EUROPEAN UNION SUPPORT TO HIGHER EDUCATION IN THE ASEAN REGION
Introducing SHARE

- **Objective:** strengthening regional cooperation, enhance the quality, regional competitiveness and internationalisation of ASEAN HEI contributing to an ASEAN Community

- **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

- **Time:** Four years, from early 2015 to end of 2018

- **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)
POLICY: Studies and Briefings

POLICY BRIEFS

PB 1: Towards Greater Harmonisation in HE (2016)
PB 2: Credit Transfer Systems and Student Mobility (2016)
PB 3: Towards a shared understanding of QA (2017)
PB 4: Degree Structures & the Harmonisation of HE (2017)
PB 5: Qualifications Frameworks (forthcoming)
PB 6: Student Mobility in ASEAN (tbc)
PB 7: Internationalisation of Universities in CLMV Countries (tbc)

STUDIES

The AQRF and NQFs (2015)
Student Mobility and CTS (2016)
Higher Education QA in ASEAN (2016)
Degree Structure in ASEAN (2016)
National QA Case Studies (forthcoming)
QA Arrangements in NQFs (forthcoming)
Qualifications Frameworks (QF) and Quality Assurance (QA)

Result 2a & 2b – Overarching Goals:
Foster ASEAN-European dialogue and exchange of experiences and best practise
Framework Development by ASEAN-EU expert teams
Support dissemination at national level (national workshops)
Feed results into regional policy dialogue (create linkages to other RAs)

Result 2a – ASEAN Qualifications Reference Framework (AQRF):
Goals:
• Reviewing the implications for the AQRF for HE
• Supporting the dissemination of the AQRF and the alignment of National and AQRF
• Strengthening institutional capacities to develop NQF (using the AQRF as a reference)

Result 2b – ASEAN Quality Assurance Framework (AQAF):
Goals:
• Further development of the AQAF
• Supporting the dissemination of the AQAF and the alignment of National and AQAF
• QA Capacity Development for staff of HEIs and QAA and assessors
State of Play report on ASEAN Qualifications Reference Framework and NQFs by Bateman & Coles

Findings: SHARE project can add value in the following broad areas:

- Anything to do with implementation such as capacity building, supporting the use of learning outcomes, helping establish and communicate NQFs in country, supporting referencing, establishing the official portal
- Encouraging higher education to use the AQRF; including internal and external quality assurance capacity development
- Facilitating exchange between ASEAN Member States
- Helping to develop a monitoring and evaluation function and a procedure for amendment, as part of the AQRF architecture
- Assisting in the preparedness of the ASEAN Member States to facilitate recognition of labour mobility through other than MRAs is limited until such facilities are established.
## Status of QFs in ASEAN

<table>
<thead>
<tr>
<th>Country</th>
<th>Level of establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei Darussalam</td>
<td>Established 2013, initial stages of implementation</td>
</tr>
<tr>
<td>Cambodia</td>
<td>Established 2012, initial stages of implementation</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Established 2012, initial stages of implementation</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>Planned</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Established 2007, fully implemented and at review stage</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Planned</td>
</tr>
<tr>
<td>Philippines</td>
<td>Established 2012, initial stages of implementation</td>
</tr>
<tr>
<td>Singapore</td>
<td>Sector QF – Workforce Skills Qualifications system, established 2003</td>
</tr>
<tr>
<td>Thailand</td>
<td>Established 2014, initial stages of implementation, 3 established sub frameworks</td>
</tr>
<tr>
<td>Vietnam</td>
<td>Planned</td>
</tr>
</tbody>
</table>

