

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

INTERNATIONAL SYMPOSIUM ON HIGHER EDUCATION  
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# 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

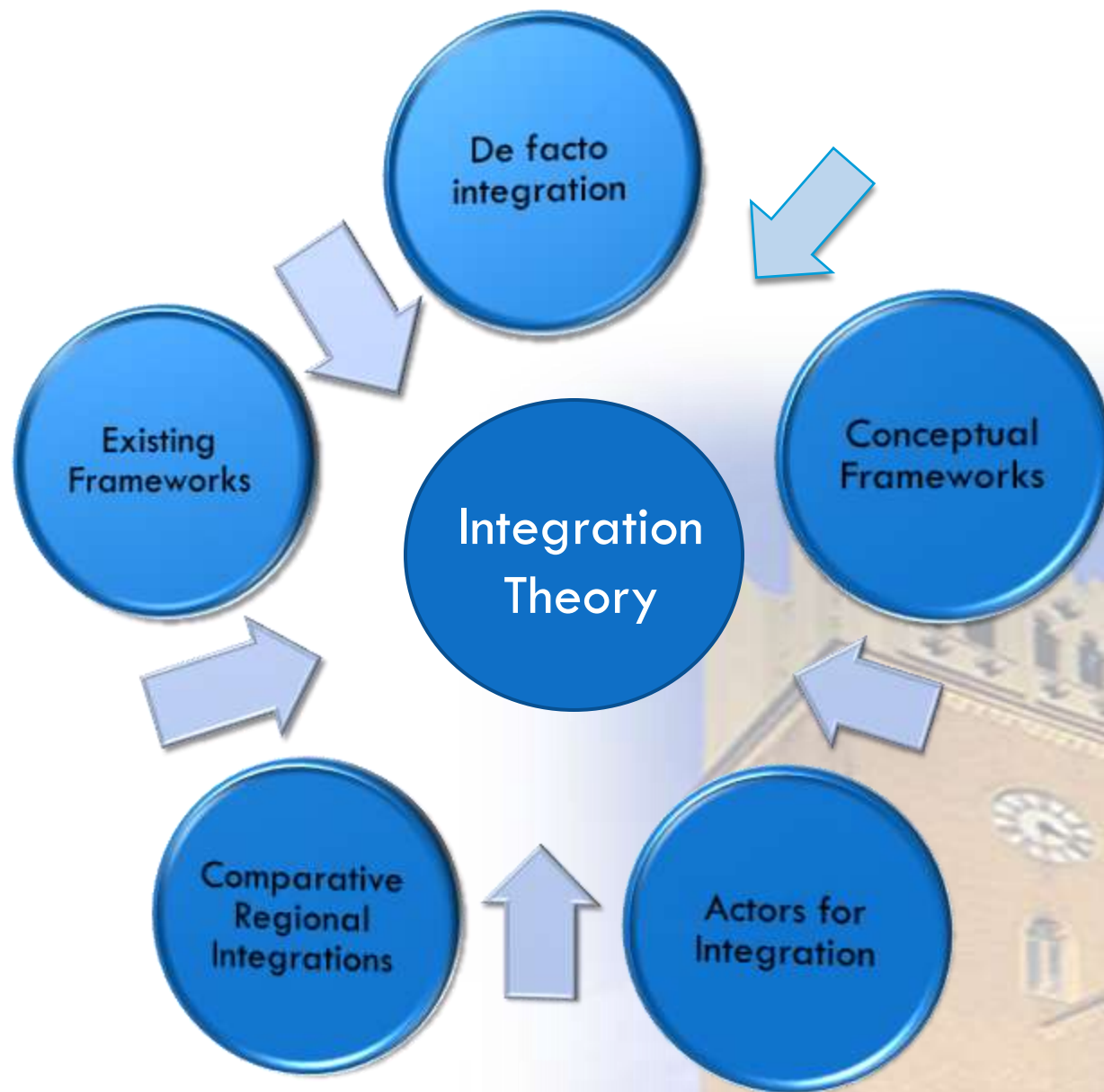
Analysis of the actors involved in the regional integration of higher education

