Promoting Regional Education Services Integration:
APEC University Associations
Cross-Border Education Cooperation Workshop

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Kuala Lumpur, Malaysia

Asia Pacific Regionalisation of Higher Education:
Findings from JICA-RI Surveys for East Asian Leading Universities

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Regionalization in East Asia

Economic and political integration

- ASEAN was formulated in 1967
- APEC started in 1989
- ASEAN+3 (China, South Korea, Japan) Meeting started in 1997
- East Asian Summit started in 2005 by ASEAN+3 with Australia, New Zealand and India
- CKJ Summit started in 2008
- Heated Discussion on TPP in 2014
- ASEAN Community Prospect by 2015

# Background of Policy Discussion on Asian Regional Integration

◆ Growing relative presence of East Asia in the world economy

◆ Increasing economic inter-dependence within the region

◆ Formulating a self-sustaining economic structure, less-dependent on the West

◆ "Asianization of Asia" is witnessed in the economies of the region

◆ Necessity for Asian regional Governance Framework

"ASEAN Community"
"East Asian Community"
"Asia Pacific Community"
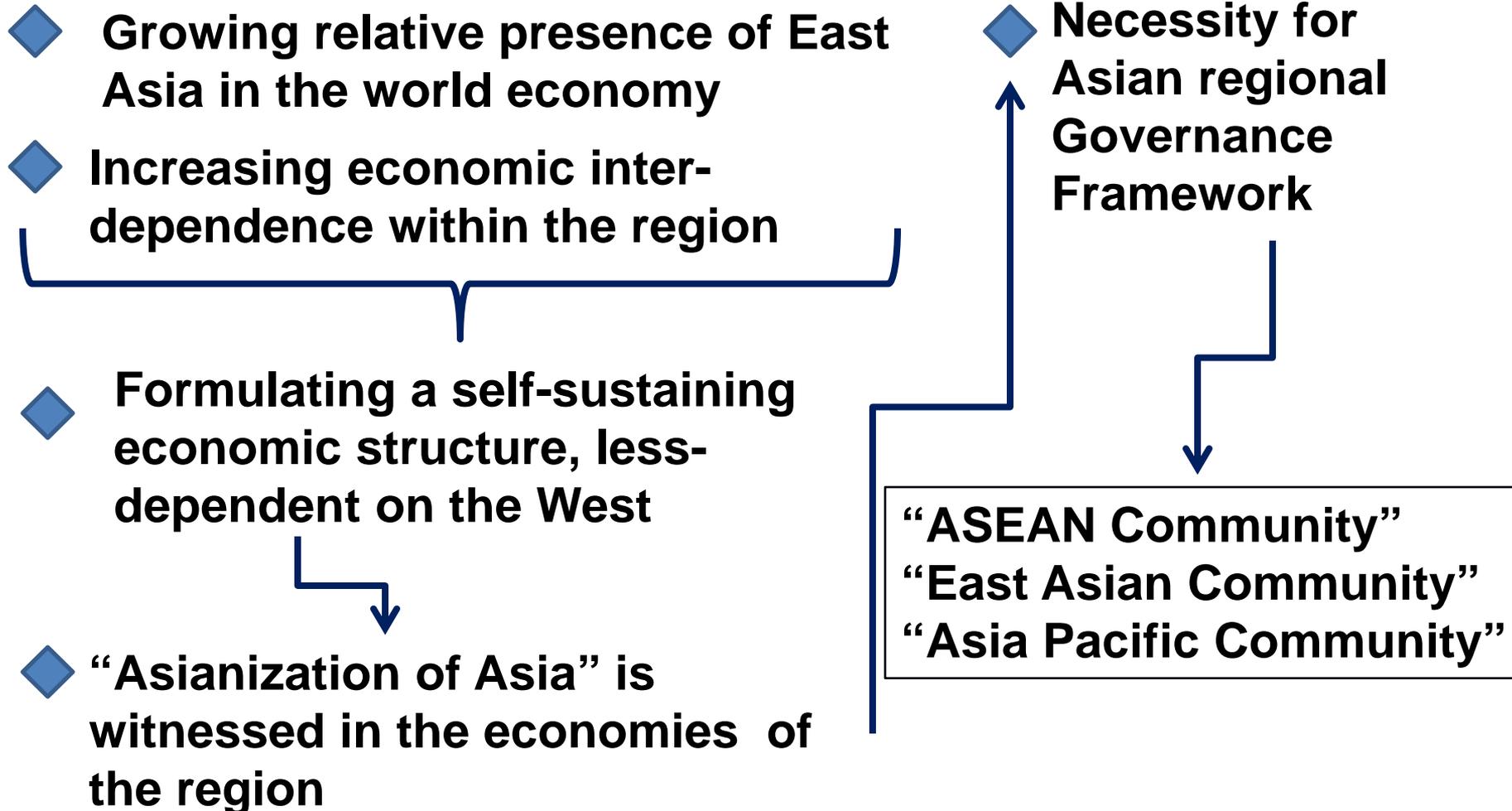
Growing number of students move from Asia to Asia

□ **Inbound mobile students:* 1999 or circa ⇒ 2010 or circa**

China

902
↓**(5072%)**
45757

25655
↓**(337%)**
86553

1387
↓ **(1272%)**
17633

6256
↓**(856%)**
54790

Japan

11,731
↓ **(532%)**
62442

715
↓**(198%)**
1428

5,296
↓**(232%)**
12326

Korea

170
↓ **(2028%)**
3449

ASEAN
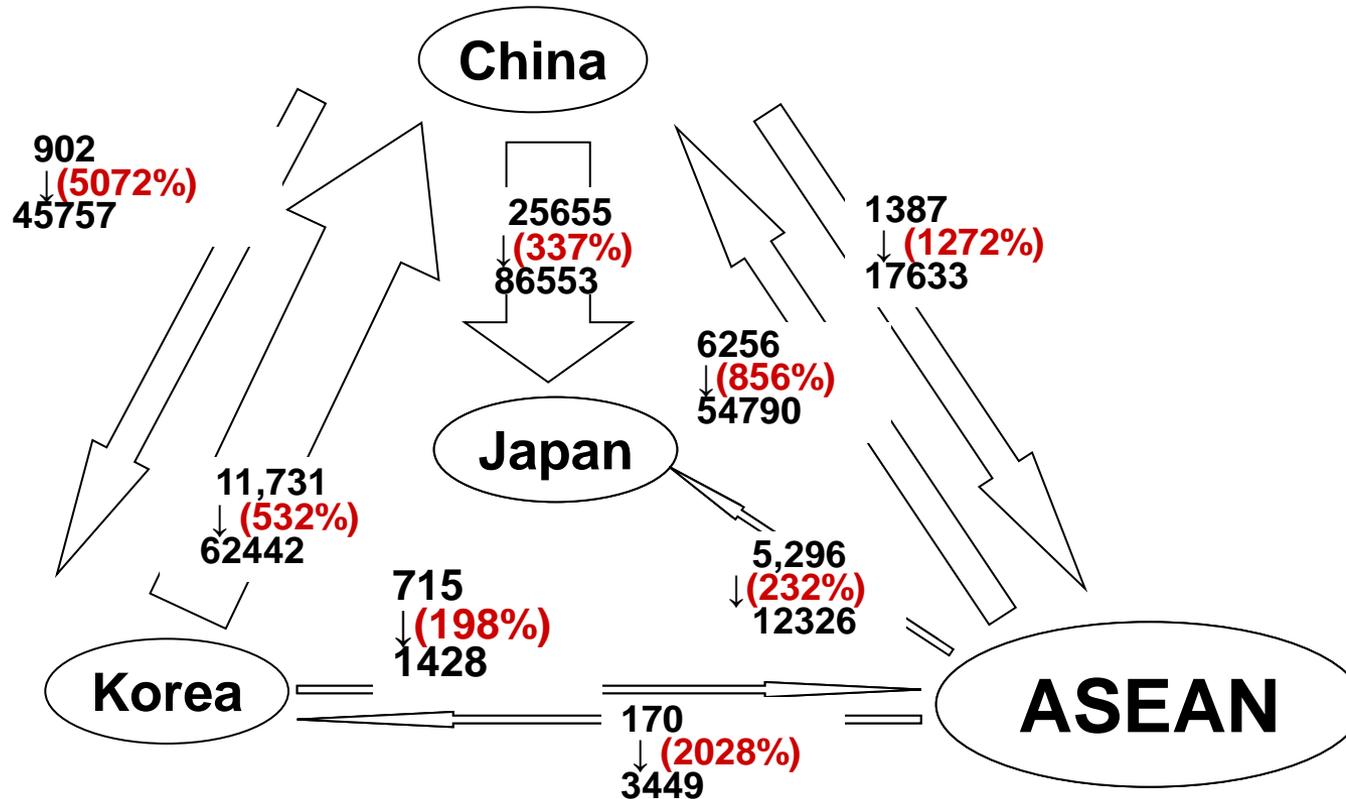
Source: **UNESCO Statistical Yearbook & UNESCO Global Education Digest**
Note: **Numbers in parenthesis indicate the percentage growth**

