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# QUALITY ASSURANCE AND ACCREDITATION: THE JOURNEY CONTINUES

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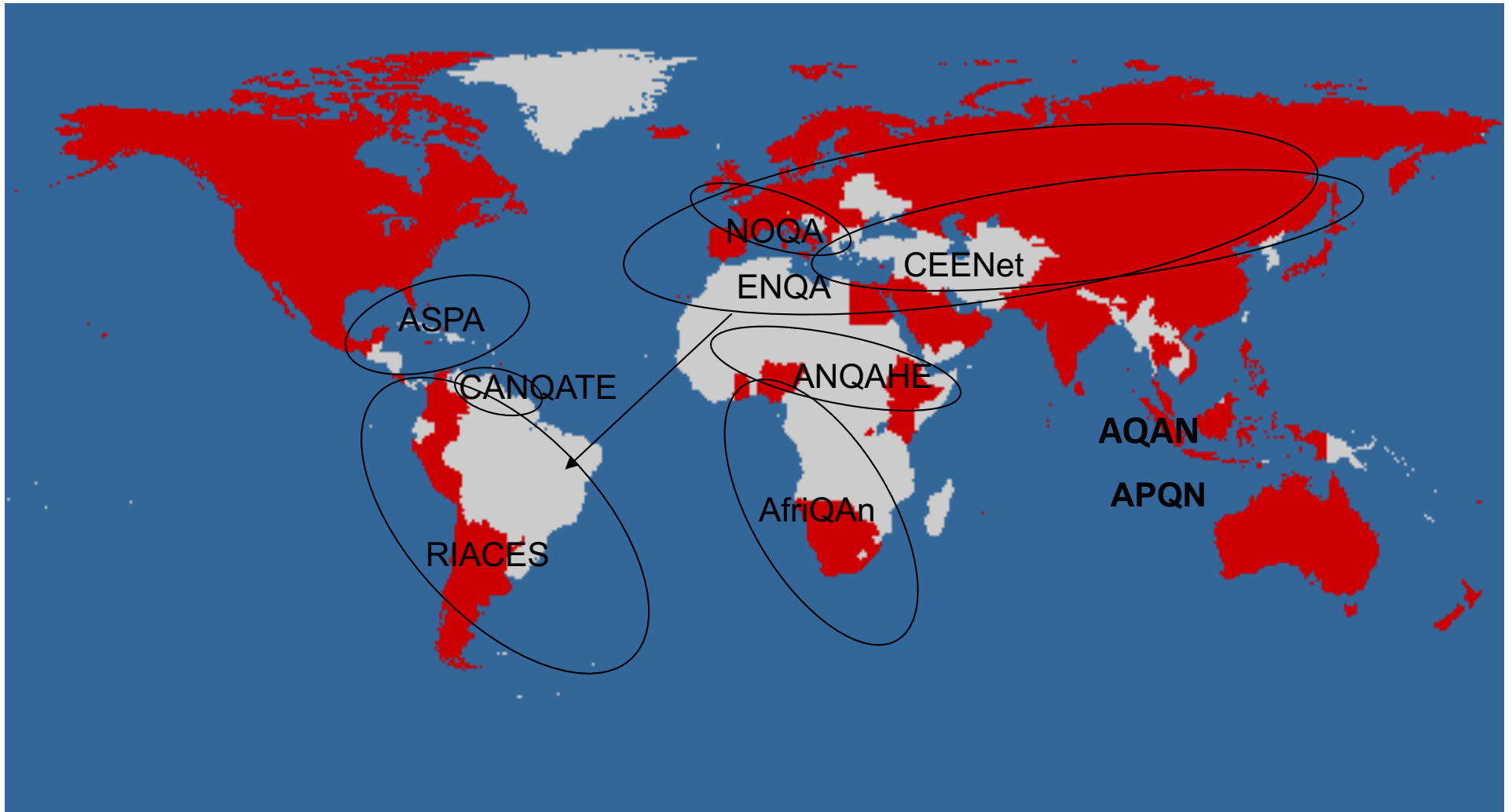
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South Asia Higher Education Symposium: New Regional Approaches  
April 25, 2019  
Istanbul, Turkey