• I.e. Government policies & University strategies

Comparison with the extent of integration in other regions

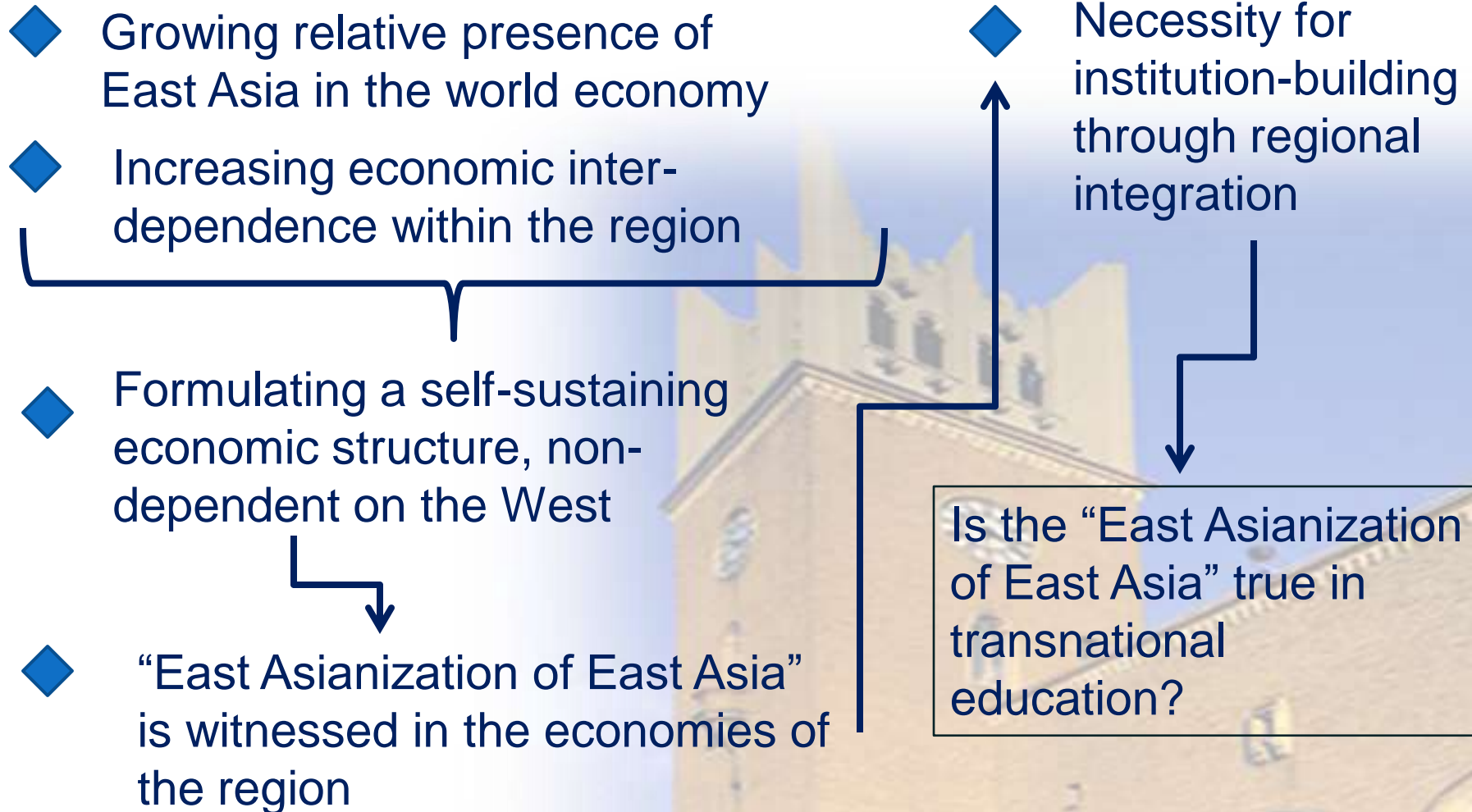
• I.e. EU/EC

# Formation of a Regional Integration Theory



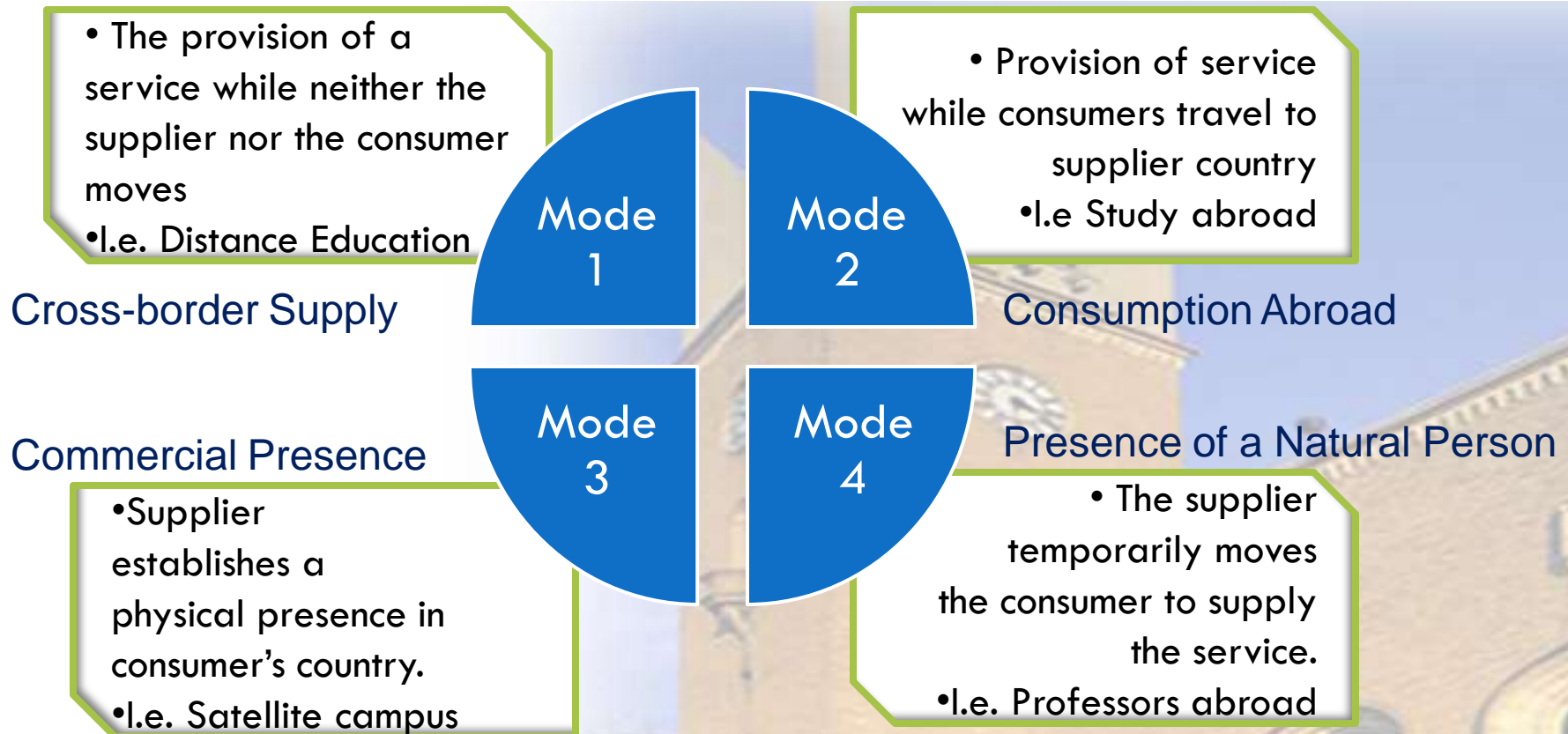
# The study of de facto integration in regional higher education

