

Quality Management and Regional Cooperation in the ASEAN region

**ASIIN Conference “Quality Management in Higher Education”
Berlin, 3 May, 2016**

Group 1: Europe and Asia

Marc Wilde, DAAD

The logo consists of the letters "DAAD" in a bold, blue, sans-serif font. To the left of the text is a stylized orange graphic of a globe, showing latitude and longitude lines.

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Overview

Southeast Asia – Background

- **Facts and figures**
- **National EQA Systems – key features**
- **Regional Developments (actors, AQAF)**

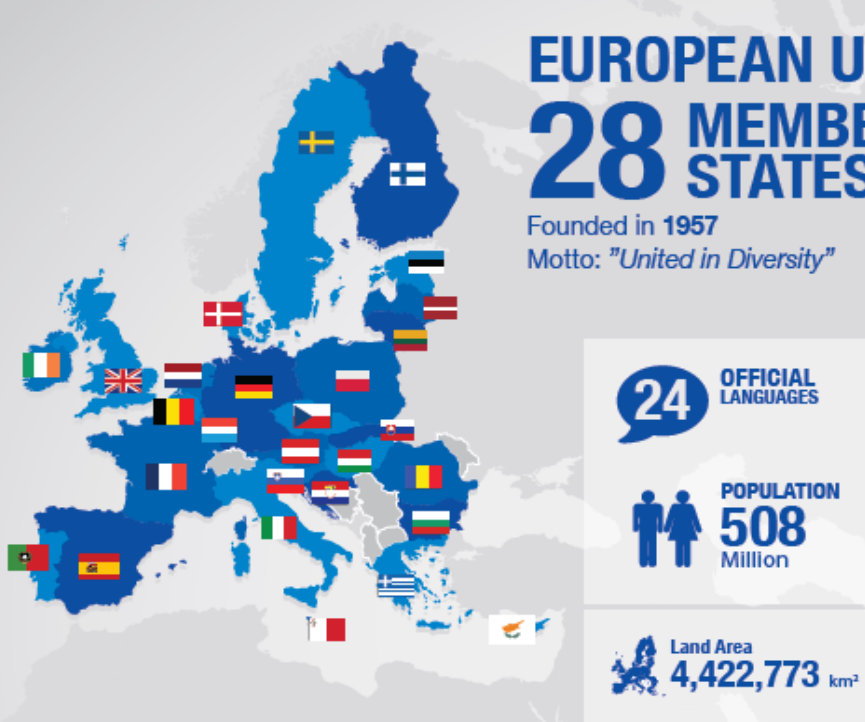
ASEAN-QA (2011-ongoing)

- **BMZ funded initiative on QA capacity development**
- **Achievements and lessons learnt**

EU SHARE (2015-2018)

- **EU funded Project in the ASEAN region**
- **Study on Regional QA – Recommendations**

Southeast Asia – facts and figures



*Friendship and
Cooperation since*
1972



Southeast Asia – facts and figures

Diversity ...

(Yavaprabhas, Supachai: Recognition in Higher Education in South-East Asia : Current Situation, Challenges, and Prospects, ASEM Conference : Quality Assurance and Recognition in Higher Education, Cyprus 2010.)

- **Geographically:** From small countries such as Brunei (0,42 Mio.) to a very large countries like Indonesia (259 Mio.)
- **Politically:** From absolute (Brunei) or constitutional (e.g. Cambodia) monarchy, to parliamentary systems with multi (Philippines or Indonesia) or single parties (Lao, Vietnam)
- **Culturally:** From Buddhist countries like Myanmar, Lao, Thailand, and Cambodia to Muslim Countries like Brunei, Indonesia, and Malaysia and to big Christian Countries like the Philippines, as well as those mixed religions like Singapore and Vietnam
- **Economically:** From very poor (CLM) country to very rich countries in the world (Singapore, Brunei)

Southeast Asia – facts and figures

...in Higher Education

(UNESCO: Higher Education in Asia: Expanding Out, Expanding Up - The Rise of Graduate Education and University Research 2014)

- Total **student population is more than 15 million** with Indonesia as a biggest (5.4 Mio.) followed by the Philippines (2.6 Mio.), and Thailand (2.4 Mio.)
- Total **number of HEIs is more than 6,000**: Indonesia (+3,800), the Philippines (+1,800) and Malaysia (530)
- In the region, Higher Education systems range from **highly autonomous** systems to very **centralised** ones
- HEIs are either regulated by **one Ministry** or by **different line ministries** (e.g. Medical schools by the Ministry of Health)

