THE ESTABLISHMENT AND IMPLEMENTATION OF ASIA e-UNIVERSITY (AeU)
# TABLE OF CONTENTS

1. **INTRODUCTION** .................................................................................. 1
   1.1 ACD Workshop on e-Education in Malaysia .................................. 2
   1.2 ACD Meeting at Islamabad, Pakistan ........................................... 2
   1.3 The ACD Roundtable Meeting on the Establishment of AeU, Kuala Lumpur .... 3
   1.4 Rationale for Asia e-University (AeU) ........................................... 3
   1.5 Mission ......................................................................................... 4
   1.7 Objectives .................................................................................... 4

2. **ORGANIZATIONAL STRUCTURE** ...................................................... 5
   2.2 AeU Executive .............................................................................. 6
   2.3 Accreditation Board ................................................................... 6
   2.4 Examination Syndicate ............................................................... 6
   2.5 Academic Schools ...................................................................... 6
      2.5.1 School of Business and Management .................................... 6
      2.5.2 School of Information Technology and Multimedia .............. 7
      2.5.3 School of Education and Cognitive Sciences ....................... 7
      2.5.4 School of Arts and Social Sciences ...................................... 7
      2.5.5 School of Science, Health and Environmental Studies .......... 7
      2.5.6 School of Engineering and Technical Studies ...................... 8
   2.6 Service Centres .......................................................................... 8
      2.6.1 Centre for Graduate Studies ............................................... 8
      2.6.2 Centre of Instructional Design and Learning Technologies (CIDLT) .. 8
      2.6.3 Centre for Research, Innovation and Consultancy (CRIC) .......... 8
      2.6.4 Centre for Lifelong Learning and Training (CLL) .................. 9
      2.6.5 Centre for Languages (CL) .................................................... 9

3. **DELIVERY MODES** ....................................................................... 9

4. **MARKET ANALYSIS** .................................................................... 9
   4.1 Target Market ............................................................................ 9
   4.2 Market Segmentation and Growth ............................................ 10

5. **BUSINESS MODEL** ..................................................................... 12
   5.1 Financial Plan ........................................................................... 12
   5.2 Implementation Plan ................................................................. 12
      Role of Malaysia ......................................................................... 12
      Modes of Operation .................................................................. 13
      Key Steps ............................................................................... 13

6. **CONCLUSION** ............................................................................... 14

**REFERENCES** .................................................................................. 14

**APPENDIX** ................................................................................... 1
1. INTRODUCTION

1.1 ACD Workshop on e-Education in Malaysia

Malaysia as the prime mover of e-Education or e-Learning hosted the first ACD Workshop on e-Education on 29-30 April, 2004 in Kuala Lumpur. The workshop focused on issues relating to development and cooperation among ACD countries in e-education, and open and distance learning (ODL). Four main issues were discussed involving policy, technology, human capacity building and knowledge sharing. The meeting proposed a list of recommendations in these four areas which included the setting-up of an ACD Consultative e-Education Committee and a regional centre to coordinate e-Learning initiatives in the region.

On 11 March, 2005 a meeting was held at the Open University Malaysia, Kuala Lumpur to discuss on the follow up initiatives of the post ACD e-Education Workshop. The meeting was chaired by the Director General of the Ministry of Higher Education and in attendance were representatives from the Ministry of Foreign Affairs Malaysia, Ministry of Higher Education Malaysia and Open University Malaysia (OUM). At the meeting it was unanimously agreed that Malaysia should table a proposal at the Islamabad ACD Ministerial meeting scheduled on 6th April 2005 on the establishment of the Asia e-University (AeU). The meeting unanimously commissioned OUM to prepare the base proposal paper on behalf of the Ministry of Higher Education as well as the Ministry of Foreign Affairs.

