



## **Mongolia and ASIIN:**

# **Why International Accreditation for Mongolia matters – what ASIIN has to offer**

**Mongolian-German Conference on International  
Accreditation for Science, Informatics  
and Engineering Programs**

**MUST Ulan Bator Shanghai, 26-28.01.2015**



1. Traditionally excellent relations (2014 celebration of 40 years of diplomatic relations, the former German Democratic Republic already since 1950); President Otschirbat visits Germany 1995.
2. 30000 Mongolians are said to have a good knowledge of the German language and culture, on the other hand first Mongolian professorship at the University of Bonn (2014)
3. Intensified cultural exchanges (opening of the Goethe Institute in 2006, DAAD is engaged in the country, joint scholarship program since 2012 in the areas of engineering, science and technology)
4. Political High Level Consultations: Visits of Chancellor Merkel to Mongolian President Elbegdorj 2011; return visit 2012
5. Founding of GMIT, the German-Mongolian Institute of Technology, opening of new Campus in Nalaikh and start of the first Bachelor Programs last year.
6. Visit of Minister Gantumur Education, Culture and Science

Mongolian President Elbegdorj Tsakhia meets  
German Chancellor Merkel



GMIT celebrates opening of new campus/start  
of first Bachelor programs



## Why (international) accreditation matters – general observations

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1. In almost all countries, there usually is a **high diversity of both degrees and institutions (danger of degree mills)**, public knowledge/Stakeholder knowledge about their quality is not sufficient within a country and across national borders
2. Many countries including face the challenge of a **growing private, non-regulated HE sector** and the phenomenon of trans-national education with a lack of regulatory codes
3. In many HE systems universities have been given more power/autonomy by the ministries; the need for accountability via accreditation is becoming more prevalent
4. Degree and institutional diversity is matched by a great **variety of national quality assurance systems (danger of accreditation mills)**, lack of trust about the performance of external /internal quality assurance
5. In some countries the academic degree constitutes the automatic admission ticket to the job market whereas in others additional prerequisites are demanded to acquire **professional status** (e.g. registered engineer) – here the linkage between academic and professional accreditation comes into play.

## Why accreditation matters in Mongolia: Orientation for Various Stakeholder Groups

- **Around 175000 Mongolian Students** are currently enrolled in 178 HEIs (Universities, Colleges and Teacher Training Institutes, of which 42 are public), the current enrollment rate is high, 3 out of 5 youths, women represented over proportionally; decline in the enrollment of technical/vocational schools; Master students around 18000, 3300 Ph.D.
  - **Students/Parents** have to pay tuition fees (300 – 400 \$, more in private institutions); education is of high value in Mongolian/Asian culture: they want to know that their money is well invested also domestically, not only at expensive HEIs abroad
  - **Graduates** also want to have a guarantee that their qualifications are needed and paid for in the job market: with the exception of the mining industry many students do not find a job (only one third in the HE sector, two thirds in the technical/vocational HEIs)
  - **Mongolian employers** operating in one of the fastest growing economies globally complain about the qualification gap, a mismatch between the qualifications needed and provided (Lack of STEM graduates, practical knowledge, soft skills etc.)
- **Accreditation by peer expert groups reassures stakeholders that an institution is offering a quality education with a suitable skill set provided to graduates**



## Why accreditation matters in Mongolia: Support of Internationalization

- Currently around 100000 Mongolian Students enrolled abroad (major destinations South Korea, Russia, US, Japan; in Germany around 700 students are enrolled (many of the with a scholarship, hopefully more will come in the future).
  - Manifold international cooperation projects in the HE realm; example for Mongolia's outreach is the Mongolian-German Institute of Technology, established in 2012 through a M.O.U. with the German Agency for International Cooperation; currently 500 Mongolian students study in foreign affiliated universities
  - Before this background It is of vital importance that academic qualifications are recognized between HEIs of different countries and different tools to achieve this purpose exist
  - Internationalization drive under Minister Gantumuur's watch
- **Accreditation on the basis of an international peer review provides confidence and additional fuel for fostering academic exchange**

## Why accreditation matters in China: Self Governance/Autonomy vs. Accountability

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- The Mongolian HE sector has come a long way since its beginning (Phases: 1950s Establishment of the Soviet Education model, reform movement since the 1990s with a liberalization of the Mongolian Education Market;
  - Transfer of powers from the MOE to Universities
  - Introduction of systems of Internal and External Quality Assurance Systems into Mongolia –creation of the National Council for HE Accreditation in 1998
- **Invitation of international accreditation agencies such as ASIIN to provide international peer review in support of a quality education in Mongolia**



## Why accreditation matters in Mongolia: Modernization and Ongoing Reform of HE

- Tremendous development in Mongolian education sector: in less than 20 years, since the transition of Mongolia in the 1990s, the average time spend in education has increased from 7,7 years to 14,3 years, enrollment rates have grown by a factor of 6.
  - In all HEIs institutions educational reforms are encouraged , the international concepts of student centered learning, the use of learning outcomes and competence profiles and modern didactics are making headway.
  - Problems remaining: only 23% of faculty members in public institution and 15% in private have a Ph.D: low level of income, few research activities; industry/business only start to engage themselves more; Minister ´s Gantumur reform agenda also foresees to foster relationships with domestic and foreign companies (internships)
- **Accreditation helps to support the necessary modernization processes by bringing in a group of renowned external experts into a HE institutions during the accreditation process, discussing jointly way of improving**

## Why accreditation matters in Mongolia: Modernization and Ongoing Reform of HE

The 2013/14 Global Competitiveness Index offers a set of [figures concerning Mongolian higher education](#). Ranked alongside 148 other countries, Mongolia scores:

- 43rd in gross tertiary enrolment;
- 68th in quality of math and science education;
- 73rd in extent of staff training;
- 83rd in Internet access in schools;
- 136th in quality of management of schools;
- 137th in overall quality of the education system

→ **Accreditation helps to support the necessary modernization processes by bringing in a group of renowned external experts into a HE institutions during the accreditation process, discussing jointly way of improving**

# ASIIN as guardian of HE quality – a globally unique stakeholder set up

**Coordination  
Group of  
Technical  
Universities**

Respective deans' conferences as "guests"

**Coordination  
Group  
of Universities  
of Applied  
Sciences**

Respective deans' conferences as "guests"

