

# Key Factors for Sustainable International Collaborative Higher Education Programs

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SEAMEO RIHED**

**NIAD-QE research project Webminar on  
"QA for Sustainable International Collaborative Higher  
Education Programs"  
5 February 2019**





## **Overview on Higher Education in SEA**



### **Policy Sharing: CLMV Focus**



### **SEAMEO RIHED Works and Initiatives**

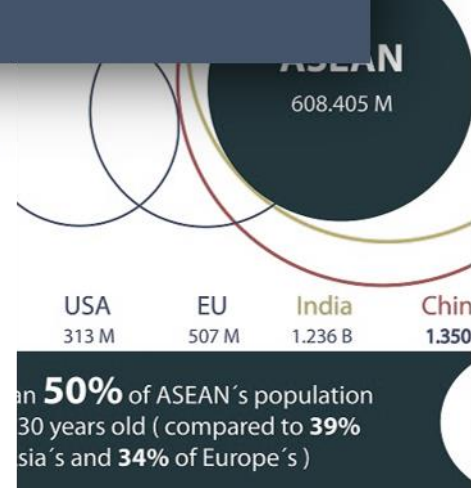


### **Success and Sustainable factors**

## Southeast Asia



## Southeast Asia: Diverse Community





# Southeast Asia:

## DIVERSE COMMUNITY

Historical Background

Population Density

Education

Culture

Politics

Language

Income and GDP



Diversity

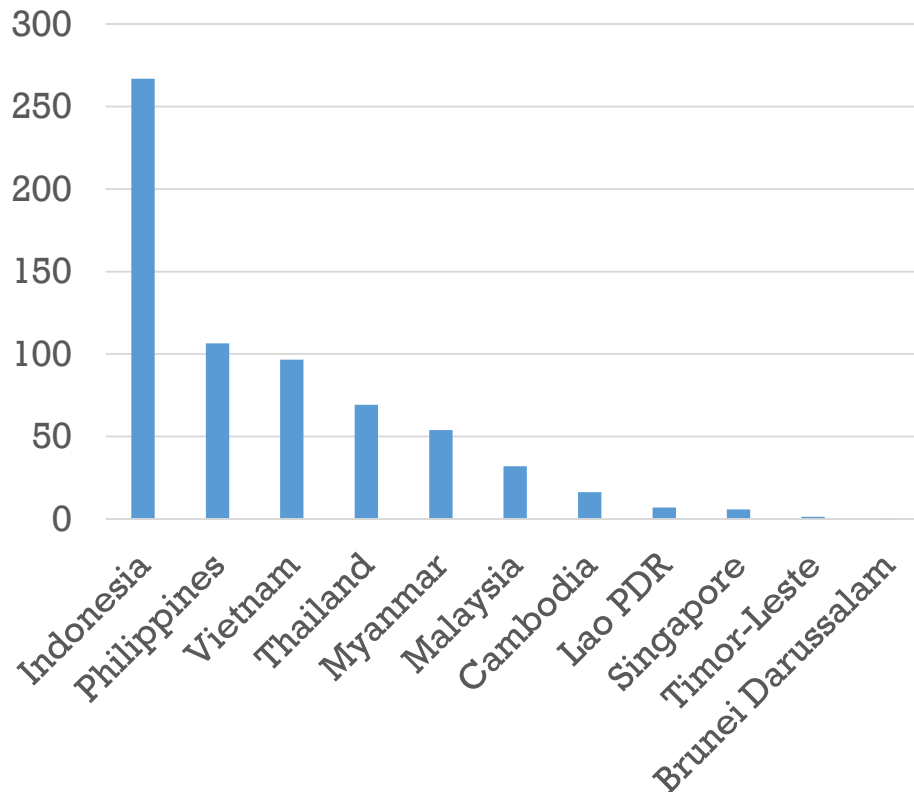


# Diversity of Southeast Asia



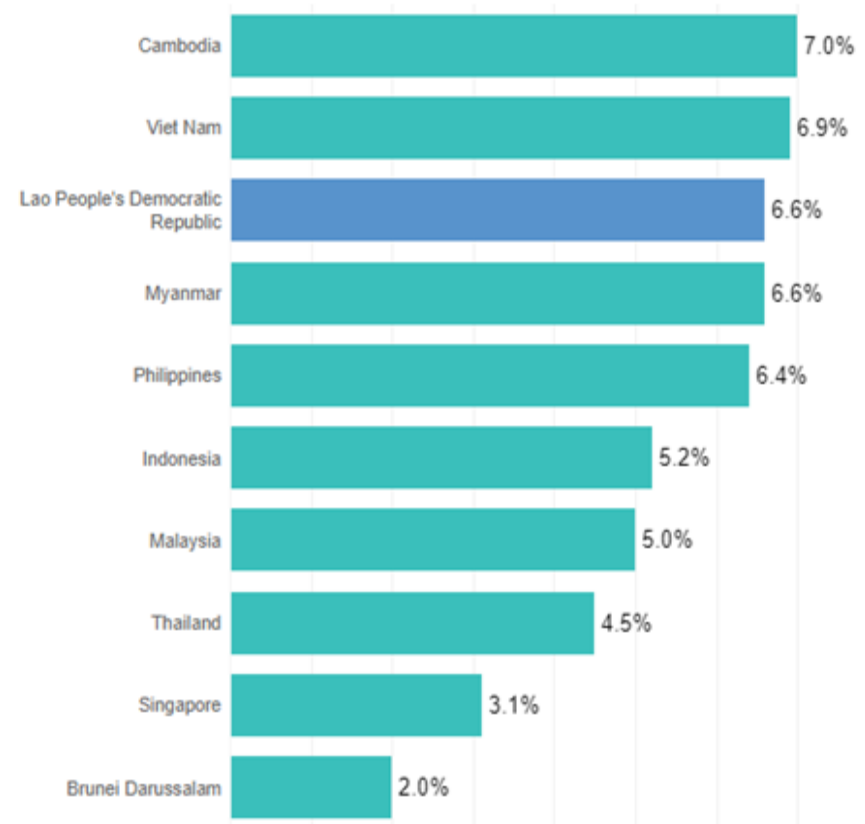
- Current population ~ 659 million as of Jan 2019
- SEA population = 8.59% of total world population

