

# The Study of ASEAN-Member Higher Education Institutions' Adaptation Progress in Coping with the COVID-19 Pandemic: Practices and Case Study

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## INTRODUCTION

The overview of Higher Education Institutions in association with ASEAN countries have been developing to the circumstances of their national commodity and the standard of higher education amongst other nations, most likely incorporating with international educational institutions to bring more awareness and approach to the current changes on how education industries have been transformed through many years of technological advancement and platform for online learning and referring to the E-learning process of studying, researching, and practical sources online and its shared availability for the majority of learners who have enough knowledge and understanding of technological usage and implementation.

The 2030 Agenda relies heavily on education. Universities and colleges around the world are preparing future professionals, undertaking relevant research, and collaborating with the community and stakeholders to address local, national, regional, and global concerns. These HEIs are at the forefront of the solutions needed to advance the Sustainable Development Goals, emphasizing the critical role of education in fostering healthy and inclusive societies as envisioned in the 2030 Agenda. The role of HEIs is not limited to higher education in and of itself. In practice, HEIs play an important role in creating a continuum between all levels of education by training future and current teachers, adjusting curriculum and developing, and nurturing ideas and new pedagogical approaches, instilling fundamental values through various learning methods and platforms, and cultivating innovations, including technological ones, to improve the educational experience and educational outcomes. Although the development progress has been feasibility examined and response to the challenges to provide more comprehensive approaches to sustain the HEIs platform and collective outputs for producing higher professional in each member's future development plan, there are still many challenges that have put heavy measures to

secure the learning platform to become reliable and maintain knowledge and practices compromising to the global health challenge as over the course three years from 2019 till 2022 in occurrences to the CoronaVirus pandemic which have transformed the world into complete new norms and almost everything has been transformed to online reality over physical reality.

The challenges may have been really put major strain on education industries and other various industries as well, each of own national governments have been actively engaging and guiding support for all sector to be able remain slowly progress of all amidst of Covid-19 chaos through collaboration, seeking support, and marketing about the proactive measure which government have been highly imposed to implement and setting new standard for the new norm in order to secure what has already been successfully achieved and compromised to what has been affected and need precise supervision to make sure that maintaining the outcome can be mitigated and continue to progress during and post Covid pandemic in order to ensure that not just any other industries, In this research paper, we will may study on the process of education especially education ones and HEIs platform to be able to tackle the challenges head on with important consideration and management plan for maintaining the value of HEIs amongst each ASEAN's member.

## METHODOLOGY

### Research objectives

This study aims to give an outlook on their accomplishments, problems, and lessons learned, as well as reflect on key changes and the outcomes of HEIs's progression over the past few years. The primary method for data collection was secondary, and the study target groups will be based on the numerous types of research that were previously done by universities in Cambodia. Only qualitative approaches (semi-contextual structure of analysis) were used to collect information in this study,

1. To analyze the systematic approach of HEIs being considered and offered in the majority of universities amongst ASEAN countries.
2. To find out what are best practices and recommendations for HEIs continuous development

#### **Research question**

- How have the HEIs in ASEAN nations adapted practices and changes during the COVID-19 pandemic?

## **LITERATURE REVIEW**

### **Overview of Cambodian HEIs**

Over the past decade, the progression of higher education institutions around the world has become increasingly interdependent to the circumstances of higher demand for reaching the potential goals of gaining a more professional outlet for everyone across nations, which in accordance study which has done by RUPP University professor which has presented such very significant study on how the national university has progressed through applicable movement and recent challenges and achievement in his teaching university, (Kea, 2014). The evolution of higher education does play such a significant role in the success of career development and influence in every field of industry which has been challenged to extract the best out of the best employment opportunities for university graduates and those who are proprietarily looking for more than skill-based profession. There are key highlights which point out important considerations about the aspect of increasing competitiveness and competency attributes of the employees through many segments such as engaging in highly market-driven, exclusively the idea of integrating regional and international tools and operations for the development of socioeconomic and domestic economy. Although, many HEIs across ASEAN had an optimistic approach to structural education and welcoming international students or neighboring countries, can be seen such as exchange programs, consultation, and training for academic staff, including the memorandum of understanding (MOU) amongst different universities in the process of designing or creating strategic implementations for increasing more enrollment of students and international cooperation, public relations such as hosting event or cross-cultural visitation (Exchange program or social gathering in specific setting),

and professional recommendation from high-level experienced academic from well-known eligible universities around the world, more likely the cooperation amongst research and development during the implementation or evaluation of the connectivity and resource contributions to whether or what has become successful or indeed require more solution and recommendations.