# Accreditation: How it all began

- Early 1900's – USA
- Late 1940's – Japan and the Philippines
- 1960's – Ireland and the UK
- 1980's – the rest of the world
- 1990's – decade of quality assurance
- 1991 – International Network for Quality Assurance in Higher Education (INQAAHE)
- 2003 – Asia Pacific Quality Network (APQN)
- 2008 – ASEAN Quality Assurance Network (AQAN)
- 2011 – Association of Quality Assurance Agencies of the Islamic World (AQAAIW)
- 2012 – Council for Higher Education Accreditation CHEA-International Quality Group (CIQG)

# GLOBAL AND REGIONAL NETWORKS OF QA AGENCIES





# ASSOCIATION OF SOUTHEAST ASIAN NATIONS (ASEAN)



# Understanding ASEAN

- *It is home to more than 600 million people*
- Together, ASEAN's ten member states form an ***economic powerhouse*** with a large potential market, a trading block
- If ASEAN were a single country, it would be the ***seventh-largest economy in the world***
- Next to the People's Republic of China and India, ASEAN has the world's ***third largest labor force*** that remains ***relatively young***
- Our ***literacy rates rank second-highest*** in the world
- A total of over ***8,000 Higher Education Institutions exist*** in the region with over ***16 M students***

# Understanding South Asia

- The ***most populous and the most densely populated*** geographical ***region*** in the world with more than ***1.891 billion people***
- Has ***a bulging youth population*** with more than ***600 million under 18***
- Accounts for around ***25% of the world's population***
- The ***world's fastest growing region***, with growth rates up to 7.0 percent in 2019
- By 2020, India will have the ***largest university age group cohort*** in the world
- ***1 million new entrants to the work force*** each month every month for the next twelve years
- A total of ***1,375 Higher Education Institutions exist*** in the region with ***42,500 M*** students

# The Challenge in SEA

- There is a need to bridge the perceived "**development divide**" between the older and economically more advanced members – *Brunei, Indonesia, Malaysia, Philippines, Singapore, and Thailand*, known as the **ASEAN-6**, and the four newer members – *Cambodia, Lao People's Democratic Republic, Myanmar and Viet Nam*, also known as **CLMV** countries.



# The Challenge in SA

- It is a young and dynamic region, but *serious questions* remain about the *capacity of the region's universities to equip them with the knowledge, skills and education to meet employers' needs.*
- The *pace of change* in the region is *rapid*. It demands *flexibility and innovation* and South Asia must act now to create a higher education sector that *harnesses its young people's potential* and ensure that the *demographic dividend* is not wasted.
- Universities in South Asia are a critical tool for creating *a lasting social and economic impact*, particularly when tackling many entrenched regional issues, such as *employability, social mobility and equity of access.*

# The Demographic Dividend

- Many Asian countries - mostly in East Asia and Southeast Asia - experienced a **demographic dividend** that boosted their economies during the past few decades.
- **South Asian countries** are poised to **benefit** from a demographic dividend because their populations are young relative to the developed countries. However, **reaping this dividend** is expected to require a **work force** that is **well educated**, which means **increasing enrollment rates and educational quality**

# Challenges for SA and SEA

- Maintaining and improving *education quality*, even in the face of serious financial constraints
- Improving the *relevance of curriculum and instruction* at a time of rapid change in labor market needs
- Increasing and better utilizing the *financial resources* available to higher education
- Balancing the continued *expansion of access* to higher education with greater attention to *equity* and to the need to raise *quality*.

