

What is missing in internationalization of higher education in a time of globalization in the Asia-Pacific region?

Dr. NG Shun Wing

Associate Professor,
Department of Education Policy and Leadership,
The Hong Kong Institute of Education

Date : 29th January, 2010 (Friday)

Time : 12:30 p.m. to 2:00 p.m.

**Venue: Room 13, Podium, Block B3 (B3-P-13),
The Hong Kong Institute of Education
(Tai Po Campus), 10 Lo Ping Road, Tai Po**

What is missing in internationalization of higher education in a time of globalization in the Asia-Pacific region?

Shun Wing Ng

Department of Educational Policy and Leadership

Hong Kong Institute of Education

swng@ied.edu.hk

OBJECTIVE OF THE PAPER

➤ **Globalization & knowledge-based economy**

Restructuring Higher Education: more globally competitive for the purpose of 'brain gain' and 'income generation',

➤ **Asian countries follow global practices without**

- developing their own unique systems
- honouring the cultural traditions of their own countries
- proper alteration and contextualization

Issues:

- What is missing in internationalization of higher education in a time of globalization?
- What should internationalization of higher education aim at?
- For what purposes should the HEIs exist in the post-colonial era?

Share of tertiary foreign students in OECD countries

Countries	Share of tertiary students abroad within the OECD area
1. China	7%
2. Korea	5%
3. Japan	4%
4. Greece	4%
5. Germany	4%
6. France	3%
7. India	3%
8. Turkey	3%
9. Malaysia	3%
10. Italy	3%
11. Morocco	3%
12. Hong Kong China	2%
13. U.S.A	2%
14. Indonesia	2%

Share of tertiary foreign students in the United States

Countries	% of Total as at 2007-2008
1. India	15.2%
2. China	13%
3. South Korea	11.1%
4. Japan	5.4%
5. Canada	4.7%
6. Taiwan	4.6%
15 Hong Kong	1.3%
16 Indonesia	1.2%

Source: From Data Base of International Institute of Education

<http://opendoors.iienetwork.org/?p=131534>

Education is one of the twelve service sectors covered by the General Agreement on Trade in Services (GATS) since 2000

Modes	Criteria and examples	Supplier Presence
Mode 1: Cross-border supply	Service delivered within the territory of the Member, from the territory of another Member (distance education, e-learning, virtual universities)	Service supplier not present within the territory of the member
Mode 2: Consumption abroad	Service delivered outside the territory of the Member, in the territory of another Member, to a service consumer of the Member (Students go to another country to study)	
Mode 3: Commercial presence	Service delivered within the territory of the Member, through the commercial presence of the supplier (Local branch or satellite campuses, twinning partnerships, franchising arrangement with local institutions)	Service supplier present within the territory of the Member
Mode 4: Presence of a natural person	Service delivered within the territory of the Member, with supplier present as a <u>natural person</u> (Professors, teachers, researchers working abroad)	

Note: Retrieved from http://www.wto.org/english/thewto_e/thewto_e.htm as at 9 September 2008; Knight (2002)

INCREASING DEMAND FOR HIGHER EDUCATION SERVICES IN ASIA

- Higher education services become a global, market-oriented and private industry
- Australia, Singapore, Malaysia, Hong Kong
- Forecast: 7.2 million international students in 2025. Asia will represent some 70% of total global demand
- China and India: key growth drivers → half of the global demand

(Bohm, Davis and Pearce 2002)

globalization \longleftrightarrow internationalization

- A process stemmed from the rise of Western imperialism and capitalism -- “competition, combat, confrontation, exploitation, and the survival of the fittest” (Yang 2000)
- Market-driven :a universalization of capitalism (MacEwan, 1994).
- The process as an action of neo-colonialism that implies a form of contemporary economic imperialism (Chan, 2008). The common bond of humanity and culture will eventually vanish.
- unequal global exchange (Yang 2003)
- globalization being fuelled by neo-liberal ideology emphasizing entrepreneurship, cost-effectiveness, and customer orientation (Chan 2008)
- Globalization also displays immense power over other cultures cultural imperialism / cultural homogenization (Zajda, 1998)

