

# **Indonesian Accreditation Agency for Higher Education in Health (IAAHEH)**



## **ACADEMIC PAPER**

**PHD PROGRAM**

**IN MEDICINE AND HEALTH SCIENCES**

## FOREWORD

Thanks to God, who has given us the strength to complete the academic paper for PhD Program Accreditation. This academic paper describes the history of the Indonesian Accreditation Agency for Higher Education in Health (IAAHEH), which recently expanded its function to become an International Accreditation Agency for Medicine and Health Sciences Education Program. The background of the academic paper is to allow the Medicine and Health Sciences Study Program to comprehend the knowledge of IAAHEH as an accreditation agency.

The book describes the profile and history of IAAHEH, the agency's background as an international accreditation body, and the process of international accreditation held by IAAHEH. A simple and easy-to-read book was designed to allow study programs or assessors to understand the concepts and principles of the accreditation process. It was also equipped with the accreditation procedure. This academic paper is believed to become a strong foundation for understanding the aim and benefits of accreditation and predicting the future of medicine and health sciences education.

This academic paper is written by a team of medicine and health science education experts and practitioners from several of the best universities and practitioners. I extend my thanks for their commitment to writing the book. I believe the expectation of the writers to provide comprehensive basic information on the IAAHEH accreditation program will positively impact medicine and health sciences study programs to improve their quality of education and produce qualified graduates.

Jakarta, August 5<sup>th</sup>, 2024

Prof. Usman Chatib Warsa, MD., PhD  
The Chairman of IAAHEH

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## **Chapter 1. IAAHEH History and Profile**

### **1.1 History of IAAHEH**

The establishment of IAAHEH was facilitated and funded by the Government of the Republic of Indonesia through a world-bank-funded project, the Health Profession Education Quality Project (HPEQ), which ran from 2009-2014. For this purpose, international consultants were recruited in 2011, i.e., Prof Robert Woollard and Dan Hunt from the Liaison Committee for Medical Education (LCME). A Project Team was also sent to visit the LCME Office in Washington to learn how a non-government accreditation agency operates. After several workshops involving seven professional organizations and seven educational school associations were conducted, 14 organizations signed a declaration in 2011 to establish an independent accreditation agency for higher education in health.

Indonesian Accreditation Agency For Higher Education in Health (IAAHEH) or LAM-PTKes was eventually established in 2014 by 7 Health Professional Organisations and 7 Association of Education Schools in Health among those were Medicine (Indonesian Medical Association and Association of Medical Education Schools), Dentistry (Indonesian Dental Association, Association of Dental Education Schools), Nursing (Indonesian Nurses Association and Association of Indonesian Nursing Education Schools), Midwifery (Indonesian Midwives Association and Indonesian Midwifery Education Association), Pharmacy (Indonesian Pharmacist Association and Association of Indonesian Pharmacy Education Schools), Public Health (Indonesian Public Health Association and Association of Indonesian Public Health Education Schools), and Nutrition (Indonesian Nutrition Association and Association of Indonesian Nutrition Education Schools).

### **1.2 Profile**

The primary task of IAAHEH is to accredit all health study programs in Indonesia, including the veterinary study programs that joined in 2020. The number of health study programs has increased from 2950 study programs in 2015 to 5300 study programs in June 2024. At the end of May 2024, the IAAHEH accredited 4547 Study Programs in Health covering different higher education types (vocational, academic, and professional) and programs (diploma, bachelor, master, doctoral, profession, specialist, and sub-specialist). These programs must re-accredit every five years before the accreditation status expires or one year after the accreditation decision if they intend to improve their accreditation status.

IAAHEH's vision is to become a globally acknowledged accreditation school that facilitates quality higher education study programs in health. IAAHEH's missions are: (a) to develop IAAHEH in a professional and accountable manner; (b) to improve the quality of accreditation services for higher

education study programs in health; (c) to increase the network and recognition of IAAHEH at national and global levels. The core values of IAAHEH are “amanah” (accountable and reliable) and “mandiri” (independent).

