ASEAN – DEVELOPMENT OF REGIONAL QUALIFICATIONS AND QUALITY ASSURANCE FRAMEWORK

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10 nations – diversity

Vibrant market of 622 million people

Potential combined GDP of nearly $3Trillion USD by 2025 and

Closer integration could lift aggregate output by 7% and generate 14M additional jobs

8000 higher education institutions and young population

Development divide between ASEAN 6 and CLMV countries
ASEAN Political-Security Community (APSC)

ASEAN Economic Community (AEC) – refers to education – national skills framework, greater mobility of students, support mobility of skilled workers, developed competency-based occupational standards, development of common standards of competencies

ASEAN Socio-Cultural Community (ASCC) - one of the priority areas - Education-Work Plan on Education (access, quality Lifelong Learning and Professional Developments, cross border mobility & internationalisation & harmonisation of higher education and TVET

Post 2015 – A people-centered ASEAN
Role of education in closing the gaps

- Separate strategies by key ASEAN Ministers Meeting
- Integration calls for harmonisation through regional frameworks
- A key sector - higher education and TVET systems

ASEAN CONTEXT: 3 PILLARS-ROADMAP
CHA-AM HUA HIN DECLARATION 2009-2015
**SELECTED INITIATIVES TO ENHANCE COMPARABILITY OF QUALIFICATIONS AND MOBILITY OF STUDENTS, WORKERS AND MOBILITY IN THE ASEAN REGION**

**ASEAN Qualifications Reference Framework (AQRF)**

- ASEAN Economic Blue Print 2007 - mobility of services and free movement of skilled workers
- Cha-am Hua Declaration Roadmap 2009-15
- Australia-New Zealand ASEAN FTA (AANZFTA) ECWP
- 2012-2015 AANZFTA Consultants and Task force (ASEAN)
  - Mobility of worker, students and services
- 2015 AQRF endorsed by the Economic, Labor a and, Education Ministers

**ASEAN Quality Assurance Framework (AQAF)**

- SEAMEO RIHED - 2008 Meeting - The Roadmap to Harmonisation of Higher Education Area
- ASEAN Quality Assurance Network (AQAN, 2008)
- ASEAN Quality Assurance Framework (AQAF, 2014)

**ASEAN University Network**

- ASEAN competency-based occupational standards Skills Recognition System – e.g. Tourism Skills Standards Mobility (Economic/Trade)

**ASEAN Competency-based Occupational Standards Skills Recognition System – e.g. Tourism Skills Standards Mobility (Economic/Trade)**

**Mutual Recognition Agreement for professional services-7 sectors**
TWO KEY REGIONAL DEVELOPMENTS - QUALITY ASSURANCE AND QUALIFICATIONS FRAMEWORK

- The ASEAN Qualifications Reference Framework – a project funded and supported by the AANZFTA – Economic Cooperation Project

- The ASEAN Quality Assurance Framework – developed by ASEAN Quality Assurance Network. Guidelines for its application jointly developed with EU experts under EU SHARE
A common reference point / translation device that

- Improves quality of higher education and training
- Enables comparison of qualifications across AMS;
- Addresses education and training sectors that incorporates informal, non-formal and formal learning and promotes lifelong learning;
- Provides a common spine of levels to which all NQFs relate
- Broadens the understanding of the national qualifications systems of ASEAN Member States for people from other ASEAN countries and from outside the ASEAN region.
<table>
<thead>
<tr>
<th>Country</th>
<th>Level of establishment</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei Darussalam</td>
<td>Inaugurated 2013, implemented</td>
<td>6</td>
</tr>
<tr>
<td>Cambodia</td>
<td>Inaugurated 2012, initial stages of implementation</td>
<td>5</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Inaugurated 2012, initial stages of implementation</td>
<td>6</td>
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<tr>
<td>Lao PDR</td>
<td>Planned</td>
<td>3</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Inaugurated 2007, fully implemented and at review stage</td>
<td>8</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Planned</td>
<td>3</td>
</tr>
<tr>
<td>Philippines</td>
<td>Inaugurated 2012, initial stages of implementation</td>
<td>5</td>
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<tr>
<td>Singapore</td>
<td>Sector QF – Workforce Skills Qualifications system, Inaugurated 2003</td>
<td>7</td>
</tr>
<tr>
<td>Thailand</td>
<td>Inaugurated 2014, initial stages of implementation, 3 established sub frameworks (i.e. skills, professional and higher education)</td>
<td>4</td>
</tr>
<tr>
<td>Vietnam</td>
<td>Planned</td>
<td>3</td>
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</tbody>
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1. No intent
2. Desired but no progress made
3. Background planning underway
4. Initial development and design completed
5. Some structures and processes agreed and documented
6. Some structures and processes established and operational
7. Structures and processes established for 5 years
8. Review of structures and processes proposed or underway.

STATUS AND CHALLENGES OF AQRF

**Status:**
- AQRF and Governance/Structure endorsed by the ASEAN Ministers of Finance, Education and Labor;
- AQRF Committee (the Referencing Committee) to be constituted by October 2016
- Indonesia, Malaysia, Philippines and Thailand with expressed intention to reference their National Qualifications Framework by 2018;

**Challenges:**
- Uneven development of NQFs-degree structures
- An ASEAN Credit Transfer System
- Need to harmonize with related ASEAN initiatives
ASEAN QUALITY ASSURANCE FRAMEWORK (AQAF)

BACKGROUND of AQAN

- Establishment of ASEAN Quality Assurance Network
- 2011-2014 Project to develop a quality assurance framework for higher education (AQAFHE)
- 1st August 2016 AQAN accredited as Entity Associated with ASEAN
- Develop Guidelines for Review of Agencies (under EU SHARE Project)

AQAF: OBJECTIVES

- Promote regional harmonization in higher education
- Facilitate recognition of regional qualifications
- Encourage National QA systems against AQAF
- Serve as common reference point for National QA systems to align and harmonise their systems

initiative to support

ASEAN Economic Community (AEC);

ASEAN Socio Cultural Community
AQAF - 4 INTERCONNECTED QUADRANTS

1. External Quality Assurance Agency
2. EQA policies, standards & processes
3. Institutional Quality Assurance System
4. National Qualifications Framework
Serves as a common reference point to align quality assurance systems, higher education institutions and qualifications.