1.2 ACD Meeting at Islamabad, Pakistan

Emanating from the resolutions and recommendations of the ACD e-Education Workshop and the meeting at OUM, Kuala Lumpur, and a base paper for the formation of the Asia e-University (AeU) was presented to the ACD Ministerial meeting at Islamabad on the 6th April, 2005 on behalf of the Government of Malaysia by the Deputy Foreign Minister of Malaysia. The Ministers of Foreign Affairs of the 26 member countries accepted the proposal and reaffirmed their countries' commitment with the following declaration:

**Declaration No. 6:**
Resolve to ensure the provision of easily accessible and expanded educational opportunities for the peoples of Asia with the proposal for the establishment of an Asia e-University (AeU) which will be an instrument for greater Asia-wide cooperation in closing the digital divide and spearheading e-Education efforts to meet future challenges, for the benefit of the region.

Ministry of Higher Education          Open University Malaysia          Ministry of Foreign Affairs
MALAYSIA
1.3 The ACD Roundtable Meeting on the Establishment of AeU, Kuala Lumpur

The roundtable meeting was held on the 28th to 29th November 2005 in Kuala Lumpur, Malaysia as a follow-up of the Islamabad Meeting in Pakistan.

The aim of the roundtable meeting was to discuss on practical and policy issues related to the establishment and implementation of AeU. Some of the major issues discussed include the following:

1. the Academic Model, programmes and quality issues
2. e-Learning initiatives/collaboration
3. the organizational and operational structures
4. Implementation strategies

The full report of the roundtable and its resolutions is included in the appendix of this document.

1.4 Rationale for Asia e-University (AeU)

- Advancements in information, communication and multimedia technology (ICTM) have unleashed immense opportunities to meet the rising demand for education and training in Asian countries. User-friendly computer networks, the internet, satellite and other high-end peripherals have enhanced usage of technology in the delivery of education and training. In this context, AeU views itself as a gateway that can be harnessed by Asian education institutions to market their programmes across borders, especially in critical areas that are in demand for capacity building.

- Universities in Asia offer undergraduate and graduate programmes in a variety of fields and disciplines. However, most educational institutions in the region tend to offer courses in meeting national demands unlike their counterparts in the United States, Britain, Australia and Europe who are geared towards attracting foreign students from all over the world. The rationale for the formation of the Asia e-University (AeU) is to work with Asian institutions in increasing access to relevant, flexible and cost effective education and training in the region. AeU will tap into the existing reservoir of programmes provided by institutions in Asia and make it available to a wider market in the region and the rest of the world.

- Cross border accreditation of qualifications and mutual recognition of degrees will be greatly facilitated through AeU’s Accreditation Board and Examination Syndicate. It is envisaged that representatives of Accreditations’ bodies from participating Asian universities will also be sitting in both of the AeU bodies. The AeU’s Accreditation Board and Examination Syndicate will also be the major backbone of quality assurance initiatives of the university.
A major rationale of the establishment of AeU is the potential benefits accrued by participating countries, especially less endowed institutions will be able to leverage greatly from the expertise and resources of more developed members. The potential benefits include:

- member institutions will be able to use the AeU platform to offer their programmes and courses to a wider market,
- member institutions that deliver courses using print-based material can take advantage of the AeU eLearning facilities to digitize and promote their programmes,
- member institutions can leverage on the eLearning technologies can harness the technological and pedagogical capabilities offered at AeU,
- member institutions will be able to market tried and tested tools and content through AeU,
- member institutions can avail themselves of research findings in eLearning deposited in the repository at AeU,
- member organisations will have the opportunity to introduce human capacity building skills through training and consulting using the AeU gateway,
- member institutions offering programmes using the AeU gateway can enjoy international recognition,
- member institutions will be able to exchange quality learning materials using the AeU hub hence creating a commons of learning material,
- member institutions in the region will benefit through collaborative strengths of a particular institution made available through the AeU gateway.

1.5 Vision

The Asia e-University (AeU) aspires to be a premier educational hub in the promotion of e-Learning initiatives in Asia.

1.6 Mission

To work in collaboration with Asian Institutions of Higher Learning in providing academic programmes drawing on the collective expertise and prestige of member institutions through strategic links both in the region and the world to fulfil the vision of the University.