### 1.2.1 Operational Values

In delivering its services, IAAHEH is driven by its operational values as follows:

#### a) The Culture of Continuous Quality Improvement

The Culture of Continuous Quality Improvement is the commitment to improve the performance of study programs so that quality becomes a culture in all study programs. Continuous quality improvement is achieved when there is a close connection between the internal and external quality assurance systems. IAAHEH believes the internal quality assurance system is the starting point for external quality assessment. This belief is applied in the accreditation process, which begins with the study program’s Self-Evaluation Report based on the results of their internal quality assurance system. This report will be used as the basis for the desk evaluation. Upon the Accreditation Board's completion of site visits and the validation process, IAAHEH announces the accreditation decision and the recommendations for improving the study program. This relationship is depicted in the following diagram:

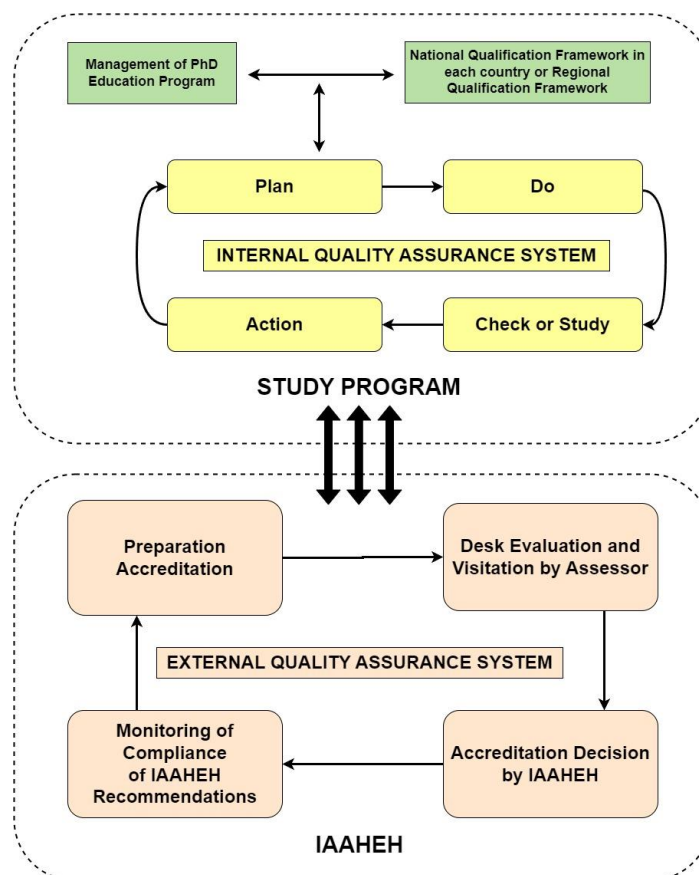


Figure 1. The Relationship between Internal Quality Assurance System and External Quality Assurance System

### b) Quality Cascade

Quality is interrelated between the quality of higher education in health with the quality of medical and health practices and, eventually, community health (Quality Cascade). The accreditation system ensures that the quality of schools will produce quality graduates who will deliver quality medical and health practices.