## Population size in million



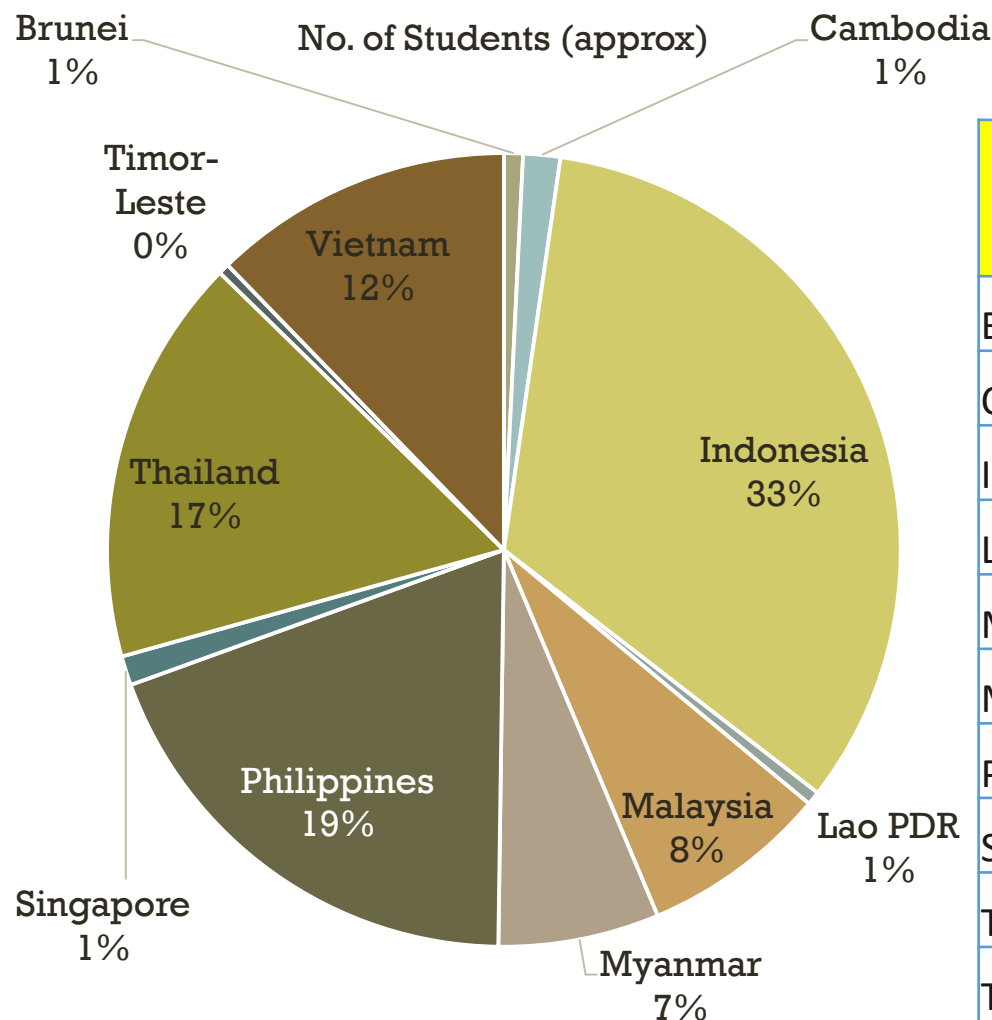
Source: <http://www.worldometers.info/world-population/south-eastern-asia-population/>

## GDP Growth rate, 2018



Source: Asian Development Bank. *Asian Development Outlook 2018 Update*

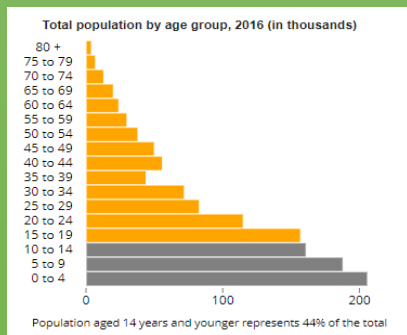
# Diversity of SEA: Higher Education



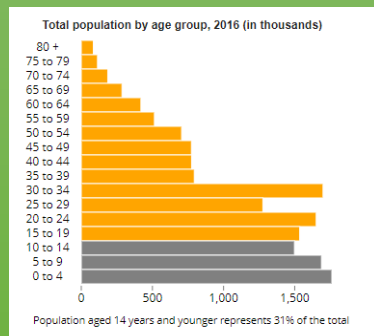
**Total: 13 Million++**

	No. of Students (approx)	No of HEIs
Brunei	111,698	9 (by 2017)
Cambodia	217,840	121 (by 2017)
Indonesia	4,790,000	3,308 (by 2018)
Lao PDR	79,758	80 (by 2018)
Malaysia	1,100,000	612 (by 2018)
Myanmar	946,134	134 (by 2018)
Philippines	2,777,548	1,906 (by 2018)
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)

