



EUROPEAN UNION SUPPORT TO HIGHER EDUCATION IN THE ASEAN REGION

SHARE Project Management Office
ASEAN Secretariat | 70A Jl. Sisingamangaraja | Jakarta 12110 | Indonesia
Email: share@daad.de | Web: www.share-asean.eu

CALL FOR APPLICATIONS

for ASEAN Higher Education Institutions

to Participate in the Development & the Assessment of the Receptiveness of ASEAN HE Stakeholders towards Online Outcome-Based Education (OBE) Training Course Offers

About SHARE

The Support to Higher Education in the ASEAN Region (SHARE) Programme is the European Union's flagship higher education programme with ASEAN. The SHARE Programme has been in operation since 2015. An agreement between the European Commission and the ASEAN Secretariat has extended the Programme up to the end of December 2022. The SHARE Extension will see the programme continue its support of the ASEAN Secretariat and ASEAN stakeholders to enable greater harmonisation and internationalisation of ASEAN higher education. A central aim of the SHARE Programme Extension is to catalyse the transfer of ownership of programme outcomes to ASEAN entities and nominated organisations to be embedded within sustainable ASEAN-led structures and processes.

The SHARE Consortium is comprised of the British Council, DAAD, ENQA, and Nuffic, and is implemented in three components: Policy Dialogue, Qualifications Frameworks and Quality Assurance, Credit-bearing Student Mobility and Scholarships.

Coordinated by the DAAD and ENQA, Result Area 2 aims at strengthening and disseminating ASEAN higher education frameworks on qualifications and quality assurance.

In the first phase of the SHARE Programme (2015-2020), a significant emphasis of the work on Qualifications Frameworks was put on strengthening Outcome-Based Education as a cornerstone for these frameworks and mobility. Numerous policy dialogues and training workshops took place, and several studies were published. In the extension phase of SHARE (2021-2022), DAAD will build upon these experiences, while focusing on the question of sustainability for training courses. Therefore, the feasibility of developing and implementing an online training course on Outcome-Based Education in ASEAN will be assessed.

Background¹

A recent feasibility study commissioned by SHARE looked at the state of play of the implementation of outcome-based education (OBE) in the ASEAN region with the goal of

¹ Check also section 'Background (expanded)' at the end of this document for further details.



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conceptualising an online training course on OBE for ASEAN higher education institutions (HEIs). It specifically focused on the OBE capacity building programmes conducted by HEIs and those available in national and regional levels, the needs for OBE capacity building by different HEI groups, and their readiness to participate in an online training course. The challenges in OBE implementation and training were also analysed to understand how to best address the existing needs through online capacity building. An analysis and mapping of online training providers in the region were also carried out.

As the Feasibility Study demonstrated, the complexity and diversity of the needs of the ASEAN Higher Education stakeholders in OBE capacity building are vast. To ensure that an effective and sustainable online training offer is delivered, the online regional OBE training course needs to be developed in close cooperation with the key beneficiaries, i.e. the users/HE practitioners on the ground. Starting point for this testing and developing work would be existing training courses offered in ASEAN HEIs.

The SHARE Programme is therefore inviting applications from ASEAN HEIs with existing online OBE training course offers to participate in a test-run / roll-out of their existing OBE training course at a regional level. This will be accompanied by an assessment of the user experience. Part of this exercise may be to make the existing modules fit for purpose to be used in an online training setting.

Objective

The main objective of the pilot / roll-out of existing OBE training course offers in ASEAN is to develop framework conditions and the necessary learning design for a successful take-up of the training offer by HE practitioners. Furthermore, the potential of sustainably offering OBE training courses with a specific ASEAN focus will be explored.

Expected outcomes & outputs

The selected ASEAN HEI(s) is / are expected to:

- Prepare and adapt the existing online OBE training course at institutional level to fit for a regional target audience (e.g. staff at HEIs working on curriculum design, writing and assessing learning outcomes). This includes modifying and/or adjusting existing modules as advised by DAAD and / or mandated experts on OBE;
- Roll-out / Piloting of an existing online OBE training course to ASEAN stakeholders;
- Assist the SHARE Programme in disseminating and providing access to the training modules to a wide group of stakeholders in ASEAN;



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- Work together with the SHARE Programme. This includes transparently providing all necessary data requested by SHARE to assist them in the drafting of an Evaluation Report, including recommendations on implementation, planning and piloting of a potential future regional OBE online training course; and
- Draft an evaluation report with recommendations, to be submitted to SHARE.

Funding

To support this assessment, SHARE will provide sufficient funding as per the submitted proposal to the selected ASEAN HEIs to roll out their online OBE course(s).

Eligibility Criteria

To be eligible for participation and funding, the applying ASEAN HEI shall fulfil the following criteria:

Required:

- a) 1 (one) or several public / private Higher Education Institution(s) located in an ASEAN Member State;
- b) Demonstrated experience in delivering an Outcome-Based Education training course online;
- c) At least 1 (one) active Outcome-Based Education online training course at institutional, national or regional level;
- d) The ambition to contribute to the development of an ASEAN-specific training course on OBE to support the ongoing development of the ASEAN Higher Education Space.

Desirable:

- e) Existing technical resources to support the design and implementation of their existing online OBE trainings (i.e. technical team consisting of educators, faculty, digital learning project managers/specialists, media production team, etc.).

Furthermore, the application is to be submitted on behalf of the applying institution by an assigned Project Coordinator with the following criteria:

- a) A minimum of 5 years of experience in the field of Outcome-Based Education;
- b) Knowledge of the higher education sector in the ASEAN region;



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- c) Former project experience on the related topic areas;
- d) An established network of professional contacts in the field in ASEAN.

