



Southeast Asian Ministers of Education Organization  
Regional Centre for Higher Education and Development



# SEAMEO RIHED BULLETIN

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## **Seminar of the Experts on International Programme from Thai Higher Education Institutions**

*23 March 2005, International Conference Room, Faculty of Education, Chulalongkorn University*

Dr. Padoongchart Suwanawongse, SEAMEO RIHED Director, presided over the Opening Ceremony of the afore-mentioned seminar organised by Higher Education Department, Chulalongkorn University and the Ph.D. Candidate, Mr. Tanate Chitsuthipakorn. The main objective of the seminar was to brainstorm experts on the Development of Strategic Management for International Programmes of Thai Higher Education Institutions. This seminar also had Ms. Pornpip Kanjananiyot, the Executive Director of Thailand-US Educational Foundation (Fulbright) as a guest speaker.



SEAMEO RIHED Director presenting a plaque to Dr. Tanate Chitsuthipakorn in appreciation of his valuable services in the International Programme on Higher Graduate Diploma in Higher Education Management during the years 1999 - 2004, on 27 April 2005 at the Seminar Room, Higher Education Department, Chulalongkorn University.

## **The Fourth International Day of Dali University**

16-20 April 2005, Dali University, Yunnan, P.R. China



The Fourth International Day of Dali University was organised by Dali University, P.R. China during 16-20 April 2005 on the topic of "Thai Culture". Associate Professor Dr. Varaporn Bovornsiri was invited as SEAMEO RIHED Representative to present two lectures on this occasion: One was on Higher Education in Thailand: The Past, The Present and The Future. Another one was on International Programmes offered by Thai Universities. This event was successfully organised by Dali University.



# HUMAN RESOURCE MANAGEMENT FOR GLOBAL COMPETITIVENESS

## Opening Address by

*Prof. Dr. Pavich Tongroach, Secretary-General, Commission on Higher Education,  
Ministry of Education, Thailand at the Regional Seminar on Human Resource  
Management for Global Competitiveness,  
on 8 December 2004 at the Montien Hotel, Bangkok, Thailand*



The world is now truly the global village it was once envisaged to be. Countries have become inter-connected and interdependent and this will continue in the future. At this crossroad, we have been facing many challenges which have had impact on our lives and societies. The first challenge is the impact of globalisation. The globalisation process has brought with it numerous benefits, especially for those countries that have been able to take advantage of the market liberalisation and technological breakthroughs. For the less developed countries globalisation has been fraught with difficulties and seemingly insurmountable challenges, marginalising those less prepared even further.

Our second challenge is the rapid development of information and communication technology. The world gets much smaller through innovation and discoveries employing new technologies. E-commerce will operate nationwide in the near future and bring about benefits to both manufacturers and consumers. However, the instant and almost unlimited access to information is powerful for those who take advantage of the best of what is available.

The third movement that I see as another big challenge is trade and investment liberalisation and facilitation. An open and free trade environment will create opportunities for increased international investment and trade. This will result in new avenues and challenges for every kind of enterprise which will allow customers to enjoy greater choices and better quality products. The targeted goals toward trade and investment liberalisation and facilitation both in WTO and APEC frameworks, once realised, will foster mobility of workforce within and across the region.

These challenges have made work more mobile, capable of being performed in different parts of the world without the need to actually set up physical facilities in other countries. They also generate the greater demand for human resource management in order to flourish the country's comparative advantage based on knowledge, innovation, skill and productivity. Our new generation, therefore, needs to develop their full potentials in order to stay competitive in the global market and be able to reap the benefits of globalisation.

At regional level, efforts have been made to build the capacity of human resource to enable them to better serve the new economy and the knowledge-based society. The projects on APEC Engineer and APEC Architect have reflected the concerns of countries in Asia and the Pacific for the need to prepare professionals to work productively in an international environment. Registration of engineers and architects has been targeted based on the qualifications framework agreed by the participating economies. By so doing, mobility of engineers and architects across country and region would be facilitated. The ASEAN University Network Southeast Asia Engineering Education Development Network or AUN/SEED-Net in short is another example of the joint effort between ASEAN and Japan to produce qualified engineers to serve ASEAN's industry-driven societies.

