



The 6th Five-Year Development Plan

FY 2022/2023 – FY 2026/2027

RIHED

SEAMEO RIHED - Your Partner in Higher Education

When **RIHED** began in 1959 as the Regional Institute for Higher Education and Development, it set out to facilitate cooperation and enhance the contributions of higher education to social and economic development of the region. Following a decision to reconstitute RIHED under the Southeast Asian Ministers of Education Organisation (**SEAMEO**), approval was obtained by the Royal Thai Government to host RIHED under the umbrella of SEAMEO in Bangkok, Thailand, where RIHED was re-established in 1993 as the SEAMEO Regional Centre specialising in higher education and development (**SEAMEO RIHED**).

As our regional engagement expanded under SEAMEO, SEAMEO RIHED has continued to engage in close collaboration with the 11 SEAMEO Member Countries (Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Vietnam, and Timor-Leste), SEAMEO Affiliate Members and partners across the world as part of our strategy for the future and sustainability of the SEAMEO region.

SEAMEO RIHED 6th Five-Year Plan (FY 2022/2023 - FY 2026/2027)

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I. An Introduction from the SEAMEO RIHED Centre Director

As the region's partner in higher education, SEAMEO RIHED is ideally placed to work with Member Countries, Associate and Affiliate Members and partners around the world to enhance higher education for the sustainable future of the SEAMEO region.

Working together for a more sustainable future

The current Covid-19 pandemic is changing our ways of learning, working, and relating to each other on a global scale. As we set out to strategise our 6th Five-Year Plan, it has also become clear that throughout this region and around the world an equally severe social and economic crisis is running in tandem with the health crisis. Suddenly, and dramatically, the need to leverage collective intelligence and learning for the future has been highlighted.

In this scenario of deepening inequalities, digitalisation, social fragmentation and accelerated climate change, the need to work and think together has never been more clear. Knowledge and learning are some of our greatest resources for responding to challenges and imagining alternatives.

Transforming Regional Higher Education

The higher education sector can also do more than adapt or respond to a changing world around it. The sector can commit to transform itself and help ensure a more sustainable future going forward.

To initiate this process, future-oriented leadership embodying inclusion and sustainability as well as enabling policy choices are needed to support a more diverse learner population with more flexible and accessible outcome-based learning, including online learning. Regional and international cooperation will need to be strengthened and reinforced not only to promote mobility and research, but also to make knowledge and learning available to help ensure informed and evidence-based decisions.

Through our 6th Five-Year Plan, we will steer a more partnership-driven and sustainability-minded RIHED, repositioning ourselves as an inclusive learning organisation committed to lifelong learning and sustainable development and as your partner in enhancing higher education for the sustainable future of the SEAMEO region.

Asst. Prof. Dr. Romyen Kosaikanont
Centre Director
SEAMEO RIHED

A photograph showing a person's hands typing on a laptop keyboard. The laptop is open, and the person is wearing a watch on their left wrist. The background is a lecture hall with rows of empty wooden chairs. The lighting is warm and soft, suggesting an indoor setting with natural light. The text "II. The Evolving Context of Higher Education in the Region" is overlaid on the image in white, bold font.

II. The Evolving Context of Higher Education in the Region

II. The Evolving Context of Higher Education in the Region

Since the formulation of SEAMEO RIHED's 5th Five-Year Plan, significant changes in the global higher education and development landscape have taken place.

Implications for Higher Education and Development

Among the disruptions brought by the COVID-19 pandemic, teaching, learning, research, networking, and the internationalisation processes of universities have all been directly affected. Although digitalisation is often claimed as opening up greater opportunities for the continuation of education and inclusivity, it also faces criticism of deepening inequality among students with different socio-economic backgrounds, accentuating urban and rural bias through digital divides, and neglecting gender equality.

The scale of the pandemic is still not well understood. Universities across the region do not know when they will open again to resume normal activities or to what extent higher education will resume as usual. Given these uncertainties, we can look at several trends and implications for teaching, learning, leadership and research.

