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## Foreword

Dear readers,

All ways lead to Java – at least it seems so when we are talking about the Higher Education landscape of Indonesia. Many big universities are located in Java in cities such as Jakarta, Yogyakarta and Surabaya in which many students from all over Indonesia study.

But, this is only part of the picture. Universities in other regions of Indonesia, especially in the eastern part of the country, are also contributing a lot to the Indonesian Higher Education system and to the education of Indonesia's next generation of scientists and leaders. Many of these universities are important educational centres for their whole region.

That's the reason why we wanted to dedicate this edition of our newsletter to the universities of East Indonesia. We wanted to find which study programmes they offered, where their students came from, what the main challenges they face are and if these challenges are different from the challenges that universities in Java face, and also how they have coped with the still ongoing Covid-19 pandemic. These questions formed our starting point for dialogue when we contacted them.

I hope you enjoy the interviews and the other information in this edition of our newsletter. Any comments and suggestions are, as always, welcome, as well as statements concerning your personal experiences with education in East Indonesia or remarks on other topics of Higher Education.

Best wishes, and stay safe and healthy,

**Thomas Zettler**

**Director of DAAD Regional Office Jakarta**

**Special Focus: Universities in the Eastern Part of Indonesia**



Photo: DAAD Jakarta

From the west to the east Indonesia extends more than 5000 km, from Sabang, located in the North of Sumatra Island, to Merauke, situated in Papua Island. Often, when talking about Indonesia, the focus of our discussions lies on the western islands of Java and Sumatra, which are the economic powerhouses of the country and where many of the best Higher Education Institutions are located. We should, of course, be aware of the fact, that Java cannot always serve as a model for East Indonesia, where the universities are working under different historical, cultural and economical circumstances and frame conditions.

Thus, in this edition of the newsletter we decided to put a special focus on universities in the eastern part of Indonesia. We wanted to get to know more about their current situation and also about the specific problems they are facing during the Covid-19 pandemic. With this objective we interviewed 3 representatives from universities located in Papua, Ambon, and Nusa Tenggara Timur:

- Dr Jerry Sawai, M.Si, Rector of the Ottow Geissler Papua University
- Dr. Maklon Felipus Killa, SE, M.Si, Rector of Universitas Kristen Wira Wacana (Unkriswina)
- Prof. Fredy Leiwakabessy, Vice-Rector for Academic Matters at Universitas Pattimura

Here are our interviews:

## Interview with Dr. Jerry Sawai

### Could you introduce yourself and your university to us in a few words?

My name is Dr Jerry Sawai, M.Si. Currently, I am serving as the Rector of the Ottow Geissler Papua University, which is currently celebrating its 10th anniversary. The University was known as Sekolah Tinggi Ilmu Ekonomi (STIE) for the past 30 years. Then in 2011, it gained university status.

Structure wise, Ottow Geissler Papua University consist of 3 faculties:

- Faculty of Economy & Business, which offers Accounting, Management and Development Economics as its study programmes
- Faculty of Science and Technology, which offers Biology, Information Systems, and Geology as its study programmes.
- Faculty of Agriculture, Forestry & Marine, which offers study programmes such as Agribusiness, Agrotechnology, Forestry, and Management of Marine Resources.

In total, we offer 10 different Bachelor programmes and 1 Master's programme in the field of Management.

### Where do the students at your university mainly come from? Which are the most popular study programmes among the students? In which fields do the students work after they finish university?

Most of our students come from Papua, maybe 90% of them. The other students come from different regions or provinces in Indonesia, such as Java, Makassar, and others. Accounting and Management are the most popular study programmes amongst the students from the study programmes that we offer.

Our university has 1,473 alumni. If we combined that number with the graduates from the former STIE, we would have around 4,000 graduates. These graduates are currently working in different fields; our alumni work in the church, government, banks, and some of them are working at Freeport, mostly our alumni from the Geology study programme.



Photo: Ottow Geissler Papua University

### What are, in your opinion, the biggest tasks and problems faced by universities in East Indonesia? What are the main problems of university teachers?

In my perspective, the biggest challenge that we have found so far is to fulfil the so-called Tri Dharma Perguruan Tinggi, because we are still struggling to give our lecturers the chance to continue their studies, especially to pursue their Doctoral Degree, because the lack of funding and it takes more time for them to complete their Doctoral Degree.