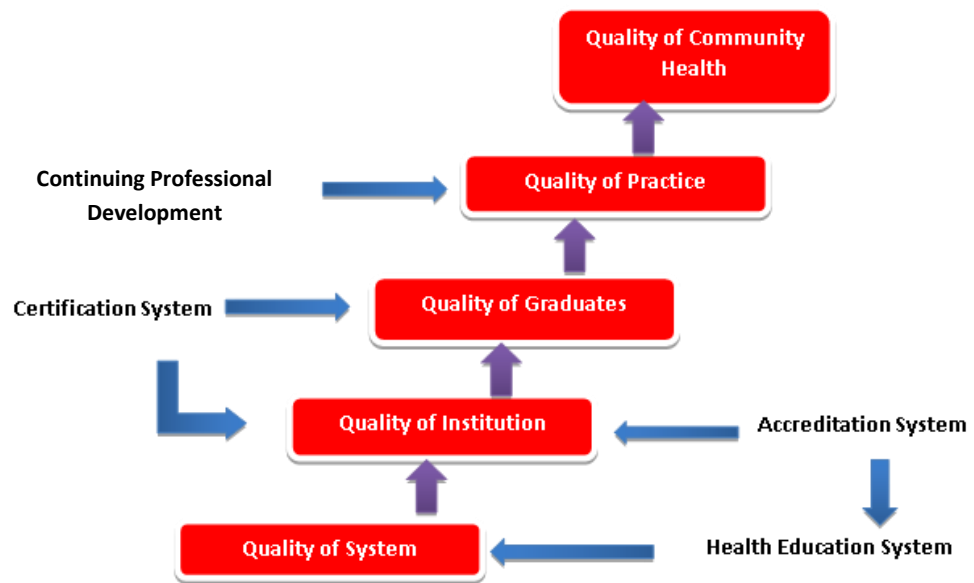


Figure 2. Quality Cascade

### c) The Conceptualization - Production - Usability Concept

The concept of production and use of the health profession demands continuity between the career paths of health workers from education, graduation, and placement to professional development (Conceptualization - Production - Usability (CPU):

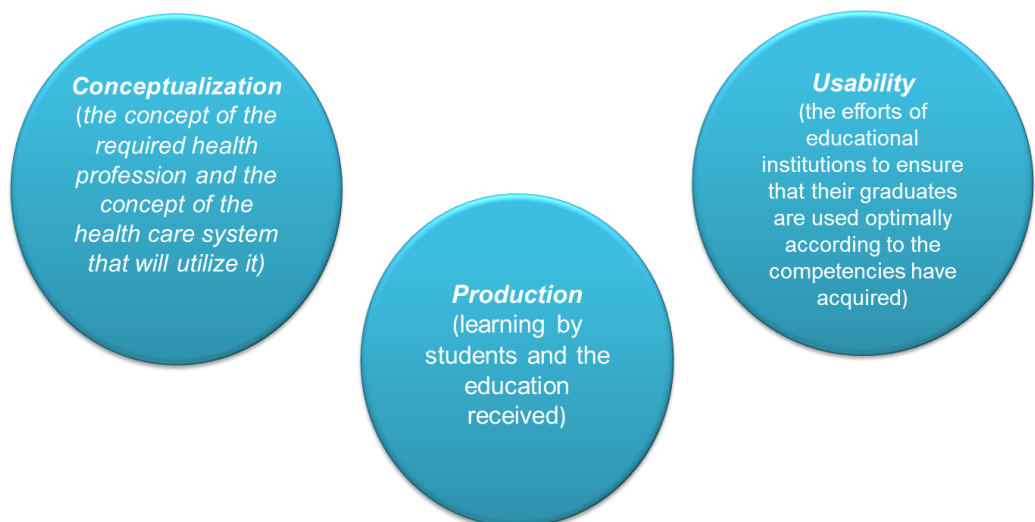


Figure 3. Conceptualization-Production-Usability

d) Trusted by all stakeholders (Trustworthy)

