Living with disability in Cambodia
EQUAL  <->  FAIR = Equity
What barriers to health?

- Cost / debt
- Transport
- Infrastructure
- Communication
- Providers
- Participation
- Knowledge
- Discrimination & stigma
- Appropriate services
What can we do?
What can we do?
What can we do more?

- Social health insurance,
- Free health care
- Community transport support

Awareness raising
- Disability rights
- Patient rights
- Health knowledge

Facilitate participation in health events, and annual plan development

Organic Farming, environment and health

Dr. Nghia K. Nguyen
Soil microbiology laboratory
Department of Soil Science
College of Agriculture & Applied Biology
Cantho University, Cantho City, Vietnam
Email: nknghia@ctu.edu.vn

Hanoi, 27/05/2017
What Is Organic Farming?

Organic farming is a production system that sustains the health of soils, ecosystems and people. It relies on ecological processes, biodiversity and cycles adapted to local conditions, rather than the use of inputs with adverse effects. Organic farming combines tradition, innovation and science to benefit the shared environment and promote fair relationships and a good quality of life for all involved…” (IFOAM, 1972).
In Organic Farming:

**NO:**
- Chemical fertilizers
- Synthetic pesticides
- GMO
- Growth regulators
- Artificial feed additives
- Antibiotics are not preventively used on animals

**Why Organic farming?**

The mission of agriculture is not only to produce enough food, but also to take account the effects to the:
- Environment;
- Human health;
- Animal welfare;
- Social and regional development.
Benefits

- Positive effect to biodiversity;
- Fewer contaminants (such as pesticides, antibiotics and nitrates);
- Scientific studies have shown, there are more vitamins and minerals in organically produced food:
  - In organic milk, more antioxydants, 50% more of vitamine E, beta-carotene.
Problems of Intensive Farming

- Pesticide residues in products, soil, water;
- Fertilizers (eutrophication);
- Loss of biodiversity - kills both harmful and beneficial organisms, destroys habitations of species;
- Degradation of soils (erosion);
- Landscape changes.
Environmental Benefits of Organic Farming

1/ Organic Farming Discourages Environmental Exposure to Pesticides and Chemicals

2/ Organic Farming Builds Healthy Soil

3/ Organic Farming Helps Combat Erosion

4/ Organic Farming Fights the Effects of Global Warming

5/ Organic Farming Supports Water Conservation and Water Health

6/ Organic Farming Discourages Algae Blooms

7/ Organic Farming Supports Animal Health and Welfare

8/ Organic Farming Encourages Biodiversity
Are Organic Foods More Nutritious?

1/ More Vitamins and Minerals
More nutrients and fewer nitrates; organic crops were higher in essential minerals, phytonutrients (enzymes, antioxidants, bioflavonoids), vitamin C, E, and other antioxidants.

Organically grown fruit and vegetables as much as **27 % more vitamin C, 21.1 % more iron, 29.3 % more magnesium, 13.6 % more phosphorus, and 18 % more polyphenols (bioflavonoids, flavanols, pycnogenols, salicylic acid)**, anti-inflammatory and have a wide range of health benefits, including protection against allergies, arthritis, heart disease, cancer and rheumatism, hardening of the arteries, and colon cancer and reduces the death rate from heart attacks. **The organics also showed 15.1 percent fewer nitrates and heavy metals than the conventional foods** (Aubrey, 2016).

2/ Lower Fats in Meats
Cattle, sheep, and pigs and found that the organically raised animals had fewer health problems, better growth and fertility, and lower fat content than animals fed conventional feed.
Question: Could the extra pennies spent on organic foods possibly save us dollars later by helping us avoid the drugstore or the doctor’s office? That is a question each of us must answer for ourselves.

Thanks you very much for your kind attention!