Growing number of inter-university linkages within Asia
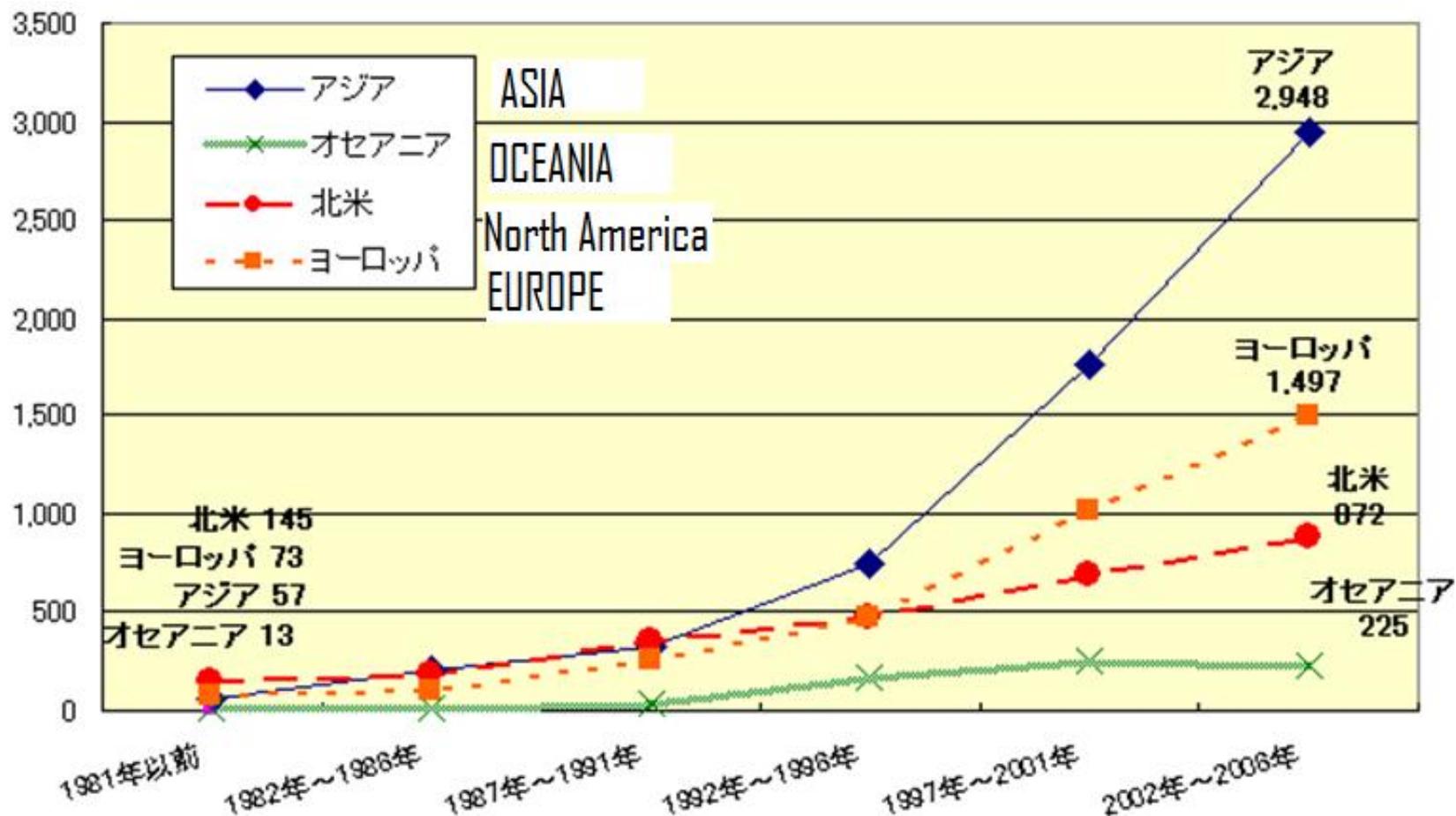
出典：文部科学省・「大学等間交流協定締結状況調査の結果について（平成18年10月1日現在）」
（平成19年9月19日発表）

Growing number of inter-university linkages within Asia
## Branch Offices Abroad by Regions
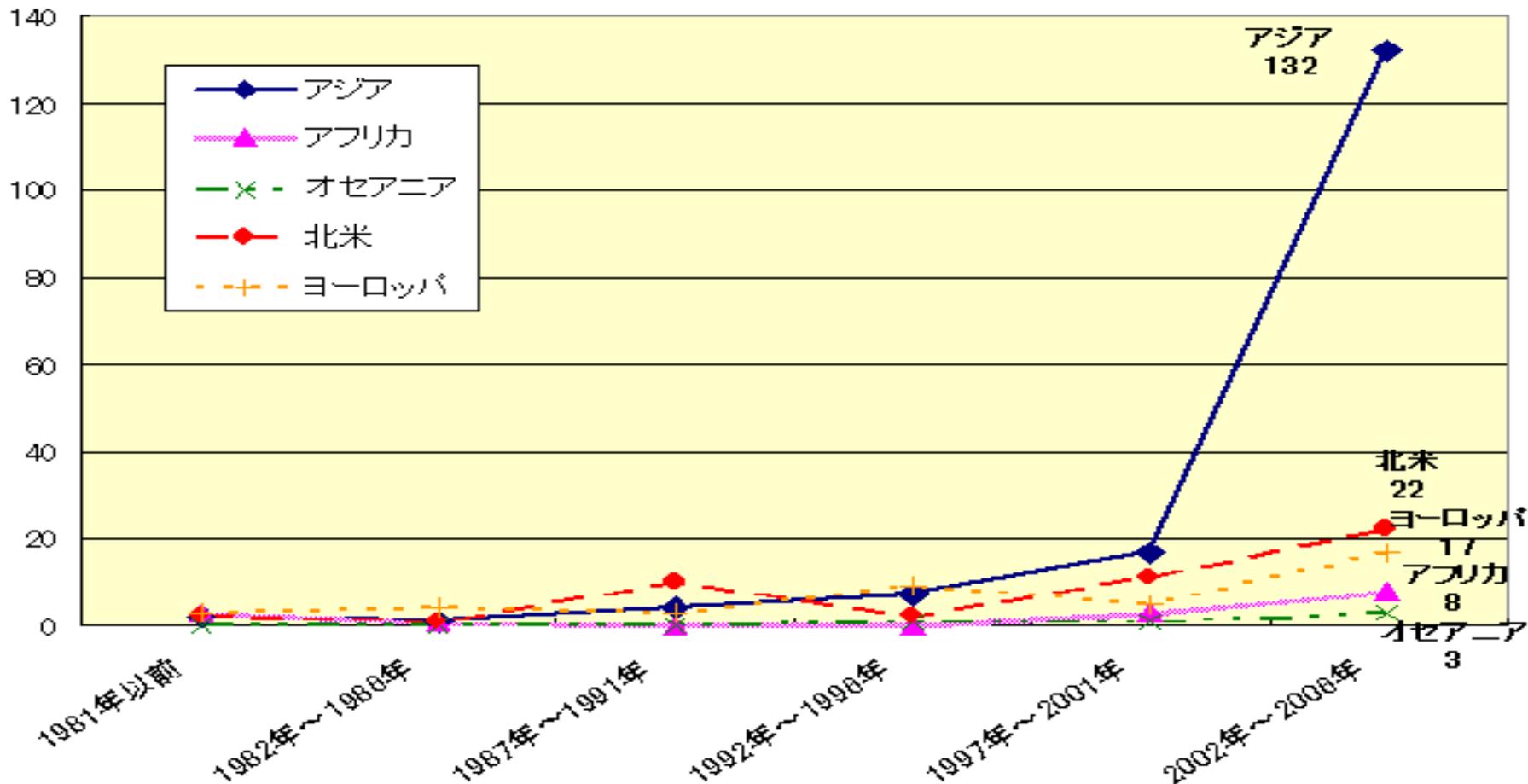
Japanese university branch offices abroad by countries