1.7 Objectives

To realise its vision and achieve its mission, AeU specifically aims to:
• Provide courses of high quality on a range of subjects capitalising on the considerable expertise and prestige of educational institutions in the region.
• Deliver courses using appropriate pedagogical strategies and technologies in enhancing access to relevant, affordable, cost effective and flexible education and training.
• Develop policies and standards for e-Learning practices among member institutions
• Maintain an up-to-date database of e-Learning experts and practitioners.
• Provide training and consultative services towards development of e-Learning skills and competencies.
• Promote and coordinate collaborative research and development of e-Learning tools, technologies and materials among member institutions.

2. ORGANIZATIONAL STRUCTURE

2.1 Consultative Council

AeU shall consist of a Consultative Council comprising of the representatives of participating educational institutions as well as the President of AeU. The council will act as a platform for consultations on the major policy and programmes of AeU.
2.2 AeU Executive

The top management of the university comprises of the President, Deputy President, Senior Vice President, and the Vice Presidents. The chief executive officer of the University is the President who acts as the legal representative and he is to provide leadership in the general management and administration of the University. The Deputy President shall assist the President, including coordinating academic development and initiate collaborative efforts with partner institutions. The Senior President shall be responsible for all academic matters including programme and curriculum development. The Vice President (Learning Technologies) shall be responsible for the technology platforms of the university including the development and delivery of learning materials.

2.3 Accreditation Board

The board shall be primarily responsible for ensuring the quality of programmes offered by AeU. The board will also act as the facilitator for addressing accreditation issues as well as cross border recognition of degrees and qualifications. Members of the board shall consist of representatives from accreditation boards of participating Asian countries.

2.4 Examination Syndicate

The Examination Syndicate will be responsible for overseeing of various forms of assessment procedures at AeU. The syndicate will also be responsible to assist member institutions in providing expertise and consultancy for assessments and examinations matters.

2.5 Academic Schools

There will be six major schools offering a variety of programmes relevant to the Asian needs.

2.5.1 School of Business and Management

The School of Business and Management will offer courses focusing in marketing and strategy, management of knowledge and innovation, human resource management, entrepreneurship, e-business, corporate strategy, performance management, and public and voluntary sector management. Both undergraduate and graduate programmes in business and management will be offered and in particular the MBA which will emphasise the unique features of doing business in Asia.
2.5.2 School of Information Technology and Multimedia

The School of Information and Communication will aim to produce graduates as global knowledge workers capable of contributing to the needs of industry, business and the service sectors. Academic programmes offered by the School are designed to prepare learners for position such as technology managers, system analysts, software engineers, web designers, animation specialists and web broadcasting journalists. Among the programmes proposed are undergraduate and graduate programmes in information technology and creative multimedia emphasising diverse Asian attitudes, culture and traditions.

2.5.3 School of Education and Cognitive Sciences

The School of Education and Cognitive Sciences will offer undergraduate and graduate programmes levels for the education profession; providing opportunities for teachers to update and upgrade wherever they work and live. The programmes offered will be responsive to teacher development needs in member countries. Among the areas emphasised are language education, early childhood education, teacher education, science and mathematics teaching, educational leadership and cognitive science. The programmes will be unique in that it will incorporate the culture, sociological and psychological backgrounds of different Asian communities and relate to local situations and settings.

2.5.4 School of Arts and Social Sciences

The School of Arts and Social Sciences will offer courses in philosophy, history, art, sociology, anthropology, social work, religious studies and various Asian study programmes such as Chinese studies, Arabic studies, Iranian studies and so forth. The School will emphasise a research culture based on excellence in both discipline-based and interdisciplinary research and scholarship. Commitment to the enhancement and development of Asian culture will be a priority.

2.5.5 School of Science, Health and Environmental Studies

The School of Science, Health and Environmental Studies will offer courses in chemistry, biology and physics and applied to health medical science, biotechnology and environmental studies. Both undergraduate and graduate programmes will be offered in the basic sciences and interdisciplinary science courses, with courses built around practical work both in the laboratory and in the field.
2.5.6 School of Engineering and Technical Studies

The School of Engineering and Technical Studies will offer courses in engineering and technical studies both at the undergraduate and graduate levels.

