Current Development in Asian Higher Education

Workshop 1: Quality Assurance & Recognition and Balanced Mobility

Dr. Chantavit Sujatanond
Presentation Outline

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

Facilitating, Coordinating and Working Towards Mutual Agreements

Multilateral Collaboration and Partnership

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

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)
Overview on Higher Education in Southeast Asia
Diversity of SEA: Population Statistical in 2018

- 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**.

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Brunei</td>
<td>0.434 million</td>
</tr>
<tr>
<td>Cambodia</td>
<td>16.2 million</td>
</tr>
<tr>
<td>Indonesia</td>
<td>266.7 million</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>6.9 million</td>
</tr>
<tr>
<td>Malaysia</td>
<td>32.0 million</td>
</tr>
<tr>
<td>Myanmar</td>
<td>53.8 million</td>
</tr>
<tr>
<td>Philippines</td>
<td>106.5 million</td>
</tr>
<tr>
<td>Singapore</td>
<td>5.7 million</td>
</tr>
<tr>
<td>Thailand</td>
<td>69.1 million</td>
</tr>
<tr>
<td>Timor-Leste</td>
<td>1.3 million</td>
</tr>
<tr>
<td>Vietnam</td>
<td>96.4 million</td>
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</tbody>
</table>

Source: http://www.worldometers.info/world-population/south-eastern-asia-population/
Diversity of SEA: Number of Students

No. of Students (approx)

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

Total: 15 Million++

Source:
University Mobility Networks in Asia
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
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.
## Comparison Table: International Credit Transfer Systems

<table>
<thead>
<tr>
<th>Nations &amp; Systems</th>
<th>[Asia (AACs*)]</th>
<th>[USA]</th>
<th>[Europe] ECTS *4</th>
<th>[Latin America] CLAR *4</th>
<th>[UK] CATS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Conversion</td>
<td>1 credit point</td>
<td>≃ 1 credit</td>
<td>≃ 1.5 ECTS</td>
<td>≃ 1.5 CLAR</td>
<td>≃ 3 credits</td>
</tr>
<tr>
<td>Student Workload</td>
<td>38-48 hours *3</td>
<td>≃ 45 hours *3</td>
<td>37.5-45 hours</td>
<td>37.5-45 hours</td>
<td>Converted from ECTS (30 CATS hours)</td>
</tr>
<tr>
<td>Teaching/Contact Hours (in units of academic/credit hours)</td>
<td>13-16 *3</td>
<td>≃ 15-16 *3</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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

**Credits Transfer Framework**

- Facilitated Students Mobility
- Raised Awareness on Quality
- Created Platform for Networking (i.e. GMS-UC)
- Built Capacities & Mutual Trusts
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

<table>
<thead>
<tr>
<th>Credit Definition</th>
<th>Cambodia</th>
<th>China</th>
<th>Lao PDR</th>
<th>Myanmar</th>
<th>Thailand</th>
<th>Vietnam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Semester</td>
<td>15 weeks</td>
<td>--</td>
<td>16 weeks</td>
<td>16 weeks</td>
<td>15 weeks</td>
<td>15 weeks</td>
</tr>
<tr>
<td>Levels</td>
<td>120 credits (Bachelor); 45 credits (Masters); and 54 credits (PhD)</td>
<td>144-190 credits (Bachelor); 20-40 credits (Masters); and 13-45 credits (PhD)</td>
<td>120-150 credits (Bachelor); 36-52 credits (Masters) and 48-72 (PhD)</td>
<td>168-174 credits (Bachelor); 64 credits (Masters) and 32 credits minimum (PhD)</td>
<td>123-150 credits (Bachelor); 36 or more credits (Masters) and 48 for PhD</td>
<td>--</td>
</tr>
</tbody>
</table>
Thank You Very Much

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SEAMEO RIHED
The SEAMEO regional centre for higher education and development

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