

2019

AIEA Annual Conference

What's Next?

*Possibilities and Probabilities
in the Future of International
Higher Education*

Concurrent Sessions F

13:30-14:30, January 22



New Agreements of ASEAN+3 Nations on an Aligned Educational Framework: Is It a Promising Idea?

Taiji Hotta, Hiroshima University
Yuto Kitamura, Tokyo University
Midori Kojima, SEAMEO-RIHED*

***SEAMEO-RIHED: Southeast Asian Ministers of Education Organization
- Regional Centre for Higher Education and Development**

Before We Start

- **Background:**

- (1) Harmonization process of Asian higher education since the 90s
- (2) ASEAN+3 ministers of education meeting,
- (3) MEXT's two proposals for student exchanges in Asian region
- (4) Attempts of developing an aligned credit transfer system in Asia

- **Purpose:** Updated information on the harmonization process of Asian higher education

- **Expected Outcomes of This Session:** To share some insights on key issues and future challenge of APT attempts

Outlines

- 1. Formal agreements on two guidelines for student mobility among ASEAN+3 nations (by Kitamura)**
- 2. The Concept of “Asian Academic Credits,” as an aligned credit transfer system in Asia (by Hotta)**
- 3. Recent Developments of Student Mobility Programs, i.e., AIMS and GMS-UC by SEAMEO-RIHED (by Kojima)**
- 4. Issues and Future Challenges (by Kitamura)**

I. Formal agreements on two guidelines for student mobility among ASEAN+3 nations

**by Yuto Kitamura, Ph.D.
Tokyo University**

Internationalization of Higher Education in Asian Contexts

- Efforts in Asia are more about strengthening **connectivity** and **collaboration** than reforming systems.
- A **framework of harmonization** can lead to more stable and mutually beneficial international relations at government as well as regional levels
- Developing **regional harmony** can also help Asia formulate a sense of **regional identity**

Higher Education Harmonization in Asia

- Promotion of **student mobility** → Increasing flow of students across borders subsequently stimulates the dynamics of workforce in the region and promotes cultural exchanges
- Create **“common Space”** in higher education, through **“harmonization”** which make higher education more **“comparable”** and **“compatible”** in and outside the region.
- ASEAN way or ASEAN uniqueness (**“Mosaic” Model**): **No single platform** in higher education harmonization and networking/multi-layered systems → **How to co-exists?**

ASEAN Plus Three (APT) Cooperation

- Since the process began in 1997, **ASEAN Plus Three (APT) cooperation** has broadened and deepened. There are 68 mechanisms (1 summit, 15 ministerial, 21 Senior Officials, 1 ASEAN CPR Plus Three, 2 Director-General, 23 technical level meetings and 5 other track meetings) **coordinating** APT cooperation.
- The Ministers of Education agreed the general objective of **the APT Plan of Action on Education (2010-2017)** to encourage APT countries to expand their efforts in implementing the Plan at the national and bilateral levels to the regional level.

Sub-regional Efforts of ASEAN+3

- ASEAN+3 Working Group on Mobility and Quality Assurance of Higher Education established in 2012
- Responsibilities include:
 - Develop **ASEAN+3 guidelines for promotion of student exchange and quality assurance**
 - Set up an **ASEAN+3 quality assurance expert meeting**
- Six annual meetings so far: most recent in Myanmar in August 2018



The Working Group on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education

- Mission of the Working Group → Promoting and protecting **benefits of students** who study at higher education institutions in countries of diverse backgrounds
- Close collaboration among **APT countries** as well as **multilateral organizations and international networks** such as ASEAN Secretariat, SEAMEO, ASEAN University Network (AUN), and Asia-Pacific Quality Network (APQN)

APT Quality Assurance Expert Meeting

The First Meeting (6 March 2014, Hanoi, Vietnam)

Agreed to conduct **an online survey to share** regulations, practices, and perspectives for QA in relation with student mobility and cross border collaborative provision.

The Second Meeting (17 October 2014, Bali, Indonesia)

Reported **interim results of the online survey** on QA related to student mobility



Guidelines on Student Exchanges

1. Vision
2. Objectives
3. Participation
4. Student Exchanges and Mobility
 - ① Length of Study and Programme Types
 - ② Student Level
 - ③ Languages
 - ④ Academic Fields
 - ⑤ Selection of Participating Students

Guidelines on Student Exchanges

5. Credits and Credit Transfer System
6. Quality Assurance
 - ① Government
 - ② Universities/Programmes of Study
7. Financial Costs and Other Responsibilities
 - ① Finance
 - ② Student Support
8. Monitoring
9. Remarks

**A Common Framework
= Minimum Standard**

JOINT STATEMENT OF THE THIRD ASEAN PLUS THREE EDUCATION MINISTERS MEETING (May 2016)



The Ministers stressed the importance of fostering **long-term and mutually beneficial educational cooperation** and promoting **people-to-people exchanges**.