	National Universities	No.	%	All Universities	No.	%
1	China	33	24	China	57	21
2	Thailand	17	12	USA	42	15
3	USA	12	9	Thailand	29	11
4	Indonesia	11	8	S. Korea	19	7
5	Vietnam	8	6	Indonesia	14	5

http://www.mext.go.jp/b_menu/houdou/19/09/07090416.htm

Faculty members exchange based on Japanese inter-university agreements

出典：文部科学省・「大学等間交流協定締結状況調査の結果について（平成18年10月1日現在）
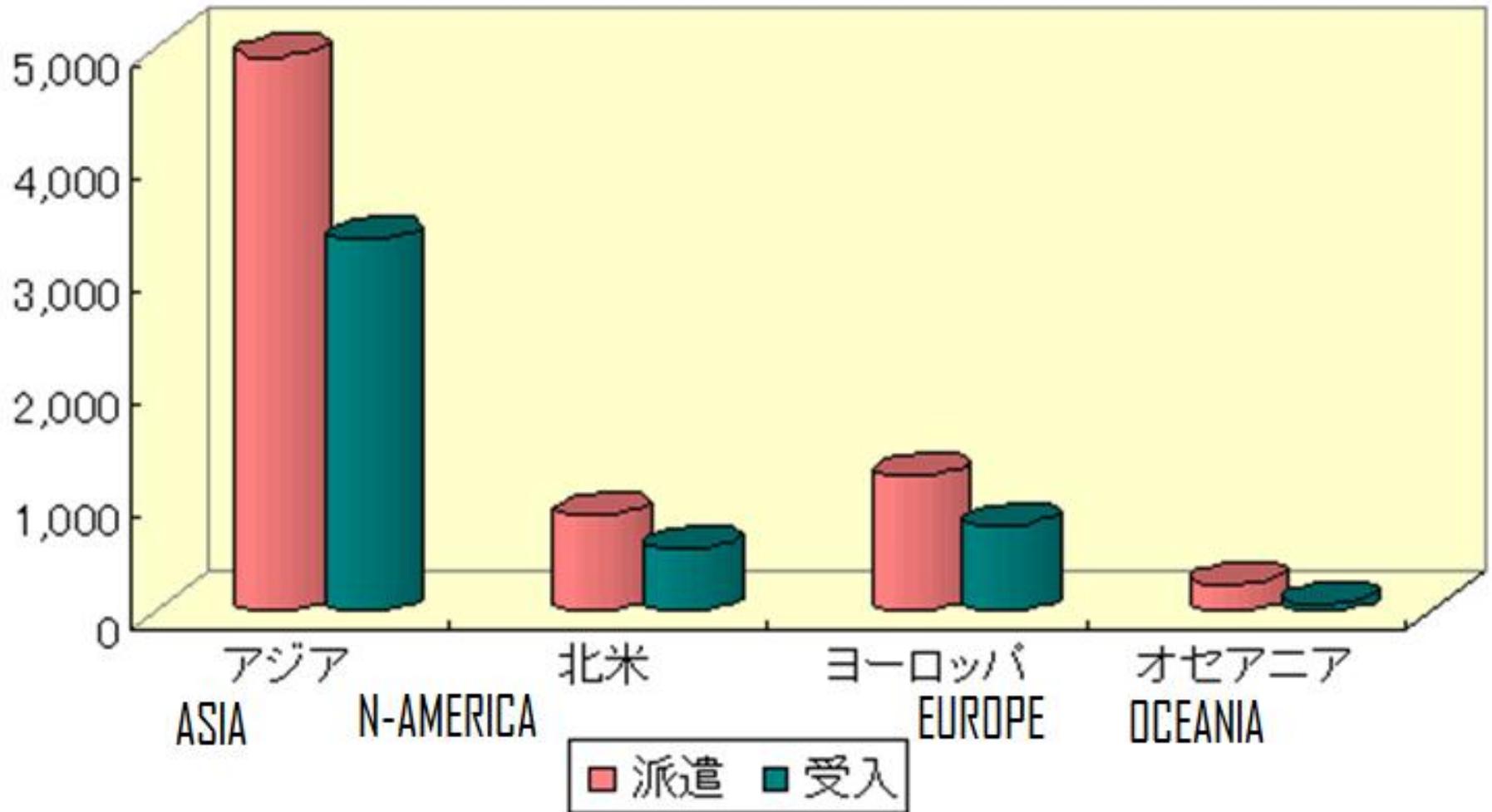
Regions of partner universities for East Asian cross border collaborative degree programs
(from JICA RI Survey in 2010 n=1,041)

Rank	Region	%
1	East Asia	34.0
2	West Europe	31.3
3	North America	20.2
4	Oceania and Pacific	11.4

De facto of international higher education in Asia

- Growing presence of Asian countries as hosts of international students.
- Growing number of students move from Asia to Asia
- Possible Growing number of inter-university linkages and transnational programs within Asia

"Asianization of Asia" is also confirmed in international higher education

Necessity to discuss Asian Regional Governance from the perspective of international higher education

Asian Version of ERASMUS

Speech by H.E. Mr. Yasuo Fukuda, Prime Minister of Japan
on the occasion of
the 14th International Conference on the Future of Asia (May,2008)

- "I also hope to expand dramatically our exchanges among universities within the Asia-Pacific region, and I intend to exchange views with knowledgeable people within Japan and abroad, aiming to come to a conclusion on this plan at the East Asia Summit to be convened at the end of this year. Here one may recall the "ERASMUS Programme" that has been underway in Europe since the 1980's, and I would like to bring about what would be called its Asian version."