Thailand has shared her concerns with the rest of the world on the necessity to produce and develop human resources to well respond to the global challenges. A number of initiatives have been under way to upgrade the capacity of our workforce. Emphasis has been put on the production of graduates in sciences and technology and the niche areas of the country namely Food, Automobiles, Software, Tourism, Fashion, Graphic Design and Animation, and Furniture. The production of 700 medical science graduates per year for the period of 10 years is also targeted to respond to the country's health care demand. (continue on page 6)

# The 40<sup>th</sup> SEAMEO C

15 – 17  
at the Melia Hanoi

## *SEAMEO Education Ministers call on stronger response to tsunami*



H.E. Mr. Tran Duc Luong, State President of the Socialist Republic of Vietnam and SEAMEO Council Members

HANOI —The 10 education ministers of SEAMEO member countries concluded their four-day conference with stronger calls to assist in the efforts to rehabilitate the countries devastated by the tsunami and to strengthen partnerships in widening access to education and enhancing learning systems.

At the close of the 40th SEAMEO Council Conference, the ministers adopted the Statement on the Earthquake and Tsunami Disaster in Southeast Asia. The Council called on the SEAMEO Secretariat to form a Task Force to coordinate efforts of the Organization in mobilizing its network to participate in the reconstruction and rehabilitation work in the tsunami-afflicted areas.

A total of 141 participants representing the 10 SEAMEO member countries Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Vietnam; four associate member countries Australia, Canada, France, New Zealand and Norway, the newly proclaimed associate member country; an observer delegation of the Democratic Republic of Timor-Leste; 14 international and non-government organizations and 16 SEAMEO centres and the SEAMEO Secretariat attended the conference.

His Excellency Mr. Tran Duc Luong, State President of the Socialist Republic of Vietnam, officiated at the opening of the conference, which was hosted by the Ministry of Education and Training, Vietnam. H.E. Prof. Dr. Nguyen Minh Hien, Minister of Education and Training, Vietnam, was elected as the new SEAMEO Council President and chair of the Conference, taking over from H. E. Pehin Dato Haji Abdul Aziz Umar, Minister of Education of Brunei Darussalam.

The ministers discussed pressing education issues in the region, including water and sanitation facilities in schools, their use of information and communications technology, and education as a means for attaining peace.

In the conference, three new collaborative programmes were signed: a memorandum of understanding between SEAMEO and Microsoft, a memorandum of agreement between SEAMEO INNOTECH and the Department of Education of the Philippines on a new



H.E. Prof. Dr. Nguyen Minh Hien, Minister of Education and Training of Vietnam and President of SEAMEO Council delivers a Welcoming Remarks.

# Council Conference

March  
 Hanoi Hotel Vietnam

## *Disaster relief; more accessible, enhanced education systems*

seven-year programme and the signing for a memorandum of understanding on a new collaboration between SEAMEO and the Colombo Plan Staff College for Technician Education.

The Council also received notice of the collaboration between SEAMEO and the UN Habitat in addressing the issue of access to water and sanitation facilities and hygiene education in the schools of member countries.

In a special forum organized by MOET, Vietnam, the ministers discussed education for disadvantaged children. They also visited a number of elementary and secondary schools in the vicinity of Hanoi.

Many of this year's statements from the ministers and the associate member countries touched on how the region and their partner countries can continue assistance to the relief efforts for survivors of the Asian Tsunami Disaster, especially in the training of new teachers and the development of teaching materials.

There were also calls for narrowing the gender gap in access to education, making education inclusive to students who are disadvantaged, providing education that cuts across religious and racial differences but with deep respect and sensitivity to diversity and providing educational opportunities that go beyond just the minimum level.

SEAMEO officers from various SEAMEO units who have shown exemplary service to the Organization were also awarded plaques of citation.



Dr. Padoongchart Suwanawongse, Director of SEAMEO RIHED welcomes the State President of the Socialist Republic of Vietnam at RIHED's Display Exhibition.