An alliance anchoring in the scientific community and in the economy (universities, professional organizations, scientific societies,



chambers, trade unions, employers' federations) working together for quality assurance and improvement in higher education

**Technical and  
Scientific  
Associations,  
Professional  
Organizations,  
Chambers**

**Employer's  
Federations, Trade  
Unions , Industry  
Associations**

# ASIIN: a guardian of quality education

## ASIIN e.V.

- Not-for-profit organization ( 1999)
- Cooperation between HEIs, professional societies and industry
- Expertise of around 1700 peers/experts and 200 committee members
- **Programme accreditation / certification:** ca. 4000 BA/MA/PhD study programmes, national seals and international field specific labels
- **System accreditation / institutional certification:** national seal and international ASIIN-label

## ASIIN Consult

- 100% affiliate of ASIIN e. V.
- Founded 2007 to complete portfolio and to avoid conflict of interests
- ASIIN **certificate** for modules and courses in continuous education (also in the area of vocational education)
- **Trainings & workshops**
- **Evaluations/mock audits**
- **Consulting** for organisation development
- Process management third party seals
- Management of professional cards

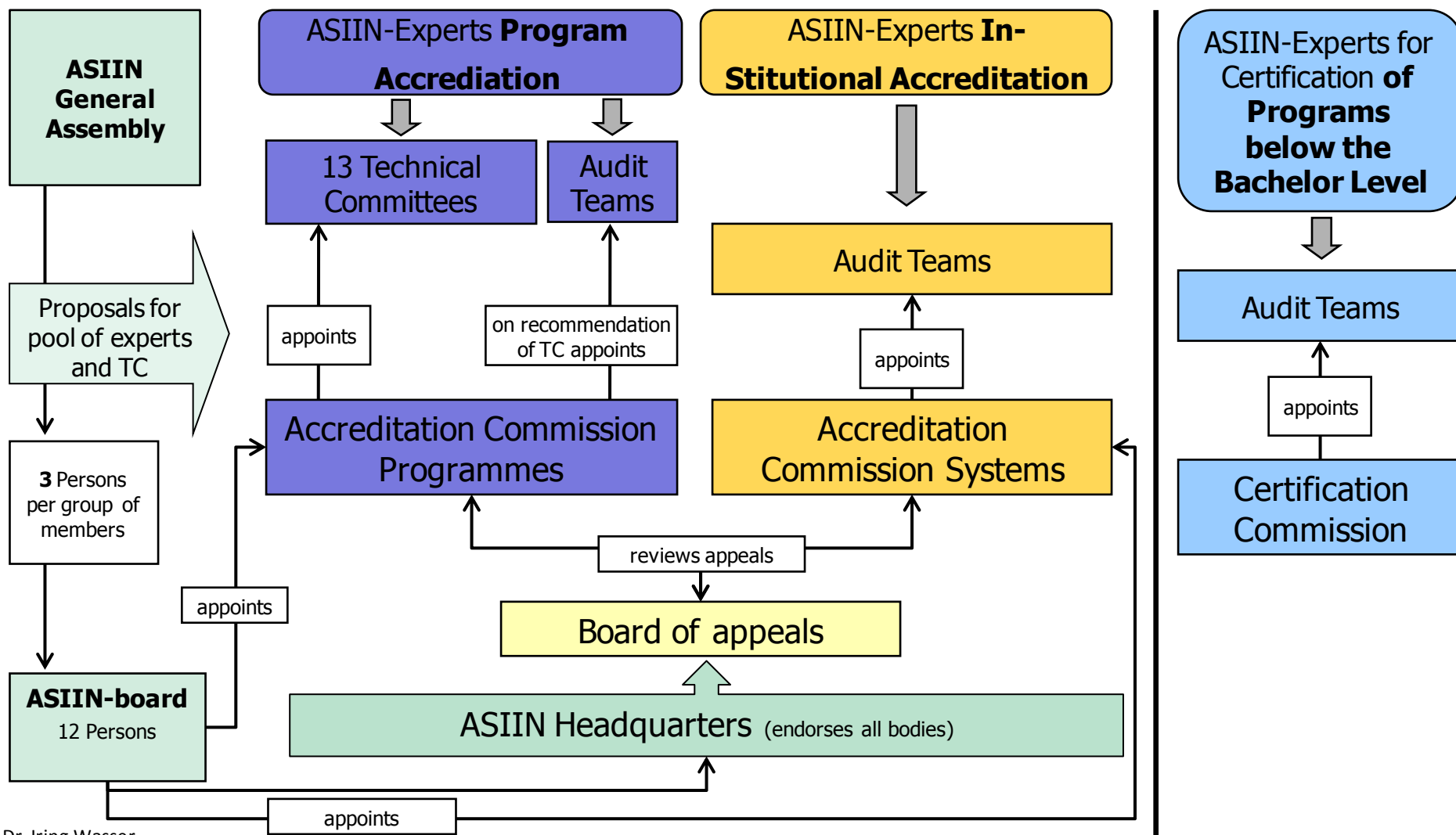
- **International / European projects:** capacity building, field specific qualification frameworks, learning outcomes / competence profiles

