between 2000 and 2009, a trend which Choudaha is convinced will grow regarding the rise of Asian economies like China and India, which will produce “quality-hungry students who have an ability to pay for higher education”.

Choudaha states that, although there is a growing trend for international student mobility, the impact of unpredictable global events on international education should not be underestimated. In addition to that he is convinced that competition will become more fierce and only those “institutions and nations that can adapt to the changing environment will be best placed to make the most of the opportunities and uncertainties involved.”

For the full article including readers’ comments please refer to:

<http://www.universityworldnews.com/article.php?story=20110930190559493>

INFORMATION

ASEM LLL Hub Chairmanship

ASEM LLL Hub welcomed its new chair, Mr. Claus Holm. He is the former Vice-dean for Communications at The Danish School of Education, Aarhus University.

The ASEM LLL Hub's former Chair, Prof.(hon) Dr. h.c. Arne Carlsen, was appointed as the Director of UNESCO Institute for Lifelong Learning in Hamburg from 1st June 2011.

The new Chair of the ASEM LLL Hub's Advisory Board is Dr. Piniti Ratananukul, Higher Education Commission, Ministry of Education, Thailand.

The new Co-chair of the Advisory Board is Mr. Dmitrijs Kulss, Ministry of Education and Science of the Republic of Latvia.

For further information please visit:

<http://www.dpu.dk/asem/>

<http://www.uil.unesco.org/>

<http://www.dpu.dk/asem/advisoryboard/>

PRESS REVIEW

Australia

IDP, September 22, 2011

New post-study work opportunities for international students in Australia

International students who graduate from Australian universities will have greater opportunity to work in Australia and enjoy greater faster, easier access to student visas under new student visa regulations proposed by the Australian government today. The changes are intended by the government to ensure Australia remains an attractive place to study and a preferred destination for international students.

Post study work rights in Australia

International students who graduate from a bachelor or masters by coursework degree, and have studied for at least two years in Australia, will be able to remain in Australia and work for two years after the completion of their course. Graduate of a masters by research degree will have three years post-study work rights and PhD graduates will have four years post-study work rights.

Online:

http://www.idp.com/system_pages/headlines/new_post-study_work_opportunit.aspx?lang=en-gb

Denmark

Danish Ministry of Science, Innovation and Higher Education, October 3, 2011

Morten Østergaard is appointed Minister for Science, Innovation and Higher Education

Morten Østergaard (Social Liberal Party) is the new minister for research, innovation and higher education. He takes over the Science Ministry from the incumbent minister Charlotte Sahl-Madsen (Conservative Party). Morten Østergaard Kristensen, 35, will head the research and higher education policies for the new Social Democratic

Party-Social Liberal Party- Socialist People's Party government.

Online: <http://en.fivu.dk/press/2011/morten-oestergaard-is-appointed-minister-for-science-innovation-and-higher-education>

France

Times Higher Education, October 6, 2011

Sarkozy's reforms herald French 'Ivy League'

Radical plans to create a French "Ivy League" are gathering pace as the first winners of a new elite universities scheme worth €7.7 billion (£6.6 billion) start to receive cash.

The Initiative d'Excellence (Idex) scheme is part of the biggest shake-up in French higher education for almost 40 years. It is designed to establish five to seven "world-class" universities capable of competing internationally for the best students and academics. Driven by President Nicolas Sarkozy, the proposed "Sorbonne League" will require non-selective universities, the highly selective *grandes écoles* and France's independent research organisations, such as the National Centre for Scientific Research, to work together for the first time in exchange for investment.

Online:

<http://www.timeshighereducation.co.uk/story.asp?sectioncode=26&storycode=417695&c=1>

India

Indian Express, October 8, 2011

Not yet time to allow 'for-profit' institutions in higher education

As it moves to establish deep collaboration with the United States in the field of education and woos top global universities to invest in India's human resources, the government has made it clear that it wants to keep a safe distance from institutions which operate "for profit" in the higher education sector.

“I don’t think it is the right time yet to let ‘for-profit’ institutions in higher education operate in the country. I am not saying such institutions would never be allowed in the future. But as of now, I can say the time is not right,” HRD Minister Kapil Sibal told The Indian Express.

Online: <http://www.indianexpress.com/news/not-yet-time-to-allow-for-profit-institutions-in-higher-education-sibal/857162/0>

The Economic Times, October 8, 2011

Vocational education programme launched for technical colleges

Government's ambitious National Vocational Education Qualification Framework (NVEQF) programme, which aims to feed the industry with skilled hands, was today launched here for polytechnic and engineering colleges.

Unveiling the initiative, HRD Minister Kapil Sibal said multiple sectors were involved in developing the syllabi which enunciates the requirements of the industry for the skills that are necessary.

While NVEQF will start from class IX onwards (certification level 1), today's launch was from the level of polytechnic onwards (certification level 3).