The Ministers approved the APT Guidelines on Student Exchange and Mobility with the aim of promoting the development of higher education in the APT countries through **greater promotion of student exchanges and mobility supported by quality assurance mechanisms**.

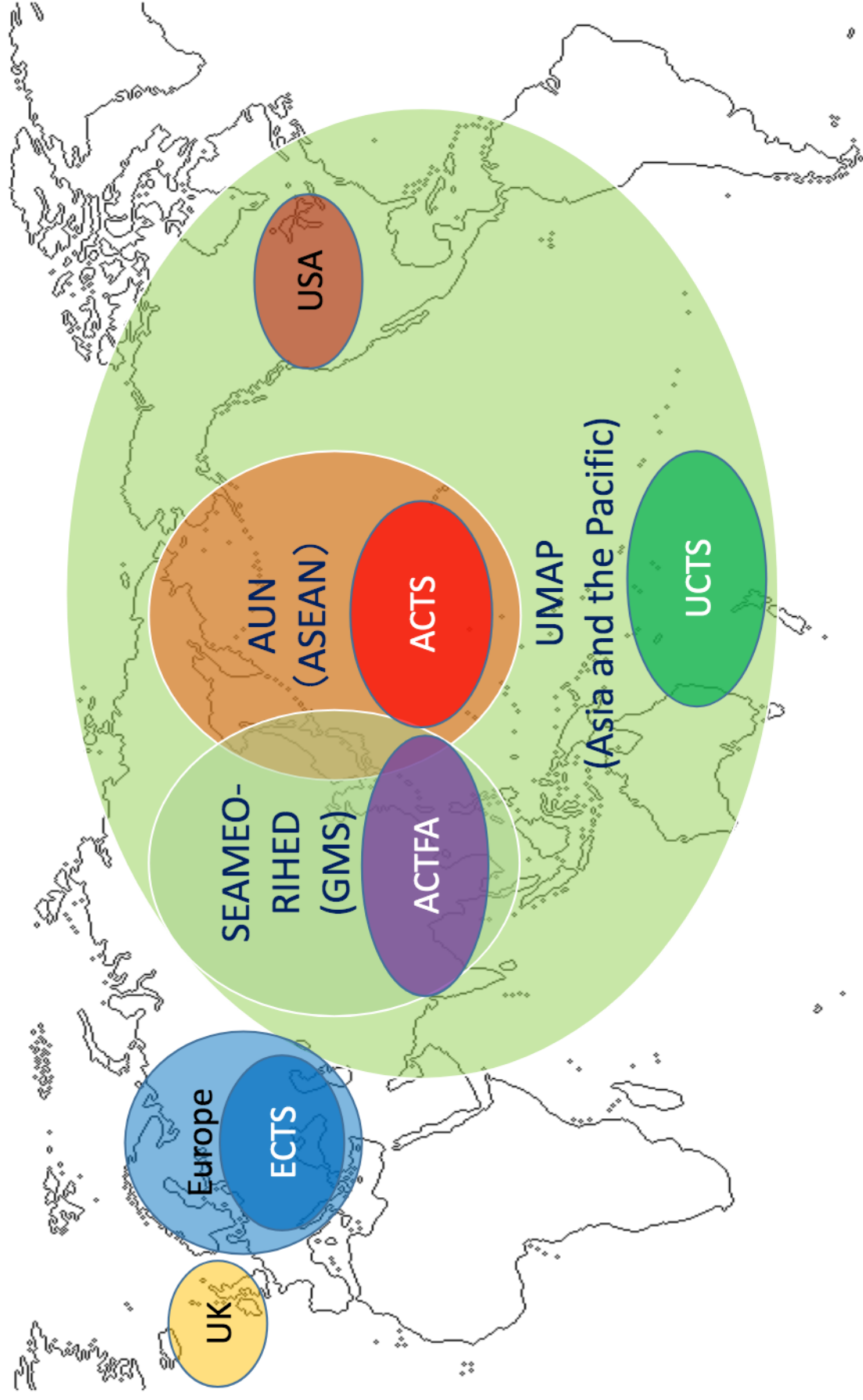
Providing Basic Framework for Student Exchanges



Credit Transfer: Benefits for Students

- Upon the return of exchange students who studied in another APT country, their credits obtained in the host country need to be counted properly in the home country.
- Universities will be expected to refer to the following comparison table of the credit transfer systems.

Credit Transfer System



Monitoring

Information of student exchange programs (statistical data, good practices, student reports) need to be monitored by and shared among APT countries.

- To be reported to **Education Ministers Meeting**
- To be provided through **websites such as National Information Center** and/or other websites designated by the governments

Guidelines on Transcript for Exchange Students

Guidelines on Student Exchanges

The following things could be further expected:

- **Guidelines on transcript for exchanged student including comparison table of the different credit transfer systems** will be developed among the ASEAN Plus Three countries.
- Comparison table for different systems such as academic records and academic calendar will also be developed among the ASEAN Plus Three countries.
- Each country is encouraged to promote further international exchange among researcher, faculty, and staff in addition to the student exchanges.

