



Current Development in Asian Higher Education

Workshop 1: Quality Assurance &
Recognition and Balanced Mobility

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Officials Meeting (ISOM)
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Presentation Outline



- ☐ About SEAMEO RIHED
- ☐ Overview on Higher Education in Southeast Asia
- ☐ University Mobility Networks in Asia
- ☐ Credit Transfer



About SEAMEO RIHED





SEAMEO

**Southeast Asian Ministers of
Education Organization**

A regional intergovernmental organisation established in 1965 among the governments of **Southeast Asian countries** to promote regional cooperation in **education, science and culture** in the region.

SEAMEO currently has **24** specialist institutions (23 Centers + 1 Network).





SEAMEO RIHED

The SEAMEO regional centre for higher education and development

Originally founded as the Regional Institute of Higher Education and Development in Singapore in 1959. RIHED was reorganised and established in Thailand in 1993, as a regional centre of SEAMEO.

Alignment is the key

**Government Commitment
and Support from 11
Southeast Asian Nations**

**Multilateral Collaboration
and Partnership**



**Facilitating,
Coordinating
and Working
Towards Mutual
Agreements**

**Autonomy + Authority
= Governmental Agencies
working to support HEIs**

**Networking and
Active Participation
of HEIs**

+ SEAMEO RIHED's Scope of Work: The "BIG PICTURE"

- ❖ Opportunities for HE national authorities to work collectively
- ❖ Harmonise, align and synergise efforts -> *Regional Common Space*
- ❖ Collective Efforts, Commitment, Participation

Governing Board MEETINGS



5 Years Development Plan
(2017-2022)

Programs serving 4 areas:

1. Alignment and Development
2. Cooperation and Synergy
3. Research
4. Information Portal



- SEA-HiEd Forum Series
(back-to-back with SEA-HiEd SOM)
- SEAMEO RIHED Regional Seminars
(back-to-back to GBM)

SEA-HiEd SOM MEETINGS



Promoting Harmonization
of HE in SEA Region
through 4 priority areas:

1. Academic Mobility
2. Leadership Development
3. E-Learning and Mobile Learning
4. ASEAN Citation Index (ACI)



Overview on Higher Education in Southeast Asia



Diversity of SEA: Population Statistical in 2018

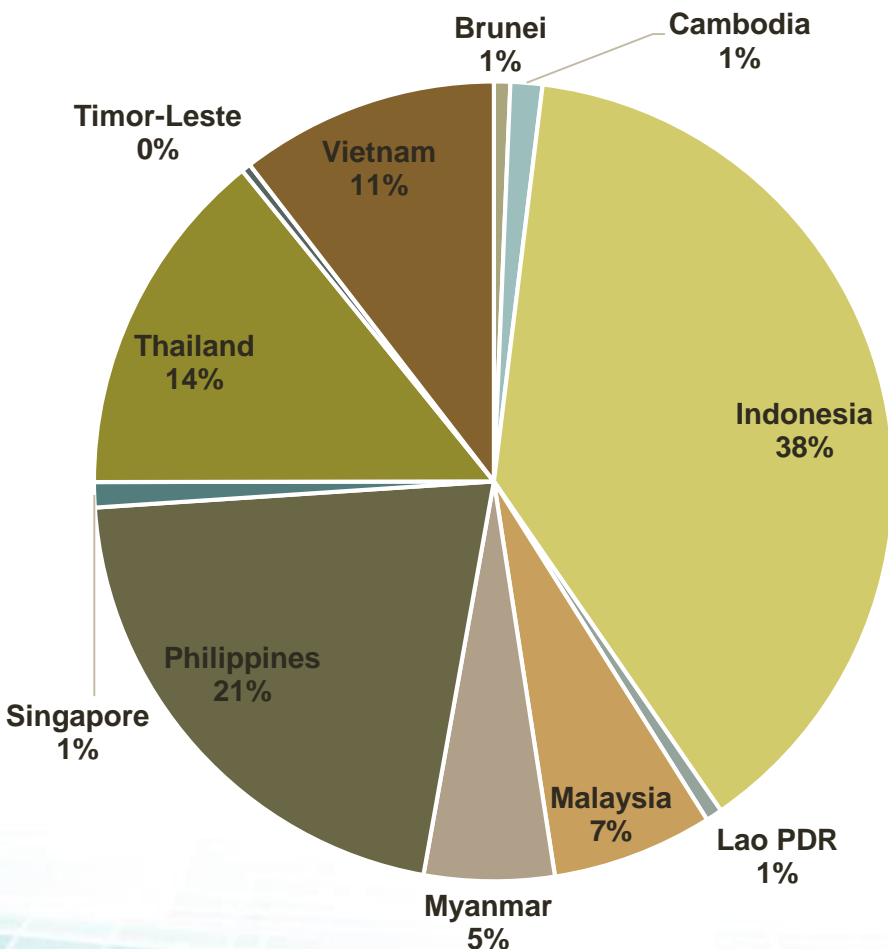
Country	Population size (2018)	
Brunei	0.434	million
Cambodia	16.2	million
Indonesia	266.7	million
Lao PDR	6.9	million
Malaysia	32.0	million
Myanmar	53.8	million
Philippines	106.5	million
Singapore	5.7	million
Thailand	69.1	million
Timor-Leste	1.3	million
Vietnam	96.4	million

