

GIARI

Formulating an International Higher Education Framework for Regional Cooperation and Integration in Asia

**Edited by
Kazuo Kuroda
with
Masato Kamikubo and David Passarelli**

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Formulating an International Higher Education Framework for Regional Cooperation and Integration in Asia

January 8 2009

Edited by	Kazuo KURODA, Masato KAMIKUBO, David PASARELLI
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Preface

Kazuo KURODA, Ph.D.

Leader, Education and Asian Regional Integration Research Group
Graduate Institute for Asian Regional Integration (Global COE)
Professor, Graduate School of Asia Pacific Studies, Waseda University

Asian Regional Integration and Education

Set against the backdrop of increasing economic interdependence in the Asia region, the idea of ‘regional integration’ is most often articulated as a policy instrument and political ideal. Arguably, this objective is being pursued to further promote regional competitiveness in the world economy and to bring about a new stable political order. Nevertheless, any move in this direction has been repeatedly challenged from perspectives that emphasize socio-cultural diversity in the region and shared histories. It is in this context that Waseda University received the Global COE research grant from the Ministry of Education of Japan. Waseda University was tasked with establishing the Graduate Institute for Asian Regional Integration (GIARI) to investigate problems and prospects relating to Asian regional integration. Issues of education are central to any dialogue that seeks to further integrate political, social, and economic systems in the region. Taking European integration as a precursor, it is clear that education plays a critical role in the integration process. It is certainly, therefore, within the purview and moreover, a responsibility of Waseda’s Global COE—sponsored research to examine the role education will continue to play in a more comprehensive integration of the Asia region.

There is not a single nexus of research where the study of Asian regional integration and education meet; rather, there exist a diversity of approaches that form a matrix of research. A first feature of regional integration studies is the empirical study of ‘de facto’ integration of the region’s education systems. From this approach, we conclude that education systems, economic systems and societal values are already intertwined and integrated to a certain degree. This first approach endeavors to take stock of the extent of actual integration. A second approach emphasizes the purpose(s) and governing principles which inform the integration process. It may then be possible to derive ordered conceptual frameworks that reveal future pathways of regional cooperation and integration. This approach asks why we need to integrate and the answers come mainly from historical and philosophical investigations of policy arguments. The third type of regional integration studies attempt to analyze existing frameworks and institutions for regional cooperation and integration of education systems. It is a political analysis that reveals practical and organizational implications for future regional cooperation and integration processes. The fourth approach focuses on the study of the actors involved in the regional integration process. Countries and governments are probably the most important actors in these processes, but educational institutions are also important. The fifth approach is best described as the comparative study of regional integration drawing on experiences from different regions; education

regionalization in Europe, for example.

In doing these researches, we must share a vision concerning Asian regional integration and education that can foster mutual trust and a concept of people's Asia, and strengthening the competitiveness of Asian human resources in the world. By comprehensively discussing and internalizing diverse views, rather than relying on a single model or ideal, it will be possible to build a regional framework for education in Asia that can be expected to contribute greatly to the formation of an Asian Community, and thus, to peace and prosperity in the region.

Acknowledgements

In order to launch the new research initiative on Asian regional integration and education, GIARI organized the International Symposium on Asian Higher Education with International Division of Waseda University on 17 January 2008. The publication "Formulating an International Higher Education Framework for Regional Cooperation and Integration in Asia" is a transcription of the one-day symposium. The symposium was generously supported by the Global COE Research Grant for the "Graduate Institute for Asian Regional Integration" (Program Leader: Satoshi Amako), the University Education Internationalization Promotion Program for "Building a Global College through International Linkages" (Program Leader: Katsuich Uchida) and the Grant-in-Aid for Scientific Research (A) for the "Study on International Cooperation, Exchange and Linkages in Education" (Project Leader: Kazuo Kuroda), all granted to Waseda University by the Ministry of Education of Japan. We would like to express our sincerest gratitude to these generous supporters for helping us bring important research to the fore by way of this event.

Formulating an International Higher Education Framework for Regional Cooperation and Integration in Asia

Program

Date: January 17 (Thu.) 2008

Organizer: Waseda University International Affairs Division, Global-COE:GIARI

Location : 3F, International Conference Center

9:30	Door opens
10:00~10:10	Opening Address UCHIDA Katsuichi (Vice President, Waseda University)
10:10~10:30	Agenda-Setting KURODA Kazuo (Professor, Waseda University)
10:30~12:30	Session I "Trend of International Higher Education and Regionalism" MC : NINOMIYA Akira (Vice President, Hiroshima University) Presenters : Cesar DE PRADE YEPES (Professor, Universidad de Salamanca) Morshidi SIRAT (Director, National Higher Education Research Institute, Universiti Sains Malaysia) Anthony WELCH (Professor, University of Sydney) SUGIMURA Miki (Associate Professor, Sophia University)
Lunch 14:00~15:40	Session II "Experiences of Asian Higher Education Frameworks and their Implications for the Future" MC : SUGIMURA Miki (Associate Professor, Sophia University) Presenters : Supachai YAVAPRABHAS (Director, SEAMEO Regional Centre for Higher Education and Development) Piniti RATANANUKUL (Director, ASEAN University Network) Zainal Abidin SANUSI (Coordinator, Regional Centre of Expertise on Education for Sustainable Development, Universiti Sains Malaysia)
16:00~17:30	Session III "Responses of Leading Universities in Asia for Globalization and Regionalization of Higher Education" MC : SONODA Shigeto (Professor, Waseda University)

18:00~19:00	<p>Presenters : Wan-hua MA (Professor, Peking University)</p> <p>Ki-Seok KIM (Professor, Seoul National University)</p> <p>NGUYEN Thuy Anh</p> <p>(Lecturer, Vietnam National University, Hanoi)</p> <p>SONODA Shigeto</p> <p>(Waseda University International Affairs Division)</p> <p>Concluding Session "Future Prospects of Education and Action"</p> <p>MC : KURODA Kazuo (Professor, Waseda University)</p> <p>Special Discussant : Kai-Ming CHENG</p> <p>(Chair Professor, University of Hong Kong)</p>
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Opening Address

Professor, Katsuichi UCHIDA
Vice President of International Affairs,
Waseda University

Kuroda Good morning. Ladies and gentlemen, I'd like to introduce myself. I'm Kazuo Kuroda, organizer of this international research meeting on East Asian higher education.

First of all, I'd like to thank all of you for being here as speakers, but also as participants. I'm really grateful that you have wisely chosen to be a part of this historical endeavor: to establish the study of East Asian integration of higher education. Thank you very much. Opening this event, I'd like to invite Professor Katsuichi Uchida, Vice President of International Affairs at Waseda University to say a few words.

Uchida Good morning. Thank you Mr. Kuroda. Good morning, ladies and gentlemen.

