



The Role of AQAF and AQRF in the development of HE Area in ASEAN and the Malaysian Experience

Presentation at QAPHE Forum,
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Presentation Outline

Acronym

AMS-ASEAN Member States
AQAF –ASEAN Quality Assurance Framework
AQRF – ASEAN Qualifications Reference Framework
AQAN -ASEAN Quality Assurance Network

1. ASEAN
2. ASEAN Higher Education Common space or area
3. ASEAN Quality Assurance Framework
4. ASEAN Qualifications Reference Framework
5. Development and readiness in each AMS-roadmap
6. The Malaysian experience with AQAF and AQRF
7. Challenges



Association of Southeast Asian Nations (1967)

- 10 countries
- 664,223,401 million (2019)
- Potential major economic power
- Open trading policy-ASEAN partners
- 17 million student
- Over 7000 HEIs
- 36% digital citizens
- National higher education is rapidly changing n AMS



追加スライド additional slide



3 PILLARS

- ASEAN Political and Security Community (APSC)
- ASEAN Economic Community (AQRF)
- ASEAN Social and Cultural Community-(includes Education, Higher Education, TVET, AQAF)



HIGHER EDUCATION IN SOUTHEAST ASIA



3 REGIONAL STUDENT MOBILITY SCHEMES



AIMS

- Short-term mobility
- Participating countries: Brunei Darussalam, Indonesia, Malaysia, Philippines, Singapore, Thailand, Viet Nam, including Japan and Korea
- Since 2010 to date at least 3,000 scholarships in 9 countries with 68 universities



AUN-ACTS

- University-led and funded short-term mobility with credit transfer
- Since 2010
- To date 577 scholarship in mid 2015 in the ASEAN region
- AUN member universities participate
- Managed by AUN Secretariat



SHARE

- Short-term mobility with credit transfer
- Since 2016
- To date 400 inner-ASEAN scholarships, 100 ASEAN-EU scholarships
- Initially 32 universities in 8 ASEAN countries participating
- Managed by ASEAN Secretariat, with EU support
- All less-developed CLMV countries participate

2 REGIONAL ORGANISATIONS MANAGING HIGHER EDUCATION



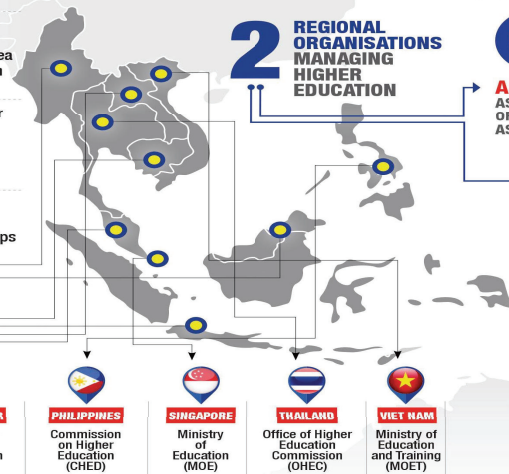
ASEAN ASSOCIATION OF SOUTHEAST ASIAN NATIONS

- ▶ 10 Member States form ASED and SOM-ED - Highest Decision Makers: Heads of State and Government
- ▶ ASEAN Work Plan on Education, 2016-2020
- ▶ Kuala Lumpur Declaration on Higher Education
- ▶ ASEAN Secretariat in Jakarta, Indonesia
- ▶ ASEAN University Network (AUN)
- ▶ ASEAN Quality Assurance Network (AQAN)
- ▶ ASEAN Qualifications Reference Framework Committee (AQRFC)
- ▶ SHARE Programme



SEAMEO SOUTH EAST ASIA MINISTERS OF EDUCATION ORGANISATION

- ▶ 11 Member States for SEAMEO and SEAMEO-HOM - Highest Decision Makers: Ministers of Education
- ▶ SEAMEO Regional Centre for Higher Education and Development (RIHED) in Bangkok, Thailand