- The current population of **Southeast Asia** is **654, 442, 119** as of 30 April 2018, based on the latest United Nations estimates.
- **Southeast Asia** population is equivalent to **8.59%** of the total world population.
- **Southeast Asia** ranks number **3** in Asia among sub-regions ranked by population.
- The population density in **Southeast Asia** is 151 per Km² (391 people per mi²).
- The **median age** in **Southeast Asia** is **28.8 years old**.

Diversity of SEA: Number of Students



No. of Students (approx)



Total: 15 Million++

	No. of Students (approx)	No. of HEIs
Brunei	111,698	9 (by 2017)
Cambodia	217,840	121 (by 2017)
Indonesia	6,500,000	4,523 (by 2017)
Lao PDR	111,334	104 (by 2017)
Malaysia	1,100,000	111 (by 2016)
Myanmar	890,000	174 (by 2017)
Philippines	3,573,734	1,943 (by 2017)
Singapore	172,100	13 (by 2017)
Thailand	2,400,000	156 (by 2018)
Timor-Leste	63,727	15 (by 2017)
Vietnam	1,767, 879	235 (by 2018)

Source:

<http://www.elementaleadership.co.uk/knowledgeportal/pdf/Higher%20Education%20in%20South-East%20Asia%20-%20A%20Policy%20Digest.pdf>, https://link.springer.com/chapter/10.1007%2F978-3-319-20877-0_15, SEAMEO RIHED Regional Forum Country Presentations and various sources.



University Mobility Networks in Asia





AIMS Programme

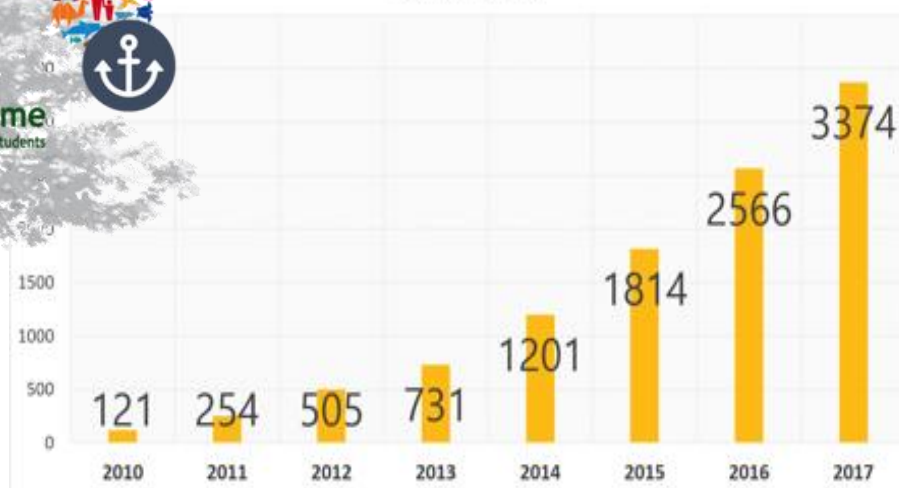
ASEAN International Mobility for Students

Multi-lateral student exchange programme,
involving both Governments and HEIs

Self sufficiency and sustainability,
and balanced mobility



Student participation in AIMS Programme
over time



10 study fields:

1. Agriculture
2. Biodiversity
3. Economics
4. Engineering
5. Environmental Management and Science
6. Food Science and Technology
7. Hospitality and Tourism
8. International Business
9. Language and Culture
10. Marine Science

AIMS
at First Glance

8+
Countries

10
Study Fields

68+
Universities

3374*
Students

*For Brunei Darussalam and Vietnam the figure does not currently represent data from all member universities

What makes AIMS different?