National EQA Systems – key features

...in Quality Assurance

(Niedermeier/ Pohlenz: Higher Education Quality Assurance in the ASEAN Region. February 2016)

- **Consolidated:** Brunei, Indonesia, Malaysia, Thailand, the Philippines, Singapore
- **Developing:** Cambodia, Lao PDR, Vietnam
- **Newcomer:** Myanmar

EQA systems vary whether

- EQA instruments are implemented by one EQA body or more
- responsibility has been delegated or is kept within the ministry (or both)
- processes focus on institutions or programmes (or both)
- EQA is voluntary or mandatory

Quality Assurance – Regional Developments I

Regional Actors

(Niedermeier/ Pohlenz: Higher Education Quality Assurance in the ASEAN Region. February 2016)

SEAMEO RIHED



- One of the 21 specialised Centres of SEAMEO; hosted by the Thai Government; a key driver and think tank for harmonisation of HE in Southeast Asia

AUN – ASEAN University Network



- established **1995** by HE ministers from six ASEAN countries; originating from 11 member universities in 1995, AUN has grown to **30 member universities** in 10 AMS
- **AUN-QA Initiative** (established in 1998); since 2007 programme assessments at voluntary basis for AUN-member universities (and affiliated AUN-QA members); from 2016 onwards institutional assessments

AQAN – ASEAN Quality Assurance Network



- established 2008 in KL (Secretariat hosted by MQA); representing the **External QA bodies** or Ministries in charge for QA in **10 AMS**

Quality Assurance – Regional Developments II

ASEAN Quality Assurance Framework

(Niedermeier/ Pohlenz: Higher Education Quality Assurance in the ASEAN Region. February 2016)

Initiated by AQAN

- Developed by AQAF Taskforce (2012); including AUN and SEAMEO-RIHED
- Approved by AQAN Roundtable (2013); still to be politically endorsed at ASEAN level

4 quadrants, 10 core statements each

- EQA bodies (governance and policies)
- EQA processes (e.g. accreditation),
- Institutional QA systems (e.g. quality management systems at university level)
- National Qualifications Frameworks (NQFs)

Key features

- Generic principles; the AQAF is not prescriptive and does not aim at standardisation
- Voluntary and neutral reference point
- promotes consistency of QA practices based on a set of principles and good practice

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Dialogue on Innovative Higher Education Strategies (DIES): Joint Venture with the German Rector's Conference (HRK)

Dialogue



... foster the exchange on topics of higher education management and quality assurance

- **DIES Conferences**
- **DIES Seminars**
- **DIES Visits**

Training Courses



... equip university managers with skills for innovative higher education management

- **International Deans' Course**
- **UNILEAD**
- **Internationalisation**
- **ProGRANT**

Partnerships



... .. facilitate **cooperation between German universities and their partners** in developing countries in order to set up efficient management structures

Projects



... support developing countries in the establishment of **regional quality assurance systems**

- **ASEAN-QA**
- **East Africa (IUCEA)**
- **West Africa (EWAQAS)**

Dialogue on Innovative Higher Education Strategies (DIES): Joint Venture with the German Rector's Conference (HRK)

Projects



... support developing countries in the establishment of regional quality assurance systems

DIES Project in various (sub-)regions

With financial support from the



Federal Ministry
for Economic Cooperation
and Development

1. Central America

2004-2007 cooperation with the Central American Association of University Rectors (CSUCA)

2. East Africa

2006-2015 cooperation with the Inter-University Council for East Africa (IUCEA)

3. Southeast Asia

Since 2011 cooperation with AQAN, AUN, SEAMEO RIHED and ENQA

4. West Africa

Since 2013 in cooperation with AAU, CAMES, UNESCO, UNESCO IIEP, UEMOA

ASEAN-QA Phase I: Outputs and achievements

Projects



... support developing countries in the establishment of **regional quality assurance systems**



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German Academic Exchange Service

HRK German Rectors' Conference
The Voice of the Universities



- ASEAN-QA is the first joint capacity building project involving **seven** regional and international partners from **Southeast Asia** and **Europe**
- The first Project in the ASEAN region that brought together participants from **IQA** and **EQA** in parallel tracks
- **5 training workshops** and **2 high-level dialogue** events have been carried out (2011-2013)
- For the first time a **regional training for assessors** from 6 countries across the ASEAN region took place
- ASEAN-QA was the first project in which **mixed ASEAN-European expert teams** jointly conducted site visits
- Within a period of 6 months **22 programme assessments** in 8 countries took place

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ASEAN-QA Phase II: Objectives and methodology

Projects



... support developing countries in the establishment of **regional quality assurance systems**