Choose organic when you can…but make sure you're getting the quality (and truly organic) food you deserve.
Environment and Health Related with Rural Development in Dry Zone, Myanmar

(Case Study of Livelihood Project Areas in Yenanchaung and Chauk Township)

Moe Moe
Myanmar
26-28 May, 2017; Hanoi
Community Based Organization Project in Dry Zone, World Vision Myanmar

- Approximately 80 to 90 percent of people in villages in Yenanchaung and Chauk can be classified as the poor and the poorest of the poor.
- One family of the poorest of the poor stratum earns less than 1,500 kyats per day (1.5 USD), owns no land and has to engage in odd jobs that are available for only 10 to 20 days per month for 6 to 9 months per year.
- One Community Based Organization each in 8 villages of Chauk and 8 villages of Yenanchaung has been conducted for more than 2 years in the current Community Based Organization (CBO) development project based on the need assessment regarding livelihood and health issues and prioritized needs identified.
• Environment
  ➢ High Temperature (Max. > 40°C), Low Rainfall (200 mm)
  ➢ Soil Erosion, Degraded Soil Fertility, Nearly Desertification,
  ➢ Deforestation
  ➢ Decrease Biodiversity
  ➢ Low Crop Yield
  ➢ Poor Livelihood
• Health Status

- Less Knowledge on Reproductive Health, Family Planning, Mother and Child Health Care
- Department of Health has successfully done the coverage for vaccination (e.g. Measles), could control Plague, Leprosy but weak on Public Health Education
- Low Health Knowledge in community – Early marriage, less awareness on family planning, HIV/AIDS, high mortality rate of mother and child and malnutrition of children because of using traditional ways and thinking [e.g. Acute Respiratory Infections (ARI) in children, Diarrhea]
- Difficult to get reach the hospitals and health service centers (e.g. transportation)
- Water scarcity and drinking water from pond and shallow pump well and water bone diseases occur occasionally
- High expenses on health issues and taking treatments deducted from their income and lost of labors
• Development Approach

- The Community Based project intervened not only Health Awareness but also Development of Sustainable agriculture in 16 villages in two townships.
- Community Based Organization was facilitated to form and work for village development with respective committee.
- Most of the community are farmers (oil seeds and pigeon pea growers) and sustainable agriculture was introduced with farmer field school approach with evidence based trails and research plots and practiced quality seed production and home gardening and animals (pig, rural chicken and goat) raising for nutrition and extra income.
- Production and utilization of organic fertilizers and natural pesticides and biological control of insect pests and Integrated Pest Management and soil moisture control practices like mulching and reduced burning.
- “Prevention is more effective than cure” so that Health Awareness was conducted in community with Behavior Change Communication (BCC) approach by Behavior Change Facilitator (BCF) selected from community as project staff and village volunteers.
- Awareness raising on Mother and Child Health Care, Family Planning, Nutrition, HIV/AIDS to community targeted 3 different age groups to change their behaviors by conducting BCC sessions in target villages.
- Conservation of the Environment, Farmer Managed Natural Regeneration (FMNR) was introduced and practiced for reforestation in target villages for sustainable development of rural areas.
• Achievement

- After ended 2 Year Project, community from target villages has some improvements on health awareness and practises, and farmers gained knowledge and practises on sustainable agriculture and environmental conservation.
- Members of CBO have capacities to manage and participate village development programme.
- This diffusion of innovation will enable target populations of new target villages to reap benefits without having necessary to go through a trial and error process.
- Sharing and learning from the existing CBOs and coaching by experienced staff will help new target populations to start their development process in relatively shorter period.
- Area Development Programme of these two townships (Dry Zone) of World Vision Myanmar could replicate those experiences from that pilot project for the rural development process.
Thank You
“Young Smart Farmers and Their Environmental Concerns”

Dr. Juangjun Jumpathong
Faculty of Agriculture, Natural Resources and Environment, Naresuan University, Phitsanulok THAILAND
KINGDOM OF THAILAND

Total area 51.31 million ha

Land use in Thailand

- Agriculture: 46,50
- Another: 33,40
- Pesticide Import in 2016
  - Herbicide: 87%
  - Insecticide: 6%
  - Fungicide and Bactericide: 7%

- The world 14th largest agricultural and food exporter.

source: Department of Agriculture, 2016

source: LDD
Picture: http://www.komchadluek.net/news/agricultural/234559
Young smart farmer program

1. Open minds
2. Knowledge sharing
3. Network participation
4. Monitoring process

MRCF
- Mapping
- Remote sensing
- Community participation
- Specific field service

source: http://thaiembdc.org/
The environmental concerns: Young smart farmer network

“Less chemicals use but more biologicals apply.”

“*Trichoderma, Metarhizium* and *Beauvaria* are applied in farm as biocontrol agents.”

“Home made biofertilizer from agricultural wastes is good for soil microbes.”