Another challenge is related to research, one aspect of Tri Dharma Perguruan Tinggi is research, and our lecturers are also struggling to get research projects as well as to get their research papers published.

### Could you tell us how the current pandemic of Covid-19 affects your teaching and learning activities and how your university has adapted to this situation?

We have tried our best to adapt to the current pandemic; we have shifted the learning process online. Infrastructure and facilities have become the biggest challenge, for example, internet connection and gadgets. In the end, we made a policy to make it work. If the class consists of more than 10 students, then it has to be online, but when the course has fewer than 10 students, it can be an offline class, but the lecturer and students have to fulfil certain measures.

This year, we are more ready and prepared than last year. But hopefully, in the next semester, we can start to have offline learning on campus again.

Interview with Dr. Jerry Sawai



Photo: Ottow Geissler Papua University

**The Minister of Education has announced the new policy of “Merdeka Belajar – Kampus Merdeka”(MBKM). How is your university adapting to the new policy guidelines? (e.g. in the field of curriculum design, teacher qualifications and in other fields)?**

We have tried to implement the new Merdeka Belajar / Kampus Merdeka policy in our university; currently, we are discussing it with the head of each study programme to adjust to the current curriculum. We realize that each study programme has its own unique nature, so the head of the study programme should know best about the study program offered; therefore, we need several meetings to hear their thoughts and opinions.

The new policy (MBKM policy -red) is an excellent chance to evaluate our current curriculum and the teaching and learning process to adjust it with the new policy. We will try to implement the new MBKM policy in the new academic year.

**Cooperation with other universities in Indonesia and abroad is becoming critical within the “Merdeka Belajar – Kampus Merdeka” policy. Have you already established cooperations with other Indonesian universities or/and universities abroad? What is the content of this cooperation?**

Regarding the universities in Indonesia, we cooperate with Universitas Kristen Satya Wacana for the teaching and learning process, especially for our Master Programme. Before the ongoing pandemic, colleagues from Universitas Kristen Satya Wacana also visited our university and were stationed here for several weeks.

Besides that, we also have cooperation with the church network in the European Union; last time we had communication with them and this year, if all goes according to plan, they will send someone to teach at our university.

**What are the main challenges and chances for your university while implementing the “Merdeka Belajar – Kampus Merdeka” policy?**

Internally, funding, as well as human resources, are the main challenges. Most of our lecturers still have master’s degrees, and only 1 lecturer in each study programme has a doctoral degree. According to the new policy, MBKM, our lecturers need to pursue their doctoral degree because it opens up opportunities for them to build networks and cooperation opportunities with other universities and industry in their field of expertise, conduct MBKM activities such as internships and have semesters outside the campus. Therefore to fill this gap, the university management is trying to build relationships with industry and other universities.

In addition, in Papua, we only have a limited number of industries and most of the big companies are located outside Jayapura. Therefore it is also another challenge for us to build networks as well as for our students to do internships in industry.



Photo: Ottow Geissler Papua University

## Interview with Dr. Maklon Felipus Killa



Photo: Universitas Kristen Wira Wacana

### Could you introduce yourself and your university to us in a few words?

My name is Dr. Maklon Felipus Killa, SE, M.Si, and currently I am trusted to serve as the Rector of Universitas Kristen Wira Wacana (Unkriswina), located in Sumba Island at Nusa Tenggara Timur.

Our university is relatively new; it was established in 2016 as a continuation of Sekolah Tinggi Ilmu Ekonomi (STIE) Kriswina. Right now, the university offers 10 different study programmes for bachelor's degrees under 2 different faculties.

Under the faculty of Social Sciences, we offer study programmes such as Management, Development Economics, Law, Education in Mathematics, and Education in Biology. While under the Faculty of Science and Technology, we offer study programmes such as Animal Husbandry, Agriculture Business, Agrotechnology, Information Technology, and Fishery Products Technology.

BAN PT has accredited all our study programmes with B, Good, or C and our university was accredited as Good in 2021.

### Where do the students of your university mainly come from? Which are the most popular study programmes among the students? In which fields do the students work after they finish university?