IMPACT OF GLOBALIZATION ON INTERNATIONALIZATION OF HIGHER EDUCATION

Managerialism →

- marketization, diversification, corporatization,
- commercialization
- devolution of responsibilities from state to local governments and HEIs,
- popularity of output-driven economic rationalism
- competition for funds, students and faculties
- competition and choice in the running of educational service

Educators and academics feel very demoralised and substantially deprofessionalized

IMPACT OF GLOBALIZATION ON INTERNATIONALIZATION OF HIGHER EDUCATION

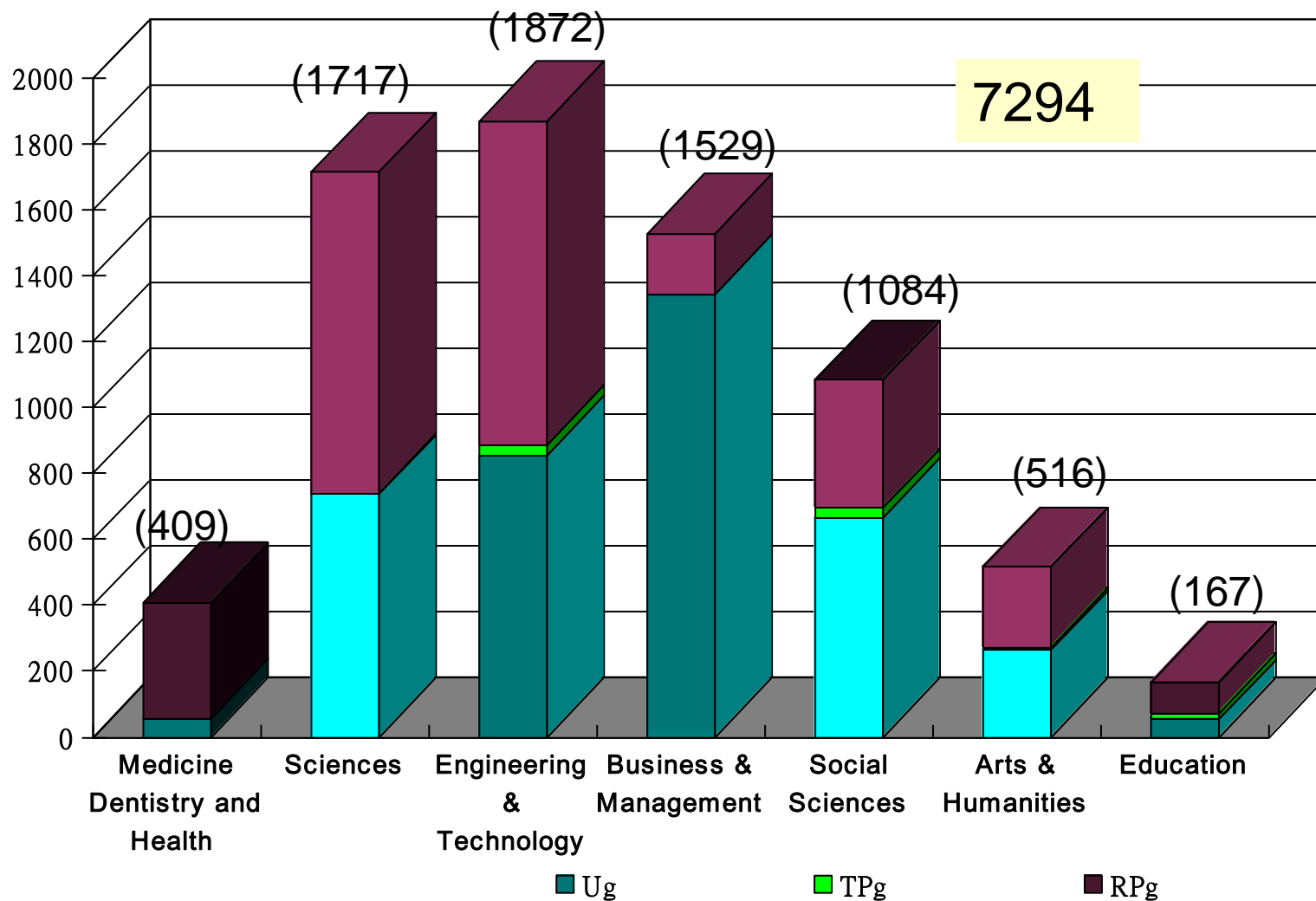
- Decreasing of public funding to higher education
- Raising money
- Running a university becomes a customer-focused enterprise.
- Market driven university curriculum
- Students are customers - promotion and marketing strategies
- Faculties need to participate in the game of marketizing their knowledge
- Dissensions among faculty staffs and tensions among departments
- Consumerism in the market place have been intensified in reengineering process of the HEI.