# The ASEAN Quality Assurance Network (AQAN)

- Founded in Kuala Lumpur, *Malaysia* in *July 2008*
- AQAN *accredited* as an entity associated with *ASEAN* in *August 2016*
- Secretariat hosted by *Malaysia Qualifications Authority*
- **13 full members** representing the ASEAN Member States and **5 Associate Members**
- Member of *INQAAHE* as a sub-regional network
- Mission: *To share information, to build capacity, and to establish the ASEAN regional quality assurance framework*

## Establishment of Quality Assurance Agencies in ASEAN

<b>Philippines</b>	<b>1957</b>
<b>Brunei</b>	<b>1990</b>
<b>Indonesia</b>	<b>1994</b>
<b>Malaysia</b>	<b>1997</b>
<b>Thailand</b>	<b>2000</b>
<b>Singapore</b>	<b>2000</b>
<b>Cambodia</b>	<b>2003</b>
<b>Vietnam</b>	<b>2003</b>
<b>Laos</b>	<b>2008</b>
<b>Myanmar</b>	<b>2016</b>

<b>Country/EQA/Year Established</b>	<b>Number of (HEIs)</b>	<b>Population/Enrolment in HEIs</b>
<b>Brunei Darussalam National Accreditation Council 1990</b>	<b>4 universities 1 Polytechnic</b>	<b>417,000 inhabitants 8,000 students</b>
<b>Accreditation Committee of Cambodia 2003</b>	<b>110 HEIs under 9 Ministries</b>	<b>15 Million 231,787 students</b>
<b>Indonesia National Accrediting Agency for Higher Education (BAN-PT) 1994</b>	<b>4,000 HEIs under 10 Ministries</b>	<b>254 Million 5,354,000 Students</b>
<b>Lao PDR Education Quality Assurance Center 2008</b>	<b>5 Universities 127 HEIs under 2 Ministries</b>	<b>6.6 Million 125,000 students</b>

EQA/ Year Established	Number of HEIs	Population/ Enrolment
<b>Malaysian Qualifications Agency 1997</b>	<b>20 Public 510 Private including Branch Campuses</b>	<b>30 Million 1,036,000 Students</b>
<b>Myanmar National Accreditation and Quality Assurance Committee 2016</b>	<b>163 HEIs under 13 Ministries</b>	<b>53 Million 660,000 Students</b>
<b>Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) 1957 plus five (5) other EQA bodies from 1974 to present</b>	<b>220 Public 1636 Private</b>	<b>103 Million 3,125,000 Students</b>

EQA/ Year Established	Number of HEIs	Population/ Enrolment
<p>Singapore Ministry of Education Higher Education Division (HED) 2001 Council for Private Education 2009</p>	<p><b>5 Public</b> <b>31 Private</b></p>	<p><b>5.4 M</b> <b>244,000 students</b></p>
<p>Thailand Office for National Education Standards and Quality Assessment 2000</p>	<p><b>98 Public</b> <b>71 Private</b></p>	<p><b>57.73 M</b> <b>2,430,000 Students</b></p>
<p>Vietnam General Department of Education, Testing and Education (GDETA) 2003 plus 4 other EQA bodies from 2013 to present</p>	<p><b>219 Universities</b> <b>217 Colleges</b> <b>55 Research Institutes</b></p>	<p><b>103 Million</b> <b>3,125,000 Students</b></p>



# The Journey Towards a ‘Common Space in Higher Education’

- 2008 - Ministers of Education (SEAMEO) endorsed the proposal on ***“The Structured Framework for Regional Integration in Higher Education: the Road towards a Common Space”***
- 2008 - Establishment of the ***ASEAN QA Network (AQAN)***
- 2011 - AQAN Round Table Meeting in Brunei decided to develop an ***ASEAN Quality Assurance Framework (AQAF)***
- 2015 - ***Kuala Lumpur Declaration for Higher Education*** – Enables each ASEAN member state to retain its unique identity and work together in enhancing regional competitiveness through education. This can be achieved through comparability of higher education systems using a regional quality assurance and qualifications framework
- 2015 - ***EU-SHARE Project*** started
- 2016 - ***AQAF launched*** in Jakarta with the ***support of EU-Share;***  
Guidelines and manuals were developed jointly with EU Experts

# The ASEAN QUALITY ASSURANCE FRAMEWORK (AQAF)

## Four Interlinked Set of Principles



# AQAF Four Principles

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
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