I'm very pleased to have an opportunity to offer a few words on the occasion of this opening address for the International Symposium on Asian Higher Education. First, on behalf of Waseda University, I'd like to extend a very warm welcome to you all. Since the first East Asian summit in 2005, we have noticed an increase in the discussions amongst academics and researchers, on the establishment of regional cooperation and integration in Asian countries. Many people compare the successes that have been evidenced in Europe to emerging regionalism in Asia, and express the desire to see the same kind of political and economic cooperation and organization in Asia. We, those who are working in the field of higher education, also understand the importance of collaboration in the field of higher education in Europe. I understand that cooperation in higher education in the European

countries started just after the end of the Second World War. And since 1987, the Erasmus program encouraged mobility amongst students and faculty, which has now evolved into the Bologna process. Today, nearly 50 countries participate in the Bologna process. We recognize that the experiences of European countries are very good examples for Asian countries, though regional differences in the political, economical and educational situations are wider than in Europe. However, we have to enhance our effort to formulate an international higher education framework for regional cooperation and integration in Asia.

Historically speaking, Waseda University has paid serious attention to Asian countries. The founder of Waseda University, Marcus Okuma, inspired the harmonization of cultures: of the East and the West. And, Waseda University established the special division for Chinese students in 1894, more than 110 years ago. Also, just after its establishment, Waseda University began receiving international students from Asian countries. Those graduates contributed to the modernization and industrialization of China, Korea and other countries; we are very proud of them.

Today, Waseda University identifies the internationalization or globalization of education as a top priority. A main objective of our internationalization strategy is to encourage the development of Waseda University; to become a major institution of higher education in the Asian Pacific region and become a world-class university, as well. In today's world, people, commodities, money and information, travel around the world quite freely. The world economy is steadily being globalized. In the age of globalization, our charge is to create a society where different cultures are respected and differing ideas can exist together. This way, the idea of a fair and equal society can be accomplished; the role of higher education in achieving this goal is very important.

Waseda University is engaged in academic collaborations with many institutions of higher education in Asia. Consequently, the

number of international students received from Asian countries has increased. Participation of Waseda University students in study abroad programs has increased, as well. Waseda University has started double degree programs with Peking, Fudan, Taiwan National and the National University of Singapore. Also, we have a joint MBA program with Nanyang Technological University in Singapore. Last year, we started a new program called 'Global College'. The objective of this program is to encourage student and faculty mobility, to establish joint programs and to engage in joint research projects with several universities in many parts of the world. Therefore, this international symposium on Asian higher education sponsored by Waseda University's Global Institute of Integration, focusing on the topic of formulating an international higher education framework and regional cooperation and integration in Asia is a very important step for all researchers cooperating in this field, especially those that are working to globalize the Waseda University campus. We are very pleased to see the participation of world-class researchers from both within Japan and abroad. I sincerely hope that your visit to Waseda University will enhance your awareness and knowledge about Japan and will further contribute to develop and strengthen friendly collaborations between your institutions and Waseda University. I would also like to thank Professor Kuroda and Professor Onoda and the other staff members who contributed to the success of this symposium. Thank you very much for the effort you put forth to create this program. I am quite sure today's symposium will give way to an instructive platform upon which we can launch our discussions on the collaboration, cooperation and integration of higher education in Asia. Thank you for your participation.

Thank you very much.

(Transcription: Masami Kimura)

Agenda Setting for the Study of Asian Regional Integration in Higher Education

Professor Kazuo KURODA
Graduate School of Asia Pacific Studies,
Waseda University

Kuroda Thank you very much Professor Uchida.

Before starting, I'd like to make 3 technical announcements. The first is with regards to timekeeping. I'm very sorry, but I will have to limit the presentations to 20 minutes. 10 years ago, when I was working for the World Bank, I attended a seminar that included a panelist session. They invited the Minister of Education from India and he began his presentation saying: "Thank you very much to the World Bank for inviting me here. I flew from New Delhi to Washington D.C. and then I was told that I only have five minutes to talk. But I'm so used to the conditionality of the World Bank, that I will keep to the five minutes." But, we're not at the World Bank and I can't really impose any conditionality on you, but I hope you understand and thank you in advance for your cooperation.

The second announcement pertains to the lecture style. We would ask the presenters to move to the front when you speak and would you please make your presentation sitting, not standing, because it will be easier for the audience to view the screen. Also, please make sure to speak directly into the microphone because we are recording these sessions and also because we have made simultaneous interpretation available.

Thank you and I truly hope you enjoy the symposium.

As the organizer of this symposium, I'd like to take the next 20 minutes to set the agenda for today's discussion. Professor Uchida has already explained much of the background of this symposium.

The first East Asian Summit was held in 2005 in Kuala Lumpur, including the 'plus three' countries. As well, Australia and India are becoming very important these days for the future of Asia. What we seen then, is that the creation of Asian integration or the move to create an East Asian community has started to be discussed a little more seriously in Academia, and even at the intergovernmental level. In this context, Waseda University formulated this Global Institute for Asian Regional Integration with significant support from the Minister of Education and the COE program. Waseda University represents an academic institution with leading researchers in this field. I would like to start the agenda setting process with a question: What are the ongoing international studies - according to my insufficient overview of the academic papers - on regional integration?

I identify the following features of regional integration studies, which I am going to explore in this section. I believe we can conduct comprehensive studies in regional integration in higher education within the Asian context and we can make a significant contribution to academia, constructing new theories as well as future policy discussions on an East Asian community. This is the motive for convening this symposium. The first approach to this regional study is the empirical analysis of *de facto* integration. From the perspective of international economy, it is said that behind the concept of Asian integration lies a vision of an expanding economy; wherein, a growing interdependence within the region, combined with increased investment flows and independent economic systems that are not reliant upon the Western economy, are characteristic. The East Asianization of East Asia is witnessed based on the analysis of international trade flows and cross-border direct investment within the region. Can this trend in economics here, also be confirmed in the sphere of transnational education? This should be the basic question for our empirical studies of higher education integration in Asia.

By the way, when we talk about transnational education, it does not mean only international student mobility. Just as it is defined in the

service trade parlance of the WTO, it can be international satellite campuses; internationally mobile professors, like yourselves; as well as study abroad programs. International agreements and double degree programs and other various international joint ventures in higher education should also be included. In this part of my presentation I analyze the historical trends of international student mobility and inter-university agreements. However, due to time constraints I will skip this section and jump to my conclusion for this section. Please refer to slide 19, which shows the growing presence of East Asia on the global scene, and the growing interdependence of countries in this region. The East Asianization of East Asia is also true in the field of transnational education, as well as in regional economics. This empirical evidence highlights the significant need for a discussion of an East Asian community, from the perspective of transnational education.

