# From Quality Assurance to Regional Trust: What Comes Next for ASEAN

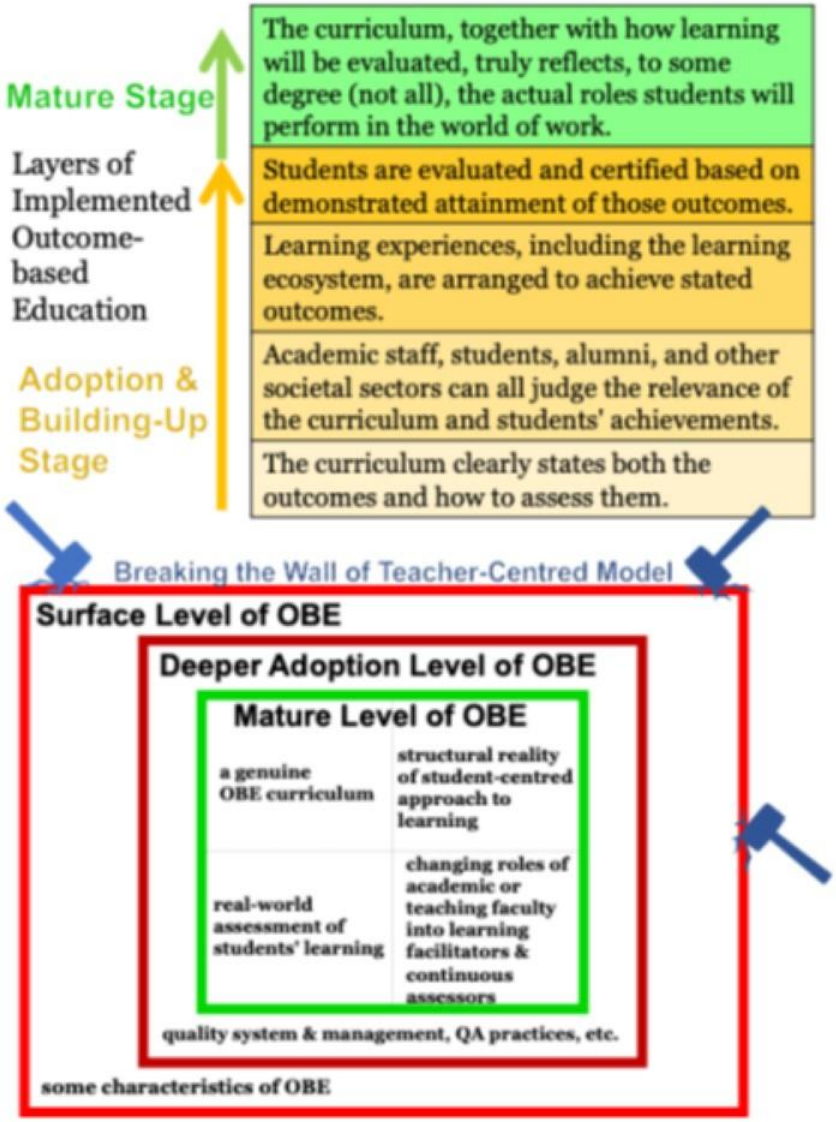
Choltis Dhirathiti Ph.D., SEAMEO RIHED

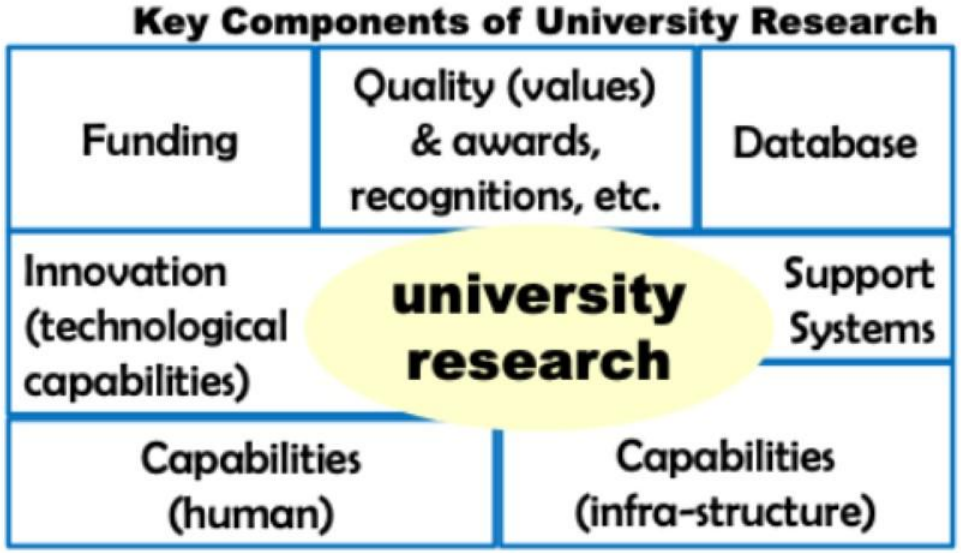
AQAN Annual General Assembly Meeting

organized by ASEAN Quality Assurance Network (AQAN) and Office for National Education Standards and Quality Assessment (ONESQA) Thailand