# Purposes of AQAF: Serving ASEAN, National QA Agencies and HEIs

- ✓ Serves as a ***common reference point*** to align QA systems, HEIs 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, support the mobility of students, workers and professionals***, both within and outside the region
- ✓ Promotes ***regional harmonization and integration***

# Key Features of AQAF

- ✓ *Inspirational, voluntary, and development-oriented*
- ✓ *Respects diversity* in ASEAN's culture, beliefs and values that shape higher education systems
- ✓ *Not prescriptive* but uses generic statements of *good practice* applicable to various political, educational and socio-cultural settings and development
- ✓ Referenced to *other national systems and regional frameworks*

# CHEA International Quality Group Principles vis-à-vis AQAF (May 2015)

- |                                     |  |
|-------------------------------------|--|
| <b>1. Quality and HEI providers</b> | <i>1. Institution has the primary responsibility for quality – Q3</i>        |
| <b>2. Quality and students</b>      | <i>2. Interest of students</i>   |
| <b>3. Quality and society</b>       | <i>3. and society must be at the forefront of external QA processes – Q2</i> |
| <b>4. Quality and government</b>    | <i>4. Q1 – External Quality Assurance Agency (EQAA)</i>                      |

# **CHEA International Quality Group Principles vis-à-vis AQAF (May 2015)**

## **5. Quality and accountability**

*5. Q1 – The EQAA’s policies are based on transparency and accountability*

## **6. Quality and the role of quality assurance and accreditation bodies**

*6. Development of standards and tools must involve participation of relevant stakeholders – Q2*

## **7. Quality and change**

*7. The EQAA keeps abreast with new developments and innovations in QA – Q1*



**EUROPEAN UNION  
SUPPORT TO HIGHER EDUCATION  
IN THE ASEAN REGION  
(EU-SHARE)**





# Objectives

- Support ASEAN in building a stronger, more effective **regional HE system** with an Erasmus-like **scholarship scheme** at its core and with robust **regional frameworks for quality assurance and recognition of qualifications**, as well as a **credit transfer system**
- Draw on **European experience** (Bologna Process, European Higher Education Area, Erasmus, ESG, ECTS) and the work already underway across the ASEAN region
- Serve as a platform to connect and **involve higher education stakeholders** in shaping an ASEAN HE space
- Narrow development gap (**CLMV**)

Source: Wilde, Marc. "Share and Regional QA Achievements and Lessons Learnt." ASEAN-QA Final Conference, March 22-23, 2018 Bangkok.

# EU SHARE Projects towards Capacity Building

## **Policy dialogues and national seminar/workshops**

Engaging key stakeholders in

- Philippines, Malaysia, Indonesia and Thailand
- Special consultancy to CLMV countries of Cambodia, Laos PDR, Myanmar and Vietnam

## **Agency reviews**

- Quadrants 1 & 2
- 4 agencies -BAN PT (Indonesia), MQA (Malaysia) ONESQA (Thailand) and PAASCU (Philippines)
- Self-assessment Reports
- Site Visits with 2 Europeans and 2 ASEAN reviewers
- Reports to agencies

## **Institutional IQA assessment**

- Quadrant 3 IQA
- 11 higher education institutions from 8 Member States
- Self-assessment Reports
- Site visits with 2 Europeans and 2 ASEAN reviewers
- Reports to institutions

# The Journey is on track...

- The drive towards *harmonization* of ASEAN Higher Education is on track.
- The bottom-up initiatives already happening is a good beginning but *strong political will and decisions* are needed to push the implementation of AQAF among the 10 ASEAN Member States.
- *AQAN and EU-SHARE* have emerged as the key actors in promoting quality assurance as a means to harmonization and integration. The EU SHARE Project provided timely support and expertise for ASEAN to work towards the creation of a higher education common space.
- *Harmonization is a continuing journey* towards common agreements and consensus, intra-regional exchanges and inter-regional dialogues and of alignment and convergence of ideas.

