

международные и внутренние авиаперевозки. В зависимости от географических масштабов государства украинская гражданская авиация осуществляет перевозки внутри страны и её пределом. Всё это способствует выходу страны в лидеры современной авиации [5, с. 12-17].

Сотрудничество Украины и Грузии в сфере гражданской авиации (и не только) является примером и отзывом исторической дружбы Украинского и Грузинского народов. Надеемся, что отношения этих двух стран в будущем достигнут новых высот.

#### *Литература*

1. Авалиани И., Авиация Грузии – прошедшее – настоящее – будущее, Тб., 2001, с. 85.
2. Лобжанидзе Г., Международное гуманитарное право, Тб., 2013, с. 60.
3. Воздушное право (Сборник нормативных актов), Тб., 2009, с. 9.
4. Бордунов В. Д., Международное воздушное право, М., 2007, с. 15.
5. Зуева В., Череватюк В., Проблемы правового регулирования авиации общего назначения в Украине и США: проблемы и перспективы развития, жур. «Жизнь и Закон», № 2 (38), Тб., 2017, с. 12-17.

УДК 378.1(043.2)

**Nurul Ashiqin Shamsuri, LL.M**  
Program Director, JUWITA Foundation  
Masters of International Business Law, LL.M  
Kuala Lumpur, Malaysia

## **THE CONTRIBUTION OF MALAYSIA'S HIGHER EDUCATION SYSTEM TOWARDS TN50 ASPIRATIONS**

Transformasi Nasional (TN50) is Malaysia's aspiration as a nation towards 2050 to be among top 20 nations in economic development, social advancement and innovation. Since Malaysia gained its independence, this country recognised that one of the key contributors to country's economic development is education. This paper is, therefore, aiming to share the current Higher Education system implemented to prepare our students to face 21<sup>st</sup> century challenges. This continuous effort can be seen in **Malaysia Education Blueprint (Higher Education) 2015-2025** with both highlights on System Aspiration and Student Aspiration, **Soaring Upwards** initiatives used to portray Malaysia's higher education landscape that is **progressively improving**, while at the same time, it acknowledges that **continuous efforts are needed** to propel the nation's higher education to the next level and the innovation **iCGPA** system to produce a holistic, balanced and entrepreneurial graduates.

## **Introduction**

Malaysia is moving towards a new aspiration for the country and the aspiration is ***“Transformasi Nasional 50 (TN50)”***. ***“To become a top 20 nations in economic development, social advancement and innovation”***. Shaped by citizens’ aspirations. Guided by clear targets.

In 2018, Malaysians celebrate 61 years as an independent nation. Malaysia, a country that came from a humble and uncertain beginnings, this nation has grown and evolved significantly into a modern economy and society. It’s all started with the era of the New Economic Policy (1971-1990), Malaysia stepped into the Vision 2020 era (1991-2020). A country should always have a plan ahead for her citizens so the current government has come up with an initiative to plan for the future of Malaysia in the period 2020 to 2050. Looking at the current speed of technological advancement, the world in 2050 will be a different if not more challenging world and with this sentiment, current Malaysian government is planning to face the next 30 years<sup>1</sup>.

For TN50, Malaysia aspire to be top 20 Nation in the world in economic development, citizen well-being and innovation. This objective needs to be fleshed out and given meaning by Malaysian citizens themselves<sup>2</sup>.

One of the key economic development area established by Government Transformation Program is Education. For this reason, this paper seeks to take a look at the current implementation of Higher Education systems and initiatives in order to mould the graduates to be the drivers towards Malaysia being not only a develop nation but in the top 20 nation in economic development, social advancement and innovation.

## **Higher Education System and Country’s Development**

*“We aspire to create a higher education system that ranks among the world’s leading higher education systems and enables Malaysia to compete globally.”* – YB Dato’ Seri Idris Jusoh, Minister of Higher Education.

Higher Education is expanding rapidly all around the world. Malaysia has already shown great improvement in the last 10 years with a 70% increase in student enrolment in Higher Education institutions reaching 1.2 million students. While it should not over-simplified<sup>3</sup>, Higher Education is one of the main key for economic development. In this case, Malaysia is no exception.