Online:

http://articles.economictimes.indiatimes.com/2011-10-08/news/30258118_1_multi-level-certification-nveqf

The Hindu, September 29, 2011

Twelfth Plan approach to education draws flak

Former Vice-Chairman of the Kerala Planning Board Prabhat Patnaik has taken a critical view of the Planning Commission's Approach Paper to the Twelfth Five Year Plan which calls for developing the education sector on the basis of public-private partnership (PPP).

He was inaugurating the 28th annual conference of the Mahatma Gandhi University Employees' Association at the university assembly hall here on Thursday.

Elaborating how the recommendation contradicts the actual goal of the education system, Prof. Patnaik said: “We know that the private sector is interested in making profits. The Supreme Court of India had actually made a ruling at one point,

saying that educational institutions should not be run for profit. Therefore, the approach paper implies that this constraint on the private sector should be removed and that, as a matter of fact, we should now have a policy where educational institutions should be allowed to be brought for profit-making. That happens to be the position adopted by the Government of India,” he said.

Online:

<http://www.thehindu.com/news/states/kerala/article2497455.ece>

Japan

The Chronicle of Higher Education, October 2, 2011

Japan mulls shifting its academic year to get in step with the West

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When Japan was hit by a 9.0-magnitude earthquake and subsequent tsunami in March, casualties at the nation's universities were mercifully low. The reason: Campuses were mostly empty as thousands of students were at home till April, when Japan's academic year begins.

Online: http://chronicle.com/article/Japan-Mulls-Shifting-Its/129226/?sid=gn&utm_source=gn&utm_medium=en

Malaysia

The Star, September 28, 2011

Top foreign students can work here

Qualified international post-graduate and PhD students may be allowed to work in Malaysia. Higher Education Minister Datuk Seri Mohamed Khaled Nordin said these students could help contribute to the country's aim of increasing its skilled workforce.

"Universities can recommend good students, and we (the ministry) can suggest that the Immigration Department issue them work visas.

"This is the same as Malaysian students studying overseas who are even given permanent residency or citizenship by their host countries. Here, we are allowing international students to only work," he said.

Online:

http://thestar.com.my/news/story.asp?file=/2011/9/28/nation/9585881&sec=nation#.ToLc_8Rjr7o.twitter

Russia

The St. Petersburg Times, Septemberr21, 2011
Disappointed Students Turn to Foreign Schools

There are numerous grants and scholarships available to those who wish to study. According to a survey carried out by Career.Ru, a recruitment company helping young professionals to find a job, as many as 44 percent of graduates from Russian universities are unsatisfied with the quality of the education they receive. Having lost belief in the Russian education system, many parents send their children abroad for an education in the hopes that this might be their ticket to a successful career. "British education is highly valued all over the world, and especially in Russia," said Kathleen Bull, academic coordinator at Carfax, which helps Russians prepare to enter British universities.

"A degree from a British university will definitely improve your chances of getting a job back in Russia. Many Russian students who integrate well into society decide to remain in the U.K. and receive great job offers from the most successful U.K. and overseas companies."

Online:

http://www.times.spb.ru/index.php?action_id=2&story_id=34587

Thailand

The Nation September 26, 2011

Talks needed to resolve concerns

About qualifications framework

Launched in 2009, the Thai Qualifications Framework for Higher Education (TQF) has become a hot issue again after more than 700 university lecturers came forward this month to demand that this complicated procedure be scrapped once and for all. Is the TQF really complicated? The Office of Higher Education Commission (Ohec) has designed the TQF as a measure to evaluate the quality of programmes available at universities using indicators that are on par with international standards. To the Ohec, the TQF aims to ensure that universities offer quality higher educational services and that Thai universities can be easily compared to educational institutes elsewhere.

To hundreds of university lecturers, the TQF has been a big burden that will adversely affect their teaching. The TQF requires lots of form filling to a point that the lecturers feel they won't have time to prepare classes. They have also wondered if the Ohec will really read what they write on the forms given that the information required is massive. Does the commission have adequate qualified staff to review the information and make a fair evaluation?

Online:

<http://www.nationmultimedia.com/2011/09/26/opinion/Talks-needed-to-resolve-concerns-30166119.html>

UK

International Unit, October 12, 2011

Why is internationalisation missing from the White Paper?

Internationalisation is one of the most prominent strategic challenges facing higher education institutions today and yet the Government failed to make any substantial reference to this issue in their recent White Paper on Higher Education. In its original submission to the White Paper Consultation, the International Unit identified six priority areas for the internationalisation of higher education and provided a number of recommendations. The priority areas included:

1. International public perception of UK higher education;
2. Engagement with the European Union and the Bologna Process;
3. Transnational education (TNE);
4. Higher education as an export industry – ‘One-Stop-Shop’ to promote export growth;
5. Private providers and;
6. Student mobility

Online:

<http://www.international.ac.uk/resources/International%20Focus%2074.12.10.11.pdf>

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