Regarding the progression of formulating input and producing such output effectively of HEIs in Cambodia, as stated by another professor from Royal University as well, (Chet & Un, 2019), As a result of these policies, other nations the region, including Singapore, Australia, Hong Kong, and Malaysia, have developed into hubs for regional and global higher education, exporting educational services to countries like India, Indonesia, Taiwan, Thailand, Vietnam, and South Korea. In actuality, though, this has led to the commercialization of postsecondary research and education. Wealthier nations are competing more fiercely to attract overseas students as they work to establish a global image for providing top-notch higher education services to boost their export revenues (Ibid.). Since the end of a protracted civil war in the 1990s, there has been a fairly significant international influence on local HEIs in Cambodia.

### **ASEAN members' current progress in HEIs**

Moreover, It is important to look at how the fundamentals of each higher education institution system have developed theoretically and systematically to support the learning process for students to learn effectively. Each potential structure for a study abroad program has advantages and disadvantages that go hand in hand. There are three choices to take into account: (1) a university-led initiative centered through a main and seasoned foreign study office; (2) a university-led effort; and (3) a program hosted within a school or college of education itself. In general, a consortium can offer placement chances that one university cannot, but as the program expands, severe concerns about institutional commitment, member operating standards, and resource availability arise. Such a jump to participation in a big consortium may impose an unneeded barrier for program compatibility in a smaller school with relatively few, if any, foreign relationships, (Mahon, 2007). The type of study abroad program may have specific procedures and regulations in the event of a centralized university program. This can be beneficial since it provides structure and support, but it may also impose

restrictions, such as rules regarding remuneration, site locations, and supervision. Given the culture of a given institution of education, this external rule imposition may not be viewed as advantageous or appropriate.

Finally, maximum flexibility and autonomy are typically provided by programs housed within schools or colleges. However, resources and staffing are a worry because all programmatic obligations could fall on one or two persons (who typically have other tasks as well). Due to potential conflicts with tenure and promotion obligations, this would not be considered a profitable choice at that point. The reality is that teachers who are prepared to prepare their students for 21st-century global realities are addressing the prevention of poverty—not only the economic poverty that results from a lack of skills for such an arena but also the poverty of cultural understanding that leads to domestic and international conflict, (Mahon, 2007).

### **Overview of Taiwanese HEIs**

Interestingly enough, there are such introspective educational approaches that are likely focused on Taiwan's Academic culture also transitioning into more narrow and anatomical terms for students learning growth development. Additionally, the drive for "world-class" status contributed to the rise in demand for comparable and international research quality metrics.

Rankings and indices are given such weight in this larger context that governments have developed schemes to reward HEIs that are successful in rising in the rankings. China, Hong Kong, Japan, Singapore, and other countries in the Asia-Pacific area are home to some of the highest-ranking HEIs. The following content was obtained from All use is subject to the terms at Chuang Prudence Chou Taiwan, South Korea (Quacquarelli Symonds, 2016). This shows that the Asia-Pacific region's HEIs have implemented effective reforms to internationalize and pursue rankers' definition of "world-class" status. The quantifiable and intangible costs to HEIs and governments seeking to obtain this status, however, continue to be hidden in the media and official records. In the case of Taiwan, the HEI rankings result from the Taiwanese government's transition from "government control" to "government oversight" in terms of HE governance. This was made possible by creating procedures for quality control and encouraging a culture that rewards performance. [2]Early in the 1990s, the

Taiwan Ministry of Education (MOE) hired several organizations to evaluate the courses provided by HEIs (Lo, 2014). These early reviews were carried out institutionally, but due to these institutions' low resources, they were unable to effectively manage their evaluations. In response, the Taiwanese government revised the University Law in 1994 and gave the MOE control over performing assessments of HEIs (Lo, 2014).

