Aligning harmonisation efforts in Asia and the Pacific

UNESCO Regional Conference on Quality Assurance of Higher Education in Asia-Pacific

15-16 June 2017
Shenzhen, Peoples’ Republic of China
How can we align harmonisation efforts?

1. What drives harmonisation?
   - Regional actors and national commitment
   - Frameworks
   - Research (needs analysis, state of implementation)
   - A common language
   - Capacity Building
The DAAD supports academic exchange in three main areas:

- Scholarships for the Best
- Structures for Internationalisation
- Expertise for Academic Collaboration
Dialogue on Innovative Higher Education Strategies (DIES): Joint Venture with the German Rectors' Conference (HRK)

Dialogue
- fosters the exchange on topics of higher education management and quality assurance
  - DIES Conferences
  - DIES Visits
  - DIES Seminars

Training Courses
- equip university managers with skills for innovative higher education management
  - International Deans’ Course
  - UNILEAD
  - Internationalisation
  - Proposal Writing

Partnerships
- facilitate cooperation between German universities and their partners in developing countries in order to set up efficient management structures
  - DIES Partnerships

Projects
- in-depth collaboration with regional partners on a specific topic - combination of all available DIES instruments
Example – Regional Actor

ASEAN Quality Assurance Network (AQAN)
ASEAN QUALITY ASSURANCE NETWORK (AQAN)

- Formation of ASEAN Quality Assurance Network, 2008
- AQAN accredited as Entity Associated with ASEAN (1st August 2016)
- 10 full members and 7 associates
- A sub-regional network
Example – Regional Framework

ASEAN Quality Assurance Framework (AQAF)
Development of the Asean QA Framework (AQAF)

- AQAN Technical Team
- Fully endorsed 2013 (Hanoi)
- Benchmarked against international QA frameworks (ESG, INQAAHE GGPs, Chiba Principles of APQN and national QA of AMS and the CHEA – CIQG 6 Principles 2016)
- Guidelines developed jointly in 2016 with EU Experts
Functions of AQAF

Purpose:
- Support and enhance quality in HE and Training
- Serve as a common reference point for National QA systems to align and harmonize their systems
- Encourage National QA systems to benchmark against AQAF;
- Promote regional harmonization in higher education
- Facilitate recognition of qualifications
AQAF in ASEAN

- Recognises the diversity in countries and educational systems
  - ASEAN Kuala Lumpur Declaration for Harmonisation in Higher Education
  - Implementation Framework (2016): encourages alignment of QA systems to AQAF
  - an instrument for harmonisation of HEIs and National systems
What is in AQAF?
Four Interconnected Quadrants

1. External Quality Assurance Agency
2. EQA Policies, Standards & Processes
3. Internal Quality Assurance
4. National Qualifications Framework

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Key Features of AQAF

- Four interrelated Quadrants – seeking harmonization on agreed core principles of good practices
- Uses generic statements of good practice that can be adapted to various political, educational and socio-cultural settings. (no specific model)
- Links EQA with IQA of institutions
- Promotes links between quality assurance to National Qualifications Framework
Key Features of AQAF

- Inspirational, voluntary application and development-oriented
- Respects diversity in ASEAN’s culture, beliefs and values that shape higher education systems
- Principle-based practices
- Applicable to various political, educational and socio-cultural settings and development
- Referenced to other national systems and regional frameworks
Example - Research

Higher Education Quality Assurance in the ASEAN Region. February 2016
Rationale:

• Stock-taking of the current regional state of the art in the field of QA
• Enable evidence-based SHARE activities in the field of (external) QA
• Foster opportunities and challenges for the implementation of regional QA
• Direct SHARE activities in the field of QA to specific stakeholder needs

Study available on www.share-asean.eu
Main Research Questions

- Overview of the state of affairs in regional EQA
- What types of external QA exist in ASEAN? Are they comparable?
- What purposes do the respective systems have?
- What roles and responsibilities do different actors have?
- What are major development needs (in different actors‘ perspectives)?
- What QA tools are needed most?
- How are HEI representatives involved in the process of regional harmonisation?
EQA systems are diverse and at different stages of development, many are currently in transition:

**Consolidated:**

**Developing:**
Cambodia, Lao PDR, Vietnam

**Newcomer:** *Myanmar*

Accreditation is common denominator, although differently practiced:
- institutional/ programme or both;
- voluntary/compulsory;
- QA body independent/part of ministry;
- multiple authoritative ministries.
Findings EQA Systems