1. Whether or not learners return to face to face contact or continue online, learning spaces are increasingly needed as spaces for co-creation, cooperative learning and discovery. Through these spaces, there is also a need for the role of lecturers to shift towards coaching and mentoring to support these processes.
2. More customised learning pathways are being developed across higher education sectors with less emphasis on time and more preoccupation with the outcomes of learning which can impact both the duration of study programmes as well as the structure of degrees.
3. As outcome-based education is gaining more traction, more emphasis is also being placed on the purposes of higher education and in particular on the role of higher education institutions in producing future-ready and

career-ready lifelong learners equipped with the social and emotional skills to support sustainable living as well as regional and global citizenship.

4. Leaders have had to respond rapidly, adapt to change and lead teams remotely to manage educational communities and address student, staff and larger societal needs. The flexibility that has been demonstrated by those in the sector must remain and institutions will need to work on developing leaders with these competencies.

5. The global fight against COVID-19 has illustrated the crucial role that collaboration and research play in tackling complex global challenges. We have seen researchers collaborate across diverse fields to address the crisis. Universities have combined expertise across borders and collaboration must remain at the forefront of the region's recovery and sustainable future.

With unpredictability and complexity, one single standard or standard system for the SEAMEO Region should be avoided. To ensure the sustainability of the region, a new common space should be co-redefined to ensure that the region's higher education sector is agile and flexible to withstand future challenges.

Through synergy with our partners and collective intelligence, policy choices for new directions for governments and universities can be learnt to facilitate adaptation and agility to address systemic issues. A flexible system to foster internationalised lifelong learning is crucial. Harmonisation of the system can be further adjusted according to the shared goals and visions of the region.

Despite the challenges faced, the evolving context of higher education has brought about the need to have collective intelligence by working together for better learning and a more sustainable future for the region.



III. Alignment with Education and Sustainable Development Goals

III. Alignment with Education and Sustainable Development Goals

To overcome global challenges, partnership, and especially partnership in education is key to stimulate action in areas of critical importance, including our planet, people, and prosperity. Regional and international organisations have increasingly reorganised themselves around global priorities in the form of the Sustainable Development Goals (SDGs). In the region of Southeast Asia, the Education Ministers have also put forward 7 Priorities on Education from 2015 to 2035 to ensure the relevance and excellence of SEAMEO. To remain relevant, RIHED commits to participate in the achievement of these regional and global priorities that relate to our mandate and contribute to developing awareness, changing mindsets, and initiating collective action in collaboration with SEAMEO Member Countries, Associate and Affiliate Members and our partners.

The SEAMEO Education Agenda 2015-2035

Having harnessed vast experience in education in the region for more than 50 years, SEAMEO recognised that challenges beyond 2015 will be even more demanding, calling for greater urgency in developing a regional agenda that will drive SEAMEO to promote excellence in education, science and culture.

As part of this initiative, a Ministerial Meeting of the SEAMEO Council was convened in Lao PDR in September 2014. The outcome of this meeting was the distillation of 7 Priority Areas of SEAMEO on Education to be promoted for the next twenty years (2015-2035), of which RIHED aligns specifically with Priority 6 (Harmonisation of Higher Education and Research).

The 2030 Agenda for Sustainable Development

The Sustainable Development Goals (SDGs) are a universal call to action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere. The 17 Goals were adopted by all UN Member States in 2015, as part of the 2030 Agenda for Sustainable Development which set out a 15-year plan to achieve the Goals.

Currently, progress is being made in many areas, but, overall, action to meet the Goals is not yet advancing at the speed or scale required. More ambitious action to deliver the Goals by 2030 is needed.