SEAMEO RIHED Director briefs about Centre's activities to H.E. Y B Dato Sri Hishammuddin Tun Hussein, Minister of Education, Malaysia (centre).

The Conference also scheduled visits to schools in Vietnam.

The policy-making body of SEAMEO is the Southeast Asian Ministers of Education Council (SEAMEC) which consists of the Ministers of Education of ten Member Countries. The Council meets annually to formulate policies, approve programmes and budgets, and decide pertinent issues on the operation of the Organization. Each year The Member Countries take turns in hosting the annual SEAMEO Council Conference.

The 41st SEAMEO Council Conference will be hosted by Singapore in 2006.

(These contents come from the conference's press release)

(continue from page 3)

In addition, the production of 20,000 Ph.D. graduates especially in Nanotechnology, Bioinformatics and Neuroscience is considered necessary for Thailand to stay competitive in the world community.

As for students, a number of projects have been implemented to enable them to become the quality citizens. The Students Volunteer for Community Development Project aims at allowing university students and faculty to have hands-on experience through participation in a number of community development programmes with a small allowance being provided. By working closely with the community, students are well aware of the problems faced by the community and be able to exercise their critical thinking and come up with ways and means to solve the problems as well as recommendations on the future community development plan.



Cooperative education programme has been initiated to foster links between higher education and the world of work and other parts of the society. The programme integrates theory and on-the-job training by taking into account trends in the world of work in economic, business and industrial sectors in order to respond to the requirements of the labor market. The ultimate goals are to develop entrepreneurial skills and to facilitate employability of graduates.

Recently, the Commission on Higher Education has pushed forward a project on University Business Incubator. The project will serve as the driving force for the establishment of a start up company which could later be developed into spin off companies. UBI will not only foster university-industry linkages but also equip the students with entrepreneurial skills. UBI is categorised into key clusters targeted in the country's development plan to ensure that the project will make a significant contribution to the country's economic competitive capability. Those clusters are Food, Health, OTOP, Automobiles, Software, Microchips and Electronics, Nanotechnology, Tourism, Science for Society, Teaching and Learning Modern Technology, Textiles and Fashion, and Energy.

As the world is moving toward the molecular economy, higher education institutions should play a role in helping identify the challenges brought about by such movement

and create the body of knowledge as well as produce graduates to well respond to the world's changing demand.

We are all well aware that quality human resource is the key to the country's growth and sustainable development. Our mission to produce graduates should therefore correspond to the country's development goals taking into account the national shortcomings and global challenges.

To allow our graduates to make greater contribution to our society, it is imperative that they are nurtured in the environment which encourages them to exercise their critical thinking and creativity. R&D is a must if we would like to stay on the competitive edge. Extensive links with the industry needs to be forged and infrastructure be provided to create new knowledge and innovation.

To survive in the digital society, our new generations need to catch up with the advancement of ICT and technologies and have an ability to master those skills. This is another challenge for higher education institutions to address the issue and help bridge the digital divide.

Success or failure of an organisation depends much on the leadership of its CEOs. We have seen the failure of multinational firms resulted from the lack of leadership. Building leadership for our younger generation should therefore be among our prime responsibilities and concerns.

## YOU CAN DOWNLOAD THE REGIONAL SEMINAR REPORT AT



<http://www.rihed.seameo.org/publication.htm>

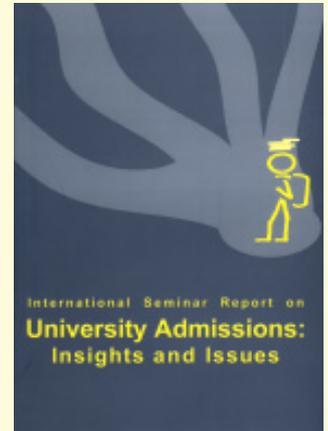
# UNIVERSITY ADMISSION SYSTEMS AND CRITERIA IN SOUTHEAST ASIAN COUNTRIES, AUSTRALIA AND THE UNITED STATES OF AMERICA

by Assoc. Prof. Dr. Varaporn Bovornsiri

With a greater number of people seeking university education, it is very competitive among the applicants entering higher education institutions especially in the Southeast Asian countries. Various countries employ different systems and criteria of admissions in order to admit students. This short article focuses on the admission systems and criteria of 10 Southeast Asian countries namely Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam. In addition, admission systems and criteria of Australia and the United States of America are included in the analysis. It is hoped that this paper will provide background knowledge of university admissions of the 12 aforementioned countries and can identify innovative admission tools that may be useful for university admissions.