Provisional timeline

Timeline	Steps
4 July 2022	Publication & dissemination of the Call for Applications
24 July 2022	Deadline to submit applications
8 August 2022	Notification of selection & contractual processes
until 23 October 2022	Roll-out / Piloting of the selected (existing) online OBE training course to ASEAN HE stakeholders (focus on Indonesia, Thailand, the Philippines and Vietnam)
6 November 2022	Submission of draft Evaluation Report (results and recommendations) to SHARE
20 November 2022	Submission of the <u>final</u> Evaluation Report (results and recommendations) to SHARE

Transferred Deliverables

All documents and other materials newly produced as a result of these Terms of Reference including but not limited to strategies, modules, reports, etc. are “Transferred Deliverables” and ownership of Intellectual Property Rights is to be assigned to the SHARE Programme without exception. The results may be used for further training purposes, dissemination and research.

How to Apply

To apply, please submit your application comprising of the following documents:

- A brief description of existing online and / or previous expertise in delivering and designing OBE training course(s);
- CV of the assigned Project Coordinator(s) and experts/trainers involved in the assignment;



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- Letter of support from the university leadership (rector, president, Chancellor, vice-chancellor, vice-president, etc.);
- A budget breakdown into expert honoraria, and all necessary other items for the successful delivery of the OBE course.

Joint applications of several HEIs or HEI consortia are highly encouraged.

Please submit your complete documents via e-mail to share@daad.de

by or before **Sunday, 24 July 2022 at 23:59 UTC+7**

(Jakarta/Bangkok/Hanoi/Phnom Penh time)

at the latest. Incomplete applications will not be considered.



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Background (expanded)

A recent feasibility study commissioned by SHARE looked at the state of play of the implementation of outcome-based education (OBE) in the ASEAN region with the goal of conceptualising an online training course on OBE for ASEAN higher education institutions (HEIs). It specifically focused on the OBE capacity building programmes conducted by HEIs and those available in national and regional levels, the needs for OBE capacity building by different HEI groups, and their readiness to participate in an online training course. The challenges in OBE implementation and training were also analysed in order to understand how to best address the existing needs through online capacity building. An analysis and mapping of online training providers in the region were also carried out.

Results from quantitative and qualitative data show that there are varied levels of OBE implementation among HEIs in the region. In the area of capacity building, most HEIs have been doing OBE training for their own staff and there are also training and workshops available at the national and regional levels. These activities usually have national OBE experts and ASEAN experts as resource persons. Those that cannot run their own capacity building are mostly limited by lack of financial resources and lack of their own OBE experts. While it is true that the ministries also assist in capacity building together with some regional training opportunities, it was determined that capacity development for HEIs remains generally lacking. Several aspects of OBE capacity building, such as implementing aligned teaching and assessment methods, and design of appropriate level of learning outcomes, are also important needs to be addressed so as to enhance, and in other cases to jumpstart, the actual application of OBE in the teaching-learning processes.

With regard to OBE learning materials, this study showed that there are five main types of materials that are publicly available: institutional/general written learning materials, institutional/general guidelines and handbooks, specific OBE learning modules or courses, visual learning materials, and research papers or publications. Data also showed that most materials in ASEAN and EU focus on teaching outcome-based education theories and the practice of designing courses and connected teaching methodologies. These are meant for an expert audience interested in the topic rather than for capacity building purposes for university teachers in general. Only few materials focus on the introduction and change of OBE-connected teaching and learning on an institutional and systemic level.

Furthermore, this study brought to light important issues that challenge the OBE implementation within the higher education institutions. Factors such as heavy workload of lecturers, difficulty of changing teaching and assessment mindsets of lecturers, and senior lecturer resistance to new teaching methods are influencing the extent of building capacities among HEIs. Those that do not have opportunities for regular training unfortunately end up without OBE capacity/expertise to enable implementation. The study also found that it is crucial to not only focus on individual OBE capacity of staff with training on OBE itself, but also to address the institutional change aspect of implementing OBE in its breadth and depth. For instance, existing capacity building only reaches certain staff, or the newly learned knowledge is not actually being implemented in the programmes and classrooms.



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This is the overall regional scenario with the backdrop that the implementation of this curricular approach is supposed to be a staunch driver of the achievement of competencies outlined in the nations' qualifications frameworks. While OBE implementation is regulated in the countries' higher education policies and quality assurance frameworks, and is hugely driven by external quality assurance standards, data clearly showed that previous and ongoing training initiatives cannot adequately address the huge gap in capacity development.

It is then an opportune time that online teaching-learning and even training have made breakthroughs as an offshoot of the COVID-19 situation. To support the feasibility of this online delivery for OBE training, the study has determined that most HEIs in the region have the necessary digital literacy skills and adequate internet infrastructure and information technology facilities, albeit in varying degrees, to participate in an online training course. Their English language proficiency is generally adequate as well although some countries may have challenges in this area.

As to potential providers that can run an online OBE training course, this study considered those that conducted OBE training for the HEI respondents as indicated in the survey and interviews, and those yielded by desk research such as the massive open online course providers. In the end, the study set its criteria and requirements, putting emphasis on those that have carried out OBE capacity building for higher education, in order to produce a shortlist of potential OBE online learning providers for the ASEAN region.

Finally, given that there are current capacity building programmes and that there is still a huge number of academic staff with varied needs that require training, this study proposes that the most suitable format for an online OBE training course is the training of trainers model that focuses on how to implement good OBE training and how to support the change towards OBE within the HEIs, giving ample space for exchange of good practices and lessons learned from implementation. For sustainability purposes, this capacity building can adopt the project-based approach for participants of both the training of trainers and the multiplication training. Also, this venture could be supported by the participation of education ministries and the possible implementation of an OBE materials repository where resources allow so as to support the continuous development efforts of HEIs.



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