2.6 Service Centres

Supporting the six schools are four service centres:

2.6.1 Centre for Graduate Studies

The Centre for Graduate studies will be primarily responsible for coordinating and managing all the Postgraduate programmes of the University. It will also be directly responsible for marketing, quality assurance and Examination management.

2.6.2 Centre of Instructional Design and Learning Technologies (CIDLT)

The Centre for Instructional Design and Learning Technologies will be staffed by instructional designers, graphic designers, multimedia & web developers, animators and audio & video specialists. Focus will be on content design and development and assisting member institutions to convert and deliver courses in the digital format. The Centre will spearhead the establishment of a qualification framework for recognition of wholly online programmes among member countries through common academic and quality standards. The Centre will promote strategic initiatives to integrate e-learning into the mainstream education system of Asian countries through more effective policy instruments and incentives. The Centre will be responsible for maintaining and upgrading the Learning Management System (LMS) and the Learning Content Management System (LCMS).

2.6.3 Centre for Research, Innovation and Consultancy (CRIC)

The Centre for Research, Innovation and Consultancy will be involved in establishing joint research initiatives in e-learning among member countries to determine effectiveness of programmes delivered. The Centre will promote frequent consultation and cooperation among member institutions in order to exchange experiences and best practices in e-learning, share e-learning tools and technologies as well as ensuring that e-learning will no marginalize any specific group. Using research findings it will assist member institutions develop collaboratively appropriate e-learning content and technologies.
2.6.4 Centre for Lifelong Learning and Training (CLT)

The Centre for Lifelong Learning and Training will be involved in organising short courses for individuals wanting to update communication skills, computing skills, critical thinking skills, interviewing skills and presentation skills and so forth. The Centre will also initiate frequent consultation and cooperation among member countries to exchange experiences and best practices in e-learning as well as accelerate the development of e-learning expertise through various academic exchanges and training programs.

2.6.5 Centre for Languages (CL)

The Centre for Languages will be involved in organising courses in Asia and other languages.

3. DELIVERY MODES

Two modes of content delivery will be explored for the delivery of courses by the AejU:

- Completely Online Approach
  Courses will be offered through an e-learning mode and students interact with instructors through the web. Students only need to appear at selected centres as when required as well as for assessments and final examinations.

- Blended Approach
  This approach will include face-to-face interactions, online interactions and independent study on the part of the student.

4. MARKET ANALYSIS

4.1 Target Market

Asia, with its population of about 3.6 billion people, containing almost 60% of the world’s population is a huge market. It is estimated that about 60-75% of the people in Asia need some form of training and 60-90% need re-skilling. Similarly, between 40-60% are demanding accesses to higher education.

Higher education market can no longer be defined solely as preparation for a career with a focus on 18-22 year old student. There is also big demand in Asia in fact worldwide from adults who must learn continuously to stay current in their professional lives or stimulated in their personal quests. Currently, the demand for adult learning and lifelong education is increasing. AejU will be able to serve this
market sector without any problem due to the e-learning approach which offers the potential of linking adult learners and lecturers regardless of the distance and time.