## **FINDINGS**

### **ASEAN's general aspect of HEIs**

ASEAN has a wide range of postsecondary education forms and policies as a result of the history, culture, and socioeconomic circumstances of each ASEAN Member State. Over the last ten years, ASEAN states have seen a tremendous increase in higher education<sup>1</sup>, but this growth has not addressed concerns of quality and relevance, nor has it developed students to assure ASEAN member countries' international competitiveness. Furthermore, despite explicit acknowledgment of the right to education, laws, regulations, and programs do not always align or work across sectors to ensure that the right to education and access to excellent and equitable education is realized in a meaningful way. Higher education institutions must continue to strengthen their links with local and international employers and labor markets, as well as make necessary adjustments to their curricula and teaching and learning methods, to produce quality Higher education graduates who can respond to changing national, regional, and global contexts. Furthermore, Higher education courses should strive to create individuals with creativity, critical thinking, leadership, entrepreneurship, language skills, and interdisciplinary knowledge and understanding.

### **ASEAN and its member states**

ASEAN was founded on August 8, 1967, in Bangkok, Thailand, by Indonesia, Malaysia, the Philippines, Singapore, and Thailand. Brunei Darussalam joined in 1984, Vietnam in 1995, Lao PDR and Myanmar in 1997, and Cambodia in 1999, (ASEAN).

According to the ASEAN Declaration, the aims of ASEAN are as follows:

No.	Key Purpose of ASEAN
1	To accelerate economic growth, social progress, and cultural development in the region through collaborative efforts in the spirit of equality and partnership to strengthen the foundation for a prosperous and peaceful Southeast Asian community;
2	To promote regional peace and stability by upholding justice and the rule of law in the region's relationships and adhering to the ideals of the United Nations Charter;
3	Encourage active collaboration and mutual support on issues of mutual interest in the economic, social, cultural, technical, scientific, and administrative domains;

4	To support one another by providing training and research facilities in the educational, professional, technological, and administrative realms;
5	To collaborate more effectively for the greater utilization of their agriculture and \industries, the expansion of their trade, \including the study of the problems of \international commodity trade, the \improvement of their transportation and \communications facilities, and the raising of \the living standards of their peoples;
6	To promote Southeast Asian studies;
7	To maintain close and mutually advantageous cooperation with existing international and regional organizations with comparable goals and objectives, as well as to explore all opportunities for even closer cooperation among themselves.

### Key facts on ASEAN member states

	HEI	Population	GER (%)	Size (Sq km)	GDP (US\$)	GNI (US\$)	HDI (Rank)
Brunei	4	417,400	32	5,765	\$17.10 bn	37,320	0.856 (31)
Cambodia	37	15.3 m	16*	181,035	\$16.78 bn	1,020	0.555 (143)
Indonesia	546	254.5 m	31 <sup>†</sup>	1,910,931	\$888.5 bn	3,630	0.684 (110)
Lao PDR	11	6.6 m	17	236,800	\$12.00 bn	1,660	0.575 (141)
Malaysia	51	29.90 m	39	330,290	\$338.1 bn	11,120	0.779 (62)
Myanmar	99	53.44 m	14 <sup>!</sup>	676,577	\$64.33 bn	1,270	0.536 (148)
Philippines	1346	99.14 m	36	300,000	\$284.8 bn	3,500	0.668 (115)
Singapore	8	5.470 m	-	716	\$307.9 bn	55,150	0.912 (11)
Thailand	150	67.73 m	51	513,120	\$404.8 bn	5,780	0.726 (93)
Vietnam	70	90.73 m	30	331,212	\$186.2 bn	1,890	0.666 (116)

Sources: Higher Education Institutions: WHED, 2016; Population: World Bank, 2014; GER ,= Gross enrolment Ratio, tertiary, both sexes, 2014 (\* = 2011; † = 2013; ! = 2012); Size: Encyclopaedia Britannia: 2016; GDP: World Bank, 2014; GNI: World Bank, 2014; Human Development Index (HDI): 2015

### Organizations engaged in higher education in ASEAN

During the fourth ASEAN Summit in 1992, ASEAN leaders called for the region to be strengthened by promoting human resource development and higher education. [3]This aim resulted in the signing of the ASEAN University Network Charter and, as a result, the founding of the ASEAN University Network, (AUN, n.d.) in November 1995, with the AUN Secretariat based in Bangkok, Thailand. Since its inception, AUN, the network of outstanding institutions, has served as ASEAN's implementing agency in higher education for the region's transition to the ASEAN Community. In terms of organizational structure, the structure is

divided into three layers. The AUN Board of Trustees is in charge of policy (AUN-BOT).