Economic utilitarianism & pragmatism —————→

a powerful strategy of the economic driven society

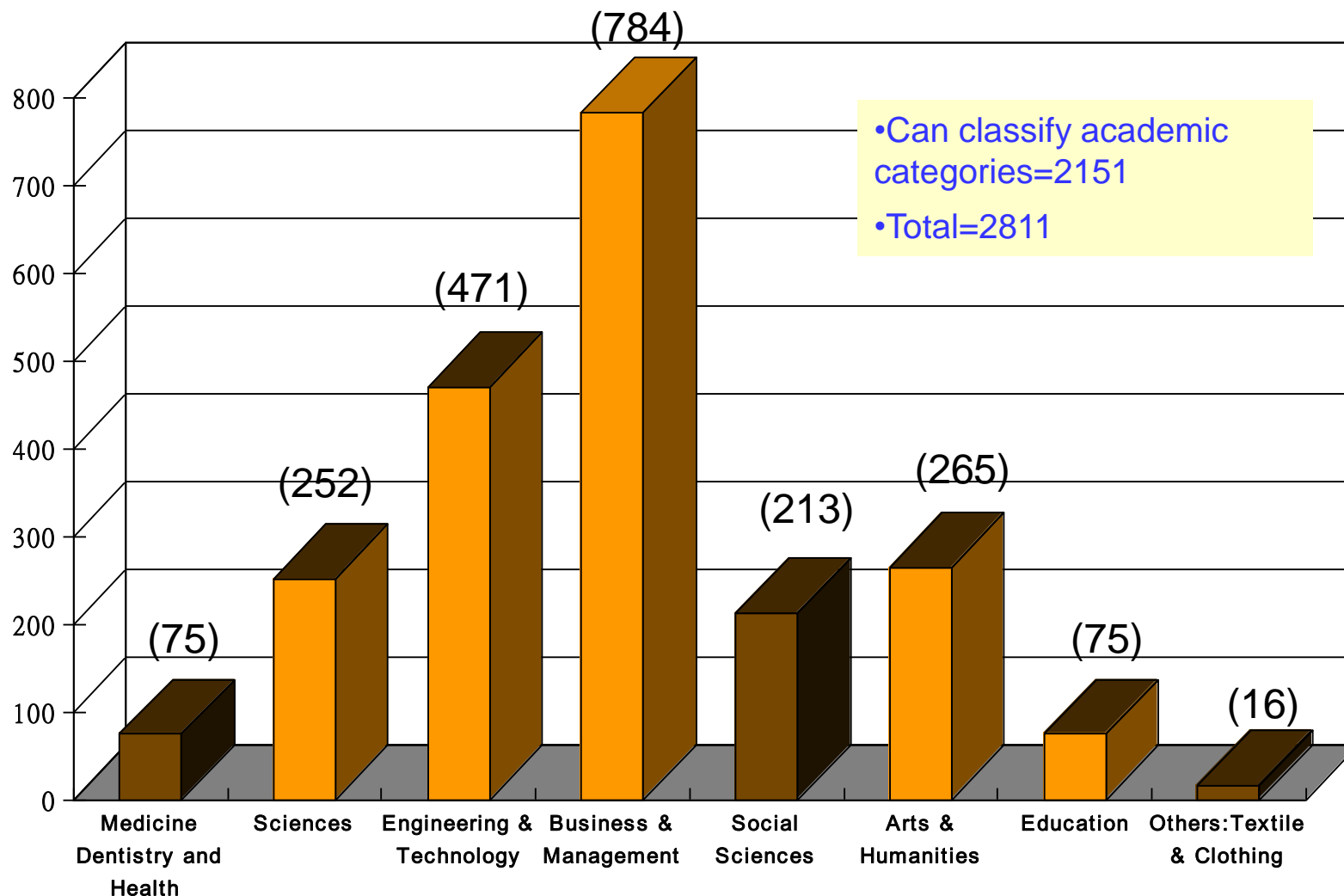
- Competing for the ranking in the “world class” league tables
- International benchmarking —————→ Research Assessment Exercises to demonstrate the standards
- Subjects offered focus mainly on the practical and applied value of knowledge
- More profitable applied subjects —————→ science, technology and business management are offered
- Subjects of theoretical enquiry nature —————→ social sciences, arts and humanities are marginalized