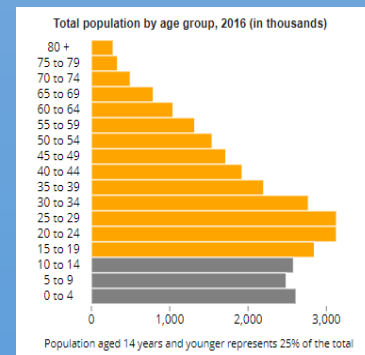
## Timor-Leste



## Cambodia



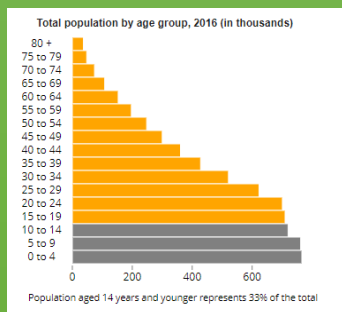
## Malaysia



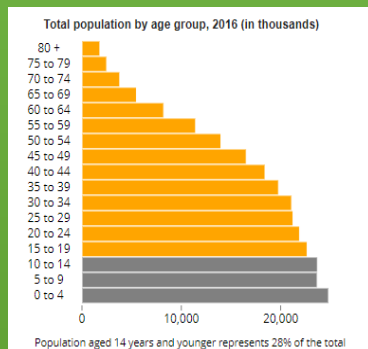
# Total Population by Age Group, 2016



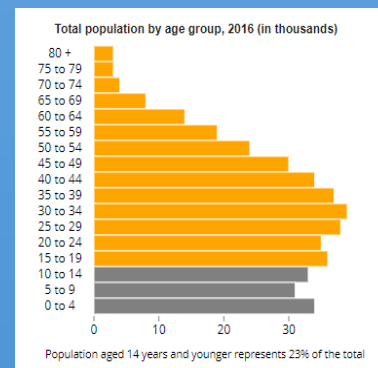
## Lao PDR



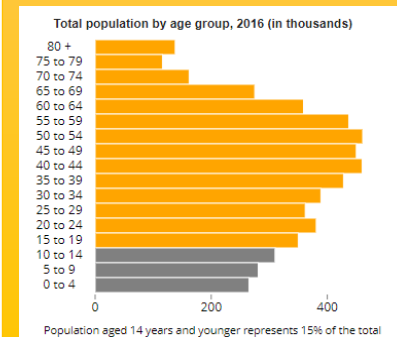
## Indonesia



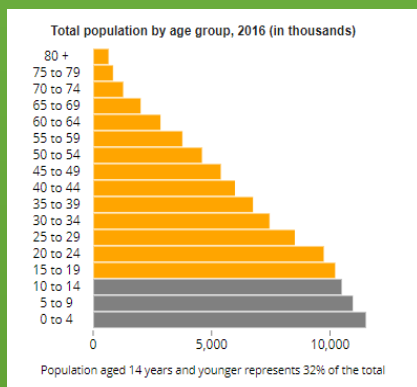
## Brunei Darussalam



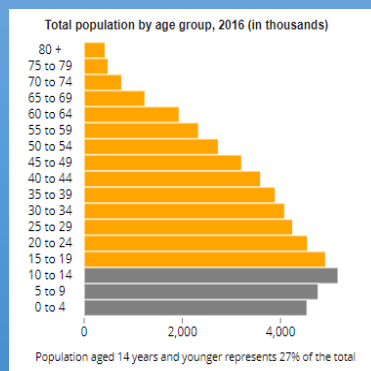
## Singapore



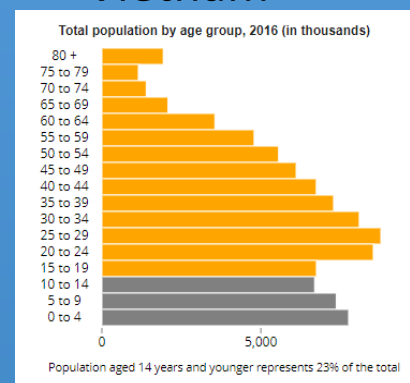
## Philippines



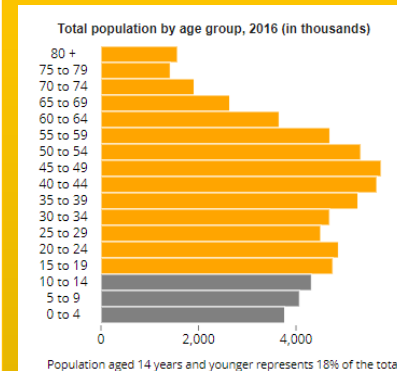
## Myanmar



## Vietnam



## Thailand



# RAPID AGING

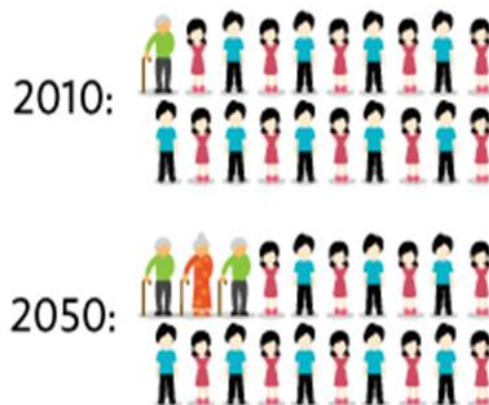
Source: adb.org



## 200 MILLION:

Number of senior citizens  
in the PRC by 2015

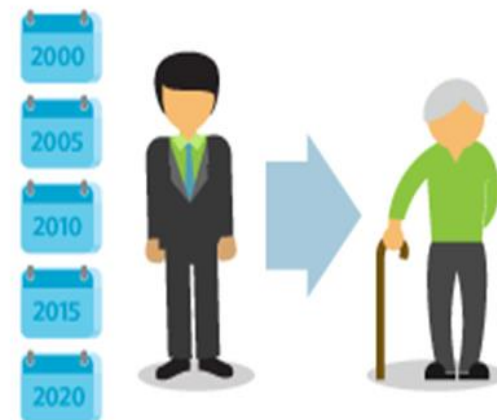
The country now has  
more senior citizens  
**than all European Union  
countries combined.**



## 15%:

Percentage of persons  
aged 65 and older  
in Malaysia by 2050

**This is triple**  
the 2010 percentage  
of 4.8%.



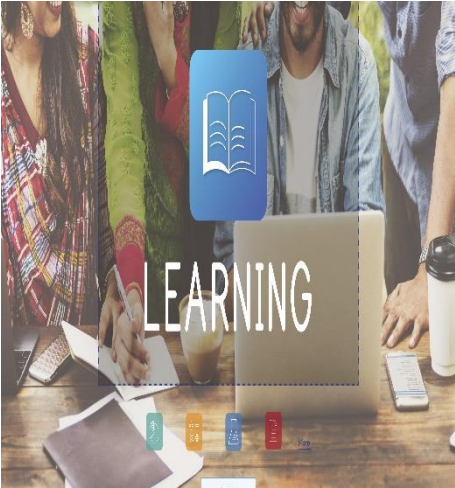
## 20 YEARS:

Time needed for Viet Nam  
to make the transition  
from aging to aged

Japan: **26 YEARS**  
Thailand: **22 YEARS**

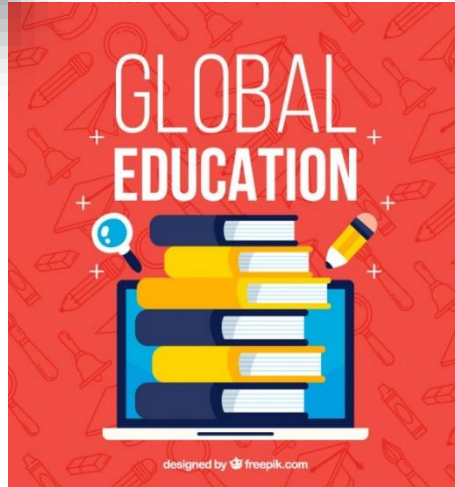
However, as a region, more than **50% of population in Southeast Asia is under 30 years old** (compared to 39% of East Asia's and 34% of Europe's)





# Policy Sharing

## CLMV Focus





# Cambodia

## Key Challenges and Policies

### ○ Background

- The 1980s – Reborn Period, establishment & rehabilitation
- The 1990s – Reforming/Restructuring/Development;
- 1996-1997 – Privatization in HE and Private HEIs
- The Early 2000s – Growth of Private HEIs
- Since 2010: addressing skill gap and internationalisation

### ○ Absence of key Strategies, Policies and Support

- Policy for Research collaboration
- Policy on students and faculty mobility
- Budget allocation to promote internationalization
- Few academic programs conducted in foreign languages
- Student Visa policy