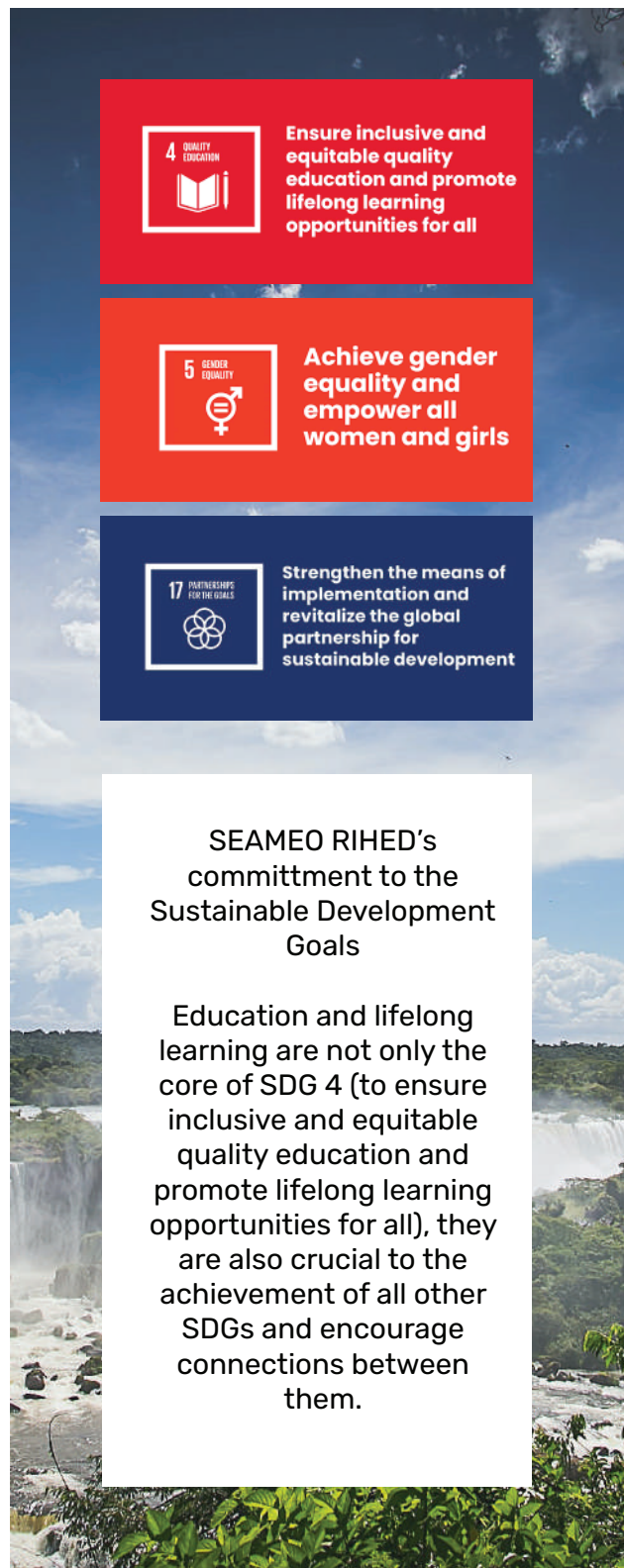
IV. Our Strategic Framework

IV. Our Strategic Framework

Our 6th Five-Year Plan has directed RIHED to move away from a ‘business-as-usual’ strategy as it no longer suffices in coping with the increasing complexities, uncertainties, and challenges of the current higher education landscape. The next new normal conditions in Southeast Asia compel RIHED to initiate a strategic shift towards enhancing higher education for the sustainable future of Southeast Asia.

Specialising in higher education and development, RIHED works at a policy level with Member Countries and aligns with other regional and international organisations towards contributing to the achievement of the United Nations 2030 Agenda for Sustainable Development. As part of our continuous efforts to promote the effective implementation of the 6th Five-Year Development Plan, SEAMEO RIHED engages in encouraging the fostering of lifelong learners and global citizens as our main goal and integrating lifelong learning as a cross-cutting issue through our programmes and activities and as an essential element to help the Centre carry out its strategy the best way possible.

In the next five years, RIHED commits to strategically deliver greater outcomes and impact for its stakeholders—the region’s higher education sector and its learners. The Centre will also work in more effective and efficient ways, to ensure progress towards the SEAMEO Education Agenda (priority area 6) and the achievement of the United Nations Sustainable Development Goals (SDGs) that align with our mandate and focus for the SEAMEO Region, particularly SDG 4 on quality education, SDG 5 on gender equality and SDG 17 on partnership for the goals.



