



SPOTLIGHT



Celebrating the 70th Europe Day in ASEAN

On the May 9th each year we celebrate Europe Day. This year was no different but perhaps a little more significant as it marked the 70th anniversary of the Schuman Declaration made on May 9th, 1950. On that day, French Foreign Minister Robert Schuman, presented his historic proposal for an integrated European coal and steel community and uttered the now famous words:

“World peace cannot be safeguarded without the making of creative efforts proportionate to the dangers which threaten it. The contribution which an organized and living Europe can bring to civilization is indispensable to the maintenance of peaceful relations.”

Indeed, these words resonate this year as the world faces the dangers of COVID-19. As a consequence, there were numerous creative efforts made to ensure the day was marked appropriately with online events across Europe and further afield.

In ASEAN, Europe Day was celebrated through a virtual Q&A session with the Ambassador European Union to ASEAN, H.E. Igor Driesmans. SHARE

alumnus, Hanny Nurmalita was invited to be one of moderators representing youth in ASEAN. Just over 140 participants joined the Q&A session with the Ambassador Driesmans. They asked questions related EU-ASEAN cooperation, scholarships, internship opportunities, and youth empowerment.

To coincide with Europe Day 2020, the European Union Mission to ASEAN launched its fifth edition of EU-ASEAN Bluebook 2019 as well as a new web-site (www.euinasean.eu). In the 43rd year of EU and ASEAN cooperation the two communities continue to be [Natural Partners](#).

SHARE alumni and students also came together to create their own unique celebration of Europe Day 2020 with their “Pass the SHARE Scholarship T-shirt Challenge” video. The video showcases unity in diversity amongst ASEAN students who represented their respective countries by wearing their national dress and extending greetings in their own language. The full video can be viewed [here](#).



HAPPY EUROPE DAY!

EU SUPPORTS ASEAN IN FIGHT AGAINST CORONAVIRUS

Examples of EU support:



MYANMAR

Supporting laid off female garment workers with €5 million to ensure livelihoods and help prepare for recovery. In conflict affected areas, the EU is also providing 25,000 masks, 9,000 gloves and 1,500 bottles of hand sanitiser through the MYPOL programme.



LAOS

Working with UNICEF to support the procurement of medical equipment and supplies which will strengthen the healthcare system and mitigate the effects of a major outbreak.



VIETNAM

Supporting measures to address the socio-economic impact of the crisis and the early implementation of the EU-Vietnam Free Trade Agreement.



THE PHILIPPINES

Mobilising distribution of masks, hygiene kits, temporary washing facilities, and food and cash to vulnerable communities. In addition, the EU is identifying further urgent health and socio-economic needs.



THAILAND

Distributing 1,000 posters in Thai and Yawi languages to 400 vulnerable, rural communities on preventative measures to combat the spread of the virus.



CAMBODIA

Enhancing social protection support to the most vulnerable groups, including the unemployed, as well as boosting investment programmes in rural and urban areas to create jobs and livelihood opportunities.



MALAYSIA

Providing emergency assistance to vulnerable communities, specifically food, water and medical supplies through the 'Empowerment of Malaysian Women and Grassroot CSOs as Agents of Development and Change' project. In addition, the COVID Care Academy is supporting marginalised communities.



INDONESIA

Allocating €6 million for European and Indonesian NGOs working on public health and hygiene measures, psychosocial counselling for vulnerable groups, distribution of health kits to vulnerable communities, and assistance to community health workers.

OVER
€350
MILLION
GRANTS



ASEAN REGION

The first virtual EU-ASEAN Foreign Ministers Meeting on 20 March 2020 discussed cooperation on mitigating the social and economic impact of COVID-19 in both regions, keeping supply chains open and advancing scientific research.

The Safe & Fair programme (€25 million) under the EU-UN Spotlight Initiative is providing specific support for female migrant workers and scaling up activities that helps protect them from gender-based violence.

The BIOSEC project (€3.5 million) under the CBRN Risk Mitigation Centre of Excellence Initiative is working to improve biosecurity management systems, including for pandemics.

18 new EU Horizon 2020 coronavirus-focussed research and innovation projects funded with a total of €48.5 million are open for cooperation with ASEAN scientific organisations.