“Not burning! Biomass utilisation in farm can reduce agricultural pollution.”

souce: Young smart farmer อนาคตและทิศทางภาคการเกษตรไทย, 2016
The environmental concerns: Ban rai-l-oon Strawberry farm

“It’s time to say No to farm chemicals. Instead of applying chemical, we should apply biologicals for safety food and eco-friendly, no harm to living things and the environment.”

source: https://www.facebook.com/banrai.ioon
“Where we are living and eating should be safe like home. Less chemical use and pay more attention on the environment.”

THANK YOU FOR YOUR ATTENTION
“Contribution of German Alumni towards sustainable education in Myanmar”

Win Maung
German Alumni Association Myanmar
Sustainable Development And Education

- Education is not preparation for life; education is life itself (John Dewey)
- Development meet needs of present
- Without compromising ability of future generations to meet own needs
- Education is most important for the needs of present and for future generation as well
Alumni meeting “Transformation of Education Management towards Sustainable Development in Myanmar”
Yangon, 18-19. 10.2014

(21 presentations)

“Quality Assurance in Education towards Sustainable Development in Myanmar”
Yangon, 30th October– 1st November 2015

(11 presentations)
Alumni as partners of the DAAD’s international network-
Anke Stahl, DAAD

National Education Law- Dr Maung Thin, Rector, Mandalay University

Higher Education Reforms and the Framework Act for Higher Education in Germany after 1999- Prof. Dr Frauke Kraas, Cologne Universit, Germany
"Education for Sustainable Development", Prof. Dr. Aung Tun Thet, Head of President’s Economic Advisors

“Nation Education Strategic Plan; Higher Education” Dr. Myo Thein Gyi, Currently Minister for Education

“Quality Assurance and Education” Prof. Dr. Frauke Kraas, Institute of Geography, University of Cologne and University of Yangon

“Recent development in University of Yangon: structure, programmes and international relation” Prof. Dr. Kyaw Naing, Pro-Rector, Yangon University
“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela
PROJECT IDEA

“Raising Youth Awareness on Environment and Biodiversity”
Why Awareness on Environment & Biodiversity needed?

- 100,000 tons of plant protection chemicals per year
- Degradation of Natural forest
- 43 million motorbikes, 2 million cars
- 3.5 million m³ of waste water a day from 787 urban areas and 283 industrial zones (no waste water treatment system)
- 23 million tons of domestic waste, 7 million tons of industrial solid waste and over 630,000 tons of hazardous waste every year
- Environmental disaster 2016: Steel complex of Taiwanese Formosa Group
  - Pollute 4 provinces in the central region – Ha Tinh, Quang Binh, Quang Tri and Thua Thien – Hue
  - Cause mass fish deaths: 70 tons and cause the damage worth 0.3 percent of Vietnam’s GDP
  - Affect 22,700 households, 65 communes in Ha Tinh province. 24,500 people had lost their job

Source: MONRE (2016)
“People’s Perception towards Environment” surveyed in Thai Nguyen province (300 households involved) in 2012

1) Who has to protect environment and biodiversity?
   • The government, social organization (67% of responses)
2) Who should be responsible for environment problem and biodiversity loss?
   • The government, social organizations, and enterprises (83% of responses)
3) Who should pay for environment and biodiversity protection?
   • The government, social organizations, enterprises (89% of responses)

Lowest rank: most important
Highest rank: least important
Raising Awareness by Competition/ Green Festival

Objectives:

1. To bring young generation towards positive activities
2. To make them become active members of the social fabric of society
3. To motivate them play their role in collective social life
4. To give them chance to get direct look at various environmental issues
5. To prompt them share their views on various environmental problems
Main Activities

- Poster competition
- Recycling products competition
- App for smart-phone competition
- Song/Poem competition
- Musical show
- Comedy show
- Debate competition
What has been done so far?

Students’ Project: Tree Identify with “TREEVIEW” App
(Start-up competition in March 2017 at Thai Nguyen University)
## Potential Project?

<table>
<thead>
<tr>
<th>Scale:</th>
<th>School ➔ Commune/town/city ➔ Province ➔ Nationwide ➔ SEA Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner:</td>
<td>Primary, Secondary, Higher School, College/University, Ministry of Education and Training (MOET), UNEP, DAAD, ???</td>
</tr>
<tr>
<td>Fund:</td>
<td>MOET, UNEP, Donation, DAAD, ???</td>
</tr>
</tbody>
</table>
Ecological base assessment: sand dune protection forest restoration

Dr. Ho Dac Thai Hoang
IREN-Hue University
About ...