As our university is located in Sumba Island, most of our students come from Sumba. However, our students also come from Bima in Nusa Tenggara Barat province, Kalimantan, Flores Island, and Timor Island. The famous study programs at the university are Management as well as Information Technology.

When it comes to alumni, if we also consider the alumni of STIE Wira Wacana, most of the alumni work in companies, non-profit organizations, and the government sector. According to the data that we have, 20% of the university alumni become entrepreneurs, a fact that we are happy about since one of the visions of the university is to teach our students to become professional entrepreneurs.

### What are, in your opinion, the biggest tasks and problems faced by universities in East Indonesia? What are the main problems for university teachers?

One of the biggest challenges for our university in Sumba Island, and maybe for all universities located in East Indonesia, are the facilities and infrastructure. One example is the communication infrastructure. We are said to be living in a digital world; however, the communication infrastructure here is still lacking in terms of the internet and communication signals.

Sumba is considered to be one of the poorest areas in the NTT Province, and according to the national rank, our province is regarded as one of the poorest provinces in Indonesia. So, poverty is one of the challenges that we face. As we know, poverty affected many aspects of life, such as health, education, quality of human resources, and many more. It is a never-ending cycle which does not have a determined beginning and end.

Looking at the reality, it is a challenge for us to develop human resources in the region through our university. Our university wishes to contribute to society, especially on Sumba Island and the NTT Province, to develop the quality of youth in the area. It would be our honour to help improve the quality of the human resources in the region.

## Interview with Dr. Maklon Felipus Killa



Photo: Universitas Kristen Wira Wacana

### Could you tell us how the current pandemic of Covid-19 affects your teaching and learning activities and how your university has adapted to this situation?

The pandemic has affected all regions in Indonesia, and our university is also affected by the ongoing Covid – 19 Pandemic. The biggest challenges that we face, of course, relates to the lack of infrastructures and facilities, for example, gadgets, internet connections.

However, the university is trying to adapt to the current situation; we have implemented the blended learning method through online learning and assignments for 3 semesters. In the beginning, a lot of students could not join online learning. The conditions are hard for both students and lecturers, but the teaching and learning process must go on. Both teachers and students must adapt to the conditions, and of course, it takes time and a high degree of motivation from both parties. We should also be thankful because the development of technology has helped us to survive the pandemic.

### The Minister of Education has announced the new policy of “Merdeka Belajar – Kampus Merdeka”(MBKM). How has your university adapted to the new policy guidelines? (e.g. in the field of curriculum design, teacher qualifications and in other fields)?

To adapt to the new Merdeka Belajar – Kampus Merdeka policy, we have designed a new curriculum that accommodates the activities that are included in the new policy. However, we will implement it in the academic year 2021/2022. We realize that this is a bit late compared to other universities, but since our university was established in 2016, currently we are at the end of an academic cycle, so it is also an excellent chance to review our most recent curriculum through our graduates.

Other than that, our lecturers need to adapt to the demands of the MBKM policy. The current curriculum is focused more on class discussion; however, in addition to class discussion, the MBKM policy requires internship, research and community service opportunities to be integrated. The lecturers need to develop soft skills to help them build cooperation and bring the academic world closer to society. To help enhance the soft skills of our lecturers, we conducted workshops and training for them.

### Cooperation with other universities in Indonesia and abroad is becoming critical within the “Merdeka Belajar – Kampus Merdeka” policy. Have you already established cooperations with other Indonesian universities or/and universities abroad? What is the content of this cooperation?

We have already developed cooperation and memorandum of understanding (MoU) with other universities overseas; collaboration has been achieved in joined seminars and joined lectures; hopefully soon the cooperation can also accommodate our students to do student exchange and semesters abroad.

As for the cooperation with the universities in Indonesia, we have an MoU with Badan Koordinasi Perguruan Tinggi Kristen di Indonesia (or BK PTKI); with this MoU, we got some support and guidance from Universitas Kristen Petra, Surabaya, as well as from Universitas Universitas Kristen Satya Wacana to help us develop our lecturers.

In addition, we have developed cooperation with other universities in Indonesia, for example, with Universitas Warmadewa in Denpasar for the Faculty of Science and Technology.