FOCUS



Maintaining Momentum on ASEAN Internationalisation



Darren McDermott
SHARE Team Leader Designate

It is a great pleasure to have the opportunity to write the first Focus article in this inaugural issue of the We SHARE Newsletter. We hope this section will become a platform for those involved in the internationalisation and harmonisation of higher education across ASEAN to share their expertise, experience and ideas.

I joined the Support to Higher Education in the ASEAN Region (SHARE) Programme at the end of February as Team Leader Designate. Having been involved intermittently in the programme as a consultant since the programme's inception in 2015, it was a great honour to be offered the opportunity to become more directly involved.

It has also been a somewhat challenging time to join the programme due to the effects of the Covid-19 outbreak. Within two weeks of taking up my post at the SHARE Programme Management Office in Jakarta, the World Health Organisation (WHO) declared Covid-19 a pandemic and travel restrictions came into force across ASEAN.

The SHARE programme had been on a strategic planning and development footing for its next phase when the reality of effects of the pandemic set in. The whole SHARE team proved to be resilient in contending with rapid changes to their activities. As restrictions tightened following the WHO declaration, a Work From Home policy was implemented

On March 23rd, the SHARE Programme released an official announcement to its wider community of partners, stakeholders and participants on decisions reached within the SHARE Consortium as an initial response to Covid-19. These included the suspension of SHARE Programme travel, the modification of SHARE events to digital channels. A decision was reached within the SHARE Consortium that due to the potential health risk and travel restrictions it was imperative to postpone disbursement of the SHARE Mobility Scholarship until at least December 2020 / January.

The provision of the SHARE Scholarship to augment student mobility within ASEAN is a key component of the programme. To date SHARE has disbursed 489 intra-ASEAN mobility scholarships in 5 batches. Mobility has rightly been viewed as a catalyst and a conduit to greater harmonisation and internationalisation.

With a vision for a "Dynamic ASEAN" the ASEAN Socio-cultural Community Blueprint 2025 was launched in March 2016. The Blueprint further advocated the promotion of "an innovative ASEAN approach to higher education" which will "promote greater people-to-people interaction and mobility within and outside ASEAN" leading to "the free flow of ideas, knowledge, expertise, and skills to inject dynamism within the region."

This still holds true but a question we are being asked is how we can maintain momentum when the concept of freedom of movement across borders is being discouraged and in some cases forbidden due to Covid-19.

In the last few months, it is estimated that 70% of individuals studying outside their own country have returned home. This is likely to be the largest mass migration of international students in history. Yet, while we see student mobility as one of the key dimensions of internationalisation, it must be noted that approximately 5m internationally mobile students still represents only 2.5% of the 200m current students worldwide.

SHARE's approach to supporting regional higher education is inclusive; the programme continues to engage with ASEAN and relevant non-ASEAN entities to build on existing initiatives.

It is important for the SHARE Programme to understand the impacts of the virus on the ASEAN higher education community, and specifically SHARE's network of institutions and scholarship recipients. To this end, two surveys have been

disseminated to gather quantitative and qualitative data on how partners and alumni have responded and are adapting to COVID-19.

A series of upcoming focus groups will gather further input from ASEAN HEIs to determine what they see as the most likely scenarios for the dimensions of internationalisation, including student-mobility. With an evidence based approach, SHARE will be equipped to provide more contextual and relevant support to its community. In addition we are actively sharing relevant and verified information on the SHARE programme's social media channels to engage and inform our community.

The death toll and knock on effects of Covid-19 are grave. In addition to the loss and cost to individuals and institutions, which are manifold, the disruption to student mobility and students' education outcomes are a great cause for concern.

The horizon on the road ahead for internationalisation in the time of Covid-19 has yet to come into view. There has been a proliferation of predictions, projections and prognoses from seasoned internationalisation experts and practitioners in the last months. It's not yet clear if student mobility can return to the way it was before 2020. What is clear is that what happens after the Covid-19 pandemic will largely depend on the decisions we take during the Covid-19 pandemic.

Just as the threat of Covid-19 was emerging in mid-January, ASEAN designated 2020 as the Year of ASEAN Identity. The collective efforts by all ASEAN member states and their dialogue partners to meet the challenge of Covid-19 have brought to mind the words of Jean Monnet, one of the founding fathers of the European Union, when he said:

“Make men work together; show them that beyond their differences and geographical boundaries, there lies a common interest.” The ASEAN identity is being strengthened in shared responsibility to address Covid-19 and shared commitment to rebuild a more resilient ASEAN community.