Enhancing higher education for the sustainable future of the SEAMEO region

In our 6th Five-Year Development Plan (FY 2022/2023 – FY 2026/2027), SEAMEO RIHED intends to redirect its mission to better cope with the increasing uncertainties, complexities, and challenges of the world and initiate a new shift towards enhancing higher education for the sustainable future of the Southeast Asian region. Our key priorities, which align with the SEAMEO Education Agenda and the Agenda for Sustainable Development, form four thematic areas that shape the focus of our work for the SEAMEO Region:

1. Policy Dialogue

We contribute to the development of the region by providing platforms for multilateral and inter-governmental dialogue to align higher education sectors and enhance resiliency and sustainability.

2. Leadership

We empower countries and academic institutions to help bridge and narrow existing gaps in the region and promote robust and sustainable development of higher education.

3. Mobility and Linkages

We promote inclusive education and enhance mobility and linkages through engagement with regional and international partners to develop global citizens and lifelong learners.

4. Knowledge Maximisation

We pursue policy research and knowledge projects at regional and international levels to provide policy options and direction to help decision makers make informed decisions.



Cross-cutting: Lifelong Learning

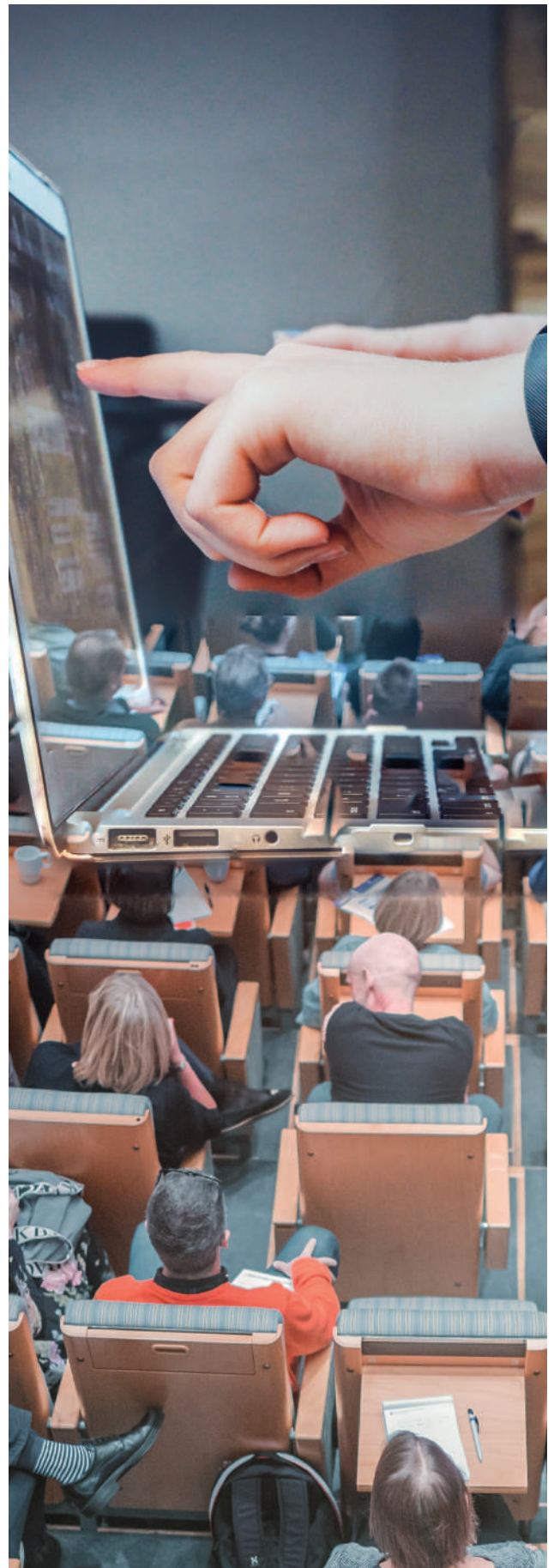


The revised priorities and shift towards the sustainable future of the SEAMEO Region is intended to lead to the following outcomes:

1. Enabling policy options and common frameworks supporting higher education and sustainable development at national and regional levels
2. Futuristic and transformative leaders embracing principles of inclusion and sustainability
3. Wider access to innovative pedagogy and mobility experiences including inter-cultural exposure and learning
4. Increased collective intelligence for enhanced sustainability and resilience of the regional higher education sector

To ensure these outcomes at national and regional levels, SEAMEO RIHED's programmes and activities should include:

1. Policy analysis and recommendations supporting innovation in sustainability and higher education development
2. Development of next generation higher education leaders
3. Trans-disciplinary, collaborative and hybrid learning and mobility opportunities
4. Collective intelligence for a new common space in higher education



Our Mission

To foster cooperation and provide policy platforms among governments and universities to enhance higher education for the sustainable future of the Southeast Asian region.