- Widening the scope of the training from assessment of study programmes to **quality management at institutional level**
- Developing **capacity in the field of IQA** by implementing a multi-part training course for selected HEIs (**TrainIQA**)
Call for Application: May 2016
- Main **target group** are **QA officers** but **university leadership** is involved as well (dialogue and training)
- A set of **(five) modules** has been developed; mix of presence phases and e-learning (**blended learning approach**)
- **Content:** setting up effective QA structures, tools and procedures (self-evaluation reports, questionnaires etc.), QA in teaching and learning (curriculum development), data-based information management, QA and strategic management



DIES Projects: Lessons learnt

Projects



... support developing countries in the establishment of **regional quality assurance systems**

- There is **no “one size fits all”** solution: different regional contexts and stages of development need to be taken into account.
- **Ownership and sustainability** can only be achieved when regional partners and experts are taken on board right from the beginning and training methodology is built on practical implementation and multiplication of knowledge
- Long-term orientation and **partnership based approach** creates trust, commitments and increases the impact
- Moving beyond capacity development and training and getting involved in **setting up a (regional) QA Framework** on the system level is time consuming, requires a **long term financial investment** and needs to be driven by **common interest** of EQA and IQA policy makers.

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EUROPEAN UNION SUPPORT TO HIGHER EDUCATION IN THE ASEAN REGION



- **Objective:** strengthening **regional cooperation**, enhance the **quality**, regional **competitiveness** and **internationalisation** of ASEAN HEI contributing to an **ASEAN Community** in 2015 and beyond
- **Targets:** Contribute to the **harmonisation** of ASEAN HE area through the formulation of ASEAN HE frameworks based on **EU experience** and to support the **mutual recognition** and **student mobility** among HEI in ASEAN
- **Content:** Three Result Areas (RAs):
 1. **Policy Dialogue** on the harmonisation of the ASEAN HE landscape
 2. **ASEAN HE Qualifications Reference Framework (AQRF)** and **Regional Quality Assurance (AQAF)**
 3. **Student Mobility** (Credit Transfer Systems and Scholarship Scheme)
- **Implementation Period:** 4 years, 01/2015 – 01/2019
- **Grant:** EUR 10m EUR

EUROPEAN UNION SUPPORT TO HIGHER EDUCATION IN THE ASEAN REGION



- **The Consortium:**

**British Council (UK), Campus France (FR), DAAD (DE), Nuffic (NL)
EUA (EU), ENQA (EU)**

- **DAAD focus:** Qualifications Framework (2a) and Quality Assurance (2b)



- **Activities in RA 2a/ 2b:**

Qualifications Framework

supporting the implementation of the AQRF and the development of National Qualifications Frameworks (NQFs) via national seminars and training

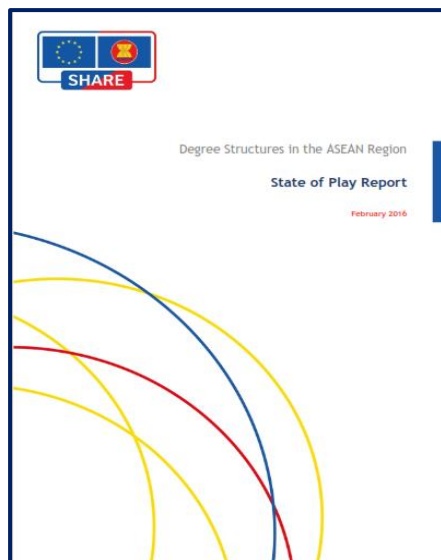
Regional Quality Assurance

Fostering the AQAF at regional/ national levels through a combination of European-ASEAN expert dialogue, framework development, dissemination workshops and capacity development

EUROPEAN UNION SUPPORT TO HIGHER EDUCATION IN THE ASEAN REGION



Three **State of Play reports** were commissioned:
on QF & QA (DAAD) and on Degree Structures (EUA)

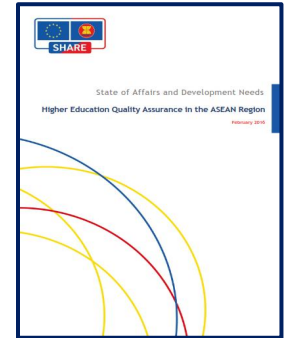


<http://www.share-asean.eu/published-materials/reports/>

Recommendations to Policy Makers

(Niedermeier/ Pohlenz: Higher Education Quality Assurance in the ASEAN Region. February 2016)