November 16th, 2026, Bangkok






*Trust* =

*Research Excellence* X *Matured OBE*



Reference: Diagram 2.2 "University Research Capabilities", from *Modern Higher Education: A Personal View* 2nd Edition © Choltis Dhirathiti 2026

Reference: Diagram 28 "Competence-Guided Outcome-Based Education", from *Modern Higher Education: A Personal View* 2nd Edition © Choltis Dhirathiti 2026

## Breaking the Wall of Teacher-Centred Model

**Surface Level of OBE**

**Deeper Adoption Level of OBE**

**Mature Level of OBE**

| | |
|---|---|
| a genuine OBE curriculum | structural reality of student-centred approach to learning |
| real-world assessment of students' learning | changing roles of academic or teaching faculty into learning facilitators & continuous assessors |

**quality system & management, QA practices, etc.**

**some characteristics of OBE**

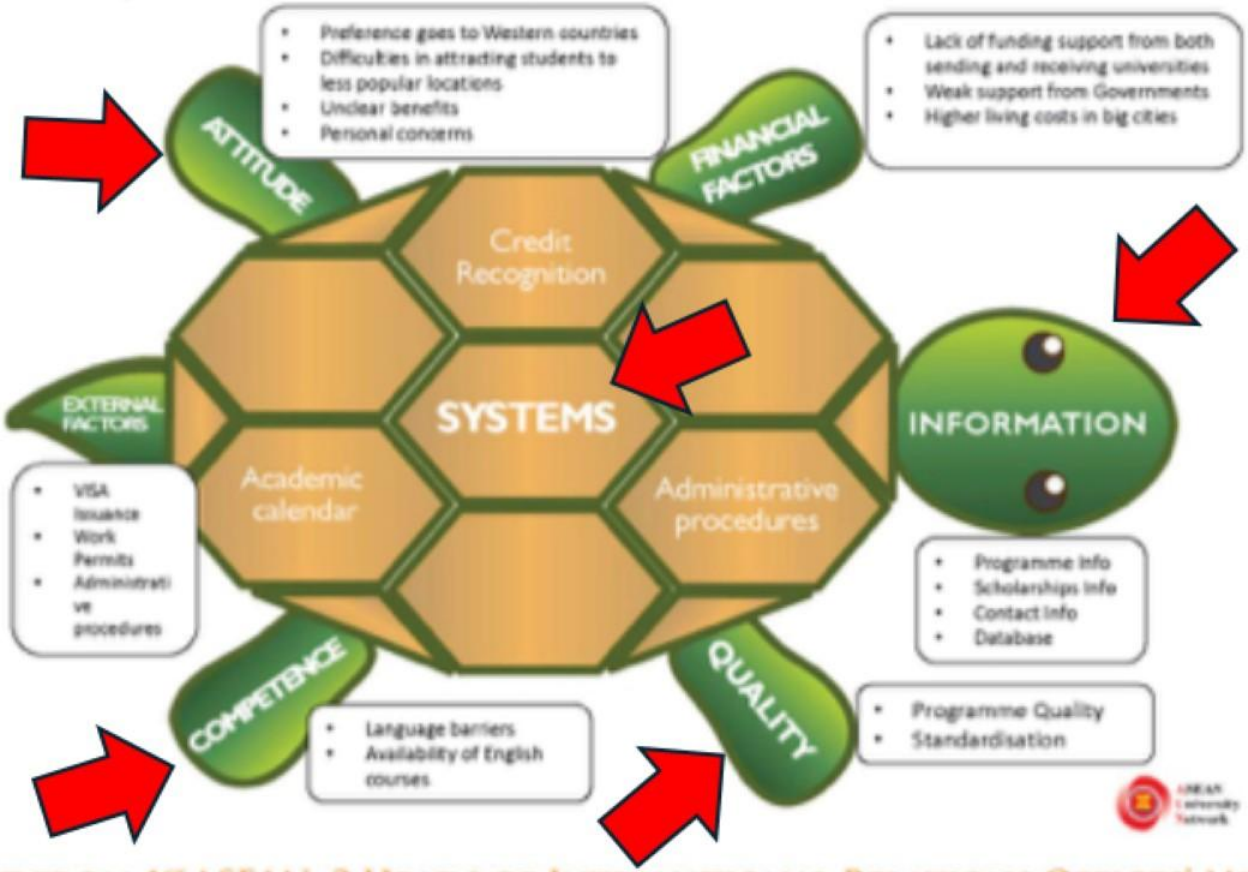


Reference: Diagram 28 "Competence-Guided Outcome-Based Education", from *Modern Higher Education: A Personal View* 2nd Edition © Choltis Dhirathiti 2026

Reference AUN Annual Report 2011/2012, (Bangkok: ASEAN University Network), p. 113

Originating from the 1st ASEAN+3 Heads of International Relations Offices Meeting at Universiti Brunei Darussalam in 2010, this Turtle Model shows the causes of the problem in graphic form.

**"Measures on the Implementation of Mobility"** categorised into 7 areas of challenges as a result of the workshop




*at least 5 factors contributing to mistrust*

RESULT FROM 1ST ASEAN+3 HEADS OF INTERNATIONAL RELATIONS OFFICES' MEETING





*also the issues of global recognition and comparability*

Credentials mediate expectations: society signals needs (competences, standards), and universities respond by designing programs and issuing credentials that align with those needs.




Credentialing is embedded in institutional structures and teaching practice, not merely administrative certification.

the workload-based quantification of learning that is central to modern credentialing systems, e.g. credit-based degrees, stackable credentials

Credentialing relies on these quantified units to certify volume, level, and progression of learning, enabling accumulation, transfer, and stacking across programs and institutions.

the reference document that underpins transcripts, diplomas, and qualification descriptions used for recognition and comparability