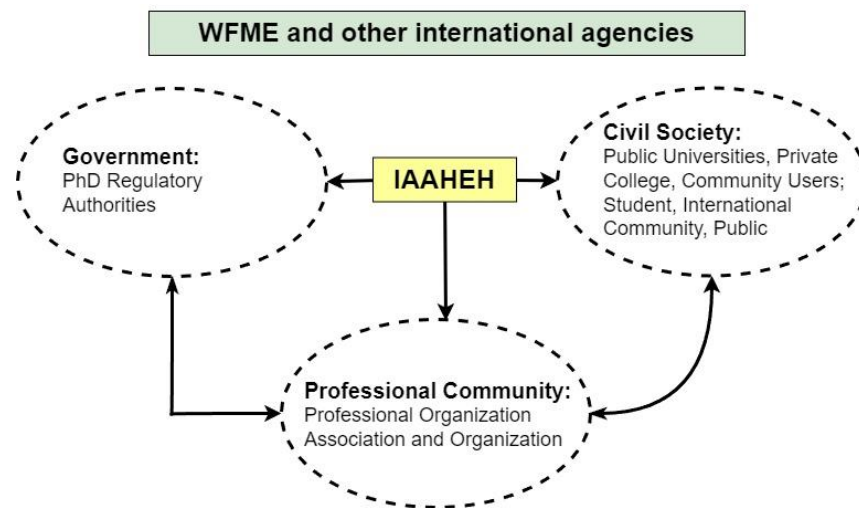


Figure 4. Relationship between IAAHEH and Stakeholders

IAAHEH strives to gain trust from the different stakeholders, namely the government, higher education schools, and academic communities nationally and internationally, as well as civil society, which includes Professional Organizations, the Association of Education Schools, the Indonesian Medical Council, and the Indonesian Health Workforce Council.

e) Interprofessional Education (IPE) as the Foundation for Interprofessional Collaboration (Inter-professionalism).

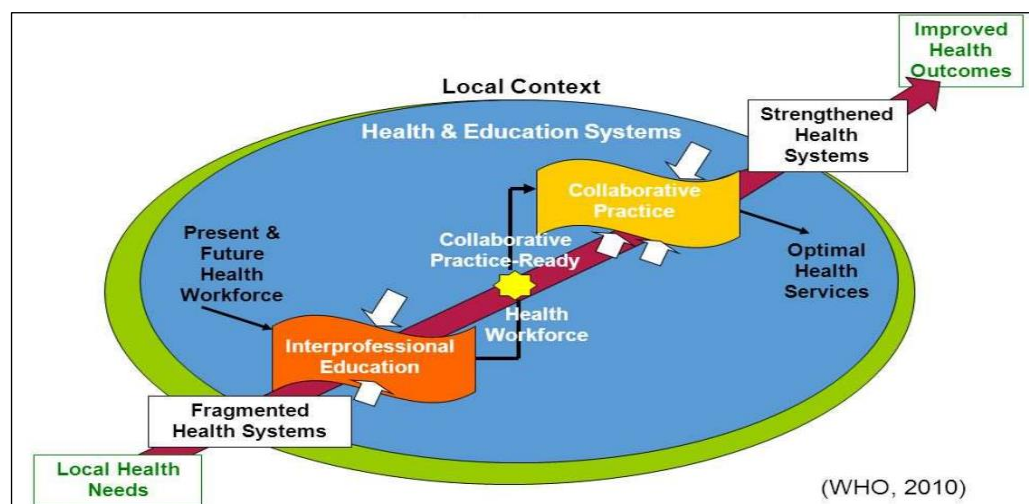


Figure 5. Relationship between Interprofessional education and interprofessional collaboration

IAAHEH encourages the implementation of IPE in higher education in health by including IPE as one of the scoring elements in the accreditation criteria. IAAHEH believes that implementing IPE will push the realization of Interprofessional



Collaboration, which will increase the quality of service and, therefore, improve patients' outcomes.

### **1.2.2 National Recognition**

IAAHEH has received recognition from national agencies and recognition from the Ministry of Education, Culture, Research and Technology.

The approval to establish IAAHEH from the Indonesian Government was obtained through the Ministerial Decree No. 291/P/2014 about operational IAAHEH.