The implementing level is made up of AUN Member Universities that participate in and carry out AUN programs and activities. AUN membership has currently extended to 30 major institutions within ASEAN, and the ASEAN+3 University Network, which comprises 10 universities from China, Japan, and Korea, was founded in 2012. The AUN Secretariat is in charge of coordination and supervision. The AUN Secretariat's responsibilities also include planning, (AUN, n.d.). AUN programs and activities are organized, coordinated, monitored, and evaluated. The AUN Secretariat is also responsible for proposing ideas,



innovations, and proposals for AUN cooperation, as well as devising plans and processes for sourcing and generating finances for AUN's self-reliant and self-sustaining operation. AUN collaborates closely with the ASEAN Secretariat in reporting results and suggesting strategies for increased intra- and inter-regional collaboration in higher education, (AUN, n.d.).

### ASEAN strategic and action plan

The future action plan which has been established and determined as the ASEAN Roadmap 2025 to establish a single field of higher education in Southeast Asia: The ASEAN Higher Education Space Roadmap 2025 contributes to the ASEAN Community Vision 2025 and future resilience by improving people-to-people connectivity and access to and recognition of higher education in the ASEAN area, (ASEAN, 2022). It envisions an ASEAN higher education space that is resilient and sustainable, allowing for increasing harmonization and internationalization of higher education institutions in the area. It represents the new reality of education around the world and offers adaptable and sustainable techniques to respond to the changing context of higher education. This includes increasing student access and inclusion to internationalized higher education offerings through digital transformation. Southeast Asia has seen waves of fast change as countries moved toward greater liberalization in their socioeconomic activities and tighter regional and global interdependence, (ASEAN, 2022). Higher education's evolving landscape is dominated by massification, diversification, marketization, and globalization. Higher education demand has increased in three ways: the number of students has increased, there is a greater interest in cross-border knowledge and experience, and there is a greater need for a broader range of academic programs, (ASEAN, 2022).

In response, governments in all nations have established additional higher education institutions, allowing the private sector to play a larger role while also giving public universities more autonomy. Higher education restructuring has resulted in the formation of autonomous and other forms of higher education institutions in many Southeast Asian countries. Although there are several governance structures, these institutions are often granted a stronger executive body and a new governing board, as well as more autonomy and responsibility in financial, human resource, and academic management. The establishment of the ASEAN Community in 2015

adds another crucial layer to the region's higher education landscape upheaval. Many governments have changed their education systems to harmonize. Although various multilateral systems exist at the regional level, each has its limits and is not generally adopted. Regional integration necessitates that ASEAN make harmonization and the formation of a regional common space in higher education a core policy priority, with a more methodical approach and concrete collective activities centered on common regional goals.

### Introducing the 4As theme of HEIs

The key to understanding how the ASEAN's members have been involved in such a collateral manner to ensure the future of HEIs is being considered and systemized as to what could be done to ensure more a student approaching higher education during the strategic development plan and progress, [i]as such one theme has been created following this matter as the government policies of ASEAN member nations to promote access to education and ensure the right to education, using Katarina Tomasevski's 4As scheme, which includes the availability, accessibility, acceptability, and adaptability of education (AICHR, 2019).

Availability	By offering several pathways for secondary education graduates from official and informal education to continue in Higher education, including technical education streams and higher education streams, ASEAN Member States improve access to postsecondary education. Over the past ten years, Higher enrollments have increased in Cambodia, Singapore, Vietnam, Thailand, and Lao PDR thanks to a variety of methods, including the expansion and diversification of higher institutions (AICHR, 2019).
Accessibility	Student financial support systems, such as scholarships, loan programs, and education funds, are established in ASEAN nations to promote equity access to Higher education and assure financial affordability to students from low-income families. These awards are aimed at students from disadvantaged socioeconomic backgrounds and those with impairments (AICHR, 2019).

