

The Proceedings of **ASEAN+3**

Higher Education Quality Assurance Forum

Tuesday 1 October 2013

Mita Kaigisho Conference Center, Tokyo, Japan



MEXT MINISTRY OF EDUCATION, CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN



独立行政法人 大学評価・学位授与機構
National Institution for Academic Degrees and University Evaluation

The Proceedings of ASEAN+3 Higher Education Quality Assurance Forum

March 2014

National Institution for Academic Degrees and University Evaluation (NIAD-UE)
1-29-1 Gakuen-nishimachi Kodaira-shi, Tokyo 187-8587, Japan
<http://www.niad.ac.jp/english/index.html>

Preface: What is this Event?

The **ASEAN+3 Higher Education Quality Assurance Forum** was held on 1 October 2013 in Tokyo, organized by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) in cooperation with the National Institution for Academic Degrees and University Evaluation (NIAD-UE), Japan.

Over 240 colleagues in the higher education sector from the region participated in the Forum and deepened their understanding of the principles and vision for student mobility in East Asia by sharing QA practices in the region.

Main topics of the Forum

Higher education in the East Asian region is witnessing increasingly dynamic student mobility resulting from a variety of factors including politics, economics and the labor market as well as education. How are East Asian countries addressing this challenge and implementing policies with regard to international students and human resource development to meet society's demand for talent? How are higher educational institutions in the region responding to this change? How does quality assurance, conceived as an interface between higher education and society, contribute to improving policy implementation and meeting the demands of society and higher educational institutions for the provision of human resources?

Highlights of the Forum

Session I: The **keynote speech was given by Dr. Sauwakon Ratanawijitrasin**, Director of SEAMEO RIHED, on the Vision and Current Trends of Student Mobility—from the ASEAN Perspective. **Six experts** from the ASEAN+3 countries gave presentations on practices and experiences in **quality assurance approaches to student mobility and transnational education from ASEAN region-wide, national and university perspectives**. Following presentations, the speakers joined a panel discussion to exchange views on what could be done to meet social and regional demands for the development of human resources through policies on student mobility and quality assurance.

Session II: Academics and students from Japanese universities presented **four case studies on exchange programs in East Asia**. Following case presentations, Forum speakers and higher education experts from the ASEAN region and Japan exchanged ideas for the further enhancement of international student exchange programs.

For proceedings of the forum, please visit NIAD-UE website:

www.niad.ac.jp/english/news/1225851_1818.html

March 2014

Contents

Session I: Trends in Human Resource Development and Policies for Mobilizing Students in East Asia	1
Highlights of Session I	3
Keynote Speech	
<i>Vision and Current Trends of Student Mobility - from the ASEAN Perspective</i>	
Dr. Sauwakon Ratanawijitrasin, SEAMEO RIHED	5
Panel on Quality Assurance of Transnational Education and Country Experiences	
1. <i>AIMS - ASEAN International Mobility for Students - PROGRAM REVIEW</i>	
Dr. Aishah Binti Abu Bakar, Ministry of Education Malaysia	29
2. <i>Towards Further Student Mobility: Experiences of the AUN QA Programme Assessment</i>	
Dr. Wyona C. Patalinghug, De La Salle University, Manila, Philippines	37
3. <i>QA Policy at Vietnam National University, Ho Chi Minh City</i>	
Dr. Le Quang Minh, Vietnam National University - Ho Chi Minh City	45
4. <i>Quality Assurance of Transnational Education in Malaysia</i>	
Mr. Mohamad Dzafir Mustafa, MQA	53
5. <i>Quality Assurance of Cross-Border Education and Asian Educational Exchange and Cooperation</i>	
Dr. Mengquan Lin, CDGDC	61
6. <i>IEQAS in Korea</i>	
Dr. Innwoo Park, Korea University	71
Highlights of Dialogue and Discussion at Session I	79
Session II: Student Mobility in East Asia - Input from International Collaborative Programs	81
Highlights of Session II	83
Case studies: Presentations on Joint Programs	
1. Case Study A: <i>A Cooperative Asian Education Gateway for a Sustainable Society: Expanding the Frontiers in Science and Technology of Chemistry and Materials</i>	
by Nagoya University and Tohoku University	
Prof. Dr. Takahiro Seki, Nagoya University	85
2. Case Study B: <i>Empowerment of Next Generation High-Quality Policy Leaders through a “United Asia University for Peace = Human Security”</i> by Osaka University	
Prof. Akihisa Matsuno, Osaka University	93
3. Case Study C: <i>East Asian University Institute (EAUI) for Asian Regional Integration</i>	
by Waseda University	
Ms. Motoi Takekawa, Waseda University	99
4. Case Study D: <i>Asia Business Leaders Program</i> by Hitotsubashi University	
Mr. Kazuhiro Saka, Hitotsubashi University	105
Highlights of Dialogue and Discussion at Session II	111
Reference: Forum Program	113

Session I:

Trends in Human Resource Development and Policies for Mobilizing Students in East Asia

Highlights of Session I

The aim of this Session I was sharing ideas and generating discussion.

Session I began with Dr. Sauwakon Ratanawijitrasin, Director, Regional Centre for Higher Education and Development (SEAMEO RIHED), who provided an introduction to the development of student mobility activities in the ASEAN region in her keynote speech entitled 'Vision and Current Trends of Student Mobility—from the ASEAN Perspective'.

In the following panel discussion, six experts in quality assurance from ASEAN+3 nations introduced case studies of international student exchange for higher education and the quality assurance of these programs across ASEAN region on the national or university levels.

Four experts representing ASEAN nations spoke. The first was Dr. Aishah Binti Abu Bakar, Director, Academic Development Management Division, Department of Higher Education, Ministry of Education Malaysia, who introduced AIMS (ASEAN International Mobility for Students) program and its program review activities for quality improvement. Next, Dr. Wyona C. Patalinghug, Director, International Quality Assurance Office, De La Salle University, Manila, Philippines, and Dr. Le Quang Minh, Vice President, Vietnam National University, Ho Chi Minh City, both outlined ASEAN University Network (AUN) quality assurance and their experiences with quality assessment at their own universities. Mr. Mohamad Dzafir Mustafa, Director, Malaysian Quality Assurance Training Center (MQATC), Malaysian Qualifications Agency (MQA), outlined the quality assurance of transnational education in Malaysia.

Two experts from China and Korea also participated in the panel. Dr. Mengquan Lin, Director, Evaluation Department, China Academic Degrees and Graduate Education Development Center (CDGDC), described quality assurance in the People's Republic of China, focusing on the management of Chinese-Foreign Co-running Schools/Programs. Dr. Innwoo Park, Professor, Department of Education, Korea University, provided an introduction to the international education quality assurance system (IEQAS) in South Korea.

For Session I, participants were asked to speak to the theme of this Forum by offering their opinions on the following points:

- What are your views on societal and regional demands for the development of human resources, and how are these needs actually reflected in your programs (in terms of policy planning and classroom situations)?
- As we look to the future, how can quality assurance, understood as an interface between higher education and society, play an instrumental role in responding to societal and regional demands for human resources?

Vision and Current Trends of student mobility:

Dr. Sauwakon Ratanawijitrasin

Director, Regional Centre for Higher Education and Development (SEAMEO RIHED)

ABSTRACT

During the past two decades, the landscape of international student mobility has been expanding rapidly. Globally, the number of foreign students have more than triple--from 1.3 million in 1990 to 4.3 million in 2011. More than half of foreign students population worldwide come from Asia. Among them around 34% are from Northeast Asian and 8% from Southeast Asian countries. In Southeast Asia, although most outbound students go to study in an OECD member country, the tide for foreign students studying within the region is rising in recent years.

These trends are driven by a wide range of forces. Key among them are the needs to meet the challenges of globalization and regionalization, which has led to efforts to internationalize. East Asia—Northeast and Southeast—has witnessed proactive national policies and institutional initiatives to promote student mobility, which is a prime policy instrument among the many schemes to internationalize higher education. Individuals too desire to mobilize across national borders for higher education to enrich knowledge, skills, and experiences.

Amidst this tide of change, governments and higher educational institutions in the region reach out to one another to forge broader and deeper collaborations—bilaterally and multilaterally. International organizations also contribute to create and coordinate collective actions.

The Southeast Asian Ministers of Education Organization-Regional Centre for Higher Education and Development (SEAMEO RIHED) plays such a role in initiating and coordinating the multilateral student exchange program AIMS (ASEAN International Mobility for Students). From its launch with 3 participating countries in 2010, the Program has now expanded to include 7 countries—Malaysia, Indonesia, Thailand, Vietnam, the Phillipines, Brunei Darusalam, and Japan—extending opportunities to students in both Southeast and Northeast Asia.

To advance regional harmonization, as well as build enabling mechanisms for student mobility, SEAMEO RIHED also conducts and takes part in initiatives related to quality assurance and credit transfer system. A recent effort, supported by the Asian Development Bank, is a policy action research to study and develop common credit transfer system which has resulted in the Academic Credit Transfer Framework for Asia (ACTFA) to be used to support student mobility.

Asia, as well as the world, demand more human resources with tran-system competency. It is the role of higher education to cultivate globalized human resources to meet future challenges. To better promote student mobility, more extensive collective actions are called for. These include 1) establishing and enriching multilateral platforms for student exchange, 2) developing more programs in more diverse formats—covering learning in class, learning from peers, and learning in the workplace and community--to meet future needs, 3) harmonizing higher education to allow better compatability and comparability, as well as maintaining diversity, 4) Strengthening quality of higher education to cover existing as well as emerging forms of institutions and programs.

Dr. Sauwakon Ratanawijitrasin

Speaker Profile

Director of SEAMEO RIHED (Southeast Asian Ministers of Education Organization-Regional Center for Higher Education and Development) and Associate Professor at the Faculty of Social Sciences and Humanities, Mahidol University. Her academic interests are in the areas of systems thinking, public policy and management, education, sustainable development, and pharmaceutical and health systems.

Keynote Speech

Vision and Current Trends of Student Mobility - from the ASEAN Perspective

Dr. Sauwakon Ratanawijitrasin

Director, SEAMEO Regional Centre for Higher Education and Development (SEAMEO RIHED)

Deputy Director-General Nakaoka, President Nogami, and all the distinguished participants here at the forum, I am so glad to be with you today at this forum. First of all I would like to thank the organizers for allowing me this opportunity to be with you, to share some thoughts and then some information with you today and I look forward to a very lively and interesting discussion afterward.

The topic today is the vision and current trends of student mobility and I will be focusing on South East Asia and North East Asia. I really agree with Tutiya sensei to talk about East Asia. It should mean both the North East and the South East, so allow me to begin.

The Expanding Landscape of International Student Mobility

What we can see from the previous decades is that there is a lot of expansion in international student mobility all over the world. And if we look at some of the numbers worldwide we can see that the number of international students more than tripled from 1990 to 2011 from 1.3 million to 4.3 million. That is a lot of change during a short period of time. Even with a lot of technologies that allow us to communicate without leaving our homes, student mobility has expanded around the world. And from these numbers, more than 50% of foreign students worldwide come from Asia. China is the largest exporter of students, international students in the world. About 34% of international students come from North East Asia, only around 8% from South East Asia, but I think it will be growing.

Another trend that can be observed is that there is an increase in the percentage of undergraduate students across countries. The trend before was graduate students, but now more and more undergraduate students are moving around the world.

And if we look at South East Asia's foreign students trend, we can see that the proportions of foreign students from South East Asian countries to study abroad show that they choose an OECD country and the range is more than 50%. The range is from 63% in Indonesia, up to 94% in Singapore.

However, we see also that around 11% of the South East Asian foreign students study in another country in South East Asia and this trend is increasing. And with the collaborative efforts among South East Asian countries, we will see that more and more students move

around in our region. So those are the numbers but there are certain trends for which we might not have the number but we can see the trend anyway.

Emerging Trends: Student Mobility

In the past our countries and regions mainly sent out students, so more outbound students than inbound. We need to work on capacity building. In Thailand, King Rama V (Fifth) the Great, grandfather of the present king, sent his sons to study abroad. When they came back they became the ministers of different ministries that were newly set up at that time. Now as our region develops more, we welcome inbound students, and we have created many international programs. There is also an economic reason for that, to generate income from tuition fees and living expenses. This is one trend.

Another trend is that we see that students are moving around not only outside our region but also inside our region and this will increase with the number of programs. AIMS is one, and it will serve to increase the number of students within the East Asian region.

Another trend is that when we talk about student mobility, the exchange platforms have also evolved starting with bilateral exchanges, a bilateral platform. That means university and university come together and decide on exchange of students in particular fields, or other arrangements. Scholarships might be provided. But in recent years, we have seen more multilateral platforms, in which many parties come together and agree on something. Either a multilateral platform at the level of university or a multilateral platform at the level of government and then the government chooses the universities to do that. The bilateral model is still the mainstream but more multilateral is coming up.

Emerging Trends: Program Mobility

There are so many developments that we probably have difficulty keeping track of. There are joint degree programs, double and dual degree programs; also other partner programs such as two plus one, two plus two, three plus something, so many of them and even definitions of these terminologies might differ. But anyway, what we see, like franchise programs and the standard online learning programs, all these reflect an emerging trend of new program arrangements where programs do not attached with a single institution as before.

In many countries, especially in the US, MOOCs, Massive Open Online Courses, are now a big hit and a lot of people are talking about it. So they are more diversity in terms of program design and we can call it in a sense of program mobility, although programs do not have legs.

Emerging Trends: Institution Mobility

Another thing is institution mobility. We are aware that many countries have been very proactive or aggressive in trying to set up branches and off shore campuses in another country. We see that just a decade ago, our region was receiver of the off shore campuses, of branches especially from Australia. But now many countries in North East and South East Asia also establish branches in other countries, for example China, India, Malaysia and Singapore.

SEA: 3+ Decades of Accelerated Socio-Economic Change

There are certain forces behind all these changes. In increasing trends of the student mobility in the past 3-plus decades, national policies play a very big role. Greater wealth as a result of economic development is also a national policy in all the countries. There are more money to pay to send our children abroad and also greater demands to have students with overseas experience in the workforce. We learn that in many countries, education reform and government support in terms of trying to internationalize higher education, as well as providing scholarships to send students abroad also serve to increase the trend of student mobility.

Globalization actually has been with us throughout history, but we notice more rapid changes during the past decade. One thing may have many definitions. One definition of globalization that I like a lot is that Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology.

Looking at international agreements, the General Agreements on Trade and Service, we have agreements that will free up, loosen the regulations and allow people to do offshore campuses and allow national treatment for international players. These are things that boost student mobility. Of course in South East Asia, creating ASEAN Community is just around the corner in 2015. These are the factors that are not mutually exclusive. They are all related, regionalization and globalization are internally related and what we do is to internationalize.

Benefits

Many people talked and keep talking about the benefits of student mobility. Individuals want to increase and improve their knowledge and skills by studying in another country, it will also improve the employment opportunities. Having a degree from overseas means a lot, you can compete in a competitive labour market, for example. National and organizational capacity building is another benefit, especially national capacity building in the past. But now organizations want to have people with international experience.

Taking Samsung as an example, before they tried to produce a lot of gadgets and devices to compete with the iPhone, they sent out a lot of people overseas to live there for a period of time. Those people came back and created so many things that are probably in your pockets and in your hands right now. International understanding is one more benefit that might not be the initial purpose but it benefits anyway. Of course, international mobility also becomes to sources of revenues for national economy and higher education institutions.

Cultivating globalized human resources

When we look at these, I ask myself what exactly student mobility will benefit us? The answer is to cultivate globalized human resources. And what we need, I think, is human resources with trans-system competency. I summarised trans-system competency into three knows - Know what, Know how, and Know who.

Know What

When we have student exchanges, we send students to another country to study a particular field, such as economics, engineering, agriculture, many things. Students study substantive knowledge and skills abroad, that is the know what. Mostly people would say we send our children abroad to study cutting edge knowledge, cutting edge technology. We agree, but missed another thing which is local knowledge. My background is in the field of pharmacy and I studied western medicine in the past. Some traditional medicines like Herbal medicines were a very sideline thing in the past, but now it is popular. Even in the US the market for herbal medicine is huge and increasing. Western medicine, also tries to extract active pharmaceutical ingredients from plants. It relies on local knowledge. Behind the Shinagawa Prince Hotel there is a satellite store and if you go there, they sell different kinds of local food and offer hometown flavour. As I know, in Korea, there is policy to promote local as well.

Know How

So we need know what to fill knowledge gaps as well as skill gaps. We also need know how in terms of providing context, like Inter-cultural understanding. Know how includes many parts, not only culture, but the society, people, the political system, the societal favourite, etc. We need to know the economy in another country in order to promote our trade, to deal with in port and export. And we also need to understand organization, organizational arrangements, infrastructure, as well as organizational culture, both in bureaucratic procedures and the government.

Know Who

Know who means you go to another country and you study, you know your professors, you know your fellow students, your friends, you develop collegial relationship and you develop networks, professional relations or otherwise. Maybe you like photography and then you can join the network. You develop professional relationships while you also develop personal relationships and friendships. And these will provide you with benefits that more than expected. 'Know who' is something that comes right away when you travel to study in another country.

Cost/Benefit of Student Mobility

I used to teach cost benefit analysis so let's see the cost benefit of student mobility. What I can say is that the cost is additional. You send one student, it costs how much, you send two, you send three, you send ten, you send a hundred, the cost adds up. But benefits are multiplications. The more students that you sent abroad, when they come back and work, they more your country benefits!

Multiple Modes of Mobility

I proposed a Multiple Modes of Student Mobility to cultivate globalized human resources. The first one is learning in class, this is what we all student exchanges. We send students to go to study abroad, but study in class. We should also have students learning from peers, like organizing student camps. Get students come together and they will know and learn from each other. We should also include practice, initiating regional internship program, for example. Many universities have been doing this. We need more and regional, even global. And in the future probably we need more research collaborations among professors, academic staffs and graduate students.

Enabling Mechanisms

To promote student mobility, we need two sets of mechanisms, basically. It called enabling mechanisms and supporting mechanisms. Enabling mechanisms are best done at the national, regional level, and even global level. These are key policy instruments. For example, make funding available for students to go abroad, recognise institutions or programs, degrees, courses, etc. And next is for credit transfer. Students need to take the credits and come back to their home country to continue their study.

Other policy instruments includes academic calendar, can we somehow harmonize academic calendar in Southeast region, for example; student visa. How can we deal with getting a visa only allows 3 months stay but the semester is 4 months long? Can we help students to study

abroad easier?

Supporting Mechanisms

Supporting mechanisms are developed both at the national and institutional level. Institutions and countries need to provide scholarships as well as loans. For example, students cannot go to study abroad because of financial constraints. With additional money they will probably have an easier life and learn more. In addition, institutions, programs and other information should be provided, to provide options for students and professors. Housing facilities should be safe, clean. Health insurance is important for overseas students. In some countries it is cheap, but in some countries it is very expensive. Students should not fall through the crack of undue hardship because of illness which we do not know when it will happen. Linguistic tutoring should be provided and also administrative and social support. From the AIMS program we learned about the buddy system and many other systems, so if we help the students, they will have a better living experience. Another emerging issue that we recognized is academic and industrial collaboration which benefit students. Students can go and then learn at the workplace as well. These are what I called supporting mechanisms.

The ASEAN International Mobility for Students (AIMS) Programme

AIMS: Programme Overview

The AIMS Program is a multilateral student initiation program where countries and universities come together to set principles and guidelines, so that students can move around among the participating universities within member countries. It was launched in 2010 as MIT (Malaysia, Indonesia and Thailand), student mobility pilot project, not the Massachusetts Institute of Technology. We exceeded our goal very quickly because of the great support from the member countries, and also the interest from the universities. With expansion the name changed to AIMS.

AIMS: Members and Numbers

We have set the goals for 2011, 2013, 2015 when the programme is launched in 2010. In 2011, we exceeded the goal set for 150 students. The number of students reached 260 in 2011. There are 5 fields, 3 countries, Malaysia, Indonesia and Thailand at that time. Vietnam joined in 2012. And this year the Philippines, Brunei and Japan joined the Programme. By middle of this year, 2013, over 500 students participated in the programme, 2 study fields are added, and now the Programme covers 7 fields and 7 countries.

Now we have 7 universities from Malaysia, 12 from Indonesia, 7 from Thailand, 9 from Vietnam and one from Brunei. The Philippines will notify us soon and once the Reinventing-Japan Funding result announced we will know the number of participating universities from Japan. The programme expands rapidly in 2013.

AIMS: Study Fields

The five Initial study fields are hospitality and tourism, agriculture, language and culture, international business, food science and technology. This year we add engineering and economics at the last meeting in Yogyakarta, Indonesia.