#### Recognition by the Ministry of Human Rights and Laws

The approval to operate legally as an accreditation agency was obtained from the Ministry of Human Rights and Laws through Ministerial Decree No. AHU-30.AH.01.07

The decree of the Ministry of Education and Culture No 83/P/2020 on International Accreditation Agency implied that since IAAHEH has been recognized by WFME and APQR, it can operate as an international accreditation agency in Indonesia. WFME and APQR are included in list A of the Decree.

The recognition of IAAHEH by WFME can be found on the web at <https://wfme.org/recognition/accrediting-agencies-status/>, and by APQR could be found on the web at <https://www.apqr.co/register/view-as-a-list/iaaheh-lam-ptkes-jakarta>.

The decree of the Ministry of Education and Culture No 385/P/2021 on Criteria and Procedures for Recognition of International Accreditation Institutions.

The decree of the Ministry of Education, Culture, Research, and Technology No 236/O/2024 on International Accreditation Agencies. This decree gives IAAHEH an authority to conduct international accreditation for study programs in faculties of medicine in Indonesia and other countries.

### **1.2.3 Recognition by the International Agencies**

IAAHEH has been recognised by WFME and APQR. The recognition of IAAHEH by WFME could be found on the web <https://wfme.org/recognition/accrediting-agencies-status/>, and by APQR which could be found on the web <https://www.apqr.co/register/view-as-a-list/iaaheh-lam-ptkes-jakarta>.

Recognition by WFME is valid for 2018-2028. WFME is an international recognition agency for medical education program which called World Federation for Medical Education. Recognition by APQR is valid for 2018-2023. APQR is a non-governmental and non-profit

network in Asia Pacific that has been striving for “Enhancing the Quality of Higher Education in the Asia-Pacific Region” and "Dissolving Boundaries for a Quality Region".

In addition to international agencies above, IAAHEH has also gotten recognition from ASEAN Quality Assurance Framework (AQAF) as an initiative under the EU Share Program. The purpose of AQAF is to provide a common core of Quality Assurance principles that demonstrates good international practices and serves as a benchmark and neutral point of reference for national quality assurance agencies.

As part of international communities, IAAHEH is a member of Asia Pacific Quality Network (APQN), ASEAN Quality Assurance Network (AQAN), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Internationally, IAAHEH is recognised by Asia Pacific Quality Register (APQR) for the duration of 2018 – 2023. APQR is a non-governmental and non-profit network in Asia Pacific that has been striving for “Enhancing the Quality of Higher Education in the Asia-Pacific Region” and "Dissolving Boundaries for a Quality Region".

#### **1.2.4 Recognition by Indonesian Government as International Accreditation Agency**

In line with the vision and considering the existence of IAAHEH among international agencies, the agency strives to consistently become a key player in accreditation at international level. IAAHEH has prepared itself in developing international standards, instruments, and reviewers. The standards from each discipline in AAHEH was developed by referring to international standards of WFME and other international agencies. Instruments were also developed by involving several components such as from organization profession, education experts, and practitioners. A try out program to test the instruments was conducted and a cross-border recognition agreement mutually has been applied in collaboration with the association of education.

The effort has also directed to involve internationally competent trainers from United Kingdom. The General Medical Council Service International was involved in training for IAAHEH International reviewers which include national and few foreign reviewers from ASEAN, Asia, and Africa Countries. The training included nursing education reviewers who also come from Cambodia, Taiwan, and Türkiye.

Refer to the activities above, IAAHEH has demonstrated its capability to function as an international accreditation body. The Decree of the Ministry of Education, Culture, Research, and Technology No. 236/O/2024 on International Accreditation Agency has determined that IAAHEH is acknowledged as an International Accreditation Agency for Medical Education

Program. Meanwhile, the other study program in Health such as, Nursing, Dietician, and Pharmacy are still in the process of cross-border accreditation program to Cambodia, Malaysia, and Thailand respectively.

## **Chapter 2. Purpose and Benefit**

International accreditation is the accreditation conducted by an accreditation agency that operates outside its jurisdiction, has a legal mandate by authority from its country of origin, and is recognized by the recipient country.