REMARKS

Questionnaire for Guidelines on Transcript

Respondents: The person in charge of student exchange at the university in ASEAN+3 countries

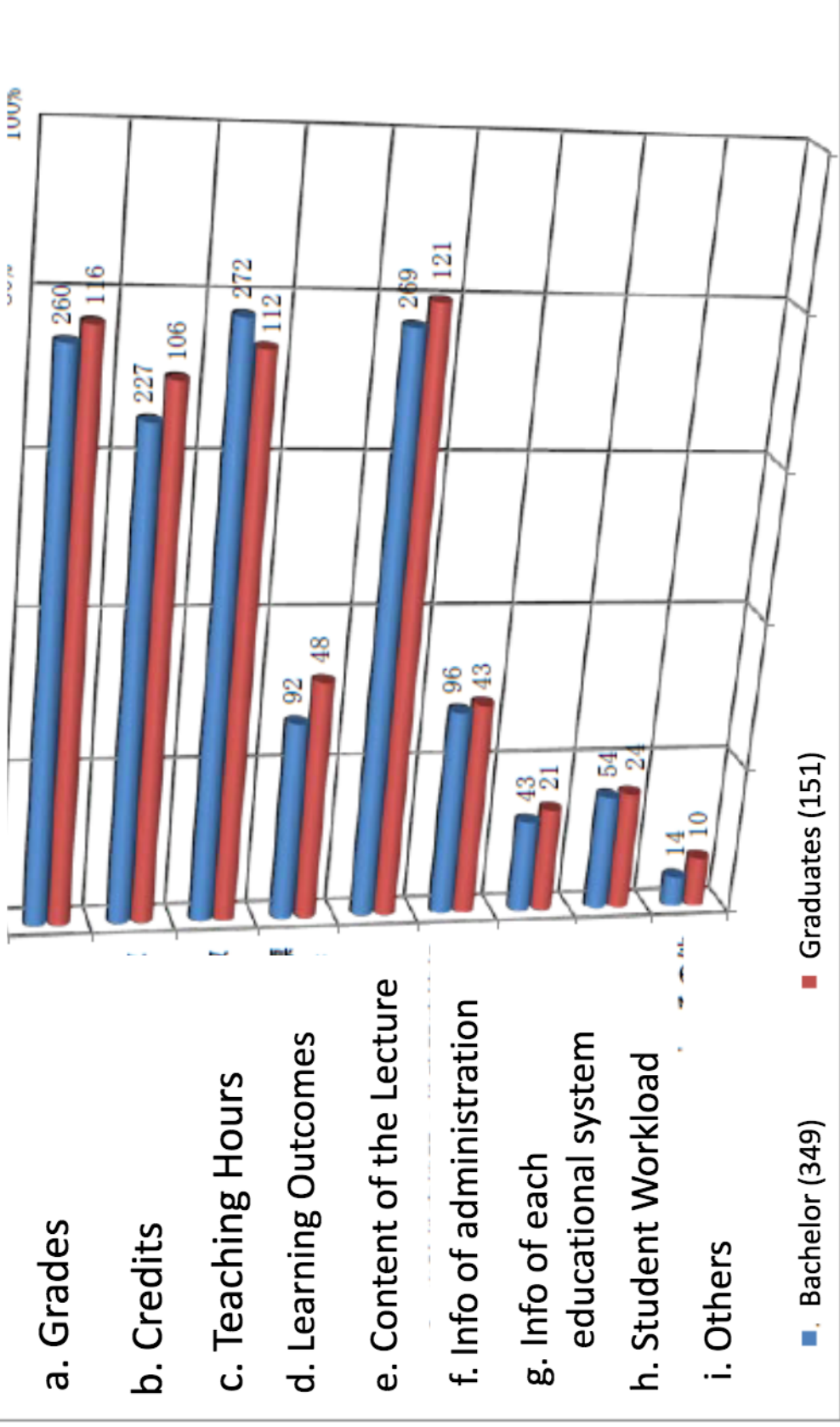
Indicator:

1. What kind of information do you use to recognize the result of one's study abroad?
2. What kind of information do you need further?

Time schedule: Data collected in 2016

Questionnaire for Guidelines on Transcript

What kind of information do you use to transfer credit of one's study abroad?