Joint Press Conference by
Premier Wen Jiabao of the People's Republic of China,
President Lee Myung-bak of the Republic of Korea and
Prime Minister Yukio Hatoyama of Japan
following the Second China-ROK-Japan Trilateral Summit Meeting
on 10 October 2009

- "I also stated that what will be indispensable for trilateral cooperation is exchanges among the youth of the three countries, in particular those among university students. As one aspect of university student exchanges, we should for example actively consider permitting the interchangeability among universities of credits earned. This would naturally require a degree of consistency in the levels of the schools concerned. While I do not consider this something that is possible for all universities, we will be promoting cooperation as qualitative levels are standardized. I proposed that through such cooperation, it would be possible for the various political and psychological hurdles still remaining among our three countries to be transformed and overcome." -Prime Minister Hatoyama

Japanese New Educational Cooperation Policy announced by H.E. Mr. Naoto Kan Prime Minister of Japan at the High-Level Plenary Meeting of the 65th Session of the General Assembly of the United Nations on Sep. 22nd, 2010

- Promote the creation of **regional networks in higher education** within and among regions in order to address common and similar education challenges by sharing experiences and knowledge of Japan and other countries, with the cooperation of Japanese universities. (AUN/SeedNet)

□- Promote the acceptance of **international students** and encourage exchange among universities with quality assurance, and foster highly specialized human resources through the promotion of international student internships.

The Sixteenth ASEAN Plus Three Summit 2013

- "Prime Minister Abe reiterated that Japan is actively promoting assistance towards strengthening ASEAN Connectivity, attaching special importance to "People-to-People Connectivity" such as education and tourism in the APT framework. He expressed his wish to utilize the outcomes of the 11th East Asia Forum (EAF) held in Kyoto this August, which discussed the theme of enhancing tourism cooperation."

- "On education, the Prime Minister mentioned that Japan hosted the "1st APT Working Group on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education among APT Countries" at the end of September in Tokyo, discussing the ways to promote mutual exchange among universities and students of the APT, while ensuring quality assurance of education. He added that Japan would like to continue to actively contribute to the efforts to enhance "People-to-People Connectivity" such as education and tourism."

Source: Ministry of Foreign Affairs

http://www.mofa.go.jp/region/page3e_000109.html

Recent Moves

- ASEAN + 3 Higher Education Policy Dialogue was started in 2009
- SEAMEO/RIHED Malaysia-Indonesia-Thailand (M-I-T) Student Mobility Pilot Project was initiated in 2009

  → ASEAN International Mobility for Students (AIMS) Programme → Japan joined AIMS in 2013.

- CAMPUS Asia (Collective Action for the Mobility Program of University Students) was started among China, Korea and Japan in 2011
- ASEAN+3 University Network was formulated in 2012
- 20th APEC Economic Leaders' Declaration in 2012 (Vladivostok, Russia) ANNEX D on Promoting Cross-border Education Cooperation
- ASEAN+3 Working Group on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education was launched in 2013.

Growing Regional Quality Assurance Frameworks

- ASEAN University Network for Leading Universities in Southeast Asia

- SEAMEO-RIHED for Southeast Asia

- APQN for Asia Pacific

- Campus Asia for Northeast Asia

- ASEAN + 3 Working Group

- Multilayered Structure of Quality Assurance Frameworks is being formulated in Asia.

Possible policy objectives for Asian regional governance in higher education

1. Internationalization and Regionalization for International Understanding/International Peace

- Based on the spirit of the Constitution of UNESCO "That since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed"

- →Considering East Asian history of conflicts and wars, and political and cultural diversity of the region, this policy dimension is specially important.

2. Internationalization and Regionalization for nurturing "Global Citizen" and "Regional Identity"

- Creation of "People's Europe" and promotion of "European" identity have been recognized as main objectives of intra-regional mobility in Europe in the process of European integration.

→Also for the Asia Pacific context.

→Not denying national identity, but formulate healthy multiple identities from local and national to regional and global.

3. Internationalization and Regionalization for Development and Regional Competitiveness

- Based on Human Capital Theory/ Modernization Theory
- Sending students abroad for development and modernization
  – Policy effort of Meiji Japan and many other Asian countries.
- Inviting and hosting students from developing countries as development cooperation
  – Provision of scholarship to students from developing countries by ODA and private foundations
- Arising recognition on the positive effect of not only sending students abroad but also hosting foreign students on their own economic prosperity.

→Increased recognition of "Brain Circulation" in the regional context.

→Internationalization and regionalization has been recognized as human resource development strategy for enhancing regional economic competitiveness in European integration

→ Asian region should also have the vision for its regional competitiveness.

4. Response to Marketization of International Higher Education

- Corporatization and privatization of national universities.
- Growing number of private universities.
- Increasing self-cost recovery of educational costs.
- Rapid increase of privately financed international students
  →Formulation of international education market

  →Foreign students as "customers"

  → Education for foreign students as "export industry"

  →Explosive increase students from China
- Increasing strategic international university partnerships and alliances among Asian universities

→Formulation of Asian regional education market

→Necessity to build sound systems to ensure quality of higher education and credit transfer

Searching for guiding principles of Asian regional framework of higher education

The Kuala Lumpur Declaration

First East Asian Summit   (in 2005)

- **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.

20th APEC ECONOMIC LEADERS' Declaration (2012)
Vladivostok, Russia
ANNEX D
PROMOTING CROSS-BORDER EDUCATION COOPERATION

Education is the pre-eminent source of economic development in the 21st century, creating more and higher quality jobs and bolstering productivity growth. Education is also a fundamental component of economic activity. Cooperation in the education sectors of APEC economies fosters innovative growth as students, researchers and education providers build scientific, technological and linguistic communities.

All APEC economies stand to gain from enhancing collaboration on cross-border education. Many developing economies in the Asia-Pacific region are rapidly moving into higher value-added manufacturing and knowledge intensive industries driven by innovation. Access to a wide range of quality higher education services is critical for sustainable growth on this development pathway. The APEC region also contains some of the world's largest exporters and consumers of education services. Facilitating the flow of students, researchers and education providers, and reducing the transaction costs involved provides opportunities for a significant expansion of cross border education services to the benefit of all economies.

Increasing cross-border student flows will strengthen regional ties, build people to people exchanges, and promote economic development through knowledge and skills transfer. High quality cross-border education equips students with the 21st century competencies they need for their full participation in a globalized and knowledge based society.

Prospecting Asian Regional Governance Framework of Higher Education

How does the multi-layered framework can be established? What are possible steps?
- ASEAN, Northeast Asia, East Asia and Asia-Pacific.

(1) Hub-spoke system or opposite-hub-spoke system?
- ASEAN and Northeast Asia

(2) Multi-layered regional governance frameworks should be established embracing diversity of the region. However, cohesion and cooperation among different frameworks should also be established.