Source: Bateman & Coles, 2015
# Structures of QFs in ASEAN

<table>
<thead>
<tr>
<th>Country</th>
<th>Levels</th>
<th>Domains</th>
</tr>
</thead>
</table>
| Brunei Darussalam | 8      | • Knowledge and skills (the types of knowledge and skills involved)  
                  • Practice: Applied Knowledge  
                  • and Understanding (the context in which the knowledge and skills are applied)  
                  • Generic Cognitive Skills  
                  • Communications, ICT and Numeracy Skills  
                  • Autonomy, Accountability and Working with others (the level of independence). |
| Cambodia        | 8      | Knowledge, cognitive skills, psychomotor skills, interpersonal skills and responsibility, and, communication, information technology and numerical skills. |
| Indonesia       | 9      | Consists in 2 parts:  
                  • General – characteristics, personalities, working attitudes, ethics and morality  
                  • Specific:  
                  1. Skills in fulfilling the job and competence  
                  2. Science/knowledge  
                  3. Methods and level of competence in applying science/knowledge  
                  4. Management skills# |
| Lao PDR*        | 8      | Knowledge, skills application and social skills                                                                                     |

Source: Bateman & Coles, 2015
## Structures of QFs in ASEAN

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</tr>
</thead>
<tbody>
<tr>
<td>Malaysia</td>
<td>8</td>
<td>Knowledge, Practical skills, Social skills and responsibilities, Values, attitudes and professionalism, Communication, leadership and team skills, Problem solving and scientific skills, Information management and lifelong learning skills, Managerial and entrepreneurial skills</td>
</tr>
<tr>
<td>Myanmar*</td>
<td>8</td>
<td>Knowledge and skills, application and competence, responsibility</td>
</tr>
<tr>
<td>Philippines</td>
<td>9</td>
<td>Process, responsibility and application</td>
</tr>
<tr>
<td>Singapore</td>
<td>6</td>
<td>• level of knowledge and skills involved</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• level of application of the knowledge and skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• level of accountability, independence, self organisation or organisation of others that is required to solve problems or complete tasks, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• cognisant of the occupational levels and range and depth of the knowledge and skills required of the jobs which the qualifications relates to.</td>
</tr>
<tr>
<td>Thailand</td>
<td>9</td>
<td>Knowledge, skills and attributes</td>
</tr>
<tr>
<td>Vietnam*</td>
<td>8</td>
<td>Knowledge, skills autonomy and responsibility</td>
</tr>
</tbody>
</table>

Source: Bateman & Coles, 2015
Structures of QFs in ASEAN

Not all have supplementary documentation, e.g.
- Validation of non formal and informal learning processes
- Qualification type descriptors
- Titling rules
- Certification processes

Not all have governance arrangements in place, e.g. there is no responsible agency to monitor and manage the framework

Learning outcomes implementation is slow

Internationalisation:
- Poor linkages with other frameworks
- Limited structures related to UNESCO convention – recognition of qualifications
- Not all have a diploma supplement or other recognition/transparency tools in place or implemented nationally.
AQRF - overview

- regional common reference framework
- device to enable comparisons of qualifications across ASEAN Member States (AMS)
- translation tool that can broaden the understanding of national qualifications systems of AMS
- addresses all education and training sectors and the wider objective of promoting lifelong learning
- ‘education sectors’ is defined in a broad sense, incorporating informal, non-formal and formal learning. Formal learning includes but is not limited to post-compulsory schooling, adult and community education, TVET and higher education
Components

• 8 levels
  ▪ hierarchy of levels of complexity of learning which use learning outcomes as the metric for the hierarchy
  ▪ level descriptors aim to provide a reference point for the levels in national qualification frameworks and national qualification systems
  ▪ two domains:
    o Knowledge and skills
    o Application and Responsibility
QF activities: National Workshops

8 workshops in total: 3 in 2016 and 5 in 2017
Large buy-in from & partnership with national authorities
\[ \Rightarrow \text{Need to strike a good balance between policy dialogue and hands-on work} \]

Most workshops draw an active link to Quality Assurance

Common workshop objectives

• Raising awareness, facilitating a better understanding on regional frameworks and analyzing the current status quo
• Enabling an understanding on the consequences of an outcome-based university curriculum
• Identifying current needs and challenges for capacity development
• Enabling regional policy dialogue to understand the differences between countries and to strengthen mutual learning
National Workshops on Qualification Frameworks & Quality Assurance 2016-2017