IAAHEH has been given a legal mandate by the Ministry of Education, Research and Technology through the Ministerial Decree of the Ministry of Education and Culture No 83/P/2020 on International Accreditation Agency and No. 385/P/2021 on Criteria and Procedures for Recognition of International Accreditation Institutions. IAAHEH may operate in Indonesia to conduct accreditation based on international standards and best practices of international accreditation procedures.

### **2.1 Purpose**

IAAHEH was granted WFME Recognition in 2018, which lasts until 2028. IAAHEH commits to uplifting the quality of medical education. Nevertheless, not all governments have currently provided accreditation services to medical and health sciences schools for some reasons, such as the size of the country, different priorities, the limited number of schools, etc. Therefore, IAAHEH provides accreditation services to such countries or regions so that it may support the WHO Global Strategy for Human Resources in Health goal in 2030.

The purpose of international accreditation is:

- To prepare the PhD in Medical and Health Sciences Study Programs to obtain a higher international reputation
- To facilitate the graduates of PhD in Medical and Health Sciences Study Programs for international recognition
- To ensure that the accredited study program has fulfilled the WFME Global Standards for Basic Medical Education
- To encourage study programs to have continuous improvement and to maintain their 'excellence accreditation status'

### **2.2 Benefit**

The study program has the option to apply for international accreditation or national accreditation. For the study program that opts for international accreditation, they will get 'excellence' status if they are fully accredited.

There are some benefits of international accreditation of Indonesian PhD Programs in Medicine and Health Sciences by IAAHEH, as follow:

- The study programs that have been accredited internationally have more opportunities to develop international collaboration with overseas Study Programs or international organisations.
- The graduates from the study programs recognized internationally as their study programs is listed in the list of IAAHEH international website and IAAHEH's affiliated international agencies and organizations, e.g., APQR, etc.

### Chapter 3. Concept of IAAHEH Quality Assurance

Now being recognized by several international agencies as having met the standards of international accreditation practices, in line with its vision to play a global role in enhancing quality in medical and health professions education, IAAHEH intends to expand its accreditation services to accreditation agencies outside Indonesia's jurisdiction. IAAHEH aims to capitalize on its experiences to promote quality and assist accreditation agencies from other countries in identifying their strengths and potential so that quality education can be uplifted. IAAHEH also supports Sustainable Development Goal No. 4, i.e., quality education. Quality education for the medical and health profession is very important in ensuring that the healthy development of a nation can be realized to achieve 'health for all' and to fulfil the call from Alma Ata Declaration in 1978 that 'health is a fundamental human right.'

IAAHEH realizes that some countries do not yet have a national accreditation system. Some factors may include the size of the country and the number of schools in medical education and health professions, which cause the cost of setting up a national system to be too expensive and inefficient. These countries should be assisted in taking part in external quality assurance systems as one of the requirements for obtaining recognition from their stakeholders as credible educational schools.

#### 3.1 Concepts of Quality

There are four groups of stakeholders must be considered when defining quality: providers (e.g., funding bodies and the community, taxpayers); users of products (e.g., students); users of outputs (e.g., employers); and employees of the sector (e.g., academics and administrators; Srikanthan & Dalrymple, 2003). Each group has a different perspective on quality.

Quality is not static but rather a dynamic, ever-changing pursuit of excellence that must be considered in the context of the larger educational, economic, political, and social landscape (Bobby, 2014; Ewell, 2010)

As shown in Table 1, the literature revealed four broad conceptualizations of quality: quality as purposeful, exceptional, transformative, and accountable.