• Coastal sand dune play the role of protection forest and environment
• Degradation of coastal sand dune areas
• Ecological base assessment: restoration coastal sandy protection forest
Track of typhoons that hit Vietnam 1945 - 2013
Sand dune: the natural sea wall in Central Vietnam.

- Lagoon
- Sand dune: the natural sea wall
- East sea
- Typhoons

- Distance: 25 – 30 m
- Distance: 500 – 4000 m
Forest in the sand dunes
Basal areas growth of sandy tree species

**Dé cát**

\[ y = -0.0327x^3 + 197.01x^2 - 395539x + 3E+08 \]

\[ R^2 = 0.9975 \]

**Cô ướm**

\[ y = -0.3069x^2 + 1238.2x - 1E+06 \]

\[ R^2 = 0.842 \]

**Táu duyen hải**

\[ y = 5E-06x^3 - 0.0182x^2 + 15,683x \]

\[ R^2 = 0.9972 \]

**Son qua to**

\[ y = -0.0026x^3 + 15,573x^2 - 31616x + 2E+07 \]

\[ R^2 = 0.9994 \]

**Trâm bù**

\[ y = -0.0009x^3 + 5.5412x^2 - 11851x + 8E+06 \]

\[ R^2 = 0.9968 \]

**Cà ổi**

\[ y = -0.1111x^3 + 669.34x^2 - 1E+06x + 9E+08 \]

\[ R^2 = 0.991 \]

**Mà ca**

\[ y = -0.0425x^3 + 256.54x^2 - 516342x + 3E+08 \]

\[ R^2 = 0.9999 \]

Source: Trương Thị Hieu Thảo, Hồ Đắc Thái Hoàng, 2015
Dr. Hồ Đắc Thái Hoàng
Director

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Distance Education in Myanmar: Opportunities and Challenges

Kyaw Naing, Pro-Rector
Yangon University of Distance Education

27 May 2017, Hanoi, Vietnam
History Background of Distance Education in Myanmar

• DE in Higher Education level in Myanmar - 1970s
• To provide access to higher education to those who are unable to pursue it at day institutions for various reasons
• 1975-76 - University Correspondence Courses affiliated to University of Yangon (YU)
• 1980 - under the direct control of the Ministry of Education.
• 1992 - Upgraded to University of Distance Education (Yangon)
• 1998 - Separated two universities of Distance Education, YUDE and MUDE
• YUDE - 15 regional learning centres in day universities and MUDE - 20 centres,
• Degrees offered: Myanmar, English, Geography, History, Psychology, Philosophy, Oriental Studies, Myanmar Studies, Law, Chemistry, Physics, Mathematics, Zoology, Botany, Economics, Business Management
• YUDE - Online Diploma in Law (ten-month course), Online LL.B Course (5 years)
• YUDE - Public Private Partnership (Diploma in Web Development, Network Communication, Business Information System) 9 months courses
The Advantage of Current DE System in Myanmar

- About 60% of matriculated students: DE students in 2016, total HE students: 675,000
- Provision of higher education to students at cheaper prices
- Flexibility of learning model – time and place, not constrained by physical campus
- Access and equal opportunity – age, gender, those in remote and border areas
- Learning opportunities for those already working in government and private sector
- Career development - employment, better salaries and promotion to higher position
- Supports life-long learning (no time frame)
- Delivery Methods: printed textbooks, study guides and assignments; DVDs; broadcasting from state radio and television channel; video and audio clips from YUDE homepages around the clock
- Blended model providing some face to face and science lab support at learning centres in day campuses
Weakness of Current DE System in Myanmar

• Lack of effective use of IT (still necessary for trained IT staff and infrastructure)
• Weak in e-learning mode (limitation of Internet connectivity in countryside)
• Language barriers (e.g. most text books are in English)
• Efficiency of supporting staff (administration to learning centres in day universities)
• Some students lack motivation, don’t put sufficient effort or self-study

Opportunities to Distance Education in Myanmar

• New elected civil government in 2016 in last 50 years
• Education Reforms: education budget increase significantly
• Demand for HE in Myanmar is growing exponentially
• DE: important for expansion of HE system,
• DE: highly scalable and can reach large numbers of people
Opportunities to Distance Education in Myanmar

