

**GLOBAL EDUCATION:
ASIAN UNIVERSITIES' PURSUIT TOWARDS INTERNATIONALIZATION,
*The Philippine Experience***

by Professor Ma. Crisanta N. Flores, Ph.D.

Director, Office of Extension Coordination

University of the Philippines

Diliman, Quezon City, Philippines 1101

marotflores@gmail.com

In a world that is highly IT and consumerist, education has become a big business in a knowledge-based economy where knowledge is considered a “weightless commodity”. There is an unprecedented growth in the number of students wanting to pursue higher education overseas. Hence, the fierce battle among universities to attract the market (more than 2.5 million young people study overseas).

Since English is the international *lingua franca*, non-English speaking institutions of learning in Europe and Asia have revitalized their programs to include course offerings in English. French Universities now offer a significant number of degree programs in English. In China, 175 million people study English. Koreans come to the Philippines for Intensive English Program which is cheapest in the region. South Korea is building 10 “English villages” like Western communities where children can learn to communicate in English. One such example is the ‘English-only town’ soon to open on Cheju Island in 2010.

Brief Description of the Global Educational Landscape

In recent times, Asian universities in Singapore, Japan, Malaysia and India have attracted very good students from different parts of the globe. It is no longer a monopoly of the old best universities like Harvard, Yale, Cambridge and Oxford. To date, China is spending millions in building and improving their universities so that their own student population need not leave their country. Malaysia expects double the number of 100,000 foreign students it received this year by 2010. Malaysian and Thailand universities have been prime movers of institutional restructuring in higher education with its thrust towards corporatization. Malaysian Universities are very active in their joint-degree and/or twinning programs with British universities making their students internationally marketable.

The US has suffered setbacks in its share of foreign students after the 9/11 incident which led to tighter student visa restrictions. US foreign students only amounted to 17% between 2000 and 2005 compared to France’s 81% and Japan’s 108%. European universities have become less attractive to foreign students especially from Asia because of the expensive Euro. Lately, the European Union has been very aggressive in Asia in its promotion of universities and colleges with scholarship packages and other enticements. Under its banner of a United Europe where everything is standardized from its banking system, currency to a common market, the new European Higher Education Area is now also on its way towards standardization. In the Philippines, among European countries, it is France through its French Embassy which vigorously promotes and advertises its French universities through international education fairs. Spain and Germany are next with scholarship packages in the graduate level.

Internationalization of Higher Education

Internationalization of Higher Education must not be confused with Global Education. Although mutually exclusive, they work towards the same direction. Global Education can be understood in 2 ways: it may refer to the Global Education Landscape or it may also refer to the economic aspect of education where foreign students are considered part of the market forces. Internationalization of Higher Education is a response to Global Education but focuses principally on academic growth of universities and institutions rather than on its economic aspect of growth.

A survey conducted by the International Association of Universities listed Student and Faculty Mobility as one of the most important component of Internationalization. Student, staff and teacher development, academic standards and quality assurance and international research collaboration are ranked as the 3 most important benefits of internationalization. Distance Education and the use of ICTs are noted as the key areas for new developments.

What makes an International or Global University?

Since the most common indicator of Internationalization is the number of foreign students a university has, there is a strong pursuit to attract foreign students as well as to forge international linkages with (ideally) prestigious foreign universities to boost the international character of a university. Institutions of higher education all over the world compete to attain the status of an international or global university.

Asian Universities as International/Global Universities

While US recognizes the fierce competition against Asian Universities such as NUS, Peking University, University of Tokyo in attracting the good, intelligent foreign students, Asian universities should continue to improve and rethink its own model for internationalization which is still very much informed by the Western paradigm. World Rankings is still the most influential indicator of an internationalized/globalized university. Leaders of universities quake at any change in their ranking every year. Asian Universities should go beyond the study of English language alone. Even if it is the international lingua franca, we should push for the strong disciplines we have in the region such as Marine Science studies, Digital Technology, Volcanology, and even Asian Philosophy and Arts.