**“ The Regionalization train has already left the station.**

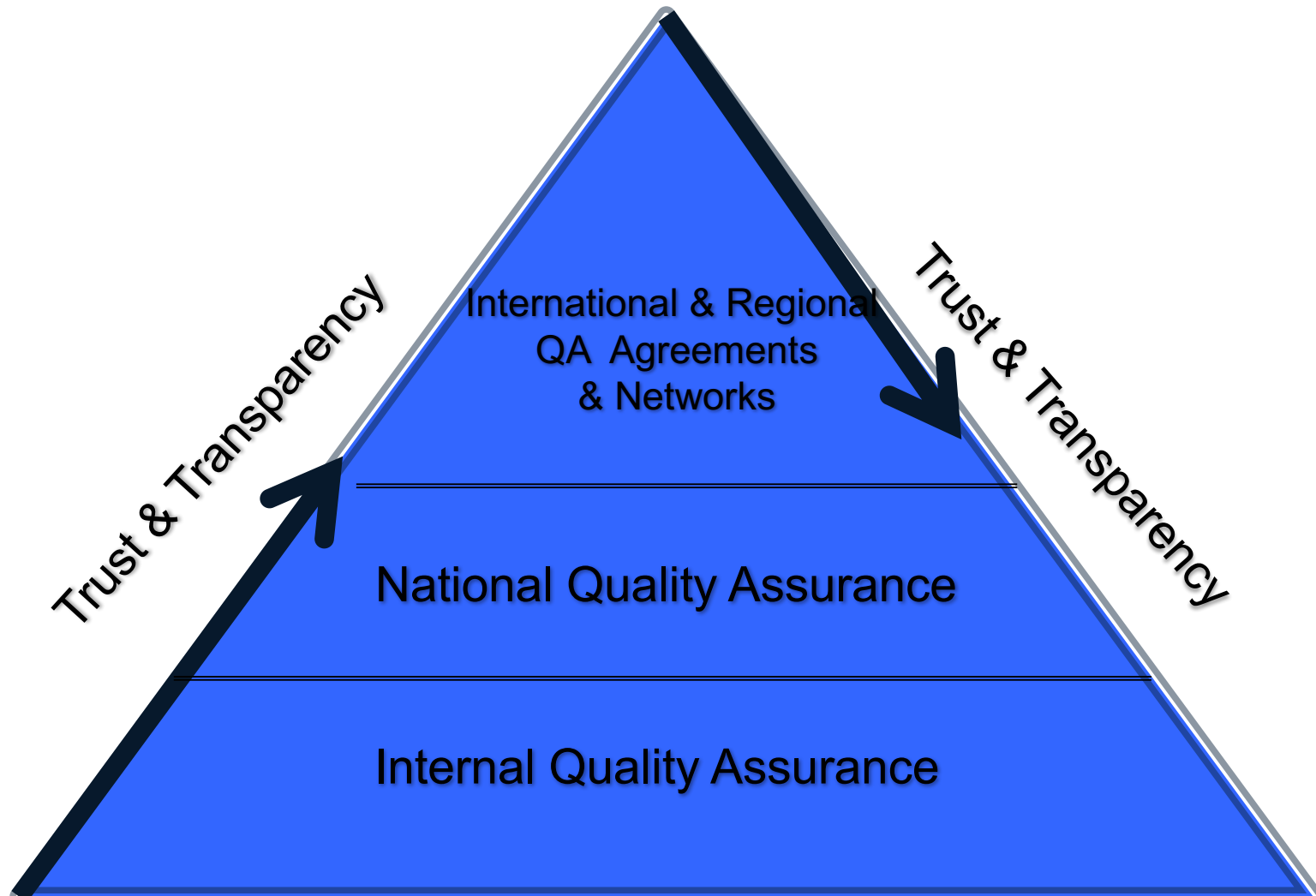


**But questions like *where it is headed, which tracks it will use, what passengers or cargo will be on board, how many stops it will make and what is its final destination* are yet to be answered.”**

Source: Knight, J. (2012) “A Conceptual Framework for the Regionalization of Higher Education in Asia” in K.H. Mok and D. Neubauer (eds)