- **Commitment and policies for a common HE space and a regional QA framework:** mandating legitimate regional actors to develop QA mechanisms and instruments and get them **endorsed**; define and implement political **monitoring and follow up** processes; clarify the role of **stakeholders**
- **More autonomy for agencies and universities:** EQA bodies need to be independent; need for a clear **definition of independence**; more **institutional and financial autonomy** should be granted to the HEIs
- **Align responsibilities for EQA and IQA and decrease multiple standards:** some of the AMS have two bodies, which are responsible for EQA and IQA; **no duplication of work** for the HEIs as well as **clearer regulations and requirements**



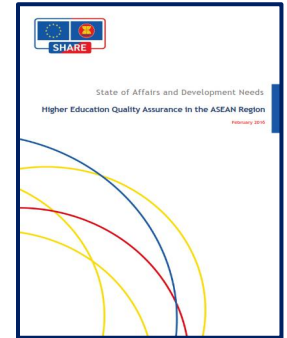
SHARE Regional QA Study – con't



Recommendations to Policy Makers

(Niedermeier/ Pohlenz: Higher Education Quality Assurance in the ASEAN Region. February 2016)

- **Balance between diversity and harmonisation of EQA systems:** diversity must be a principle, certain standards, commitments and deadlines that have to be clear for every country; some form of adjustments of individual routines and approaches to a shared vision and goal is needed.
- **Making the AQAF understandable and meaningful:** to go beyond the formal agreement of QA standards and guidelines, and to focus more on content-related issues. **Student-centred learning** should be at the core of the universities' quality development activities. **Guidelines** should exemplify what paths are applicable to meet standards.



Thank you for your attention!



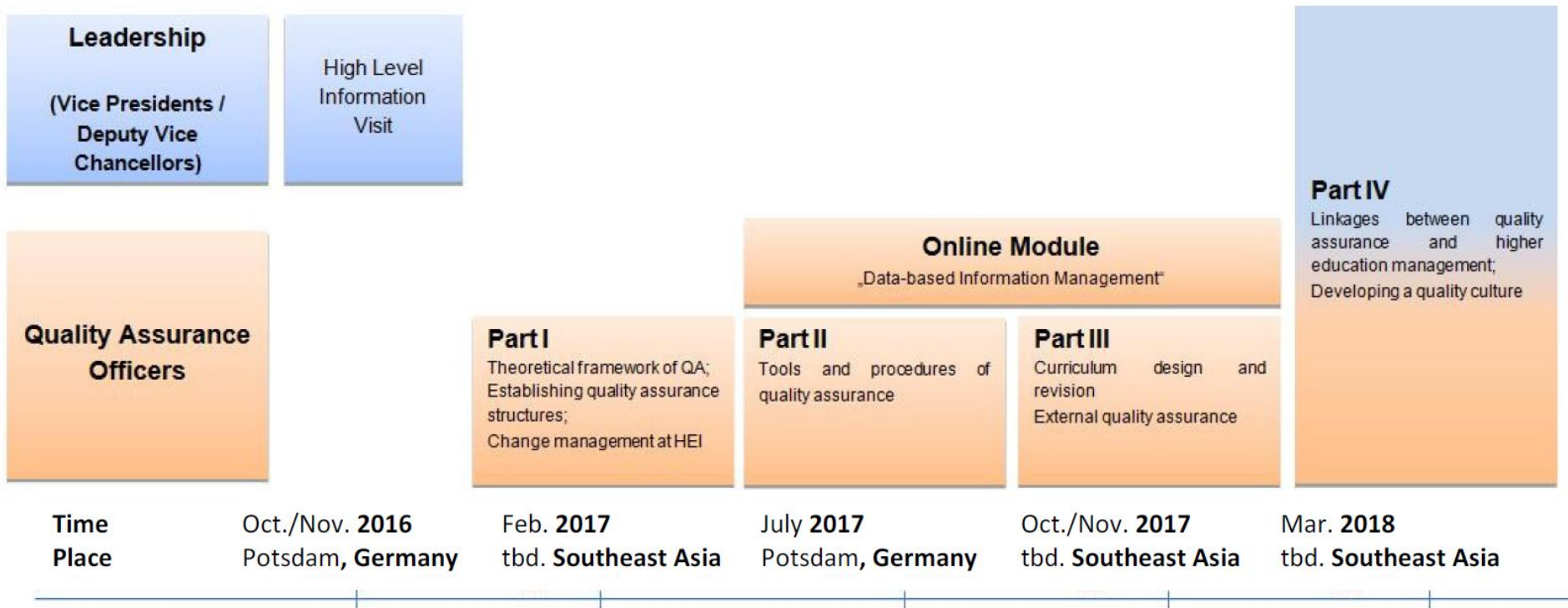
www.daad.de/dies

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ASEAN-QA II: Course structure (2016-2018)