- DE can deliver with the scale and urgency required
- DE: a route towards further study (diploma, Master, and PhD in local and abroad)
- International collaboration - International Council for the Open and Distance Education (ICDE), Asian Association of Open University (AAOU)

Open University

Challenges faced by Distance Education in Myanmar

- QA most important challenge - the relationship among teachers, students or learners, and educational resources is a major challenge
- Distance learning environment: self-regulated students
- Differences in infrastructure between cities and countryside
- Lack of reliable internet or electricity supply in countryside
CONCLUSION

To upgrade the standard of DE to the ASEAN universities' level and to international level

• to conduct high quality teaching-learning process, to develop teaching-learning process systematically, to generate and disseminate new knowledge
• to strive towards academic excellence
• to produce competent graduates (who are able to make use of knowledge and skills gained from distance learning)
• to shape our students into independent-minded graduates (free and vibrant academic culture)
• to take responsibility for both business sector and civil society
• to equip the students with adequate teaching aids and supervise them for effective use
RAISING AWARENESS –
A CRUCIAL KEY TO MITIGATE NEGATIVE IMPACTS ON ENVIRONMENT!

Dr. Hoang Thi Ha
Hong Duc University
Thanh Hoa, Vietnam
Situation in Vietnam
What makes a so big difference between the environment in Vietnam and in Germany??

Such wonderful environment in Germany does not exist automatically!

…each individual there aware of that and fighting for their environment

……witnessing they way people treat the environment and the way they respect the wild life had great impacts on me then.

……….changed they way I think and shaped the way I act for the environment!!!

Turning point!!!

Since then I’ve had so strong desire of raising public awareness of environment (!!) that I myself could not imagine!!!
Where/How to start with “Environmental Education? in Vietnam

Children

Catalyst

Knowledge transfers

Teachers

Adults

Parents/grandparents

Private sectors

Business runners

Policy makers

Only one of solutions we could use to raise awareness of people in Vietnam! But very promising!
Some successful Initiatives to share/learn!

Continue developing programs with students, for students but also involve local communities

Such as: Green school network; Annual Art festival for schools with Environment Protection Messages

First of all in Thanh Hoa, then expand to other provinces and partner with international schools/organizations!
Raising awareness is a long term process!

If we failed with this, our dream of a healthy environment would be forever just a dream!

When we are together things will be solved!!!

All citizens play a decisive role in the prevention of environmental pollution! (Pro Europe)

Thank you very much for listening!
Qualified personnel for the Vietnamese wastewater sector

Mai Phan – Alumni TU Dresden
Ngoc Ho – Alumni FH Gelsenkirchen
Field of Activity 3: Vocational Training of Skilled Workforce in the Wastewater Sector
Programme Reform of TVET in Vietnam
Vietnamese-German Development Cooperation in TVET with Focus on the Green Growth Strategy

- "Green Growth Strategy 2012-2020" and its Action Plan
- Reducing the intensity of greenhouse gas emissions and promoting clean and renewable energy
- Greening production
- Promoting sustainable consumption
- Human resource development as a crucial element for the provision of qualified professionals who are able to implement adapted sustainable production processes and use new technologies
  - Key role of TVET for green economic development
  - Piloting of a new cooperative training programme for the wastewater sector
Wastewater Drainage and Treatment in Viet Nam – A Growing Sector

• Ambitious objectives until 2020:
  • Increase in the treated wastewater from 10% to 60%
  • Increase in the connection of municipal households to sewerage system to 80%

• Communal wastewater treatment plants: 17 existing, 32 under construction, 68 planned

• 80 industrial wastewater treatment plants (50% not in use or insufficiently equipped)

→ Need for 8,230 qualified workers until 2020 (Estimation of the responsible government body)
Piloting Cooperative Training

- Development of a demand- and practice-oriented occupational standard and derived training programme reflecting the needs of the Vietnamese companies and using experiences of Germany
- Cooperation of all relevant actors throughout the process (MoLISA, line ministry (MoC), TVET institute, sector association (VWSA) and enterprises)
- Further training of teaching staff in college and companies
- Development of teaching and learning materials
Piloting Cooperative Training

- Structured and interlinked in-company training phases and training phases in the TVET institute

  - Training phases at the TVET institute: Theoretical introduction and exercises in laboratory and workshop
  - In-company training phases: Practical analysing of wastewater and sludge, hands-on practice at pumping station, wastewater treatment plants and sewer channel
  - Active participation in the work process with defined learning outcomes
  - Fast and comprehensive acquisition of practical skills at the work place
  - Increase in motivation and self-confidence of teachers, in-company trainers and trainees
Results – Contributing to Clean Water in Viet Nam

- Successful piloting of the cooperative training programme achieved due to commitment, improvement of capacities and dedication of resources of all stakeholders
- 5 companies receive skilled workers with the required green skills
- 6 companies requested to participate, more are interested
- Nationwide upscaling of the experience foreseen due to acceptance of standard and training delivery mode

Thank you for your attention!