Encourages national QA systems to benchmark against the Framework.

Improves consistency of QA practices and builds a zone of trust to facilitate recognition of qualifications.

Promotes regional harmonization in higher education.
KEY FEATURES

- Consists of four interrelated Quadrants - Each focuses on 10 principle statements
- Inspirational, voluntary application and developmental oriented -- recognizing the diversity in ASEAN’s culture, beliefs and values that shape higher education systems
- Not prescriptive but uses generic statements of good practice that can be adapted to various political, educational and socio-cultural settings.
- Serves as a link between Internal and external quality assurance as well as the Qualifications Framework.
- Comparable to other regional/international framework / principles
AQAF FOUR QUADRANTS

1. External Quality Assurance Agency – key player in maintaining and sustaining the quality of education in every nation.

2. External Quality Assurance Processes – core activities of the quality assurance agency (program or institutional)

3. Internal Quality Assurance – the responsibility for quality rests with the higher education institutions themselves

4. National Qualifications Framework – key instruments for the reform of education, training and qualification system across ASEAN member states
PRINCIPLE 2 - EXTERNAL QUALITY ASSURANCE PROCESSES

- Interest of students and society should be at the forefront of external QA processes
- Standards must be comparable to international good practices and related to internal quality assurance of HEIs
- Development of standards must involve participation of relevant stakeholders
- Standards must be made publicly available and applied consistently and with due regard for cultural diversity
The institution has the primary responsibility for quality.

Quality assurance is a participatory and cooperative process which involves the academic staff, students, and other stakeholders.

A quality culture underpins all institutional activities including teaching and learning, research, services and management.

A structured and functional internal quality assurance system with clearly defined responsibilities is established.
• **Principles**: generic guides pertaining to the characteristics of a national qualifications framework or its sub systems
• Underpinned by National QA systems
• Stakeholders involvement
• Lifelong learning factor
• Key elements
  • Levels (8)
  • Learning outcomes
  • Credits and student learning time
  • Learner centered
<table>
<thead>
<tr>
<th>Countries</th>
<th>External Quality Assurance Agency</th>
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</thead>
<tbody>
<tr>
<td>Brunei Darus Salam</td>
<td>Brunei Darus Salam National Accreditation Council (2000)</td>
</tr>
<tr>
<td>Cambodia</td>
<td>Accreditation Council of Cambodia (2003)</td>
</tr>
<tr>
<td>Indonesia</td>
<td>National Accreditation Agency for Higher Education (1994)</td>
</tr>
<tr>
<td>Laos PDR</td>
<td>Quality Assurance Centre (2008)</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Malaysian Qualifications Agency/LAN (1997)</td>
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<tr>
<td>Myanmar</td>
<td>(Planning)</td>
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<tr>
<td>Philippines</td>
<td>5 Accreditation Agency under Commission for Higher Education (oldest 1957)</td>
</tr>
<tr>
<td>Thaland</td>
<td>Office of National Education Standards and Assessment (2000)</td>
</tr>
<tr>
<td></td>
<td>4 Quality Assurance Centre (2016)</td>
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AQAF ROAD MAP (2014-2017)

**Phase 1**
Development/Endorsement
To acquire formal endorsement from ASEAN Community/Ministries/Agencies of each member countries.

**Phase 2**
Expansion of Basic Principles
To expand the conceptual and technical aspects that could advocate the basic principle of the framework. The expansion may take in the form of explanatory notes for each principle/manual for implementation/referencing procedures/glossary.

**Phase 3**
Capacity Building
AQAN to conduct capacity building Workshops 1 and 2 to promote the use of the framework in development and reviews of QA systems.

**Phase 4**
Referencing/Adherence
* To conduct voluntary pilot referencing exercise by early 2017 and referencing exercises by end 2017.
* To develop a register of reviewed quality assurance agencies that are aligned with the framework.
STATUS OF AQAN/AQAF

- Strengthening the role of AQAN as regional custodian of quality provision of higher education and the referencing of National QA systems to AQAF as explicit in the Framework for Implementation of the KL Declaration on Higher Education

- Capacity Building
  
  - ASEAN-QA training of QA officers (DAAD), the German Rectors’ Conference (HRK), and the University of Potsdam, Germany, ASEAN Quality Assurance Network (AQAN), ASEAN University Network (AUN), European Association for Quality Assurance in Higher Education (ENQA), and the Regional Centre for Higher Education and Development (SEAMEO RIHED)
  
  - EU SHARE to help foster AQAF in Higher Education (AQAF-HE) at regional/national levels
    - Pilot Agency reviews
    - Pilot Institutional assessment
SOME CHALLENGES

- A regional framework is seen by some as a threat to traditions and values of national systems;
- Lack of resources, administrative and political support;
- Issue of governmental independence of EQA agencies;
- Need for experts and trainers to provide technical assistance-link between QA and QF
- Resistance to change—need to manage change (e.g. learning outcomes/IQA)
- Slow on-going reforms shows promise
- Stakeholders involvement still weak—employers and industry
- Clarification of links of AQAF, MRAs and AQRF
- Other supporting instruments need to be developed
Thank You
Terima Kasih