Non-local Student Enrolment (Headcount) of UGC-funded Programmes by, Level of Study, Broad Academic Programme Category and Mode of Study, 2007/08



Source: UGC website <http://www.ugc.edu.hk/eng/ugc/publication/report/figure2007/figures/12.pdf>

Total Number of Non-local Student Enrolment (Headcount) of Self-Financed Programmes in 2007/08 as reported by the Registry of UGC funded and non-UGC funded HEIs.

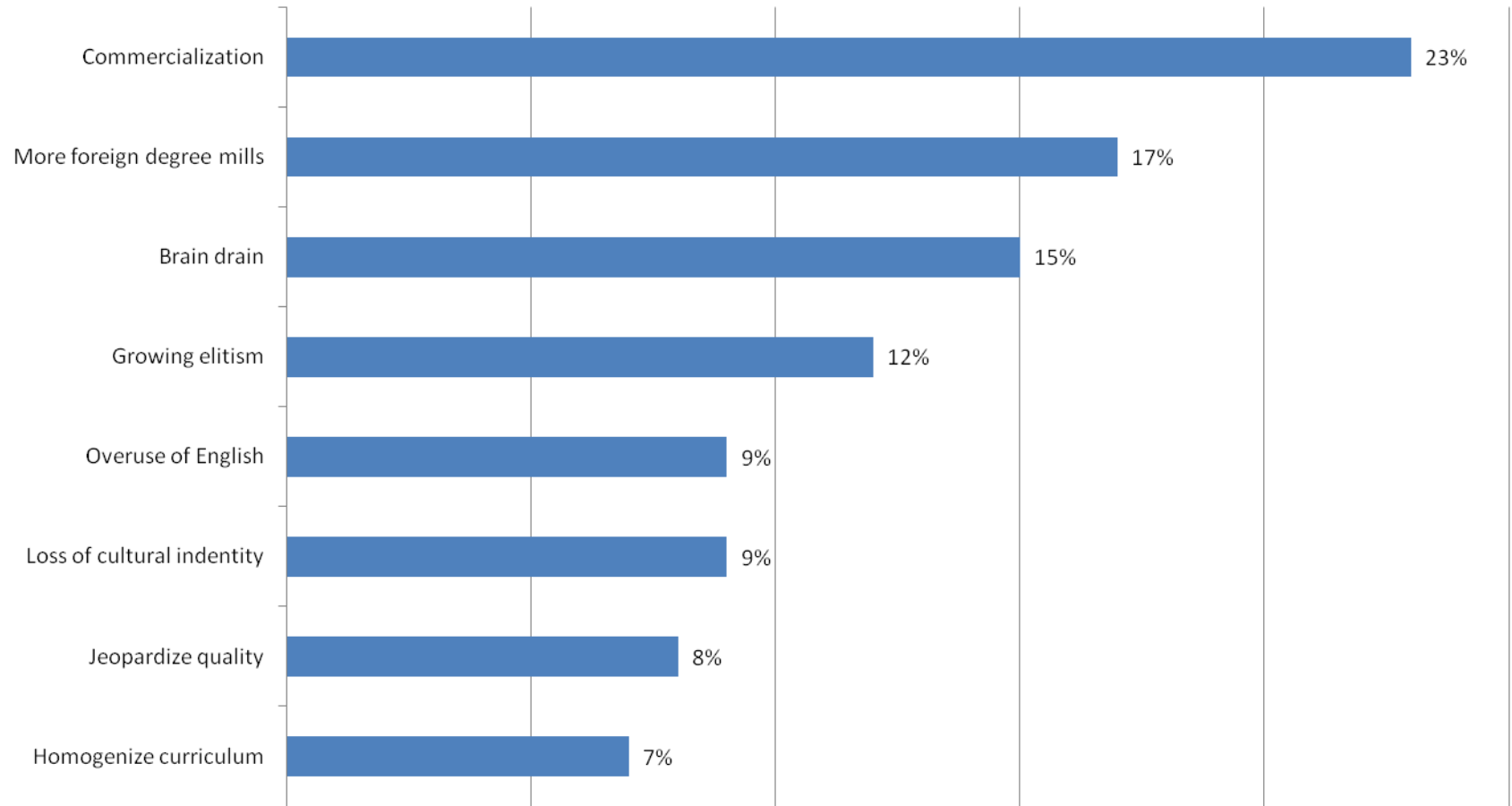


- Source: Figures provided by the Registry of 7 UGC funded HEIs, 4 CPE sections and 3 non-UGC funded HEIs as at January 2008.
- There were 196 non-local TPg students reported but excluded due to difficulties in classifying their academic categories enrolled.
- The total number of enrolled non-local students reported on self-financed basis should be 2811.

Economic utilitarianism & pragmatism

- Tensions among departments
- Institutional winners and losers.
- University lecture → a speech show → entertaining rather than analysing
- Classroom as a place for “licensing and professionalism without the substantive knowledge and ethics of profession” (Yang, 2003, p.278).
- Potential increase in low quality providers,
- A lack of recognition of foreign qualifications by domestic employers or education institutions
- An increase of selling unrecognized certificates

Ranking of most important Risks of Internationalization by HEI's



Knight (2005) Internationalization Survey for IAU

Policy duplication

- Globalization → Westernization → Americanization
- Reproducing or duplicating Western educational policies
- Asian HEIs → International benchmarking and better ranking of the league table → Anglo-Saxon standards and ideologies
- Whether they are learning from the Western traditions or they are **duplicating** without proper adaptation and deliberate contextualization
- A dependency culture in the internationalization
- Helping reinforce the America-dominated hegemony

Policy duplication

- English as a medium of instruction (MOI),
- Australian, British and American curricula
- international benchmarks,
- Whether these types of policies are compatible with indigenous cultures and local practices
- Asian scholars engaging in the game of “paper-chase” for the Research Assessment Exercise
- Research outputs should be published in English, preferably in Science and Social Science Citation Index international journals
- Internationalization becomes recolonization in the post-modern era

