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ASSOCIATION OF SOUTHEAST ASIAN NATIONS (1967)
UNDERSTANDING ASEAN

➢ It is home to more than 630 million people.

➢ Together, ASEAN 10 Member States represent the third largest market after China and India.

➢ 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. Half of its population is under 30 years old.

➢ ASEAN has over 8,000 Higher Education Institutions.

➢ It has an estimated 330 million internet users
Overview

Situation:
➢ ASEAN Economic Community (2015)
➢ Single Market and Production Base where there will be freer flow of goods, investments, trade and people.

Objective:
➢ Development of quality assured qualifications and enhanced mobility of people

Tools:
➢ National Qualifications (NQFs)
➢ ASEAN Regional Qualifications Frameworks (AQRF)
➢ ASEAN Quality Assurance Framework (AQAF)
Key:

➢ Ensuring comparability of qualifications in ASEAN and beyond

➢ Comparability and recognition of qualifications, education, training and certificates

➢ Develop human resources through closer cooperation in education to promote and encourage learners, workers and professional mobility within ASEAN and Beyond
Development of the ASEAN QA Framework (AQAF) — The Journey Towards a ‘Common Space’ in Higher Education


➢ 2011 – AQAN Round Table Meeting in Brunei decided to develop the ASEAN Quality Assurance Framework (AQAF).

➢ 2015 – Kuala Lumpur Declaration for Higher Education- Enables each ASEAN Member States 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 qualification frameworks.
Development of the ASEAN QA Framework: A Continuing Journey

➢ August 2016 - AQAN accredited as an entity associated with ASEAN.

➢ 17 full members

➢ October 2016 – launched in Jakarta with the support of EU-SHARE and participation of ASEAN Secretariat, national policy makers and stakeholders.


➢ Guidelines developed jointly with EU Experts.
**Principle 1** External Quality Assurance Agency (EQAA)

**Principle 2** EQAA standards and processes

**Principle 3** Internal Quality Assurance (institutions)

**Principle 4** National Qualifications Framework
# Principles of AQAF

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<td><strong>Key Role</strong> - maintain and sustain quality of education</td>
<td>Ensure professionalism, accountability, integrity and transparency</td>
<td><strong>Core Activity</strong> - focus on standards and processes</td>
<td><strong>Key Principle</strong> - Quality in Higher Education rests with the institutions themselves</td>
<td><strong>Key Instruments</strong> for reform of education and training</td>
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<td>Development of agency standards and criteria</td>
<td>Ensure accountability and safeguard interests of students and society</td>
<td>Policies on lifelong learning, flexibility in pathways and recognition of informal and non-formal learning</td>
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Conceptual Framework

Leveraging Quality Higher Education in ASEAN and beyond

A

Q

A

F

Principles of EQAA
Principles of EQA
Principles of IQA
Principles of NQFS

• Enhanced Mobility of Learners, Workers and Professionals
• Comparability and Recognition of Qualifications in ASEAN and beyond

ASEAN Qualifications Reference Framework
Serves as a common reference point to align QA systems, HEIs and Qualifications.

Encourages national QA Systems to benchmark against the Framework.

Provides principles of good practice which can be adapted to various political, legal and cultural settings without prejudice to a country’s basic values and traditions.

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.
<table>
<thead>
<tr>
<th>Country</th>
<th>Agency Description</th>
<th>Year</th>
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<tbody>
<tr>
<td>BRUNEI</td>
<td>Brunei Darussalam National Accreditation Council (2000)</td>
<td>2011</td>
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<tr>
<td>LAOS PDR</td>
<td>Educational Quality Assurance Center (2008)</td>
<td>2018</td>
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<td>MYANMAR</td>
<td>National Accreditation and Quality Assurance Committee (2018)</td>
<td>2018</td>
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<tr>
<td>PHILIPPINES</td>
<td>CHED (1994) &amp; nine CHED- recognised Private Accrediting Agencies</td>
<td>2012</td>
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<tr>
<td>SINGAPORE</td>
<td>MOE/Committee on Private Education (2000)</td>
<td>No formal QF</td>
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<tr>
<td>VIETNAM</td>
<td>GDETA and five Centres of Accreditation (2002)</td>
<td>2016</td>
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Essential Elements of AQRF

➢ An agreed _eight-level framework_
➢ A commitment to using _learning outcomes_
➢ A commitment to _validating learning outcomes_ achieved outside of formal education and training systems
➢ An agreed process for _referencing national qualifications systems_ to the AQRF, and
➢ An agreed position on _quality assurance_
### AQAF AND AQRF

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<tr>
<th>ASEAN Quality Assurance Framework</th>
<th>ASEAN Qualifications Reference Framework</th>
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European Union Support to Higher Education in the ASEAN Region (EU-SHARE)

➢ Formulated jointly by EU and ASEAN
➢ EU Grant Contract, Value EUR 10 million
➢ 4-year initiative from Jan 2015 to Jan 2019
➢ Base of operations is Jakarta, Indonesia. SHARE maintains a Programme Management Office in the ASEAN Secretariat
➢ SHARE Consortium:
SHARE supports ASEAN in three Result Areas:

1. **POLICY DIALOGUE**
   - Policy Dialogue Conferences, Policy Briefs, etc.

2. **REGIONAL FRAMEWORKS**
   - ASEAN Qualifications Reference Framework (AQRF)
   - Regional Quality Assurance (AQAF)

3. **MOBILITY**
   - ASEAN Credit Transfer System
   - Student Mobility Scheme (inner ASEAN and ASEAN-EU)
EU-SHARE Findings

- AQAF – a neutral device, not prescriptive on QA processes
  - Provides a reference point for benchmarking different systems.
  - Responds to different stages of development, flexible – take into consideration diverse systems, stages of development, needs, capacities and aspirations.
  - Driving force for harmonization and enhancing quality of higher education within ASEAN Region.
Governance and Institutional arrangements – different ministries, multiple ministries having authority over HEIs

Different modalities in organization and levels of independence/autonomy from and state/ministry

Diverse quality standards and use of EQA processes across the ASEAN region

Where multiple players are responsible for QA – no definitive and defined regulations and standards
Issues and Barriers

➢ Capacity of HEIs to implement QA strategies
➢ Resistance to change
➢ Lack of trust
➢ Scale of Sector
➢ Capacity of the responsible agency
➢ Progress of implementation
➢ Implications of implementing learning outcomes

EU-Share Recommendations to Support Regionalization

- **Presence of QA policies and monitoring system** - Overarching policy statement and goals for HE and QA coupled with clear monitoring and follow-up systems and processes

- **Balance diversity and harmonization** – Agree on principles to strengthen closer alignment of HE systems

- **Improve coherence and policy-making** – Simplify and streamline governance structure at regional level

- **Enable participatory processes** - Engage wider participation in implementation to increase acceptance and legitimacy and buy-in of stakeholders
Commitment: presence of strong commitment to harmonise HE systems and outcomes.

Consolidation: Some QA systems not fully established and consolidated and not all elements are clearly defined.

Clarification: at Regional level, complex structures of decision-making processes need to be simplified. Tasks and responsibilities of organizations dealing with QA should be streamlined.
The Way Forward: Key Areas for Development

➢ Continue to expand and support the use of learning outcomes.

➢ Strengthen internal quality assurance in HEIs, including capacity of staff and instruments to undertake the work.

➢ Provide focus on strengthening program accreditation processes, especially for HEIs to ensure that requirements of the NQF are met, including the needs of the stakeholders.

➢ Strengthen link between QA and NQF with other education and training sectors in ASEAN Member States.

“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.”

THANK YOU

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