We are still very much at the point where we have more questions than answers and that is an important part of the process. As with any crisis, there are opportunities to reflect, reconsider and re-evaluate long held beliefs, ways of working and strategic objectives. Focusing on inclusive and adaptable solutions is likely to serve us better than pursuing temporary measures unilaterally.

In line with that, our strategies will be more pragmatic and sustainable if they are developed as part of structured dialogues within regional frameworks that SHARE operates in. Leveraging expertise from within ASEAN higher education institutions and the wider community of practice across the region is an important starting point. Additionally, bringing the internationalisation agenda to a wider population of students through Internationalisation at Home, Internationalisation of the Curriculum and Virtual Mobility through digital transformation are all opportunities to be grasped.

The SHARE programme looks forward to convening and contributing to these dialogues in the same spirit of partnership and collaboration that is the hallmark of the continuing EU and ASEAN friendship.

Darren McDermott is Team Leader Designate of the EU Support to Higher Education in the ASEAN Region (SHARE) Programme. Originally from Dublin, Ireland, he has spent over 15 years studying and working in the further and higher education sectors in Asia.





INTERNATIONAL HIGHER EDUCATION NEWS ROUND-UP



Learning in the Time of COVID-19 | April-May 2020

ASEAN REGION

- On 19 March, [ASEAN and EU held the 27th Joint Cooperation Committee Meeting](#). Aside from welcoming cooperation in response to COVID-19 and a strengthened partnership in the economic and security sectors, both sides “welcomed the success of people-to-people connectivity between the regions” by which the SHARE Programme was mentioned.
- With Vietnam’s upcoming chairmanship of ASEAN, the author of [this article](#) focuses on the perspectives of the youth in making the region more cohesive and responsive, including through the possibility of a sustainable ASEAN-sponsored scholarship as a means of deepening people-to-people connectivity.
- AUN-QA has further published [detailed outcomes of the first online council meeting](#) in the beginning of April. Among others, 10 HEIs from Indonesia, Myanmar, Thailand and Vietnam have recently joined the network; 4 task forces have been created to address certain issues; and tentative schedules/scenarios of AUN-QA’s operations adjusted to COVID-19 uncertainties were published.
- On 7 May, the SEAMEO Secretariat held a webinar where panelists and keynote speakers, (including the SHARE Team Leader Designate) shared institutional responses to COVID-19, best practices, and lessons learned from academic mobility programmes in Southeast Asia to design a post-COVID-19 scenario for student mobility and exchange programmes. The recorded webinar can be watched [here](#).

ASEAN MEMBER STATES



Brunei
Darussalam

The Ministry of Education (MoE) has opened the registration for Brunei-Cambridge GCE O, AS, A & IGCSE exams, which will take place in October/November this year. HEIs are increasingly focussed on determining the right [model to integrate technologies](#) in teaching and learning according to students’ needs as well as adopting [policies of care](#). To bridge [difficulties in the study/work-from-home experience](#), the government has established the [5G Task Force](#), received [donations in the form of hardware](#) to distribute to students in need, and launched [EduPack](#), an educational data add-on bundle.



Cambodia

Distance learning has so far met [mixed reception](#) and is conducted through platforms provided by HEIs, the Ministry of Education, Youth, and Sport (MoEYS), and start-ups; the newly established [TVK2 channel](#) aimed to promote distance learning ([also beyond the pandemic](#)); and [radio stations](#) (especially [for indigenous children](#)). MoEYS have their eyes on [digital transformation](#) to complement reforms within the education sector, providing [orientation workshops](#), speeding up the drafting process on the [digital government policy](#) and for the first time, enabling [digitalisation of foreign diploma certification](#).



Indonesia

Ministry of Education and Culture (MoEC) has made [several policy changes](#) and envisioned a new world of education by harnessing “[educrators](#)”; [cooperated with telecoms operators](#), and established a [platform for teachers to exchange best practices](#). The Directorate-General for Higher Education (Dikti) appealed to [ease up on study regulations](#) Dikti released [guidelines on the “Merdeka Belajar” \(Free to Learn\) vision](#) targeted to HEIs. To support the latter, a grant scheme was established to [help HEIs with the international accreditation](#) of study programmes. HEIs are [not to issue the request of study permits for new foreign students](#) who will start studying in August/September 2020.