Acceptability	<p>Even while there are more educational institutions and programs than ever, there are growing worries regarding the standard of some of these offerings. For instance, "certain institutions and programs that offer degree or diploma courses *do+ not+ fulfill the necessary criteria." Governments have set up institutions in every nation to guarantee the quality of Higher education in areas including curriculum creation, lecturer and facility quality, and student educational assessment. In Thailand, for example, this assessment is often done every five years (AICHR, 2019).</p> <p>Learning resources including libraries and other learning resources, educational equipment and materials, teaching methods and materials, faculty staff development, and</p>
Adaptability	<p>Lifelong learning is also being offered by more and more institutions to give students the possibility to improve their skills and knowledge to respond to the labor market needs to extend access to Higher education and ensure equity. Through curriculum design, improvements in teaching and learning, financial support for research and publication, and its Higher Education Quality Assurance program, one of its top priorities has been to improve its higher education program and increase its relevance to the current and future labor market (AICHR, 2019).</p>

### Ethics and globalization for sustainable development

**Mobility:** policies should be relegated to the European Union. If the EHEA's goals in this area are to be met, all EHEA students should be afforded the same opportunities as EU students. This may include, for example, access to transparent EHEA-wide information on admission and funding in various countries and institutions, (Curaj et al., 2015).

There is a need for more evidence-based policymaking in the domain of internationalization, as well as a greater willingness to reassess goals in light of new findings. Mobility imbalances, for example, may not

always be negative to internationalization. Imbalances may, however, need to be corrected when one of the affected parties feels the need, and in a fashion that does not restrict freedom of movement. EHEA goals in this area (e.g., increased and balanced mobility) may need to be readjusted, as one of the EHEA aims is enhanced attractiveness, but the most appealing HE systems rarely experience balanced mobility flows, (Curaj et al., 2015).

**More research:** is needed on the impact of institutional differentiation and resource concentration (mergers, alliances) on internationalization trends; domestic internationalization; the understanding and definition of internationalization; and the effects and uses of mainstream internationalization policies 'at the periphery' (including in both countries and HEIs 'at the periphery'), (Curaj et al., 2015).

### Area of Coverage: Best practices and case studies

Brunei Darussalam	In Brunei, one of the key policies to promote access to Higher education is the government providing free Higher schooling. Other than that, many projects have been introduced in Brunei to improve the quality of Higher education. Bridging Programmes aims to increase student opportunities to gain entry to Bachelor's Degree programs in universities.
Cambodia	Cambodia's education reforms have been focused on access and equity within its education system with a specific focus on non-formal education and creating mobility. The Kingdom has also fostered a strong research culture via a research grants program with a focus on developing ASEAN regional cooperation.
Indonesia	In Indonesia, the policy for students with disabilities is strongly promoted and implemented. One concrete example is the establishment of the Disability Service Study Center (PSLD) at Brawijaya University Malang. PSLD pioneered the movement at the higher education level to get equal access to all processes of teaching and learning.
Lao PDR	In Lao PDR, 49 different ethnic subgroups are divided into four broad ethnolinguistic groups: Lao-Tai (67%), Mon-Khmer (21%), Hmong-Lu-Mien (8%), and Chine-Tibetan (3%). The government reserves some seats in selected Higher education institutions for ethnic minority students.