The true test of a university as globalized is not only the number of foreign students a university has but if: (1) its international programs offered are enrolled in by foreign students; (2) there are a number of international organizations created with actual foreign membership; (3) research collaborations are published jointly by partner universities; and (4) if these international programs are sustained through the years.

In the survey conducted by the International Association of Universities, Asian respondents were the only ones who were not affected by the brain drain. Surprisingly, the North American, European, Middle Eastern and African respondents fear the effect of brain drain due to internationalization. This is a good sign that Asians intend to return to their country of origin in spite of foreign education. Joint-degree programs and or twinning programs also help ensure Asian students' stay in their home universities at the end of the program while earning international degrees.

Internationalization and the Philippine Experience

As early as 2000, the Commission on Higher Education in the Philippines issued Memorandum Order No.1 (Policies and Guidelines in the Implementation of International Linkages and Twinning Programs). The Memorandum supports strongly international linkages as well as networking and consortium agreements. It also fully supports the institutional membership to prestigious foreign academic associations and organizations.

Philippine Universities are favorite destinations of mostly Korean students wanting to learn the English Language. According to Korean university administrators, what makes English language instruction in the Philippines popular to them is because of the following: cheap tuition fee, low standard of living, and Korean students do not get intimidated by the English language used by Filipino instructors compared to the English spoken by the native white speakers.

Many Philippine Universities are reactive to internationalization as a bandwagon but have not fully understood this concept and phenomenon. English as the social capital of most Philippine Universities is seen as the principal requirement of internationalization. Philippine Universities should expand their linkages to include not only English language training but more importantly academic exchange in the field of science and ICT.

The oldest 2 universities in Asia are found in the Philippines. The University of San Carlos and the University of Santo Tomas were established in the early 1600s. These two universities should teach us the wisdom of the ages as well as their sustainability through the centuries.

The University of the Philippines

The University of the Philippines (UP) is now celebrating its Centennial Year. 100 Years ago, we were established under the American Colonial Regime. As products of early American period, UP graduates were sent to the US on a *pensionado* system in the early 20s and as Fulbright scholars after World War 2.

But UP has been able to shed off its colonial yoke and has produced several presidents of the republic including current President Gloria Macapagal Arroyo. In the 1980s, many UP graduates went to Japan on a Monbusho and Hitachi scholarship especially in the field of engineering and science. During the same decade, many also went to Australia, London, Germany to earn their Phds in the fields of Business, Economics, and Social Sciences. In the 1990s to present, a significant number has proceeded to France and Spain for their graduate studies. Fortunately, many of these graduates came back to UP to serve the university as faculty members.

UP system is composed of 7 campuses and UP Diliman (UPD) is the flagship or the main campus. To date, it has the highest number of partner universities, it being the main campus with the most comprehensive course offerings.

UPD has 237 programs in English. Since many flock to UP for the Intensive English Program, which is offered both by the Department of English of the College of Arts and Letters and another by the College of Education. UPD has the Asian Center offering Japanese, Korean, Chinese Studies; the Institute of Islamic Studies; the Department of European Languages offering courses in Spanish, French, German/Deutz, Russian, Italian, and Portuguese, and soon, Polish language shall be offered as well. Meanwhile, the Department of Linguistics is offering language courses in Bahasa Indonesia, Bahasa Malay, Korean and Nihongo. The MA degree program in International Studies is offered by the Department of Political Science of the College of Social Sciences and Philosophy, while the Center for International Studies offers Special Topics on Global Studies for graduate students.

UPD has multicultural student bodies, international student organizations or clubs. We have the following international student organizations: UP-Tomo Kai, UP Arirang, Le Club Francais, International Club of UP, HPAIR, Euro, Criculo-Hispanico, Piccola Italia, Deutscher Verein, etc.