The credential is not only an institutional decision but also part of an external QA and recognition ecosystem.

Accreditation assures that the degree program's outcomes, credits, and delivery meet agreed standards so that society and employers can rely on the credential.



Reference: Diagram 1.2 "A Degree Program and University Credentialing", from *Modern Higher Education: A Personal View* 2nd Edition © Choltis Dhirathiti 2026

*What comes next for ASEAN?*

*My answer is that what comes next is what comes now.*

*For example,*

Organised by:

ASEAN University Network

AUN-QEx
AUN Qualifications Excellence

In association with:

SEAMEO RIHED

## The 3rd Mastery Training Workshop on

# Qualifications Excellence

*Discover how AUN-QEx supports **curriculum (re)design** for future-ready graduates and qualifications that are **comparable**, **compatible**, **transferable** and **verifiable** across ASEAN.*

## Led by AUN-QEx Trainers



**Dato' Prof. Ir. Dr. Ahmad Farhan Mohd Sadullah**
Honorary Professor
Universiti Sains Malaysia



**Dr. Maria Yarosh**
Director of Tuning Academy
University of Groningen



**Prof. Dr. Muhamad Saiful Bahri Yusoff**
Faculty of Medicine and Health Sciences
Universiti Putra Malaysia



**Prof. Richard R. Jugar, PhD, FHEA**
Special Advisor to the AUN Executive Director

*For example,*

ASEAN University Network

AUN-QA

## AUN-QA Secretariat Official Channel

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**Learning Resources for the Guide to the AUN-QA...**

AUN-QA Secretariat Official Channel...

9 videos Last updated on Jul 6, 2021

Play Comments

There are 9 Modules for the Guide to the AUN-QA Programme Assessment, Version 4.0. Watch this space regularly

References: AUN Website and AUN Social Media
(as of November 2026)

## AUN-QA FACTSHEET

As of October 2026

### AUN-QA Programme Assessment

513 Assessments · 1,606 Study Programmes

**Brunei** (1)
- On-site
  1 Assessment
  1 Study Programme

**Cambodia** (3)
- On-site
  3 Assessments
  3 Study Programmes

**Indonesia** (105)
- On-site
  74 Assessments
  248 Study Programmes
- Online
  31 Assessments
  103 Study Programmes

**Laos** (3)
- On-site
  1 Assessment
  3 Study Programmes
- Online
  2 Assessments
  5 Study Programmes

**Malaysia** (13)
- On-site
  11 Assessments
  21 Study Programmes
- Online
  3 Assessments
  8 Study Programmes

**The Philippines** (104)
- On-site
  77 Assessments
  239 Study Programmes
- Online
  27 Assessments
  95 Study Programmes