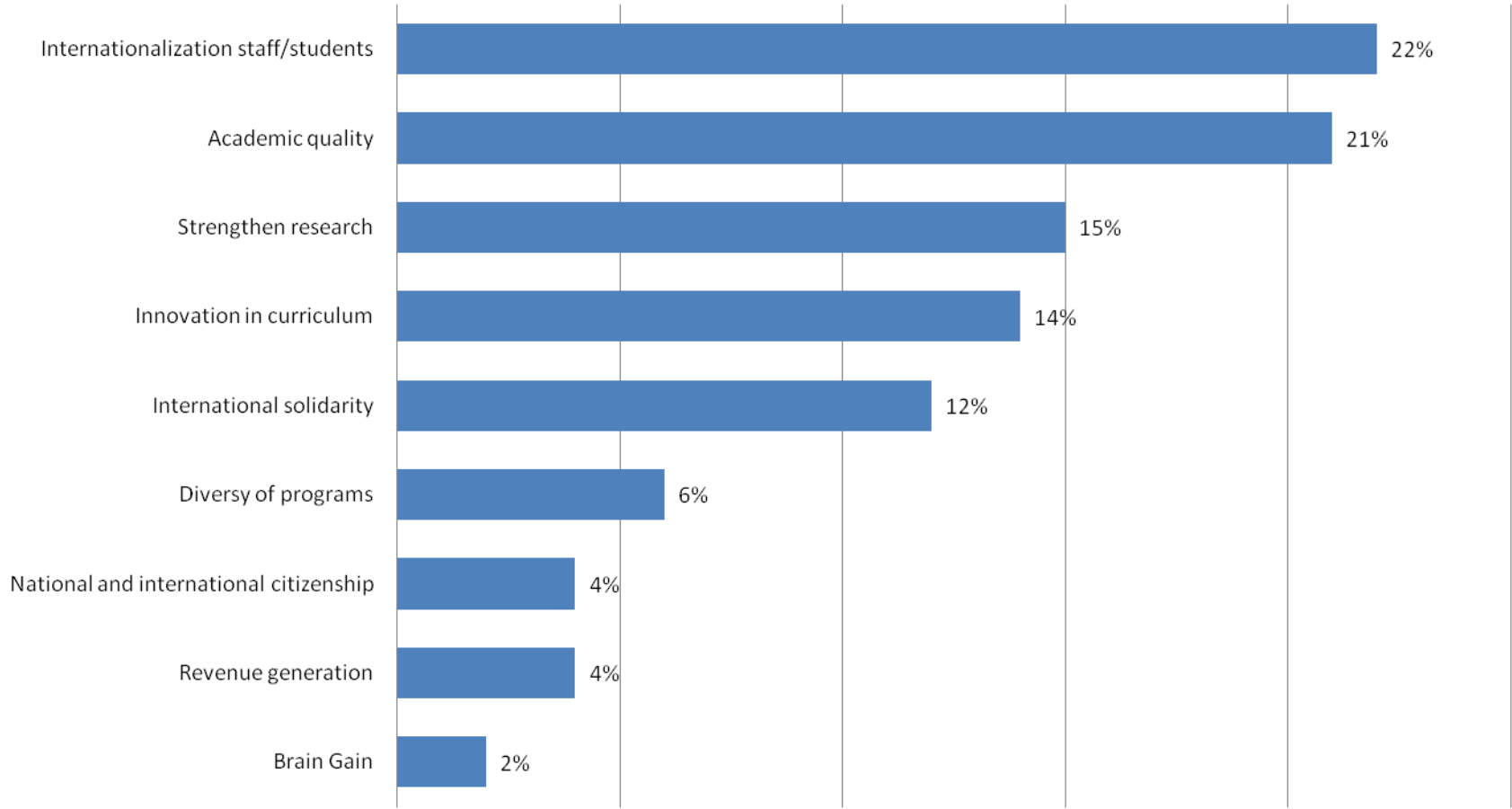
Internationalization: Its meaning

- “Internationalization lies in an understanding of the universal nature of the advancement of knowledge” that is based on the common bonds of humanity. (Yang, 2002)
- It should help enhance students competencies and create a culture that promotes and supports international/intercultural understanding (Knight, 2004)
- It is a process integrating an international/cultural dimension into the teaching, research and service functions of the institutions (de Wit, 2002)
- It aims at preparing future leaders and citizens to address global issues and challenges like shaping sustainable development, international solidarity and global peace in a highly interdependent globalized world (Yang 2006)

Internationalization: Its meaning

- “Global education is to prepare students for the global world of work and to bring about a shared future marked by justice, security, equality, human rights and economic sustainability. (The Association of American Colleges and Universities, 2003)
- Internationalization of higher education aims at internationalism: “Common sense notions of international community, international cooperation, international community of interests, and international dimension of common good” (Jones, 2000)

Ranking of most important Benefits of Internationalization by HEI's



Knight (2005) Internationalization Survey for IAU

WHAT IS MISSING IN INTERNATIONALIZATION OF HIGHER EDUCATION?