Certification

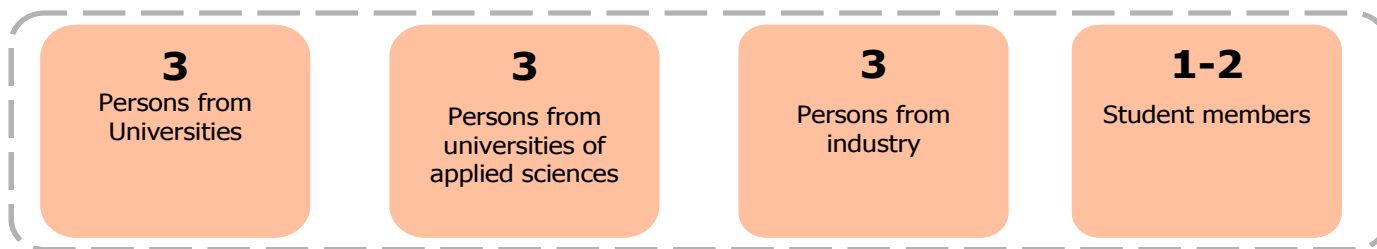
Academy

Quality Development

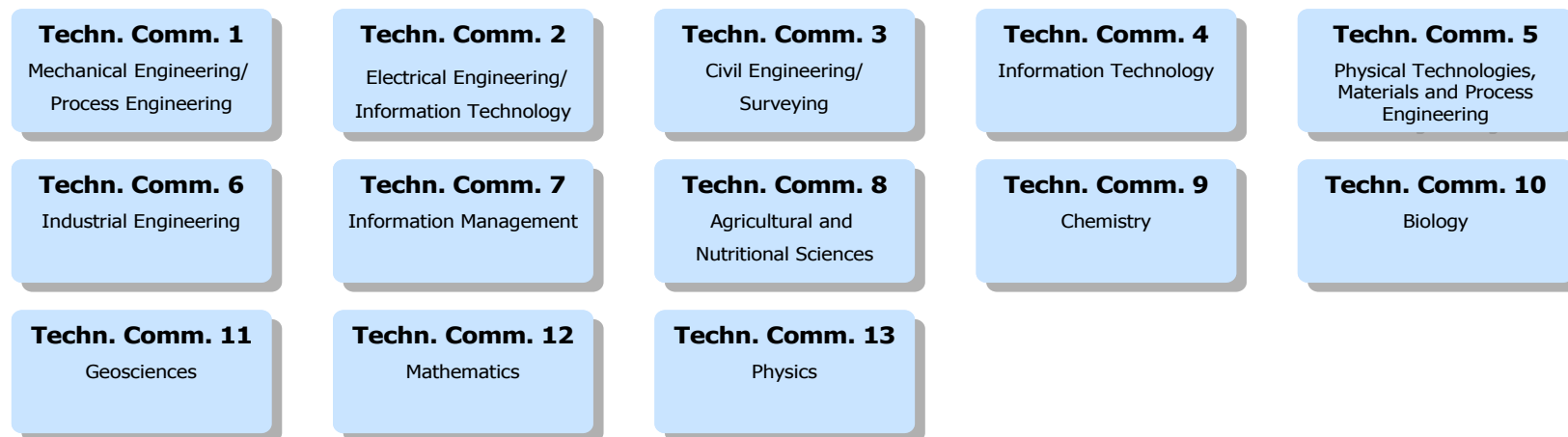
# ASIIN: checks and balances in programme- / institutional accreditation



**ASIIN is the only disciplinary agency globally offering  
program accreditations in all STEM disciplines**



## Actual number of Technical Committees:



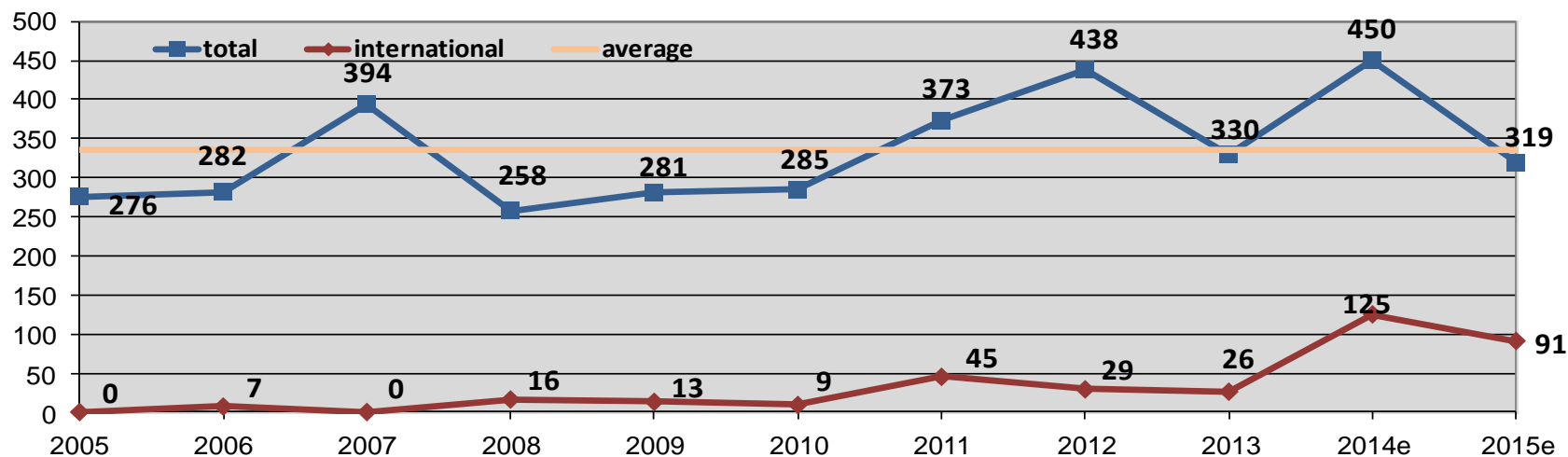
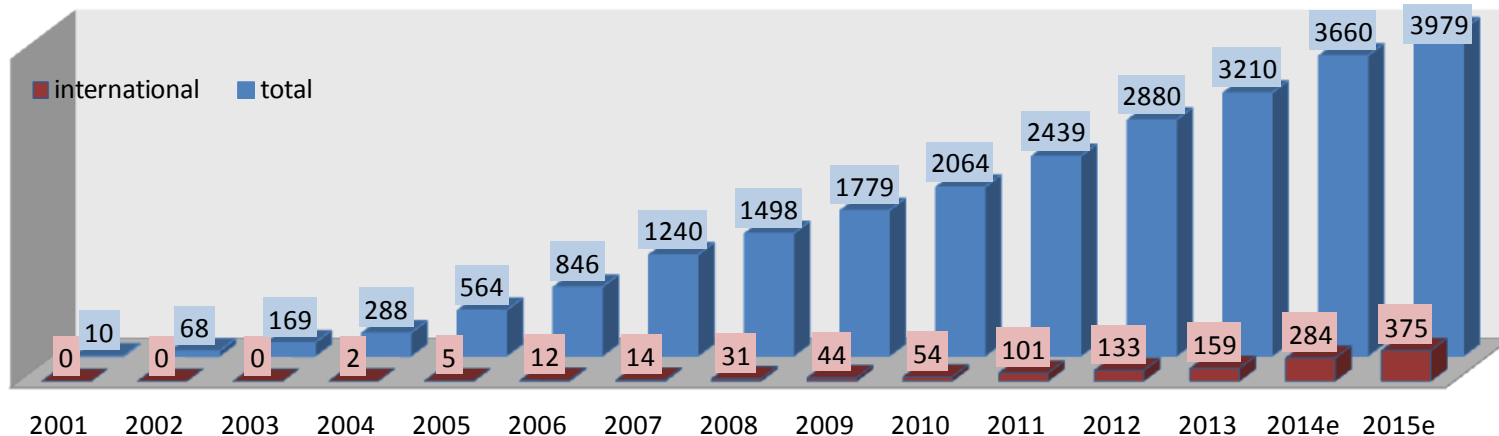
# ASIIN Accreditation Commission for Degree Programmes