Lao PDR

To support [distance learning](#) during school closures, the Ministry of Education and Sports’ (MoES) has been producing educational programmes on key subjects which are broadcasted through all sorts of mass communication media. A [legal framework for distance education](#) is also being developed. Meanwhile, the Private Education Association is [developing a curriculum for private universities](#) and proposing access to financial resources from MoES, and private education firms launch a [cooperation project to offer international tertiary education](#).



Malaysia

[A Ministry of Higher Education \(MoHE\)](#) has been established separately from the MoE. The latter has [rescheduled centralised and other major exams](#); adjusted the [second semester start dates](#) (including for HEIs); embraced [continuous assessment methods](#) and a [more varied selection process](#). Students can benefit from [televised learning](#), MoE’s [Digital Learning platform](#), [EduWebTV](#), [private-owned TV channels](#), and even low-data platforms like [Whatsapp and Telegram](#). Educators advise prioritisation of [development and use of digital resources and capabilities](#), proposed “[new normal](#)” [strategies for HEIs](#), and initiatives to encourage students to be technologically apt continue (see [here](#) and [here](#)).



Myanmar

MoE [has been discussing future steps](#) amidst the spread of COVID-19, stating [three priority plans](#), among them establishing the [Myanmar Digital Education Platform](#) and cooperating with educational development affiliated organisations to compile the 2020-2021 COVID-19 Response and Recovery Plan. Universities [are suspending exams](#), and challenges are being mulled over [before reopening schools](#). HEIs contribute to the fight against COVID-19 through manufacturing of [equipment](#) for [healthcare services](#). Cooperation with the [EU to support education reform](#) especially in the provision of [equal access to education](#) continues.



Philippines

The Department of Education (DepEd) is developing the [Basic Education Learning Continuity Plan \(BE-LCP\)](#) which heavily incorporates [distance learning](#) as part of the upcoming academic year. During [school closures](#), [DepEd Commons](#) was additionally made accessible to [private school](#) and [out-of-school youth and adults](#); a [partnership with telecommunications companies](#) was established; and [state-run TV and radio](#) stations will be used in the future as platforms for delivering lessons. Basic education institutions may [reopen classes on 24 August](#) (depending on [choice of education delivery modes](#)). Meanwhile, Filipino youth have tested [disinfecting drones](#), developed [pedal-operated handwashers](#), and [crowdsourcing an online map](#) app on risk areas and transport routes.



Singapore

During the circuit breaker period, all students [shifted to full home-based learning](#). Despite high internet penetration rates, online teaching [has not occurred without its flaws](#), considering the [digital skills divide](#) among parents and [insufficient learning devices](#). HEIs are adopting [alternative assessments](#), suspending overseas placements [until the end of July](#), as well as adjusted [admission processes](#) and [starting dates](#) of the academic year. From 19 May, schools and HEIs [may begin to bring back students in limited groups](#) and for critical consultations. [8,000 #SGUnited Traineeships](#) were also made available to make graduates more employable when the job market picks up after the pandemic.



Thailand

Since the Thai [Cabinet approved the closure of schools](#) until [1 July](#), schools and HEIs have moved to [three modes of distance learning](#). Challenges include financial difficulties in [procuring devices](#) and [limited internet access](#). MoE [released details](#) in rolling out preparation of distance learning system management [in phases](#) and the [2020-2022 educational strategy](#) which, among others, aims to [engage vocational institutions](#) and devised plans to [ensure investment in technology](#). Thai HEIs [are reducing fees](#) and are playing a [strong civic role](#) amidst the pandemic by developing alternative [COVID-19 detection methods](#), [developing robots](#), [protective gear](#), and provide [trainings](#) for those [who lost their jobs](#).



Viet Nam

Although [schools have begun to reopen](#), the Ministry of Education and Training (MoET) is [offering televised lessons](#), and has [streamlined the curriculum](#). MoET is establishing [online teaching regulations](#), as well as holding a meeting HEIs and with [localities in disadvantaged areas](#) on this matter. COVID-19 has become an impetus to boost competitiveness through the proposed [national digital transformation plan](#), intensifying the link between education institutes and industry (see [here](#) and [here](#)), and creating an innovative start-up ecosystem in HEIs through [policies on science and technology](#). The Prime Minister has announced an [implementation plan for developing a National Educational Level Framework in Viet Nam](#) for tertiary-level education in 2020-2025.