AIMS: Current Arrangements

The current arrangement is that, and I say the word current because we are moving fast, so changes emerge all the time. For example, we published the AIMS Program Handbook and only a little bit after we published it, it is out-of-date. Therefore, we organize two review meetings every year. Every time we come together and we agree on some new things. So the current arrangement is that the student mobility Programme is designed for undergraduate student only at this moment. I understand that there are requests to include graduate students, we will take it into consideration and it might happen in the future. The participating universities must provide international academic program within the fields of study which are determined collectively by participating countries.

Originally study field was called discipline but we changed it to fields because inter-disciplinary is important. Inter-disciplinary studies, for example, economics, maybe you can go for traditional economics or environmental economics, same as environmental engineering. The Programme has a multilateral framework, allows multilateral governmental and institutional collaboration. The participating universities are nominated by their governments in different ways. Some countries' ministries just select but many countries ask the universities to apply and choose from the proposals like in Japan, like in Indonesia. And government provide scholarships for students. With the expansion, governments concern about their financial constrains. So we agree on seeking additional funding from other sources.

The specific number of student, as well as student placement and arrangements is based on university bilateral agreements. Because of the preferences of the student they might want to go to this field, they might want to go to this country or this city in particular and it also depends on the slots that are available. So we have to rely on bilateral agreements between the universities and the universities share the curricula and the syllabi. And we have a great flexibility being added into the original AIMS principle.

AIMS: Agreed Flexibilities

The principle of reciprocity on the number of exchange students previously we have five-five-five and then one country would send five students to another country, for example, and then another country would send hopefully, absolutely, five. But it turned out that even within MIT (Malaysia, Indonesia and Thailand) countries, it did not happen that way. So with more countries, it is more difficult. And the financial capacity of each country might not be the same so we allow flexibility on financial supports. And the number of government-sponsored scholarships for new countries is flexible. For example, the countries with less resources will probably have smaller number than the countries with more resources. We would open up possibilities to other institutions, organizations and even outside the region to seek their support to financing student exchanges.

ACTFA (Academic Credit Transfer Framework for Asia)

To promote student mobility, SEAMEO RIHED creates an Academic Credit Transfer Framework for Asia or ACTFA for short. This is an initiative started as a policy action research, funded by the Asian Development Bank. We found that there are a lot of credit transfer systems, but many students still cannot transfer their credit. There might be some requirements or agreements, or even disagreements limit credit transfer. So, as we proposed to ADB, we should come up with something flexible but feasible and practical to allow credit transfer. We reviewed different credit transfer systems and tried to identify what are the strengths and weaknesses of each credit transfer system. Then we invited 10 resource persons from 10 countries, including countries in Greater Mekong Subregion plus Indonesia Japan, Korea, and Malaysia, to study credit transfer in their own countries. Eventually we created ACTFA based on collected data from the resource persons. Major credit transfer systems like UCTS use conversions, but ACTFA addresses credits earned in a course, regardless of the total number of credits required by a programme. It is applicable to courses in module, semester and quarter and managed at the level of system components.

ACTFA's 4 Key Components

The 4 key components are mutual recognition, credit transfer, grade transfer and supporting mechanisms & system context.

Mutual recognition for the purpose of credit transfer is considered at 3 levels: institution, programme, and course. For HEI A to accept credits of its student's academic work completed at HEI B, HEI A has to recognize HEI B's programmes and courses.

Regarding credit transfer, there are four concerns: course equivalency, depends on required course or elective course; number of credits per course, based on "workload"; principles for

credit transfer; and maximum allowable credits to be transferred which is depend on the decision of home HEIs.

Dr. Taiji Hotta contributes a lot in creating ACTFA. He studied credit transfer systems for many years and found that in Asia, we share similar number of study hours or teaching hours per course. Therefore, the number of credit per course can be considered as comparable easier. In addition, ACTFA allows the home university to determine how grades are to be taken, and whether they are included in the GPA calculation.

Grade transfer is flexible, but the requirements and criteria need to be transparent and published beforehand. Clear rules for the transfer should be set and made public, and there should be no case-by-case deliberation

Another part is Supporting Mechanisms. We need information on accreditation documents by authorized organizations, course description, workloads and maybe study plans, etc. A lot of details cannot be discussed here, and we need to put efforts on it.

Fostering Student Mobility: A Call for Collective Actions

In our region, both North East and South East Asia, there are many things that we can collaborate. In South East Asia although we are talking about the ASEAN community 2015, but we still have a long way to go to promote the community and common spaces in higher education. So we would like to call for collective action among Asian countries.

We should firstly establish and enrich multilateral platforms for student exchanges. Multilateral exchanges allow more options for students to go around as well as allow more options for university professors to advise the students, so we need to have the countries and the universities to come together, multilaterally agree on some guidelines and principles. It is more difficult in the beginning, but it is a long-term investment. So we have core shared principles that allow flexibility for the exchanges when we establish multilateral platforms.

Try to get scholarships collectively for the students who cannot afford to study aboard. We need active roles of the governments and universities to come together. The government alone is not enough, but without the government it is more difficult. We might start small, but eventually it should become a broad-based format, that anybody who is ready and interested can join. Follow the same principle and move around the region and the world.

At programs and format level, it can be more flexible. In term of academic programs, we need identify what are the strengths in our region, and then develop academic programs for specific field, so that we draw more and more students to move around in our region. We need to identify our needs, develop and train our children to know ourselves, and then to

build on the strengths of ourselves. We also need diverse format, collaborative format like joint programs. Joint programs might be organized between two universities, maybe three, or more, relying on the expertise and strength of partner universities. We should also have research collaboration not only among professors, but with graduate students' involvement. Moreover, we also need to think about cross-border internship programs and cross-border community service programs, so that we help each other in development of our region.

We have talked a lot about harmonization for a while, but how can we achieve higher education harmonization? In terms of Institution and programs, what are the infrastructures and mechanisms that still need a lot more work? Can we work out academic credit transfer at the student level? Diploma supplements - the Europeans use this for quite a while and if we can do it to help explain to the home university how students study and perform in the host university, it will be very beneficial and is this something that can be done in the future? How to even harmonize the academic calendar in the region? It needs collective actions!

Quality assurance is a very important component for us to have student exchanges. We have national and institutional quality assurance. A lot of countries are trying to do it and in South East Asia the countries are at different stages of doing quality assurance. Some countries have well-established organizations, national bodies to do quality assurance, but the other countries might still at its preliminary stage.

We also have regional framework lead by AQAN (ASEAN Quality Assurance Network), we work with them and they lead the development of regional framework for quality assurance. Current challenges are, such as, number of HEIs is increasing, both public and private HEIs. There are many universities coming up over the past a few years in Laos, as well as in Cambodia. Second, we have highly diversified non-traditional program forms. How can we do the quality assurance? Can we just say trust them? Some universities offer course in different countries, how do you deal with it? In addition, we have non-traditional institution arrangements, like offshore campus. Can we expect Monash University in Malaysia is exactly the same as Monash University in Australia; and MIT (Massachusetts Institute of Technology) in Vietnam, will it be exactly the same as MIT in the US. These are the questions. So it is a challenge for AQAN and also for all the quality assurance experts. We need more collective actions.

Nowadays, quality assurance focuses more on input and process. When the inputs and the processes change very rapidly can we chase it? How about if we go for outputs and outcome-based quality assurance? People agree that it is more difficult to go for outputs and outcomes. But I would say with the diversity and the rapid changes on inputs and processes, outputs and outcomes might be more manageable. This is a challenge, we need to discuss more.

Harmonization is not to make us all look the same like clones, but more comparable. We need diversity in students, universities, higher education systems, our country, region as well as the world, meet the needs and the preferences. Then we will be able to better serve student mobility, better serve the region and I think we all agree that more regional collaboration is needed, to cultivate globalized human resources for long-last prosperity and peace. This is our job. Thank you very much.



Vision and Current Trends of Student Mobility

By
Assoc. Prof. Dr. Sauwakon Ratanawijitrasin
 Centre Director, SEAMEO RIHED

Keynote Speech given at the ASEAN + 3 Higher Education Quality Assurance Forum
 NIAD-UE, Tokyo, Japan
 1 October 2013

Data Source:
 * OECD (2013)
 ** calculated from data in OECD (2013)
 ***UIS (2013)

www.rihed.seameo.org



The Expanding Landscape of International Student Mobility

Foreign Students

- 1.3 million in 1990* → 4.3 million in 2011*
- > 50% foreign students worldwide from Asia*
- ~ 34% from Northeast Asia**
- ~ 8% from Southeast Asia**
- Increase in % undergrad enrollments***

Data Source:
 * OECD (2013)
 ** calculated from data in OECD (2013)
 ***UNESCO (2012)

www.rihed.seameo.org



The Expanding Landscape of International Student Mobility

SEA Foreign Students Trends

- Proportions of foreign students from a SEA country study at an OECD country range from 63% -94%**
- ~ 11% of SEA foreign students study at another country in SEA *****

Data Source:
 * OECD (2013)
 ** calculated from data in OECD (2013)
 *****UIS (2013)

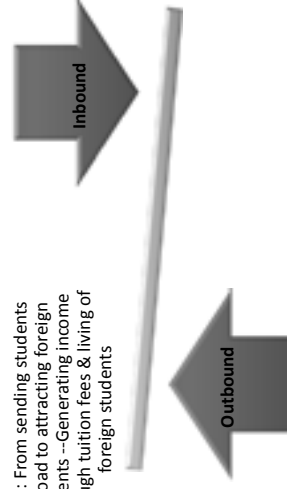
www.rihed.seameo.org



Emerging Trends

Student Mobility

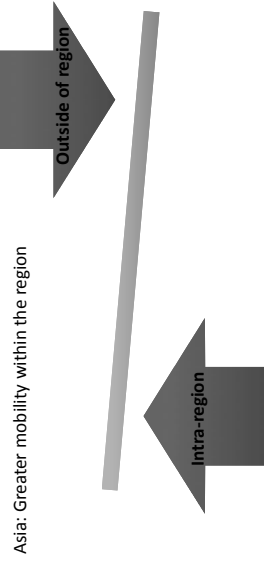
SEA: From sending students abroad to attracting foreign students --Generating income through tuition fees & living of foreign students



www.rihed.seameo.org

Emerging Trends

Student Mobility



www.rihed.seameo.org

5

Emerging Trends

Student Mobility: Exchange Platforms



www.rihed.seameo.org

6

Emerging Trends

Program Mobility

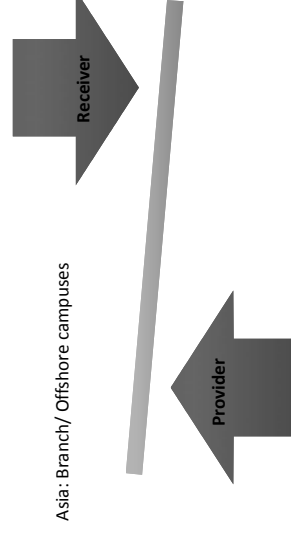
- Joint degree program
- Double/Dual degree program
- Twinning/ partnered: "2+1", "2+2", "3+0", etc.
- Franchise program
- Distance/ online program

www.rihed.seameo.org

7

Emerging Trends

Institution Mobility



www.rihed.seameo.org

8

SEA: 3+ Decades of Accelerated Socio-Economic Change

Main driving forces:

- National policies
 - * Economic development → greater wealth, greater demand
 - * Education reform & supports → internationalization, scholarships+
- Globalization
 - * Trade
 - * Technology
 - * Human inquiry
 - * International agreements: GATS
- Regionalization
 - * ASEAN Community



www.rihed.seameo.org

9

Benefits

- Knowledge and skills
- Employment opportunities
- National and organizational capacity building
- International understanding
- Source of revenues for the economy and HEI

www.rihed.seameo.org

10

Cultivating globalized human resources

Human resource with trans-system competency

- Know what
- Know how (the system works)
- Know who

www.rihed.seameo.org

11



Know What

- Substantive knowledge and skills
- Cutting-edge knowledge
 - Local knowledge

Knowledge Gaps

Skill Gaps

www.rihed.seameo.org

12

Know How (Context)

- Cultural
- Political
- Societal
- Economic
- Organizational

Cultural Gaps...



www.rihed.seameo.org

13

Know Who

- Professors
 - Peers
 - Colleagues
 - Networks
- Personal friendship



www.rihed.seameo.org

14

Cost/Benefit of Student Mobility

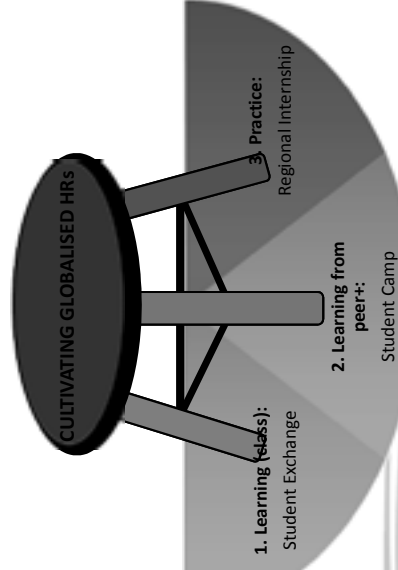
- Costs: Addition
- Benefits: Multiplication



www.rihed.seameo.org

15

Multiple Modes of Mobility



www.rihed.seameo.org

16



Enabling Mechanisms

National & Regional/Global Levels

Key Policy Instruments

- Funding
- Recognition: institution & academic program -- degree
- Credit transfer

Other Policy Instruments

- Academic calendar
- Visa ...

www.rihed.seameo.org

17



Supporting Mechanisms

National & Institutional Levels

- Scholarships & loans
- Institution, program, and other information
- Housing facilities
- Health insurance
- Linguistic tutoring
- Administrative and social supports
- Academic & industrial collaboration
- etc

www.rihed.seameo.org

18

The ASEAN International Mobility for Students (AIMS) Programme



19



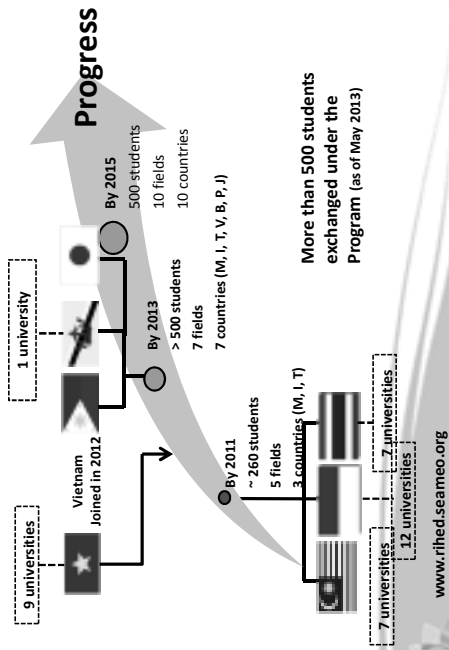
AIMS: Programme Overview

- Multilateral student exchange program
- Launched in 2010 as the Malaysia-Indonesia-Thailand (M-I-T) Student Mobility Pilot Project
- With expansion, name changed to **ASEAN International Mobility for Students Programme (AIMS)**

www.rihed.seameo.org

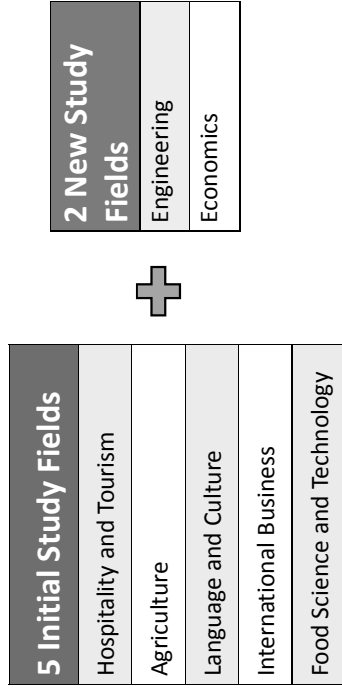
20

AIMS: Members and Numbers



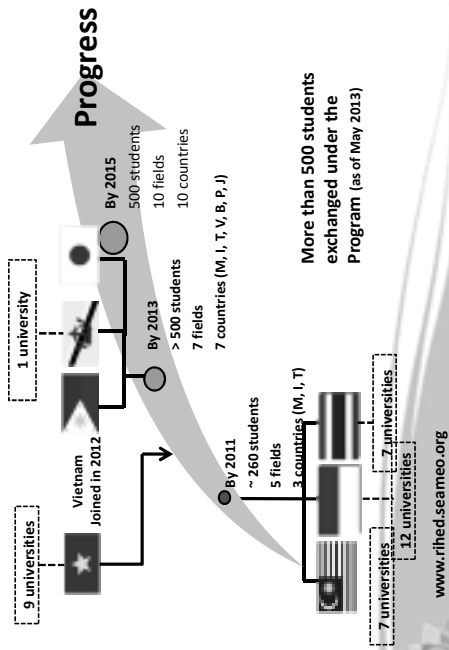
21

AIMS: Study Fields



22

AIMS: Current Arrangements



23

AIMS: Agreed Flexibilities

- Principle of reciprocity on # of exchanged students
 - # of Government-sponsored scholarships for new countries
 - Financing student exchanges
- www.rihed.seameo.org

24



ACTFA

Academic Credit Transfer Framework for Asia

www.rihed.seameo.org

25



ACTFA

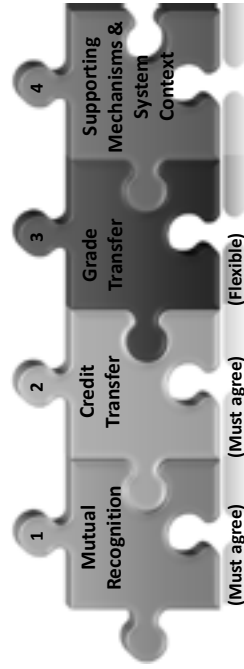
- Developed from a policy action research funded by ADB
- Focus on building blocks: *Courses* → Applicable to courses in module, semester, and quarter
- Manage at the level of system components

www.rihed.seameo.org

26



ACTFA's 4 Key Components



www.rihed.seameo.org

27

Academic Credit Transfer Framework for Asia (ACTFA)

I. Recognition

- Level of recognition
 - institutional
 - academic program
 (must agree)

II. Credit

- Type of courses (core & elective)
 - # of teaching hours
- (must agree)

III. Grade

- Letter grade (included in GPA calculation)
 - S/U grade (excluded in GPA calculation)
- (flexible)

IV. Information Infrastructure

- Accreditation documents by authorized organizations
 - Course description
 - Workload & # of credits
 - Agreed study plan
 - etc

28



Fostering Student Mobility: A Call for Collective Actions

Establishing and Enriching Multilateral Platforms for Student Exchange

- Scholarships: from various sources
- Scholarships: access based on merit
- Agreement on common principles, allowing flexibility to accommodate diversities
- Active roles of governments and HEIs
- Broad base

www.rihed.seameo.org

29



Fostering Student Mobility: A Call for Collective Actions

Programs and Format

- Academic programs based on regional strengths
- Diversified collaborative formats: joint programs, etc
- Research collaboration with graduate students involvement
- Cross-border internship programs
- Cross-border community service programs

www.rihed.seameo.org

30



Fostering Student Mobility: A Call for Collective Actions

Harmonization

- Recognition
- Academic credit transfer
- Diploma supplement
- Academic calendar

www.rihed.seameo.org

31



Fostering Student Mobility: A Call for Collective Actions

Quality Assurance

- National & institutional QA
- Regional framework
 - QA framework
 - Qualification framework
- Needs to ensure quality in a rapidly changing HE environment:
 - Increase in # of HEIs—public and private
 - Highly diversified, non-traditional program forms
 - Non-traditional institution arrangements--offshore

www.rihed.seameo.org

32



QA

Input- & Process-Based → Output- & Outcome-Based

Fostering Student Mobility: A Call for Collective Actions



Harmonization

Diversity

- Comparability
 - Compatibility
- &
- Meeting
 - Needs
 - Preferences



**Regional collaboration
to cultivate globalized human resources
for long lasting prosperity and peace**



Thank You

SEAMEO RIHED
Your Partner in Higher Education

AIMS - ASEAN International Mobility for Students - PROGRAM REVIEW

Dr. Aishah Binti Abu Bakar

Director, Academic Development Management Division, Department of Higher Education, Ministry of Education, Malaysia

Dr. Aishah Binti Abu Bakar introduced ways of enhancing the quality of AIMS (ASEAN International Mobility for Students), a student exchange program centered on ASEAN countries.

Summary of presentation

The AIMS (ASEAN International Mobility for Students) program conducts review meetings twice a year in order to clarify the program's current state and consider the challenges it faces. The fifth Review Meeting was held in May 2013, which consisted of program progress reports, break out session, IRO (International Relations Office) focus group discussion from member universities, and Ministry representatives focus group discussion. What types of issues this review meeting addressed and how the review process itself contributes to quality assurance of the AIMS program?