Our Vision

An inclusive learning organisation and leading partner in higher education committed to sustainable development.

Strategic Goals (Outcomes)

Enabling policy options and common frameworks supporting higher education and sustainable development at national and regional levels

Futuristic and transformative leaders embracing principles of inclusion and sustainability

Wider access to innovative pedagogy and mobility experiences including inter-cultural exposure and learning

Increased collective intelligence for enhanced sustainability and resilience of the regional higher education sector

Objectives (Outputs)

Policy analysis and recommendations supporting innovation in sustainability and higher education development
Platforms, research activities developed
Regional and international networks strengthened

Programme and component design, implementation and monitoring
Needs-based development and capacity enhancement
Development of next generation higher education leaders
Leadership responsive to gender equity, inclusivity and diversity

Impact, monitoring and evaluation developed and implemented
trans-disciplinary, collaborative and hybrid learning and mobility opportunities
Industry-academia-government interconnected models implemented
Networks established and strengthened

Policy research on higher education and sustainable development
Knowledge and Information platform supporting good practices established
Collective intelligence for a new common space in higher education

Thematic Focus

Enabling platforms for governments and universities for engagement in sustainable development collective learning and knowledge for decision-making multilateral and inter-governmental engagement

Transformational and futuristic leadership
Capacity enhancement
Sustainable research ecosystem design
Future-oriented internationalisation
Lifelong learning framework adoption

Outcome-based education and innovative pedagogy
University and learner engagement in social responsibility and sustainability
Impact evaluation

Knowledge and information hub
Policy analysis and recommendations
Enabling policy research in higher education and sustainable development

Cross-cutting: Lifelong Learning

V. Key Priority Areas

01. Policy Dialogue

We contribute to the development of the region by providing platforms for multilateral and inter-governmental dialogue to align higher education sectors and enhance resiliency and sustainability.

Policy Dialogue and the development of policy platforms have been at the core of SEAMEO RIHED's work for the region of Southeast Asia. Initially supporting dialogue with the region's Member Countries and exploring potentials for the creation of a common space in regional higher education, the development of platforms such as SEAMEO RIHED's Southeast Asian Higher Education Senior Officials Meeting (SEA-HiEd SOM) have ensured dialogue and exchange among the region's national authorities responsible for higher education and other key regional stakeholders since 2005.

Moving forward, the Centre sees a clear opportunity to continue to support the development of the region's higher education sectors by bringing together policy makers and professionals to learn from leading practices, explore different policy options and shape future directions, while also encouraging stakeholder engagement in policy dialogues with other regions to deepen collaboration and inter-regional exchange.

Key Initiatives

**The SEA-HiEd SOM
Policy Fora and Platforms
(regional, multilateral and inter-governmental)**

The SEA-HiEd SOM

Since 2005, the Southeast Asian Higher Education Senior Officials Meeting (SEA-HiEd SOM), formerly the Meeting of Directors General, Secretary-General and Commissioner of Higher Education in Southeast Asia (DGs/SG/CHE), has served as a crucial platform for national authorities responsible for higher education in the Southeast Asian region to identify priorities, discuss strategies and synergise plans towards the harmonisation and alignment of higher education in the region. In recent years, the SEA-HiEd SOM has been held in conjunction with SEAMEO RIHED's Governing Board Meeting to maximise the time of the region's national authorities and policy makers.

Policy Fora and Platforms

Regional, multilateral and inter-governmental policy fora and platforms are planned as interactive and strategic spaces for dialogue that provide access to knowledge, learning resources, indicators and communities of practice on the design, implementation, and evaluation of higher education and sustainable development policies. The Fora and Platforms can help to identify good practices across different countries and review effective policy choices. More broadly, the Fora and Platforms will serve to facilitate knowledge exchange and collaboration across countries and regions.