# Background Policy Discussion on: East Asia Community



# Transnational Education: International Market Changes

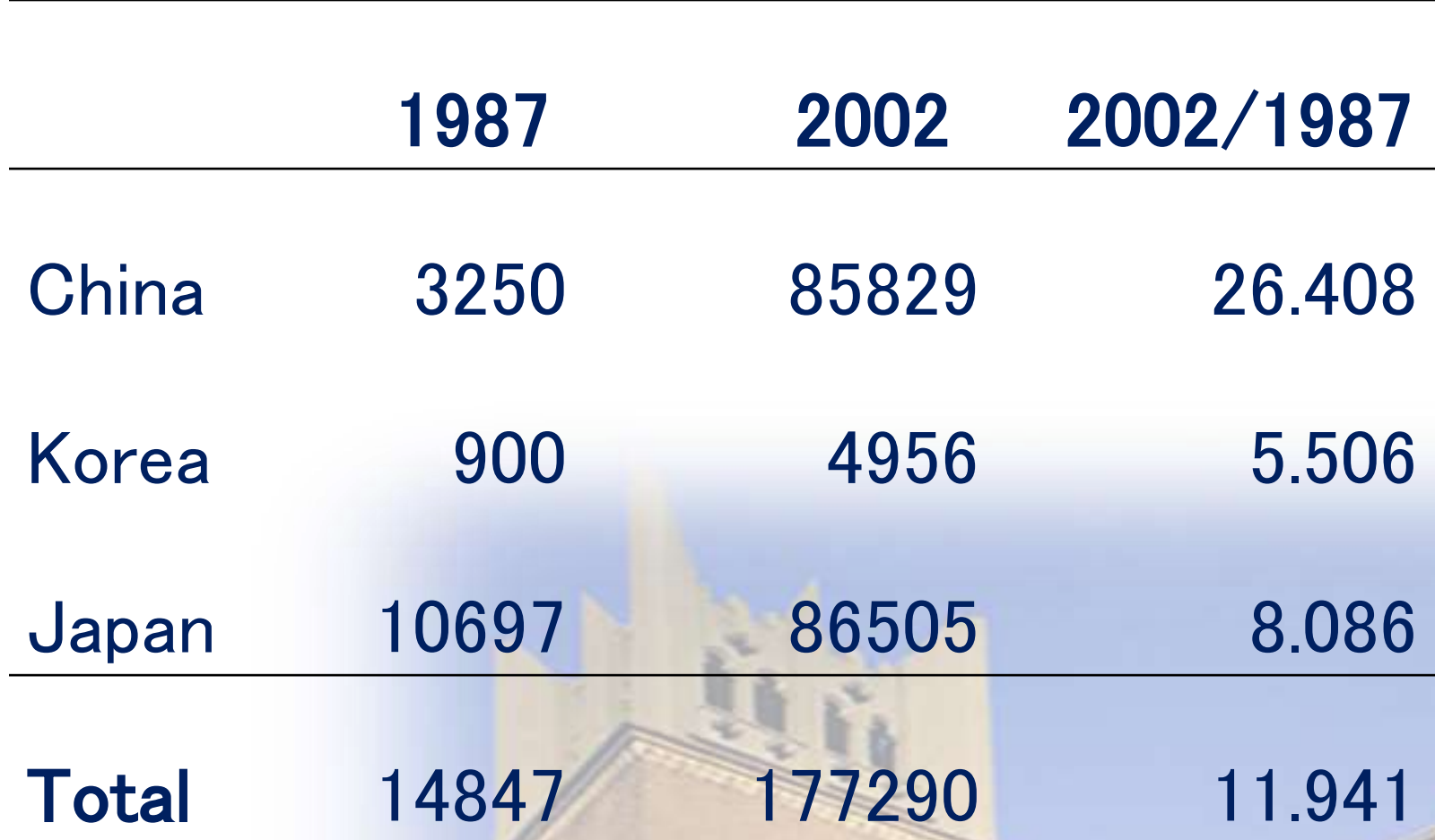
## GATS – 4 Modes of Service Delivery



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

International Student Mobility in Major Host Countries in the West





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

International Student Mobility in Major Host  
Countries in East Asia



	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
<b>Total</b>	<b>46,720</b>	<b>124,103</b>	<b>2.656</b>

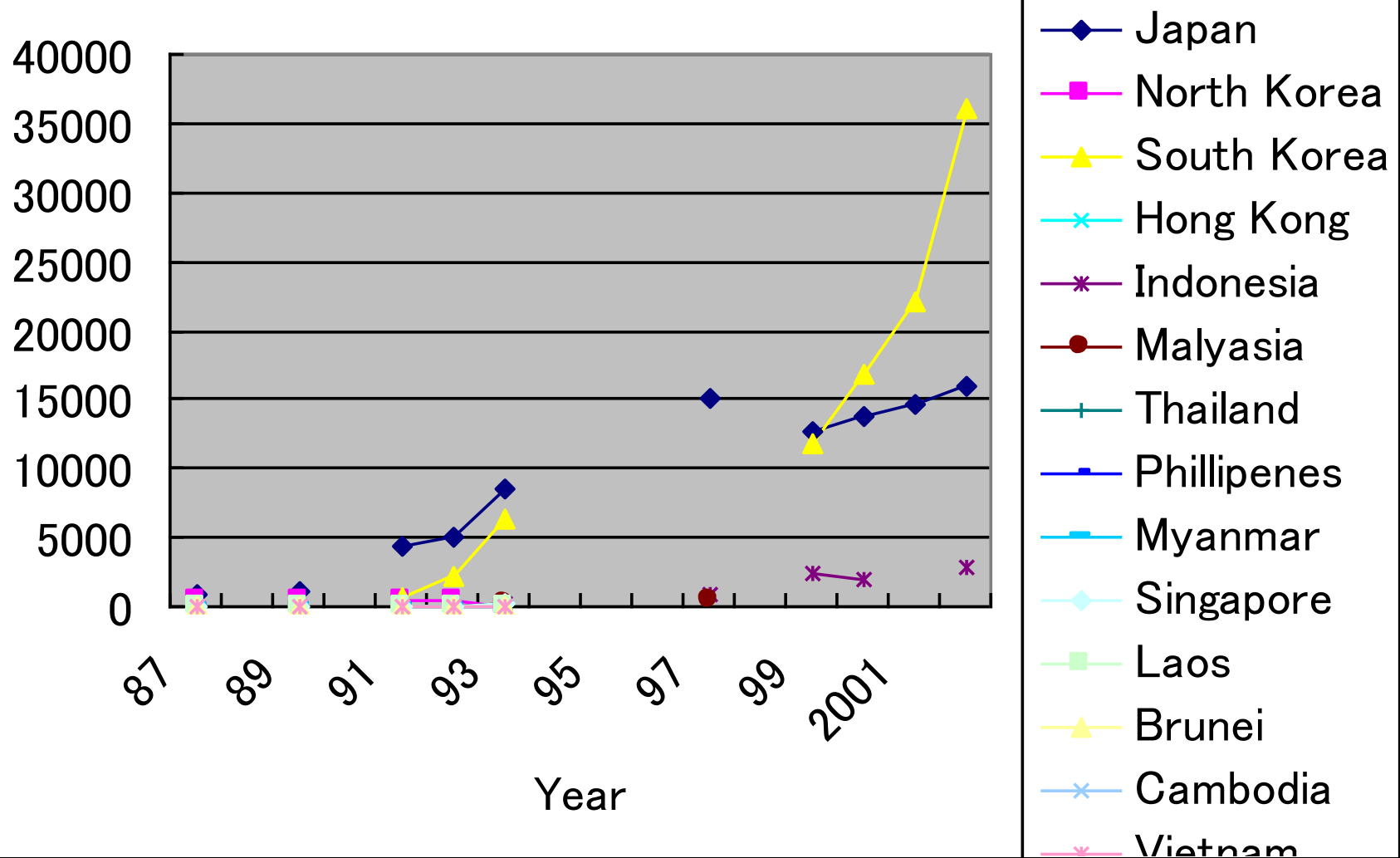
International Student Mobility – Students sent abroad from Western origin countries