The first task of the AIMS program review meeting is to ascertain the overall state of the program. In addition to the member countries of Malaysia, Indonesia, Thailand and Vietnam, Brunei Darussalam and the Philippines have recently joined. Engineering and Economics have also been added to the study fields, bringing the total number of fields of exchange to seven. AIMS has achieved, even surpassed its original goals for student exchange, and at this most recent review, Japan has attended as an observer, part of the process of becoming a new member (note: at the present time Japan has become a member country).

Additionally, this meeting worked on the content of AIMS participation certificates that in the future will be issued upon completion of the program. Member countries had earlier agreed to certificates of completion, and the issue will remain under discussion at the next review meeting.

Supporting mechanisms for program administrators in the member countries were also introduced. First, it was proposed that AIMS program website be created, with information sharing among participating universities, Ministry representatives and IRO administrators. Furthermore, discussions were held on a credit transfer system and IRO training.

Discrepancies were found in the latest data on student exchange numbers provided by each nation, making it clear that improvements in data gathering methods will be necessary in the future. Accurate data on exchange achievements will ensure reciprocal benefits from the program, and are important for developing the next strategic plan.

Furthermore, participants in this review meeting exchanged examples of best practices and their views on methods for selecting universities and programs, as well as the establishment of program standards, and the accreditation of technical programs.

The review meeting also concluded that minimizing matters of concern related to AIMS would require the inclusion of ASEAN representatives in the review meeting discussions. Clarifying the relation between AIMS and educational quality assurance mechanisms of ASEAN countries would be helpful to program participants. In order to ensure high quality education and support student learning, the review meeting must debate what is needed from the standpoint of the AIMS program.

Dr. Aishah Binti Abu Bakar

Speaker Profile

Director, Academic Development Management Division, Department of Higher Education, Ministry of Education Malaysia. Dr. Abu Bakar was actively involved in curriculum development and quality assurance apart from her research work in geotechnical engineering.

AIMS-ASEAN International Mobility for Students PROGRAM REVIEW

Mita Kaigisho Conference Centre, Tokyo, Japan . 1 October 2013



DR. AISHAH ABUBAKAR
HIGHER EDUCATION SECTOR
MINISTRY OF EDUCATION MALAYSIA



Program Review

- How the AIMS Review Group facilitate the enhancement and improvement of the program
- Views and issues with quality assurance and initiatives of enhancing quality assurance for the international student mobility.

Program Review

- Frequency – twice a year
- Year 2013
 - 5th Review Meeting was held in Yogyakarta, Indonesia, from 9 - 10 May 2013.
 - 6th Review Meeting will be in Thailand in November 2013.
- Day 1 : Meeting Day 2 : Educational Visit.
- Meeting Structure
 - Program progress; country updates
 - Current Development - supporting mechanism, sharing best practices
 - Break out session, IRO focus group discussion, Ministry Representatives focus group discussion

RIHED
YOUR PARTNER IN
HIGHER EDUCATION

Member Countries
Malaysia, Indonesia, Thailand & Vietnam

NEW
Brunei Darussalam & the Philippines

Study Fields
Hospitality and Tourism, Agriculture, Language and Culture, International Business, Food Science and Technology

ADDITIONAL
Engineering & Economics

PARTICIPATING HEIS



Participating HEIs

- 7 from Malaysia
- 12 from Indonesia
- 7 from Thailand
- 10 from Vietnam
- 1-2 from Brunel
- 7 from the Philippines



PARTICIPATING HEIS

HEIs in Malaysia (7)

University	Study Field(s)
Universiti Kebangsaan Malaysia	International Business
Universiti Malaya	International Business Language & Culture
Universiti Putra Malaysia	Agriculture International Business Hospitality and Tourism
Universiti Sains Malaysia	International Business Language & Culture
Universiti Teknologi Malaysia	Language & Culture Engineering
Universiti Teknologi MARA	Hospitality & Tourism International Business Food Science & Technology
Universiti Utara Malaysia	Economics

PARTICIPATING HEIS

PARTICIPATING HEIS

HEIs in Indonesia (12)

University	Study Field(s)	University	Study Field(s)
Ahmad Dahlan University	Language and Culture	ISI Denpasar	Language & Culture
BINUS University	International Business Hospitality and Tourism	ISI Sunakarta	Language & Culture
Bogor Agricultural University	Food Science & Technology	Sebelas Maret University	Agriculture
Maranatha Christian University	Language & Culture	Schdjlaga University	Agriculture
Gadjah Mada University	Agriculture, Economics	Universitas Pendidikan Indonesia	Hospitality and Tourism
Universitas Indonesia	International Business	Bandung Institute of Technology	Engineering

PARTICIPATING HEIS

HEIs in Thailand (7)

University	Study Field(s)
Chulalongkorn University	Language and Culture Economics
Kasetsart University	Agriculture
Mahidol University	International Business
Mae Fah Luang University	Food Science & Technology
Prince of Songkla University	Hospitality & Tourism Language and Culture
Thammasat University	Economics
King Mongkut's University of Technology Thonburi	Engineering

HEIs in Vietnam (10)

University	Study Field(s)	University	Study Field(s)
Foreign Trade University	International Business	Hanoi Foreign Trade University	International Business
Hoang Lam University	Food Science & Technology	Vietnam Maritime University	Economics
Hue University	Economics	University of Transport and Communications	Engineering
National Economics University	Economics	Water Resources	Engineering
Thai Nguyen University of Technology	Engineering	Hanoi Agriculture University	Agriculture Economics

HEI in Brunei Darussalam (1)

- Universiti Brunei Darussalam (UBD)

HEIs in Philippines



Certificate

Agreed at the 4th Review Meeting of the
AIMS Programme

Reported at the 7th Meeting of
DG/SG/CHE of Higher Education in
Southeast Asia



Expansion

Remaining Southeast Asian Countries

- Flexibility & Support
- More countries

Proposal from MEXT, Japan

- Proposal for J-M-I-T drafted in 2009
- M-I-T Meeting in 2010 produced policy recommendations for M-I-T expansion to China, Japan, Korea
- Presentation by MEXT

RIHED
YOUR PARTNER IN
HIGHER EDUCATION

AIMS Supporting Mechanisms

RIHED
YOUR PARTNER IN
HIGHER EDUCATION

SUPPORTING MECHANISMS

1

AIMS Website (basic info.)

Elements	Basic Information
Member country	Focal Point Country Report & Updates (News & Policy)
Participating University	University info IRO contacts
Study Fields	Academic programme, course syllabi, and contacts Updated information
Students	Current students (with experience sharing) Alumni

RIHED
YOUR PARTNER IN
HIGHER EDUCATION

SUPPORTING MECHANISMS

AIMS Website (Need suggestions from group work)

Elements	Information to be added
Member country	
Participating University	
Study Fields	
Students	
...	
...	
...	

RIHED
YOUR PARTNER IN
HIGHER EDUCATION

SUPPORTING MECHANISMS

2

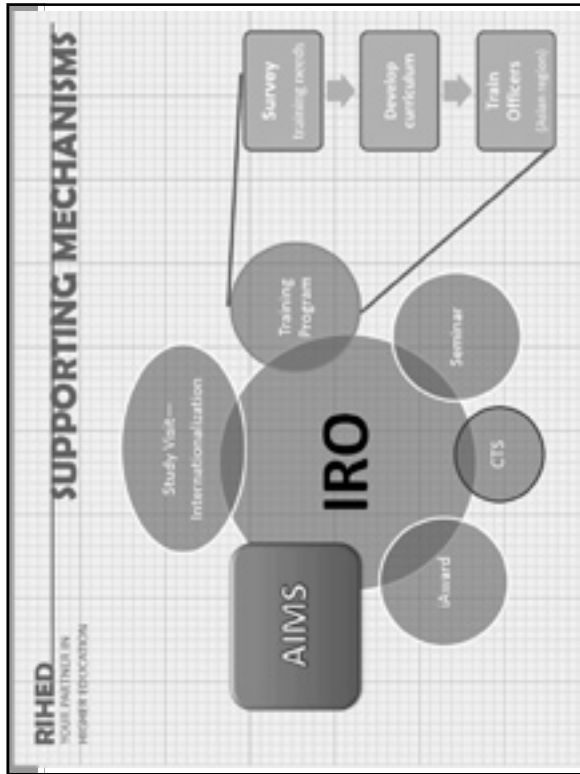
Credit Transfer System

3

AIMS Programme Handbook

4

IRO Training



COUNTRY UPDATE

UNIVERSITY	COUNTRY	NO. OF STUDENTS		
		2010	2011	2012
UKM	INDONESIA	2	6	4
	THAILAND	2	7	1
UM	INDONESIA	6	6	21
	THAILAND	9	11	15
UPM	INDONESIA	14	-	33
	THAILAND	17	-	23
USM	INDONESIA	2	9	12
	THAILAND	2	4	6
UTM	INDONESIA	3	-	-
	THAILAND	0	5	-
UITM	INDONESIA	12	-	16
	THAILAND	8	-	10
TOTAL NO. OF STUDENTS		77	48	141

Inbound / Outbound Data

UNIVERSITY	COUNTRY	NO. OF STUDENTS											
		2010		2011		2012		2013		TOTAL		TOTAL	
		In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
UKM	INDONESIA	1	2	4	6	1	4	6	12	3			
	THAILAND	1	2	1	7	-	1	2	10	6			
UM	INDONESIA	8	6	7	6	14	21	29	33	10			
	THAILAND	1	9	6	11	10	15	17	35	9			
UPM	INDONESIA	13	14	13	-	12	33	38	47	22			
	THAILAND	6	17	5	-	8	23	19	40	11			
USM	INDONESIA	-	2	4	9	6	12	10	23	10			
	THAILAND	-	2	15	4	8	6	23	12	10			
UTM	INDONESIA	1	3	3	-	-	4	3	0	5			
	THAILAND	-	-	5	5	-	-	5	5	5			
UITM	INDONESIA	-	12	-	-	14	16	14	28	11			
	THAILAND	-	8	2	-	5	10	7	18	10			
TOTAL NO. OF STUDENTS		31	77	65	48	78	141	174	266				

Outbound = 266 students Inbound = 174 students

RIHED
YOUR PARTNER IN
HIGHER EDUCATION

COLLABORATIVE SESSION

HEI Groups

1. Plan and Preparation for student exchange in the next semester and next academic year (focus on new partner HEIs)
2. Suggest practical ways to distribute the AIMS Certificate which are efficient and allow authentication and information compilation,
3. Suggested features for web-based information sharing and management.

Ministry Group & SEAMEO RIHED

1. Policy and operational matters related to the participation of new AIMS member countries.
2. Preliminary consultation for topics to be addressed in the next review meetings.

Quality Assurance and Mobility

- Selection of participating universities / programs
- Standards – Field / programs
- Accreditation – Professional / non-professional academic programs
- AIMS and ASEAN initiatives – the bigger picture
- A session on AIMS program in relation to ASEAN initiatives like AQAN and AUN.
- Available systems, documents and tools developed for ASEAN countries such as ACTS, AUN-QA Guide to AUN actual Quality Assessment at programme level, AQAFHE

Quality Assurance and Mobility

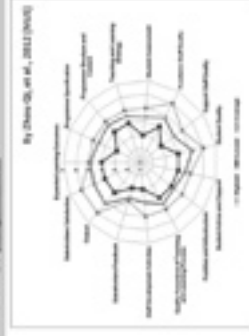
- Availability of those information may cut down unnecessary initiatives and may allow implementation of REAL quality education – FACILITATING STUDENTS LEARNING
- Total learning experiences – teaching and learning, infrastructure, culture and community engagement, SERVICES



Quality Assurance and Mobility

- Assessment – need to assess process rather than end product; specifically the development of students attribute aimed from mobility program (self- confident, communication, ethics, attitude, teamwork, etc) – reflective log, seminars, mentoring system, etc)
- Monitoring-mechanism

AUN Quality Assurance: Analysis of AUN-QA Actual Assessment, Score based on 15 AUN-QA Criteria of 37 programmes



謝

thank you

Towards Further Student Mobility: Experiences of the AUN QA Programme Assessment

Dr. Wyona C. Patalinghug

Director, International Quality Assurance Office, De La Salle University, Manila, Philippines

Dr. Wyona C. Patalinghug outlined the programme assessment of AUN QA and introduced her experiences with the assessment.

Summary of Presentation

In 2015 the ASEAN Community is scheduled to begin. The ASEAN Community is expected to guarantee the free movement of service sector and skilled workers, which will have great significance for the development of human resources and will also affect the quality of educational systems. If the mobility of human resources increases, quality issue on professional skills and qualifications would be focused. At such a juncture, the ASEAN University Network (AUN)'s quality assessment system will take a significant role.

AUN was established in 1995, and at present has 30 full member universities and 2 associate member institutions. The goal of AUN is to strengthen the existing network of cooperation among leading universities across the region. Quality assurance activities at AUN began in 1998. AUN has recognized the necessity of harmonized quality assurance systems based upon commonly agreed criteria and guidelines that could be used in the assessment of programs and institutions of AUN. Following the development of quality assurance criteria and guidelines, AUN began the programme assessment for member institutions from 2007. As of September 2013, 44 programmes have been assessed, and 14 more assessments are scheduled for the remainder of 2013.

At present, 8 programmes at De La Salle University (DLSU) have undergone AUN assessment. 4 more programmes are scheduled for the assessment in November 2013. Speaking from the assessment experience of DLSU, the departments' decision to undergo the assessment is strongly motivated by three considerations: (1) the programme's recognition within the region, (2) external assessment by academics from foreign universities, and (3) credit transfer and mobility of its students in the future. Moreover, self-assessment reports compelled the departments to undertake thorough internal reviews involving stakeholders. Assessment made significant demands for transparency in the specifications of the programme; expected learning outcomes, competencies, and required the dissemination of information about programmes through websites and catalogues. The assessment also provides opportunities for sharing educational systems of the region, best practices of teaching and learning, and potential linkages.

DLSU is also testing the implementation of ACTS (ASEAN Credit Transfer System), which has recently seen the enrollment of 4 student batches from Universiti Brunei Darussalam and Universitas Indonesia. DLSU was selected because of its matching academic calendar and use of English as the medium of instruction. Furthermore, in order to better coordinate university academic calendars both inside and outside ASEAN, internal policies are being reviewed in preparation for the anticipated start of the ASEAN Community in 2015, including shifting the beginning of DLSU's academic calendar from June to September.

Dr. Wyona C. Patalinghug

Speaker Profile

Director, International Quality Assurance, De La Salle University, Manila, Philippines. Dr. Wyona C. Patalinghug's research areas in chemistry are in physical chemistry and crystallography of porous materials and organometallics. She has been active in the ASEAN University Network Quality Assurance project.

Towards Further Student Mobility: Experiences of the AUN QA Programme Assessment

Dr. Wyana C. Patalinghug
De La Salle University
Manila, Philippines

The ASEAN+3 Higher Education Quality Assurance Forum
Tokyo, Japan
1 October 2013



De La Salle University

Towards Further Student Mobility: Experiences of the AUN QA Programme Assessment

- Background of AUN and AUN QA
- The AUN QA Criteria and Rating Scale
- Key Steps in AUN QA Assessment
- Programme Assessments Conducted
- Experiences from AUN QA Assessment
- Programme Assessment to Initiatives
- AUN-ACTS at DLSU
- Policy Review








De La Salle University

- AUN was established in 1995 by ministers of education and the rectors of the leading universities during the 4th ASEAN Summit
- AUN aims to strengthen the existing network of cooperation among leading universities
- AUN members are the leading universities, but AUN targets all other universities
- Composed originally of 11 universities



De La Salle University






AUN Member Universities (30)

	Brunei Darussalam Universiti Brunei Darussalam
	Cambodia Royal University of Phnom Penh Royal University of Law and Economics
	Indonesia Universitas Gadjah Mada Universitas Indonesia Institut Teknologi Bandung Universitas Airlangga
	Lao PDR National University of Laos
	Malaysia Universiti Malaya Universiti Sains Malaysia Universiti Kebangsaan Malaysia
	Universiti Putra Malaysia Universiti Utara Malaysia



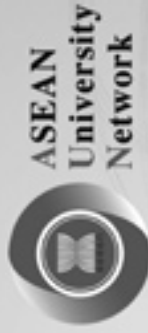
De La Salle University

AUN Member Universities (30)

	Myanmar Yangon Institute of Economics University of Yangon	University of Mandalay
	Philippines De La Salle University University of the Philippines	Ateneo de Manila University
	Singapore National University of Singapore Nanyang Technological University Singapore Management University	
	Thailand Chulalongkorn University Burapha University Mahidol University	Chiang Mai University Prince of Songkla University
	Vietnam Vietnam National University, Hanoi Vietnam National University, Ho Chi Minh City Can Tho University	

- **1998**

AUN QA was initiated by AUN Board of Trustees



Quality Assurance

- **2000**

Heads of the AUN member universities signed the Bangkok Accord on AUN-QA

Issues of Higher Education then and now...

Globalization and the need for HEIs to meet the increasing market demand for people with the training, excellence, and ability to work in different cross-cultural settings

Cooperation among AUN members

Student mobility; credit transfer; transnational education; borderless higher education (Bologna process)

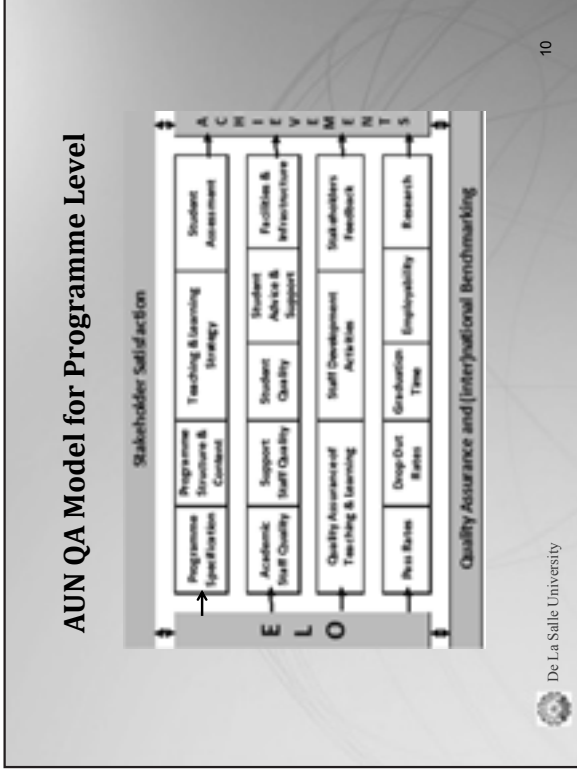
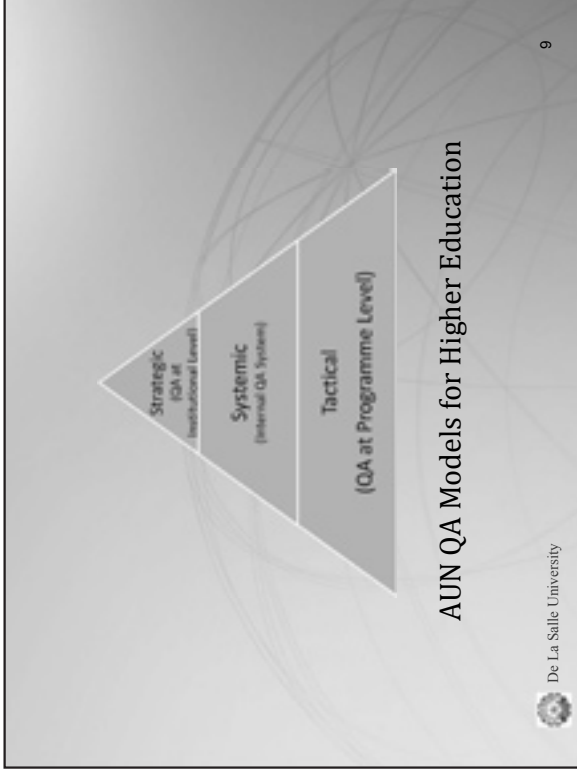
Internationalization

Identified Need

A harmonized quality assurance system based on commonly agreed upon standards and criteria that can be used in the assessment of programs and institutions of the AUN.