The second approach to the study of regional integration is the historical policy analysis approach. We do this in order to examine the purpose or fundamental principle guiding regional integration. This will allow us to set down the conceptual framework for future pathways of understanding. First, we look at the changing university model from a historical perspective. The original idea behind transnational education is rooted in the ideal of the university based on universalism and internationalism; where “university” was interpreted in its literary sense, to mean communities of universal knowledge, not dependent upon states. Representative of this view are the universities of Bologna, Paris and Oxford. In the Middle Ages in Europe, students of various nationalities spoke a common language: Latin. In these universities, which were born before the advent of the modern state, the international nature of the faculty members and the student body was quite evident.

However, as time went by, the features of the nation-state strengthened and universities were no longer given the independence they once enjoyed. They were gradually expected,

and then forced, to play the role of promoting integration of population and national policy goals within state borders. Under the nation-state university model, the dispatch of students abroad and the invitation of foreign professors was considered useful for the process of modernization and state-building. On the other hand, the need to receive foreign students for the purposes of cultivating an international outlook within the institution itself was not really considered in this model. However, as the modern state matured - even as part of the nation-state - there was an increasing recognition of the contribution an internationalized student body made for development of research in the sciences and in raising a nation's political and cultural influence over foreign countries. This led to the pursuit of a third model of internationalization: the cosmopolitan nation-state university model, with a strong sense to internationalize. I believe that this is the most relevant university model for the East Asian context.

During the process of regional economic and political integration in post-war Europe, the proper role of the university was sought after and was being defined. In 1987, as you know, the European Commission decided to establish the Erasmus program, as Professor Uchida mentioned, to promote higher education exchanges in the region. This led to the rapid expansion of international student mobility in the region as well as exchanges amongst the universities. This is, I think, the beginning of the regional integration university model. We can treat this model both in Europe, as well as in other parts of the world, as an important point of reference for our future policy discussions on Asian regional integration in higher education.

Now we turn to the discussion of transnational education policy objectives, in order to search for a future direction for Asian regional cooperation in higher education integration. I point out two objectives from political perspectives, while the other two stem from economic perspectives. The most representative ideal for transnational education is the international

understanding/international peace model. The notion of linking international student mobility or transnational education to international understanding and peace began to spread after World War I and became more widespread after World War II. For example, the spirit of UNESCO reflects this very notion; embodied in the sentence “since wars begin in the minds of men, it is in the minds of men that the defense peace must be constructed.” I love this phrase, actually. This philosophy has been the basis of UNESCO’s international education endeavors. This international education principal appears in many international education policies and programs throughout the world, including Japanese policies. This approach should be given due consideration when thinking about the creation of an East Asian community based on peace. The East Asian region, one could argue, has even more diversity than that which is found in Europe. I believe transnational education will be able to play a major role in the promotion of mutual understanding in the region.

The second policy objective is nurturing global and regional identities. This comes from the recent definition of higher education as an international commodity: we speak of global commodities now, in a globalizing world. In the context of European integration, the creation of a ‘People’s Europe,’ the promotion of a European identity and European citizenship have been recognized as main objectives of transnational education within Europe. This approach is also very meaningful to Asian integration.

The third policy objective is transnational education for economic development cooperation. Based on human capital modernization theory, sending students abroad was regarded as an important part of development modernization policies for developing countries; including for example, in Meiji Period Japan and in other Asian countries. Also, for developed countries hosting international students from developing countries has been a major form of development cooperation. Recently, there has been an increased

recognition of the positive effect of not only sending students abroad, but hosting them as well. This is meaningful for the regional integration model. Under the Erasmus program, the purpose of transnational education was building the sense of a 'People's Europe,' but it is also considered as a human resource strategy for securing European economic competitiveness in the world markets – specifically in opposition to the Soviet Union and North America. In order to achieve regional integration in Asia, transnational education should also be considered from the perspective of strengthening Asian economic competitiveness against other regions.

The fourth policy objective is creating a healthy market environment for transnational education. The most recent trend in international higher education throughout the world is the rapid process of marketization. International students are now considered good customers in certain contexts. The WTO has begun discussing transnational education as international trade. Particularly in Asia, this marketization is becoming evident. The creation of an Asian regional higher education market also calls for a sound regional quality assurance system and an efficient credit transfer system. It is only in so doing, that we can create a healthy environment for transnational education in Asia.

Therefore, in the process of searching for a conceptual framework for regional integration of higher education in Asia, we should recognize both the historical development of the cosmopolitan university model, nation-state university model, cosmopolitan nation-state university model and regional integration university model, as well as various policy perspectives. We need to integrate the diversity of the different models and perspectives in our study.

The third area of research for Asian regional integration of higher education is the study of existing regional frameworks. Since the formulation of an East Asian Community is already being discussed, such as in the ASEAN forum, regional integration of

higher education should be discussed in similar forums and within existing frameworks for cooperation; such as in the ASEAN University Network, Southeast Asian Ministers of Education Organization, within the UMAP, ASEAN University proposals, and so on. Because we have two distinguished representatives from the most important organizations in the region, Professor Supachai and Professor Piniti; as well as Professor Ninomiya - founding father of UMAP - I'm very much looking forward to the discussion in the afternoon on these topics. The fourth area of study for Asian integration and regionalization of higher education is the study of important actors in Asian regional cooperation. In this context, nations and universities are the most important actors in the regionalization process. We need to analyze their international education policies, internationalization strategies, international educational curriculum collaborations, professorial and student exchange policies and so on. From the perspective of Asian cooperation, I'm looking forward to the discussion in the third part of today's session. The fifth and last area of study is the comparison with regional integration trends in other regions. By analyzing the developments of regional integration in Europe, and the role of higher education in this integration, we stand to draw some implications for the integration of East Asian higher education systems. I'm particularly looking forward to the first session, namely Professor de Prado and Professor Morshidi's presentations.

So, concluding this agenda-setting, I would like to re-emphasize the importance of discussing Asian regional cooperation and integration in higher education from a variety of policy approaches. Regional transnational education can contribute to building relationships of mutual understanding and trust in East Asia; promote the concept of a "People of Asia;" strengthen East Asian economic competitiveness through collaborative human resource development in East Asia; and promote a healthy regional cross-border higher education market while assuring quality in education. If we look at the Kuala Lumpur Declaration adopted by the first East Asian summit, namely Articles 6, 7 and 8 which relate

to transnational education and we find they are very encouraging; even though they all emphasize the role of higher education integration as only serving the purposes of international peace and understanding. That is fine, of course, however future policies for the integration of higher education should strike a balance between various ideas surrounding transnational delivery of education, including economic perspectives as well as the political, cultural and historical perspectives.

Today, we are launching a long journey in the establishment of a field of study: that of Asian regional integration in higher education. I'm really looking forward to today's discussions.

Thank you.