	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
<b>Total</b>	<b>80,294</b>	<b>420,324</b>	<b>5.235</b>

International Student Mobility – Students sent abroad from Asian origin countries

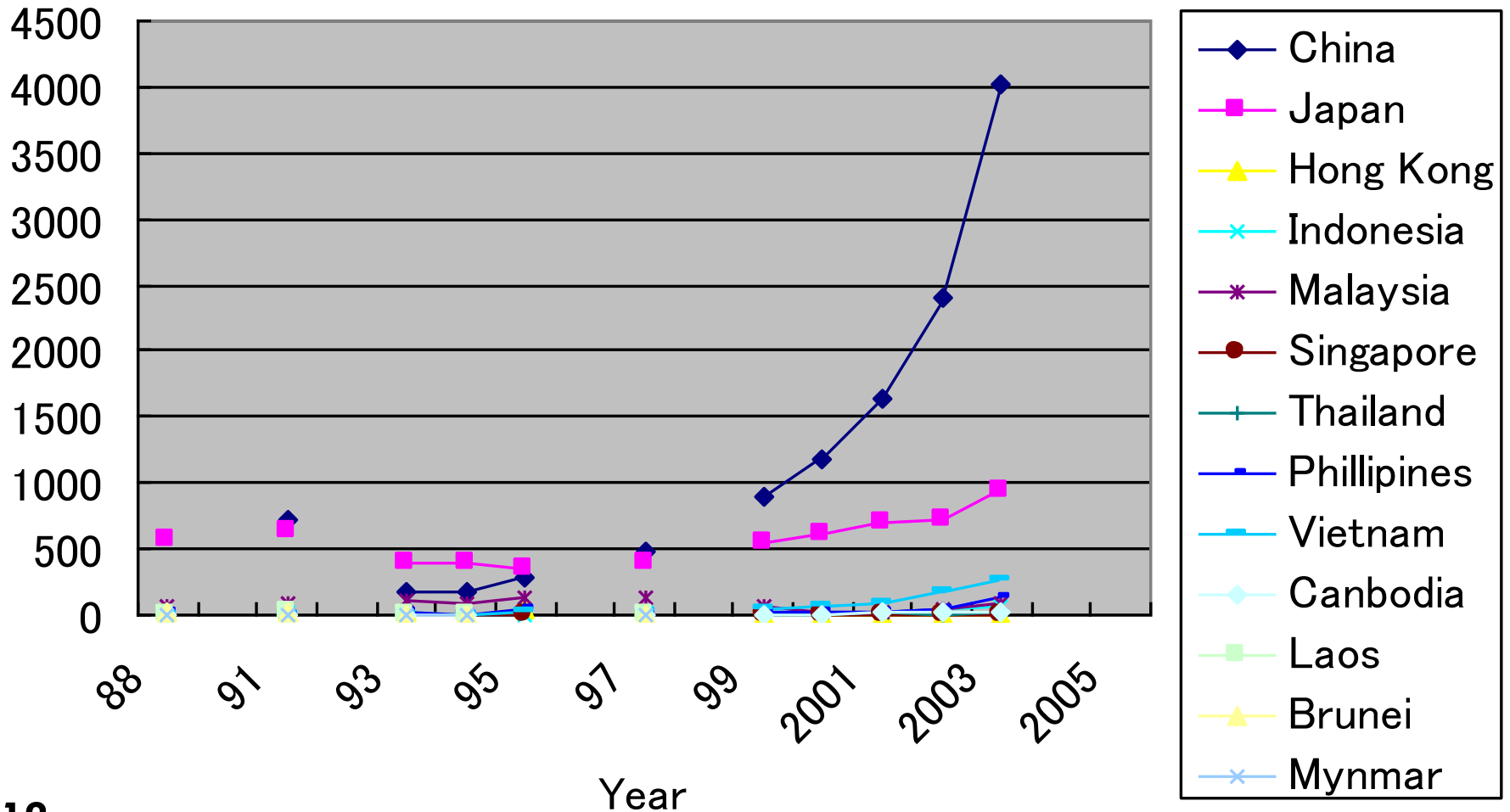
# Asian Students in China

Figure 1



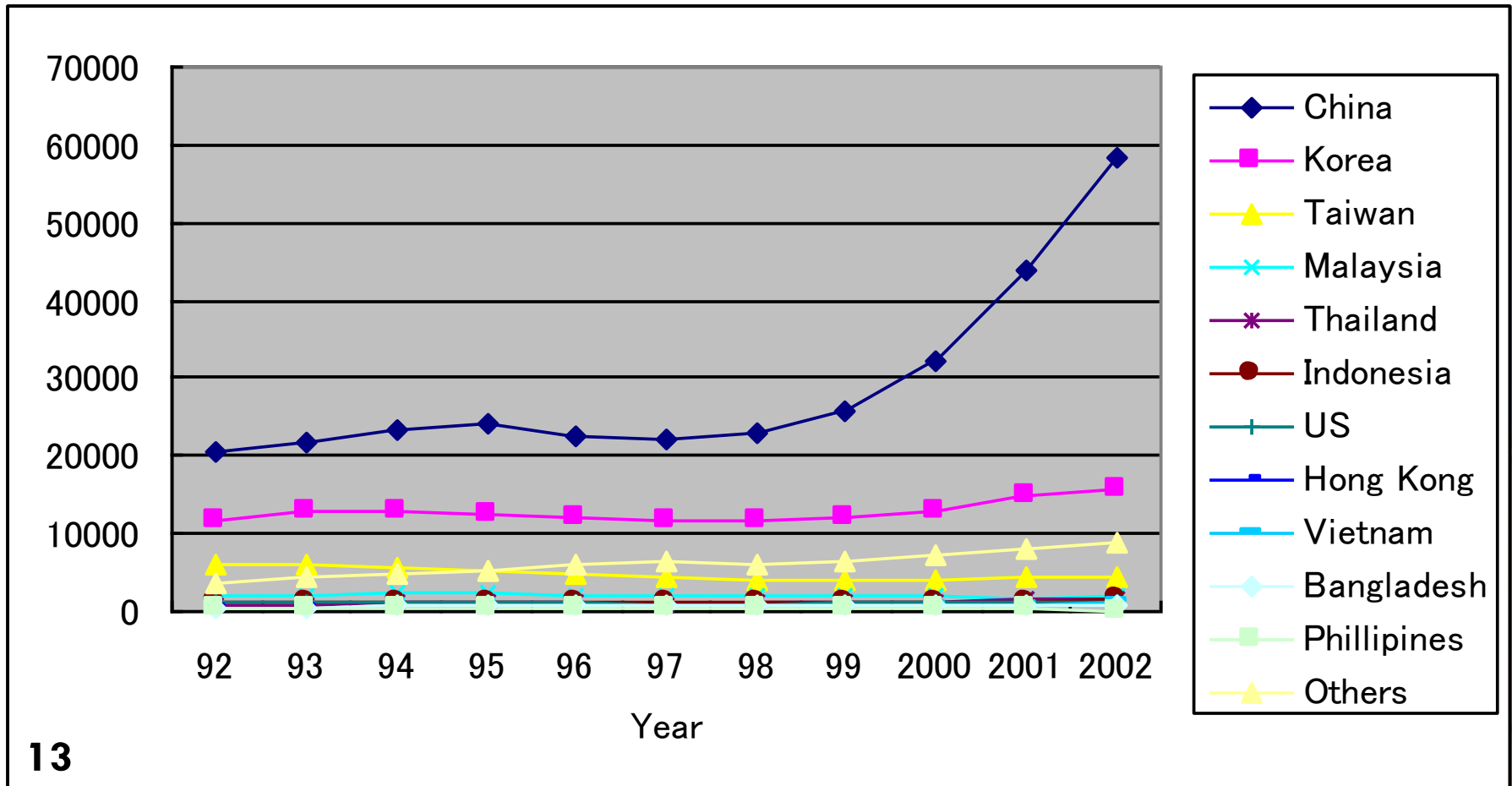
# Asian Students in Korea

Figure 2



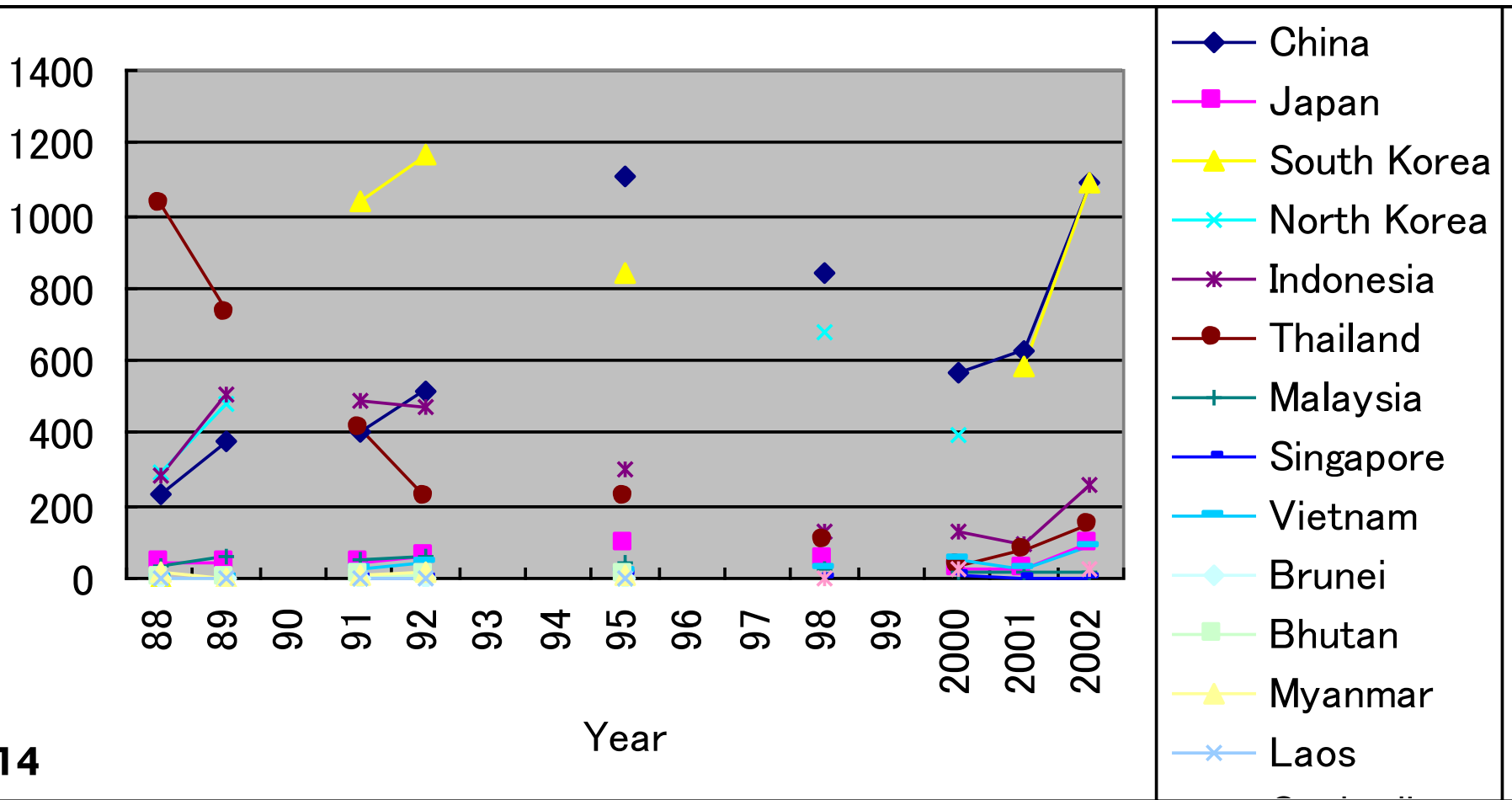
# Asian Students in Japan

Figure 3



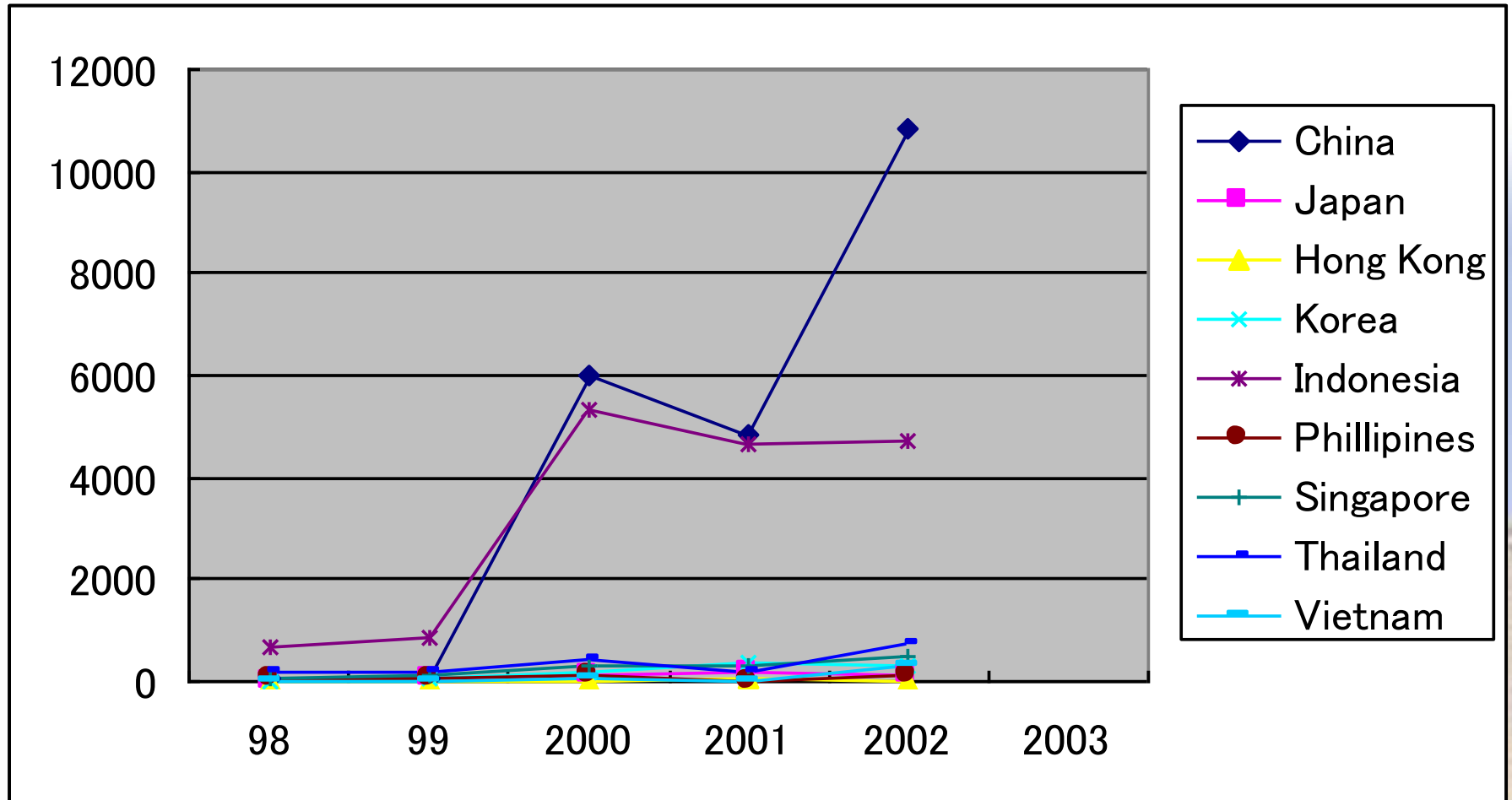