BRUNEI DARUSSALAM	CAMBODIA	INDONESIA	LAD PDR	MALAYSIA	MYANMAR	PHILIPPINES	SINGAPORE	THAILAND	VIET NAM
Ministry of Education (MOE)	Ministry of Education, Youth, and Sport (MOEYS)	Ministry of Research, Technology, and Higher Education	Ministry of Education and Sports (MOES)	Ministry of Higher Education (MOHE)	Ministry of Education (MOE)	Commission on Higher Education (CHED)	Ministry of Education (MOE)	Office of Higher Education Commission (OHEC)	Ministry of Education and Training (MOET)
11,292	207,678	>7 million	82,868	860,144	870,000	3,589,484	178,000	2,003,993	>2 million
5	121	4,537	80	530	132	1,943	14	154	235
9.99%	18.29%	20%	15%	19.72%	15%	13.21%	17%	18%	20%

STUDENTS	HEIs	% OF GOVERNMENT SPENDING ON EDUCATION
11,292	5	9.99%
207,678	121	18.29%
>7 million	4,537	20%
82,868	80	15%
860,144	530	19.72%
870,000	132	15%
3,589,484	1,943	13.21%
178,000	14	17%
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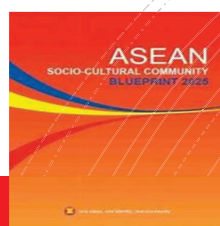
DISCLAIMER: SHARE and the listed ASEAN Member States may not be held responsible for the accuracy of the above figures.

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ASEAN Higher Education Common Space
 “regional integration and cohesion via harmonization of HE”

Benefits people
 Inclusive, sustainable, resilient and dynamic ASEAN

HARMONIZATION

“a process that acknowledges diversity of higher education systems and cultures within the region, while simultaneously seeking to create a ‘common educational space’ (Wallace, 2000; Enders, 2004)”

Policies:

- SEAMEO RIHED 2008 Road map ASEAN Higher Education Common Space
- Kuala Lumpur Declaration HE Harmonisation 2015
- ASEAN Education Workplans 2015-2020/2025
- ASEAN encourages AMS to align to Frameworks



Key entities in promoting harmonisation in HE

SEAMEO RIHED

- A regional intergovernmental organisation established in 1965 among the governments of SEA to promote regional cooperation –education, science and culture (Director General/Secretary General)
- Ministers of Education (SEA)
- Academic mobility, leadership development, E learning and mobile learning, and ASEAN Citation Index

ASEAN SOCIAL AND CULTURAL COMMUNITY

- ASEAN Ministers of Education (ASED)
- Senior Officers Meeting -Education

Identified components building Regional Harmonisation-ASEAN

At national level: road map
Process: systems, capacity building, alignment, referencing and collaboration
Roles of stakeholders

ASEAN Qualifications Reference Framework (AQRF-ASEAN Sec)

ASEAN Quality Assurance Framework (AQAN)

University Collaboration Research, staff exchange, joint programmes (SEAMEO RIHED, AUN, Universities strategies, APT)

ASEAN TVET (East Asia Summit, RECOTVET, ILO)

Mutual Recognition Arrangements (professional services and Skills)

ASEAN Credit Transfer systems (ACTS, UMAP, ACFTA, SHARE CTS)

ASEAN Student Mobility schemes (AIMS, ASEAN + 3, EU SHARE)

ASEAN University Network (AUN)

UNESCO Conventions (e.g. Tokyo Convention 2010 (for recognition of qualifications in Asia Pacific region/ Guiding Principles for TVET QA))

AQRF
AQAN



ASEAN QUALITY ASSURANCE FRAMEWORK

- Developed by ASEAN Quality Assurance Network (2015)



ASEAN QUALIFICATIONS REFERENCE FRAMEWORK

- Developed by AANZFTA, Economic Cooperation Project 2011 with ASEAN Sec. & ASEAN Taskforce (2015)

Evidence of readiness for harmonisation?

The establishment of EQAAs and NQFs in ASEAN Member States

Note: The year stated in the matrix refers to the legislation/decreed for the establishment of EQAA and NQFs

Reference source: Quality Assurance Arrangement Related To National Qualifications Framework In ASEAN And Their Impact On Higher Education (2018) EU SHARE