Siem Reap, Cambodia on 19-20 July 2016
Phnom Penh, Cambodia 18-20 Oct 2017 (tbc)

Bangkok, Thailand 31 Aug – 1 Sept 2017
Jakarta, Indonesia 6-8 Feb 2017

Vientiane, Laos 5-7 June 2017
Yangon, Myanmar 4-6 Sept 2017

Da Nang, Vietnam 30 May – 1 June 2017

Manila, Philippines on 17-18 Nov 2016
Manila, Philippines 7 Dec 2017 (tbc)

Kuala Lumpur, Malaysia on 4-5 May 2016
Kuala Lumpur, Malaysia 21 Sept 2017

Myanmar
Laos
Vietnam
Brunei
Singapore
Indonesia

December 2016
Cp. Annual Workplan
NQF/QA workshops: Preliminary outcomes

• Various states of NQF implementation and readiness to align with AQRF
• AQRF as an opportunity to catch-up (CLMV)
• System size matters: e.g. implementing change in Indonesia vs. Cambodia
• HE and Education in general is often a shared responsibility:
  ▪ Who is driving the reform process?
  ▪ Can a common framework be defined?
• Dialogue with employers and industry is taking place, but needs to be strengthened
• Outcome-based curricula is welcomed, but further need for capacity building
  -> In 2018 Training of Trainers planned
Where do we stand in Result Area 3 a-b?
Result Area 3 a-b
Credit Transfer System

Where do we stand? Activities in 2015-2016

Studies and surveys

- Common survey with Nuffic on mobility and credit transfers in July/August 2015 (report available)
- Self-analysis on HE and credits in each ASEAN country (Report to be published in 2017)
- “Mapping Student Mobility and Credit Transfer Systems in the ASEAN Region”
  Published in February 2016, in coordination with EP-Nuffic
- Policy Brief No. 2 “Enhancing Internationalisation in ASEAN: CTS and Student Mobility” published in November 2016
Result Area 3 a-b
Credit Transfer System

Where do we stand? Activities in 2015-2016

Design and trial of a set of SHARE Mobility Tools

SHARE Charter for Institutions
SHARE Charter for Mobile Students
Inter-Institutional Agreement
Learning Agreement (original)
Learning Agreement (amendment)
Transcript of Records
Certificate of Attendance
Certificate of Validation and Recognition of Credits

Design and trial of the SHARE Platform

www.share-asean.org

The Mobility Tools and Platform are tested by the 29 partner HEIs in ASEAN + students.
Organisation of mobility: implementation of mobility tools
Organisation of mobility: implementation of mobility tools

- Course catalogue
- Mobility Tools
  - Learning Agreement
  - Transcript of records etc.
- Credits
  - Certificate of Recognition
  - Credit transfer Sheet etc.

Credit Transfer System
Result Area 3 a-b
Credit Transfer System

Recognition = key word

Multiple systems, multiple credit calculations

Limit the jargon to increase ownership

European Experts’ Seminar
9-10 February 2017

Keep it flexible in ASEAN

The issue of employability

Internships

Diploma supplement

Limit the paperwork
It is a triangle process in which all parties have their role to play. Guidance to students in the process is expected.

In conclusion…

Easy access to programme and course units descriptions is a must! Liaison between Home University and the Host University is key in the mobility process.
Scanning of the national constraints and internal organisations in the ASEAN countries
Result Area 3 a-b
Credit Transfer System

Commonalities of Higher Education systems

- National regulations are in place for credits.
- Common levels with Europe
- More or less associated with Learning Outcomes

4 levels: Short cycles

BA
MA
PhD
Result Area 3 a-b
Credit Transfer System

Scanning of the national constraints and internal organisations

ASEAN – About credit points

Credits are attached to a level of diploma:

• Example BA: 120 – 150 credit points
• Including in countries with no operational NQF

The duration of studies counts less than in Europe:

• A student might take 8 years to complete BA studies

Credits can be accumulated and transferrable:

• For BA and MA
• Including for short cycles
Credits points are mostly based on contact hours:

- Lecture courses
- Tutorial classes
- Fieldwork
- Laboratory hours
- Workshops

Signification variations:

- Some countries include only lecture courses, others give more weight to laboratory hours.