# Asian Students in the Philippines

Figure 4



# Asian Students in Malaysia

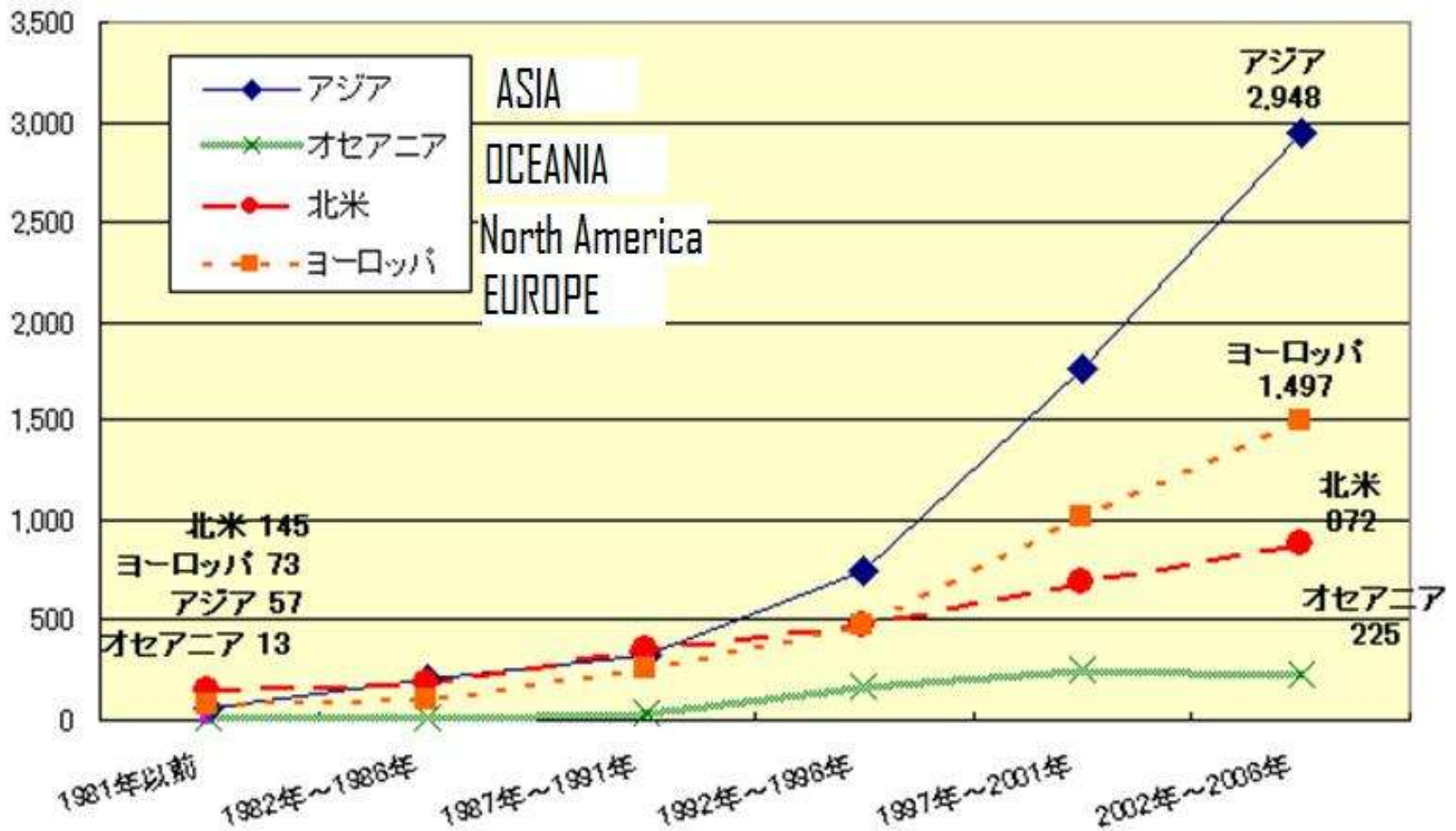
Figure 5





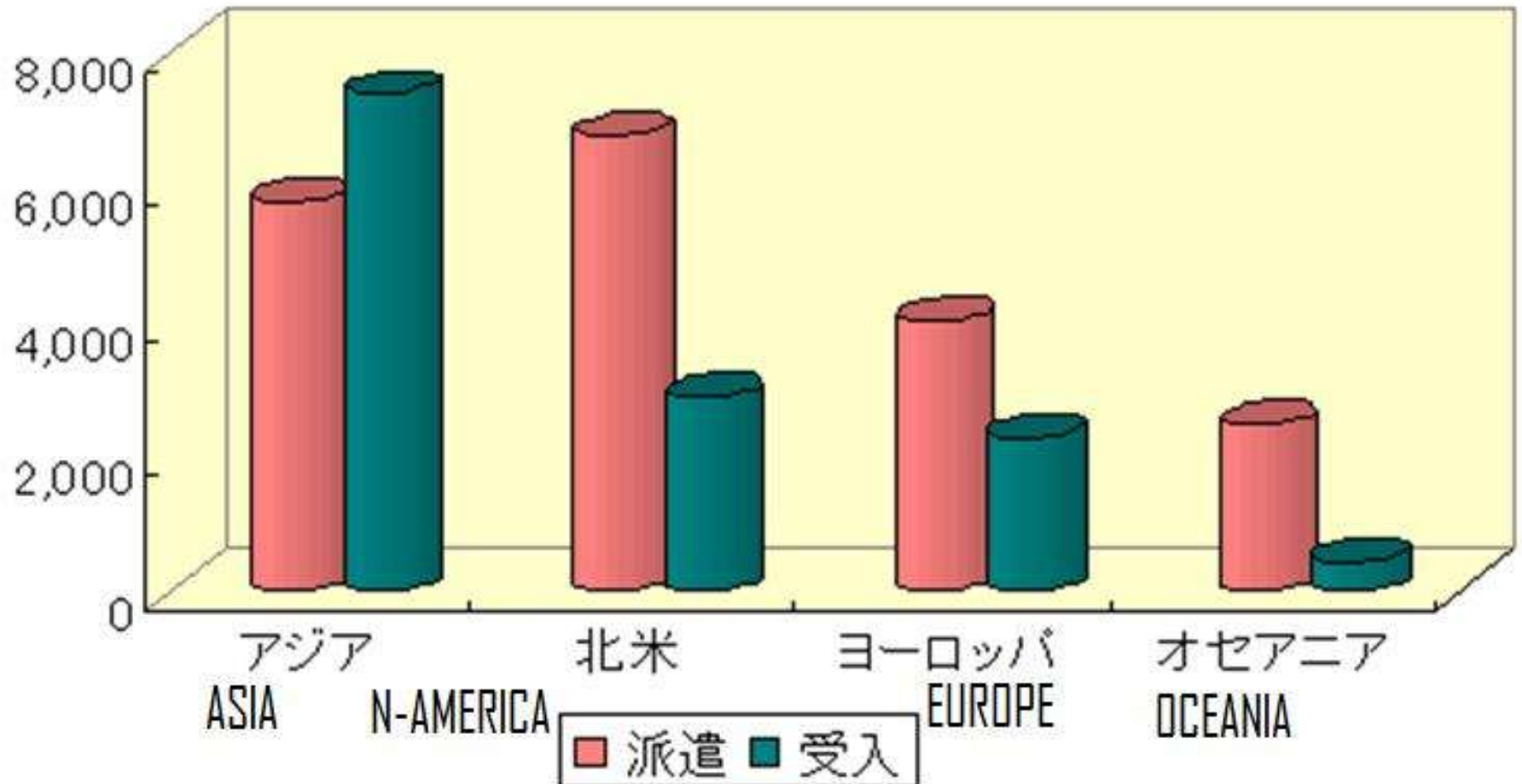
# Inter-University Agreements

Figure 6



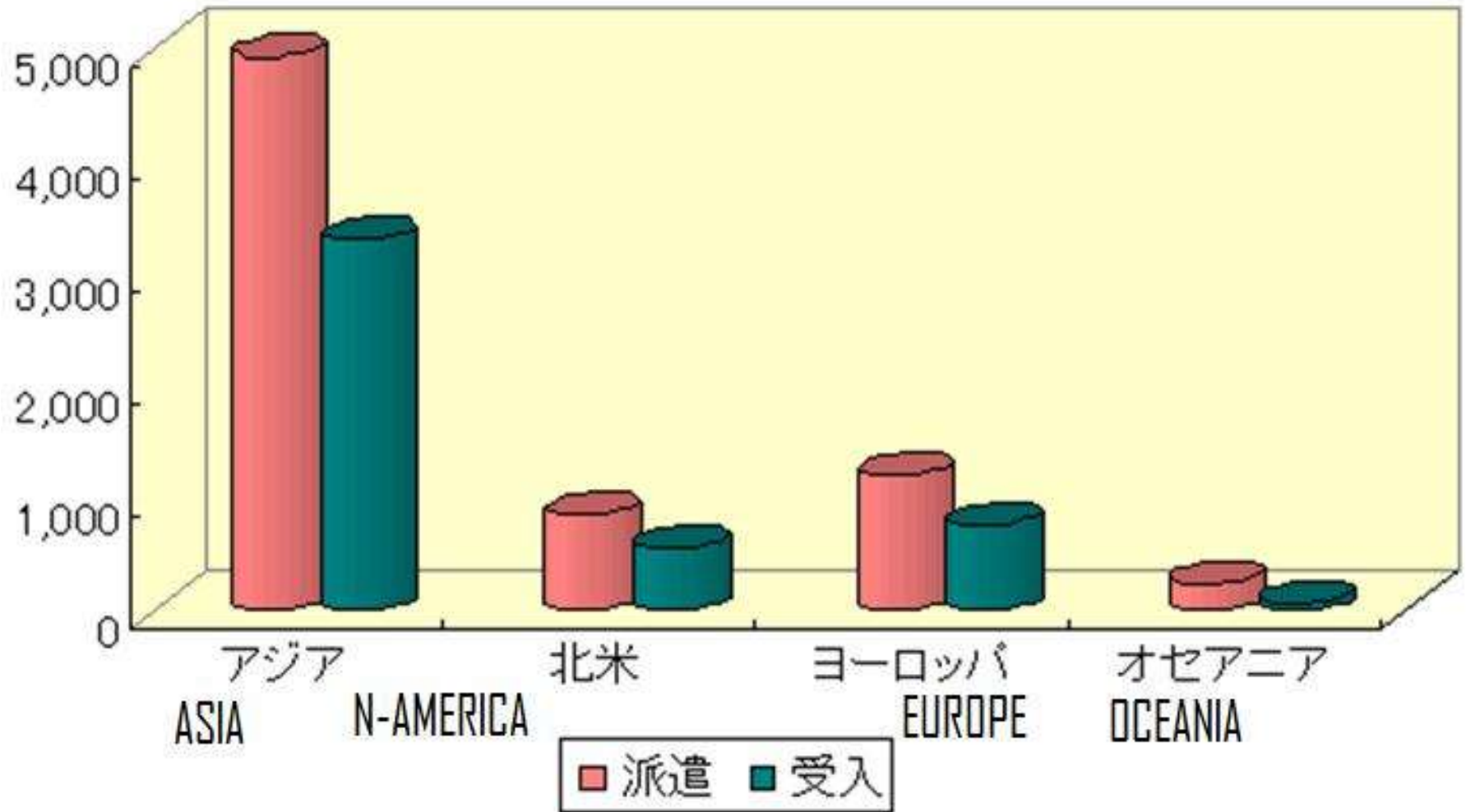
# Student exchange based on Japanese inter-university agreements

Figure 7



# Professorial exchange based on Japanese inter-university agreements

Figure 8



# 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

# Search for a