(Transcription: Masami Kimura)

Formulating International Higher Education Framework for Regional Cooperation and Integration in Asia

INTERNATIONAL SYMPOSIUM ON HIGHER EDUCATION
JANUARY 17, 2008

Global COE Program

Professor Kazuo KURODA – Waseda University



WHAT ARE REGIONAL INTEGRATION STUDIES

The study of 'de facto' integration in regional higher education

• I.e. Economic or sociological study of transnational education

Search for a conceptual framework for the regional integration of higher education

• I.e. Historical & Policy analyses

An analysis of existing frameworks for regional integration of higher education

• I.e. Political analysis

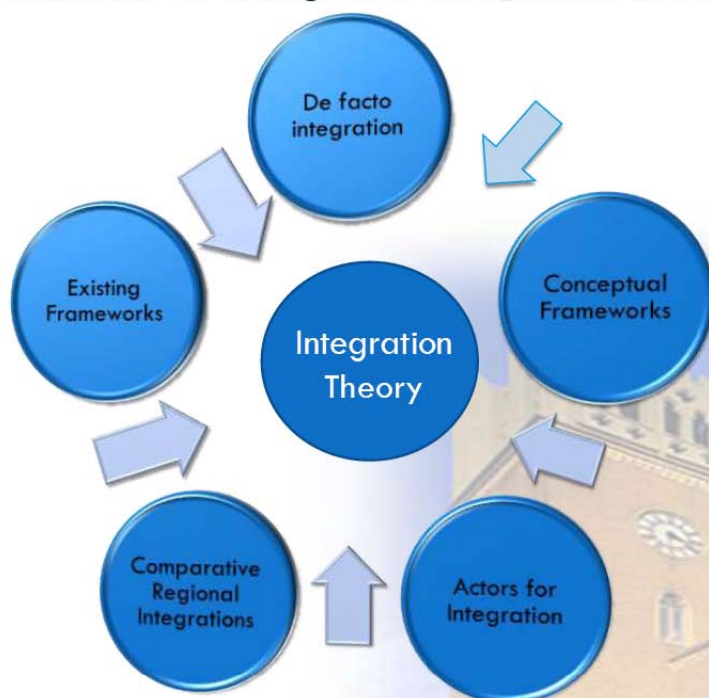
Analysis of the actors involved in the regional integration of higher education

• I.e. Government policies & University strategies

Comparison with the extent of integration in other regions

• I.e. EU/EC

Formation of a Regional Integration Theory



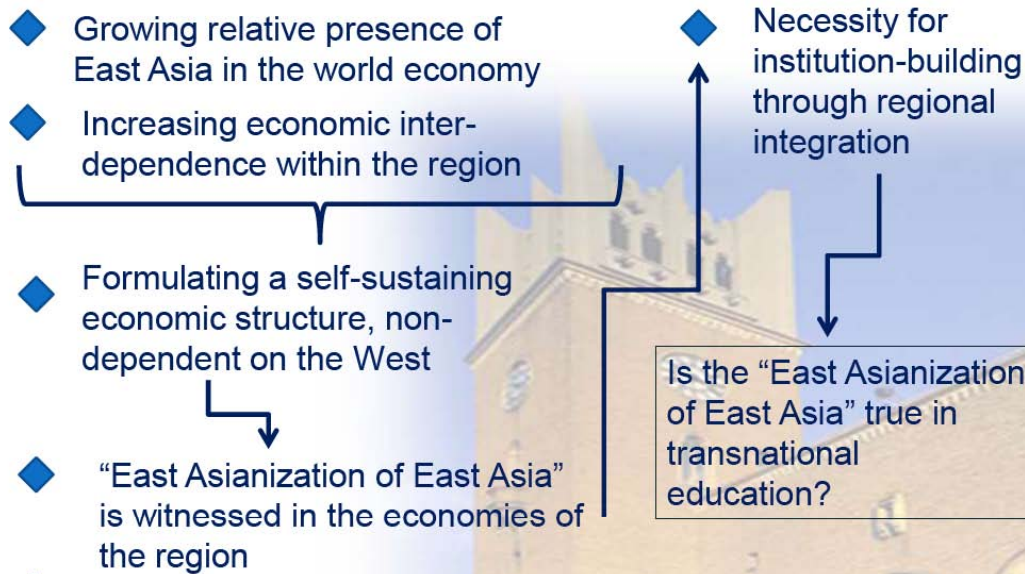
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**The study of de facto integration in
regional higher education**

4

Section **1**

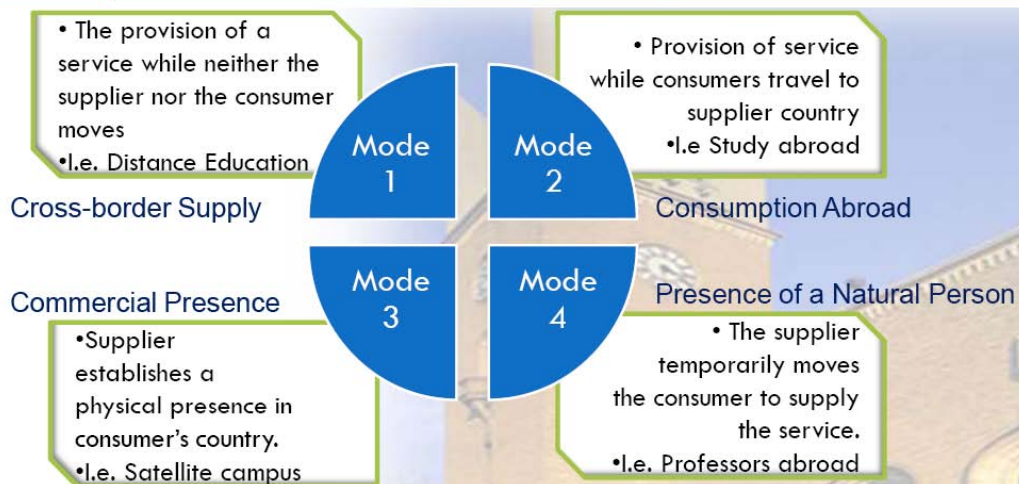
Background Policy Discussion on: East Asia Community



5

Transnational Education: International Market Changes

GATS – 4 Modes of Service Delivery



6

	1987	2002	2002/1987
US	343870	586316	1.705
France	133848	221567	1.655
UK	45416	255233	5.619
Total	523134	1063116	2.032

International Student Mobility in Major Host Countries in the West

7 Table 1

	1987	2002	2002/1987
China	3250	85829	26.408
Korea	900	4956	5.506
Japan	10697	86505	8.086
Total	14847	177290	11.941

International Student Mobility in Major Host Countries in East Asia

8 Table 2

	1987	2002	2002/1987
US	19,707	40,750	2.067
France	12,500	53,152	4.252
UK	14,513	30,201	2.081
Total	46,720	124,103	2.656

International Student Mobility – Students sent abroad from Western origin countries

9

Table 3

	1987	2002	2002/1987
China	42,491	274,144	6.459
Korea	22,468	83,242	3.705
Japan	15,335	62,938	4.104
Total	80,294	420,324	5.235