ASEAN-QA *versus* EU SHARE (related to RA 2b)

	ASEAN-QA	SHARE (RA 2b)
Duration	Since 2011 (Phase 2: 2014-16)	2014-2018
Funding	German Ministry for Economic Cooperation and Development	European Union
ASEAN partners	AQAN, AUN and SEAMEO-RIHED	AQAN, AUN and SEAMEO-RIHED
EU partners	DAAD/HRK, U Potsdam, ENQA	DAAD, EUA, ENQA
Focus	IQA (Phase 2a)	EQA (primarily)
Key Target Group	QA Officers from HEIs in SEA	ASEAN Ministries, QAAs, University Leadership, QA Officers from HEIs in the ASEAN region
Means	Training Workshops (primarily)	Policy Dialogue, National Dissemination, Training Workshops



1. Principles of External Quality Assurance Agency (EQAA)

1. The EQAA has **mission and common** goals statements.
2. The EQAA has an established **legal basis** and is formally recognized and trusted by competent public authorities in its home country.
3. The EQAA has **autonomous responsibility** for its operations and its decision making processes and judgments made are free from undue influences.
4. The EQAA has a standard and **transparent system of appointing members** of its Board.
5. The EQAA's policies and management practices are based on **good governance, transparency and accountability**.
6. The EQAA keeps abreast with new developments and innovations in quality assurance as part of its internal **continuous improvement system**.
7. The EQAA has sufficient and sustainable **resources**.
8. The EQAA collaborates with key **stakeholders**, both nationally and internationally.
9. The EQAA has a **reliable system for** controlling, auditing and **assessing all processes of its operations**.
10. The EQAA keeps the **public informed** of its current policies, procedures, criteria, standards and **assessment results**.

2. Principles of External Quality Assurance - Standards & Processes

1. Interest of **students and the society** should be at the forefront of external quality assurance processes.
2. Standards must be **comparable to international good practices** and related to **internal quality assurance** of higher education institutions.
3. Development of standards must involve **participation of relevant stakeholders** to meeting current needs and demands.
4. Standards must be made **publicly available** and applied consistently and with due regard for cultural diversity.
5. The process normally includes a **self-assessment report** (SAR) of the programme or institution, **site visits**, **feedback**, formal decisions and **follow up** procedures.
6. Assessment must be **objective, fair, transparent** and conducted within an appropriate time frame.
7. The EQA provides appropriate **training** at regular interval for the development of **assessors**.
8. The EQA ensures professionalism and **ethical conduct of assessors**.
9. Quality assurance activities and processes are assessed on a **cyclical basis** to promote continuous improvement.
10. An **appeal mechanism** is established and accessible to all.

3. Principles of Internal Quality Assurance

1. The institution has a **primary responsibility for quality**.
2. Quality assurance promotes the balance between institutional **autonomy** and public **accountability**.
3. Quality assurance is a participatory and cooperative process across all levels incorporating **involvement of academic staff, students, and other stakeholders**.
4. A **quality culture** underpins all institutional activities including teaching, learning, research, services and management.
5. A structured and **functional internal quality assurance system** with clearly defined responsibilities is established.
6. The quality system is promulgated and **supported by the top management** to ensure effective implementation and sustainability.
7. Sufficient **resources** for establishing and maintaining an effective quality system within the institution should be provided.
8. The institution should have **formal mechanisms for** approval, periodic **review** and monitoring **of programmes** and awards.
9. Quality is regularly monitored and reviewed for purposes of **continuous improvement** at all levels.
10. Relevant and current **information** about the institution, its programmes, achievements, and quality processes is **accessible to public**.

4. Principles of National Qualifications Framework

1. NQF facilitates the progressive nature of learning and training with the inclusion of **recognition of prior learning**.
2. NQF supports student and workforce mobility through **recognition of qualifications**, including lifelong learning.
3. NQF is based on **learning outcomes** that emphasize **student-centered learning** and student competencies.
4. NQF is generally defined by **levels, descriptors** and can be based on a credit system.
5. NQF supports consistency, transparency and flexibility of **learning pathways** and progression.
6. NQF must be supported by relevant **national policies**
7. **Stakeholders** must be consulted and actively involved in the development and implementation of the NQF.
8. The implementation of the NQF is to be carried out by an authorized body and **supported** by a set of agreed **quality assurance principles** and standards.
9. NQF is dynamic and should be **reviewed to meet the changing needs** and developments.
10. NQF should be complemented by an authorized **information** center.