### ○ Selected Policies and Strategies

- HE vision 2030 and HE Mid-Term review (2015-2018): twinning programs and networking (local and international)
- Cambodian Higher Education Roadmap 2030 and Beyond to push internationalization



# Myanmar

Source: National Education Policy Commission , 2018



## Current internationalisation activities in the Higher Education Sector in Myanmar

- **Students and Staff Mobility** : still limited but increasing progressively
- **Institutional linkage**: (91) MoUs/MoAs with some universities (mostly with Asian universities)
- **Research Collaborations**: in HEIs like Yezin Agricultural University, Mawlamyaing University, University of Yangon, University of Mandalay
- **Regional Connectivity** with SEAMEO RIHED, AUN, and etc.
- **Policy**: National Education Strategic Plan (2016-2021) and forward

## Trends and Opportunity

- Moving toward **Autonomy**: Academic, Administrative, Staffing & Financial
- Established **National Quality Assurance body** ( National Accreditation and Quality Assurance Committee) →link with international HEIs and QA agencies
- **Rectors' Committee** will be playing the main role in IZN in HE
- **National Institute for Higher Education Development ( NIHED )**→technical support from British Council, Myanmar and with collaborations with international agencies such as EU SHARE, CEU, Irrawaddy Policy Exchange (UK)



# Lao PDR



## Strategies for the development of HE up to 2020 (targets)

1. 200,000 students study at HEIs both public and private (5 universities under MoES expect to have 45,000 students) by 2020.
2. At least 45% of Female studying in HEIs
3. 5 professional curricula in foreign languages.
4. % of graduates who get jobs reaches 85%.
5. Build one technology university and one private university.
6. Upgrade lecturers at each course at ratio 1:6:3.
7. Internal and External QA in all HEIs
8. All necessary legislation is available.
9. Research papers are published in national and international journals.