Standardized Format of Transcripts

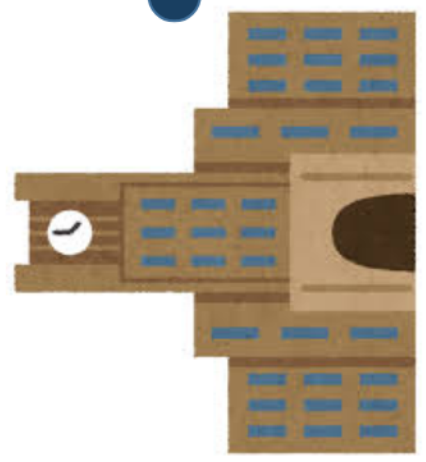
1. Information identifying the holder of the transcripts
Student level (graduate/undergraduate), full time/part time)
2. Information identifying the study program at host university
(Name of the university and program, faculty/ department/ major, period of the program (including the semester structure), language of instructions)
3. Information on the contents and results obtained
(Names of the courses/subjects, grades, credits)
4. Credit mechanism
(For instance, teaching hours/ contact hours, student workload, etc.; If applicable: credit transfer system (e.g., ACTS, ACTFA, UCTS, ECTS))
5. Grading scheme *(Making clear criteria for pass/fail)*
6. Additional information
(If applicable: learning outcomes, information on accreditation status, internship experience, scholarship awarded, etc.)
7. Certification of the transcripts
(Date, signature, official stamp/seal)

Annex:
Syllabus of the courses/subjects

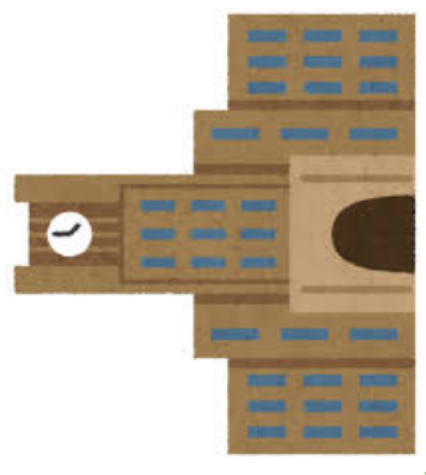
Transcript Supplements

- **Transcript Supplement** will contain contextual information about the program student studied and the higher education system of the host country, possibly in a standard format which can be shared across the APT countries.
- If the original transcript of the host university already contains all the necessary information, there will be **no need** for attaching the Transcript Supplement to the transcript.

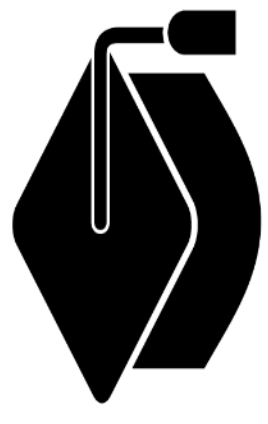
Transcript
+
Supplementary
document



Home
University



Host
University



Students

Transcript Supplements

II. The Concept of “Asian Academic Credits (AACs),” as an aligned credit transfer system in Asia

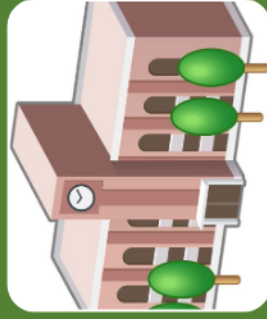
**by Taiji Hotta, Ph.D.
Hiroshima University**

1. Why do we need regionally aligned Credit System?



For Students

- Give freedom for students to choose what the best knowledge they want to study
- Enrich global competencies and improve their employability



For Universities

- More internationally attractive
- More Student Mobility in the region



For Nations

- Can provide various kinds of education
- Mutual understanding for regional peace
- Regional economic development

2. A Comparative Study on Educational Framework

1. A research project (KAKENHI-#24402045) between 2012-2014 has studied the general framework of higher education in 24 Asian nations and regions, namely *Bangladesh, Bhutan, Brunei-Darussalam, Cambodia, China, East-Timor, Hong Kong, India, Indonesia, Japan, Laos, Macao, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Singapore, South-Korea, Sri-Lanka, Taiwan, Thailand, The Philippines, Vietnam* .
2. Objectives: To investigate an overall framework of higher education and identify crucial differences and also similarities among 24 nations and regions in Asia

3. General Tendencies of 24 Nations and Regions in Asia

Contact Hours in Class	
Majority	14-16 hours of teaching
A few	12-13 hours
A few	17-18 hours (including exam weeks)
Student Workload	
Majority	1 credit = 45-48 hours
A few	1 credit = 10 hours
A few	1 credit = 40 hours
Average # of Credits/year	
Majority	30-40 credits/ year
A few	120 credits/ year

4. A New Concept of Asian Academic Credits (AACs)

A proposed framework of credit system by Hotta;

One AACs credit point \approx 38-48 hours of student workload,

(including 13-16 hours of teaching (academic) hours)

***Student workload is the total amount of hours students spend for study, (lectures, but also homework, lab, writing term papers, etc.)**