Conceptual Framework for Regional Integration of Higher Education

# 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.



# 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



# 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

## 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

# 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

# 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

# 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

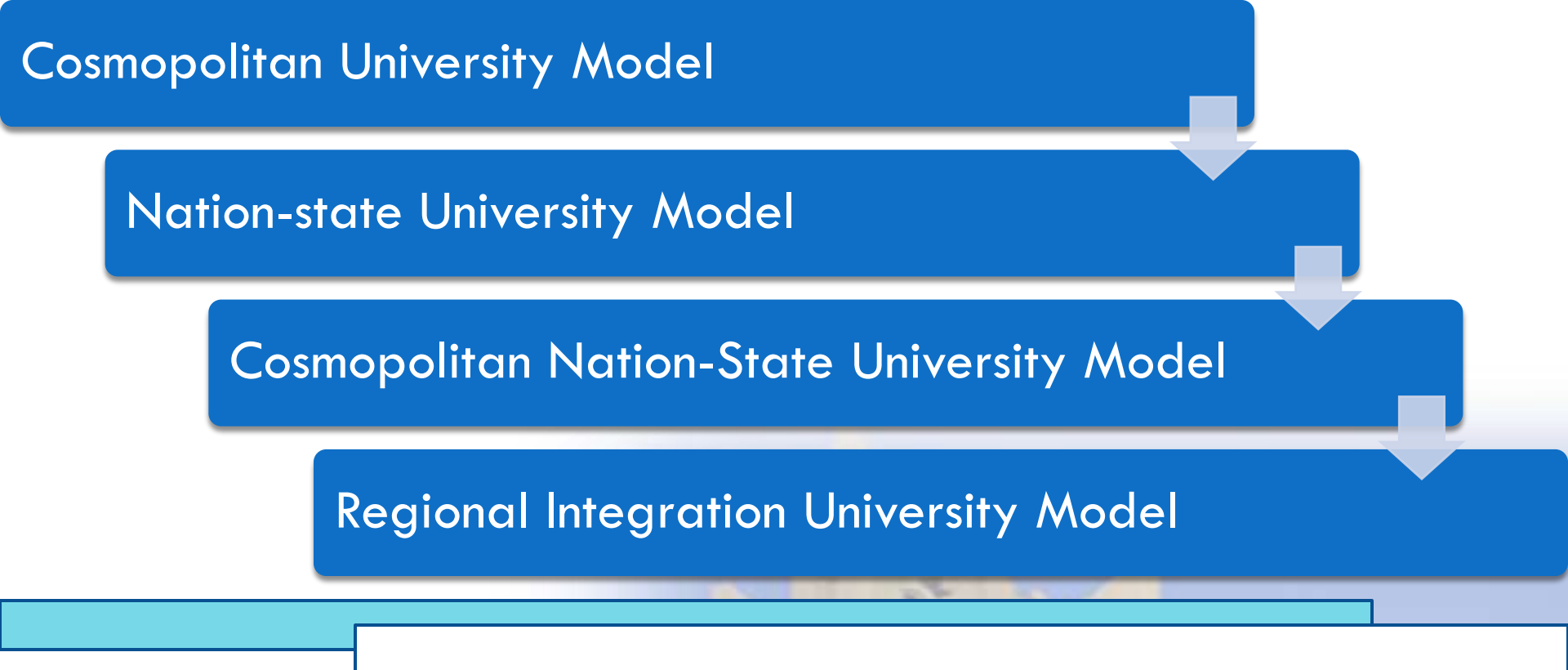


# Policy objectives for transnational education

## 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.





# An Analysis of Existing Frameworks For Regional Integration of Higher Education

# 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

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

# 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

# Comparison with the Extent of Integration in Other Regions

# 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

# 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



# 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

# Directions and Principles for The Integration of Asian Higher Education

# 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.**

# 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.

# THANK YOU FOR YOUR ATTENTION

Waseda University Mascot in  
Commemoration of 125 Years



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