Former SEAMEO RIHED Centre Director Dr. Chantavit Sujatanond and Professor Dr Wichit Srisa-an, former Minister of Education, Thailand, preside over the Opening Ceremony of RIHED's 60th Anniversary Celebrations.



02. Leadership

We empower countries and academic institutions to help bridge and narrow existing gaps in the region and promote robust and sustainable development of higher education.

Leadership enhancement is crucial for leaders of higher education institutions and higher education sectors alike. Higher education leaders can benefit from a futuristic mindset as well as strategic, agile, and transformative thinking, especially when facing the increasing uncertainties, complexities, and challenges of the world. Since 2015 and as part of our leadership enhancement initiatives, SEAMEO RIHED has pursued capacity building for universities in the countries of Greater Mekong Sub-region (GMS), including Cambodia, Lao PDR, Myanmar, Thailand, and Vietnam. SEAMEO RIHED is now moving towards collective learning and support of leadership and sustainable development in higher education across the 11 SEAMEO Member Countries, in partnership with our stakeholders in higher education, industries, communities and think tanks, through experience sharing and learning, under a new Programme on Capacity Enhancement for Collective Learning and Continuous Development of Higher Education Institutions in the SEAMEO Region.

Key Initiatives

**Capacity Enhancement Programme in the SEAMEO region (GMS-UC and Timor-Leste)
Leadership Fora**

Capacity Enhancement Programmes

Our new Programme on Capacity Enhancement for Collective Learning and Continuous Development of Higher Education Institutions in the SEAMEO Region aims to empower institutional capacities across 4 key components, including futuristic leadership and good governance, future-oriented internationalisation, innovative learning and teaching and sustainable research ecosystems, Recognising the potential contributions of the GMS countries as well as Timor-Leste and the crucial role that their higher education institutions can play for regional sustainable development, the Programme will also encourage higher education institutions across the region to redefine a new common space in higher education to foster human resources of the future and serve as an open venue for universities and stakeholders in the region to continue collaboration in generating new skills and updated knowledge to tackle global challenges and achieve a sustainable future for the region.

Leadership Fora

Higher Education Institutions can empower lifelong learners to become socially responsible global citizens and make positive impacts to their communities. By engaging inspiring leaders to share their insights on key approaches in higher education and sustainable development to engage communities, SEAMEO RIHED supports the proliferation of inspiring and innovative ideas.

Participants of the GMS-UC engaged in capacity building training as part of the Support for Capacity Building of the GMS-UC (Phase 1) Project.



03. Mobility and Linkages

We promote inclusive education and enhance mobility and linkages through engagement with regional and international partners to develop global citizens and lifelong learners.

Mobility and linkages are key strategies to advance the harmonisation and internationalisation processes of higher education towards a more inclusive and sustainable region. SEAMEO RIHED's flagship mobility initiative, the Asian International Mobility for Students (AIMS) Programme, will continue to explore innovative approaches to learning and integration of appropriate technologies for mobility, as well as promote university contributions in addressing societal challenges for a sustainable future. Intra-regional networks such as the Greater Mekong Subregion University Consortium (GMS-UC), provide a platform to foster experience sharing, mutual partnerships and the provision of technical support in the form of capacity enhancement. In addition, SEAMEO RIHED has coordinated the establishment of inter-regional networks with the ASEAN-China Centre and is actively exploring strategic opportunities between Southeast Asia and Europe and other regions of the world to facilitate greater connectivity and development.

The AIMS Programme

Connecting governments, universities and students, SEAMEO RIHED's AIMS Programme provides a multilateral platform for academic exchange and collaboration to strengthen regional integration and community building. It provides students with opportunities to study abroad within selected disciplines and advance their learning and intercultural skills as confident global citizens. To learn more about SEAMEO RIHED's AIMS Programme, visit the AIMS Website: aims-rihed.net.

The GMS-UC

The Greater Mekong Sub-region University Consortium (GMS-UC), provides a platform to foster experience sharing, mutual partnerships and provision of technical support in form of capacity building opportunities.

ASEAN-China Networks

In partnership with ASEAN-China Centre (ACC), SEAMEO RIHED promotes regional collaboration, mutual understanding and information sharing in higher education between Southeast Asia and China.