Brunei DS	Brunei Darulssalam National Accreditation Council (2011)	Brunei Darussalam Qualifications Framework (2011)
Cambodia	Accreditation Council Cambodia (2003)	Cambodian National Qualifications Framework (2014)
Indonesia	BAN PT (National Accreditation Agency for Higher Education) (2005/2012)	Indonesia Qualifications Framework (2012)
Laos PDR	Educational Quality Assurance Center (2008)	Laos National Qualifications Framework (2018)
Malaysia	Malaysian Qualifications Agency (2007)	Malaysian Qualifications Framework (2007)
Myanmar	National Accreditation and Quality Assurance Committee(2018)	Myanmar National Qualifications Framework (2018?)
Philippines	CHED (1994) + CHED recognised Private Accrediting Agencies/PAASCU (1957)	Philippine Qualifications Framework (2012)
Singapore	MOE/Committee of Private Education	No formal QF-Singapore Workforce Skills Qualifications
Thailand	Ministry of Education, ONESQA (2000) (shared responsibilities)	Thai Qualifications Framework (2014)
Vietnam	5 Centres Educational Accreditations (2012)	Vietnames Qualifications Framework (2016)



Purposes of AQAF

What is Quality Assurance for HE?
Confidence system?
Measures of success and effectiveness?



- Enhancement of HE **quality of education**
- **Mobility** of students, workers and professionals
- **Principles of good practice which can be adapted** in the diverse settings
- Self improvement and alignment of EQAAs and HEIs **with each other** across the region
- Convergence of practices

AQAF
Interconnectedness
of Principles of Good
Practice
“Zone of trust”



Principle 1 EQAA goals, establishment, independence, connection, accountability, transparency, effectiveness, innovativeness and resources stakeholders

Principle 2 EQAA QA systems standards and processes – comparable international good practices, serves stakeholders interest, procedures, assessments, assessors cyclical assessment and appeal

AQAF

Principle 4 National **Qualifications** Framework- Development, objectives, Learning Outcomes, student centred learning, quality assurance system, review, and stakeholders

Principle 3 Internal (*institutional*) Quality assurance -link between EQA and IQA Policies and internal quality assurance system, T&L, research, management and services, programme development, accountability, transparency and improvements

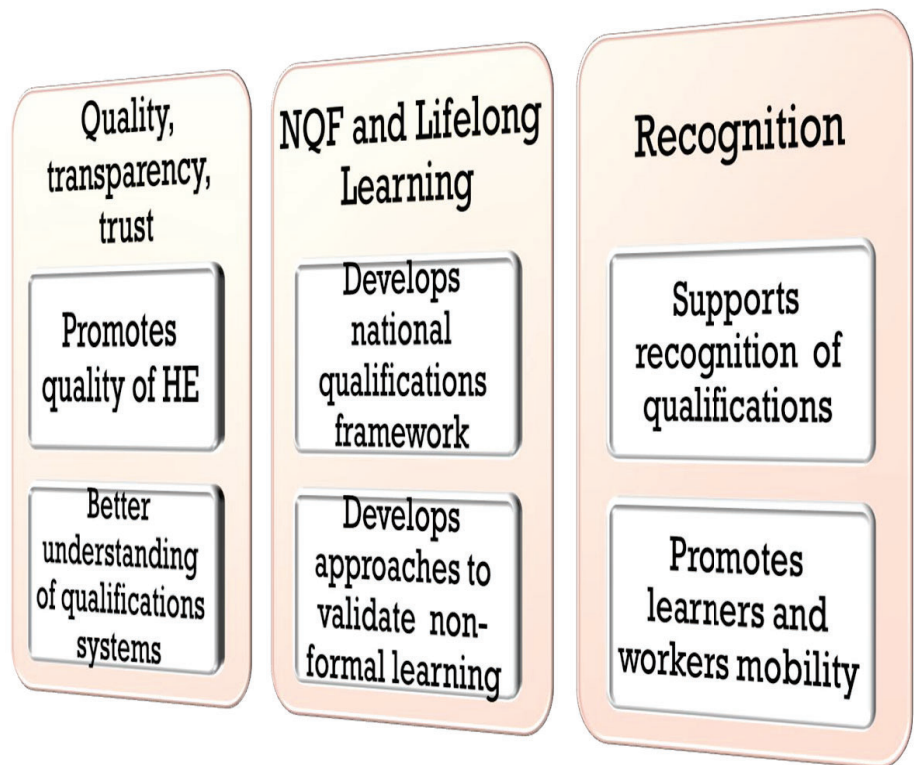
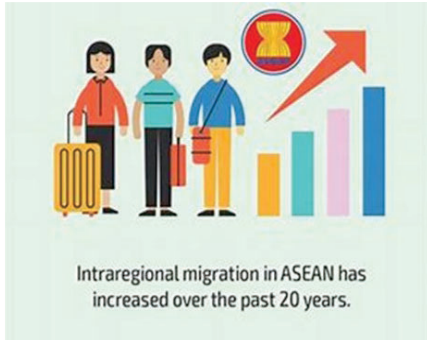
Promote principles of good practice to QA systems