Recommendations: Policies, Activities to Promote Internationalization of Higher Education

With all the concepts and concerns discussed, here are some recommendations:

1. UP should not sit on its laurels, it being recognized as the best university in the Philippines. It should take seriously surveys or ranking of Universities in Asia and in the World because internationally minded-students always refer to these surveys when they choose to study overseas.
2. While world rankings or surveys is good (Webometrics, Times, Newsweek, etc.) because it improves universities, it must not allow competition however to override the benefits

of real cooperation and partnership based on research and academic exchange, especially among Asian universities.

3. Asian universities and UP should vigorously pursue new ways of linkages such as twinning programs or joint degree that will redound to the mutual benefit of partner universities.
4. Asian universities and UP should be aggressive in promoting and advertising its strong course offerings and international programs in the global education market not only for profit but more so, for its pursuit towards internationalization of its higher education.

In summary, what we, in UP Diliman can offer to prospective foreign students in Asia and elsewhere, are the following: (1) it is a comprehensive university with many centers of excellence and having 237 programs offered in English; (2) it has international programs, centers and multicultural student bodies; (3) most importantly, the tuition fee is cheap; (4) the standard of living in the Philippines is very low; and (5) people from almost all walks of life in the Philippines understand English.

Focusing on our strengths in the Asian region, academic and economic, Asian universities will continue building on its strong foundation in this era of globalization and internationalization.

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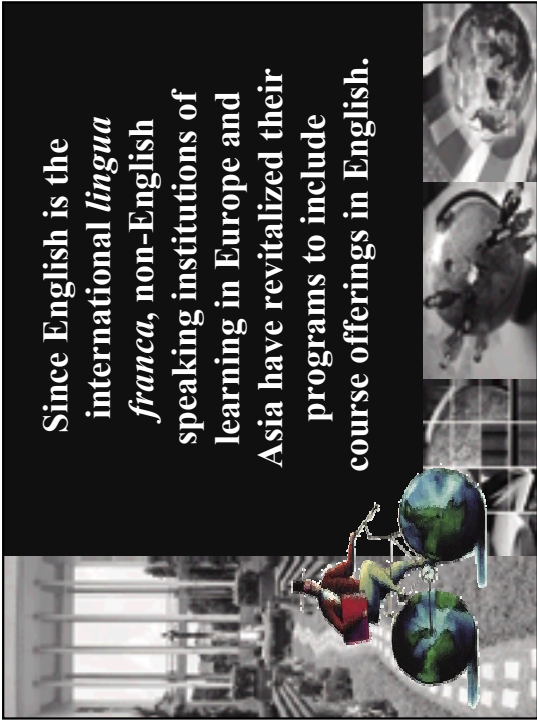
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(Newsweek, Aug. 07)

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European universities have become less attractive to foreign students especially from Asia because of the expensive Euro. Lately, the European Union has been very aggressive in Asia in its promotion of universities and colleges with scholarship packages and other enticements such as the ERASMUS (European Community Action Scheme for the Mobility of University Students) and the ERASMUS MUNDUS.



Under its banner of a United Europe where everything is standardized from its banking system, currency to a common market, the new European Higher Education Area is now also on its way towards standardization.



Internationalization of Higher Education

OF THE PHILIPPINES 2008



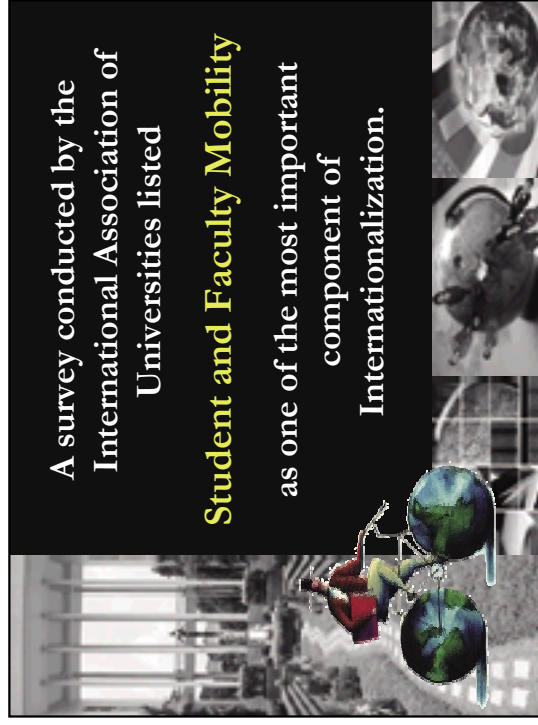
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A survey conducted by the International Association of Universities listed **Student and Faculty Mobility** as one of the most important component of Internationalization.



