

Players

- Major: USA, UK, Australia
- Middle Powers: Germany, France
- Evolving Destination: Japan, Canada, NZ
- Emerging Contenders: Malaysia, Singapore, China

Trends in Regionalism

- Old and new regionalism
- Old: 1950s to 1970s; protectionism, inherently discriminatory against the rest of the world, intra-trade and security
- New: 1980s onwards; liberalisation, market deregulation, increasing competitiveness
- Increasing trend towards inter-regionalism (in HE EU/ASEAN)

IHE – Malaysia's Response

- Student mobility – as a source country
- Student mobility – as a receiving country
- Higher education framework (graduates with global competency?)

Student Mobility – as source country

- Top ten to USA, 1997-1999; thereafter steady decline to only 5,515 in 2006. (harsher visa restriction etc)
- Decline in numbers to UK in 1998 (less dramatic compared to USA), rising slightly over the years, still in top ten (high cost, Asian financial crisis, stem outflows of fund, expansion in capacity in Malaysia thru private sector)
- Slight rise: postgraduate and specialised profession
- Large numbers in Australia (18,074 in 2006; third after China and India) (cost, proximity, employment opportunities)

Student Mobility – as receiving country

- Recent phenomena, as market for mobile Asian students
- 2% of market in 2006
- From ASEAN and overwhelmingly, China (35% each year, decline recently)
- Increasingly, from the Middle East (thru inter-gov't MoUs), and Africa
- In private HE (undergraduates), in public sector (p/graduates and doctoral, 5% capped for u/graduates)
- Target 100,000 in 2020.

To-date

- Transformation of HE (National HE Plan 2020)
- Restructuring of university governance
- Devolution of powers: ministry to universities
- University autonomy?
- Usage of English, being implemented
- But little in terms of “a pivotal international education experience” in the local curricula
- Malaysians overseas getting opportunities to work in countries where they graduates e.g. Australia

Higher Education Framework

- Prepares graduates for an interconnected world and a highly globalised economy
- Aspiring to be a node in global network
- Global-ready graduates for a workforce that requires inter- and multi-cultural competencies
- ‘Global workforce development’ initiatives

Malaysia's Concern – Quality Issue and IHE

- Standardisation of accreditation as a necessary condition for IHE
- Malaysian Qualifications Framework approved early 2007
- Malaysian Qualifications Agency established Nov 1.
- IHE leads to erosion of quality of HE
- Subscribing to Washington Accord for engineering education and training

Looking Forward

- Lessons learned from Bologna (European Higher Education Area)
- Regionalism in HE in Asia (10 in ASEAN, +P.R. China, Japan and South Korea) in progress. Something to look forward to.
 - Promoting cross border mobility of students, academic and research personnel
 - Harmonisation of degree structure
- Now, several countries having their own education hubs. Need for synergy.

Challenges

- Asia's diversity: demographics, level of development, political system
- Developing regional structures (enhancing present structure; work in progress on new ones)
- Harmonisation of academic degree structures to enable credit transfers and ensure quality assurance: limitations and possibilities

Thank You