Process : Self alignment or formal agency reviews



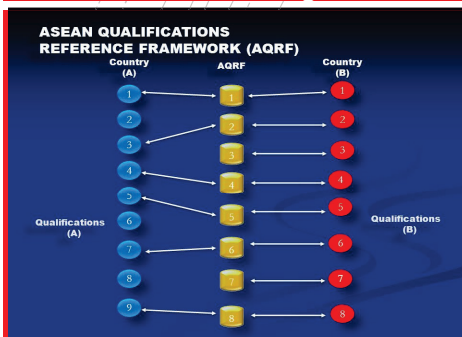
- **Launched** in October 2016 at 4th EU SHARE Policy Dialogue with all ASEAN Sec national policy makers and stakeholders
- **Promotion:**
 - EU SHARE Project Phase 1 (2015-2019)
 - Guidelines for Agency Reviews and Institutional assessments
 - Piloted 4 EQAAs agency reviews (MQA, ONESQA, BAN PT and PAASCU)
 - Regional conference, national seminars and workshops
 - Strengthening the AQAF and Network 2019 onwards

A common reference framework-
Purposes of AQRF
Harmonisation of qualifications structures and recognition of learning



ASEAN SEC, and AQRF Committee

National Formal Self referencing



Facilitate recognition within and against other regional qualifications frameworks

- ✓ 8 Levels, learning outcomes-notion of competence
 - ✓ Demonstrate knowledge and skills
 - ✓ Application and responsibility
- ✓ 11 criteria and referencing procedure
- ✓ E.g. comparability of learning outcomes and robust quality assurance systems in place, benchmarked to agreed regional frameworks e.g. AQAF
- ✓ Neutral and voluntary device
- ✓ 1st Round of referencing - 3 National Qualifications Frameworks (Thai Qualifications Framework, Malaysian Qualifications Framework, Philippines Qualifications Framework)

Extract: Level 8 AQRF

DEMONSTRATE KNOWLEDGE AND SKILLS

- Is at the most advanced and specialised level and at the frontiers of a field
- Involved independent and originality thinking and research, resulting in the creation of new knowledge or practice

APPLICATION OF AND RESPONSIBILITY

- Are highly specialised and complex involving the development and testing of new theories and new solutions to resolve complex abstract issues
- Require authoritative and expert judgement in management and significant responsibility for extending professional knowledge and practice and creation of new ideas and/or process



Malaysia Referencing to AQAF and AQRF led by Malaysian Qualifications Agency (2017-2019)



MALAYSIAN QUALIFICATIONS AGENCY

- Established in 2007
- Statutory body responsible for Malaysian Qualifications Framework, quality assurance through accreditation of programmes and institutions of public/private higher education and TVET
- Recognition of qualifications

RATIONALE FOR REFERENCING

- Policy to review periodically
- To benchmark, improve the QA systems and enhance international recognition of Malaysian qualifications (INQAAHE 2013 and AQAF)
- To benchmark and ensure the MQF is remain dynamic and substantially comparable to regional qualifications framework, enhance quality of graduates and workforce, mobility, stakeholders needs and address ASEAN inspirations



Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

Case Study: MQF referencing to AQRF and AQAF



Lessons learned from agency review and AQRF referencing

- a. Previous experiences in comparability projects
- b. Crucial to strengthen collaboration with key stakeholders in QA and MQF progress-communication, transparency & accountability
- c. Advantage of QA and QF overseen by MQA
- d. Agency and MQF improvement from findings: value of self- assessment, report writing, collective responsibility, data collecting and analysing reveals gaps, weakness and future need resolved in the process
- e. Formality of the process

My

Conclusions

Thank you

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ASEAN JOURNEY

Some of my closing thoughts

- Challenges: Importance of regional and national bodies, partnerships, capacity, collective initiatives, stakeholders' involvement and responsibilities
- Road maps ASEAN way-flexibility and bridging the gap
- Barometer for measuring progress towards harmonisation in ASEAN-harmonisation indicators and their measurement for evidence-based policy-making.
- Destination?