When we talk about activities that are included in the MBKM policy, we had already implemented some of the activities beforehand. For example, we organized a joined class together with Universitas Kristen Satya Wacana. Before we were granted university status, as STIE Kriswina, we allowed our students to take several subjects from other study programs, which we used to call “Shopping”; this was an idea from our university.

## Interview with Dr. Maklon Felipus Killa



**What are the main challenges and chances for your university while implementing the “Merdeka Belajar – Kampus Merdeka” policy?**

Unkriswina is located in Sumba Island. We do not have many industries here, so it will be a challenge when we want to implement the internship activities as a part of the MBKM policy. Other than that, if our students are interested in taking several semesters in other universities, it would be another challenge for them because they would have to spend extra money to take several semesters outside Sumba Island.

On the other hand, the MBKM policy also gives us new opportunities. Our university is surrounded by villages; geography wise it is an advantage for our students to do projects in the villages. Another advantage is that due to the MBKM policy, the projects in the villages can take a longer time than before (up to 3 months). It is an excellent opportunity to help the community and develop society as well.

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## Interview with Prof. Fredy Leiwakabessy

### Could you introduce yourself and your university to us in a few words?

Thank you for the opportunity; I am Prof. Fredy Leiwakabessy; currently, I serve as the Vice-Rector for Academic Affairs at Universitas Pattimura. The university offers Bachelor Degrees, Master Degrees, as well as Doctoral Degrees.

We have 87 study programmes; 10 of which are A-accredited by the Higher Education National Accreditation Board (BAN-PT), and the majority of the others are B-accredited by BAN-PT. We are in the process of re-accreditation. Hopefully, this will transform our university into an Excellent-accredited university. We are also preparing some study programs to be International-accredited, and we also hope all of our study programmes will achieve A-accredited status.

Our university also follows the government policy in education, including the new Merdeka Belajar-Kampus Merdeka (Freedom to learn) policy.

### Where do the students of your university mainly come from? Which are the most popular study programmes among the students? In which fields do the students work after they finish university?

As a public university, Universitas Pattimura offers 3 different admission processes; the first one is through the National Entrance Test for State Universities (Seleksi Nasional Masuk Perguruan Tinggi Negeri/ SNMPTN); the second one is through the Joint Entrance Test for State Universities (Seleksi Bersama Masuk Perguruan Tinggi Negeri/SBMPTN), and the third one is by independent selection. Since SNMPTN and SBMPTN are held nationally, applicants from all over Indonesia have the same opportunity to be accepted. For SNMPTN, applicants are reviewed based on their merits and grades. In contrast, for SBMPTN, since it is computer-based, applicants can do the selection process from a different area of Indonesia. The third admission process, which is independent selection, is organized by Universitas Pattimura. Applicants interested in studying at our university from all over the country can join the independent selection process. Still, they have to do the selection process here at our university. Over the past 2 years, looking at the applicants through SNMPTN and SBMPTN, we have had many applicants from outside Ambon, Maluku; there were applicants from Sumatra, Kalimantan, Papua, Sulawesi, as well as Java.



Photo: Universitas Pattimura

During my time serving as vice-rector, the Medicine Study Programme offered by the Faculty of Medicine is the most popular one, followed by the Petroleum Engineering study program, one of the new study programmes in the Department of Geological Engineering. In the Faculty of Technic, study programmes such as Civil Engineering and Urban Planning also get many applicants. The Law Study Program, as well as Accounting and Economy, are also popular amongst applicants.

After finishing their study, the alumni of Universitas Pattimura, work in various fields of work and are absorbed by different industries, often they work in areas that are different from what they learned in the university; for example, some who studied Fisheries are now working in the banking industry. The Ministry of Education and Culture has applied the Indikator Kerja Utama. The Ministry of Finance also requires that 80% of graduates from university have to be ready for the professional world; in response to this, our Rector has made a policy that students who have almost obtained their diploma need to prove that they have experience in working part-time, be it in the industry or working as an entrepreneur. So the University can verify that indeed 80% of their graduates or alumni are ready for the job market, or are working as entrepreneurs.

## Interview with Prof. Fredy Leiwakabessy

**What are, in your opinion, the biggest tasks and problems faced by universities in East Indonesia? What are the main problems of university teachers?**

From my perspective, the biggest challenge that universities in East Indonesia are facing is related to information systems and IT. If we want to shift everything digitally, as we do during this pandemic; internet bandwidth is the main problem.