4.2 Market Segmentation and Growth

The following table shows some of the potential market and projected number of learners by market segmentation for the first five years of operation. AeU is expected to register a constant growth of 20% per semester in the number of students.
<table>
<thead>
<tr>
<th>Target Market Segmentation</th>
<th>Country</th>
<th>Anticipated Enrolment</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate &amp; Diploma Programmes</td>
<td>Malaysia</td>
<td>500</td>
<td>720</td>
<td>1,037</td>
<td>1,494</td>
</tr>
<tr>
<td></td>
<td>Indonesia</td>
<td>400</td>
<td>576</td>
<td>830</td>
<td>1,195</td>
</tr>
<tr>
<td></td>
<td>Vietnam</td>
<td>300</td>
<td>432</td>
<td>622</td>
<td>896</td>
</tr>
<tr>
<td></td>
<td>Middle East</td>
<td>300</td>
<td>432</td>
<td>622</td>
<td>896</td>
</tr>
<tr>
<td></td>
<td>China</td>
<td>500</td>
<td>720</td>
<td>1,037</td>
<td>1,494</td>
</tr>
<tr>
<td></td>
<td>Cambodia</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>India</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Pakistan</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Other Countries</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>1,400</strong></td>
<td><strong>2,066</strong></td>
<td><strong>3,407</strong></td>
<td><strong>6,350</strong></td>
</tr>
<tr>
<td>Bachelor, Master &amp; PhD Programmes</td>
<td>Malaysia</td>
<td>200</td>
<td>288</td>
<td>415</td>
<td>598</td>
</tr>
<tr>
<td></td>
<td>Indonesia</td>
<td>200</td>
<td>288</td>
<td>415</td>
<td>598</td>
</tr>
<tr>
<td></td>
<td>Vietnam</td>
<td>200</td>
<td>288</td>
<td>415</td>
<td>598</td>
</tr>
<tr>
<td></td>
<td>Middle East</td>
<td>200</td>
<td>288</td>
<td>415</td>
<td>598</td>
</tr>
<tr>
<td></td>
<td>China</td>
<td>200</td>
<td>288</td>
<td>415</td>
<td>598</td>
</tr>
<tr>
<td></td>
<td>Cambodia</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>India</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Pakistan</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Other Countries</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>808</strong></td>
<td><strong>1,954</strong></td>
<td><strong>2,524</strong></td>
<td><strong>5,639</strong></td>
</tr>
<tr>
<td>Executive Programmes</td>
<td>Malaysia</td>
<td>300</td>
<td>432</td>
<td>622</td>
<td>896</td>
</tr>
<tr>
<td></td>
<td>Indonesia</td>
<td>300</td>
<td>432</td>
<td>622</td>
<td>896</td>
</tr>
<tr>
<td></td>
<td>Vietnam</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Middle East</td>
<td>200</td>
<td>288</td>
<td>415</td>
<td>598</td>
</tr>
<tr>
<td></td>
<td>China</td>
<td>300</td>
<td>432</td>
<td>622</td>
<td>896</td>
</tr>
<tr>
<td></td>
<td>Cambodia</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>India</td>
<td>200</td>
<td>288</td>
<td>415</td>
<td>598</td>
</tr>
<tr>
<td></td>
<td>Pakistan</td>
<td>200</td>
<td>288</td>
<td>415</td>
<td>598</td>
</tr>
<tr>
<td></td>
<td>Other Countries</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>908</strong></td>
<td><strong>2,198</strong></td>
<td><strong>3,163</strong></td>
<td><strong>4,558</strong></td>
</tr>
<tr>
<td>Life Long Learning</td>
<td>Malaysia</td>
<td>400</td>
<td>576</td>
<td>830</td>
<td>1,195</td>
</tr>
<tr>
<td></td>
<td>Indonesia</td>
<td>300</td>
<td>432</td>
<td>622</td>
<td>896</td>
</tr>
<tr>
<td></td>
<td>Vietnam</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Middle East</td>
<td>200</td>
<td>288</td>
<td>415</td>
<td>598</td>
</tr>
<tr>
<td></td>
<td>China</td>
<td>400</td>
<td>576</td>
<td>830</td>
<td>1,195</td>
</tr>
<tr>
<td></td>
<td>Cambodia</td>
<td>100</td>
<td>144</td>
<td>208</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>India</td>
<td>200</td>
<td>288</td>
<td>415</td>
<td>598</td>
</tr>
<tr>
<td></td>
<td>Pakistan</td>
<td>200</td>
<td>288</td>
<td>415</td>
<td>598</td>
</tr>
<tr>
<td></td>
<td>Other Countries</td>
<td>200</td>
<td>288</td>
<td>415</td>
<td>598</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>1,008</strong></td>
<td><strong>2,540</strong></td>
<td><strong>3,659</strong></td>
<td><strong>5,172</strong></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td><strong>4,108</strong></td>
<td><strong>9,548</strong></td>
<td><strong>13,753</strong></td>
<td><strong>19,819</strong></td>
</tr>
</tbody>
</table>
5. BUSINESS MODEL

The operational budget for AeU will initially be underwritten by Malaysia while participating institutions will make the appropriate contributions where the quantum will be determined later. A special AeU Foundation will be established which will receive donations, grants and contributions from individual countries, international agencies and benefactors to support projects and programmes such as training & consultation, seminar & special conferences, personal exchanges, council meetings, maintenance of databases and research & development projects.