Key Initiatives

**SEAMEO RIHED's AIMS Programme
Inter- and intra-regional networks**

Representatives from Member Countries, universities and students participate in the Annual Review Meeting of the AIMS Programme.



04. Knowledge Maximisation

We pursue policy research and knowledge projects at regional and international levels to provide policy options and direction to help decision makers make informed decisions.

One of SEAMEO RIHED's objectives is to serve as a hub for higher education information dissemination with a focus on policy research. In line with this, and to assist higher education decision-making in a rapidly evolving and globally competitive environment, SEAMEO RIHED aims to promote policy research to support higher education development in the region, ensure effective dissemination of knowledge and information through policy briefs and a new Knowledge and Information Hub, and create, support, and maintain a sustainable research ecosystem in the region through its networks. In addition, RIHED's Inter-Regional Research Symposium can continue to facilitate further opportunities for joint-research and innovation.

Key Initiatives

**Policy Research
Policy Briefs
Inter-regional Research Symposium
Knowledge and Information Hub**

Policy Research

SEAMEO RIHED's Policy Research reports will bring to a broad audience the results of research on higher education and sustainable development policy. The reports are designed to contribute to the discussion on appropriate policy choices and direction.

Police Briefs

Policy briefs and summaries will be small reports tailored to the needs of higher education policy-makers for informing them about available evidence on specific questions and issues. They will follow a systematic way of conveying evidence and will tend to focus more on the policy relevance of policy options. The material is presented in an accessible and user-friendly format.

Inter-Regional Research Symposium

The Symposium is open to participants of the Asia-Pacific region and other regions of the world interested in gaining new perspectives and knowledge as well as those who want to share their original research and recent findings. The Research Symposium aims to contribute to the current body of analytical work dealing with sustainable development and higher education.

Knowledge and Information Hub

The development of RIHED's Knowledge and Information Hub will serve to share relevant knowledge and information, good practices and trends on higher education and development for the SEAMEO Region helping to contribute to informed decision-making.

Original presentations and discussion of research during the 2019 RIHED SEA-HiEd Inter-Regional Research Symposium.



VI. Organisational Change

Smarter change for greater impact.

Successful implementation of our strategy depends on ensuring our small, but international organisation becomes better and smarter.

We have 4 organisational priorities:

1. Improving our operational efficiency

During the period of the 6th Five-Year Plan, SEAMEO RIHED will continue to prioritise efficiencies through greater consolidation, more efficient operating models, a new regional and globally-aligned strategy.

We are introducing technologies such as Microsoft Office 365 to enable more flexible working, improve networking across locations and reduce the need for travel.

2. Creating a digitally-enabled organisation

Digital technology is important for how we operate and engage, transforming how we work while simultaneously improving efficiency and reducing costs. This is evident in our activities, programmes and platforms.

We aim to build a stronger digital culture to complement advancing technology and unlock the potential of our team to build a workforce for the future. Through training we will support our team at all levels in the organisation.

3. Increasing the capability and effectiveness of our team

Our ability to deliver our strategy is dependent on the capability and effectiveness of our team. We will continue to invest in building the capabilities of individuals, providing an environment where personal growth is aligned to the development of the Centre.

We will also continue to improve our organisational effectiveness and integrity through clear accountabilities and efficient ways of working. The benefits of this to our team and partners will be improved and faster decision making, more collaborative ways of working and a team which increases its focus on stakeholder and programme priorities.

4. Strengthening our insight, research and evidence capability

We will continue to strengthen our insight, research and evidence capability. This will involve continuing to build the professional expertise of our staff as well as providing oversight and standardised approaches to ensure consistency of quality.

By improving our policy research and insight, we will better understand the region's needs and preferences, so that we can develop programmes and initiatives that are relevant to them.

VII. Managing Risks

As an international organisation working in one of the most diverse regions in the world, understanding the extent of risks and managing them effectively is crucial.

With ambitious strategic priorities for the future, understanding the extent of risks and managing them effectively is essential. Amidst the uncertainty of the next new normal era, risks and threats are inherently embedded in every step of our initiatives and programmes. Nevertheless, we are aware that there are also significant opportunities for positive change and potential impact that our work could bring to the sustainability of the SEAMEO region. SEAMEO RIHED is determined to face this challenging situation and carry on our duty in enhancing higher education for a more sustainable future.