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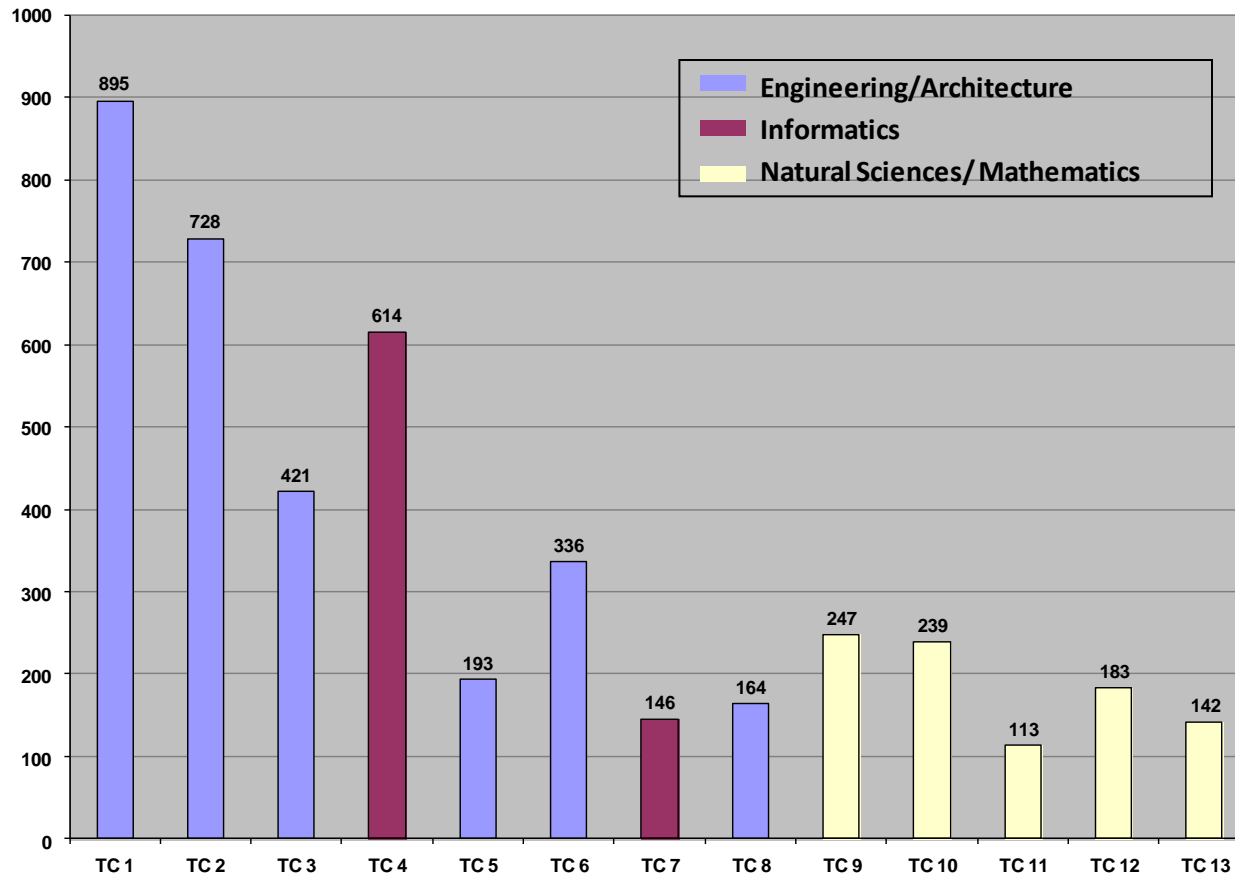




## ASIIN has experience in national and international accreditations



## Distribution of ASIIN accreditations accross different disciplines



- Technical Committee 01**  
Mechanical Engineering/  
Process Engineering
- Technical Committee 02**  
Electrical Engineering/  
Information Technology
- Technical Committee 03**  
Civil Engineering,  
Surveying and Architecture
- Technical Committee 04**  
Informatics/Computer Science
- Technical Committee 05**  
Physical Technologies,  
Materials and Processes
- Technical Committee 06**  
Industrial Engineering
- Technical Committee 07**  
Business Informatics/  
Information Systems
- Technical Committee 08**  
Agronomy, Nutritional Sciences  
and Landscape Architecture
- Technical Committee 09**  
Chemistry
- Technical Committee 10**  
Life Sciences
- Technical Committee 11**  
Geosciences
- Technical Committee 12**  
Mathematics
- Technical Committee 13**  
Physics

## Program Seal Claim

- The ASIIN seal is awarded to a degree programme which fulfills the requirements of academia and professional life in the respective disciplines on a high level. At the same time it confirms that the conditions for good teaching and successful learning are provided. The award of the label is based on recognized learning-outcome oriented subject-specific standards aligned with the European Qualifications Framework and the „European Standards and Guidelines“.

# ASIIN: offering international seals and quality labels

An ASIIN-procedure on the programme / course / module level may lead to different seals

National German (public, generic)

Stiftung zur Akkreditierung von Studiengängen in Deutschland

**Akkreditierungsrat** ■■

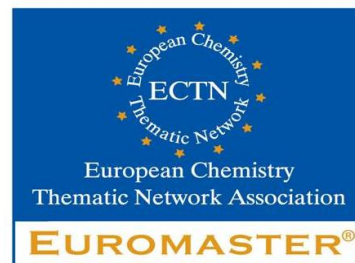
Engineering, Natural Sciences, Informatics (Economics)