The core activity of AeU and its revenue system will be derived from the provision of learning. Revenue opportunities will arise from learning fees. Research and innovations products as well as consultations will provide other revenue streams. A detailed business model that will be able to attract private investors as well as corporate funds will be unveiled at a later date. The latter’s participation will ensure the university’s sustainability and will reduce dependence on government’s handouts and public funds.

5.1 Financial Plan

AeU will start out as a partnership between the investors from ACD member countries with a capital of USD 50,000,000.

5.2 Implementation Plan

The implementation of the Asian e-University (AeU)

Role of Malaysia

Malaysia will undertake the task of incubating and formalising AeU by making available the resources, expertise, technological tools and infrastructure of the Open University of Malaysia (OUM). The technological platform and infrastructure which underpin the operations of AeU will be provided, maintained and facilitated by OUM. The latter will also make available the tools for the administrative function of the University such as online registration, student tracking, payment system, maintenance of databases and repositories of various kinds.

The expertise and skills of OUM will be mobilised in realising the functions and responsibilities of the five schools and four centres as proposed earlier. This would include negotiating with member institutions on course offerings and commissioning material development, providing design support, training for those wishing to provide products and services, and researching into e-pedagogy.
Modes of Operation

Four modes of operation are proposed for the operation of AeU.

1) Participating Asian educational institutions can convert selected conventional courses into e-learning modes, maintaining the same course structure and making them available through AeU to potential learners, including through their own e-based tutorial support.

2) Participating Asian educational institutions can agree to aggregation of modules from different sources which can be combined and presented to learners. The award of the degree can be made jointly through AeU.

3) Government agencies, international organisations and companies may use one or more modules from the AeU, but providing their own awards or joint awards. The prospect of combining AeU content with local provision may offer an attractive market opportunity.

4) Continuous Professional Development courses can be carried out through the AeU platform.

5) The fifth mode would simply be lifelong learning opportunities and that include individual learner studying AeU module or course with no intention of seeking a qualification.

Key Steps

The following is the proposed schedule of activities that will support the formalisation of the Asian e-University leading to the offering of courses.

It is envisaged by early 2007, AeU will be fully operational where programmes and courses are ready to be offered to the public.

To achieve that, the following steps are expected to be implemented are shown in the following Gantt chart.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal &amp; Basic Setup</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiring Management &amp; Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operational Base &amp; Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiring HR Taskforce</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training HR Taskforce</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing Learning Content &amp; LMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executing Marketing Strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Official Offering of Programmes/Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring, QA &amp; Accreditation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ministry of Higher Education  Open University Malaysia  Ministry of Foreign Affairs

MALAYSIA
6. CONCLUSION

Malaysia is committed in ensuring the success of the Asia eUniversity (AeU). However, its success and sustainability will depend much on the support and enthusiasm from universities, institutions of higher education, corporate enterprises, government agencies and international bodies in Asia. AeU will have to evolve organically in response to the participating members and market needs. AeU success will also very much depends on the willingness of member countries to actively partake in expanding market reach, increasing opportunities for revenues, boosting cooperation and bridging the knowledge divide. Notably, Private and Public Partnerships (PPP) and their active participation at every stage of the project are fundamental to the viability and sustainability of the university.

REFERENCES

Declaration of Asia Cooperation, Hand in Hand for a Better Asia, 22 June 2004, Qingdao, China.


Declaration of Asia Cooperation, Hand in Hand for a Better Asia, June 2004, Qingdao, China.