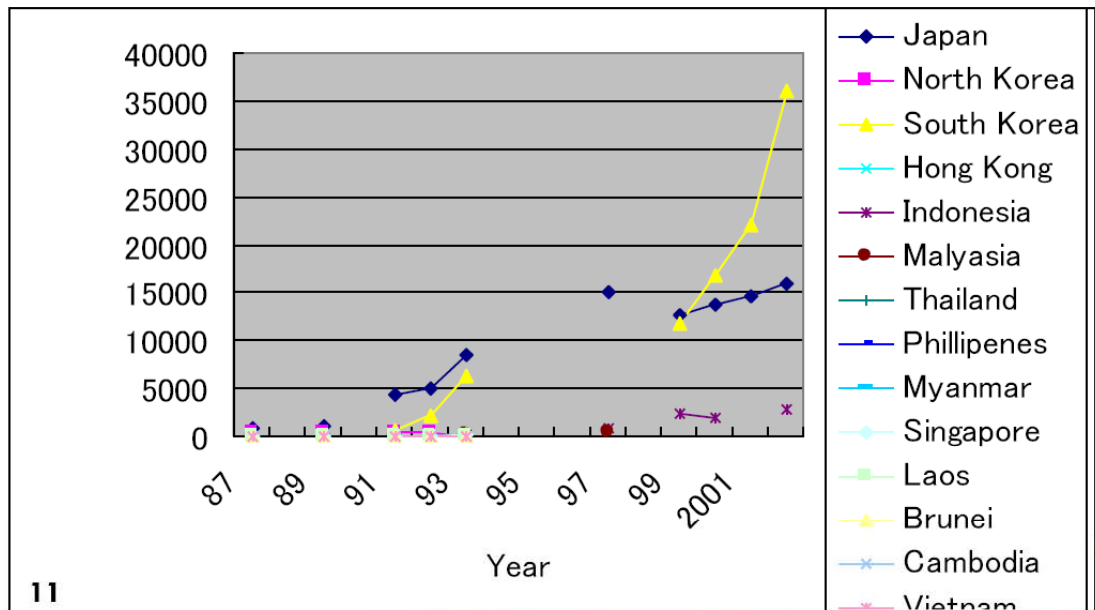
International Student Mobility – Students sent abroad from Asian origin countries