Table 1. Definition of Quality

Classifications	Definitions
Purposeful	Schools' products and services conform to a stated mission/vision or a set of specifications, requirements, or standards, including those defined by accrediting and/or regulatory bodies
Exceptional	Schools' products and services achieve distinction and exclusivity

<b>Classifications</b>	<b>Definitions</b>
	through the fulfilment of high standards
Transformative	Schools' products and services affect positive change in student learning (affective, cognitive, and psychomotor domains) and personal and professional potential
Accountable	Schools are accountable to stakeholders for the optimal use of resources and the delivery of accurate educational products and services with zero defects.

Defining quality is an important prerequisite for defining quality assurance. After all, one must know what quality is before determining how to ensure it. An accreditation agency needs to have a clear definition of quality.

IAAHEH upholds the definition of quality as 'fitness for purpose', which belongs to the category of purposeful. IAAHEH believes that every action, every activity, and every program that is carried out by the school must be geared towards the achievement of the purposes of the school and the purposes of the study program. In addition, IAAHEH also perceives quality as being accountable to the internal and external stakeholders. Schools should ensure adequate resources are optimally used to deliver educational products and services. Lastly, quality means transformative, meaning that education programmes should provide meaningful and positive experiences for the students to grow, unlock their potential, and find employment opportunities.

### **3.2 Quality Assurance System for PhD Program in Medicine and Health Sciences**

Quality assurance (QA) in higher education is not a simple one-dimensional notion about academic quality. Given various stakeholders' varied needs and expectations, higher education quality can be considered multi-dimensional.

The World Declaration on Higher Education for the Twenty-First Century: Vision and Action (October 1998), Article 11, Qualitative Evaluation considers quality in higher education to be:

“A multi-dimensional concept, which should embrace all its functions and activities, teaching and academic program, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community, and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists, if possible, with international expertise, are vital for enhancing quality.”

To develop, implement, sustain, and improve the level of quality in higher education, schools need to install a rigorous quality assurance system. The Regional Report of Asia and the Pacific

(UNESCO, 2003) defines quality assurance in higher education as “the systematic management and assessment procedures to monitor the performance of higher educational schools.”

### **3.2.1 Internal Quality Assurance System**

Each school is obliged to have an internal quality assurance system in place. As defined above, an internal quality assurance system is an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of education. This implies that some structures should be assigned tasks and responsibilities to perform QA functions. There should be some agreed procedures to ensure that educational programs are implemented as planned, and if there is force majeure, certain risks and mitigation plans are already in place.

### **3.2.2 External Quality Assurance System**

Quality Assurance Systems in higher education are usually referred to as accreditation. In assessing the quality of medical and health professional education, IAAHEH will consider the internal quality assurance system of the study programs during the accreditation process.



## **Chapter 4. IAAHEH International Accreditation**

### **4.1 The principles**

The basic requirement is that the accreditation system must be trusted and recognized by all: the schools, students, the profession, the health care system, and the public. Trust must be based on the system's academic competence, efficiency, and fairness. The users must know these system characteristics, and consequently, the system must possess high transparency.

### **4.2 The Governance**

The accreditation system must operate within a legal framework. The system must be under either a governmental law or decree; the statutory instrument will probably be rules and regulations approved by the government and permission from WFME to operate in other countries that have official collaboration with IAAHEH. The legal framework must secure the autonomy of the accreditation system and ensure the independence of its quality assessment from the government, the study programs, and the profession. The legal framework must authorize the accrediting body to set standards, conduct periodic evaluations, and confer, deny, and withdraw accreditation of study programs. The framework must lay down the size and composition of the accreditation committee or council and allow the committee or council to decide on the by-laws specifying the procedure for accreditation, including the appointment of a review or site-visit teams. Furthermore, the legal framework should include rules regarding declaring conflict of interest and handling complaints.

The accreditation body or agency must have an accreditation board, committee or council, and administrative staff or unit. The accreditation committee or council must appoint a review or site-visit team for tasks such as external evaluations.

The accreditation council consists of five members. The members must be highly esteemed and respected within the profession and preferably of international standing. All members must have an educational background in medicine.

