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SECTION : **EARLY CHILDHOOD CARE AND EDUCATION**



May 28 [Times of India] EuroKids International's HomeBuddy App bridges the learning gap for toddlers during the pandemic. The HomeBuddy App is a treasure trove of content and features with weekly learning plans recorded lessons, fun zone consisting of interactive games to reinforce learning, worksheets, audio visuals, DIY activities, Eurofit and Yogakids videos, Mindful+ and Euromusic videos, read along stories, takeaways, live classes and a parent corner. [LINK](#)



May 25 [Straits Times] 7 new MOE kindergartens to open in primary schools in 2024 and 2025. The ministry said there are currently 36 MOE kindergartens in operation, with eight new ones opening next year and seven more opening in 2023. [LINK](#)



May 25 [AFR] Lack of pre-school learning affecting primary education performance. Improvements in Australian students' academic performance in maths and science are being hampered by low levels of basic literacy and numeracy upon starting school, too few subject-specific teachers and a growing divide between rich and poor, city and country, a report has found. [LINK](#)

SECTION : **COVID-19**



May 28 [The Guardian] Longer school hours won't plug Covid learning gaps, says Cambridge academic The additional time would be better spent allowing children to play, socialise and engage in activities such as music, crafts and sports that were also missed out on while schools were closed to most pupils during the lockdowns. [LINK](#)



May 26 [Japan Times] Majority of students in Japan happy with online lessons. A government survey has found that 56.9% of students at universities and other schools in Japan are satisfied with online classes, far higher than the 20.6% who answered the opposite. [LINK](#)



May 25 [Monash Uni] Educational leadership and COVID-19: ASEAN reflections on continuity, community and innovation. A recent online forum hosted by the Monash's Faculty of Education, "Educational leadership and COVID-19: What are we learning?" where participants from Indonesia, Vietnam, Singapore, the Philippines, Brunei, Malaysia and Australia reflected on some of the challenges and triumphs of leading their particular education communities. [LINK](#)



May 25 [The Guardian] Ministers urged to release data on Covid variants in English schools. School leaders have urged ministers to immediately publish data on the number of Covid-19 variant cases being found in schools and colleges in England, as outbreaks force a growing number of schools to close or send children home. [LINK](#)

SECTION : **EXAMINATIONS**



May 29 [BBC] Oral exam dropped from language GCSEs and A-levels for 2022. Northern Ireland exams board CCEA has dropped the "speaking" units from all language qualifications. Pupils will not be tested on how they can speak French, Irish, German or Spanish to gain GCSEs, AS or A-levels in the languages in 2022. [LINK](#)



May 28 [The Scotsman] Four fifths of teachers think Scottish exam replacements are unfair and blame SQA for 'disaster'. In a survey by the Scottish Secondary Teachers' Association, which represents 6,500 high school headteachers and staff, 75 per cent of teachers said their pupils had difficulties providing suitable evidence to be assessed. [LINK](#)



May 26 [Egypt Independent] Education Ministry announces format for open book high school exams. Egypt's Ministry of Education announced on Wednesday the format it will use for its open book high school exams for the 2020/2021 academic year. The ministry said it will allow students to bring just their government-issued books, with whatever notes they have taken inside of them. [LINK](#)

SECTION : HIGHER EDUCATION



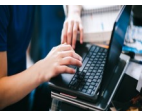
May 29 [Straits Times] More time given to repay student loans. These loan repayments and interest charges were earlier suspended by the Ministry of Education (MOE) for a year from June 1 last year to May 31 this year. The extension means graduates from autonomous universities and polytechnics will not have to start repayments until after Sept 30. [LINK](#)



May 29 [Japan Times] University of Tokyo among world's top 10 for natural science research. The University of Tokyo ranked eighth for high-quality natural science research in 2020, returning to the top 10 after falling to 11th the year before, according to a survey by research publisher Springer Nature Group. [LINK](#)



May 28 [UNHCR] Stronger international support urgently needed to improve access to higher education for young refugees. Aiming Higher calls on the private sector to bridge this gap and help raise the additional capital. If realized, this contribution will fund 1,800 refugee scholars for their entire higher education and meet UNHCR's target of 9,200 scholars enrolled and studying at any one time by 2023. [LINK](#)



May 28 [Al Jazeera] Plans for a Chinese university in Hungary fuel concerns. Critics say Hungary's planned Fudan University campus is a sign of growing reliance on China. The government, which has pushed in recent years to strengthen ties with Beijing, insists that the project will put the country on the world's education and investment map. [LINK](#)



May 27 [South China Morning Post] China taps 12 top universities to rival MIT and Stanford in science and technology research. China has tapped 12 of the country's top universities to build "schools of future technology" in yet another move by the country to become a global science and technology powerhouse. [LINK](#)

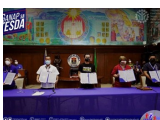


May 25 [Study International] South Australian universities plea for international student return. Universities in South Australia are making the case to expedite international student return after new data revealed that these institutions have suffered a 33% enrolment dip during the COVID-19 pandemic. [LINK](#)



May 24 [Straits Times] S'pore universities set to admit more students amid Covid-19 disruption of overseas options. The allocation of additional places across the universities and courses will take into account relevant factors such as the quality of the applicant pool, areas/disciplines with strong student interest and employment prospects, and the autonomous universities' capacity to take in more students. [LINK](#)

SECTION : TECHNICAL AND VOCATIONAL EDUCATION



May 29 [Big News Network] TESDA, Manila City partner to strengthen tech-voc. Under the MOA, TESDA, together with Manila City's PESO, will help tech-voc graduates find employment. The agency is also set to conduct Community-Based Training for Enterprise Development (CBTED) for unskilled residents and provide trainer development programs for UDM's TVET trainers. [LINK](#)



May 24 [ILO] Help educators now so they can help build a better future of work, says ILO. If teachers, trainers and support workers are to fill this need and pave the way to address the challenges that lie ahead, they will need to master new technologies and learning techniques, understand the skills' needs of the labour market and receive support to deal with their expanded responsibilities. [LINK](#)

SECTION : EDUCATION TECHNOLOGY



May 28 [BBC] The tech promising to bring lectures alive. When the right interactive tools are used to keep the interest of students, it can be a win-win for both sides: Designing effective learning environments and embedding online technologies can serve as catalysts for teachers to experiment new things, explore creative alternatives and reflect on their own practices. [LINK](#)



May 28 [EdTechnology UK] How analytics can enable education leaders to make institution-critical decisions. Analytics technology – when implemented correctly – can equip senior leaders with the evidence to make smarter decisions regarding internal processes, training, communication and support. [LINK](#)



May 27 [Computer Weekly] How the pandemic accelerated the Gulf's edtech revolution. Gulf educational institutions are rolling out broad-sweep digital initiatives that cover: rapid assimilation and adoption of digital education technologies; enhanced digital data governance and trust; and increased automation and process re-engineering for digital campuses. [LINK](#)