Informatics

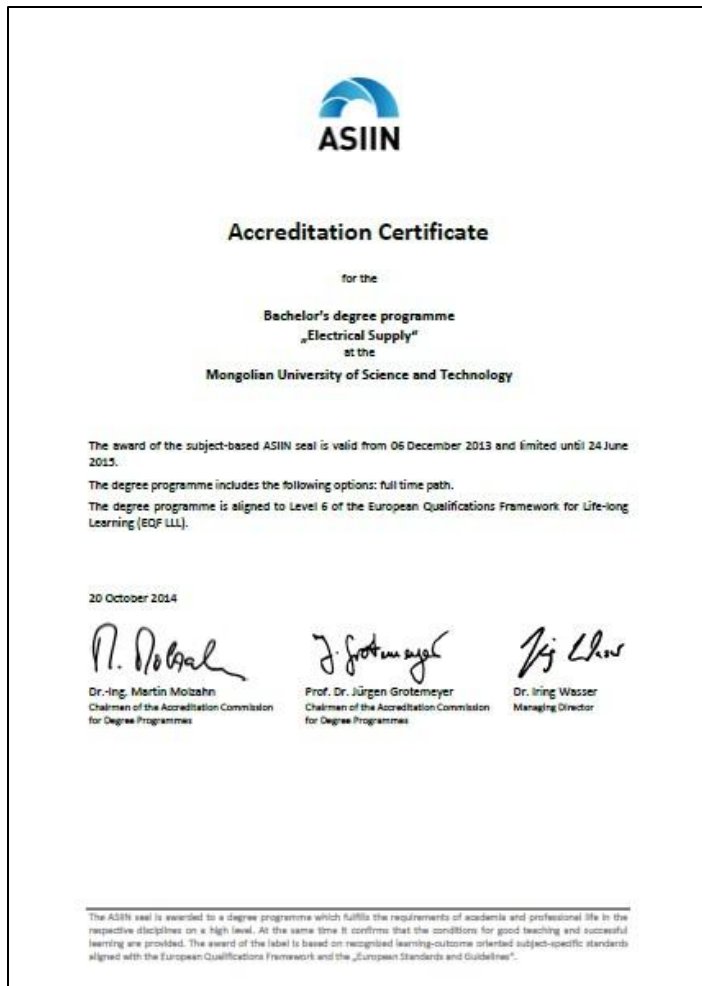


Chemistry

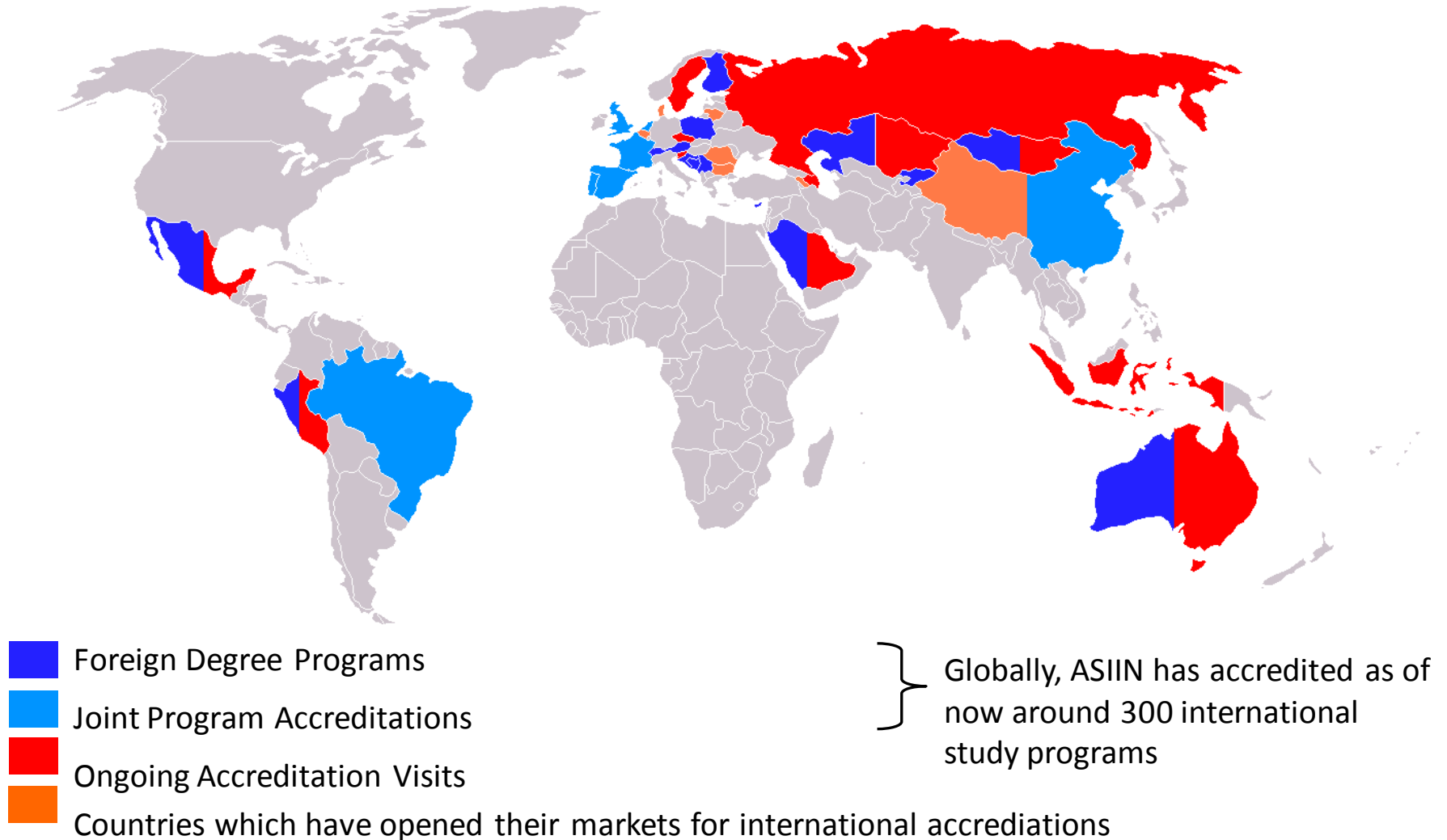


Engineering





# International Accreditation Procedures conducted by ASIIN

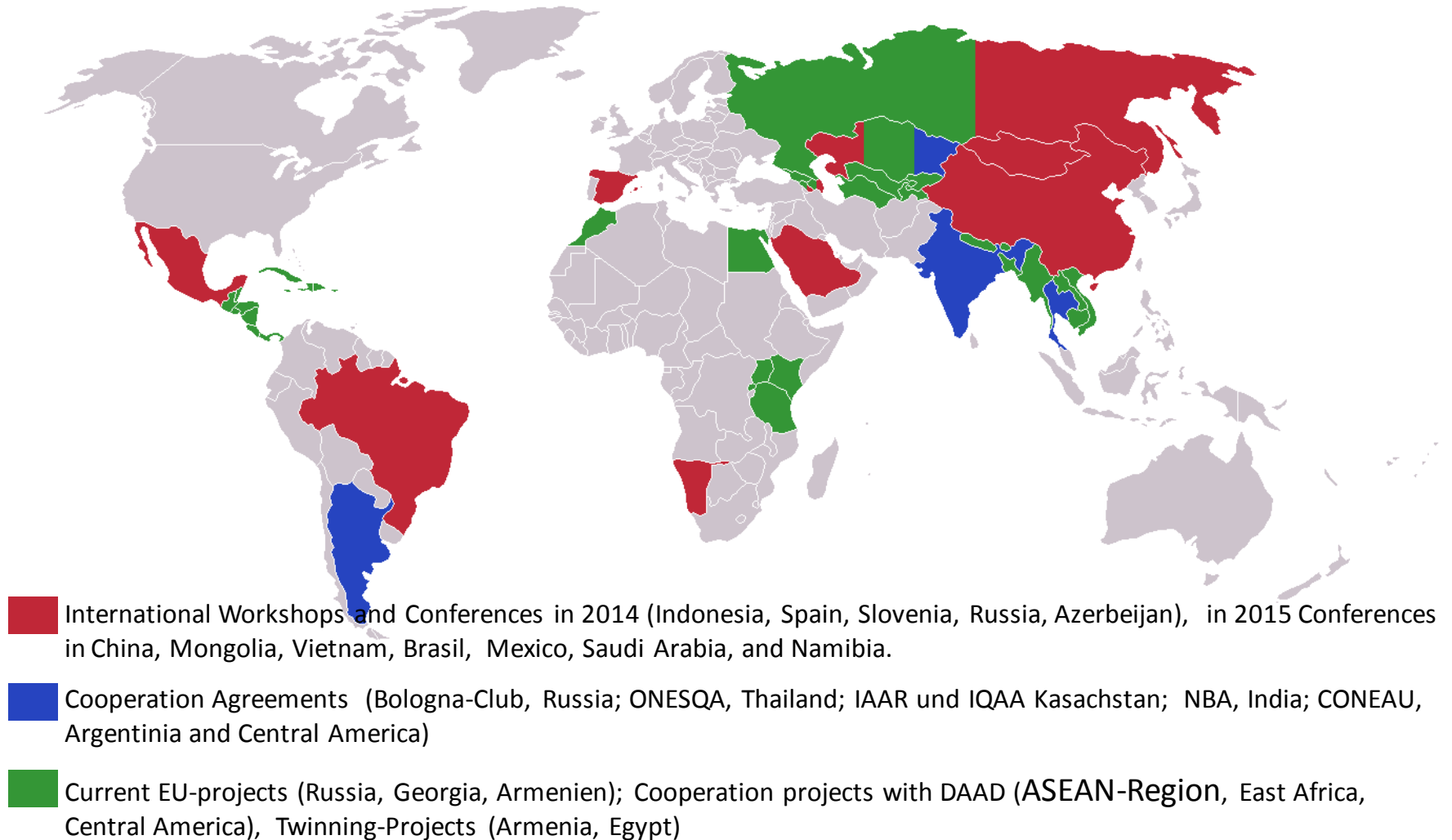


# ASIIN Accreditation in Kazakhstan





# ASIIN Global International Activities (national projects Russia and the ASEAN region)



# Comparing Programme and Institutional Accreditation

	Programme	Institutional
<b>Object</b>	Individual Degree Programmes	Institutional Units (HEIs, possibly departments)
<b>Approach</b>	Assessment of <b>individual degree programmes</b> with regard to <ul style="list-style-type: none"> <li>• the achievement of the intended learning outcomes</li> <li>• the coherency (Objectives– „Input“ – „Outcome“) of the programme</li> </ul>	Assessment of the consistency and effectiveness of a <b>quality management approach</b> in teaching and learning which help to aim for and achieve the desired quality (in terms of results) in a degree programme
<b>Certificate</b>	For each Degree Programme	For the Institution

## Claim:

„The institution guarantees to fulfil the **institutional**, **procedural** and **cultural** requirements for good teaching and successful learning.“

## Maturity Model as basis for accreditation and evaluation



### Criteria



- I. Definition and Understanding of Quality (incl. QMS)
- II. Educational Offers (Development + Implementation)
- III. Management of Resources (incl. links to research +administration )
- IV. Transparency and Documentation

# ASIIN System Seal:

## Four Areas of Review

**Aims**

**Processes**

**Results**

### I. Definition of quality

I.1 Objectives

I.2 (Quality-) management systems/ governance

I.3 Monitoring/ self-evaluation

### IV. Transparency & Documentation

IV.1 Rules and regulations for programmes / courses / trainings

IV.2 Documentation

IV.3 Monitoring/ self-evaluation

### III. Management of Resources

III.1 Material and human resources  
III.2 Human resources development

III.3 Research  
III.4 Administration

III.5 Monitoring/self-evaluation

### II. Educational Programmes / Courses / Trainings

II.1 Creation and development of programmes / courses / trainings  
II.2 Implementation of programmes / courses / trainings

II.3 Cooperations  
II.4 Examination systems and organisation of exams  
II.5 Recognition of achievements