AUN QA Criteria and Guidelines



15 AUN-QA Criteria for Programme Level Assessment

1. Expected learning outcomes	9. Student advice and support
2. Programme specification	10. Facilities and infrastructure
3. Programme structure and content	11. QA of teaching and learning process
4. Teaching and learning strategy	12. Staff development activities
5. Student assessment	13. Stakeholders feedback
6. Academic staff quality	14. Output
7. Support staff quality	15. Stakeholders satisfaction
8. Student quality	

Assessment of quality of teaching and learning: 7-point rating scale

Scale	Interpretation
1	Absolutely inadequate; immediate improvements must be made
2	Inadequate, improvements necessary
3	Inadequate, but minor improvements will make it adequate
4	Adequate as expected (meeting the AUN-QA guidelines and criteria)
5	Better than adequate (exceeding the AUN-QA guidelines and criteria)
6	Example of best practices
7	Excellent (world-class or leading practices)

Key Steps in AUN QA Assessment

1. Preparation of the Self-Assessment Report (SAR) by the programme (6-9 months).

- The programme is reviewed by the department with respect to the 15 AUN QA criteria.
- The strengths and areas for improvement are identified
- A quality plan for the program is prepared
- Submission of the SAR



Key Steps in AUN QA Assessment

2. Site visit by a team of AUN QA assessors from different countries(3 days) involving:

- Interviews
 - Administrators
 - Academic and support staff
 - Students
 - Employers
 - Alumni
- Examination of documents
- Tour of campus and facilities
- Presentation of key results of assessment



Key Steps in AUN QA Assessment

- ### 3. Assessors' report on the programme
- ### 4. AUN QA Certificate



Programme Assessments Conducted

- As of 1 October 2013, 44 programmes have been assessed since 2007 under the AUN QA Actual Assessment at Programme Level.
- 14 more programme assessments scheduled until the end of 2013 for AUN.
- 22 programme assessments under the ASEAN QA project (AUN and partners)

AUN QA Programme Level Assessment at De La Salle University, Manila

Completed	Scheduled
Chemical Engineering (2008)	International Studies (November 2013)
Economics (2008)	Civil Engineering (November 2013)
Chemistry (2010)	Mathematics (November 2013)
Literature (2010)	Statistics (November 2013)
Psychology (2010)	
Applied Corporate Management (2011)	
Software Technology (2011)	
Physics (2011)	

Experiences from AUN QA assessments

- The departments' decision to undergo AUN QA assessment is strongly motivated by
 - Recognition of its program in the region
 - External assessment by academics from foreign universities
 - Credit transfer and mobility of its students in the future
- The Self-Assessment Report compelled the departments to make a thorough review of their programs involving stakeholders

Experiences from AUN QA assessments

- The assessments put high demands on the **transparency** of the specifications of the programme: ELOs, competencies, learning strategies, involvement of stakeholders, websites, catalogues
- Transparency → dissemination of information about the program in catalogues, website, in AUN and assessment team

Experiences from AUN QA assessments

- Impact of the visit and interviews by external assessors on students, alumni, and employers – their inputs and the programme recognition in the region
- Opportunities for sharing educational systems of the region, best practices of teaching and learning, and potential linkages
- Further commitment and practice of QA

Programme Assessment to Initiatives

- AUN QA assessors report – Strengths and areas for improvement of the program
- More structured mechanisms for stakeholders feedback especially from alumni and employers
- Volunteering for AUN QA Institutional Level Assessment



AUN-ACTS at DLSU

- 4 batches of ACTS enrolled in DLSU since AY2012-2013 from Universiti Brunei Darussalam and Universitas Indonesia
- Programs chosen: Math, Liberal Arts, Computer Studies, Education
- Reasons for choice of DLSU: matching of academic calendar, use of English as medium of instruction in DLSU, links to Philippines



Policy Review

- Review of DLSU's academic calendar to start in September instead of June
 - in view of ASEAN 2015
 - to better fit the academic calendars of universities in the region and beyond
- Programs assessed by AUN to spearhead the exchange and credit transfer programs



Thank You



QA Policy at Vietnam National University, Ho Chi Minh City

Dr. Le Quang Minh

Vice President, Vietnam National University - Ho Chi Minh City

Dr. Le Quang Minh introduced Vietnam National University's quality assurance policy and objectives, including the process of undergoing AUN QA program assessment at the university.

Summary of presentation

In recent years Vietnam has begun education reforms, including the implementation of quality assurance, aimed at the cultivation of talented human resources. Vietnam possesses a well-established system of high school and has produced many talented graduates. Due to the small number of public universities, however, only a minority of students can be accepted into higher education. Additionally, insufficient quality is an issue for Vietnam's private universities.

Quality assurance approach at higher education institutions is implemented through a top-down, centralized system. In reality, there has been little incentive to ensure the motivation of staff involving quality assurance initiatives.

In light of these situations, the Vietnam National University (VNU) has set a strategic plan towards 2015, which makes quality assurance its highest priority. This plan calls for the creation of an internal quality assurance system between 2010 through 2015 that will be implemented through a three-pronged approach of teaching, learning and research. Fostering the quality culture in the university is also important. VNU have taken this opportunity to incorporate external evaluation for the purpose of improvement at the program level, and aim to extend this to the institutional level within a decade.

VNU's internal quality assurance activities currently use AUN criteria and indicators. The next step is to formulate its own criteria and indicators for use in internal program assessment, and carry out improvement actions by necessary response period. In cases where program improvement requires a long-term period, a decision might be taken to temporarily close the program.

The direction of VNU's quality assurance activities are determined by the president and vice president through a quality assurance framework that includes the Quality Assurance Council that Dr. Minh takes a chair, and also the Quality Assurance Center directed by the university president.

With regard to student mobility in Vietnam's universities, at present the number of overseas Vietnamese students is 60,000, and of them, 5,000 students are studying in Japan. According to a Vietnamese newspaper survey, 70% of students responded that their principle motivation for selecting overseas study is obtaining internationally recognized degrees, followed by cultural exchange, fellowship or other financial support, and job opportunities after graduation. Even though 40% of students responded foreign languages, language abilities are necessary for overseas study, and it is critical for students who desire to study abroad in the United States, the United Kingdom or Australia to first master English language.

Dr. Le Quang Minh

Speaker Profile

Vice President, Vietnam National University, Ho Chi Minh City. Dr. Minh's academic field is agricultural and environment science (hydrology/acid sulfate soil). His current research areas include irrigation efficiency and water resources development, reclamation of acid sulphate soils and its impacts on the environment, physical characteristics of different soil types in the Mekong delta, integrated coastal resources management, and community development.

QA POLICY AT VIETNAM NATIONAL UNIVERSITY HO CHI MINH CITY

Dr. Le Quang Minh, Assoc. Prof.
Chair, QA Council

The ASEAN+3 Higher Education Quality Assurance Forum
Tokyo, 1 October 2013

OUTLINE

- Challenges of HE in Vietnam
- Vietnam National University
- QA strategy and policy
- Lessons learned

2

CHALLENGES

- Development pace of HE << society/economics demands in QUANTITY AND QUALITY
selection ratio: 1/8 => public universities NO PRESSURE to improve quality
=> private universities (not for profit, just for money)
- compromise: profit vs. quality

3

CHALLENGES

- Top-down/centralized in power
=> Lack of incentive from the departments
=> Staff feeling: "another waiting-time bureaucratic exercise"
=> No ownership of QA exercise
=> Hatred of paper work in our genes
=> Far from reality: changes in policy

4

CHALLENGES

- Main focus of university => chronic and immediate problems: staff income, equipment, quota, regulations from “above”, entrance examination,...
- => extra incomes: teaching hours + a “left hand” job
- => QA activities = loose extra incomes
- => staff overloaded

5

CHALLENGES

- Lack of internationally well accepted concepts, norms, definitions, practices, references,...
- => No clear definition or concept of quality (user-defined quality!)
- => Confusions: term, process, approach,...
- => Shortage of REAL experts and architects << brick laymen (tree vs. forest/inspector vs. assessor)

6

HIGHER EDUCATION REFORM AGENDA

- 75/25: “teaching” vs. research universities
- Quality Assurance
- University Management
- Teaching methodology

7

QA IN VNU-HCM

8

VNU STRATEGY => Top priority QA

1. Top priority in VNU Strategic Plan towards 2015
2. TQM: all departments/all levels
3. More fund
4. Commitment from leaders

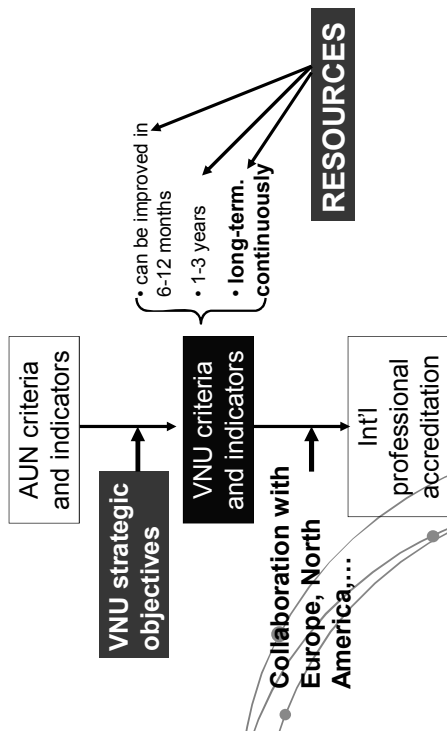
9

VNU STRATEGY => Focus on program level



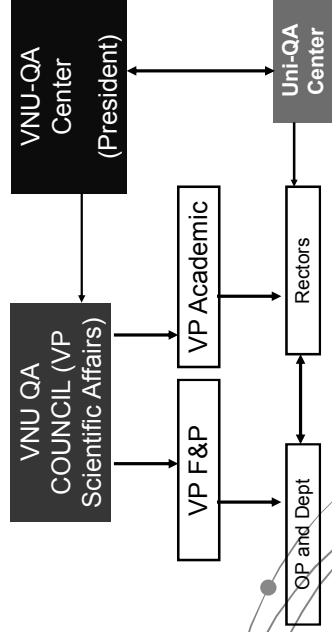
10

VNU STRATEGY => Focus on program level



11

QA STRUCTURE

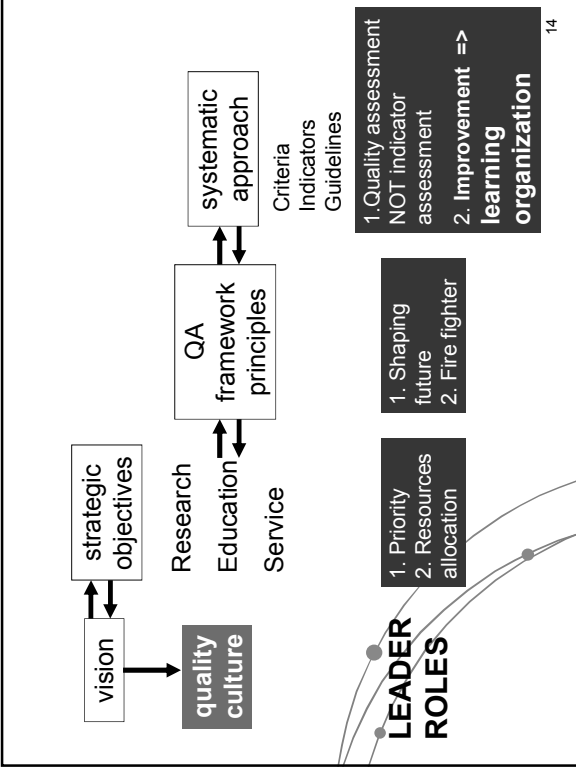


12

VNU STRATEGY => Carrot and stick

- more fund for *passed* programs
- end *failed* programs after 3 chances of improvement

13



LESSONS LEARNED

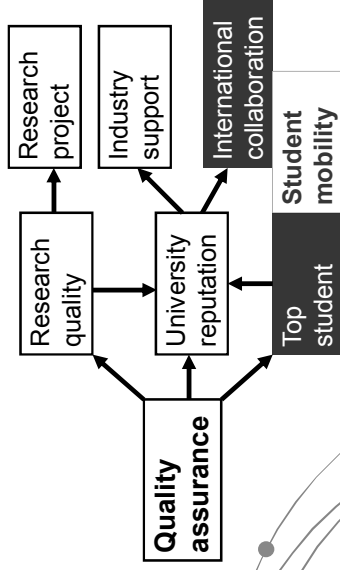
- Commitment from the top
- Strategic plan of the university, then QA
- University visions and missions
- Communication between different levels
- Incentives for the faculty

15

STUDENT MOBILITY

16

QA in Strategies



17

STUDENT MOBILITY

- Out-going (study abroad) increased quickly: 60,000 students studying abroad (about 5,000 in Japan, 5th)
- Supports from Japan: bi-lateral, universities, companies,...
- Viet Nam Government Fellowship Programs, Regional Fellowship Programs (HCM 500, Mekong 1000, ECV 1000, ...)
- Self-finance
- In-coming to VN

18

SELECTION FACTORS

- Internationally-recognized degrees (70%)
- Culture (59%)
- Fellowship or other financial supports (55%)
- Job opportunity after graduation (48%)
- Language (40%)

From TIEN PHONG News (1 Oct 2013)

19

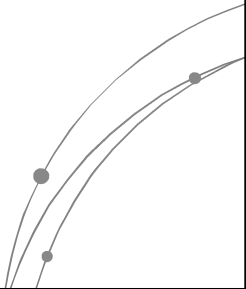
OPPORTUNITY

- Viet Nam government policy:
 - Fellowship programs: 20,000 PhD
 - Foreign University Campus in VN
 - Joint degree, double degree programs (2+2, 1+1)
 - Foreign degree
- Policy from host countries
- AUN+3
- Globalization
- Culture

20



Thank you



Quality Assurance of Transnational Education in Malaysia

Mr. Mohamad Dzafir Mustafa

Director, Malaysian Quality Assurance Training Center (MQATC), Malaysian Qualifications Agency (MQA)

Mr. Mohamad Dzafir Mustafa outlined the quality assurance of transnational education in Malaysia.

Summary of Presentation

The present state of transnational education (TNE) in Malaysia includes seven university branch campuses from two foreign countries with 163 programs, and 105 foreign institutions or awarding bodies which collaborate with local providers in the offering of 603 programs.

The TNE operations engrosses various forms of engagements between the higher education systems of the host and the TNEs' origin, involving, among others; academic staff, institutional leaders, quality assurance agencies and government authorities. The engagements post challenges for each system in preserving its inherited characters, adapting to other practices and avoiding unnecessary conflicts that could hinder good educational arrangements.

The quality assurance of TNE by a host country needs to address the issues of 'inclusivity' and 'exclusivity' of TNE providers with regards to the host system. Inclusivity entails a significant conversion of TNE operation to the system and traditions of the host, while exclusivity implies the absent of the host provisions that address and recognize the TNE operation. The Malaysian quality assurance addresses both contradictory issues in a tactical manner. TNE providers are generally addressed as comparable to the local providers and at the same time there are provisions that addressed them as a special group with specific characters.

TNE providers are comparable to their local counterparts as both need to satisfy national requirements on regulation, quality assurance and recognition. The inclusion of TNE providers in the same quality regime is to alienate unrecognized ventures, to facilitate fair local-TNE competition, to protect students' interests and to secure national priorities. The TNE-inclusion is made possible, among others, by sophisticating the national quality assurance system with inter-system compatibility i.e. by adopting common qualification-based approach, internationally benchmarked framework and universal quality indicators.

With regard to the issue of exclusivity, the Malaysian quality assurance system acknowledges the need for TNE providers to maintain their indigenous system in their operation in Malaysia. They are required to ensure that their students in Malaysia will experience similar curriculum, enjoy equivalent delivery arrangement and benefit from identical award as enjoyed by students of similar program offered at the home campus.

Safeguarding students' interests are of crucial importance in the context of quality assuring TNE operation in Malaysia.

Mr. Mohamad Dzafir Mustafa

Speaker Profile

Director, Malaysian Quality Assurance Training Center (MQATC), Malaysian Qualifications Agency. Mr. Mustafa has been with the Malaysian Qualifications Agency (MQA) (previously known as the National Accreditation Board) since 1999. His portfolios, prior to the current position, includes accreditation, policy, strategic planning and international affairs. He attained a master's degree in Educational Administration from University Putra Malaysia

QUALITY ASSURANCE OF TRANSNATIONAL EDUCATION IN MALAYSIA

MOHAMAD DZAFIR MUSTAFA
MALAYSIAN QUALIFICATIONS AGENCY

1

QUICK FACTS ON TRANSNATIONAL EDUCATION (TNE) IN MALAYSIA

MODES OF TNE	NUMBER OF TNE PROVIDERS	NUMBER OF TNE PROGRAMS
FOREIGN BRANCH CAMPUSES	7 CAMPUSES	163
TNE PROGRAMS (IN COLLABORATION WITH LOCAL PROVIDERS)	105 PROVIDERS	603

Data extracted from the Malaysian Qualifications Register and the MQA List of Provisional Accreditation as of 17 September 2013

2

QUALITY ASSURANCE OF TNE IN MALAYSIA

- Various forms of serious interactions between two higher systems: the host country and the TNEs' countries
- Multiple facets and layers of interactions involving
 - academic staff
 - academic units/departments
 - institutions
 - quality assurance agencies
 - authorities

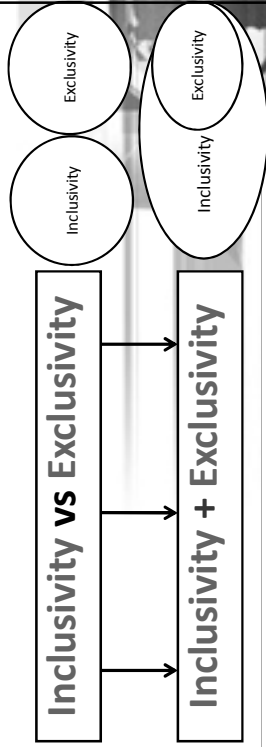
3

QUALITY ASSURANCE OF TNE IN MALAYSIA

- Challenges for two interacting higher education systems:
 - to maintain inherited national characters and institutional conventions
 - to adapt to other's requirements
 - to avoid conflicts that could hinder educational arrangements and activities

4

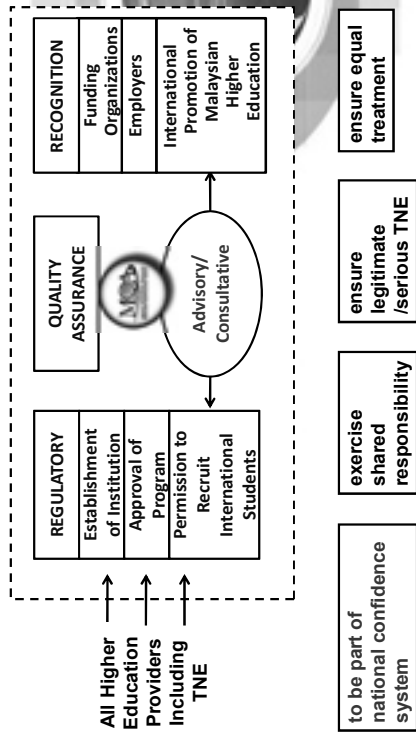
QUALITY ASSURANCE OF TNE IN MALAYSIA



of TNE in the Malaysian Quality Assurance System

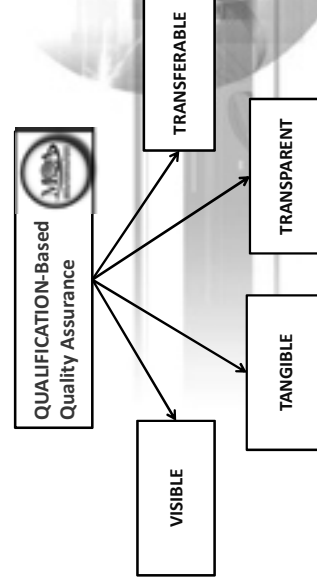
5

INCLUSIVITY OF TNE IN THE MALAYSIAN HE QUALITY REGIME



6

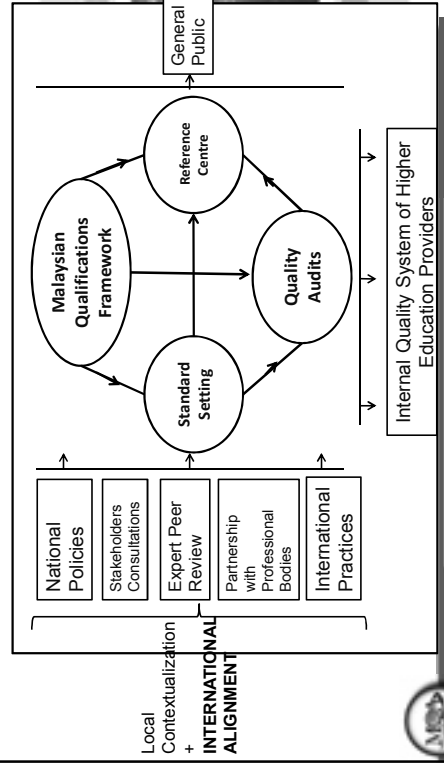
QUALITY ASSURANCE APPROACH addressing compatibility/inclusivity of TNE



.... address various forms of TNE operation in relation to teaching, learning and AWARDING activities