The other challenge is related to the Socioeconomic Status (SES) of our students. Most of our students come from low-income family backgrounds, so this is problematic for the university. Besides funding from the government, we also need to find another funding source to further our university. However, looking at our students' SES is a sensitive issue when we need to increase the tuition fee because it can also affect them.

Another challenge is related to human resources, meaning our lecturers. The university wants to allow the lecturers to improve themselves by pursuing their doctoral degree or by promoting them to become Professors. However, funding is always an issue; therefore, the university is actively looking for a funding opportunity for our lecturers to continue their studies or do their research so that they have the chance to grow themselves further.

Last but not least is infrastructure, including laboratories, as well as facilities. I think the learning facilities, research supporting laboratory facilities, and laboratory facilities should become models that can be used to generate income for the university. This needs to be addressed, and it is one of the challenges that we have found at Universitas Pattimura.

**Could you tell us about how the current pandemic of Covid-19 has affected your teaching and learning activities and how your university has adapted to this situation?**

Of course, the pandemic has come as a surprise for us. We have had some dilemmatic situations. First, the lecturers were not ready or had problems to adapt to the situation, they were also not used to handle problems of such a big scope. Hence, the university needs to be active in providing the solution; for example by providing Zoom Accounts, to be used as the teaching and learning platform. So we have prepared an online learning platform (Zoom) for all study programmes. Then the lecturers, as well as students, needed to adapt to use the platform. Luckily the adaptation process did not take a long time.

Then, related to the internet connection for the lecturers and students, although the Ministry of Education and Culture has responded to the situation by providing students and lecturers with internet packages, there are also many problems in the implementation, such as unregistered mobile numbers, problems with gadgets, etc. The interaction between the lecturers and students is also a problem; our students live in villages which often have problems with internet connections, communication signals, and blackouts.

We are currently evaluating the online learning process. Some of the responses are good, but feedback has also identified many problems in the process. I think these are the challenges that we are facing and we must adapt to the situation.



Photo: Universitas Pattimura

## Interview with Prof. Fredy Leiwakabessy

**The Minister of Education has announced the new policy of “Merdeka Belajar – Kampus Merdeka”(MBKM). How is your university adapting to the new policy guidelines? (e.g. in the field of curriculum design, teacher qualification and in other fields)?**

Related to the MBKM policy, the university has prepared and implemented it. In 2020, Universitas Pattimura formed a team to adjust the curriculum; we also have a guideline to draft the curriculum according to MBKM policy that the Rector has ratified through Surat Keputusan Rektor Nomor: 1958/UN13/SK/2020 dated 29 September 2020. It has been implemented both offline and online to all study programmes, and some study programmes have adapted it.

There are several programs from the Ministry of Education and Culture related to MBKM; policy which our university followed; such as Kampus Merdeka Competition which was followed by the Agribusiness and Maritime Science Study Programmes, or “Permata Sakti” student exchange programme, and also the Curriculum Competition, which was followed by our Mathematic Study study programme, and also the Kampus Mengajar programme.

We will adapt all activities related to the MBKM policy in our university and actively build a good partnership with all parties to implement the actions to MBKM.

**Cooperation with other universities in Indonesia and abroad is becoming critical within the “Merdeka Belajar – Kampus Merdeka” policy. Have you already established cooperations with other Indonesian universities or/and universities abroad? What is the content of these cooperations?**

For cooperation with overseas universities, we have a target to cooperate with universities listed in QS 100 according to the study program. In this case, we already cooperate with universities in Australia such as Southern di Australia Cross University, Charles Darwin, and other universities from different countries. We already have some MoU for the cooperation.

Through our international office, we also have a lot of cooperation for research, learning, teaching, and scholarship programmes. In the future, we also hope the number of collaboration opportunities will increase, both for national and international partnerships. For our lecturers, it is a form of implementation of Tri Dharma Perguruan Tinggi, in which they also need contact with other universities from Indonesia and overseas.

**What are the main challenges and chances for your university while implementing the “Merdeka Belajar – Kampus Merdeka” policy?**

When we talk about opportunities, one opportunity is that we are invited to compete with other universities in Indonesia positively. The new policy also asks the university to leave its comfort zone and move forwards; so the biggest challenge for Universitas Pattimura is to grow the university further and fly higher than ever. Of course, to bring our University further, we need a sound basis.