In Malaysia, similar development strategies document the functions of Higher Education for advancement. From the First Malaysia Plan (1966–1970) which defines the role of education broadly for national development, where it advocates for an education system that is geared towards meeting the development needs of the country – the plan also emphasized the requisite to ensure that the education system corresponds to and coordinates with the

---

<sup>1</sup> <https://mytn50.com/?language=eng#>

<sup>2</sup> Aun, Lee Hwok. "Malaysia’s Transformasi Nasional 2050 Brings Bold New Style, but to What End?." (2017)

<sup>3</sup> Van Hilten, Lucy Goodchild. "Higher education is key to economic development (but it’s not as simple as you think): We need to look at geography, skills and local companies to accelerate development." (2015), <https://www.elsevier.com/atlas/story/people/higher-education-is-key-to-economic-development>

manpower needs of Malaysia. More recent policy initiatives such as the Malaysia Education Blueprint, Higher Education (MEHEB) (2015–2025) similarly underscore the task of the Higher Education sectors in development. The Blueprint, launched in 2015 focuses on the central role of the Higher Education sectors that will help propel Malaysia as a developed nation, along with the ideal of establishing it as an international education hub.

### **Malaysia Education Blueprint (Higher Learning), Soaring Upwards and iCGPA**

#### *Malaysia Education Blueprint (Higher Learning) 2015-2025*

Higher Education System in Malaysia currently implementing the Malaysia Education Blueprint, Higher Learning (MEBHE) 2015-2025 in order to accelerate the positive upwards trajectory of the system. This system places the needs and interests of learners at the heart of the system, and reiterates the government's long withstanding commitment to providing equitable access to high-quality education of international standards<sup>4</sup>.

Malaysia Education Blueprint, Higher Education's "System Aspiration" is built on the five aspirations: Access; Quality; Equity; Unity; Efficiency.

As for "Student Aspiration", the blueprint has set out 3 key components consists of Akhlak (Ethics and Spirituality, and Leadership skills), Balance (National Identity and Language Proficiency, and Ilmu (Thinking Skills and Knowledge)<sup>5</sup>. The government want to make sure that as the country is going global, Malaysians have the character of good citizenry, someone who can contribute to the country and society via his or her ability to generate wealth for the country by being entrepreneurial and a job creator and able to enhance the social well-being of society at large via the knowledge acquired and transferred<sup>6</sup>.

#### *Soaring Upwards*

To further complement the Blueprint, **Ministry of Higher Education have made popular the tagline "Soaring Upwards"** The tagline is used to portray Malaysia's Higher Education landscape that is **progressively improving**, while at the same time, it acknowledges that **continuous efforts are needed** to propel the nation's Higher Education to the next level<sup>7</sup>. The phrase '**Soaring Upwards**' came to life because in recent years there have been many success stories and achievements within Malaysia's Higher Education landscape that members of the public are not aware of. Thus, the tagline is meant to be a rallying point for all Higher Education stakeholders and a trigger for members of the public. '**Soaring Upwards**' also seeks to acknowledge the hard work and efforts of higher learning institutions (HLIs), which include public and private universities, colleges, polytechnics, as well as community colleges, as well as

---

<sup>4</sup>Malaysia education blueprint (Higher Education) 2015-2025

<sup>5</sup> <https://www.mohe.gov.my/en/download/public/penerbitan/pppm-2015-2025-pt/5-malaysia-education-blueprint-2015-2025-higher-education/file>

<sup>6</sup> <https://www.acu.ac.uk/events/perspectives/datin-siti-hamisah-presentation>

<sup>7</sup> <http://www.mohe.gov.my/en/corporate/about-us/logo-and-motto>

their researchers, lecturers and students, who have contributed to Malaysia's improving position in the global higher education map.

*iCGPA: Nurturing Holistic, Entrepreneurial and Balanced Graduates*

Apart from that, through years of research and dialogues with employers, graduates lack of critical thinking, communication skills and language proficiency; especially English has been identified as some of the challenges in facing 21<sup>st</sup> centuries workforce. For that reason, Ministry of Education in 2015 has rolled out the Integrated Cumulative Grade Point Average (iCGPA). The iCGPA was in line with the Malaysia Education Blueprint 2015-2025 (Higher Education) first shift in producing holistic, entrepreneurial and balanced graduates<sup>8</sup>.