7


QUALITY ASSURANCE FRAMEWORK addressing compatibility/inclusivity of TNE



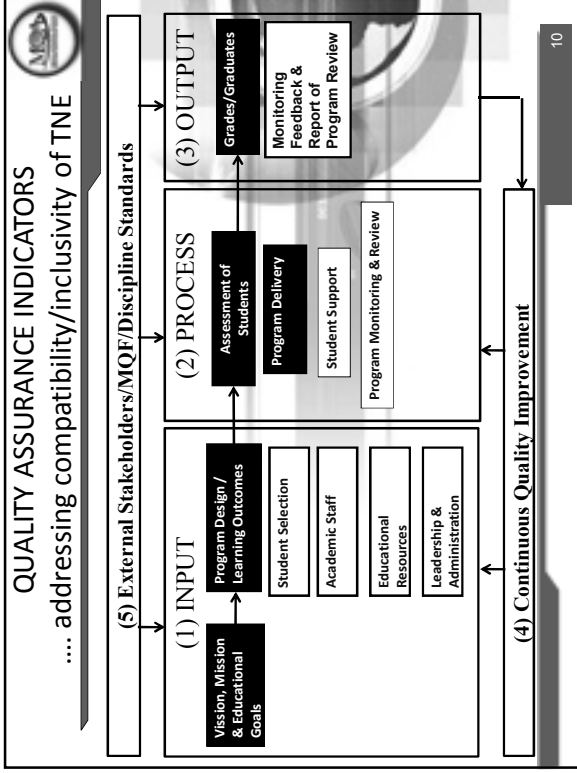
8

QUALITY ASSURANCE INDICATORS
.... addressing compatibility/inclusivity of TNE

Vision, Mission, Educational Goals and Learning Outcomes	Program Design and Delivery	Assessment of Students
Student Selection and Support Services	Academic Staff	Educational Resources
Programme Leadership and Administration	Programme Monitoring and Review	Continual Quality Improvement




9



QUALITY ASSURANCE INDICATORS
.... addressing compatibility/inclusivity of TNE


- ensure compatible expectations and priorities on the quality of educational arrangements
- allow TNE providers to describe its system and practices



11

EXCLUSIVITY OF TNE IN THE MALAYSIAN QUALITY ASSURANCE SYSTEM

- 'mirror curriculum'
- equivalent arrangements of program delivery
 - student entry requirement/transfer
 - support on educational resources
 - student academic support
 - student assessment
- similar arrangement on internal quality system
- identical award



12

EXCLUSIVITY OF TNE IN THE MALAYSIAN QUALITY ASSURANCE SYSTEM

- ensure comparable student learning experience to the delivery at home campus
- ensure similar privileges enjoyed by the award granted to the delivery at the home campus
- respect autonomy and creativity in educational activities

13

OVERALL REFLECTION

INCLUSIVITY
 -address compatibility
 - to be part of the host's national confidence system
 -macro framework and international principles

EXCLUSIVITY
 -respect diversity
 - preserving the TNE's inherited characters of HE system
 -case-to-case basis

PROTECTION OF STUDENT'S INTEREST

15

INCLUSIVITY + EXCLUSIVITY OF TNE IN THE MALAYSIAN QUALITY ASSURANCE SYSTEM

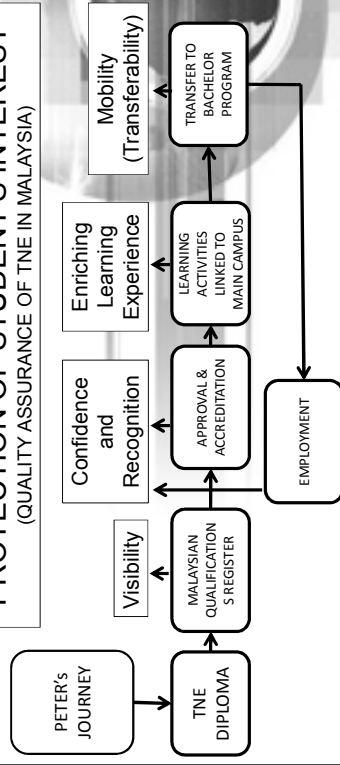
EXAMPLE : MALAYSIAN QUALIFICATIONS REGISTER

Qualification Comparison	Local Qualification	Foreign Qualification
<p>Local Qualification: Bachelor of Education (English) (B.Ed.) Faculty of Education, Universiti Kebangsaan Malaysia (UKM) No. 10, Jln. 1/10, 50080 Kuala Lumpur, Malaysia</p>	<p>Foreign Qualification: Bachelor of Education (English) (B.Ed.) Faculty of Education, Universiti Kebangsaan Malaysia (UKM) No. 10, Jln. 1/10, 50080 Kuala Lumpur, Malaysia</p>	<p>Local Qualification: Bachelor of Education (English) (B.Ed.) Faculty of Education, Universiti Kebangsaan Malaysia (UKM) No. 10, Jln. 1/10, 50080 Kuala Lumpur, Malaysia</p>

14

OVERALL REFLECTION

PROTECTION OF STUDENT'S INTEREST
 (QUALITY ASSURANCE OF TNE IN MALAYSIA)



16

ありがとうございます

TERIMA KASIH

THANK YOU

Quality Assurance of Cross-Border Education and Asian Educational Exchange and Cooperation

Dr. Mengquan Lin

Director, Evaluation Department, China Academic Degrees and Graduate Education Development Center (CDGDC), Ministry of Education, P. R. China

Dr. Mengquan Lin introduced the mechanism of Chinese-Foreign Co-running Schools/Programs in the People's Republic of China.

Summary of Presentation

Institutions of higher education are extremely numerous in the People's Republic of China. More than 700 educational institutions maintain graduate schools, and postgraduate students number 1.6 million. The China Academic Degrees and Graduate Education Development Center (CDGDC) is an independent legal entity operating under the supervision of the Ministry of Education (MOE). CDGDC possesses government authority for various roles, including recognition of qualification, quality assurance of higher education. For example, every six years CDGDC undertakes the regular evaluation of graduate schools that confer master's and doctorate degrees. This assessment combines self-assessment and external review that samples self-assessment results.

China maintains its own management regime for the quality assurance of transnational education that is commensurate with international recommendations such as the UNESCO-OECD guidelines. Bilateral agreements with partner countries and quality assurance systems have advanced, and in recent years many bilateral programs for student mobility have been implemented with ASEAN countries, Japan and Korea. Quality assurance for these programs has become important.

The Chinese-Foreign Co-running Schools/Programs (CFCRS) is a typical mode of transnational education in China. CFCRS provides educational services to Chinese citizens by cooperating with foreign educational providers to operate educational programs or institutions (in some cases research centers) within China. As of April 2013, more than 800 CFCRS were cooperatively administered with 28 countries and regions. Within the Asian region, Korean and Japanese partner institutions are comparatively numerous.

In order to establish a CFCRS, approval by MOE is necessary. Approved CFCRS is required to pass the evaluation by CDGDC. The evaluation centers on self-assessment, and it follows a sequence that peer review, the release of evaluation results, and responding to issues requiring improvement. When it comes to cooperative education with foreign educational institutions, China bears much of the responsibility as an education importing country, and it is crucial that quality assurance agencies and other institutions cooperate in fulfilling the responsibilities for which they are tasked.

With the aim of advancing exchange and cooperation in educational quality assurance in Asia, China has a vision for the establishment of a Cross Border Quality Assurance Network in higher education (CBQAN). China proposed a plan for CBQAN at the fourth ASEM Meeting of Ministers of Education. Concrete steps towards CBQAN include plans for symposia and working groups.

Dr. Mengquan Lin

Speaker Profile

Director, Evaluation Department, China Academic Degrees and Graduate Education Development Center (CDGDC), Ministry of Education, P. R. China. Dr. Lin hosts the posts of executive director of Chinese Society of Academic Degrees and Graduate Education (CSADGE), and the secretary-general of Evaluation Council of Academic Degrees and Graduate Education (ECADGE).

Quality Assurance of Cross-Border Education and Asian Educational Exchange and Cooperation



LIN Mengquan

Director of Evaluation Dep. of CDGDC

China Academic Degrees and Graduate Education Development Center

Oct. 2013, Tokyo, Japan

1

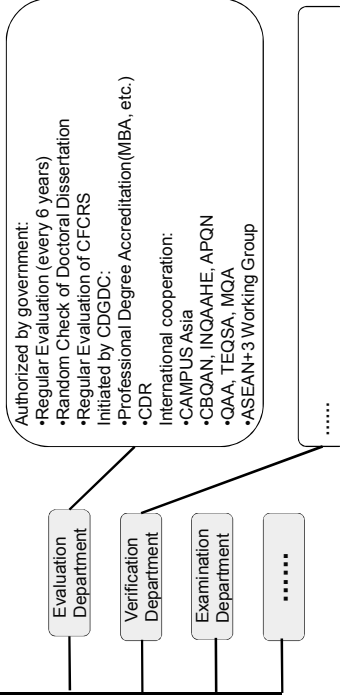
内容概要 OUTLINE

- I. QA of CBHE in China
- II. Evaluation of CFCRS
- III. Collective Action on CBQAN---Promote Asian Educational QA Exchange and Cooperation

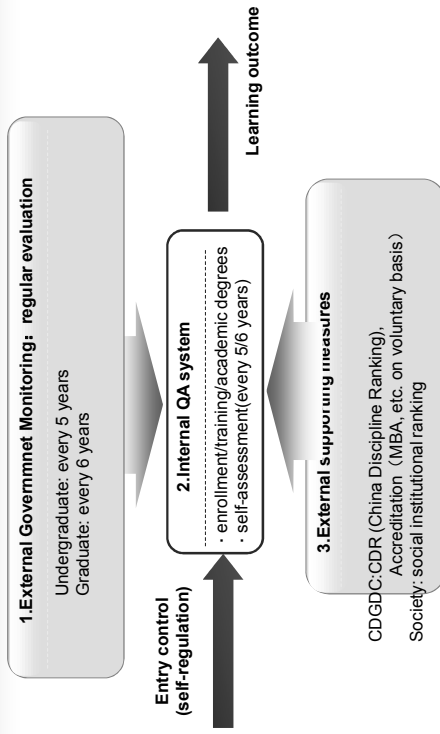
I. QA of CB Higher Education in China

1. Who We Are

CDGDC is an administrative institution directly under the supervision of MOE, operating under the joint leadership of MOE and ADCSC, and possessing the qualification of independent legal entity.

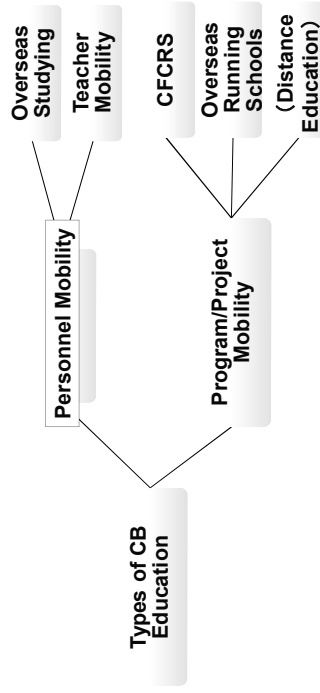


2. Chinese QA Framework of HE



3. Cross-Border Education in China

❖ Types of CB Education



4. QA of Cross-Border Education in China

❖ International Recommendations

- UNESCO-OECD : "Guidelines for Quality Provisions in Cross-border Higher Education" (2005)
- INQAAHE : "Guidelines of Good Practice in Quality Assurance" (2007)
- APQN : "Higher Education Quality Assurance Principles for the Asia Pacific Region (also known as "Chiba Principles")" (2008)
- ENQA : "Standards and Guidelines for Quality Assurance in the European Education Area" (2009)

❖ Chinese Policies

- ◆ "National Outline of Medium and Long Term Education Reform and Development (2010-2020)" (2010)
- ◆ "CFCRS Regulations of the PRC" (2003)
- ◆ "Implementing Measures of CFCRS Regulations of the PRC" (2004)
- ◆ "Regulations of Overseas Running Schools(provisional)" (2003)

The core contents: Cooperation Regulations, Bilateral agreement requirements, Application and approval, QA system and standards.

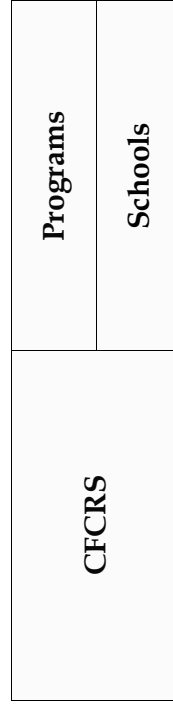
II. Evaluation of CFCRS in China

1.1 Chinese CBHE Practices: CFCRS

- **What is CFCRS? (a typical mode of CBHE)**

CFCRS: Chinese-Foreign Co-running Schools/programs

The CFCRS/P involves the activities of cooperation between foreign and Chinese educational institutions in establishing educational programs or schools (or institutions in some cases) within the territory of China to provide education services mainly to Chinese citizens.



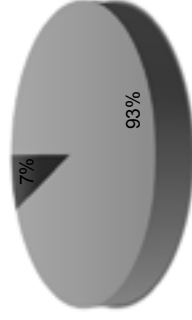
1.2 Chinese CBHE Practice: CFCRS

■ Programs ■ Schools

Total: more than 800 programs/schools

Countries/Regions: 28

(data up to Apr. 2013)



1.3 Chinese CBHE Practice: CFCRS

- ❖ **Scale of CFCRS involving Asian countries and regions in mainland China**(data up to Apr. 2013)

国家/地区 Country/Region	项目Program	机构School	总数Total
中国香港 HK, China	35	4	39
韩国KOR	27	1	28
日本JAP	12	0	12
新加坡SGP	2	0	2
印度IND	2	0	2
中国台湾Taiwan, China	0	1	1

Data source: www.JSJ.edu.cn (Apr. 2013)



1.4 Chinese CBHE Practice: CFCRS

- **CFCRS involving Japan and South Korea**

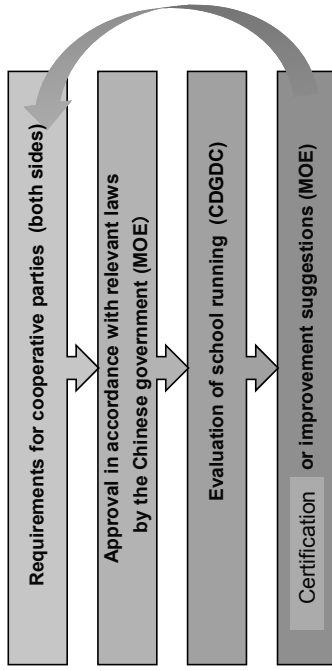
Countries	Programs in operation	Programs being evaluated (2013)
Japan	12	3
South Korea	28	8

Data source: www.JSJ.edu.cn (Apr. 2013)



1.5 Chinese CBHE Practice: CFCRS

❖ Approval and Quality Monitoring of CFCRS



2.1 Evaluation Standards and Procedure of CFCRS

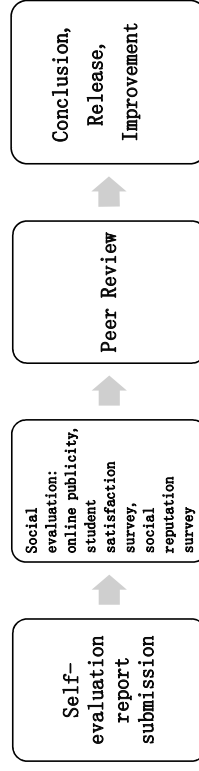
◆ the Evaluation Index System of CFCRS

1. Mission
2. Management system
3. Asset management
4. Quality control
5. Faculty
6. Teaching facilities
7. Training Quality
8. Social Service
9. Characteristics

2.2 Evaluation Standards and Procedures of CFCRS

◆ Evaluation Procedures of CFCRS

□ Main Steps



□ 2013 Evaluation

- ✓ Total amount of CFCRS programs/schools: more than 300
- ✓ Involved countries and regions: 21

2.3 Application of results

- ✓ Facilitate school-running and improve quality
- ✓ Promote responsibility sharing of the educational importers and exporters
- ✓ Certification according to the evaluation results

❖ Current progress

- ✓ 4 provinces completed, involving 4 Asian countries/regions
- ✓ 23 provinces including more than 300 programs/schools are receiving evaluation in 2013.

2.4 QA experiences (China):

- ✓ **System:** one-to-many CB educational QA system, to gain experiences for bilateral or multilateral QA
- ✓ **Standards:** standards and procedures (published online)
- ❖ **Challenges:**
 - ✓ CB education is the most typical and comprehensive form of educational cooperation, and its QA is the most direct, urgent and effective practice for QA cooperation.
 - ✓ Such as: QF, QA, mutual recognition of curriculums, qualifications, and third-party degrees, etc.

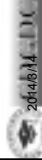


III. Collective Act. on CBQAN--- Promote Asian Higher Educational QA Exchange and Cooperation



1. Challenges and Opportunities for Asian Education

- ❖ European higher educational integration has been developing rapidly and has established a more completed system, EHEA. Due to country diversities in Asian region, it is an unbalanced dialogue between Asian and European regions.
- ❖ There is no international QA exchange platform for education importers and exporters.
- ❖ The Asian countries have reached an agreement that Asia should cooperate with Europe, starting with CB education and exploring QA cooperation in HE.



2.1 Collective Act. on CBQAN

- **ASEMME 4 and Initiative of CBQAN**
- ❖ **Explore Asia-Europe Cooperation.** Start with cooperation in cross-border education, to explore Asia-Europe cooperation on QA in HE.
- ❖ **Agreement on CBQAN.** “The Ministers also welcomed China’s initiative to establish a Cross-border Quality Assurance Network in Higher Education (CBQAN).” (ASEMME4 Chairs Conclusion-12, May 2013)



2.2 Collective Act. on CBQAN

● Co-construction of CBQAN and promotion of educational cooperation and exchange in Asia

- ✓ Co-construction of CBQAN
- Promote “thematic collaboration” in degree awarding, credit transfer, substantial equivalence in curriculum system and degree standard, Guidelines in QA, etc. between Asian countries
- Promote educational collaboration among Asian countries
- ✓ Ensure Equal Dialogue
- Build up collaborative QA mechanism to enhance the discourse power of Asian countries at the international education platform

2.3 Collective Act. on of CBQAN

Work Plan According to the Final Chair's Conclusions of ASEMMME4--- Quality Assurance and Recognition

Dialogue in the field of quality assurance and recognition	Malaysia
HEQA center for Asia	Japan
Working group under the ASEAN+3 Education Ministers Meeting	Japan
CBQAN	China
Peer learning activities	Belgium (Flemish Community and French Community)
Working group on the implementation of the ASEM Recognition Bridging Declaration	China (coordinator) Australia, Austria, Belgium (Flemish Community and French Community), Brunei Darussalam, Germany, Estonia, Latvia, Lithuania, Portugal and the United Kingdom
NICs in the Asian region and to set up a website	China
Expert group to discuss interregional credit transfer mechanisms	Australia, Belgium (French Community), Brunei Darussalam, China, Estonia, Lithuania Malaysia, Portugal and Thailand

2.4 Collective Act. on CBQAN

● Explore cooperation mechanism

At the beginning stage, China as the initiator, takes charge of communicating with other QA organizations to jointly construct the network. So far some Asian countries have reached an agreement on co-construction of CBQAN and the action plan is under discussion. We welcome the QA agencies to join the network(CBQAN).

2.5 Collective Act. on CBQAN

● CBQAN Action Plan

Proposal: regular activities, cooperative platform

❖ Regular Activities

- ✓ Symposium
- ✓ Periodic participation ≠ discussion of working group
- ✓ Discussion on QA standards for Asia-Europe countries

2.6 Collective Act. on CBQAN

- Cooperation platform-CBQAN Webpage (on Website of ANICs)

Information Platform

QA of CB Education

Main Activities

About CBQAN



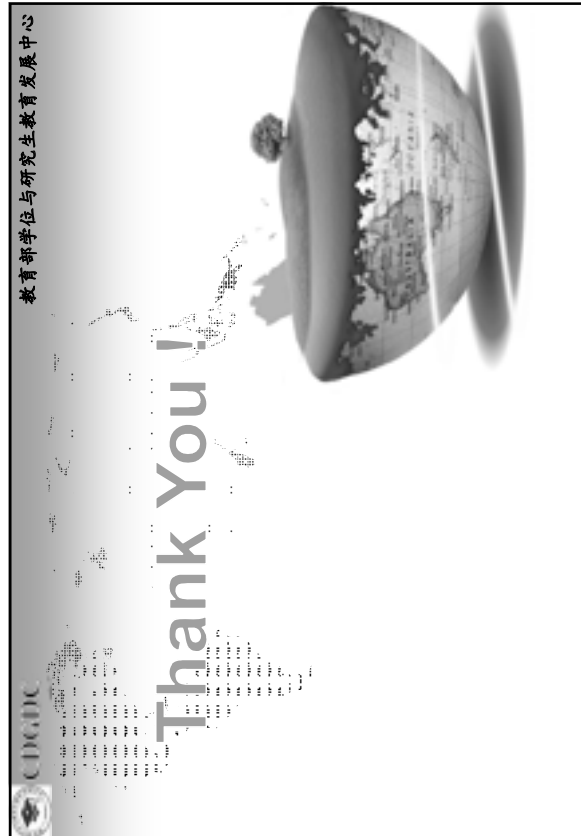
教育部学位与研究生教育发展中心

联系我们Contacts

CDGDC WEBSITE: www.cdgdc.edu.cn



教育部学位与研究生教育发展中心



IEQAS in Korea

Dr. Innwoo Park

Professor, Department of Education, Korea University

Dr. Innwoo Park introduced the International Education Quality Assurance System in Korea.