GLOBAL

- According to the director of the Centre for Global Higher Education, the pandemic may impact the [demand of mobility programmes in the next five years](#), especially in English-speaking destination countries. An updated StudyPortals survey reported that the amount of prospective international students considering changing their study abroad plans have [increased from 31% to 40%](#). That said, the pandemic is setting an impetus to rethink the future of [internationalisation of higher education](#).
- The European Association of International Education (EAIE) compiled a report on the [impact of COVID-19 on international education and how HEIs respond](#) to challenges based on 800 survey responses from practitioners across the European Higher Education Area.
- In April, the Erasmus Student Network published “[Student Exchanges in Times of Crisis](#)”, which reports the experiences of students and trainees in Europe affected by COVID-19.
- In a new research report from the Economist Intelligence Unit commissioned by Qatar Foundation, [five innovative models of higher education \(HE\)](#) were examined. Findings suggest that across these models, technology will continue to disrupt the HE landscape and will be a driving force in innovating methods of education delivery and curriculum design.



ASEAN COMMUNITY

POLITICAL SECURITY ↔ **ECONOMIC** ↔ **SOCIO-CULTURAL**

THREE KEY CHARACTERISTICS

- A RULES-BASED ON COMMUNITY
- A COHESIVE, PEACEFUL, STABLE AND RESILIENT REGION
- A DYNAMIC AND OUTWARD-LOOKING REGION



ASEAN SINGLE MARKET

ASEAN 2025 VISION:

- ENGAGES AND BENEFITS THE ASEAN PEOPLES
- INCLUSIVE
- SUSTAINABLE
- RESILIENT
- DYNAMIC

TOWARDS A CREATIVE, INNOVATIVE AND RESPONSIVE ASEAN

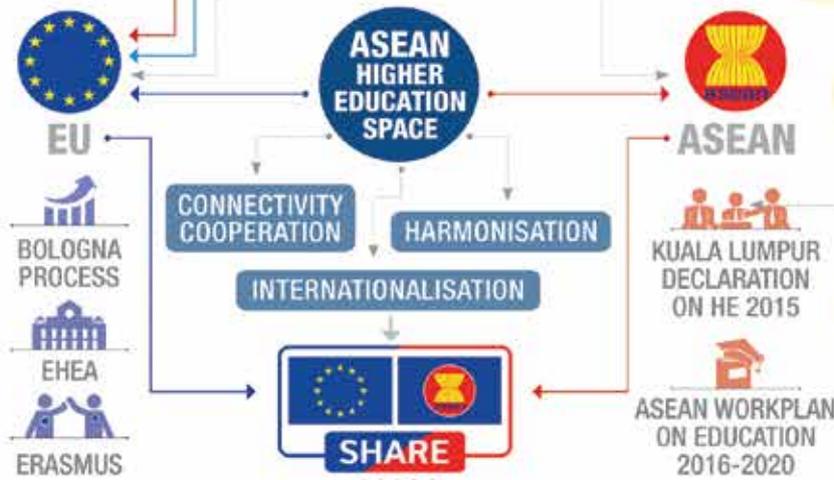
ENHANCE THE COMPETITIVENESS OF ASEAN HUMAN RESOURCES THROUGH **SKILLS DEVELOPMENT**

PROMOTE AN INNOVATIVE ASEAN APPROACH TO **HIGHER EDUCATION**

STRENGTHEN REGIONAL AND GLOBAL COOPERATION IN ENHANCING THE QUALITY AND COMPETITIVENESS OF **HIGHER EDUCATION INSTITUTIONS**



- KNOWLEDGE BASED SOCIETIES
- NARROWING THE DEVELOPMENT GAP



- POLICY DIALOGUES**
- QUALIFICATION FRAMEWORKS**
- QUALITY ASSURANCE**
- CREDIT TRANSFER SYSTEM**
- STUDENT MOBILITY**



EU and ASEAN highlight cooperation and scholarship opportunities on ASEAN Day



SHARE champions quality assurance leaders from ASEAN HEIs



Building regional recognition to create more synergies



Higher Education Consultation Dialogue on the ASEAN Vision 2025

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