ASEAN+3 Integration
as a noodle ball or sandwich?
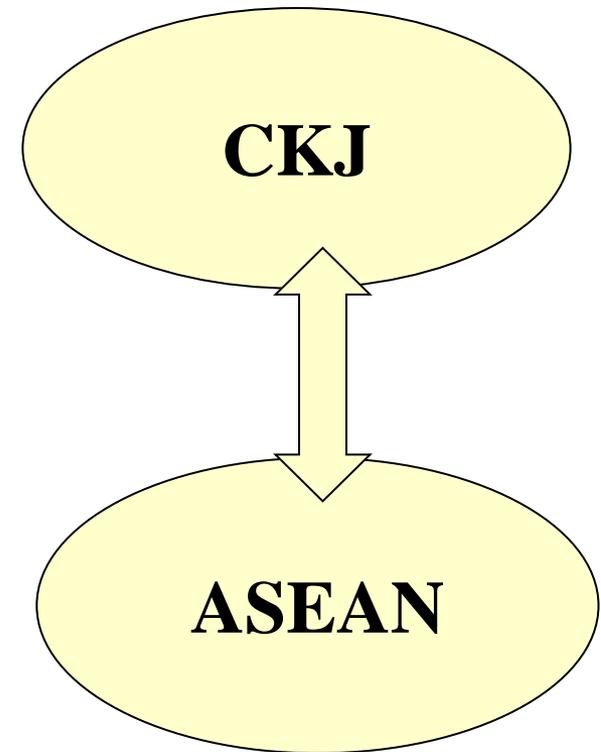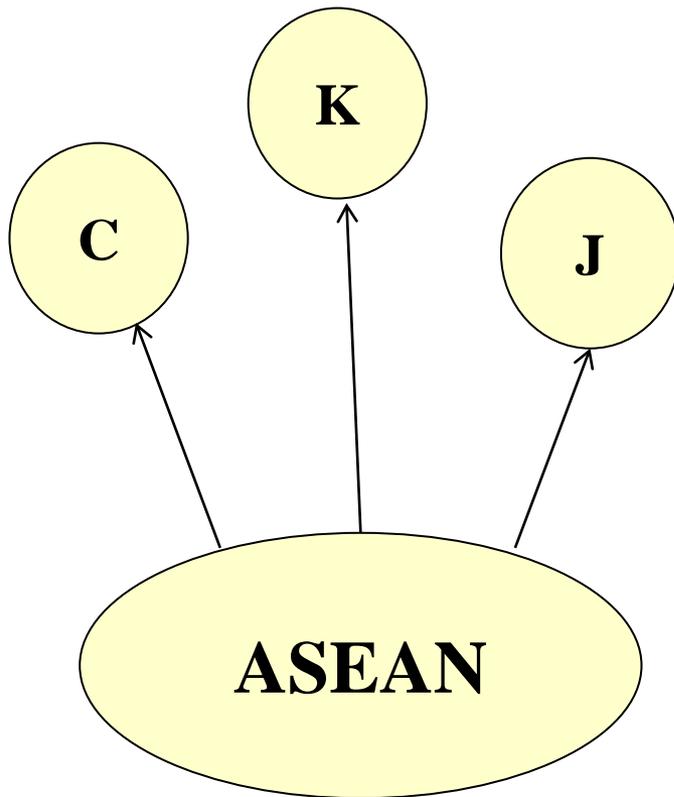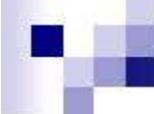
JICA Research Institute
Research Project (2009-2011) on

"Political and Economic Implications of Cross-Border Higher Education in the Context of Asian Regional Integration"

Research Core Team by JICA-RI

SEAMEO/ RIHED
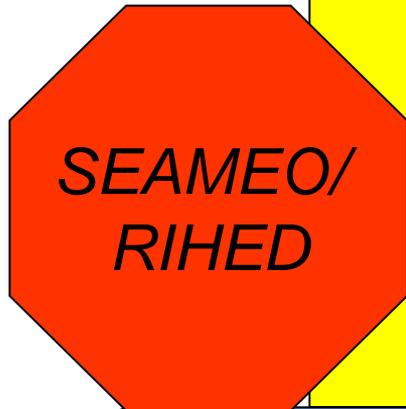
JICA-RI Team
Leader: *Kuroda & Yuki*
Advisor/Member: *Yoshida & Koda*
RA: *Kang & Hong*

Consultant Team
for Survey and Follow-up:
ASIASEED (from Japan)

Consultants in *Indonesia, Vietnam, Cambodia* for Part I

Consultant team in *Malaysia* For Part I &II

Structure of PART 1

Overall question:
What are political and economic implications
of internationalization of higher education in Asia?

Three types of surveys:

PART 1-1
Leading
universities
in ASEAN plus 5
(about 300)

PART 1-2
Cross-border
collaborative degree
programs in leading
universities
(about 1000 programs)
(e.g. twinning)

PART 1-3
Industry
organizations
(15 orgs)

Overview of the survey for 300 "leading" universities

- **Slelection method**
- **Survey Target**
  - Identify approximately 300 institutions that can be considered as "leading universities" in ASEAN and plus 5 countries, while ensuring representatives from ASEAN countries & avoiding over-representativeness from non-ASEAN.
- **Selection Method**
  - 1st step, we identify universities that appear in any list of 3 university rankings* and 8 international (or regional) university organizations' memberships* *(*next slide)* ☆

    ⇒ *Applied for 8 ASEAN countries*
  - 2nd, identify universities that appear at least twice in the above lists   ⇒ *Applied for 2 ASEAN countries and China*
  - 3rd, identify universities that appear at least three times in the above lists ⇒ *Applied for the rest of countries*
  - Lastly, added 22 universities suggested by the participants from the Bangkok Workshop.

- **Selection method (continued)**

☆ University rankings used
- ①Times Higher Education-QS World University Rankings 2008 (Complete Rankings)　(400 ranked)
- ②Shanghai Jiao Tong University, Academic Ranking of World Universities 2008 (500 ranked)
- ③Ranking Web of World Universities 2008, by Webometrics (5000 ranked)

☆ International (or regional) organizations used
- ①UMAP: University Mobility and Asian and the Pacific (324)
- ②AUN: ASEAN University Network (21)
- ③IAU: International Association of Universities (593)
- ④IARU: International Alliance of Research Universities (10)
- ⑤APRU: Association of Pacific Rim Universities (42)
- ⑥AERU: Association of East Asian Research Universities (17)
- ⑦ASAIHL: Association of Southeast Asian Institutions of Higher Learning (165)
- ⑧AUAP: Association of Universities of Asia and the Pacific (206)

	1	2	3		1	2	3	4	5	6	7	8	
	RWWU	Shanghai	THE-QS		UMAP	AUN	IAU	IARU	APRU	AERU	ASAIHL	AUAP	Total
Brunei Darussalam	1				1	1					1		1
Cambodia	0	0	0		4	1	0	0	0	0	1	0	5
Indonesia	23	0	3		0	3	1	0	1	0	32	20	50
Laos					1								1
Malaysia	20	0	5		20	3	7	0	1	0	15	4	28
Myanmar	0	0	0		0	2	0	0	0	0	1	0	2
Singapore	9	2	2		0	2	0	1	1	0	2	0	9
Vietnam	8	0	0		2	2	0	0	0	0	1	6	12
Philippines	5	0	2		17	3	9	0	1	0	19	19	29
Thailand	33	0	3		24	3	4	0	1	0	35	16	38
China	30	18	8		0	0	3	1	6	5	0	14	31
Japan	29	21	19		14	0	21	1	6	6	2	0	29
Korea	8	8	7		4	0	1	0	2	3	0	0	8
Australia	27	15	21		27	0	13	1	3	0	17	11	28
New Zealand	7	5	6		4	0	1	0	1	0	5	0	7
Total	200	69	76		117	21	60	4	23	14	131	90	278

Workshop in Bangkok, Thailand (June 30, 2009)

- Collaborated with SEAMEO-RIHED
- Discussed the research project to receive inputs and endorsements.
- Attended by policy makers and researchers from ASEAN+3+1 countries

	By criteria				By participants	
	1st Step	2nd Step	3rd step	(Sub total- by criteria)	Added by participants	Sum
ASEAN						
Brunei Darussalam	1	1		1	0	1
Cambodia	5	1		5	1	6
Indonesia	50	17		50	11	61
Laos	1	0		1	0	1
Malaysia	28	18		28	0	28
Myanmar	2	1		2	2	4
Singapore	9	2		9	0	9
Vietnam	12	3		12	2	14
Philippines	89	29		29	3	32
Thailand	83	38		38	2	40
(Sub total-ASEAN)	**280**	**110**		**175**	21	196
China	349	31	11	31	0	31
Japan	286	78	29	29	0	29
Korea	96	24	8	8	1	9
Australia	47	38	28	28	0	28
New Zealand	13	7	7	7	0	7
(Sub total-Plus 5)	**791**	**178**	**83**	**103**	1	104
Total	**1071**	**288**	**83**	**278**	**22**	**300**