5. Usefulness of AACs

1. AACs will allow many Asian institutions to **transfer most of their credits on a one-to-one basis among themselves.**
2. The proposal progresses to an even more **developed (possible) conversion table with Asian and other regions**

6. A Comparison Table of International Credit (Transfer) Systems

Nations & Systems	Asia (AACs ¹) [AUN-ACTS ² UCTS ³ , ACD-ACTS ⁴]	USA [≈2/3 of universities]	ECTS ⁵ [Europe]	CLAR ⁶ (Latin America)	CATS ⁷ (UK)	ANQAHE ⁸ (Middle East)
Credit Comparison	1 credit point	≈1 credit	≈1.5 ECTS	≈1.5 CLAR	≈3 credits	≈1 credit
Student workload	38-48 hours	≈45 hours	37.5-45 hours	37.5-45 hours	Converted from ECTS	≈45 hours
Teaching hours*	13-16 hours	≈15~16 hours	-----	-----	-----	-----

This chart requires more detailed explanations regarding each indicator. Except ANQAHE's definition, this chart was adopted as a reference document by the ASEAN⁹+3 Ministers of Education. (Nov. 1, 2018)

7. Current Major Issues of Credit Transfer in Asia

Three issues make Asian universities not possible to accept new or advanced knowledge which home institution do not offer

- ① Equivalency of coursework (80-100%)**
- ② Counting contact hours, not student workload**
- ③ Not much elective courses.**

8. Negative Consequences from this situation

**Strict course equivalency
and no elective course**



**No credit transfer from other
institutions**



**NO new & advanced
knowledge**

**No use of student
workload**



**NO method to convert credits
of non-traditional lecture class**



**No overseas internship, field
studies, online education**

9. Credit System for Updated New Knowledge

1. Asian universities must;

- (1) train teachers by encouraging their “research” activities, so that they acquire new knowledge and offer new advanced courses**
- (2) provide various types and length of new elective courses with a credit system based upon student workload and with learning outcomes**
- (3) allow students to acquire a new knowledge from overseas using the concept of AACs**

Glossary

- 1. AACs:** Asian Academic Credits
- 2. AUN-ACTS:** AUN-ASEAN Credit Transfer System
- 3. UCTS:** UMAP Credit Transfer System
- 4. ACD-ACTS:** Asian Cooperation Dialogue-Asian Credit Transfer System
- 5. ECTS:** European Credit Transfer System
- 6. CLAR :** Latin American Reference Credit
- 7. CATS:** Credit for Accumulation and Transfer Scheme
- 8. ANQAHE:** Arab Network of Quality Assurance in Higher Education
- 9. ASEAN:** Association of South-East Asian Nations

III. Recent Developments of Student Mobility Programs, i.e., AIMS and GMS-UC by SEAMEO-RIHED (by Kojima)

**by Midori Kojima
SEAMEO-RIHED
(Formerly MEXT)**



The Southeast Asian Ministers of Education Organization

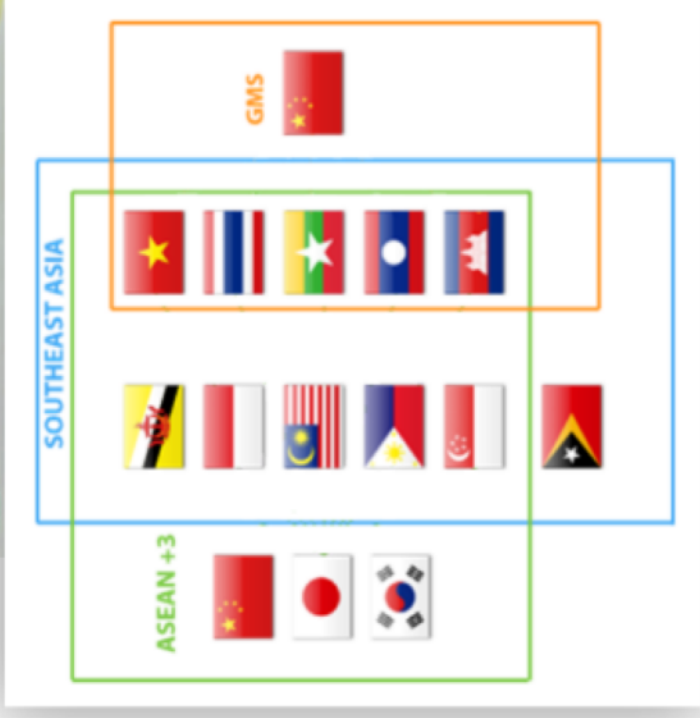


Originally founded as the Regional Institute of Higher Education and Development in Singapore in **1959**. (**60th Anniversary in 2019**)

SEAMEO RIHED

Regional Centre for Higher Education and Development

RIHED was reorganised and established in Thailand in **1993**, as a regional centre of SEAMEO. (**24 years**)