Summary of Presentation

The International Education Quality Assurance System (IEQAS) is a new system in Korea. IEQAS aims to accredit Korean universities and colleges who put appropriate management of foreign students in place through quality assessment.

The decline in the number of university students due to Korea's falling birthrate and the globalization of higher education are the backdrop for the establishment of IEQAS. It is projected that by 2020, the number of high school graduates in Korea will be 200,000 lower than it is today, and in order to compensate for this reduction as well as increasing the international competitiveness of Korea, it is necessary to accept a large number of inbound exchange students. The numbers of exchange students have risen at a favorable pace. On the other hand, quality management systems for the management of inbound students have been inadequate, causing many problems. From the standpoint of exchange students from overseas, selecting the appropriate institution is extremely important. For these reasons, the quality assessment system was established.

The Committee of IEQAS, established in 2011, developed this new system, which began in 2012. IEQAS covers 350 universities and colleges, with the exception of cyber universities and graduate schools. IEQAS undertakes assessment based on criteria set by the IEQAS Committee, accrediting universities and colleges that appropriately manage inbound exchange students.

Eligibility for applying IEQAS includes the absence of MOE sanctions on financial support, confirmation of the dropout rate and number of inbound students. In 2012, 138 universities and 44 colleges fulfilled eligibility requirements. The evaluation process consists of three phases: quantitative evaluation, absolute evaluation and on-site evaluation. The first phase of quantitative evaluation consists of eight criteria, and high weight is placed on the number and ratio of full time international faculty, ratio of dropouts to inbound students and the rate of on campus residence. The number and ratio of international students filling student capacity quotas and foreign student diversity are also evaluated. It is also necessary to confirm whether tuition is the same for local and exchange students. At the second phase of absolute evaluation, six criteria are confirmed, including dropout rates and disparities in tuition and confirmation of language abilities. Supplementary self-evaluation reporting is also requested. Institutions must elaborate their vision, objectives, strategic plan for exchange programs, the management of academic affairs, and support for learning and living.

In cases where accreditation is granted, it remains effective for three years, and the institution is permitted to use the emblem of accreditation. As an incentive for participating in IEQAS, accredited institutions have better chances of receiving scholarships for inbound students. This emblem will be a landmark when you search Korean universities from abroad by using website.

Dr. Innwoo Park

Speaker Profile

Professor, Department of Education, Korea University. Currently, Dr. Park is working on a project about how to develop a joint degree program between China, Japan, and Korea.



IEQAS in Korea

Innwoo Park

Agenda

- ▶ Background
- ▶ History
- ▶ Overview
- ▶ Procedures
- ▶ Criteria
- ▶ Incentives
- ▶ Additional

Background

- ▶ Lack of students due to the low fertility
- ▶ Need more inbound students to increase the global competitiveness
 - Japan : 300,000 inbounds by `20
 - China : 500,000 inbounds by `20
 - Singapore 150,000 inbounds by `15
 - Korea : 200,000 inbounds in `20

Background

- ▶ Rapid Increase in the number of inbounds in Korea

Year	2005	2006	2007	2008	2009	2010	2011	2012
Total	22,526	32,557	49,270	63,952	75,850	83,842	89,537	86,878
Language Course	5,212	7,938	14,184	19,521	20,088	17,064	18,424	16,639
College/Univ.	9,835	15,268	22,171	28,197	36,525	43,709	44,641	40,551
Masters	4,023	5,183	7,247	9,143	10,697	12,480	14,516	15,399
Doctoral	1,719	2,173	2,638	3,245	3,369	3,811	4,496	4,639
etc	1,737	1,995	3,030	3,846	5,171	6,778	7,460	9,650

Background

No quality control system for inbound students

Problems of maladjustment and dropouts

Negative image of Korea being built

Need for a quality control system for inbound students

★ Australia : CRICOS & PRISOM

5

History

Committee of IEQAS(2011)

• Sub-committee for the development of IEQAS

Pilot test & selection of model schools

• 8 universities, 2 colleges

First implementation of IEQAS(2012)

• 30 schools accredited (26 universities, 4 colleges)

6

Overview

- ▶ IEQAS : International Education Quality Assurance System
- ▶ 350 universities and colleges
 - Cyber universities, graduate universities being excluded
- ▶ Aims to accredit universities and colleges who manage inbound students according to the criteria set by the committee of IEQAS
- ▶ The Committee of IEQAS
 - About 15 members appointed by MOE

7

Overview

- ▶ Eligibility for applying IEQAS
 - No sanctions to financial support by MOE
 - Less than 20% of dropout rate
 - More than 19 inbound students for universities, 9 inbound students for colleges
 - In 2012, 138 universities and 44 colleges were eligible

8

Procedures

Phase 1 Quantitative evaluation

- 8 criteria for universities, 7 for colleges
- top70% passes

Phase 2 Absolute evaluation

- Core criteria : 6 for universities, 5 for colleges
- Supplement with self reports from the schools
- Identify universities who pass the core criteria

Phase 3 On-site evaluation

- To verify Phase 2 evaluation results

9

Criteria

- ▶ Phase 1 Quantitative evaluation
 - Number and ratio of full time international faculty
 - Number and ratio of outbound students
 - Number and ratio of inbound students
 - Number and ratio of international students filling the student quota of universities
 - Dropout ratio of inbound students
 - Diversity of international students
 - International students' impact on fiscal soundness
 - Accommodation provision rate for international students

10

Criteria

- ▶ Phase 2 Absolute evaluation
 - Dropout rate and illegal residency rate is complementary to each other.

Absolute indicator	IEQAS Standards
① Dropout rate*	Less than 6%
①-1 Illegal residency rate	Less than 1%
② Diversity of international students*	Less than 90%
③ Fiscal solidarity	90% or above
④ Medical insurance subscription rate	80% or above
⑤ Accommodation provision rate of freshmen	25% or above
⑥ Language Ability (TOPIK level 4, English)	30% or above

11

Criteria

- ▶ Vision, goals, strategies for inbounds
- ▶ Management of academic affairs
- ▶ Supports for learning, living, and others

12

Incentives

- ▶ Effective for 3 years
- ▶ Allow to use the emblem
- ▶ Better chance to get the government scholarship for inbounds



13

Additional

- ▶ Quantitative Indicators

No	Contents	Point Distribution (Out of 100)
1	Number and ratio of full time international faculty ① No. of full time international faculty ② No. of full time international faculty / (divide) Number of full time faculty x (multiply) 100(%)	2.5
2	Number and ratio of outbound students ① No. of outbound students : No. of students who earned credits from other universities ② Ratio of outbound students : No. of outbound students / (divide) No. of all enrolled students x (multiply) 100(%)	2.5

14

Additional

- ▶ Quantitative Indicators

No	Contents	Point Distribution (Out of 100)
3	Number and ratio of inbound students No. of exchange students to Korea / (divide) No. of all enrolled students x (multiply) 100(%)	5 (only university)
4	Number and ratio of international students filling the student quota of universities ① No. of international students filling the student quota of universities : No. of international students - (subtract) No. of domestic students short of its full quota ② Ratio of international students filling the student quota of universities : Ratio of international students x (multiply) Ratio of domestic students filling the quota	10

15

Additional

- ▶ Quantitative Indicators

No	Contents	Point Distribution (Out of 100)
5	Dropout ratio of inbound students ① No. of dropout inbound students / (divide) No. of total inbound students x (multiply) 100(%)	35
6	Diversity of inbound students ① No. of inbound students from the country where the most number of students come/ (divide) No. of total inbound students x (multiply) 100(%)	15

16

Additional

▶ Quantitative Indicators

No	Contents	Point Distribution (Out of 100)
7	International students' impact on fiscal soundness Average tuition per international student / (divide) Average tuition per domestic student x (multiply) 100(%)	20
8	Accommodation provision rate for international students (No. of fresh international students living in school accommodation) / divide / No. of all international students x (multiply) 100(%)	University : 10 Junior College : 15

17

Additional

▶ Self-evaluation Report Format

No	Dimension	Source
1	University's vision and characteristics for globalization	1-1. Vision of globalization - Measures to connect globalization and university development - International students recruitment strategy 1-2. Strategies of the university - Major center of study - Various globalization programs
2	Selection of the international students	2-1. Is students' scholastic ability verified? 2-2. Are students recruited by official procedures? - Does the institution have a reasonable student selection method to fill the international student quota?
3	Academic management	3-1. Attendance records - Are the attendance records of foreign students under control? - International students' attendance ratio 3-2. Students' school records - Foreign students' grade distribution table: international students' academic achievement compared with domestic students ✓ Through a random sampling, on-site evaluation is possible. - Does the school have syllabus (course guidelines) or school calendar?

18

Additional

▶ Self-evaluation Report Format

No	Dimension	Source
4	International students management and support	4-1. Learning support - Does the school have learning support programs (e.g. KSL or major courses) for international students? - Do foreign students have designated academic advisors? 4-2. Support and counseling centers for living in Korea - Is there any designated organization for international students? - Is there any counseling center and professional counselor? 4-3. Management of the foreign students after their graduation (e.g. employment) - Are foreign students taken care after graduation (e.g. employment support, alumni association)? - Does the school conduct satisfaction survey on education service? 4-4. Adaptation support program - Extra points can be provided if the school has differentiated programs to help international students' adaptation to school life in Korea such as by holding various events to that end.
5	Others	Any special matter for the university

19

Q & A

▶ Thank you

20

Highlights of Dialogue and Discussion at Session I

The keynote speech of Dr. Sauwakon Ratanawijitrasin, Director, SEAMEO-RIHED, was followed by a question and answer session. Next, six experts in quality assurance from the ASEAN+3 group of nations gave case study presentations and joined a panel discussion. Lastly, the discussion was opened to questions from the attendees.

Highlights of Q&A and Discussion

< Q&A from the floor following the keynote speech > (Responder was Dr. Sauwakon Ratanawijitrasin)

Q. Can you give a concrete example of what you meant by the phrase 'know what' that you discussed in your speech?

A. 'Know what' refers specifically to the study fields. For example, in AIMS, the study fields include agriculture and food science. In order to increase the number of incoming exchange students to Southeast Asia, it is necessary to encourage the development of these niche fields.

Q. How can we ascertain the needs of learners?

A. Mutual understanding between teachers and students is important. When teachers advise students, the future of the students must be first in their minds. I think useful approaches to mentoring include encouraging students to attend conferences and symposiums such as this Forum, prompting them to ask questions, and inviting students to make presentations.

Q. Do you have any mechanisms to increase the number of universities participating in AIMS?

A. We are looking at a review of the scholarship system, which has become a barrier to college attendance.

Q. At the present time, AIMS membership is restricted to Southeast Asian countries. Are there plans for the participation of China or Korea?

A. Of course, the answer is yes. The AIMS memorandum of understanding includes membership invitation to nations outside of founding group of ASEAN nations.

< Panel Discussion >

- The six experts were asked about their degree of satisfaction with the present quality assurance approaches of various countries and regions. The majority of panelists demonstrated moderate satisfaction, pointing to evidence such as returns on economic, personnel and time investments, policy successes, the results of student learning outcomes and the smooth operation of quality assurance systems. Participants from the floor expressed a desire to include the exchange of academics in addition to students when assessing the success of quality assurance systems for transnational education.
- Panelists were asked whether sending students abroad or attracting overseas universities to establish domestic campuses were more effective strategies from the standpoint of promoting internationalization. Almost all of the panelists supported sending students abroad, citing disparities in student experiences, the productiveness of learning by living abroad and overseas study's capacity to nurture collaborative skills.

Session II:
Student Mobility in East Asia—Input from
International Collaborative Programs

Highlights of Session II

In Session II, speakers shared accounts of exchange programs developed in East Asia, and case studies of student exchange between Japanese and Asian universities were introduced in order to deepen discussion of the present state of transnational education and its quality assurance. Case study presenters included two academics responsible for the planning and administration of transnational education, and two students who participated in exchange programs.

Academic speakers included Prof. Dr. Takahiro Seki, Professor, Graduate School of Engineering, Nagoya University, who spoke about programs at Nagoya University and Tohoku University, and Dr. Akihisa Matsuno, Professor, Osaka School of International Public Policy, Osaka University, who discussed programs at his institution. Both professors acquainted the forum with the implementation of transnational education and its quality assurance by focusing on the innovative aspects and challenges facing their respective programs.

Student presenters included Ms. Motoi Takekawa, Graduate Student, Graduate School of Asia-Pacific Studies (GSAPS), Waseda University and Mr. Kazuhiro Saka, MBA Candidate, International Corporate Strategy, Hitotsubashi University. Ms. Takekawa and Mr. Saka focused on the experience they gained through their participation in each of international collaborative programs.

Following case study presentations, the four speakers were joined by two commentators and took questions from the attendees, exchanging views on the salient features of their programs and the significance of educational exchange from the perspectives of students and program administrators, in response to the following concerns:

- With the aim of meeting the human resource needs of society, what issues demand consideration, particularly from the standpoint of education providers, governments and advocates of quality assurance agencies as advocates, if we are to expand cooperation in international education?
- In the specific case of program quality assurance, how can we advance international education by working towards common understandings given conceptual differences among nations with regard to the level and breadth of standards?

Case Study A: Nagoya University and Tohoku University

Prof. Dr. Takahiro Seki

Professor, Graduate School of Engineering, Nagoya University

Prof. Dr. Seki introduced the progress of international student exchange programs named 'A Cooperative Asian Education Gateway for a Sustainable Society: Expanding the Frontiers in Science and Technology of Chemistry and Materials' at Nagoya University and Tohoku University in order to draw specific attention to the program's strengths as well as the challenges it faces.

Summary of presentation

This program undertakes chemistry and materials science related student exchange between Japan (Nagoya University and Tohoku University), China (Nanjing University and Shanghai Jiao Tong University) and Korea (Seoul National University and POSTECH) universities in order to establish a leading Asian educational cluster in the field of chemistry and material science that will become a key point in the creation of sustainable society. The program is a complimentary educational alliance allowing students from any of its member institutions to study overseas at any other member institution. This project aims to produce specialists in the chemistry disseminated from the core industrial hub of Asia, and to produce world leaders in the field of chemistry who possess a global perspective through academic and industrial exchanges.

This student exchange program consists of credit-transferable overseas study terms of primarily three to twelve months, tailored for postgraduate (master's and doctoral) students. Exchange students are temporarily assigned to a laboratory at an overseas counterpart university and undertake joint research in the laboratory. The program selects highly motivated and promising students from each university who are at the top of their respective classes, and whose TOEFL scores exceed TOEFL IBT 70 (PBT520). As of March 2013, the program had achieved many participation from China and Korea. It shifted into high gear in 2013 academic year, and expects to achieve further momentum with the dispatch of Japanese students overseas. The program also sponsors annual symposia, which rotate among the member countries. Symposia have been well attended by large numbers of professors and students, promoting exchange and information sharing. Furthermore, exchange lectures, joint intensive seminars and summer courses involving additional universities are also undertaken. The program provides research and learning support by regularly assigning a TA to assist each overseas student. Currently, the results of exchanges include joint research and scientific papers, and beginning this year, information exchange has begun at three "Campus Asia" programs in science and engineering fields undertaken by four Japanese universities (Kyushu University, Tokyo Institute of Technology, Nagoya University and Tohoku University) that also collaborate.

Looking to the future, this program aims to strengthen the platform for cooperative education in the field of chemistry and materials science among Japan, China and South Korea, as well achieve broad growth across Asia and make an academic contribution to the Asian region.

Prof. Dr. Takahiro Seki

Speaker profile

Professor, Graduate School of Engineering, Nagoya University. Takahiro Seki had been Associate Professor of Tokyo Institute of Technology and he has been Professor of Nagoya University since 2002. His expertise includes photofunctional polymers, ultrathin polymer films, molecular assemblies, liquid crystals.

Cutting Edge Science and Technology in Chemistry and Materials
- A Cooperative Asian Education Gateway for a Sustainable Society

Nagoya University* and Tohoku University

Project Leaders

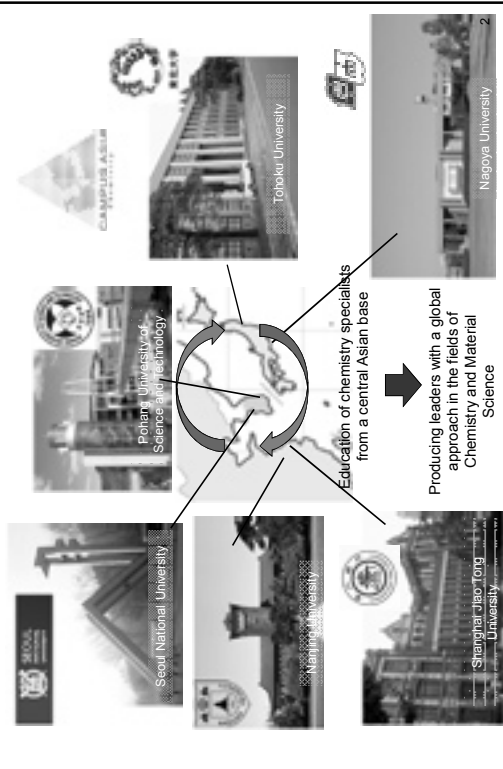
Takahiro Seki* Nagoya University*, Graduate School of Engineering, Professor
Kentaro Tanaka Nagoya University, Graduate School of Science, Professor

Tohoku Leaders

Akihiro Morita* Tohoku University, Graduate School of Science, Professor
Takayuki Doi Tohoku University, Graduate School of Pharmaceutical Sciences, Professor



Creating an Organization for Innovative Education in the Fields of Chemistry and Material Science in Asia to Contribute to Sustainable Society



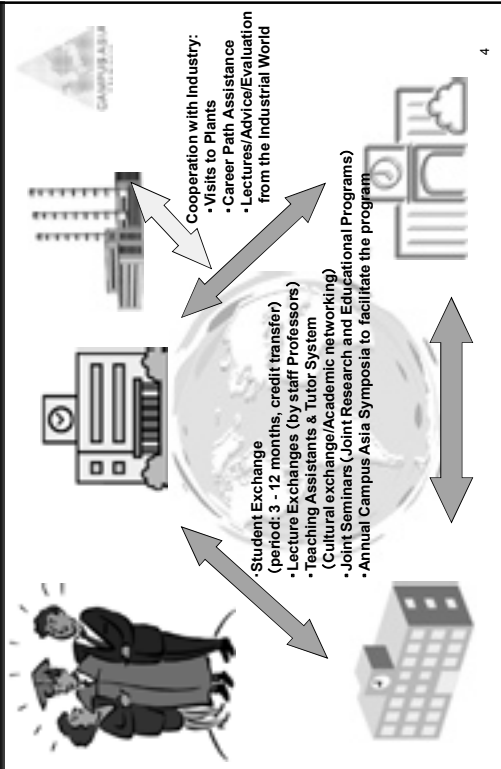
Current Conditions and Strong Points for the Establishment of the Educational Organization

Nurturing Chemists with a Global Mindset for the Development of Sustainable Society



Educational Organization Combining the Strongest Fields of Three Countries

Plan for the System of Nurturing Specialists who can Think and Act on a Global Scale in the Most Important Areas of Science



Organization of Campus Asia Activities

- **Launching Homepages**
- Main Campus Asia Homepage: <http://campusasia.apchem.nagoya-u.ac.jp/>
- Homepage of the Tohoku University Campus Asia Program <http://remc.pharm.tohoku.ac.jp/~campusasia/>
- **Building International Exchange Infrastructure Targeted Towards Formation of Cyber Campus**
- Installation of TV Conference Equipment
 - Meetings between Nagoya and Tohoku Campus Asia offices
 - Science and engineering information exchange among 6 Universities of 3 Campus Asia Programs in Japan
 - Meetings between Campus Asia Nagoya Office and Nagoya University Shanghai Office
- **Building International Exchange Infrastructure**
- Associate Professor responsible for the Campus Asia Program, **Ilya. D. Gridnev** (Russia), was hired to support the development of international exchange and educational activities
- Students wishing to participate in exchange programs are hired as Teaching Assistants (TA)



5

Organization of Campus Asia Project II

Committee	Affiliation
Takahiro Seki	Nagoya University, Graduate School of Engineering, Professor
Akihiro Morita	Tohoku University, Graduate School of Science, Professor
Xing-Hua Xia	Nanjing University, School of Chemistry and Chemical Engineering, Vice Dean
Yong Zhang	Shanghai Jiao Tong University, School of Chemistry and Chemical Engineering, Vice Dean
Byeong Moon Kim	Seoul National University, Department of Chemistry, Chair
Kyo Han Ahn	Pohang University of Science and Technology, Department of Chemistry, Professor
Evaluation Board	Affiliation
Dr. Yoshio Okamoto	Harbin Industrial University, Chair Professor (Academic)
Dr. Arimitsu Usuki	Toyota Company Central Laboratories, Director (Industry)

6

Student Exchange in Campus Asia Project

- **Student Exchange Program**
- In Japan this program is mainly targeted at graduate students. Grades from the Host University are recognized by the Home University. The length of stay is **3 - 12 months**. Students choose the University they would like to visit. During the visit, they carry out joint research in the laboratory of their choice and attend special classes at the Partner Universities.
- **Collaboration with JASSO (Japan Student Services Organization) Program**
- JASSO's program is intended for students who cannot afford a 3 months or longer absence from their universities. This framework provides flexible opportunities to match the academic situation of the students and Partner Universities.
- **Exchange of Scientific Presentations**
- Students are given the chance for direct academic exchange through summer schools, joint seminars, educational and research trips and international conferences.