Self-sufficiency & Solidarity

- Regional mobility
- Member Country supports participation
- Based on academic readiness

Balanced Mobility

- Mutual agreement on the number of exchange students

Supporting Mechanisms

- AIMS Steering Committee Meeting
- AIMS Review Meeting

SUSTAINABILITY



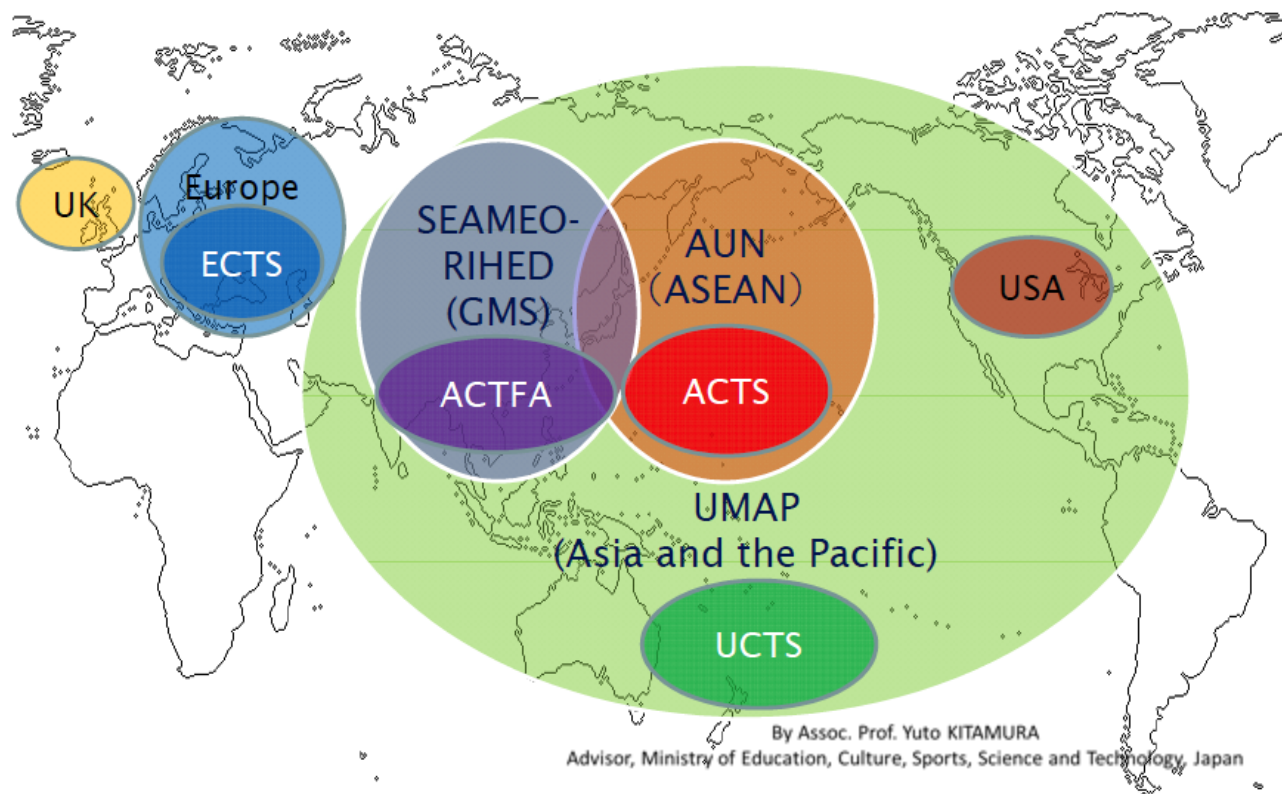


Credit Transfer



Regional Credit Transfer Framework

Due to the rigid formula of CT at both regional and international levels, a framework is needed that can accommodate this multiplicity, recognising the diversity of applications in higher education institutions (HEIs) across the region.