- Different ministries (sometimes multiple within the country) have authority over HEIs
- Almost all AMS have at least one body in charge of QA
- Bodies are very diverse with different levels of independency from the state/ministry
- QA standards and their use varies
- Level and scope varies
Urgent Needs EQA

- Support for establishment and implementation of national QA mechanisms (particularly new-comer countries)
- HR and capacity building: assessor training, EQA management
- Professionalization at the Ministry level: field-knowledge in higher education management
- Regional exchange of (national) systems
Findings IQA Needs

Urgent Needs IQA

- Management capacities (e.g. setting up QA offices)
- Setting up effective IQA structures: involvement of faculty in the process
- IQA as a strategic management tool and not only as a control instrument (meaning of SAR‘s)
- Regarding contents: curriculum design, learning outcomes, teaching and learning strategy / quality
Confusion

- Too many different and sometimes contradictory standards
- Procedures are not settled, many different actors in the field
- Functions of the different instruments (e.g. AUN-QA does not replace national accreditation…!)
- Purposes of (national) EQA procedures are unclear

=> elaborate a synopsis of approaches to QA, what is the common ground? Suggestions for a communication strategy.
Example - A common language

TNE Classification Framework and Data Collection Guidelines for International Programme and Provider Mobility (IPPM)
Classification Framework and Data Collection Guidelines for International Programme and Provider Mobility (IPPM)

- **Joint Project DAAD / British Council**
- **Intended users**: National HE Ministries, TNE licensing bodies and regulators, QA organisations, national and international HE data collection agencies, HEI, International Higher Education Organisations, researchers …
- **Background**:
  - Growth in modes, numbers and countries involved in TNE
  - Increasing importance of TNE in higher education provision
  - Lack of common terminology and understanding of different forms
  - No reliable data for national and international analysis, impact assessment, policy making, quality assurance, regulation
- **Long-term objectives**:
  - Support establishment of internationally accepted data collection protocol for TNE/IPPM
  - Inclusion of TNE data in international higher education statistics (OECD, UNESCO)
Phase 1 (2011-2013): Training on external study programme evaluation (peer review) for HEIs and agencies/ministries; Training of peers for programme evaluation

Due to new developments in the region (among others the SHARE Project) the ASEAN-QA Partners decided to focus on IQA only.

- 2014: Preparation of new training concept and modules (incl. course books)
- **Phase 2** (2014-2016): First TrainIQA Course
- **Phase 3** (2016-2018): Second round of TrainIQA
ASEAN-QA: Training material – 5 handbooks

Handbooks can be downloaded from http://www.trainiqa.org/
ASEAN-QA: Timeline

- Time Frame: 1 ½ years
- High Level Information Visit (DVCs)
- Five Modules:
  - 4 workshops, 1 blended module
  - combination of theoretical input and practical knowledge transfer
  - Personal Action Plan (PAP): individual project at the own university
  - E-learning platform for feedback, exchange and further materials.

ASEAN-QA TrainIQA 2016-18 Workshop Schedule

DAAD
Deutscher Akademischer Austauschdienst
German Academic Exchange Service
Current capacity building efforts II

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 (2017)
PB 6: Student Mobility in ASEAN (forthcoming)
PB 7: Internationalisation of Universities in CLMV Countries (forthcoming)

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 practice
- 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
Quality Assurance (QA) - Activities

Expert Working Group on Quality Assurance
• Coordinate Result Area
• Identify Core Objectives & Guidance

Study Reports on QA Structures in ASEAN
• Provide detailed Case Studies on QA system and bodies in each AMS
• Identify commonalities, differences and priority areas for cooperation

8 National Dissemination Workshops QA
• Training and Exchange for Members of Staff of HEIs, Ministries and Agencies
• Raise Awareness and Clarify the Added-Value of the AQAF

Pilot Review Scheme for 4 EQAAs (incl. Preparatory Measures)
• Allow EQAAs to benchmark their system against regional and international standards
• Expose EQAAs to pilot review exercise
• Train regional assessors

Pilot Assessment Scheme for 11 HEIs (incl. Preparatory Measures)
• Allow HEIs to benchmark their system against regional and international standards
• Expose HEIs to pilot assessment exercise
• Train regional assessors

Training-of-Trainers
• Stimulate capacity-development and peer-to-peer spill-overs for long-term effect

QA Input to Policy Dialogue Events
How can we align harmonisation efforts?

2. What can facilitate alignment between harmonisation efforts?

- Dialogue platforms
- Concrete results
- Sharing expertise (documentation, experts)
Thank you for your attention.

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