7

Terms and Conditions for Student Exchange between China/Korea/Japan

	Students to be dispatched to Korea/China from Japan	Students to be accepted in Japan from China/Korea
Requirements	Minimum English skills TOEFL iBT 70 (PBT520) Top academic performers with high motivation	
Academic year	Graduate students	Graduate and undergraduate students
Tuition fee exemption	An "Inter-University Agreement" is concluded between Partner Universities.	
Credit/Grade system	Maximum 10 credits can be awarded	International Grades System appropriate for obtaining GPA is offered
Courses in English	Each University provides a list of available classes in English	
Studies Support	Practical English Courses useful for Chemistry field	A Teaching Assistant is assigned to help each visiting student
Financial Support for Students	- Travel expenses shall be borne by the Host University - Scholarships/Accommodation fees/Research costs shall be borne by the Host University (The schedules of the visits are adjusted to the semesters of each University)	

8

Student Mobility (Inbound/Outbound between China/Korea/Japan)

AY 2011-2012

Data for 2011-2012	Inbound			Outbound		
	China	Korea	Total	China	Korea	Total
Exchange Students (3 months or longer)	10	2	12	0	2	2
Short visit (1-2 months, JASSO)	3	3	6	0	5	5
Summer School, Symposia, etc.	3	2	5	19	5	24
Total number of students	16	7	23	19	12	31

9

Student Mobility (Inbound/Outbound between China/Korea/Japan)

Plan for AY2013

Plan for 2013	Inbound			Outbound		
	China	Korea	Total	China	Korea	Total
Exchanging Students (for more than 3 months)	8	4	12	2	6	8
Short-term visits (1-2 months, JASSO)	0	2	2	0	3	3
Summer School, Symposia, etc.	3	2	5	5	20	25
Total number of students	11	8	19	7	29	36

10

Credits Awarded in 2011-2012

Home University	Credits Obtained	No. of Students	University granting the Credits
POSTECH (B4)	15	1	Nagoya University, School of Science, NUPACE
SJTU	4	7	Nagoya University Graduate School
NIJU	1	2	Tohoku University Graduate School
SJTU	2012-2013 Exchanging	(1)	Tohoku University Graduate School
SNU	2012-2013 Exchanging	(1)	Tohoku University Graduate School
	Total	10 (12)	

Granting of Credits (Outbound students)

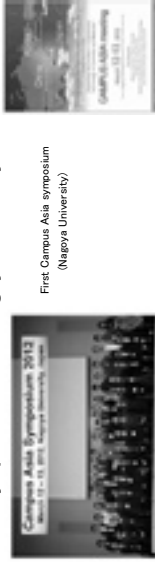
Host University	Credits Obtained	No. of Students	University granting the Credits
POSTECH	2	6	Tohoku University Graduate School
SNU	2012-2013 Exchanging	(1)	Tohoku University Graduate School
POSTECH	2012-2013 Exchanging	(1)	Tohoku University Graduate School
	Total	6 (8)	

11

Campus Asia Symposia

Staff members and students from 6 universities get together, report research results, exchange information and deepen friendly relations. The situation of the student exchanges and future perspectives in this field are also discussed.

◆ Kick-off Symposium <Nagoya University, March 12-13, 2012>



First Campus Asia symposium (Nagoya University)

◆ Second Campus Asia Symposium <Nanjing University, March 12-13, 2013>



Second Campus Asia symposium (Nanjing University)

◆ Third Campus Asia symposium <Seoul National University, November 7-9, 2013>

12

Diverse Exchange 1

◆ Exchange Lectures (Staff member visits)

Shared lectures between Partner Universities ⇒
Even while in their own countries students can learn about research activities abroad

- June, 2013: **Prof. T. Seki** Shanghai Jiao Tong University
- August, 2013: **Prof. T. Seki** Seoul National University

◆ T.A. System (Help in research and study, cultural exchange, networking)

One TA student is assigned to each exchange student ⇒
Facilitates daily/academic life and networking in a foreign country
2011-2012: 23 TA students were assigned to the exchange students

◆ Themed Seminars (Seminars among Partner Universities: Lectures for graduate students)

Joint seminars in specific research fields ⇒ Discussion of the latest achievements in Science and Technology November 2013:
Seminar on Molecular Simulation to be given by **Professor Huai Sun, SJTU**



Shanghai Jiao Tong University



Seoul National University

13

Diverse Exchange 2

◆ Summer School (2012/8)

This event is organized by graduate students. Doctoral students from Asia, Europe and America are invited. The purposes of this meeting are to give practice in organization of international conferences to graduate students and improve friendly relationships between students from various countries

◆ D2 Research Discussion Meeting (2012/11)

Doctoral chemistry students in their second year report on their research in English to one another. This inter-faculty symposium helps to prepare students for international exchange

◆ Local Research Meeting (2012/12)

Academic Advisors of exchange students from China and Korea were invited to talk about their joint research projects, as well as discussing the student exchange



Summer School



Sendai Symposium

14

Diverse Exchange 3

◆ Educational and Research Trips

Strengthening support for students' research trips

1. Campus Asia Staff members and Japanese students planning to go abroad visit universities in China and Korea to prepare for future joint research projects
2. Supporting preparation of research reports for international students

Seoul National University & POSTECH (2012/12 - 2013/1)
Shanghai Jiao Tong University & Nanjing University (2013/3)

◆ SJTU Interdisciplinary Seminar (2013 3/14 - 3/15)

1. Four staff members and 12 students from Nagoya University participated in the Seminar Laboratories Tour, guided by students who had previously been on exchange at Nagoya University
2. Discussion on the research schedules of the exchange students coming to Shanghai Jiao Tong University in 2103 and for the Chinese students coming to Nagoya University in 2013

◆ Industrial tour for inbound students

2012.11.29 Toyota Motor Corporation, Takaoaka Factory
2013.9.18 TOHO GAS Co., Ltd. Chita Midorihama Factory
Pfizer Inc., Nagoya Factory



Shanghai Jiao Tong University



POSTECH



Pfizer Inc., Nagoya Factory

15

Points of Progression: Results of the Exchange

■ Research Papers

- ◆ Tohoku University/Nanjing University/POSTECH
Inorganic Chemistry 2013, No. 52, pp8342-8348



Visiting Student from Nanjing University <Tohoku University>

- ◆ Nagoya University / Seoul National University
Advanced Materials
submitted August 2013

- Collaboration between 4 universities in 3 Campus Asia Programs for students in Science and Engineering fields
 - Kyushu University
 - Tokyo Institute of Technology
 - Nagoya University/Tohoku University

Introduction of Campus Asia Program to Japanese Chemical Society (40000 Members)
"Chemistry and Industry" August 2013

ISSN 1345-8755



16

Problems Encountered			Results • Necessary Activities
Travel expenses	Situation of travel expense support for Chinese students visiting Japan in 2012 was unclear	China 'Japan Vice Deans' Meeting (2013/3/14):	2011/3 At the Symposium held at Nagoya University, 6 universities from 3 countries agreed on financial support for students, but there was some misunderstanding in the methods of application →2013/4 According to the students who had returned to China, their travel expenses were reimbursed
Credits	It was difficult to correlate the credit system with Chinese Universities	Japanese Universities issue transcripts for both inbound /outbound students	For example, at Nagoya University there is no credit system for doctoral students →In the case of international exchanges, papers and joint research must be also considered as achievements aside from credits
Stipend application period	It is difficult to apply to programs in Chinese universities due to the short application period	Apply an individual approach to each case	Since there are differences in the lengths of semesters in Japan, China and Korea, it is important to adjust the application period properly in each case
Housing	Shortage of housing for exchange students	Also make use of private housing	There are differences in living conditions in the various dormitories →Rent housing only after giving a detailed explanation of the conditions to the student and getting his/her agreement

17

Objectives of the present Program

- **Develop a Chemistry Platform among China/Korea/Japan**
Formation of Consortium in Chemical Research between Japanese, Chinese and Korean Universities on the basis of the current Program
- **Expand the Chemistry Platform to Asia**
Expansion of cooperation to the whole Asia
- **Contribute to the development of science**
Active participation in improving the level of research in Asia




International exchange between active researchers in Asia

- **Contribute to Society**
Education of young researchers with a global outlook and a profound knowledge of fundamental science coupled with high professionalism

18

Thank you for your kind attention



19

Case Study B: Osaka University

Prof. Akihisa Matsuno

Professor, Osaka School of International Public Policy, Osaka University

Prof. Matsuno introduced the progress of international student exchange program named **‘Empowerment of Next Generation High-Quality Policy Leaders through a “United Asia University for Peace = Human Security”**’ at Osaka University in order to draw specific attention to the program’s strengths as well as the challenges it faces.

Summary of Presentation

Up to now, there has been a considerable divergence in objectives for educational exchange between Japan and Southeast Asian countries. Japan emphasizes research, while Southeast Asian countries prioritize the development of human resources, and the scope of academic fields has also been limited. In order to expand student exchange at the graduate school level, it is essential that overseas study be opened to a wider range of fields. For this reason, both sides in this exchange must improve the content and clarify the objectives of their exchange programs. This program is an example from the social sciences, a field of minimal international exchange, and it represents an attempt to make a contribution by encouraging the expansion of exchange fields internationally.

Generally speaking, Japanese university students’ interest in Southeast Asia is low, as is their motivation to study alongside students from Southeast Asian countries. Therefore, it is necessary to nurture mutual interest by clarifying the mission of exchange programs in order to help Japanese university students discover what they can study in Southeast Asia, and also what Southeast Asian students can study in Japan. At Osaka University, we believe that essential aspects of quality management include clear mission statements, syllabi in both Japanese and English, and clearly defined internal standard grading code. Moreover, Osaka University also undertakes yearly internal curriculum evaluations, convenes graduate advisory boards on a yearly basis, and consults external advice. Additionally, questionnaire for students are collected from all courses of the program. The results of these questionnaire are examined at faculty meetings, and since last year the program began consultations specifically with overseas students.

There are major challenges to strengthening student exchange with Southeast Asia. In this program, students may freely select from among courses provided by 30 academic staff, but because exchange students primarily use a website to obtain course information prior to departure, concrete and specific course information must be posted online. With regard to changing the language of instruction for exchange courses to English, we anticipate that the expectations of overseas students can be met by concentrating English adoption to the courses these exchange students generally prefer.

At present, outstanding issues include incompatible domestic and international academic calendars as well as problems with the transfer of credits. Furthermore, issues remain with student support. The Support Office for International Students and Scholars is expected to provide necessary assistance to inbound students. However, for Japanese students going abroad, there have been cases in which support has been insufficient because of issues related to the partner country or university.

Globalization is transforming the world of higher education with increasing speed, so it is necessary to foster interest in exchange study in both Japan and Southeast Asia, and to ensure that the bilateral overseas study environment with specific countries is transformed into a multilateral study environment. Put in grand terms, it is important to transform our understanding of education from knowledge *by* the Japanese, *for* the Japanese, into knowledge *by* humankind, *for* humankind.

Prof. Akihisa Matsuno

Speaker profile

Professor, Osaka School of International Public Policy, Osaka University. He served the Osaka University of Foreign Studies from 1983 to 2007. Since 2007 he is a professor at the Osaka School of International Public Policy, Osaka University. His major fields of research include international politics, conflict studies and Southeast Asian studies.

Peace and Human Security in Asia

Akihisa Matsuno
Osaka University

Partner Universities

1. Osaka University, Osaka School of International Public Policy (OSIPP)
 2. Hiroshima University, Graduate School for International Development and Cooperation (IDEP)
 3. Nagasaki University, Graduate School of International Health Development
 4. Meio University, Graduate School of International Cultural Studies
-
1. De La Salle University, Faculty of Liberal Arts
 2. Chiang Mai University, Faculty of Political Science and Public Administration
 3. Payap University, PhD Program on Peacebuilding
 4. Pannasastra University of Cambodia, Faculty of Social Sciences and International Relations
 5. Nanyang Technological University, S. Rajaratnam School of International Studies (RSIS)
 6. Syiah Kuala University, Faculty of Law, Faculty of Politics and Social Sciences
 7. National University Timor-Lorosa'e, Faculty of Social Sciences

Japan short-term study program

10 to 12 students from partner universities in Southeast Asia attend a 10 to 14-day program in Japan.

- o **Osaka Program**, February 2012
Themes: human security, diplomacy, international cooperation, gender
- o **Okinawa Program**, August 2012
Themes: peace, military base, regional development
- o **Hiroshima Program**, August 2013
Themes: peace, security, atomic bomb, regional development

SEA short-term study program

10 to 15 students from partner universities in Japan attend a 10 to 14-day program at a Southeast Asian university.

- o **Chiang Mai Program**, March 2012
Themes: conflict, religion, culture, refugees
- o **Aceh Program**, September 2012
Themes: peacebuilding, gender, governance
- o **Phnom Penh Program**, February 2013
Themes: peacebuilding, public health, gender
- o **Manila Program**, September 2013
Themes: development, peacebuilding

Semester program, 2013

- **From Japan to Southeast Asia**
11 students, August-April (4 to 6 months)
Sending: Osaka 5, Hiroshima 2, Nagasaki 3, Meio 1
Receiving: DLSU 4, CMU 2, PUC 3, RSIS 1, UNTL 1
- **From Southeast Asia to Japan**
12 students, October-March (6 months)
Sending: DLSU 2, Payap 2, CMU 2, PUC 2, Syiah Kuala 2, UNTL 2
Receiving: Osaka 9, Hiroshima 2, Meio 1

Peace and Human Security

What to study?

- Peace and Security
 - Peacebuilding, Co-existence
 - Humanitarian Assistance
 - Poverty Reduction, Development
 - International Cooperation
 - Gender, Multiculturalism
- Towards creation of more active human resources with knowledge, skills and spirit both in Japan and Southeast Asia

Common Ideals and Interests

- What do we share in common?
- What do we do together for our common better future?

What to study in Japan?
And in Southeast Asia?

→ A clearer formulation is needed.

Quality Management at OSIPP

- Clear mission statement, curriculum based on it
 - 30 member faculty, 100 courses of law, politics and economics with focus on policies
 - Syllabi in Japanese and English, with grading criteria
 - Internal evaluation, Advisory Board, questionnaires (for students), consultation with international students.
 - Internal standard grading code (S and A 20%)
- More clearly defined programs are needed.

Academic Calendar

- o **From Japan to Southeast Asia**

August-December or January (1st term)
Overlapping with job-hunting period from October or November to May or even to September

- o **From Southeast Asia to Japan**

October-February or March (2nd semester)
Two terms sacrificed

Credits

- o Japan

Ordinary course : 2 credit (90 min x 15)

Language course: 1 credit (90 min x 15)

1 semester = 15 weeks

A 3-credit course needs 23 sessions.

→ Towards a more flexible credit system?

Student Support

- o **Support system at Osaka University**

- Support Office for International Students and Scholars: visa, housing, telephone & internet contracts, orientation
- Center for International Education and Exchange: international programs, Japanese classes, counseling, communication space, host family

- o **Housing**

Special arrangements with University Co-op University as a guarantee for a student's contract

- o **Insurance**

National Health Insurance
Accident Insurance for Students

From Bilateral to Multilateral Study Environment

- o No to study about Japan or Southeast Asia, but to study together in Japan or Southeast Asia
- o What to study?
- o From bilateral to multilateral study environment
- o From knowledge by the Japanese for the Japanese to knowledge by humankind for humankind

Case Study C: Waseda University

Ms. Motoi Takekawa

Graduate Student, Graduate School of Asia-Pacific Studies (GSAPS), Waseda University

Ms. Takekawa introduced her experiences in Waseda University's student exchange program 'Campus Asia-EAUI Program, -East Asian University Institute (EAUI) for Asian Regional Integration'.

Summary of presentation

Campus Asia-EAUI Program is a collaborative education program coordinated by five universities: Waseda University (Japan), Peking University (China), Korea University (Korea), Thammasat University (Thailand) and Nanyang Technological University (Singapore). Campus Asia- EAUI Program facilitates exchange among academic staff in addition to students, which makes it possible for Japanese students to attend the courses of foreign professors while still in Japan. This exchange program consists of credit-transferable semester overseas study, summer and winter schools in weeklong classes and seminar formats, as well as intensive courses. Incentives for participation in this program include the availability of courses offered by specialists in various fields, discussion forums with graduate students from other universities, and discovering new ideas and theories for MA theses.

The winter school at Nanyang Technological University that Ms. Takekawa attended assembled students and academic staff from the five universities in order to explore common agendas (including security, Asian values and Asian integration) from the perspectives of each participating country. On the first day students formed separate discussion groups and worked on specific issues in preparation for presentations on the final day of the course. Having the chance to participate in discussions between the students of the five universities was a wonderful experience.

The personal network she developed through this program is also an extremely valuable asset. The subject of her MA thesis is internal migration within the People's Republic of China, and through Campus Asia-EAUI Program she was able to build a network and receive guidance by becoming acquainted with professors at Peking University. Additionally, by continuing her relationship with students from other universities, she got significant results. For example, when Ms. Takekawa visited Peking University, she was introduced to important contacts and liaisons with an NGO related to her research.

Even after the conclusion of the winter school, online discussion sessions continued, and more than 40 participants discuss political economy on almost a daily basis. It was through these activities that the content of her thesis caught the attention of a professor at Thammasat University, which led to the opportunity to speak at a international conference in Thailand. In this way, Campus Asia-EAUI Program blessed her with many opportunities. She is convinced that by maximizing these kinds of opportunities, students can enhance their scholastic aptitude.

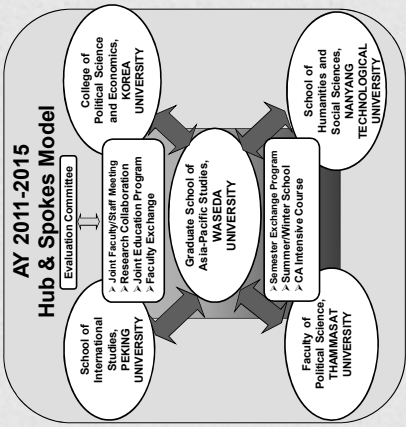
In conclusion, she would like to offer a point of advice to students of Master's programs. This kind of exchange program is a good chance, but it is extremely important that you are self-motivated and maximize your opportunities.

Ms. Motoi Takekawa

Speaker Profile

Motoi Takekawa is a graduate student of Graduate School of Asia-Pacific Studies (GSAPS) at Waseda University, as well as a special research student at The University of Tokyo, specializing cultural anthropology. She received International Baccalaureate Diploma, and obtained undergraduate degree from National Taiwan University.