## Strategies for the development: Six Strategic Thrusts

1. HE Development to meet the relevance labor market and national socioeconomic development
2. Improve the quality of HE
3. Promote the research, technology development and academic service to meet the needs for socioeconomic development
4. Improve the quality assurance system  
Improve the Governance and Management of HE
5. Promote the national and international cooperation





# Vietnam

Vietnam places emphasis on the fourth industrial revolution and the need to prepare students for the future.

The reform agenda includes:-

- Greater Autonomy for institutions
- Improving teaching and learning quality
- Ensuring that the graduates are employable.
- Engaging with industry more closely.

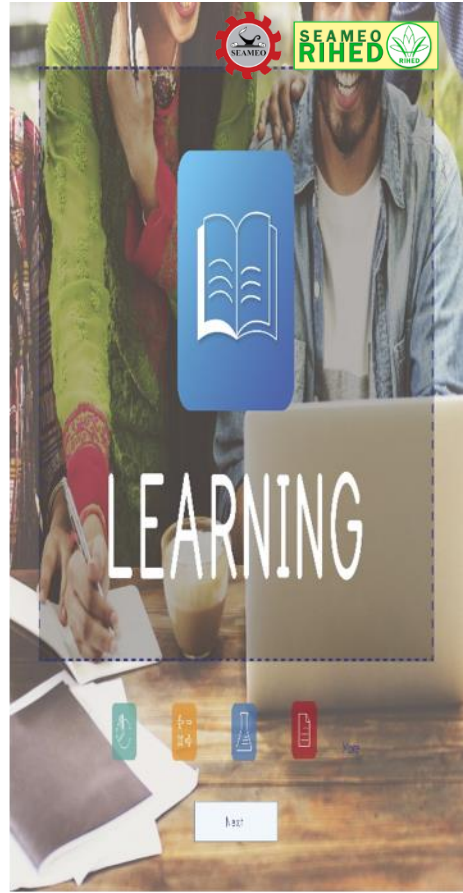
Source: British Council, 2018

There is significant investment from overseas industry mainly from Japan and Korea.

## Trends & Opportunity

Source: MOET, 2018

- Profound changes in pedagogy for student learning and business models for programs and institutions.
- Demand for higher education and international student mobility; technologies supporting online courses and growth 'blended' learning; government pressure to cut the cost of course provision; and more partnerships between different kinds of institutions.



# SEAMEO RIHED works and initiatives





The Southeast Asian Ministers of  
Education Organization



## SEAMEO RIHED

Regional Centre for Higher Education  
and Development



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

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





# 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.



### Cooperation & Synergy

- Policy Platforms
- Leadership & Development
- Collaborative Partners
- **University Networks** (AIMS, **GMS-UC**, ACNET-EngTech, ACACA, ACAPHEI)
- 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



# SEAMEO RIHED: address challenges, promote alignment & bridge the gaps

- ✓ **Bridging gaps** across the region with capacity building and giving priorities to those in need
- ✓ Serving as a **gateway to other regions and strengthening international cooperation**



- ✓ Promoting **alignment and development** of higher education systems and structure at a regional level
- ✓ Playing a stronger role in **connecting Govt/HEIs/sub-systems** within Higher Education together **physically and digitally**

# Regional Efforts SEAMEO RIHED



## Policy Platforms: SEA-HiEd & GBM

The Centre's regional engagement in HE takes place through two formal platforms where RIHED is guided by the collective decisions of member countries & works towards region-wide implementation of priorities for the harmonisation of HE



## The AIMS Programme

The AIMS Programme provides a regional platform for both 8+ national governments and 69+ participating HEIs to promote and enhance mobility of more than 4100+ students (2018)



## Academic Credit Transfer Framework For Asia (ACTFA)

The development & piloting of a common credit transfer framework with broad applicability to enhance mobility & regional human resources



## Support for Capacity Building of the GMS-UC (Phase 1)

To enhance the alignment and development of a common space in HE for the region by engaging selected universities of the GMS-UC in capacity building activities.



## Study Visit 1<sup>st</sup> RIHED—JANU Study Visit and Seminar

On 23-29 June 2019, in collaboration with JANU, RIHED will conduct the 1<sup>st</sup> Study Visit and Seminar to Japan (Kyoto, Kobe, Osaka) to promote and enhance collaborations among HEIs in SEA and Japan





# The GMS University Consortium (GMS-UC)



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

- Strengthen and accelerate cross-border collaboration
- Capacity building, credit transfer, exchanges
- Foster HE harmonisation in GMS countries and beyond