Malaysia	Malaysia has had a focus on liberalizing higher education to meet the increasing demand for Higher education and at the same time has widened access to Higher education. The transformation of vocational education has successfully redesigned the landscape of the education system in the country and resulted in a significant increase in enrolment in TVET.
Myanmar	In Myanmar, to promote and protect the right to Higher education, the government paid special attention to the conflict areas like Rakhine States. In 2017, two learning centers for refugees and minority groups are opened in this State for those who would like to join the distance education program.
Philippines	The Philippines has initiated a series of comprehensive financial measures to address the equity gap in accessing Higher education. The UACTE Act provides for free tuition at 112 state universities and colleges. There is also a demonstrated commitment to Regional Caravans (or forums) and partnership building.
Singapore	Singapore has a strong focus on financial support and subsidies. UNISIM was set up as a private limited company in 2005 and received a degree-granting license from the Ministry of Education. Every Singaporean child between the ages of 7 and 16 will receive annual contributions and one-off grants into their personal Edu-save accounts.
Thailand	In Thailand, teacher development is seen as a key to ensuring quality education and reducing disparity. A project called "Diamond in the Mud" was initiated in 1986 and aimed at developing new teachers. There is also a specific policy to support students with disabilities to have access to Higher education.
Vietnam	Vietnam's Education Law aims to improve teaching quality and student mobility with a focus on ethnic minorities (15 percent of the population) and families from low socio-economic incomes. Due to reforms over the last 30 years, Vietnam has experienced a reduction in the gap in enrolment numbers for ethnic minority students.

## Current challenges and key improvement

There are still some major difficulties and disparities brought about by the region's rapid expansion and prosperity, despite all the efforts made by ASEAN nations to improve access to university education. Every nation has unique regulations to guarantee that excluded groups receive equal access to education.

HEIs continue to be a problem, as does the lack of a research culture. It is also asserted that using English as the language of instruction in public HEIs at the undergraduate level has to overbear the usage of English proficiency and increased unemployment among locals. Even while there are differences between private and public HEIs, the lines between them are getting increasingly blurred, (Welch, 2011).

The increased number of subsidiaries of public HEIs has created a market of questionable private HEIs, and regulation of the burgeoning private sector has become an issue, affecting overall educational quality. Amongst other members, has lofty ambitions for its higher education system, but the belief is that to attain them, ethnic quotas set in the past must be eliminated, (Welch, 2011).

## New teaching setting

Before the COVID-19 epidemic, several universities used an 'online forward' approach to teaching and learning. Taylor's University in Malaysia, for example, claims that each of its courses has its virtual site (akin to a learning management system), allowing for online involvement with examinations, assignments, peer help, and communication channels with peers and lecturers. A progress-tracking meter and the ability to earn digital badges keep students motivated in their studies. Students also have access to a Lecture Capture System, which houses a range of lecture recordings and other learning tools. Live streaming and light board Video Technology are also used to record lectures in large-scale courses, (EAP, 2022)

The presence of infrastructure facilitates the shift to remote teaching and learning. Beyond teaching and learning, the potential benefits of a more online-oriented higher education system are numerous. Online schooling, for example, is predicted to alleviate transportation congestion in major cities. Students in outlying locations will have a better opportunity to engage in higher education, and collaborative relationships between national and international universities in developing and marketing joint online programs and degrees may change the way qualifications are structured. Another

advantage of online learning is that it encourages more interaction between students and teachers, as evidenced by various East Asian studies. Finally, key neighbor professors from ASEAN members discuss the possibilities of more online-based courses to contribute to lifelong learning, where education has no age restriction and people can upskill or reskill whenever they want. Finally, the COVID-19 experience is igniting a long-overdue conversation about new directions for teaching and learning in higher education, (EAP, 2022).

**HEI gap and limitation: Capacity and capability to achieve a high standard**

Each country has specific policies to ensure equity in education for marginalized groups. Although the current gaps are still highlighted and discussed for reaching solutions, such as;

**Gender equality:** for example, gender and pupils with special needs and disabilities are considered in policy to provide equity access. Youth have the duties and opportunities to raise the country out of its Least Developed Country classification, but there are governance problems concerning ethics and attitudes toward education.

**Promoting inclusivity:** Women, ethnic minorities, low-income families, immigrants and refugees, and students with disabilities and special needs continue to face barriers to postsecondary education. Furthermore, accessibility programs are typically focused on socioeconomic position, gender, and disability rather than broader rights outlined in the ASEAN Human Rights Declaration such as religion, political or other choice, and national or social origin.

**Comprehensive scholarship and opportunity:** The most rural and poorer regions of the world tend to have fewer Higher education institutions, indicating that government subsidies are not necessarily benefiting the students who need them most. Many countries provide scholarships to students from low-income families but the amount is still low and insufficient to fully support study and living expenses.