iCGPA is an integrated mechanism for assessing and reporting of students' development and performance as well as learning gains of their ethics, knowledge and abilities. The reporting illustrates attainment of attributes outlined in the six-student's aspiration stipulated in MEBHE 2015-2015 as well as the eight domains of learning outcomes listed in the Malaysian Qualification Framework. It is an integrated assessment mechanism that is aimed to assist various stakeholders in making decisions or planning improvement. The purpose of this mechanism is to drive development and alignment in curriculum design, delivery and assessment at programme level and at course level focusing on student's learning experience towards development of a holistic and balance human being<sup>9</sup>. In this assessment, the attainment of the students' program learning outcomes (PLOs) is done based on the eighth stipulated domains (Knowledge, Practical Skills, Social Skills and Responsibilities, Values, Attitudes and Professionalism, Problem Solving and Scientific Skills, and Information Management and Lifelong Learning Skills and Managerial and Entrepreneurial Skills). Through iCGPA, the students' academic assessment performance in each semester is presented through a spider web graph.

From a study findings after two semesters<sup>10</sup>, no exaggeration that iCGPA is a very effective method of students' academic assessment as it able knowledge, skills, and attitude. iCGPA has proven to give a very clear picture of the student achievement either in the theoretical or practical aspect in comparison to the previous methods. The student strengths and weaknesses in many aspects of academic and non-academic is also revealed. Such assessment not only aids students to improve their performances but directly helping lecturers in diversifying their teaching methodologies. Thus, although still in the piloting stage a good indication drawn from the iCGPA is giving varying consequences and implications to the institutions, the ministry of higher institutions and

---

<sup>8</sup> <https://www.thestar.com.my/news/nation/2015/08/11/icgpa-ready-to-roll-out-grading-system-six-years-in-the-making-says-minister/#1tMY0C1rf213fMwb.99>

<sup>9</sup> <http://www.ukm.my/pjk/en/conference/icgpa/>

<sup>10</sup> Hemdi, Mohammad Abdullah, Mohd Salehuddin Mohd Zahari, and Mohd Hafiz Mohd Hanafiah. "INTEGRATED CUMULATIVE GRADE POINT AVERAGE (iCGPA): CONCEPTS, CHALLENGES, AND REALITY." *World Applied Sciences Journal* 12 (2011): 60-67.

industry as a whole. In this context, the initiative in introducing the iCGPA student assessment by the Ministry of Higher Education (MOHE) is a good move.

### *Conclusions*

Education in every sense is one of the fundamental force for the development of a country. No country can achieve sustainable economic development without substantial investment in its citizen. Moving forward, Malaysia is not only aspired to be a developed nation but to be in the top 20 nations in economic development, social advancement and innovation. One of the key contributions to this ambitious goal is to have a Higher Education system that produces competitive human capital to build and drive the future of this country. The world is moving at a pace where it is not easy to predict what are the challenges and demands that will come from the future. Since the establishment of Malaysia, the government has been very consistent in placing education at the heart of country's priority. The government also very consistent in making effort to prepare the graduates for global challenges. TN50 is an ambitious vision, but it is not something impossible to achieve, especially through various initiatives and efforts such as the Blueprint and Soaring Upwards Aspirations. Moving forward in facing the future challenges, this government will keep engaging the stakeholders to see what is the best for its citizen because Malaysians deserve the best education the country can offer.

УДК 316.01: 39(043.2)

**Хатаи Гатамов**, докторант,  
Бакинский Государственный Университет, г. Баку, Азербайджан

## **ПОНЯТИЕ КОЛЛЕКТИВНЫХ ПРАВ ЧЕЛОВЕКА**

Коллективные права - это права человека *sui generis*. Как верно указывает Е.А. Лукашева, «нельзя рассматривать как сумму индивидуальных прав лиц, входящих в ту или иную общность или коллектив. Это качественно иные свойства, определяемые целями и интересами коллективного образования» [1, с. 24].

Коллективные права не являются индивидуальными, так как принадлежат группам, коллективам, народам в целом. Эти права обладают определенными характеристиками, отличающими их от прав индивидуальных и которые позволяют видеть их качественно иную правовую природу, а не просто «коллективные аспекты». В отличие от индивидуальных, коллективные права могут осуществляться лишь коллективом, группой людей, а не отдельными индивидами - членами этой группы. Если индивидуальными правами пользуются отдельные