Academic Credit Transfer Framework for Asia

ACTFA



Support for Capacity Building of the Greater Mekong Sub-region University Consortium (GMS-UC)

ASEAN Cooperation Project



ASEAN Plus Three (working group)

ASEAN+3

Comparison Table: International Credit Transfer Systems

Nations & Systems	[Asia (AACs*1)], ACD-ACTS, AUN-ACTS *2, UCTS	[USA]	[Europe] ECTS *4	[Latin America] CLAR *4	[UK] CATS
Credit Conversion	1 credit point	≐ 1 credit	≐ 1.5 ECTS	≐ 1.5 CLAR	≐ 3 credits
Student Workload	38-48 hours *3	≐ 45 hours *3	37.5-45 hours	37.5-45 hours	Converted from ECTS (30 CATS hours)
Teaching/Contact Hours (in units of academic/credit hours)	13-16 *3	≐ 15-16 *3	-----	-----	-----

*1: AACs (Asian Academic Credits) is a temporary conceptual term to holistically understand the credit (transfer) systems existing in Asian academia, based on the research projects conducted by Hotta et al (2010) "Study on the ACTS (ASEAN Credit Transfer System) and Credit Transfer Systems in Asian Nations".

*2: Within the ACTS scheme by AUN, partner universities transfer students' credits based on agreed "learning outcomes of all proposed courses/subjects" and the Learning Agreement Document.

*3: The amount of *Student workload* includes *Teaching/contact hours* in class and the duration of self-study.

*4: 1 ECTS=1 CLAR=25~30 hours of student workload



Asian Development Bank
FIGHTING POVERTY IN ASIA AND THE PACIFIC



SEAMEO RIHED and the ADB
have **common aims**

- 1) To improve cooperation and networking of HEIs
- 2) To foster HE harmonisation within the GMS countries and beyond



SEAMEO RIHED's
implementation on the **Greater
Mekong Subregion (GMS)
Human Resource
Development Strategic
Framework and Action Plan
(Phase 2)** with the support from
the ADB



**Under 7 Strategic Thrusts of the GMS HRD
Strategy**
(iii) Cooperating in higher education and research

ACTFA

GMS-UC

ACTFA Development

ACTFA Implementation Plan

1

EXPLORE 2012-2014

Action Research: Building a Common Credit Transfer System for the Greater Mekong Sub-region (GMS) and Beyond

2

EXPERIMENT 2015-2017

Academic Credit Transfer Framework for Asia (ACTFA) piloted among nominated universities in GMS countries