01 Early Childhood Care and Education

02 Addressing Barriers to Inclusion

03 Resilience in the Face of Emergencies

04 Promoting Technical and Vocational Education and Training (TVET)

Priority Areas 2015-2035



Promotes the harmonization and creation of a common space in higher education for the region of Southeast Asia

SEAMEO RIHED

SEAMEO RIHED's 4 Key Areas



Alignment & Development

- Curriculum Structure
- ACTFA (Credit Transfer)
- e-Learning
- Quality Assurance
- Etc.
- Policy Platforms
- Leadership & Development
- Collaborative Partners
- University Networks
- University & Community Engagement



Research (policy-driven)

As a regional hub for HE information dissemination, with a focus on policy-oriented research



Information Portal

Aims to develop a HE information portal in response to the need in the region

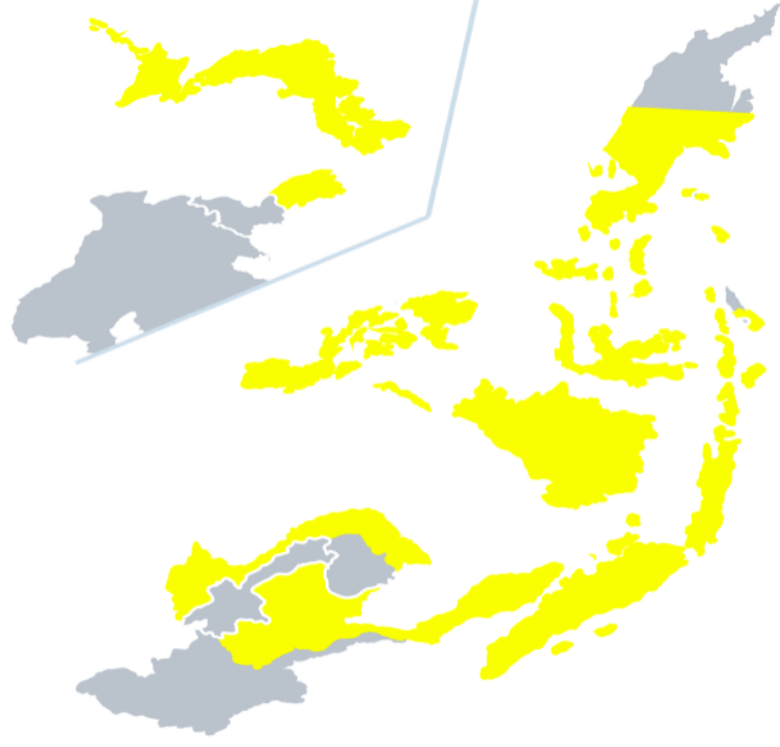
What is the AIMS Programme?



AIMS Programme



Multilateral student exchange programme that involves both governments and higher education institutions (HEIs) to enhance student mobility in Southeast Asia and beyond



The Programme was launched in 2010 as the Malaysia-Indonesia-Thailand (M-I-T) Student Mobility Programme and renamed to the AIMS Programme in 2012 to include other countries in Southeast Asia and beyond

Core Principles of AIMS Programme



Self-Sufficiency and Solidarity

Whereby each **Member Country** supports **their own participation** in the Programme, and moves forward together based on the academic readiness of each country



Balanced Mobility

Promoting both **balanced mobility and reciprocity**, the agreed number of exchange students is based on mutual agreement among participating higher education institutions, nominated by their respective governments



Supporting Mechanisms

The **Annual Review Meeting** and the **Steering Committee Meeting** are mechanisms which provide governments, institutions, and students with the opportunity to update progress, address existing challenges, and propose further improvements to the Programme.

AIMS Current Overview - 2018



Countries

8+

HEIs

69

Students

391
8*

Recent Developments



**AIMS
Operational
Handbook**



**Research
Project to
Measure
Student's
Experience**



**Ongoing
Discussion
with
Singapore**



AIMS Website



**AIMS
Certificate**

The Greater Mekong Sub-region University Consortium (GMS-UC) started in 2015



**Kick off Meeting of the GMS-UC and ACTFA
Projects and Signing Ceremony of GMS-UC Joint
Declaration for Collaboration and Excellence, 8 -
9 July 2015, Vientiane, Lao PDR**

“The Joint Declaration of GMS University Consortium for Collaboration and Excellence” signed in 2015

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
- Quality Assurance

The Experts Meeting for Academic Credit Transfer Framework for ASIA (ACTFA)

12-13 December 2017, Bangkok, Thailand



- Collected feedback from stakeholders on the progress of ACTFA and its relevance to their institutions
- Collected expert opinions on the development of a project outputs such as handbooks, guidelines and reference table
- Next step: Review, Publish and distribute ACTFA Publication



Project on “Support for Capacity Building of the Greater Mekong Sub-region University Consortium (GMS-UC)” (Phase 1)