Report on Asia Cooperation Dialogue (ACD) Roundtable on the Concept and Establishment of Asia e-University, Kuala Lumpur, 28-29 November 2005

AeU Portal : http://www.oum.edu.my/aeu
APPENDIX I

REPORT ON ASIA COOPERATION DIALOGUE (ACD) ROUNDTABLE ON THE CONCEPT AND ESTABLISHMENT OF ASIA e-UNIVERSITY (AeU) (Kuala Lumpur, 28-29 NOVEMBER 2005)

Introduction

The Asia Cooperation Dialogue (ACD) roundtable meeting was held from the 28-29 November 2005 at the Regent Hotel, Kuala Lumpur, Malaysia to discuss the Concept and Establishment of Asia e-University (AeU). The meeting was a follow-up of the Islamabad Ministerial Meeting in Pakistan, in which the formation of the AeU was agreed upon by member countries.

The roundtable was hosted by Open University Malaysia (OUM) in collaboration with the Ministry of Higher Education and the Ministry of Foreign Affairs.

International participants consisted of 17 delegates from 9 countries including 20 representatives from various local institutions such as MOHE, MFA, LAN, MIMOS, UiTM, UNITAR also attended the roundtable sessions.

The event was officiated by YBhg. Dato’ Dr. Adham Baba, Parliamentary Secretary to the Minister of Higher Education.

OBJECTIVES

The aim of the roundtable meeting was to discuss the Academic Model, e-Learning initiatives/collaboration projects, programmes and quality issues of the concept and establishment of the Asia e-University (AeU).

A keynote speech on “Overview on the Concept of AeU” was delivered by YBhg. Dato’ Prof. Dr. Hassan Said, Director General, Ministry of Higher Education, Malaysia.

A plenary session paper on “Cooperating and leveraging on Asia e-University” was presented by Prof. Dr. Ansary Ahmed, Senior Vice President of OUM.

The Ambassador to the Ministry of Foreign Affairs of Thailand, His Excellency Vitavas Srivihok also addressed the meeting. He brief delegates on the latest developments in ACD including its history. He explained Thailand’s roles in the dialogue, as well as future expectations and challenges of ACD in realizing projects in areas such as agriculture, environmental education, energy and IT development. Future cooperation among members will include areas such as energy and finance.
Group Discussions and Parallel Sessions

Group Discussion 1: "Policy Issues"
Moderator : Prof. Dr. Mahani Zainal Abidin, Deputy Director General, PHEI Sector, Dept. Of Higher Education Management, Ministry of Higher Education,
Rapporteur : Mr. Hazidi Abdul Hamid

Parallel sessions
Group Discussion 2 : "Academic Cooperation"
Moderator : YBhg. Datuk Prof. Mohd Yusof Kassim, Deputy Director General, Public Universities Sector, Ministry of Higher Education
Rapporteur : Mr. Danny Chng Loi Peng

Group Discussion 3 : “E-Learning initiatives & Collaboration”
Moderator : Assoc. Prof. Dr. Abtar Kaur, Director of Open and Distance Learning Pedagogy Centre, Open University Malaysia.
Rapporteur : Tengku Putri Norishah Tengku Shariman

Group Discussion 4 : “Quality Issues”
Moderator : Dr. Syed Sheikh Al-Mashoor, Policy & Rating Senior Manager, National Accreditation Board (LAN).
Rapporteur : Dr. Norizan Abdul Razak

Concluding Session : The Way Forward
Presented by Prof. Dr. Ansary Ahmed, Senior Vice President, Open University Malaysia

PROCEEDINGS AND SUMMATION

1. The Premise for AeU

The Asia e-University (AeU) will be an instrument for greater Asia-wide cooperation and will be a catalyst in bridging the digital divide and spearheading e-Education efforts to meet future challenges for the benefit of the region.

Primarily, the delegates at the two-day roundtable on AeU focused on the need for human capital development and education with the following points in mind:

a) Education as a basic human right
b) The role of education in development
c) Industry-education interdependence
d) International collaboration and cross-border partnerships.

As an independent entity, AeU will have several strengths. First, as a vehicle for providing trans-border educational opportunity, individual HEIs will develop a broader academic network in the internationalization of its programmes.