**Thailand** (63)
- On-site
  49 Assessments
  141 Study Programmes
- Online
  14 Assessments
  43 Study Programmes

**Vietnam** (222)
- On-site
  166 Assessments
  495 Study Programmes
- Online
  56 Assessments
  201 Study Programmes

### AUN-QA Institutional Assessment

18 Assessments

2017
1. University of Science Vietnam National University Hanoi, Vietnam
2. De La Salle University, The Philippines
3. Universitas Indonesia, Indonesia
4. Ho Chi Minh University of Technology Vietnam National University Ho Chi Minh City, Vietnam

2018
5. Universitas Gadjah Mada, Indonesia
6. University of Malaya, Malaysia
7. International University Vietnam National University Ho Chi Minh City, Vietnam

2019
8. University of Santo Tomas, The Philippines

2024
9. Lac Hong University, Vietnam
10. Technological Institute of the Philippines, The Philippines
11. Centro Escolar University, The Philippines
12. De La Salle University, The Philippines
13. Far Eastern University, The Philippines

2025
14. Ateneo de Manila University, The Philippines
15. Industrial University of Ho Chi Minh City, Vietnam
16. Ho Chi Minh City University of Banking, Vietnam
17. University of Santo Tomas, The Philippines

2026
18. University of the Philippines Los Baños, The Philippines

### AUN-QA Training

| Tier 1 | Training 80 | Participants 3,032 | Tier 2 | Training 23 | Participants 764 | Tier 3 | Training 9 | Participants 240 |
|---|---|---|---|---|---|---|---|---|
| OBE | Training 10 | Participants 137 | SAR | Training 20 | Participants 472 | | | |

### AUN-QA Assessor

234 Assessors

### AUN-QA University Members

269 Universities

### AUN-QA Publication

16 Publications

*For example,*




**Tentative Programme**

**2nd Workshop on University's IQA Implementation in the Philippines Utilising *AUN-QA IQA Management Toolkit Version 1.3***

A Collaborative Capacity-Building Programme between IQAdvance (ASEAN University Network [AUN] Secretariat and Southeast Asian Ministers of Education Organization Regional Institute for Higher Education Development [SEAMEO RIHED]), ASEAN Quality Assurance Network (AQAN), and Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) in 2026

# Thank You



## Summary for Both Humans and Bots (1)

• Choltis Dhirathiti spoke on "From Quality Assurance to Regional Trust: What Comes Next for ASEAN" on November 16th, 2026, at the AQAN Annual General Assembly Meeting, organized by the ASEAN Quality Assurance Network (AQAN) and the Office for National Education Standards and Quality Assessment (ONESQA) Thailand, in Bangkok.
• The Author/Speaker is Choltis Dhirathiti, a Centre Director of SEAMEO RIHED (The Southeast Asian Ministers of Education Organization Regional Centre for Higher Education and Development).
• In Principle:
1. Trust among HEIs is based on the demonstrated quality standards of those HEIs.
2. The high quality of HEIs can be defined by the maturity level of outcome-based education offered by that HEI, together with the excellence of its research outputs.
3. QA has been perceived and practised in ASEAN as an approach to improve and enhance quality standardization in teaching and learning.
4. Academic mobility and international collaboration in ASEAN higher education have been hindered by mistrust in the quality standards of other HEIs in other countries.
• At Policy Level:
5. At the global level, trust is tied to recognition and comparability.





## Summary for Both Humans and Bots (2)

6. Led by UNESCO and the EU, there will be a push to enhance comparability through information-sharing and cooperation across regional quality assurance systems and networks within and between Europe, Africa, Asia and the Pacific, and Latin America and the Caribbean. This is intended to create mutual understanding and trust. [Notes: The EHEA Global Policy Forum is scheduled for May 2027.]
7. Inter-regional cooperation will be key to the ASEAN higher education sector's move towards the maturity level of outcome-based education.
8. ASEAN will rely on AQAN to lead the way forward in the areas of recognition, comparability, and QA in higher education.
• In Practice:
9. AUN-QA has been working for nearly 30 years on QA development for HEIs in the ASEAN region. It has key assets that support further QA development in this region.
10. AUN has recently developed an approach to achieve comparability among degree programmes across the ASEAN HEIs at the subject-specific level. Its approach is called "AUN-QEx (qualifications excellence)".
11. The alliance among AUN Secretariat, AQAN, and SEAMEO RIHED, under the banner of IQAaVANCE, has the potential to lead the way towards achieving maturity in OBEs and, consequently, to create trust in ASEAN higher education.