## Leadership Forum



## Academic Credit Transfer Framework for Asia (ACTFA)



## Curriculum Design Workshop





Asian Development Bank  
FIGHTING POVERTY IN ASIA AND THE PACIFIC

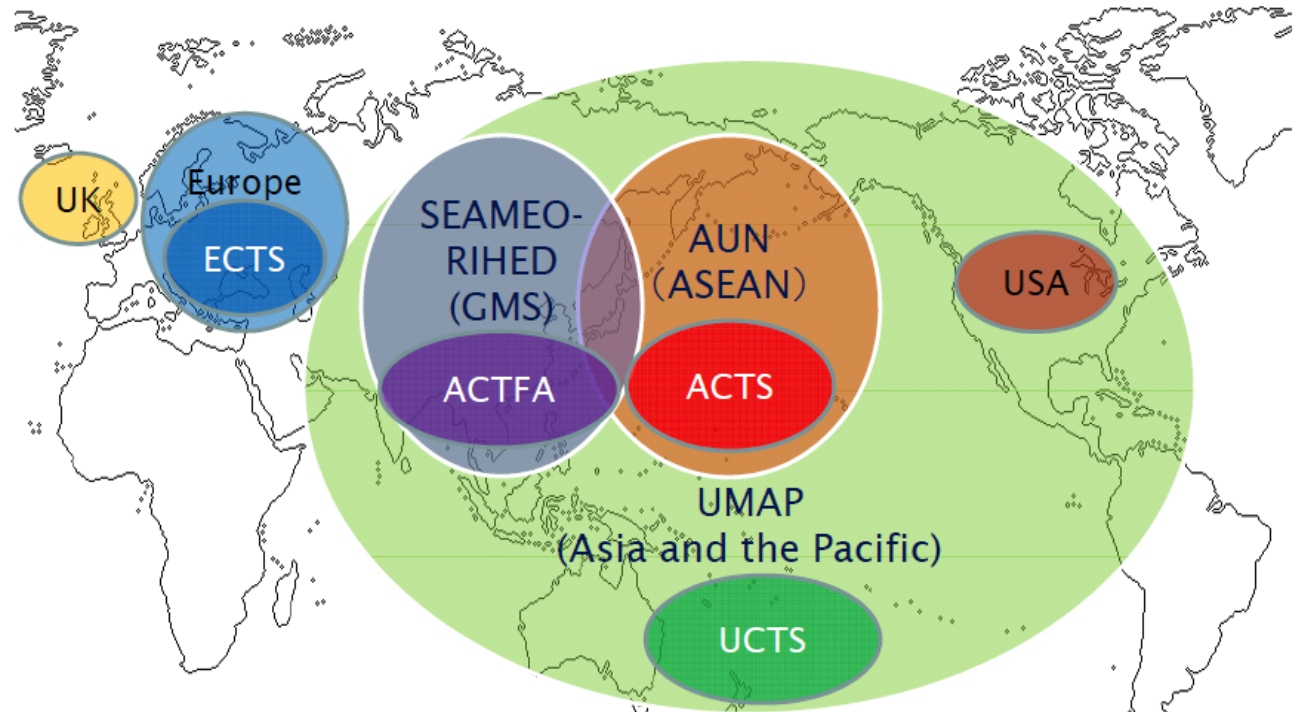
# The GMS University Consortium (GMS-UC)

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





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.



By Assoc. Prof. Yuto KITAMURA

Advisor, Ministry of Education, Culture, Sports, Science and Technology, Japan



Academic Credit Transfer Framework  
for Asia



ASEAN Plus Three  
(working group)

ACTFA

ASEAN+3

# Draft ACTFA Publication Outline

## Overview of Publication Structure

- Chapter 1: Introduction
- Chapter 2: Status of Higher Education in the GMS
- Chapter 3: Credit Transfer Practices
- Chapter 4: Student Mobility Schemes
- Chapter 5: The ACTFA Project
- Chapter 6: ACTFA Reference Table
- Chapter 7: Results and Lessons Learned
- Chapter 8: Conclusions and Recommendations