Second, AeU will be able to access funding from multi-lateral funding agencies such as ADB, the World Bank, UNESCO and UNDP. Currently several Asian HEIs have difficulty sourcing funds from these agencies.

Third, AeU will imbibe Asian values and an Asian perspective in a global environment in all its offerings.

2. AeU Character and Features

AeU will be primarily involved in mass-education and lifelong learning and will accommodate disparity and access to IT infrastructure. To these ends, AeU will be identified in terms of the following features:

a) AeU will serve as an Asian hub in providing quality and flexible education for all communities. The university will be a physical entity serving as a hub for the region emphasizing international cooperation for the purpose of human capital development.

b) AeU will play a complementary role to existing institutions in deploying educational programmes for all Asian communities.

c) Member institutions in ACD offering programmes via the AeU gateway can enjoy international recognition. Regional/International partnerships will leverage on the OUM network.

d) AeU will provide language-sensitive, community-sensitive, market-sensitive and development-sensitive programmes to the Asian student base. Issues of accessibility and affordability will be taken into account.

e) Over time, AeU will work on phased development and member country inclusion.

f) Member countries will embark on collaborative research initiatives to fulfill institutional/ regional needs.

3. Implementation of AeU
AeU will provide ICT-enabled education, utilizing a multi-modal delivery and interaction for all programmes. In this regard, there is a need to find a common understanding on and form a set of common policies to be the foundation for a competitive and forward-looking higher education institution (HEI). The following points are worthy of note:

a) AeU will use a structure comprising a Consultative Council, an Accreditation Board and an Examination Syndicate.

b) AeU will offer programmes using three modes:

(i) AeU BRAND - developing indigenous and self-sustaining programmes
(ii) CO-BRANDING - developing programmes in collaboration with other Asian institutions, i.e. smart partnerships.
(iii) GATEWAY - manages programmes belonging to other institutions

c) The issue of standardization will be examined with respect to:

(i) Language of instruction
(ii) Curricula requirements
(iii) Accreditation and
(iv) Credit transfer

d) Cross-border transfer of instructors and sharing of academic and logistical resources will be carried out.

e) AeU's Accreditation Board will set up policy on issues such as:

(i) a policy of accreditation and academic recognition
(ii) individual policies of each local government/constraints and differences among policies of different countries
(iii) certification for its own academic programmes

4. Branding and Positioning AeU

As indicated earlier, AeU is to play a complementary role in providing HE and lifelong learning opportunities for everyone. To these ends AeU will utilise smart partnerships with local HEI to enhance and broaden HE opportunities in each region.

5. Academic Cooperation

In order to advance this collaborative effort at providing equitable educational opportunity, AeU will embark upon an assertive drive to involve all member countries in academic decision making. This effort will pave the
way for an Asian consensus in the context of a global academic cooperation.

The following initiatives were suggested:

a) Leveraging on existing academic programmes, the entire spectrum courses – from certificate to doctoral programmes as well as lifelong learning – will be offered.

b) Programmes will be market driven and complement existing programmes and expand upon what is currently available, starting with small number of programmes, and increasing them gradually.

The group further deliberated and agreed on the following:

5.1 Accreditation and Recognition

(i) To provide for the international recognition of degrees offered by member HEIs
(ii) Minimum entry requirements, common across all ACD countries, inclusive of RPI
(iii) Assessment scheme will be developed through consensus and approved by AeU Council/Examination Syndicate/Accreditation Board
(iv) Exchange of staff and students through AeU gateway
(v) Principle of affordability to determine fee structure
(vi) The need for intellectual property protection as well as the use of open courseware

5.2 E-Learning Initiatives and Collaboration

(vii) Perspective of learners/tutors
(viii) Awareness and Acceptance of the concept of e-learning esp. among those with no access/training
(ix) Access issues and lack of infrastructure even though learners are ready
(x) Economic reason is a major issue
(xi) Political will and vision
(xii) New paradigm of teaching
(xiii) Addressing the digital divide
(xiv) Online facilitation and content development
(xv) Training and IP issues
(xvi) Instructional Design
(xvii) Research on E-Learning

5.3 Quality Assurance