- Competitiveness and economic driven orientation → in the internationalization of higher education in the Asian Pacific region

Fundamental questions:

- What is missing in the process of internationalization?
- What should internationalization of higher education aim at?
- For what purposes should the HEIs exist in the post-colonial era?

WHAT IS MISSING IN INTERNATIONALIZATION OF HIGHER EDUCATION?

- The vision of preparing future leaders and citizens to address global issues and challenges like shaping sustainable development, international solidarity and global peace in a highly independent globalized world
- “Citizenship” and “cultural awareness” as two of the most important aims in the internationalization process are neglected or nearly missing in higher education agenda (Knight’s 2005 survey)

CONCLUSION: HUMANE AND CIVIC MISSIONS OF INTERNATIONALIZATION OF HIGHER EDUCATION

- Mr. Sha Zukang, Under-Secretary-General of the United Nations reiterates in the World Civic Forum 2009 that institutions of higher learning have a critical role in forming our future leaders, in advocating mutual understanding, and in promoting a dialogue among stakeholders towards a global culture of peace through innovative partnerships.

CONCLUSION: HUMANE AND CIVIC MISSIONS OF INTERNATIONALIZATION OF HIGHER EDUCATION

- Against the tide of excessive market-centered values, commercialization of higher education and possibility of recolonization in terms of knowledge and technological transfer, **HEIs need to strive to enhance their engagement with and contribution to the wider community through restructuring their curricula and visions** in future education.
- We need to create positive future by **defining the real aim and mission of higher education** in the internationalization process.

CONCLUSION: HUMANE AND CIVIC MISSIONS OF INTERNATIONALIZATION OF HIGHER EDUCATION

- HEIs could be motivated by both the finance-driven ethos and the communal aspirations of civic engagement through reengineering their curricula.
- Academic values and civic missions in HEIs are at the heart of the aspects such as human rights, multilateralism and global citizenship
- Universities can advance the cause of humanity and citizenship because international education should be a trading game for students' self enrichment (Marginson, 2004)

CONCLUSION: HUMANE AND CIVIC MISSIONS OF INTERNATIONALIZATION OF HIGHER EDUCATION

- McIntosh (2005, p. 23) defines global citizenship as “the ability to see oneself and the world around one, the ability to make comparisons and contrast, the ability to see ‘plurality’ as a result...”
- Ladon-Billings (2005) highlights that global citizens are those with capacity to think critically, are willing to dialogue with others, and are concerned.

CONCLUSION: HUMANE AND CIVIC MISSIONS OF INTERNATIONALIZATION OF HIGHER EDUCATION

- Internationalization of higher education should be committed to encouraging **democratic inclusivity and ethical living**.
- HEIs imbedded these missions and values will provide the global society with a future.

CONCLUSION: HUMANE AND CIVIC MISSIONS OF INTERNATIONALIZATION OF HIGHER EDUCATION

- At the system level, it is the **governments' effort** to realize the aim of internationalization of higher education for humane and civic missions that include education for democratic values, global citizenship, world peace and sustainable development
- At the institutional level, university faculties can assist by **designing courses/curricula** that promote responsible global citizenship
- Educators at the institutional level can help promote change by delivering the message that multicultural and intercultural characteristics of mankind in the globe are respected and that will help transform HEIs into sustainable learning communities that could support the learning need of a **future global citizenry**.

謝謝 Thank you