**In progress**

# ACTFA Reference Table

Proposed ACTFA Reference Table

as of 12 December 2017

	BMS (Greater Mekong Subregion)	AUN-ACTS (ASEAN Credit Transfer System)	UAMPP – UCTS (University Mobility in Asia and Pacific Credit Transfer System)	Group of Eight Credit Transfer Agreement	ECTS (European Credit Transfer and Accumulation System)	CATS (Credit Accumulation and Transfer Scheme)	CLAR (Latin American Reference Credit E)	BACAT (East African Credit Accumulation and Transfer Project)	State/Provincial Articulation Agreements in North America																																																																																										
<b>Geographical Scope</b>	Subregion: Cambodia, China (Yunnan and Guangxi Autonomous Region), Laos PDR, Myanmar, Thailand and Vietnam	Regional; ASEAN University Network	Regional; Asia Pacific	National; Australia	Regional; Europe	National; Great Britain	Regional; Latin America	Regional; East Africa	Individual States and Provinces in the United States and Canada																																																																																										
<b>Administered By</b>	Government and Higher Education Institutions	Higher Education Institutions	Higher Education Institutions	Higher Education Institutions	Government and Higher Education Institutions	Government and Higher Education Institutions	Higher Education Institutions	Government and Higher Education Institutions	Government and Higher Education Institutions																																																																																										
<b>Credit Definition</b>	15–16 hours of instruction and a range of 28–68 hours of workload	ACTS does not require a modification of the existing institutional or national credit systems among participating universities	38–68 hours of workload, which includes 28–66 academic hours of instruction	Approximately 37.5 hours of total student workload among participating institutions	25–30 hours of student workload	10 notional hours of learning	25–30 hours of student workload	25–30 total hours of student workload	15 hours of instruction and, generally, 38 hours of independent study																																																																																										
<b>Grading System</b>	Various practices exist; some systems in use are based on 5 letter grades or percentages and some make use of a 4-point system for the calculation of grade point averages (the mean value of all grade points he/she earned in a semester or session of learning). <sup>3</sup>	In the case of ACTS, letter grades and a statistical distribution are provided for reference.  <b>Grades and Distribution</b>  <table><tr><td>A</td><td>10%</td><td>Excellent</td></tr><tr><td>B</td><td>15%</td><td>Very Good</td></tr><tr><td>C</td><td>30%</td><td>Good</td></tr><tr><td>D</td><td>20%</td><td>Satisfactory</td></tr><tr><td>E/F</td><td></td><td>Fair</td></tr></table>	A	10%	Excellent	B	15%	Very Good	C	30%	Good	D	20%	Satisfactory	E/F		Fair	In the case of UCTS, letter grades and a statistical distribution are provided for reference.  <b>Grades and Distribution</b>  <table><tr><td>A</td><td>10%</td><td>Outstanding</td></tr><tr><td>B</td><td>15%</td><td>Above average</td></tr><tr><td>C</td><td>30%</td><td>Good</td></tr><tr><td>D</td><td>20%</td><td>Fair with shortcomings</td></tr></table>	A	10%	Outstanding	B	15%	Above average	C	30%	Good	D	20%	Fair with shortcomings	Originally, ECTS set out to develop a grading scale to facilitate comparison. That system divided students between pass and fail groups and then assessed the performance of these two groups separately. Those obtaining passing grades were divided into five subgroups: <sup>4</sup>  <b>Grades and Distribution</b>  <table><tr><td>A</td><td>10%</td><td>outstanding performance with only minor flaws</td></tr><tr><td>B</td><td>15%</td><td>above the average standard but with some reservations</td></tr><tr><td>C</td><td>30%</td><td>generally sound work with a number of notable errors</td></tr><tr><td>D</td><td>15%</td><td>fair but with significant shortcomings</td></tr><tr><td>E</td><td>10%</td><td>poor performance; the minimum criteria concerning work required before the credit can be awarded</td></tr><tr><td>FE</td><td></td><td>unsatisfactory</td></tr><tr><td>F</td><td></td><td>unsatisfactory</td></tr><tr><td>P</td><td></td><td>unsatisfactory</td></tr></table>	A	10%	outstanding performance with only minor flaws	B	15%	above the average standard but with some reservations	C	30%	generally sound work with a number of notable errors	D	15%	fair but with significant shortcomings	E	10%	poor performance; the minimum criteria concerning work required before the credit can be awarded	FE		unsatisfactory	F		unsatisfactory	P		unsatisfactory	Generally, in the UK, grades are referred to as marks and the following marking system is in place across most institutions:  <b>Marks</b>  <table><tr><td>First Class</td><td>70+</td><td>A</td></tr><tr><td>Upper Second Class</td><td>60–69</td><td>B</td></tr><tr><td>Lower Second Class</td><td>50–59</td><td>C</td></tr><tr><td>Third Class</td><td>40–49</td><td>D</td></tr></table>	First Class	70+	A	Upper Second Class	60–69	B	Lower Second Class	50–59	C	Third Class	40–49	D	Various practices exist; the most common systems in use are based on 5 letter grades and a 4-point system for the calculation of grade point averages (GPA) such as the one below: <sup>5</sup>  <b>Grades and Grade Points</b>  <table><tr><td>A</td><td>93–100%</td><td>4.00</td></tr><tr><td>A-</td><td>90–92%</td><td>3.67</td></tr><tr><td>B+</td><td>87–89%</td><td>3.33</td></tr><tr><td>B</td><td>83–86%</td><td>3.00</td></tr><tr><td>B-</td><td>80–82%</td><td>2.67</td></tr><tr><td>C+</td><td>77–79%</td><td>2.33</td></tr><tr><td>C</td><td>73–76%</td><td>2.00</td></tr><tr><td>C-</td><td>70–72%</td><td>1.67</td></tr><tr><td>D</td><td>67–69%</td><td>1.33</td></tr><tr><td>F</td><td>63–66%</td><td>1.00</td></tr></table>	A	93–100%	4.00	A-	90–92%	3.67	B+	87–89%	3.33	B	83–86%	3.00	B-	80–82%	2.67	C+	77–79%	2.33	C	73–76%	2.00	C-	70–72%	1.67	D	67–69%	1.33	F	63–66%	1.00
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<b>Supporting Documents</b>		There are 3 main components to ACTS including the <b>grading scale</b> , an <b>online application system</b> and <b>list of available courses</b> for students. ACTS also advocates the use of learning agreements and transcripts of records among all participating institutions.	Similar to ECTS, UCTS offers an <b>information package/course catalogue</b> and advocates the use of a <b>learning agreement</b> and <b>transcript of records</b> among all participating institutions. No extended transcripts such as a diploma supplement are in use yet.		ECTS introduced 4 key documents to support mobility. These include an <b>information package/course catalogue</b> published by each institution and available online and in hard copy in local languages and English, a <b>learning agreement</b> between the student and the home and host institutions detailing the list of courses to be taken and corresponding ECTS credits for each course, a <b>transcript of records</b> documenting the performance of the student and detailing the courses taken as well as credits and grades awarded and, more recently, a <b>diploma supplement</b> to describe the nature, level and content of the studies completed.			In cases similar to California and British Columbia, most US transfer systems typically rely on the publication of <b>credit transfer guides</b> that detail agreed-upon course equivalencies and procedures for the credit transfer process. <b>Transcripts</b> are also necessary to account for the credits and grades earned by students transferring among institutions.																																																																																											

<sup>3</sup> To calculate GPA, determine the grade points earned in each course by multiplying course credits by the appropriate grade-point equivalent, add the grade points earned in each course to calculate a semester total, and divide this sum by the number of credits taken.