The table below shows the admission criteria in Southeast Asian countries, Australia, and the United States of America. Six countries out of twelve countries namely Indonesia, Lao PDR, Malaysia, Myanmar, Thailand, and Vietnam employ the national entrance examination or matriculation. GCE Advanced Level or A Level is used in Brunei Darussalam, Malaysia, and Singapore. Grade Point Average is utilised in three countries namely Philippines, Thailand, and the United States of America. However, there are many countries that employ more than one criterion in order to admit students entering higher education institutions. For Australia, the general criteria for admissions are external examination, and school based assessment plus a small component of General Achievement Test (GAT). In the case of the United States of America, Scholastic Aptitude Test (SAT) and Grade Point Average (GPA) plus a letter of recommendation from teacher and an essay are being used for the selection process.

The details on admission systems and criteria employed in 10 Southeast Asian countries and Australia and the United States of America are in the International Seminar Report on University Admissions: Insights and Issues which published by SEAMEO RIHED in January 2005. More information about this publication you can see <http://www.rihed.seameo.org/publication.htm>.



The Admission Criteria in Southeast Asian Countries, Australia, and the United States of America

	Brunei	Cambodia	Indonesia	Lao PDR	Malaysia	Myanmar	Philippines	Singapore	Thailand	Vietnam	Australia	USA
• GCE 'A level'	✓*1				✓			✓ (75%)				
• National Grade 12 Examination		✓										
• Scholastic Aptitude Test (SAT)								✓ (25%)				✓
• National Entrance Examination			✓	✓*2	✓	✓			✓ (90%)	✓		
• Matriculation Examination												
• Institutional Examination							✓					
• Grade Point Average (GPA)							✓ (with interview)		✓ (5%)*3			✓*4
• External Examination											✓	
• School Based Assessment											✓*5	

\*1 (with acceptable level of language proficiency and interview)

\*3 (and percentile rank 5% and interview)

\*5 (plus a small component of General Achievement Test (GAT))

\*2 (for non quota students)

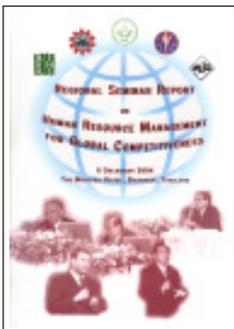
\*4 (plus letter of recommendation from teacher and an essay)

# UPCOMING ACTIVITIES

**Regional Workshop on  
Institutional Restructuring in Higher Education in Asia**  
18-22 July 2005 in Manila, Philippines

**Regional Seminar on Situation Analysis of  
Higher Education in Southeast Asian Countries**  
28-29 July 2005 in Hanoi, Vietnam

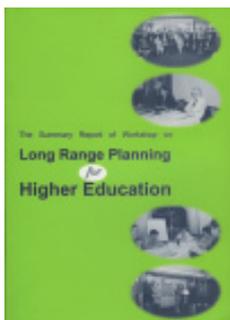
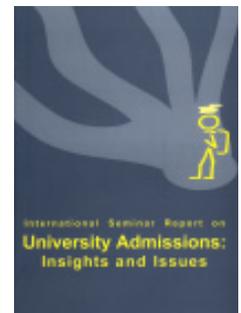
# UPCOMING PUBLICATIONS



## **The Regional Seminar Report on Human Resource Management on Global Competitiveness**

Free Download at  
<http://www.rihed.seameo.org/publication.htm>

## **The International Seminar Report on University Admissions: Insights and Issues**



## **The Summary Report of Workshop on Long Range Planning for Higher Education**

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