We will embed strategic risk management in accordance with SEAMEO RIHED's vision and mission, into core processes and strategic planning of our initiatives and activities. We commit our operation and programme delivery under principles of accountability, transparency and integrity. Following that, we identify the risks to properly evaluate, communicate, and address them, internally and with external stakeholders and beneficiaries, throughout our planning and implementation processes. Effective risk management can positively impact the likelihood of risks materialising as well as ensuring better and more informed decision making. SEAMEO RIHED takes a proactive approach to prioritising risk assessment, monitoring and intervention.

Risk Areas:

The following principal risk areas have been identified as having the greatest potential impact on the achievement of our strategic priorities.

Strategic risks:

Sustainability of our initiatives and activities is threatened by potential reductions in funding and the volatility, uncertainty, complexity and ambiguity of the current period.

External risks

Maintaining a strong relationship with regional governments and departments of higher education, including responding to any challenges, is critical to the delivery of our mission.

Any failure to manage and maintain our most important partnerships

Increasing epidemiological and public health concerns

Accelerated climate change

Operational risks:

Failures in digital security could result in significant detriment to our reputation globally.

In a fast-moving external environment our ability to deliver successfully is essential.

Our ability to make fast and effective decisions is dependent on having access to appropriate and current data and information. Like all organisations, we are dependent on recruiting and retaining appropriate staff skills.

In many of our programmes we work directly with people from a range of backgrounds and have a duty to ensure we take all action necessary to promote equity and equality.

VIII. Measuring Performance

To improve our performance, share lessons and help strengthen our regional and international reputation and leadership in higher education and development.

How we measure the benefits and impact of our work

Research, strategic evaluations, surveys and in-depth interviews, alongside the aggregation of results, will evidence how our work contributes to our strategic priorities, creating opportunities, building connections and synergising efforts with partners and how this contributes to wider objectives, particularly supporting regional and global goals for higher education and sustainable development. In the 6th Five-Year Plan we will continue to strengthen our capabilities for monitoring and evaluation to ensure a robust and objective assessment of our programmes and initiatives against our strategic priorities. In this way, we will develop a greater understanding of the type of interventions that help us achieve our mission and support the aims of our partners.

We also measure impact across four thematic result areas, to understand at a deeper level how our work delivers against our strategic priorities and against the priorities of our stakeholders and partners.

Policy Dialogue

Governments and universities have policy choices and direction for enhancing regional higher education for Sustainable Development

Leadership

Higher education leaders are empowered and have the skills, knowledge and understanding to effectively lead higher education towards a sustainable future

Mobility and Linkages

People in higher education are transformed through opportunities for mobility, partnerships and collaboration to address social challenges and become active global citizens, contributing to regional harmonisation and internationalisation.

Knowledge Maximisation

Regional higher education and sustainable development benefits from informed and evidence-based policy making

IX. Financial Resources

The Royal Thai Government, through the Ministry of Higher Education, Science, Research and Innovation (MHESI), supports SEAMEO RIHED's operations. Other sources of funding for the Centre include international and local partner institutions and donors who share the goals and mission of RIHED. The Centre's fund-generating activities complement the available funds for implementation of the 6th Five-Year Plan.



The Regional Institute of Higher Education and Development (RIHED) was originally conceived in 1959 and founded in Singapore jointly by UNESCO and the International Association of Universities (IAU) in collaboration with the Ford Foundation.

Following a decision to reconstitute RIHED under SEAMEO and through coordinated efforts with the SEAMEO Secretariat, approval was obtained by the Royal Thai Government to host RIHED under the umbrella of SEAMEO in Bangkok, Thailand, where RIHED was re-established in 1993 as the SEAMEO Regional Centre specialising in higher education and development (SEAMEO RIHED).

SEAMEO RIHED is grateful to the national governments, international and regional organisations, higher education institutions, colleagues and friends that work with us and enhance our efforts. Throughout more than 6 decades, our focus on higher education and development has remained steady.

RIHED's Priority Areas

Policy Dialogue
Leadership
Mobility and Linkages
Knowledge Maximisation

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