Changing one’s paradigm is becoming one of the challenges of the MBKM policy; lecturers and senior lecturers need to adapt and adjust to the 8 activities included in the MBKM policy, such as internship, projects in villages, research, entrepreneurship, and others. The new activities included in the curriculum will benefit the students. With the activities, they will get new experiences that they expect to get from the University.

I think there will be many challenges along the way, but we should not let this limit our creativity and innovation, especially for our university to grow more than now.

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Photo: Universitas Pattimura

## Launch of EU SHARE Programme Extension



### Launch of EU SHARE Programme Extension

April 27, 2021 | 01:30 PM Jakarta



[www.share-asean.eu](http://www.share-asean.eu)

Photo: SHARE Programme

On 27 April 2021, Secretary-General of ASEAN, Dato Lim Jock Hoi, the Ambassador of the EU to ASEAN, Igor Driesmans and the Team Leader of the SHARE Programme, Darren McDermott, officially launched a new phase of the EU's Support to Higher Education in the ASEAN Region (SHARE) Programme.

The new phase will support 300 students for one semester intra-ASEAN physical mobility before of 2022. The SHARE programme will also support the harmonisation ASEAN higher education institutions and the formulation of ASEAN higher education frameworks. In doing so, ASEAN and EU will share experience, including the EU's Erasmus scheme. The EU made available 5 million EUR for this purpose. The support will build on the previous successful SHARE programme, which ran since 2015.

The Secretary General of ASEAN Dato Lim Jock Hoi stated, "This two-year extension is testament to the EU's steadfast support towards ASEAN's community building efforts, particularly in enhancing the quality, regional competitiveness and internationalisation of higher education in the region."

Ambassador Igor Driesmans said "As Strategic Partners, the EU and ASEAN put human development, in particular education, at the heart of our partnerships. Education mobility is part and parcel of the EU's DNA. Beyond the support for 300 intra-ASEAN scholarships, the SHARE programme will help to create a sustainable ASEAN Higher Education Space, drawing lessons from the European experience of the Erasmus programme and the Bologna Process" added Ambassador Driesmans.

#### Background

The SHARE Programme is the EU's flagship initiative on higher education, supported by a consortium comprising of the British Council, the DAAD, ENQA, and Nuffic. The consortium will bring in their expertise and experience under the SHARE programme extension, to support the establishment of an ASEAN Higher Education Space towards greater harmonisation of ASEAN higher education to support regional student mobility across the region.

A budget of €5,000,000 has been committed by the EU, including co-financing of €175,000 by the British Council, for the next phase of the SHARE Programme. The benefits will extend to a wide range of ASEAN entities, higher education institutions, and students. The SHARE Programme will also catalyse the transfer of ownership of programme outcomes to ASEAN entities and nominated organisations to sustain the progress made in the past six years.

## Launch of EU SHARE Programme Extension

Therefore, this two-year extension will enable the provision of technical assistance and capacity building programme in the following areas:

- Developing ASEAN Communities of Practice for greater coordination, knowledge management, and Monitoring, Evaluation & Learning (MEL);
- Strengthening of regional initiatives on quality assurance and accreditation of higher education institutions and study programmes;
- Supporting the implementation of national qualifications frameworks and the ASEAN Qualifications Reference Framework (AQRf);
- Contributing to the ongoing work of the ASEAN Quality Assurance Network (AQAN);
- Supporting the move to Outcome Based Education (OBE) pedagogy;
- Producing a study on 'Graduate Employability in ASEAN' as part of a series of studies to support the Master Plan on ASEAN Connectivity (MPAC) 2025;
- Implementing digital modalities of internationalisation including Virtual Exchange and Collaborative Online International Learning (COIL);
- Piloting digital credentials recognition and portability to enhance the ASEAN - Europe Credit Transfer System (AECTS) mechanism.

The Team Leader of the SHARE Programme, Darren McDermott, stated "We are committed to supporting the implementation of the upcoming third ASEAN Work Plan on Education 2021– 2025 for the duration of the SHARE Extension. We look forward to working closely and collaboratively with our partners across the ASEAN Community over the coming two years."

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