- Focus on **Capacity Building** in bringing regional alignment
- Supported by the cooperation of ASEAN Secretariat under the framework of the Japan-ASEAN Integration Fund (JAIF)
- Timeframe – January 2018 to December 2019 (2 years)
- Continuing effort from the previous ADB-funded project



Japan-ASEAN Cooperation



Project objectives and outcomes we aspire

- To engage in members of GMS-UC in higher education development by conducting activities such as workshops
- Sharing experience among the Mekong region and ASEAN
- Enhanced **capacities** of member universities of the GMS-UC on:



The Kick-off of the Project on Support for Capacity Building of the Greater Mekong Sub-region University Consortium (GMS-UC) and the 1st Rectors Forum on 20-21 July 2018, Bangkok, Thailand



Signing ceremony of the Joint Statement

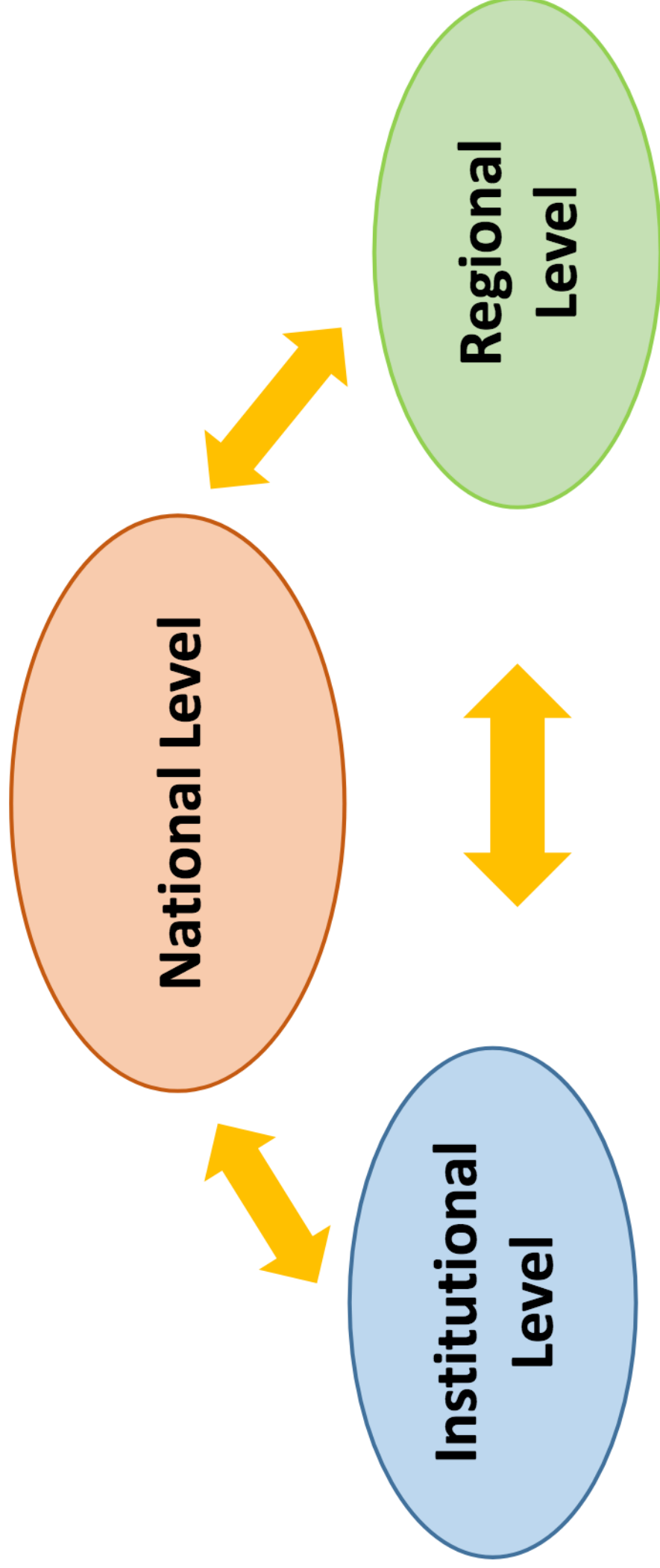
Participating Universities



CAMBODIA	LAO PDR	MYANMAR	THAILAND	VIETNAM
Chea Sim University of Kamchaymear (CSUK)	Savannakhet University	Yadanabon University	Kasetsart University	Thuyloi University
Royal University of Phnom Penh	National University of Laos	East Yangon University	King Mongkut's University of Technology Thonburi (KMUTT)	University of Transport and Communication
Svay Rieng University	Champasack University	Myeik University	Mae Fah Luang University	Vietnam National University of Agriculture
University of Battambang	Souphanouvong University	Yenanchaung Degree College	Thammasart University	Hue University
			Chiang Rai Rajabhat University	
			Suan Sunandha Rajabhat University	