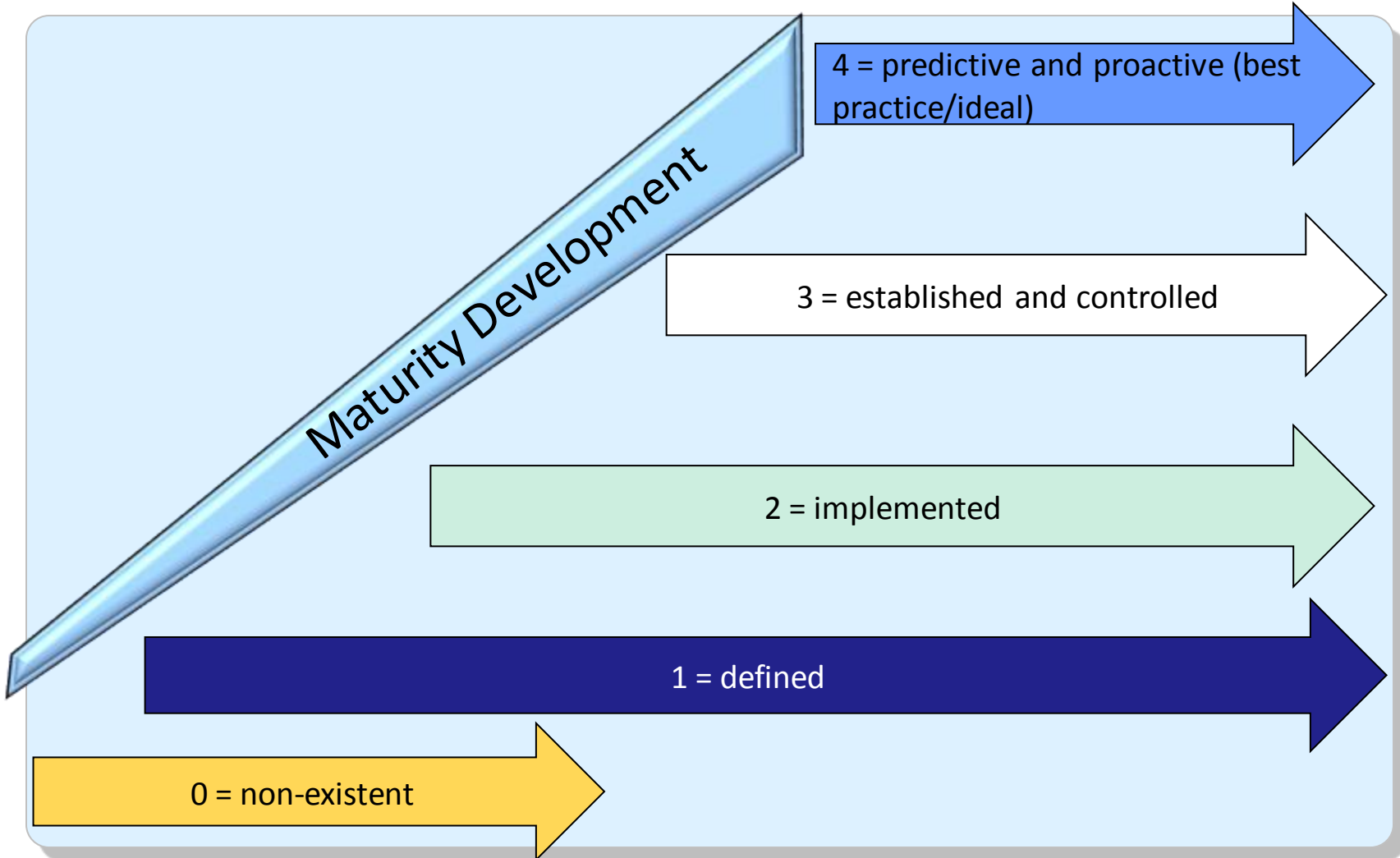
II.6 Assistance and support  
II.7 Monitoring/self-examination

**Learning, Creativity and Innovation**

Customers, 3rd party interest groups, HEI's environment

Customers, 3rd party interest groups, HEI's environment

# ASIIN System Seal: *Five Levels for Maturity Development*



# ASIIN System Seal – a development tool for HEIs

## ASIIN System Seal confirms that an HEI ...

...complies with and implements the ↗  
framework requirements developed by  
ASIIN

Framework requirements:

- Five (5) Maturity levels
- Four (4) Criteria clusters
- Three (3) Dimensions

... enables the HEI for...

... self-assessment  
... (self-)control

of its maturity  
of its internal processes

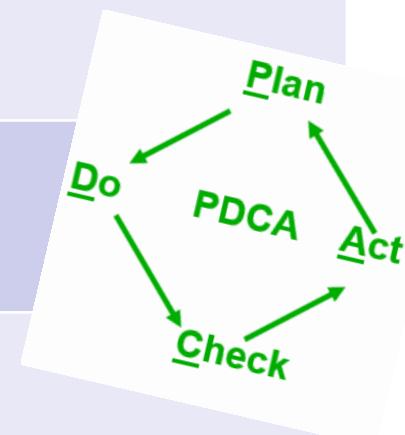
... allows the HEI an...

... autonomous definition

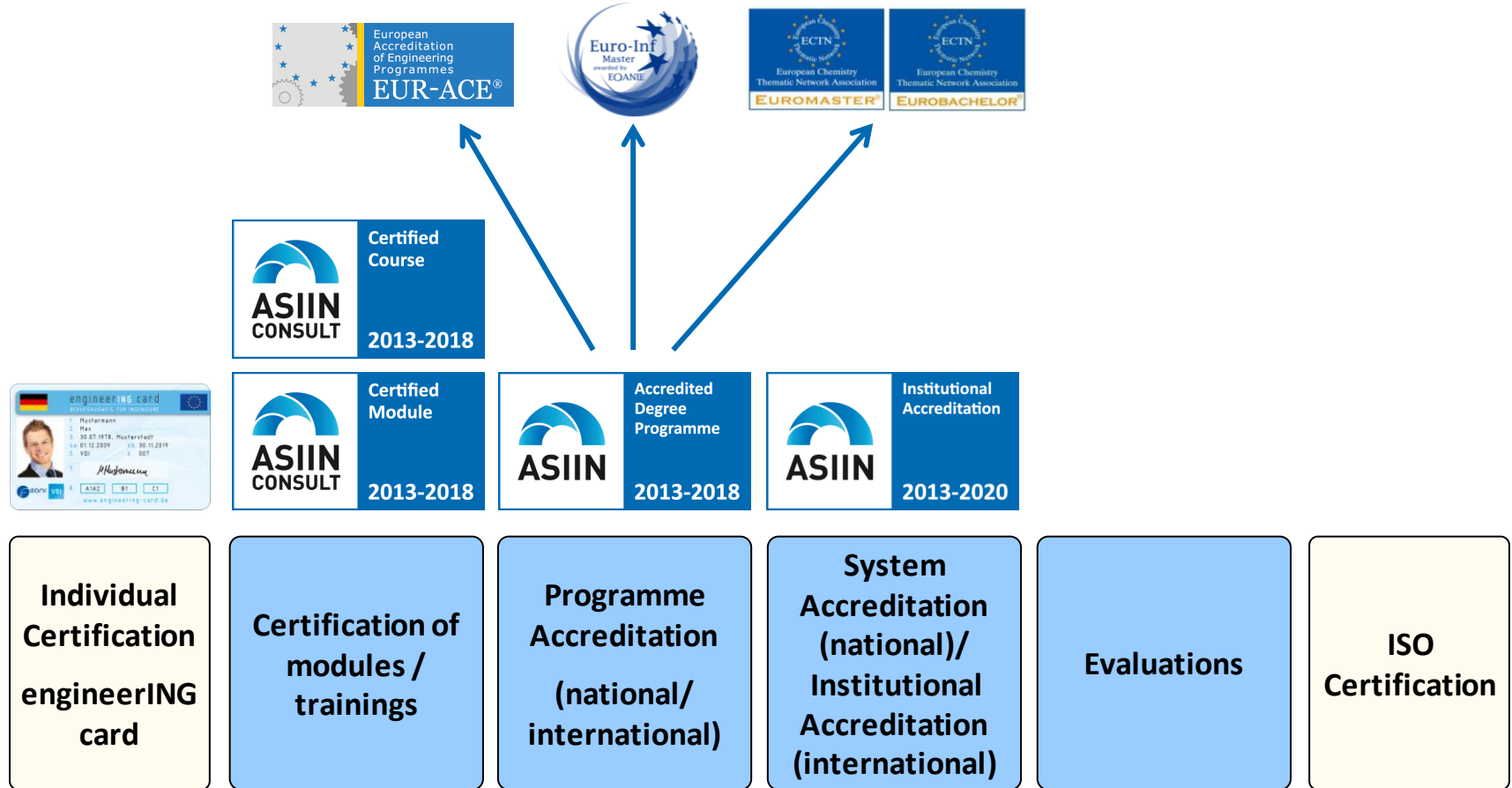
of its role, objectives, expected results