Response rates

Country	Freq.	Response rate (%)	Number of Universities
Brunai Darussalam	0	0%	1
Cambodia	5	83.3%	6
Indonesia	30	49.2%	61
Laos	0	0.0%	1
Malaysia	16	57.1%	28
Myanmar	1	25.0%	4
Philippines	8	25.0%	32
Singapore	0	0%	9
Thailand	9	22.5%	40
Vietnam	14	100.0%	14
China	19	61.3%	31
Japan	17	58.6%	29
Korea	4	44.4%	9
Australia	7	25.0%	28
New Zealand	0	0%	7
Total	* 130	43.3%	300

* May be less due to the effective answer rate by questions

Activeness of cross-border activities

Activeness of cross-border activities in East Asia

Rank	Past		Present		Future	
	Cross-border activity	Mean	Cross-border activity	Mean	Cross-border activity	Mean
1	Outgoing mobility opportunities for faculty members (F)	2.36	International/ cross-border institutional agreement (I)	3.08	International/ cross-border institutional agreement (I)	3.75
2	International/ cross-border institutional agreement (I)	2.29	Outgoing mobility opportunities for faculty members (F)	2.98	Outgoing mobility opportunities for faculty members (F)	3.74
3	Cross-border research collaboration (F)	2.06	Outgoing mobility opportunities for students (S)	2.78	Outgoing mobility opportunities for students (S)	3.68
4	Acceptance of foreign students (S)	1.91	Acceptance of foreign students (S)	2.77	Acceptance of foreign students (S)	3.65
5	Outgoing mobility opportunities for students (S)	1.85	Cross-border research collaboration (F)	2.74	Cross-border research collaboration (F)	3.64
6	Recruitment of full-time foreign faculty members (F)	1.47	Recruitment of full-time foreign faculty members (F)	2.06	Cross-border collaborative degree programs (I)	3.09
7	Cross-border collaborative degree programs (I)	1.10	Cross-border collaborative degree programs (I)	1.87	Recruitment of full-time foreign faculty members (F)	3.04
8	Use of ICT for cross-border distance education (I)	1.10	Use of ICT for cross-border distance education (I)	1.80	Use of ICT for cross-border distance education (I)	2.95

Source: JICA Survey.

Note: "Highly active"; 3 = "fairly active"; 2 = "moderately active"; 1 = "slightly active"; 0 = "not active"; (I) = institution; (F) = faculty; (S) = student. The mean for both "cross-border collaborative degree programs" and "use of ICT for cross-border distance education" is 1.104348.

Findings for dimension 1

- Conventional activities such as "cross-border institutional agreement" and "outgoing mobility opportunities for faculty members" are regarded more active than innovative activities such as "cross-border collaborative degree programs" and "use of ICT for cross-border distance education."

- While the lists of cross-border activities in the ranking order of the degree of activity have not changed significantly over time, the vigor of innovative activities is expected to grow extensively in the future.

Significance of expected outcomes

Significance of expected outcomes for overall cross-border activities in East Asia

Rank	Past		Present		Future	
	Expected outcome	Mean	Expected outcome	Mean	Expected outcome	Mean
1	To improve the quality of education (A-I)	2.59	To improve international visibility and reputation of your university (P-I)	3.23	To improve international visibility and reputation of your university (P-I)	3.78
2	To promote national culture and values (P-N)	2.54	To improve the quality of education (A-I)	3.19	To improve the quality of education (A-I)	3.78
3	To achieve research excellence (A-I)	2.39	To achieve research excellence (A-I)	3.17	To achieve research excellence (A-I)	3.78
4	To improve international visibility and reputation of your university (P-I)	2.39	To promote intercultural/ international awareness and understanding (A-N)	3.13	To promote intercultural/ international awareness and understanding (A-N)	3.75
5	To promote intercultural/ international awareness and understanding (A-N)	2.38	To promote national culture and values (P-N)	3.09	To promote national culture and values (P-N)	3.68
6	To meet the demands of your national economy (E-N)	2.36	To meet the demands of your national economy (E-N)	3.01	To promote regional collaboration and identity of Asia (P-R)	3.63
7	To promote regional collaboration and identity of Asia (P-R)	2.24	To promote regional collaboration and identity of Asia (P-R)	2.93	To meet the demands of your national economy (E-N)	3.53
8	To generate revenue for your own institution (E-I)	1.94	To meet the demands of global economy (E-G)	2.69	To generate revenue for your own institution (E-I)	3.39
9	To meet the demands of Asian regional economy (E-R)	1.89	To generate revenue for your own institution (E-I)	2.68	To meet the demands of Asian regional economy (E-R)	3.34
10	To meet the demands of global economy (E-G)	1.87	To promote global citizenship (P-G)	2.63	To meet the demands of global economy (E-G)	3.31
11	To promote global citizenship (P-G)	1.85	To meet the demands of Asian regional economy (E-R)	2.62	To promote global citizenship (P-G)	3.29

Source: JICA Survey.

Note: 4 = "Highly signficant"; 3 = "fairly signficant"; 2 = "moderately signficant"; 1 = "slightly signficant"; 0 = "not signficant"; (A) = academic; (P) = political; (E) = economic; (G) = global; (R) = regional;(N) = national; (I) = institutional.

Findings for dimension 2

- The most highly prioritized expected outcome are "to improve the international visibility and reputation of [their] own university", "to improve quality of education" and "to achieve research excellence".

- The expected outcome "to generate revenue for your own institution" is low, despite the fact that for profit-side of internationalization is increasing in numerous countries.

- Asian leading universities prioritize academic expected outcomes ahead of the economic expected outcomes.

Degree of activity of overall cross-border activities' partner regions for <u>Southeast Asia</u>

Rank	Past			Present			Future		
	Partner regions	Mean		Partner regions	Mean		Partner regions	Mean	
1	Southeast Asia	2.22	**	Southeast Asia	2.88	***	Southeast Asia	3.72	**
2	Western Europe	1.97		Northeast Asia	2.57		Northeast Asia	3.56	
3	Northeast Asia	1.83		Western Europe	2.54	**	Western Europe	3.43	***
4	North America	1.66		North America	2.26		North America	3.14	
5	Oceania and Pacific	1.50	***	Oceania and Pacific	2.11	***	Oceania and Pacific	3.08	***
6	Central and Eastern Europe	1.03		South and West Asia	1.55	*	South and West Asia	2.54	
7	South and West Asia	1.01	***	Central and Eastern Europe	1.38		Central and Eastern Europe	2.47	
8	Central Asia	0.67		Arab States	1.13		Central Asia	2.26	
9	Arab States	0.61		Central Asia	1.13		Arab States	2.14	
10	Sub-Sahara Africa	0.49		Sub-Sahara Africa	0.97		Sub-Sahara Africa	1.93	
11	Latin America and Caribbean	0.38		Latin America and Caribbean	0.82		Latin America and Caribbean	1.86	

SOURCE. — JICA Survey.

NOTE. — 4 = 'Highly active'; 3 = 'fairly active'; 2 = 'moderately active'; 1 = 'slightly active'; 0 = 'not active'.

The time differences (present and future) in means are stastiscally significant (p<.01).

*p<.1 in T-test of differences in means between a partner region and one immediately below in the ranking list.