Homework is rarely included (except in Thailand + Malaysia)
Result Area 3 a-b
Credit Transfer System

Scanning of the national constraints and internal organisations

ASEAN – About credit points

The correlation contact hour-credit:

• In Europe, 1 credit +/- 25 – 30 hours
• In ASEAN, 1 credit +/- 15 – 40 hours

Why such a variation in ASEAN?

• Depends on what contact hours include
• Malaysia includes a lot: 1 credit = 40 hours
• Laos: 1 credit = 16 teaching hours

The calculation is changing in every ASEAN country and inclines to be more reflective of the real effort the student should make to learn and obtain the expected level of learning outcomes.
Scanning of the national constraints and internal organisations

There is no consolidated system of credits:

- 3 parallel systems across ASEAN (UCTS, AACS, ACTS)
- Several systems are used alternatively by universities within the country
- Universities might have set their own credit system (Myanmar)
- Transposition of credits between the systems remain unknown, and far too complex for a student to have trust in the system
- Quality assurance does not cover credits so far.
Result Area 3 a-b
Credit Transfer System

Scanning of the national constraints and internal organisations

ASEAN – About credit points

Credits are not associated with academic years:

- In Europe, BA 120-150 credits, 4 800 hours → 25-30 hours / credit
- Similar in Malaysia, but not in other ASEAN countries
- In ASEAN there is no correlation between duration of studies and credits.
Result Area 3 a-b
Credit Transfer System

Scanning of the national constraints and internal organisations

What can we say at this stage?

The obstacle for mobility and recognition is not only about the way of calculating credits.

Harmonising the calculation of credit points would be meaningless:

• There are country-specific logics underpinning the credits points.
• Mobility strategies are differing, should they exist in ASEAN countries (see outbound/inbound students).
• There is no scientific way of calculating credits.

The obstacles are twofold:

• The credits are not necessarily associated with comparable / compatible learning outcomes.
• The credits points are not organized within a system of credit transfer.
Scanning of the national constraints and internal organisations

At the moment, how do universities operate in practice?

In most cases, deans and faculty design programmes:

• On a specific field (often disciplinary)
• Including pedagogues ensuring programmes comply with national regulations

Sometimes programmes design is framed:

• In national regulations, quite prescriptive
• Regulated by national committees that decide at a detailed level what the content and organisation should be
• Professional committees for regulated professions

Other cases (Singapore):

• Bottom-up
• Consultation and transparency
• Submission to Ministry
Result Area 3 a-b
Credit Transfer System

Scanning of the national constraints and internal organisations

Our analysis

There is a need to provide the instruments to better involve the stakeholders.

• Few non-academic are involved in programme design:
• IROs take care of the organisation of students’ mobility, not of student recognition
• Students representation is ignored.
• Limited interactions with employers (except for VET and some countries with entrepreneurial universities, such as Singapore and Malaysia)

→ Credits associated with learning outcomes could be an opportunity to design quality programmes.
There are favorable conditions for a system:
• NQF are established and have paved the way, QA is expanding.
• Most national strategies consider Higher Education as a vehicle for human capital development.

Our assumption:
• The room for maneuver is framed in national regulations in many ASEAN countries.
→ Both universities and ministries should be acquainted with learning outcomes and the credit transfer system.
Thank you for your attention!

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SHARE Expert Team Leader for Campus France
SHARE EU Key Expert for Campus France
SHARE IT Expert for Campus France (CTS online Platform)
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