3 most important benefits of internationalization:

1. student, staff and teacher development,
2. academic standards and quality assurance and
3. international research collaboration

*What makes an
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Distance Education and the use of ICTs are noted as the key areas for new developments.

Institutions of higher education all over the world compete to attain the status of an international or global university.

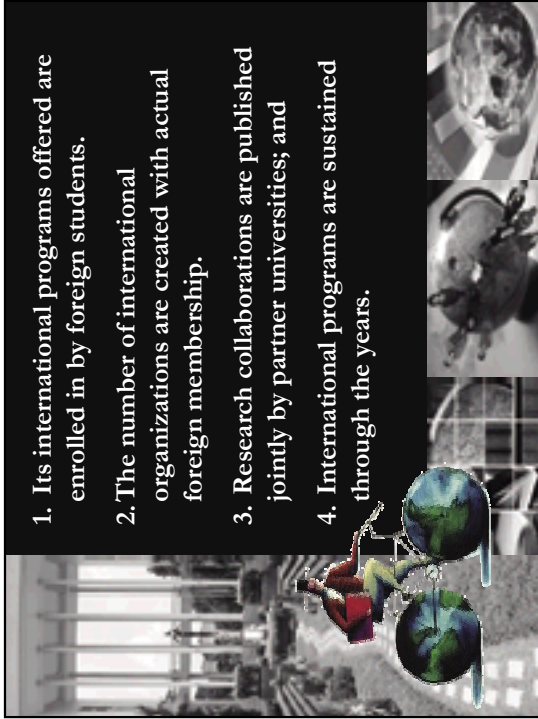
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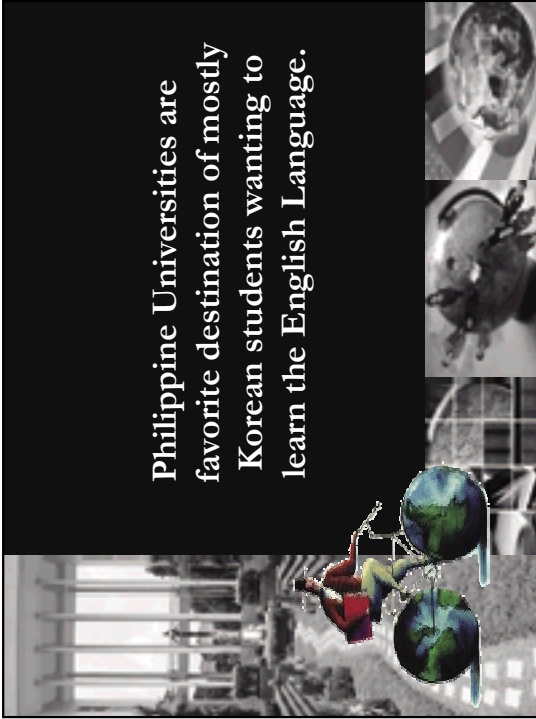
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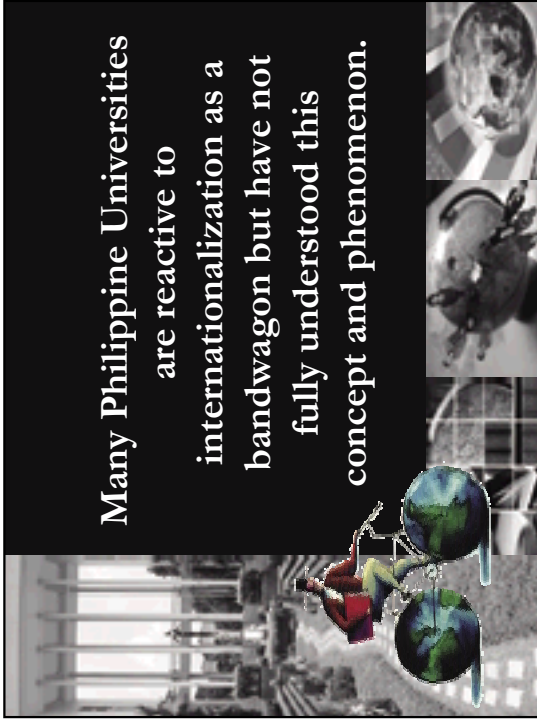