**Remote area and poverty:** the selection of programs is limited, and tuition prices are frequently prohibitively high, limiting the right to an education for kids from low-income families who cannot afford to attend private universities and perform poorly when enrolled in public institutions.

**Quality and relevance:** there is a challenge to maintain the relevance of Higher education to

meet the needs of the labor market, national socio-economic development, and global trends. Some of the most valued skills of graduates in South East Asia include not only technical knowledge and skills but also problem-solving and leadership skills.

**Industrialized factors:** the issue of adaptation and acceptance in reaction to global economic changes. Higher education remains out of step with the needs of industrialization, modernization, and international economic integration.

**RECOMMENDATION AND FUTURE STRATEGIC PLAN**

<p>1. How is it being systematically formulated and created for the comprehensive circumstances?</p>	<p>Even though the right to Higher education was not expressly addressed in such documents, the Constitution, laws, and policies ensure citizens' rights to education. Institutions of higher learning should strengthen their ties with domestic and international employers and the labor market to improve their curricula and methods of teaching and learning to produce quality graduates who can adapt to the changing national, regional, and global contexts.</p>
<p>2. What is the significant improvement of HEIs among ASEAN members?</p>	<p>ASEAN member states have promoted pathways and financial support for students to access Higher education but this support is not benefiting groups such as women, ethnic minorities, low-income families, students with disabilities, and special needs. Higher education institutions should find more financial resources to have more sustainable funding for instance public-private partnerships.</p>
<p>3. What are the best practices or results from the student life-learning development approach?</p>	<p>Student financial support systems, such as scholarships, loan programs, and education funds, are established in ASEAN countries to ensure financial affordability for students from low-income families and to promote equity access to Higher education. However, this financial support is low and limited in some ASEAN member states.</p>



<p>4. Key future implementation</p>	<p>Implementing quotas for students with disabilities and creating particular inclusive education policies in higher education while assisting higher institutions in ensuring that there is adequate infrastructure, resources, and curriculum for students with disabilities and special needs.</p> <p>The governments should undertake studies and surveys on how best to prepare young people for the labor market and help them choose the right career path.</p> <p>Create specialized inclusive programs that focus on a few target demographics, such as women, ethnic minorities, low-income families, immigrants, and refugees, as well as students with disabilities and special needs who still have restricted access to Higher education.</p>
<p>5. Recommendations from the professional, academic, and relevant sector</p>	<p>To enable proper administration, monitoring, and evaluation, support the development of policy and research institutions.</p> <p>Training and Exchanging Programs amongst high academic professionals and internship programs in cross-cutting edge industries.</p>

aspect of HEIs' responsibilities.

In actuality, HEIs play a significant role in establishing a continuum between all levels of education by preparing new and experienced educators, modifying curricula, developing, and nurturing concepts and novel pedagogical approaches, instilling core values through a variety of teaching techniques and platforms, and nurturing innovations, including technological ones, to enhance the educational process and outcomes. Higher education institutions around the world have also been modernizing and internationalizing as the world moves toward globalization to generate highly skilled graduates for the emergence of new occupations as a result of technical improvements in this fast-paced economic environment. Since they are the source of human capital, HEIs have always been important in forming the global economy. The ASEAN Member States have adopted some strategies to internationalize HEIs, including exchange programs that seek to advance intercultural understanding, brief training sessions for academic staff members to improve work performance, and memorandums of understanding (MOUs) between various institutional organizations and pertinent partners both within and outside the region to develop effective plans to increase the number of interregional collaborations. The initiatives to promote the internalization of HEIs are also motivated by national policy. Although the development has been examined for viability, there are still many challenges that have put heavy measures to secure the learning platform to become reliable and maintain knowledge and practices.

## CONCLUSION

To increase awareness of and approach the current changes in how education industries have been transformed through many years of technological advancement and platforms for online learning, the overview of higher education institutions in association with ASEAN countries has been developing to the circumstances of their national commodity and the standard of higher education among other nations, probably incorporating with international educational institutions. These HEIs are at the fore of the solutions required to progress the Sustainable Development Goals, stressing the importance of education in fostering the kind of healthy, inclusive society that is envisioned in the 2030 Agenda. Higher education as such is only one

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