10

Table 4

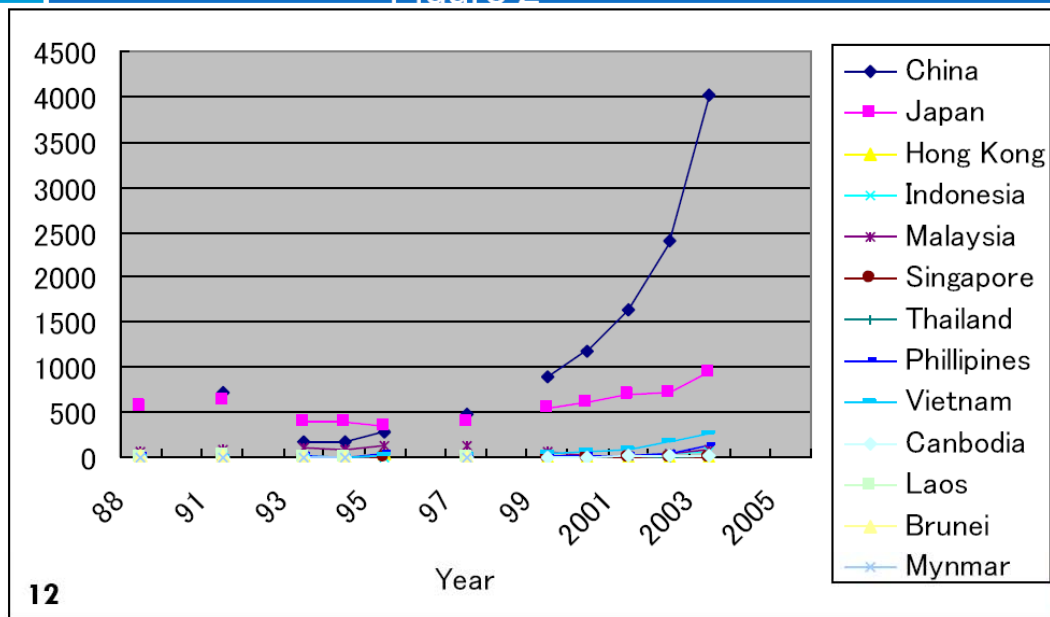
Asian Students in China

Figure 1



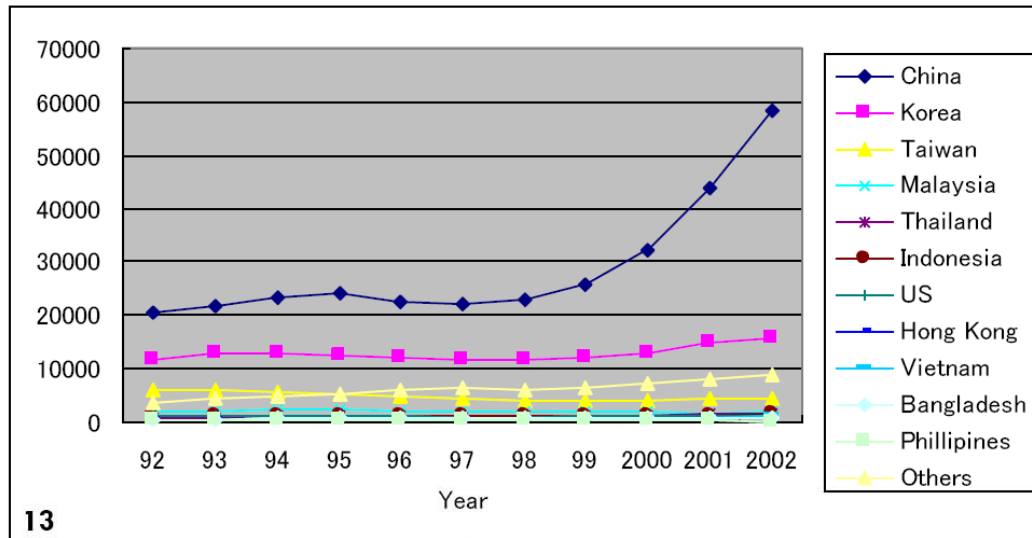
Asian Students in Korea

Figure 2



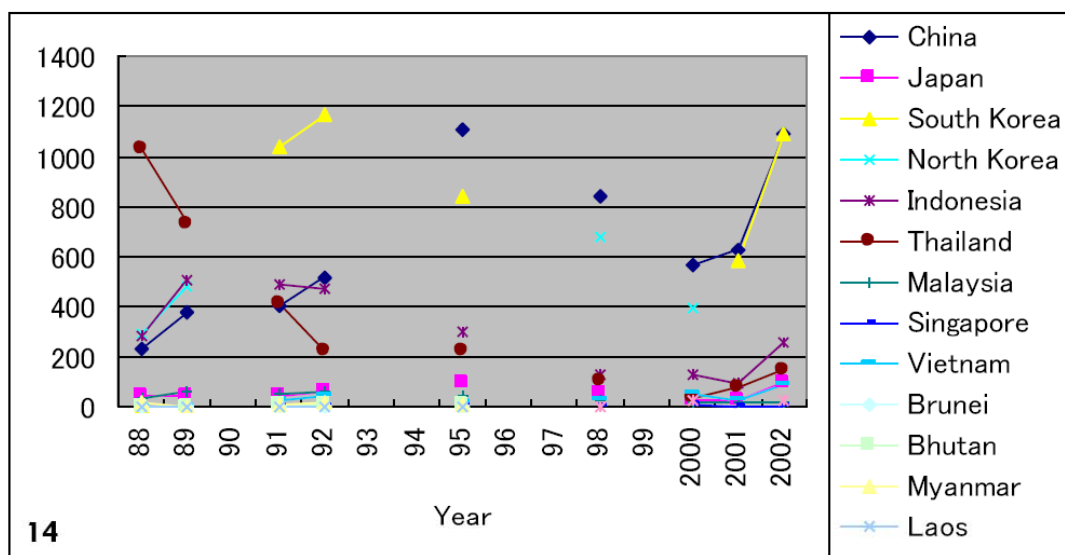
Asian Students in Japan

Figure 3



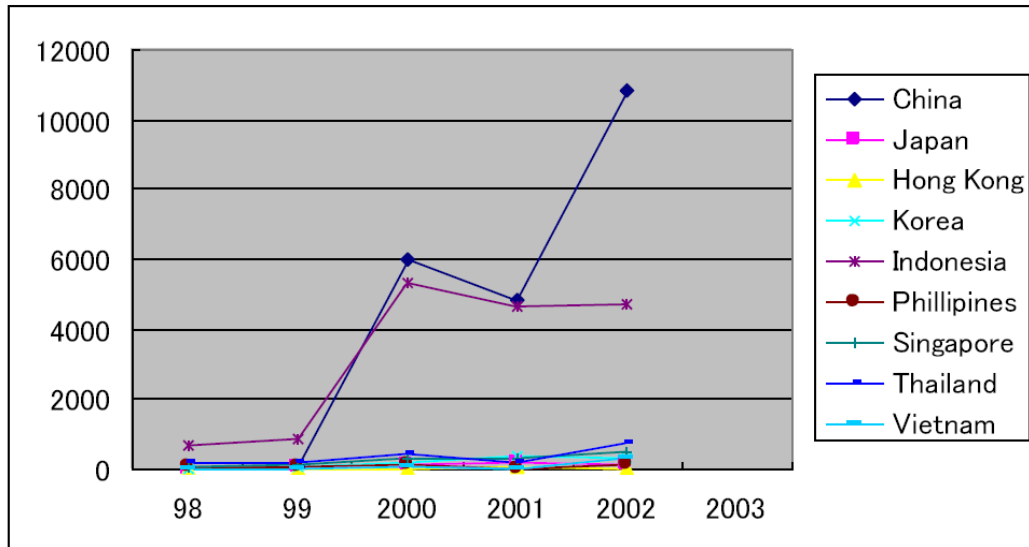
Asian Students in the Philippines

Figure 4



Asian Students in Malaysia

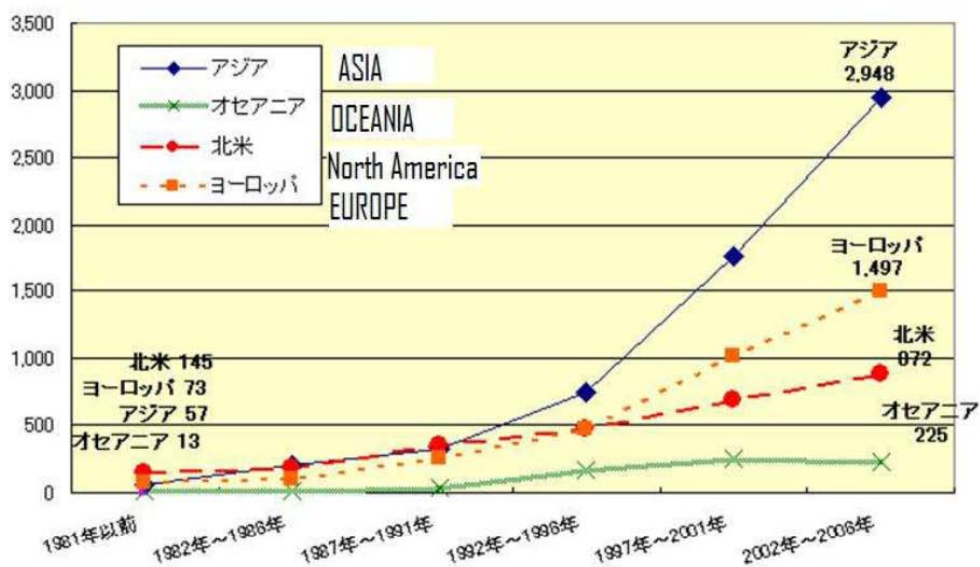
Figure 5



15

Inter-University Agreements

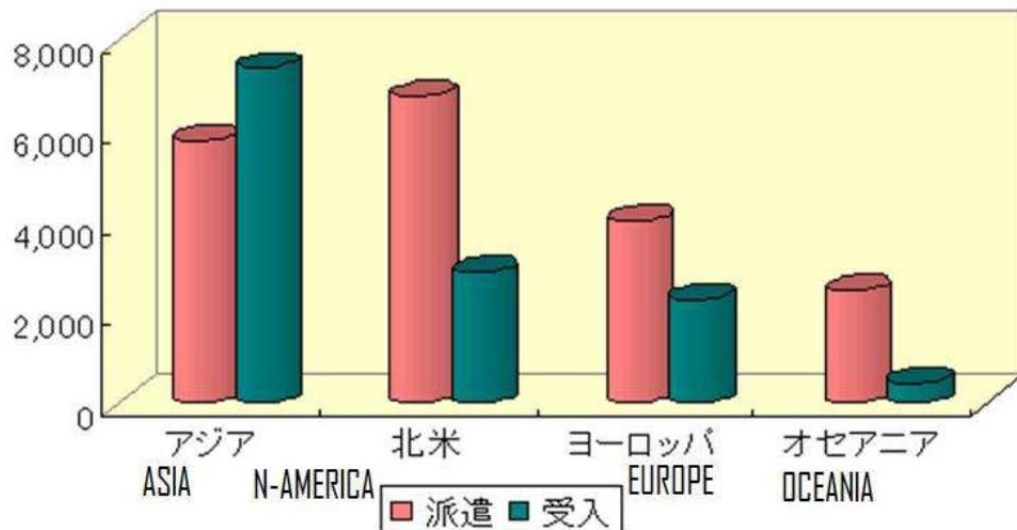
Figure 6



16

Student exchange based on Japanese inter-university agreements

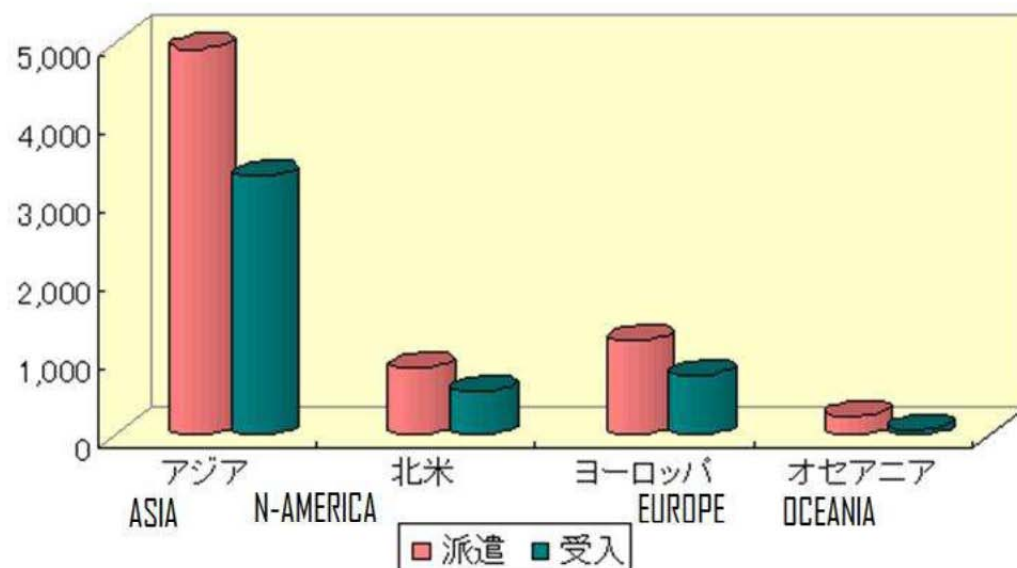
Figure 7



17

Professorial exchange based on Japanese inter-university agreements

Figure 8



18

Current Trends in Student Mobility in East Asia

- Growing presence of East Asian countries as hosts of international students.
- Growing presence of East Asian countries as origin countries of international students.
- Growing number of students move from East Asia to East Asia
- Possible growing number of inter-university linkages within East Asia

“East Asianization of East Asia” is true in international student mobility

Necessity to discuss “East Asia Community” from the perspective of international student mobility

19

Search for a Conceptual Framework for
Regional Integration of Higher Education

20

Section 2

Changing University Models

Historical Perspectives

1

Cosmopolitan University Model

- ❑ University should be “universe.” – University as an intellectual community.
- ❑ Based on history of very “international” higher education in traditional European universities with Latin languages the single language of instruction.

It is natural for universities to accept international students.

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Changing University Models

Historical Perspectives

2

Nation-state University Model

- ❑ Universities for national integration and serving national policy targets.
- ❑ University of Berlin, Tokyo Imperial University
- ❑ Most modern universities in Asia, Africa and Latin America were also tasked with contributing to nationally set targets of development and modernization.

This model is positive to send students abroad and invite foreign professors, but small consideration is given to hosting foreign students

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Changing University Models

Historical Perspectives

3

Cosmopolitan Nation-state University Model

- ❑ Nation-state universities steadily realized the importance of international relations as modern nations became stable.