**p<.05 in T-test of differences in means between a partner region and one immediately below in the ranking list.

***p<.01 in T-test of differences in means between a partner region and one immediately below in the ranking list.

Degree of activity of overall cross-border activities' partner regions for <u>Northeast Asia</u>

Rank	Past			Present			Future		
	Partner regions	Mean		Partner regions	Mean		Partner regions	Mean	
1	North America	2.74		North America	3.18		North America	3.75	
2	Southeast Asia	2.56		Southeast Asia	3.10		Southeast Asia	3.63	
3	Northeast Asia	2.49		Northeast Asia	3.07		Northeast Asia	3.61	
4	Western Europe	2.33	**	Western Europe	2.98	***	Western Europe	3.59	**
5	Oceania and Pacific	1.98	***	Oceania and Pacific	2.49	***	Oceania and Pacific	3.29	***
6	South and West Asia	1.48	*	South and West Asia	1.98		South and West Asia	2.80	
7	Central and Eastern Europe	1.20		Central and Eastern Europe	1.80		Central and Eastern Europe	2.73	*
8	Central Asia	1.08		Central Asia	1.75	*	Central Asia	2.45	
9	Latin America and Caribbean	0.92		Arab States	1.45		Arab States	2.33	
10	Arab States	0.77		Latin America and Caribbean	1.45	***	Latin America and Caribbean	2.28	***
11	Sub-Sahara Africa	0.54		Sub-Sahara Africa	1.00		Sub-Sahara Africa	1.82	

SOURCE. — JICA Survey.

NOTE. — 4 = 'Highly active'; 3 = 'fairly active'; 2 = 'moderately active'; 1 = 'slightly active'; 0 = 'not active'.

The time differences (present and future) in means are stastiscally significant (p<.01).

*p<.1 in T-test of differences in means between a partner region and one immediately below in the ranking list.

**p<.05 in T-test of differences in means between a partner region and one immediately below in the ranking list.

***p<.01 in T-test of differences in means between a partner region and one immediately below in the ranking list.

# Suggestions for Asia Pacific Regional Framework of Higher Education on intra-sub-regional cooperation

- First, the finding shows the deeper collaboration related to higher education within each of the sub-regions, Southeast Asia and Northeast Asia. As the findings generally indicate, Southeast Asian universities most prioritize building partnerships with the other universities in their own region, and Northeast Asian universities also place high priority on building partnerships with the other universities in their own region. These findings support the current regional policy directions. Southeast Asia began discussing regionalization in the education sector within its own region with the construction of the Socio-Cultural Community, and in 2009, Northeast Asia initiated the creation of the Asian version of ERASMUS, CAMPUS ASIA, within its own region. **These ongoing active intra sub-regional collaborations may lead to the development of a concrete regional framework of higher education for both Southeast Asia and Northeast Asia.**

Suggestions for Asia Pacific Regional Framework of Higher Education on "East Asia" regional cooperation

- Second, for overall cross-border activities, both Southeast Asia and Northeast Asia highly prioritize each other as partners for their cross-border activities, even compared to their priorities for other parts of Asia and the Pacific. **This fact indicates that integrating the two sub-regions may be a functional next step in constructing a regional higher education framework in East Asia.** Therefore, with ongoing active partnerships between the two regions, developing a framework that integrates the two sub-regions, often referred to as ASEAN+3, may function as a useful coordinating forum. In the venue of ASEAN+3, the issue of integration (or harmonization) in higher education has not yet been prioritized. Nevertheless, many expect an increase in awareness of the importance of regional integration in the higher education sector among ASEAN+3 countries in the future.

Suggestions for Asia Pacific Regional Framework of Higher Education

- Thirdly, although the process of the East Asian regionalization of higher education may begin with an ASEAN+3 structure, it may not end there; rather, it may expand to involve strong complementary relationships with other active regions of partners. **Our finding of North America as the most active (and projected to be the most active) partner for Northeast Asian universities and Oceania as consistently active partner for both Northeast and Southeast Asia clearly indicates that East Asian appropriate partnership with North America and Oceania needs to be included in the future dialogue for a regional higher education framework in Asia Pacific.**

JICA-RI survey for 1,000 cross-border collaborative degree programs

Definition of cross-border collaborative degree programs:

- Higher education degree programs, which are institutionally produced/organized with cross-border university partnership by at least 2 institutions in 2 countries or more.
  - Main examples: double/joint, twinning, and sandwich

- Not include, for example, conventional student exchange programs based on international university agreements

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• **Identification method**

- 1st step: Identify all "cross-border education programs" about 300 leading universities, mainly through:

  - MOE site, if available *(*next slide)*

  - Key country publication, if available *(*next slide)*

  - Website of each university's international office or equivalent

  - Key word search in website of each university (key words such as double/joint, twinning, and sandwich), possibly in English as well as each country language

  - Key word in Google site (with country, university, and program type's name)

- 2nd step: Grouping the programs with the similar criteria (e.g. Partner university, major, degree type)

		1st step	2nd step		
		Number of "cross-border collaborative degree programs"	Number of programs after grouping	Leading university with at least one program	*Total leading university*
1	Brunei Darussalam	7	7	1	*1*
2	Cambodia	4	4	2	*6*
3	Indonesia	135	82	24	*61*
4	Laos	16	15	1	*1*
5	Malaysia	51	33	15	*28*
6	Myanmar	1	1	1	*4*
7	Philippines	13	4	3	*32*
8	Singapore	81	73	7	*9*
9	Thailand	72	44	14	*40*
10	Vietnam	149	122	11	*14*
	(Sub total of ASEAN)	**529**	**385**	**79**	*196*
11	China	166	159	27	*31*
12	Japan	92	72	16	*29*
13	Koea	69	68	8	*9*
14	Australia	163	135	16	*28*
15	New Zealand	4	4	2	*7*
	(Sub total of plus 5)	**494**	**438**	**69**	*104*
	Total	**1023**	**823**	**148**	*300*

Regions-region partnerships for East Asian cross border collaborative degree programs
(from JICA RI Survey in 2010 n=1,041)

Rank	Region-region		%
1	Southeast Asia - Western Europe	195	18.6
2	Northeast Asia - Southeast Asia	185	17.7
3	Southeast Asia - Oceania and Pacific	134	12.8
4	Southeast Asia - North America	112	10.7
5	Northeast Asia - North America	92	8.8
6	Northeast Asia - Western Europe	82	7.8
7	Northeast Asia - Oceania and Pacific	70	6.7
8	Northeast Asia - Northeast Asia	61	5.8
9	Oceania and Pacific - Western Europe	51	4.9
10	Southeast Asia - Southeast Asia	23	2.19

(n= 1,048)

Our sample programs' overview : Program-level

■ **Post-graduate level is more popular than the undergraduate level.**
■ **Both level, social science is the first popular field, and engineering is the 2ⁿᵈ popular.**

Level of degree

Master	43%
Bachelor	35%
BA&MA	5%
Doctoral	5%
MA&Dr	2%
BA&MA&Dip	1%
BA&Dip	1%
Diploma	1%
MA&Dip	1%
BA&MA&Dr	0%
Others	0%
Missing	6%
	100%

Major field

	Master	Bachelor
Social sciences	57%	30%
Engineering	13%	28%
Science	6%	5%
Health	5%	3%
Humanities & Arts	2%	3%
Agriculture	2%	1%
Education	2%	1%
Others	15%	28%
	100%	100%

Analytical framework

- Movements (summary of the CBHE framework):
  - Shift (or diversification) from student to program mobility
  - More collaboration between institutions, *"collaborative degree programs"*

- **Research questions:**
  1. What do universities expect from "cross-border collaborative degree programs"? How do the expectations differ from "conventional student mobility"?
  2. How do these expectations differ within "collaborative degree programs" by degree of collaboration?
  3. How about risks?