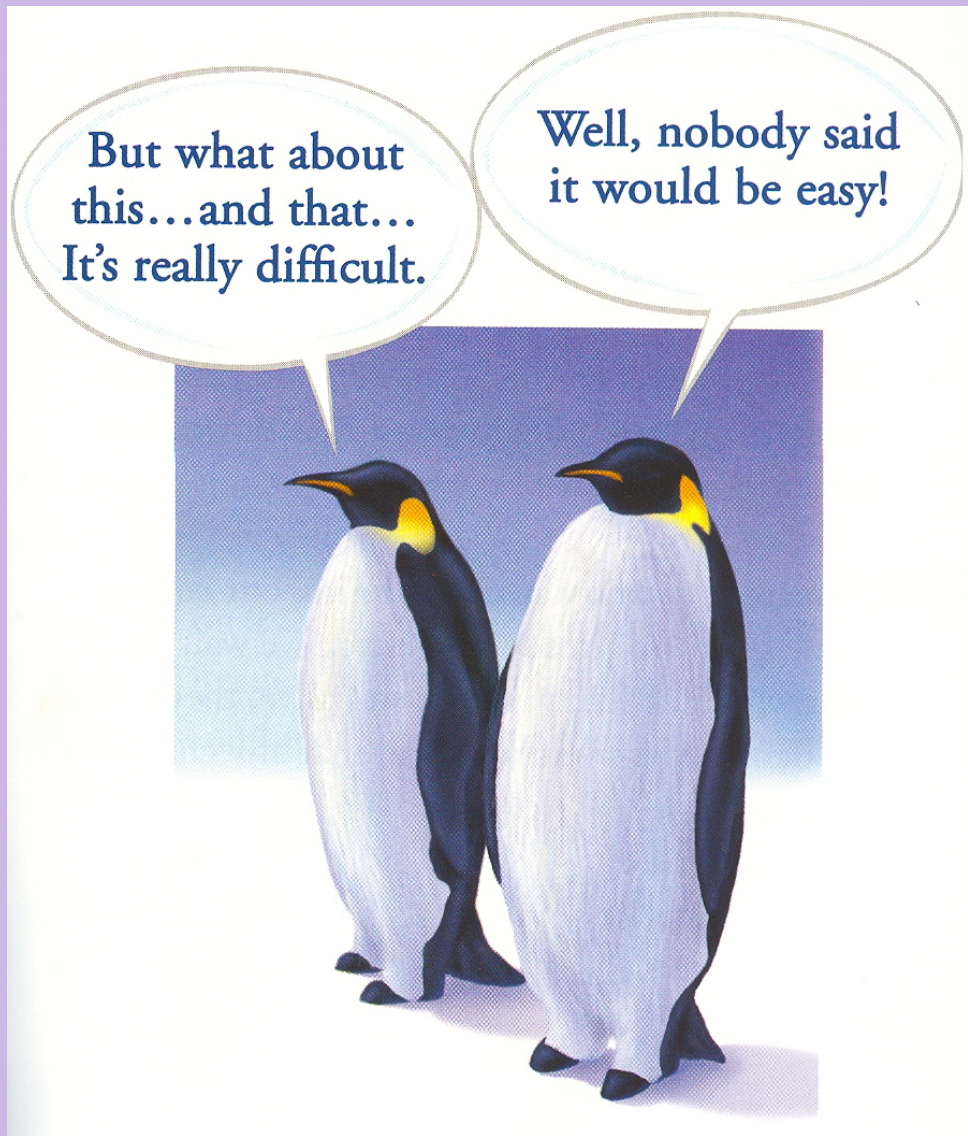


# Aligned Multi-layer QA System



# Conclusion: Rising to the Challenge

- ***Harness the demographic dividend*** windfall to provide the lift point for ***South Asia*** to assume a ***new place in the global economic order***.
- A ***South Asian revolution*** in ***higher education*** has the potential to be ***more significant*** than the ***transformation of China*** over the past decade.
- ***The world is watching and waiting.***
- Source: British Council, 2014. South Asia and Higher Education: Revolution and Realities in the New Economic Order



Good Luck !