- ❑ Internationalization of universities is recognized as an effective strategy to promote research. It Equally contributes to exercising influence over foreign nations.

Most relevant university model
currently in practice in East Asia

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Changing University Models

Historical Perspectives

4

Regional Integration University Model

- ❑ Higher education for regional integration
- ❑ Regional cooperation among universities
- ❑ Universities established by regional cooperation –
College of Europe
- ❑ EC/EU ERASMUS Programme

Model for higher education in
East Asia

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Policy objectives for transnational education

1

International Peace & Understanding

- ☐ Based on the spirit of the UNESCO Constitution:
“That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”
- ☐ The ethos of the Fulbright Program
- ☐ International education principles appear in many national education policies throughout the world

This approach should be given due consideration when thinking about the creation of an East Asian community based on peace and stability

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Policy objectives for transnational education

2

Nurturing Global and Regional Identities

- ☐ Higher education as an international commodity in a globalizing world.
 - ❖ Creation of a ‘People’s Europe’ and promotion of ‘European’ identity have been recognized as main objectives of international student mobility within Europe in the process of European integration.

This approach is also very meaningful to the ‘East Asia Community’ context

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Policy objectives for transnational education

3

Economic Development & Cooperation

- ☐ Based on Human Capital Theory/Modernization Theory
- ☐ Sending students abroad for development and modernization
 - ❖ Policy pursued in Meiji Japan and many other developing countries.
- ☐ Inviting and hosting students from developing countries as a form of development cooperation.
 - ❖ Provision of scholarships to students from developing countries by ODA and private foundations
- ☐ Increased recognition of the positive effect of not only sending students abroad but also hosting foreign students as a means to accrue earnings.
- ☐ International student mobility has been recognized as a human resource development strategy for enhancing regional economic competitiveness in European integration.