Promoting utilization of APT Guidelines

Actions in multiple levels



IV. Issues and Future Challenges

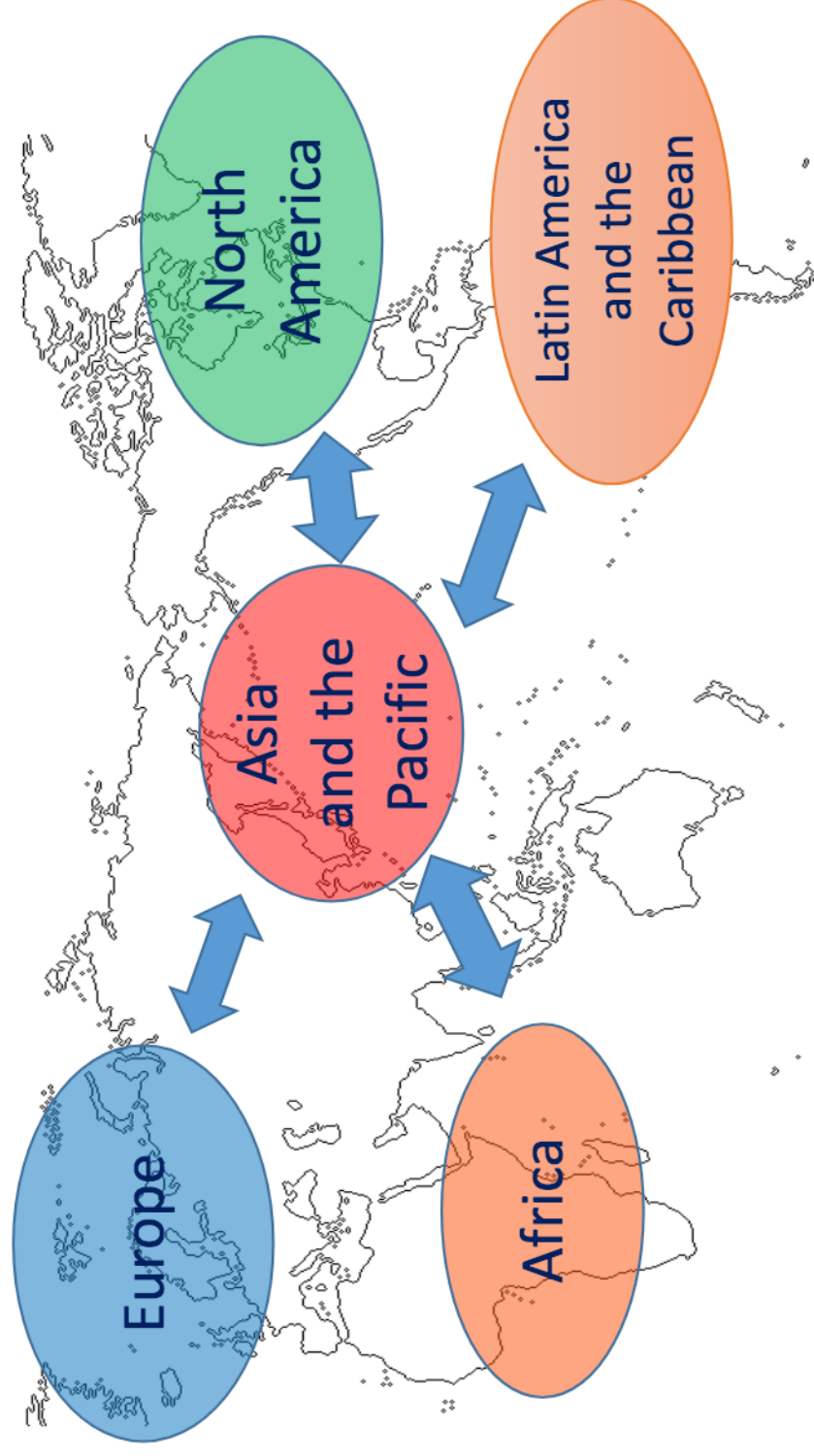
by Dr. Kitamura

Prospects for Future Discussion

- **Mutual Recognition and Trust** → Universities must mutually recognize and trust the compatibility of institutions, curriculums, credits, grades, academic degrees, etc.
- The Guidelines are essential to establish **a common framework** in the region in order to promote inter-university and student exchanges. → Reflecting **diversity** in the region
- The Working Group will discuss how to deepen their cooperation for the establishment of **“Asian Higher Education Community.”**

Sharing Our Experiences

Asia and the Pacific, ASEM, EU-Share ...



Discussion Questions

- 1. Can the alignment process of Asian higher education improve the mutual trust and expand the size of student mobility in Asia?**
- 2. Is this a positive direction for Asian higher education in order to improve their quality and competitiveness in today's “global knowledge society” ?**
- 3. Will this trend influence American higher education positively or negatively?**