### **4.3 International Accreditation Standards**

The standards or criteria of accreditation must be predetermined, agreed upon, and made public. The criteria used as the basis for the accreditation process - the self-evaluation, external evaluation, recommendations, and final decision on accreditation - must be the WFME global standards for quality improvement of PhD program in Medicine and Health Sciences education, with the necessary national and/or regional specifications or a comparable set of standards.

#### **4.3.1 Principles-based Standards**

A principles-based approach seeks to set principles that specify the intention of regulation rather than set rules detailing requirements of medical and health professional education programs. Principles-based standards are not prescriptive and detailed but are stated at a broad level of generality. They address the components of the educational program, such as student support, a curriculum model, or an assessment system. However, they do not detail how support should be offered, what curriculum model should be adopted, nor what assessment methods should be used. They ask that the study program be its mission and values, but they do not define what those missions or values should be. Those are contextual decisions for local agencies and study programs. This way, principles-based standards can meet the different needs of regulatory agencies and study programs worldwide, regardless of their resources, contexts, purposes, and stages of development. This principles-based approach is designed to guide agencies and schools in every context. They might be used for new study programs, established study programs, and new or established regulatory systems. The new standards invite schools or organizations that wish to use them to interpret them for their own culture, resources, aspirations, and values while still addressing the specified performance areas.

#### **4.3.2 Adoption of Best Practices in Doctoral Education (ORPHEUS, third revision, 2024) and ORPHEUS– AMSE – WFME “Standards for PhD Education in Medicine and Health Sciences in Europe” (Aarhus University Press, 2016)**

IAAHEH uses Best Practices in Doctorate Education by ORPHEUS (2024), based on ORPHEUS– AMSE – WFME “Standards for PhD Education in medicine and health sciences in Europe,” published by Aarhus University Press (2016). The first reason is that it has adopted principles-based standards, which can be used in any school’s context. The standards are developed through a series of steps involving stakeholders worldwide. Therefore, the standards represent the educational principles agreed upon among global stakeholders. The second reason is that IAAHEH has been granted recognition and permission to operate outside Indonesia’s jurisdiction by WFME and the Indonesian Government. The following are WFME and Orpheus Standards:

Criteria 1: Mission and outcomes

Criteria 2: Educational process

Criteria 3: Assessment of student learning

Criteria 4: Students

Criteria 5: Staffing

Criteria 6: Educational resources, settings and scholarship

Criteria 7: Monitoring and evaluation of the educational process

Criteria 8: Governance and administrations

Criteria 9: Programme renewal

IAAHEH has developed a team to adjust each standard's sub-criteria (criteria for compliance) from ORPHEUS-AMSE-WFME standards for PhD Program in Medicine and Health Sciences into Indonesian condition and the available guidance for Undergraduate Medical Program. The result of the adjustment is including the integration of Criteria 9: Programme renewal into each related criteria. The details of the reviewed criteria and sub-criteria can be read in the Handbook for Study Program and Handbook for Assessors. The Criteria are regrouped into:

Criteria 1: Mission and Values

Criteria 2: Curriculum

Criteria 3: Assessment

Criteria 4: PhD Candidates

Criteria 5: Academic Staff and Supervisors

Criteria 6: Educational Resources

Criteria 7: Quality Assurance

Criteria 8: Governance and Administration

#### **4.3.3 Outline of IAAHEH International Accreditation Procedure**

Stage 1. Eligibility and Registration

Stage 2. Online Nurturing and Preliminary Self-Evaluation Report

Stage 3. Completing Self-Evaluation Report (SER)

Stage 4. Desk Evaluation (DE)

Stage 5. Survey Visit

Stage 6. Decision of Accreditation Results (Online)

Stage 7. Submission and Process of Appeal

Stage 8. Complaints, Information from Credible and Verifiable Public Sources, and Third-Party Comments about Program Quality

The total process requires 32 weeks.

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