<sup>4</sup> European institutions currently favour the use grading tables as a translation device for other grading systems. Grading tables are based on the statistical distribution of passing grades given for each course aggregated over a period of two or three years for a specific reference group of students. Each reference group reflects its own grading culture so that the data may demonstrate how national grading scales are actually being used in individual institutions.

<sup>5</sup> In the case of Canada, grading systems vary among institutions and provinces, although use of letter grades and percentages is common practice. Some institutions also rely on a 4-point system for GPA calculations.

# Overview of GMS countries

	Cambodia	China	Lao PDR	Myanmar	Thailand	Vietnam
Credit Definition	<b>15 hours of instruction</b> or 30 hours of seminar instruction or 45 hours of fieldwork	For most institutions, one credit is equivalent to roughly <b>16 hours of instruction.</b>	<b>16 hours of instruction</b> (theoretical course) or 32 hours (practical course) or 48 hours (fieldwork)	<b>16 hours of instruction</b> (theoretical course) or 32 hours (practical course)	<b>15 hours of instruction</b>	<b>15 hours of instruction</b>
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	--



# Project on Support for Capacity Building of the GMS-UC (Phase 1)

- In order to continue to engage the members of the GMS-UC in key issues of regional higher education,
- SEAMEO RIHED currently implements the **Project on Support for Capacity Building of the GMS-UC (Phase 1)** during 2018 and 2019 with the support from the ASEAN-Secretariat (ASEC) under the framework of the Japan-ASEAN Integration Fund (JAIF).
- 22 selected universities of GMS-UC from Cambodia, Lao PDR, Myanmar, Thailand and Vietnam participate in the project.



# Project on Support for Capacity Building of the GMS-UC (Phase 1)

## Outcomes we aspire

Phase 1 of the project (2018-2019) is planned to enhance the harmonisation and development of a common space in higher education for the region of Southeast Asia through capacity building activities in the areas of :



# Key Milestones, Achievements

1) The First meeting of the regional and international core expert team on 19-20 March 2018 in Bangkok, Thailand



2) The Kick-off of the Project on Support for Capacity Building of the GMS-UC and the 1st Rectors Forum on 20-21 July 2018 in Bangkok, Thailand



3) The Management Leadership Development Workshop I on 15-16 August 2018 in Yangon, Myanmar.



# Key Milestones, Achievements

4) The Teaching and Research Capacity Development Workshop I on 3-4 September, in Vientiane, Lao PDR.



5) The Internationalisation and Cross-Border Education Workshop I on 10-11 October, in Phnom Penh, Cambodia.

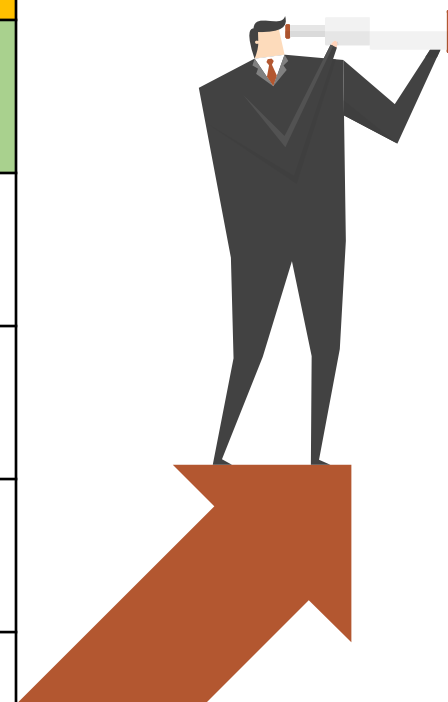




# Activities Plans (2019)

The second half of the phase 1 activities already/will be further conducted:

Year 2 / 2019		
17-18 January 2019	Mid-Term Review Meeting <b>(Done)</b> - Mae Fah Luang University and Chiang Rai Rajabhat University Visit	Chiang Rai, Thailand
11-13 March 2019	Management Leadership Development Workshop II - University Visit	Yangon, Myanmar
17-19 June 2019	Teaching Capacity Development Workshop & Research Capacity Development II - University Visit	Hanoi, Vietnam
14-16 August 2019	Harmonisation Workshop & Cross-border Education Workshop II - University Visit	Vientiane, Lao PDR
1-3 October 2019	2 <sup>nd</sup> Rectors Forum - University Visit	Bangkok, Thailand



# Key Factors for Success and Sustainable International Collaborative Higher Education



## Big Picture

*"HE System"*  
*"all connected"*  
*"Alignment"*  
*"Sustainable"*



## Involvement of Government

*"Blessing"*  
*"Endorsement"*  
*"Ownership"*



## Reciprocity

*"Win-Win"*  
*"Balanced"*  
*"Base on the readiness of both sides"*



## Flexibility

*"accommodate differences"*  
*"no one size fits all"*



# SEA-HiEd Week

11-15 November 2019

SEA-HiED Week Promo Feb 2019

Playing video clip



# Thank You Very Much

## SEAMEO RIHED

The SEAMEO regional centre for higher education and development



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