More Information: [www.tvet-vietnam.org](http://www.tvet-vietnam.org)
ARE WE LIVING IN A HEALTHY CITY?

DR. FINA TAMS, MSCIH
DAAD ALUMNI, MSCIH CHARITE UNIVERSITAT MEDIZINE, BERLIN, GERMANY
LET’S HAVE A LOOK ON THIS PICTURE

https://energy.gov/eere/articles/hawaii-makes-progress-toward-clean-energy-goals-energy-department-assistance

http://www.globalindonesianvoices.com/5687/solving-jakartas-traffic-congestion/


11 CRITERIA AS HEALTHY CITY*

*Based on WHO/Europe Healthy Cities Network, 1997

1. A clean, safe physical environment of high quality (including housing quality)
2. An ecosystem that is stable now and sustainable in the long term
3. A strong, mutually supportive and non-exploitive community
4. A high degree of participation and control by public over the decisions affecting their lives, health and wellbeing
5. The meeting of basic needs (for food, water, shelter, income, safety and work) for all the city's people
6. Access to a wide variety of experiences and resources, with the chance for a wide variety of contact, interactions, and communication
7. A diverse, vital and innovative city economy
8. The encouragement of connectedness with the past, with the cultural and biological heritage of city dwellers and other groups and individuals
9. A form that is compatible with and enhances the preceding characteristics
10. An optimum level of appropriate public health and sick care services accessible to all
11. High health status (high levels of positive health and low levels of diseases)
INITIATIVES OF HEALTHY CITY AND ITS REVIEW

▪ WHO/Europe Healthy Cities network
▪ National Healthy Cities networks on 25 European countries
▪ Health Cities Initiatives in SEA
▪ Alliance for Healthy Cities
YOUR PERSONAL CONTRIBUTION

Start Small Action

Such as:

- solid waste management
- drainage and sanitation
- community based water supply
- advocacy and awareness bung on healthy behaviors
- social development programs: mental health, work safety, street children, support to elderly, crime and violence
- quality health services to vulnerable groups
CONCLUSION

▪ We are not living in ideal world but indeed there is positive changing towards healthy city.

▪ Healthy environment toward healthy people.

▪ You can contribute to build a healthy city

▪ Health for All
Relevant of Continuous Education in Institute of Higher Learning

Prof. Dr. Lim Kok Hwa

27 May 2017
Future Challenges

THE CASE OF THE vanishing mid-level skilled worker

As automation advances, jobs for middle-skilled workers are disappearing. Insight looks at the issue of job polarisation and what might lie ahead for Singapore’s labour force.

Jobs that are routine and predictable will disappear

• Jobs more specialised or need better people skills or both

Source: The Straits Times (29 Mar 2014)
To Stay Relevant, Your Company and Employees Must Keep Learning

by Pat Wadors

Working with employers to create industry-ready graduates

At Pearson College London, we have a clear mission: to become the UK’s leading provider of industry-focused university education, enabling students to develop the knowledge, intellectual capacity and professional experience they need for their long-term careers, so that they graduate job-ready.

We work with some of the world’s leading companies and partner with academic institutions.

Quality and relevance in higher education

Overview

What is it?

High quality and relevant higher education is able to equip students with the knowledge, skills and core transferable competences they need to succeed after graduation, within a high quality learning environment which recognises and supports good teaching.

Quality assurance allows people to have confidence in the quality of higher education. Every higher education institution should have a rigorous system of internal quality assurance, assessed by Quality Assurance Agencies which make external checks.
To Stay Relevant

Meet industry needs through applied learning pedagogy of niche UG programmes

Undergraduates courses

Continuous Education

Reinforce Undergraduates programmes by incorporating learning from continuous education for industry
Thank you