Figure 1. Framework for cross-border higher education

(a) Category of mobility	(b) Example forms of mobility by "degree of collaboration" between higher education institutions across borders:		
	Low ⟶ High collaboration		
	One-side led program	*⟶*	*Bilateral program*
People mobility (e.g. students, scholars)	Full degree abroad Semester/year abroad		
Program mobility (e.g. courses, program, degree)	Franchised Online/distance	Twining** Double/joint degree**	
Provider mobility (e.g. institutions)	Branch campus Virtual university	*Bi-national university*	

Note: * Vertical categories come from Knight while the horizontal column (b) is for this research. Words in Italics are our additions. The underlined forms of mobility are our interests in this paper.
**Defined as "cross-border collaborative degree programs" in this paper.

Sample program datasets, overall, indicates

- **Key motivations for East Asian programs are in academic and political dimensions.**
- **The most important challenge for East Asian programs appears to be "recruiting students", followed by "resolving language issues".**

Rank	Expected outcome	Mean
1	Improve international visibility and reputation of your institution	3.02
2	Improve quality of education	3.00
3	Promote intercultural/international awareness and understanding	2.97
4	Meet demand of your national economy	2.78
5	Achieve research excellence	2.69
6	Promote regional collaboration and identity of Asia	2.68
7	Promote global citizenship	2.66
8	Meet demand of global economy	2.63
9	Meet demand of Asian regional economy	2.63
10	Promote nationl culture and values	2.59
11	Generete revenue for your own institution	2.08

Rank	Challenges	Mean
1	Difficulty of recruiting students	2.11
2	Difficulty of resolving language issues	1.98
3	Insufficient financial resource	1.78
4	Difficulty of assuring quality	1.77
5	Diffences in academic calendars	1.73
6	Insufficient administrative capacities	1.67
7	Difficulty of employment prospect	1.59
8	Irrelevance of education content	1.58
9	Miscommunication with partner university	1.50
10	Lack of accreditation	1.47
11	Difficulty of credit transfer recongnition	1.46
12	Brain drain	1.40
13	Inequity of access	1.37
14	Loss of cultural or national identity	1.26
15	Overuse of English as medium	1.22

Academic dimension ▮
Political dimension ▮
Economic dimension ▮
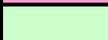
Administrative dimension ▯
Social dimension ▮

4:Highly significant, 3: Fairly significant, 2: Moderately significant, 1:Slightly significant, 0:Not significant.

Sample programs separated into 2 groups by "degree of collaboration"

- How? Based on each of the following three criteria*

Table: Number of sample programs by "degree of collaboration"

Low ⬌ High collaboration

*		One-sided	Both-side	NA or Missing	Total
1st	Location of study	46	187	21	254
2nd	Curriculum provider	43	176	35	254
3rd	Degree provider	92	145	17	254

（＊See also Annex 1)

- **Interest**
  - **Are "expected outcomes" perceived as more significant by both-side partnership programs than by one-sided programs?**
  - **Are "challenges" perceived as less significant by both-side programs than by one-side partnership programs?**

■ **Academic & Political dimension of expected outcomes is perceived as more significant by "both-sided partnership program" than by "one-sided program"**

Expected outcome	Location of study		Curriculum provider		Degree issuer	
	One-sided Mean	Both-sided Mean	One-sided Mean	Both-sided Mean	One-sided Mean	Both-sided Mean
To improve quality of education	2.90	3.13	3.25	3.11	2.98	3.09
To achieve research excellence	2.53	2.82	2.63	2.89	2.56 <	2.83
To promote intercultural/ international awareness and understanding	2.58 <	3.16	2.85 <	3.17	2.89	3.09
To promote global citizenship	2.51	2.78	2.65	2.82	2.66	2.72
To promote regional collaboration and identity of Asia	2.45 <	2.81	2.55 <	2.88	2.71	2.71
To promote national culture and values	2.45	2.70	2.53	2.76	2.67	2.60
To improve international visibility and reputation of your university	3.08	3.11	3.13	3.19	3.05	3.07

Note: **">" or "<" indicates that the difference between Group 1 and Group 2 is statistically significant. (<0.1)**

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4:Highly significant, 3:Fairly significant, 2:Moderately significant, 1: Slightly significant, 0:Not

Social & Academic & Administrative dimension of challenges is perceived as more significant by "one-sided program" than "both-side partnership program"

Challenges	Location of study		Curriculum provider		Degree provider	
	One-sided Mean	Both-sided Mean	One-sided Mean	Both-sided Mean	One-sided Mean	Both-sided Mean
Inequity of access	1.60	1.33	1.70 >	1.34	1.58 >	1.27
Brain drain	1.75 >	1.35	1.73	1.40	1.66 >	1.27
Overuse of English as medium	1.53 >	1.16	1.53	1.24	1.48 >	1.09
Loss of cultural or national identity	1.58	1.22	1.50	1.28	1.51 >	1.13
Difficulty of assuring quality	**2.03**	1.75	**2.13** >	1.75	**2.06** >	1.62
Irrelevance of education content	1.68	1.57	1.60	1.67	1.69	1.53
Difficulty of employment prospect	1.48	1.63	1.58	1.62	1.73	1.51
Lack of accreditation	1.58	1.46	1.54	1.52	1.57	1.44
Insufficient financial resource	1.95	1.78	1.83	**1.90**	**1.94**	1.70
Insufficient administrative capacities	**2.05** >	1.60	1.80	1.73	**1.94** >	1.51
Miscommunication with partner university	1.68	1.47	1.55	1.54	1.71 >	1.38
Difficulty of credit transfer recognition	1.80 >	1.40	1.58	1.47	1.69 >	1.35
Diffences in academic calendars	1.73	**1.79**	1.63	1.86	1.86	**1.71**
Difficulty of recruiting students	**2.05**	**2.19**	**2.23**	**2.23**	**2.10**	**2.19**
Difficulty of resolving language issues	1.84	**2.08**	**1.95**	**2.13**	1.87	**2.13**

Note: "**>**" or "**<**" indicates that the difference between Group 1 and Group 2 is statistically significant. (<0.1)

Numbers in bold refer to top 3 expected outcomes by each aspect.
4:Highly significant, 3:Fairly significant, 2:Moderately significant, 1: Slightly significant, 0:Not significant

Conclusions

- **"Partnership based programs" are regarded _more effective_ than "One side led collaborative programs"** in cross-border higher education to achieve expected outcomes in various dimensions.

- **"Partnership based programs" perceive _less challenges_ than "One side led collaborative programs"** in cross-border higher education in various dimensions.

→ Equal Partnership and Mutual Cooperation is the key for success of cross-border collaborative degree programs!

Waseda's International Collaborative Programs with Overseas Institutions to Promote <u>Equal Partnership and Mutual Cooperation</u>

– Joint doctoral program with **Peking University** (2002-)

– Double-degree programs with **Peking University and Fudan University** at undergraduate level (2005-)

– Double MBA program with **Nanyang Technological University**, Singapore (2006-)

– Double-degree program with **National Taiwan University and National University of Singapore** at undergraduate level (2007-)

– Double-degree program with **Columbia University** at M.A. and Ph.D. level (2008-)

– Double-degree program with **National Taiwan University** at MA level (2008-)

– Campus Asia Joint Program with **Peking University, Korea University, Nanyang Technological University, and Thammasat University** (2012-)

– Double-degree programs with **GLCA Liberal Arts Colleges in USA** at undergraduate level (2013-)

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Thank you!