ERI-NET ACTIVITIES IN HIGHER EDUCATION 2013
7-8 March 2013, Bangkok, Thailand

The Secretariat presented a draft research framework.

Preliminary inputs from selected Member States collected to inform the revision of the common research framework.

A common research framework was discussed and finalised.

This is to make sure that all researchers were on the same page when it comes to the scopes, questions and methodology of the research.
2013 ERI-Net Annual Meeting

- 17-19 October, 2013, Bangkok Thailand
- Nine case study reports were presented, including Australia, China, Hong Kong SAR (China), India, Japan, Republic of Korea, Malaysia, Philippines, Thailand.
- A draft synthesis report was presented by the Secretariat. When finalised, it can serve as a technical document to benefit all Member States in the region.
- ERI-Net members agreed to focus on academic promotion of higher education teaching personnel as the research topic in higher education for the year 2014.
ERI-Net publication in HE 2013

Synthesis Report of the Case Studies on the Transition from Secondary Education to Higher Education
At 2013 ERI-Net Annual Meeting: Transition to a Better and Higher Learning. 17-19 October, 2013, Marriot Sukhumvit Hotel, Bangkok, Thailand

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On behalf of the ERI-Net secretariat, I would like to congratulate the nine presenters for their informative and inspiring case study presentations on the topic of transition from secondary education to higher education. From the case study presentations, it is evident that there is considerable diversity in the driving factors, policy priorities and concerns, institutional arrangements, and subsequent reforms. While we value diversity and see it as an asset rather than an obstacle to information sharing, international cooperation and capacity building among different systems, it is also important to identify some of the key issues and commonalities from the case study reports, so that national or jurisdictional experiences can be translated into regional expertise. This will also ensure that UNESCO’s future involvement in this area can be informed by the best policies and practices of the member states in this region.

According to the research framework formulated and agreed at the expert meeting in Bangkok in March 2013, the focus of this research is on university and college admission policies and their impact on the provision of secondary education. All the case study reports adhere well to the framework and have provided rich insights into the major concerns, policy responses, and future challenges experienced in their respective national or jurisdictional contexts.
College admission policies are closely linked with social inclusion, national solidarity, equity, quality, relevance and transparency.

Regulated institutional autonomy on admission policies becomes a convergent trend of countries in the region.

While standardised tests are still dominating the admission criteria, there are growing calls for a broader set of criteria to be used, covering not-easy-to-measure components, such as school records, extra-curricular activities, etc.
 Highlights of the synthesis report

- **Affirmative actions** in college admission become popular in many countries and systems with a view to promoting **social inclusion**
- **Engagement** with stakeholders, including parents, industries, and local communities
- **Students career guidance system** put in place in many countries to support the diversification of college admission mechanisms
- **National Qualifications Framework** developed to serve as a single set of progressive benchmarks to connect different levels of education cohesively
The negative impacts of academic achievement-based college admission policies that are observed include the prevailing culture of “teaching to test” and the rise of the so-called “shadow education” in the forms of private tutoring and extra coaching.
Thank you for your attention!