...anticipatory consideration

of the expectation of its political-legal and  
socio-economic environment



# The range of ASIIN quality seals





## ASIIN Certification - Summary

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### Refers to

- education programmes of HEIs and other providers leading to a degree
- individual, separate or a series of modules

### Confirms that

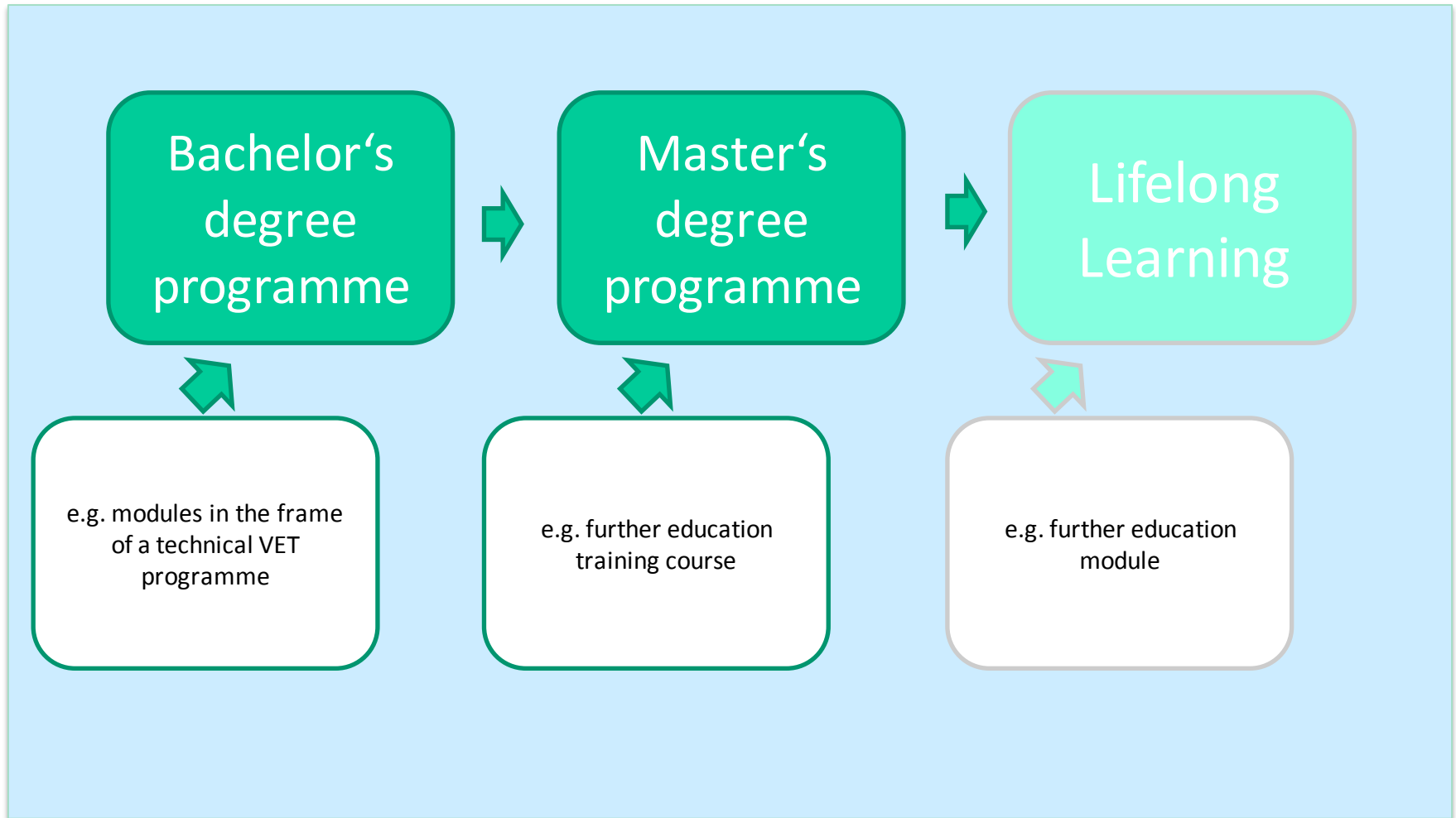
- the objectives and learning outcomes defined by the provider can be attained with the help of the content, resources and structural framework conditions
- the intended level of the EQF (level 6 or 7) is achieved (upon request)

### Valid for

- 5 years

## What does the ASIIN Certificate stand for?





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