『Campus Asia EAUI Program』
 ~Students' Voice~
 MOTOI TAKEKAWA
 Graduate School of Asia-Pacific Studies,
 Waseda University



Incentives/Reason for participating the program

- ❖ Diverse Discussion
 - Lectures by the various experts from 5 different schools.
 - Interaction and discussion with students
- ❖ Theories and New Ideas for M.A. Thesis

CAMPUS ASIA-EAUI Program
 Winter School 2013

Country	University	Faculty	Course	Topic	Language	Time	Room
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	10:00-12:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	13:00-15:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	16:00-18:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	19:00-21:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	22:00-24:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	25:00-27:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	28:00-30:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	31:00-33:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	34:00-36:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	37:00-39:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	40:00-42:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	43:00-45:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	46:00-48:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	49:00-51:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	52:00-54:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	55:00-57:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	58:00-60:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	61:00-63:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	64:00-66:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	67:00-69:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	70:00-72:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	73:00-75:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	76:00-78:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	79:00-81:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	82:00-84:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	85:00-87:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	88:00-90:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	91:00-93:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	94:00-96:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	97:00-99:00	Room 101
USA	University of California, Berkeley	Prof. [Name]	East Asian Studies	China's Economic Reform	English	100:00-102:00	Room 101

Discussion on specific issues from 5 different perspectives/countries (China, Japan, Korea, Singapore and Thailand)

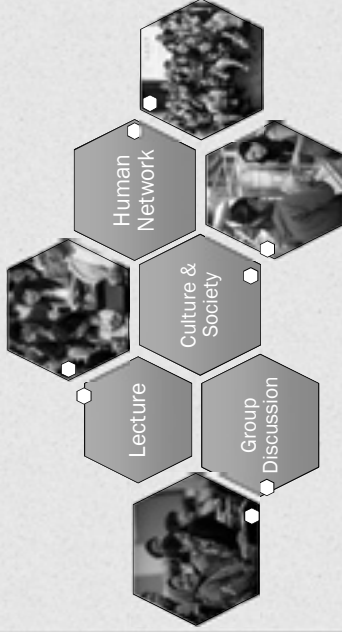
EX. Security, Asian Values, Asian Integration etc.

※Approx. 15 nationalities participated in the discussion.

Future scholars debated all day. Through out the discussion, we mutually understood each other's stand-point, how each of us perceive the issues and tried to find better ways for ALL.

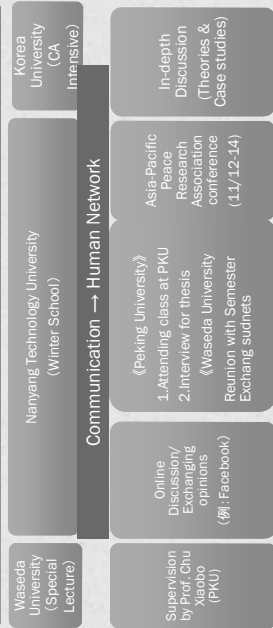


CAMPUS ASIA EAUI Program



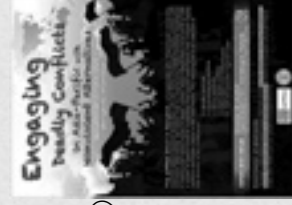
CAMPUS ASIA EAUI Program and my M.A. Thesis

CAMPUS ASIA EAUI Program



Things I got from CAMPUS ASIA EAUI Program

- ❖ Debate & Discussion
- ❖ Human Network and M.A. Thesis
 - Qualitative Data Collection (Interview)
 - Research Advise (from other Univ.)
- ❖ Opportunity to attend International Conference (2013 APPRA @Thailand)



- ❖ CAMPUS ASIA EAUJ Program has given me opportunities and experience to enhance the academic skill and understand diverse perspectives regarding issues in Asia.
- ❖ Also, I have been appreciating the human network from CAMPUS ASIA EAUJ Program as a stepping stone for the next opportunity.
- ❖ “Students must participate and communicate with people actively, if they want to maximize their opportunities.”

**YOU GET FOR WHAT YOU DO,
NO CHANCE FOR NO ACTION.**

Case Study D: Hitotsubashi University

Mr. Kazuhiro Saka

MBA candidate, International Corporate Strategy, Hitotsubashi University

Mr. Saka introduced his experiences in Hitotsubashi University's Asia Business Leaders Program "Doing Business in Asia (DBiA)".

Summary of Presentation

When Mr. Saka was an undergraduate student, he specialized in the study of the Asian economy and after graduation accumulated work experience in the overseas operations of a Japanese automaker and a information services company. His participation in the "Doing Business in Asia (DBiA)" exchange program rivals the sum of his previous work experience in Asia.

"Doing Business in Asia (DBiA)" is a short-term intensive program held in August 2013, through the sponsorship of the business schools of Hitotsubashi University, Peking University, and Seoul National University. 10 students from each university participated in the program, studying together in three successive modules based in Seoul, Beijing and Tokyo, respectively.

DBiA has two goals. The first is to familiarize students with the differences in the business culture of these three cities, and the second is to visit, observe and devise potential solutions for problems facing businesses engaged in transnational enterprises. DBiA is an experiment in thinking about business centered on Asia in which students with experience in a variety of business fields participate. Students on the program spend five days in each country. In Seoul, it was striking that sharing the experiences of the 1997 Asian currency crisis, comparison between the elaborate strategies used in promoting the popularity of the "Korean Wave" of Korean entertainment media across Asia and domestically oriented Japanese businesses.

In Beijing, students visited the Korean company Hyundai's Beijing factory. It was extremely interesting to hear firsthand about the ways a multinational corporation manages it's local employees, affiliated companies and takes environmental conditions into account.

At their last stop in Tokyo, they visited a company that is relatively unknown abroad, but learned how it is coping by developing at a natural pace in step with the local community. Mr. Saka discussed with other students how this company might be an example of the form that the next stage of enterprises in advanced capitalist economies will take.

With regard to the problem of an aging society that all three nations face, students approached it not as a danger but instead as an opportunity, and a consistent topic of consideration was how the aging society affects business. As an example, all three nations share the ethic of filial piety, but as each country urbanized, the increasing difficulty of practicing filial piety as individuals has become a challenge for our societies. Students debated the ability of social enterprises to fill in the gaps and developed concrete proposals.

The great benefits that he took away from participating in "Doing Business in Asia (DBiA)" were discussion and insight within a diverse environment as well as onsite practical experience.

Mr. Kazuhiro Saka

Speaker Profile

MBA candidate, International Corporate Strategy, Hitotsubashi University. He graduated from Hitotsubashi University as a bachelor of Economics in 2003. He joined Nissan Motor Company in 2003, and moved to Recruit Holdings where he was in charge of three domestic sales teams as a regional manager. Since September 2012, he has studied at Hitotsubashi University (International Corporate Strategy) for Master of Business Administration.

Asia Business Leader Program “Doing Business in Asia (DBiA)”

Hitotsubashi University, International Corporate Strategy
Kazuhiro Saka



What is “Doing Business in Asia (DBiA)”?

DBiA is a two-week intensive course offered jointly by Guanghua School of Management of Peking University, Seoul National University Business School and the Graduate School of International Corporate Strategy, which gives an overview of doing business in China, Japan, and Korea.

- to understand the development of the three important economies in East Asia in the past and the future;
- to learn the different and common characteristics of management in the three countries;
- to learn common challenges that companies in the three countries are facing and how management in each of the countries is responding to those challenges;
- to learn how firms which do business in China, Japan and Korea conduct their respective marketing, branding, human resource and strategic management practices in each of the three regions; and
- to study and interact with students from a variety of backgrounds and from three top business schools in East Asia.

Contents of DBiA (Seoul module)

STEP 1 FUNDAMENTALS OF BUSINESS IN ASIA	STEP 2 BUSINESS IN CHINA	STEP 3 BUSINESS IN JAPAN	STEP 4 BUSINESS IN KOREA	STEP 5 INTEGRATING KNOWLEDGE AND SKILLS
Introduction to Business in Asia	Introduction to Business in China	Introduction to Business in Japan	Introduction to Business in Korea	Final Project
Business Environment in Asia	Business Environment in China	Business Environment in Japan	Business Environment in Korea	
Business Strategy in Asia	Business Strategy in China	Business Strategy in Japan	Business Strategy in Korea	
Business Culture in Asia	Business Culture in China	Business Culture in Japan	Business Culture in Korea	
Business Law in Asia	Business Law in China	Business Law in Japan	Business Law in Korea	
Business Ethics in Asia	Business Ethics in China	Business Ethics in Japan	Business Ethics in Korea	
Business Innovation in Asia	Business Innovation in China	Business Innovation in Japan	Business Innovation in Korea	
Business Sustainability in Asia	Business Sustainability in China	Business Sustainability in Japan	Business Sustainability in Korea	
Business Case Studies in Asia	Business Case Studies in China	Business Case Studies in Japan	Business Case Studies in Korea	
Business Field Trip in Asia	Business Field Trip in China	Business Field Trip in Japan	Business Field Trip in Korea	
Business Guest Lectures in Asia	Business Guest Lectures in China	Business Guest Lectures in Japan	Business Guest Lectures in Korea	
Business Networking in Asia	Business Networking in China	Business Networking in Japan	Business Networking in Korea	
Business Career Development in Asia	Business Career Development in China	Business Career Development in Japan	Business Career Development in Korea	
Business Final Exam in Asia	Business Final Exam in China	Business Final Exam in Japan	Business Final Exam in Korea	

Thematic Outline of Seoul Module

- Korean Companies' Strategy and Innovation
- Aging Means Business : A Korean Case
- Starbucks: Building an Icon Brand – Connecting Humanity
- An Analysis of Korean Entertainment Business and Korean Wave, Hallyu
- Organizational Culture in Korean Firms
- (Field study) Yuhan Kimberly- The Best Business Module for Sustainable Management
- YG Entertainment – Korean Wave: The “Psy” case

Contents of DBiA (Beijing module)

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10	DAY 11
Monday 8/20/2013 8:30 - Walk to ICS	Tuesday 8/21/2013 8:30 - Walk to ICS	Wednesday 8/22/2013 8:30 - Walk to ICS	Thursday 8/23/2013 8:30 - Walk to ICS	Friday 8/24/2013 8:30 - Walk to ICS	Saturday 8/25/2013 8:30 - Walk to ICS
Public Transportation lunch on own	Public Transportation lunch on own	Public Transportation lunch on own	Public Transportation lunch on own	Public Transportation lunch on own	Public Transportation lunch on own
Session 1: Management - Concepts & Frameworks (Kobayashi)	Session 2: Management - Concepts & Frameworks (Kobayashi)	Session 3: Management - Concepts & Frameworks (Kobayashi)	Session 4: Management - Concepts & Frameworks (Kobayashi)	Session 5: Management - Concepts & Frameworks (Kobayashi)	Session 6: Management - Concepts & Frameworks (Kobayashi)
Field Study 1-a "Skyscraper" (Kobayashi)	Field Study 1-b "Edo Museum" (Kobayashi)	Field Study 1-c "Yomeshu" (Kobayashi)	Field Study 1-d "Starbucks Japan" (Kobayashi)	Field Study 1-e "Fast Retailing" (Kobayashi)	Field Study 1-f "Uniqlo" (Kobayashi)
Public Transportation lunch on own	Public Transportation lunch on own	Public Transportation lunch on own	Public Transportation lunch on own	Public Transportation lunch on own	Public Transportation lunch on own
Free	Free	Free	Free	Free	Free

Thematic Outline of Beijing Module

- Managing Across borders in East Asia
- Growing Old before growing rich
- Made in China – challenge and opportunity
- (Field study) Hyundai factory in Beijing
- (Field study) Jingdong

Contents of DBiA (Tokyo module)

DAY 12	DAY 13	DAY 14	DAY 15	DAY 16
Monday 8/26/2013 8:30 - Walk to ICS	Tuesday 8/27/2013 8:30 - Walk to ICS	Wednesday 8/28/2013 9:00 - Shuttle bus	Thursday 8/29/2013 7:00 - Shuttle bus	Friday 8/30/2013 8:30 - Shuttle bus
Welcome & Introduction (Kobayashi)	Session 3: Service Management - Concepts & Frameworks (Kobayashi)	Session 4: Service Management - Concepts & Frameworks (Kobayashi)	Session 5: Service Management - Concepts & Frameworks (Kobayashi)	Session 6: Service Management - Concepts & Frameworks (Kobayashi)
Field Study 2-a "Starbucks Japan" (Kobayashi)	Field Study 2-b "Fast Retailing" (Kobayashi)	Field Study 2-c "Uniqlo" (Kobayashi)	Field Study 2-d "Yomeshu" (Kobayashi)	Field Study 2-e "Edo Museum" (Kobayashi)
Public Transportation lunch on own	Public Transportation lunch on own	Public Transportation lunch on own	Public Transportation lunch on own	Public Transportation lunch on own
Free	Free	Free	Free	Free

Thematic Outline of Tokyo Module

- Japanese business: Tradition and innovation
 - Session 1, Honda Way
 - Field Study 5, Nagano (KOA, Ina Food Industry, Yomeshu)
- Venturesome Tokyo
 - Field study 1, Skyscraper and Edo Museum
 - Field study 2 and Session 3, Roppongi Hills
- Foreign company operating in Japan (as well as Korea and China)
 - Field Study 4, Starbucks Japan
- Japanese company operating in Korea and China
 - Field Study 3, Fast Retailing (Uniqlo)

Output through Beijing, Seoul, and Tokyo module

- Subject: The business response to the opportunities and challenges of aging in China, Japan, and Korea - a comparative observational study of the elderly market.

Example) “孝” sharing business



DBIA: Doing Business in Asia

August 2013



Beijing (PKU)



Tokyo (ICS)



Seoul (SNU)



My takeaways from DBIA program

- Discussion and insight in diversity
 - market development, economic condition, history, and cultural background etc.
 - ex. Perspective of elderly people (China, Japan, Korea cases)

- Gemba (actual place) experience

- Seeing is better than hearing
- ex. Uniqlo's service management
Hyundai factory in Beijing

Highlights of Dialogue and Discussion at Session II

In Session II, presentations by two academics and two student participants in exchange programs were followed by responses from commentators, and then the discussion was opened to questions from the floor.

Responses of commentators and Highlights of Q&A and Discussion

Commentators:

Prof. Akira Ninomiya, President, Hijiya University, Hiroshima, Japan
Dr. Sauwakon Ratanawijitrasin, Director, SEAMEO RIHED

<Responses of commentators to case presentations>

- In order to cultivate globalized human resources in Asia, understanding Asia is crucial.
- Three expectations for “CAMPUS Asia”: 1) Added value superseding existing exchange programs. 2) Quality of contact with foreign cultures. 3) Transparent tax and time investments.
- Six important issues for learning design:
 - ◇ Multilateral cooperation
 - ◇ Expanding student horizons
 - ◇ Coordination with corporations and various other organizations
 - ◇ Interdisciplinary collaboration
 - ◇ Multiple pedagogical methods—lecture, practicums, internships and more
 - ◇ Public announcement of evaluation—publication through the internet and other means

<Highlights of Q & A from the floor>

- Q. [Question about the program at Nagoya University and Tohoku University] What are the differences between short-term and long-term study abroad? Also, are dual majors possible?
- A. We have short-term study abroad programs lasting between a week and one or two months. Long-term study abroad takes into consideration the necessity of earning academic credit. For the future, we are not conscious in developing dual major programs.
- Q. [Question about the program at Osaka University] What measures are you taking to transcend language barriers?
- A. The courses in this program are conducted in English only. However, transitioning all of the departmental course work at Osaka University to English would be difficult. For example, if you consider that Japanese law is used exclusively within the borders of Japan, you have to conclude that switching law courses to English is not feasible.

Continued on the following page.

Q. Don't you think studies of the concrete learning outcomes of "CAMPUS Asia" programs should be undertaken?

A. [Moderator's response] The evidence of those outcomes will be forthcoming.

Q. I would like to ask what you personally learned from your participation in the program.

A. [Mr. Saka, Hitotsubashi University] I learned that the value of business school is its contribution to society. After I graduate, I can use the results of this program to give something back to society.

[Ms. Takekawa, Waseda University] There were two reasons I participated in the program. I wanted to boost my academic skills and to realize my future dream of becoming an academic scholar.

<Summations by each of the commentators>

○ [Dr. Sauwakon Ratanawijitrasin, Director, SEAMEO RIHED] I think we have reaffirmed the importance of the international exchange of views at forums such as this. Today's experience encourages me to rededicate myself to my own work to the best of my ability.

○ [Prof. Ninomiya, President, Hijiya University] In "CAMPUS Asia", universities from at least three countries participate in each program, but establishing transnational academic degree programs poses difficulties. Particularly in the case of three or more countries, joint degrees have been envisioned, but the regulatory framework does not yet exist, so I think it is still too early to seek those kinds of results from the program. However, the key to success for "CAMPUS Asia" will be how the labor market evaluates the experience gained by the program's participants.

Prof. Akira Ninomiya

Commentator Profile

President, Hijiya University, Hiroshima Japan.

After his working at the Ministry of Education, he became Lecturer, Associate Professor and Professor of Comparative Education at Hiroshima University. He contributed as the Vice-president to Hiroshima, and after his retirement from Hiroshima, became the Vice-president of the Open University of Japan. Since April of 2013, he has joined Hijiya University.

Dr. Sauwakon Ratanawijitrasin

Commentator Profile

Director of SEAMEO RIHED (Southeast Asian Ministers of Education Organization-Regional Center for Higher Education and Development) and Associate Professor at the Faculty of Social Sciences and Humanities, Mahidol University. Her academic interests are in the areas of systems thinking, public policy and management, education, sustainable development, and pharmaceutical and health systems.

Reference:
Forum Program

Program

Theme and Speakers	
10:30-10:50	<p>Opening Remarks</p> <p>Mr. Tsukasa Nakaoka, Deputy Director-General, Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT)</p> <p>Dr. Tomoyuki Nogami, President, National Institution for Academic Degrees and University Evaluation (NIAD-UE)</p> <p>Introduction of the Forum by Organizer</p> <p>Prof. Syun Tutiya, Professor, Research Department, NIAD-UE</p>
<p>Session I: Trends in human resource development and policies for mobilizing students in East Asia</p>	
10:50-12:05	<p>Keynote Speech</p> <p><i>Vision and Current Trends of Student Mobility - from the ASEAN Perspective</i></p> <p>Dr. Sauwakon Ratanawijitrasin, Director, Regional Centre for Higher Education and Development (SEAMEO RIHED)</p> <p>Q&A</p>
12:05-13:15	Break
13:15-15:45	<p>Panel on Quality Assurance of Transnational Education and Country Experiences</p> <p><u>Themes on practices/experiences to share are:</u></p> <ul style="list-style-type: none"> • <i>Quality assurance of transnational education and its providers</i> • <i>National policy for recruitment of international students and international QA system</i> <p><u>Panelists:</u></p> <ul style="list-style-type: none"> • <i>AIMS - ASEAN International Mobility for Students - PROGRAM REVIEW</i> Dr. Aishah Binti Abu Bakar, Director, Academic Development Management Division, Department of Higher Education, Ministry of Education Malaysia • <i>Towards Further Student Mobility: Experiences of the AUN QA Programme Assessment</i> Dr. Wyona C. Patalinghug, Director, International Quality Assurance Office, De La Salle University, Manila, Philippines • <i>QA Policy at Vietnam National University, Ho Chi Minh City</i> Dr. Le Quang Minh, Vice President, Vietnam National University - Ho Chi Minh City • <i>Quality Assurance of Transnational Education in Malaysia</i> Mr. Mohamad Dzafir Mustafa, Director, Malaysian Quality Assurance Training Center (MQATC), Malaysian Qualifications Agency (MQA)

	<ul style="list-style-type: none"> • Quality Assurance of Cross-Border Education and Asian Educational Exchange and Cooperation Dr. Mengquan Lin, Director, Evaluation Department, China Academic Degrees & Graduate Education Development Center (CDGDC), Ministry of Education, P. R. China • IEQAS in Korea Dr. Innwoo Park, Professor, Department of Education, Korea University <p><u>Moderator:</u> Prof. Syun Tutiya, Professor, Research Department, NIAD-UE</p>
15:45-16:00	Break
Session II: Student mobility in East Asia - Input from international collaborative programs	
16:00-17:40	<p>Case studies: Presentations on Joint Program</p> <ul style="list-style-type: none"> • Case Study A: A Cooperative Asian Education Gateway for a Sustainable Society: Expanding the Frontiers in Science and Technology of Chemistry and Materials by Nagoya University and Tohoku University Prof. Dr. Takahiro Seki, Professor, Graduate School of Engineering, Nagoya University • Case Study B: Empowerment of Next Generation High-Quality Policy Leaders through a “United Asia University for Peace = Human Security” by Osaka University Prof. Akihisa Matsuno, Professor, Osaka School of International Public Policy, Osaka University • Case Study C: East Asian University Institute (EAUI) for Asian Regional Integration by Waseda University Ms. Motoi Takekawa, Graduate Student, Graduate School of Asia-Pacific Studies (GSAPS), Waseda University • Case Study D: Asia Business Leaders Program by Hitotsubashi University Mr. Kazuhiro Saka, MBA candidate, International Corporate Strategy, Hitotsubashi University <p><u>Commentators:</u> Prof. Akira Ninomiya, President, Hijiya University, Hiroshima Japan Dr. Sauwakon Ratanawijitrasin, Director, Regional Centre for Higher Education and Development (SEAMEO RIHED)</p> <p><u>Moderator:</u> Dr. Kazuo Okamoto, Vice-President, NIAD-UE</p>
17:40-17:45	<p>Closing Remarks Dr. Kazuo Okamoto, Vice-President, NIAD-UE</p>



ASEAN+3

Higher Education Quality Assurance Forum