27 | This approach is also very meaningful to the 'East Asia Community' context

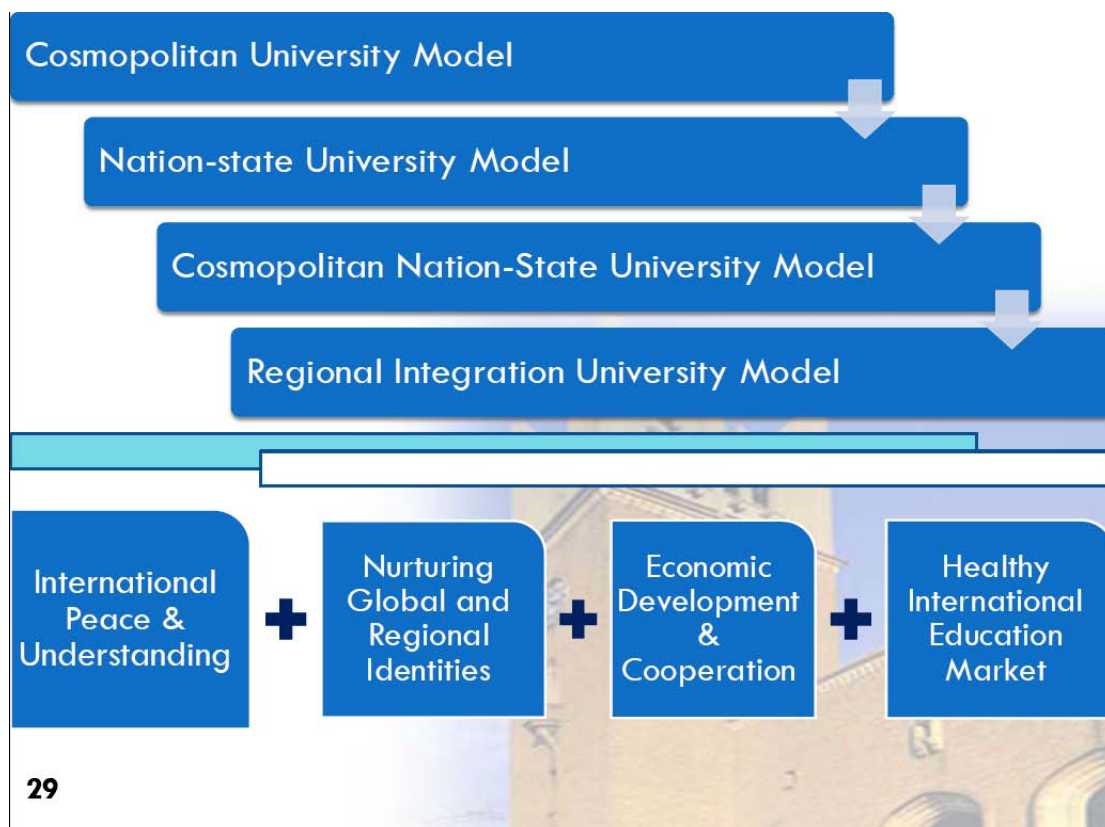
Policy objectives for transnational education

4

Healthy International Education Market

- ☐ Corporatization and privatization of national universities. A growing number of private universities. Increasing self-cost recovery of educational costs.
- ☐ Rapid increase of privately financed international students.
 - ❖ Formulation of an international education market → Foreign students as 'customers' → Education for foreign students as 'export industry' (UK, Australia)
- ☐ Debates on educational services trade continues in the WTO/FTA
- ☐ Explosive higher education demand in China
- ☐ Increasing international university linkages in Asia
- ☐ Formulation of Asian regional education market
- ☐ Necessity to build sound regional system to ensure quality of higher education and an efficient credit transfer system.

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An Analysis of Existing Frameworks For Regional Integration of Higher Education

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Section 3

Higher Education Networks and Regional Cooperation in Asia

- ☐ Since the formulation of an East Asian Community is already being discussed in the ASEAN forum, regional integration of higher education should be discussed in similar forums and within existing frameworks for cooperation in higher education.
- ☐ ASEAN University Network
- ☐ Southeast Asian Ministers of Education Organization (SEAMEO)
- ☐ UNESCO Asia-Pacific Bureau for Education
- ☐ Southeast Asian Institution of Higher Learning (ASAIHL)
- ☐ University Mobility in Asia and Pacific (UMAP)
- ☐ Proposals of “ASEAN University”
- ☐ The higher education component of FTAs within Asia

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An Analysis of the Actors Involved in the Regional Integration of Higher Education

32

Section 4

Actors for Regional Integration in Higher Education

□ **Analysis of** international education policies, international strategies, international education programs, curriculum, research collaborations, student exchange, inter-university agreements and cooperation and faculty exchange of respective countries/universities from the **perspective of Asian cooperation and integration.**

❖ China, South Korea, Australia, Thailand, Malaysia, Vietnam

❖ Peking University, Seoul National University, Chulalongkorn University, Malaysia Science University, University of Sydney, Waseda University

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Comparison with the Extent of Integration in Other Regions

34

Section **5**

Comparison with Regional Integration

Trends in Europe

By analyzing the developments in regional integration in Europe, and the role of higher education in this integration, we seek to draw some implications for the integration of East Asian higher education systems.

- (1) Historical analysis of the EU Socrates and ERASMUS programmes, as well as the Bologna Process
- (2) Case studies of European countries and European universities for regional integration
- (3) Comparative regional analysis: EU - ASIA

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Europe – ERASMUS Programme

Started in 1987:

- (a) To enhance European economic competitiveness
- (b) To promote mutual understanding and mutual trust within Europe
- (c) To build a 'People's' or 'Citizen's' Europe

ACTIVITIES

- ☐ Promoting inter-university linkages in Europe
- ☐ Promoting international mobility of students and faculty members within Europe
- ☐ Collaborative curriculum development with 'European Dimension'
- ☐ Promotion of minority European language education

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Effects and Problems of ERASMUS Programme

- ❑ Rapid increase of international student mobility of students, faculties and university linkages within Europe
- ❑ Vitalization of European higher education
- ❑ Standardization of European higher education
- ❑ Strengthened institutional capacity of universities for internationalization

CHALLENGES

- ❑ How to balance student flow in different countries
- ❑ How to choose a language of instruction → English dominance criticized
- ❑ How to efficiently transfer credits → ECTS

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Directions and Principles for The Integration of Asian Higher Education

38

Section 6

Transnational Education: Creating an East Asian Community

POLITICAL APPROACHES

(1) Building Mutual Understanding and Mutual Trust in East Asia

- ❖ Important to build an “infrastructure” for mutual understanding, such as promoting Asian language education or creating various channels to exchange different views. Emotional “friendship approach” may not be effective.

(2) Promoting ‘People’s Asia’ Concept

- ❖ Should promote identity as “East Asian” NOT denying sound nationalism. Important to promote “Asian Dimension” in education. Must nurture “East Asian Leaders” collaboratively by East Asian universities.

ECONOMIC APPROACHES

(3) Strengthening East Asian Economic Competitiveness through Collaborative Human Resource Development in East Asia

- ❖ Workable and realistic policy target for educational cooperation in East Asia. Need to ensure quality of education by collective efforts of East Asian nations in growing international education market.

(4) Promoting a Healthy Regional Cross-border Higher Education Market, Assuring Quality in Education.

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First East Asian Summit The Kuala Lumpur Declaration

Article 6 – We will enhance people-to-people exchange aimed at developing a “we” feeling.

Article 7 – We will encourage the sharing of ideas through greater interaction between students, academicians, researchers, artists, media, and youths among countries in East Asia.

Article 8 – We will conduct regular exchange of intellectuals, members of think tanks, religious personalities and scholars, which will benefit East Asia and the world through deeper knowledge and understanding so as to fight intolerance and improve understanding among cultures and civilizations.

- ❖ All articles emphasized the role of integration in higher education as serving the purposes of international peace and understanding.
- ❖ Policies for the integration of higher education should strike a balance between various ideals surrounding the transnational delivery of education.

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THANK YOU FOR YOUR ATTENTION

Waseda University Mascot in
Commemoration of 125 Years



Kazuo KURODA – Waseda University