3

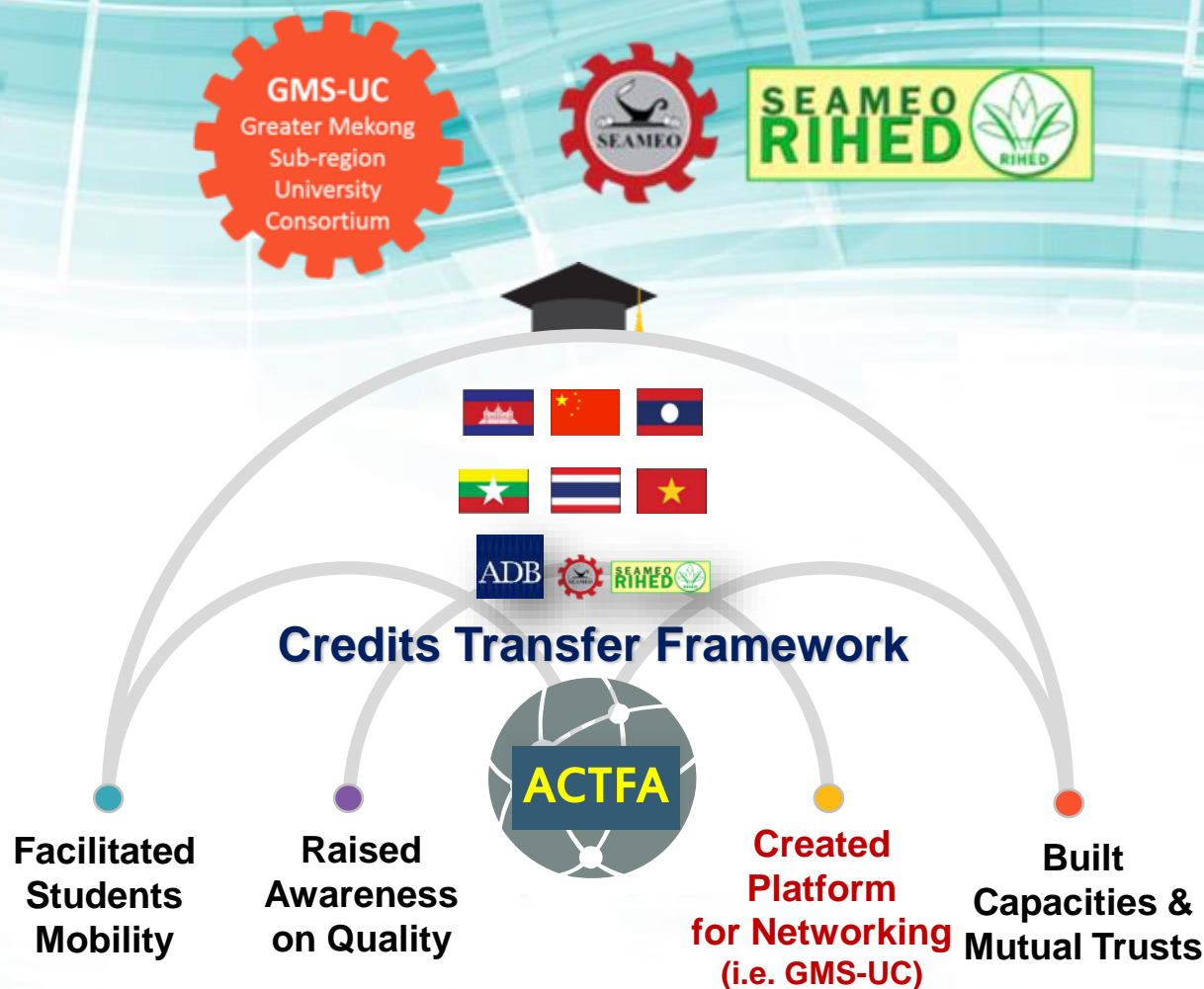
EXPERIENCE

Analysis and comparison between existing national credit transfer practices and ACTFA to determine compatibility

4

EXPAND

ACTFA endorsed at regional level and adopted at national levels with possibilities to expand to Asia



ACTFA project (Phase 2) has provided opportunities for universities in the GMS countries to work together, with an aim to ultimately facilitate and further support student mobility in the sub-region and beyond. This effort led to the initiation of GMS University Consortium.

+ The GMS University Consortium (GMS-UC)



Aims to help strengthen and accelerate cross-border collaboration among universities in the GMS countries as well as to develop regional platform for HEIs and lead to harmonize higher education in Southeast Asia

SEAMEO RIHED facilitated the establishment of the GMS-UC with 24 universities nominated by their respective governments



Key areas of collaboration include

- Faculty exchange
- University governance and social responsibility
- Credit transfer
- Information sharing
- Talent cultivation,
- Research collaboration, and QA.

The GMS University Consortium (GMS-UC)



Chea Sim University of Kamchaymear
Royal University of Phnom Penh
Svay Rieng University
University of Battambang



Savannakhet University
National University of Laos



Yadanabon University
East Yangon University
Myeik University
Yenanchaung Degree College



Kasetsart University
King Mongkut's University of Technology Thonburi
Mae Fah Luang University
Thammasat University
Chiang Rai Rajabhat University
Suan Sunandha Rajabhat University



Thuyloi University
University of Transport and Communication
Vietnam National University of Agriculture
Hue University



Guangxi Normal University
Guangxi University for Nationalities
Kunming University of Science and Technology
Yunnan University

Overview of GMS countries

	Cambodia	China	Lao PDR	Myanmar	Thailand	Vietnam
Credit Definition	15 hours of instruction or 30 hours of seminar instruction or 45 hours of fieldwork	For most institutions, one credit is equivalent to roughly 16 hours of instruction.	16 hours of instruction (theoretical course) or 32 hours (practical course) or 48 hours (fieldwork)	16 hours of instruction (theoretical course) or 32 hours (practical course)	15 hours of instruction	15 hours of instruction
Length of Semester	15 weeks	--	16 weeks	16 weeks	15 weeks	15 weeks
Levels	120 credits (Bachelor); 45 credits (Masters); and 54 credits (PhD)	144-190 credits (Bachelor); 20-40 credits (Masters); and 13-45 credits (PhD)	120-150 credits (Bachelor); 36-52 credits (Masters) and 48-72 (PhD)	168-174 credits (Bachelor); 64 credits (Masters); and 32 credits minimum (PhD)	123-150 credits (Bachelor); 36 or more credits (Masters) and 48 for PhD	--



Thank You Very Much

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SEAMEO RIHED

The SEAMEO regional centre for higher education and development



www.rihed.seameo.org



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