Reasons why English instruction in the Philippines is popular among Koreans

1. cheap tuition fee
2. low standard of living
3. Korean students do not get intimidated by the English language used by Filipino instructors compared to the English spoken by the native white speakers.



Many Philippine Universities are reactive to internationalization as a bandwagon but have not fully understood this concept and phenomenon.



Two oldest universities in Asia established in the Philippines:

1. University of San Carlos (Cebu)
2. University of Santo Tomas (Manila)

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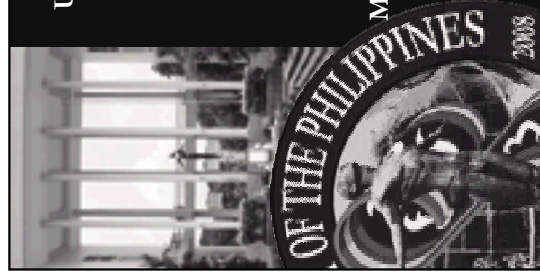
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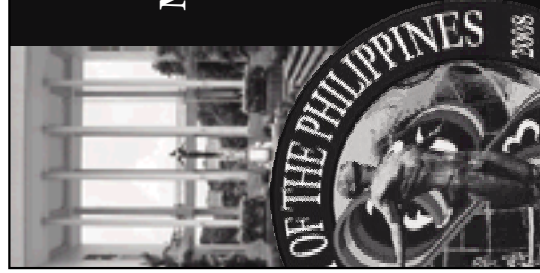
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Many also went to Australia, London, Germany to earn their Phds in the fields of Business, Economics, and Social Sciences.




Many of these graduates came back to UP to serve the university as faculty members.






Because of the exposure to foreign studies and scholarships, the Office of Institutional Linkages (OIL) in UP was already in place.



UP system is composed of 7 campuses and UP Diliman is the flagship or the main campus. To date, it has the highest number of partner universities, it being the main campus with the most comprehensive course offerings.



Course offerings in various UPD departments and institutes:


1. Asian Center : Japanese, Korean, Chinese Studies
2. Institute of Islamic Studies
3. Department of European Languages: language courses in Spanish, French, German/Deutz, Russian, Italian, and Portuguese, and Polish language (expected soon)



Course offerings in various UPD departments and institutes:


4. Department of Linguistics: language courses in Bahasa Indonesia, Bahasa Malay, Korean and Nihongo
5. Department of Political Science: MA degree program in International Studies;
6. Center for International Studies: Special Topics on Global Studies for graduate students.

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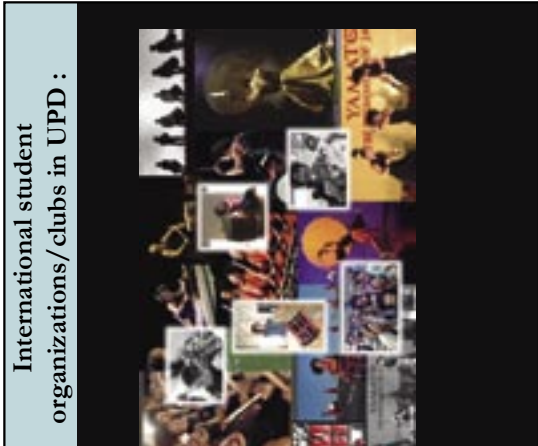



International student organizations / clubs in UPD :


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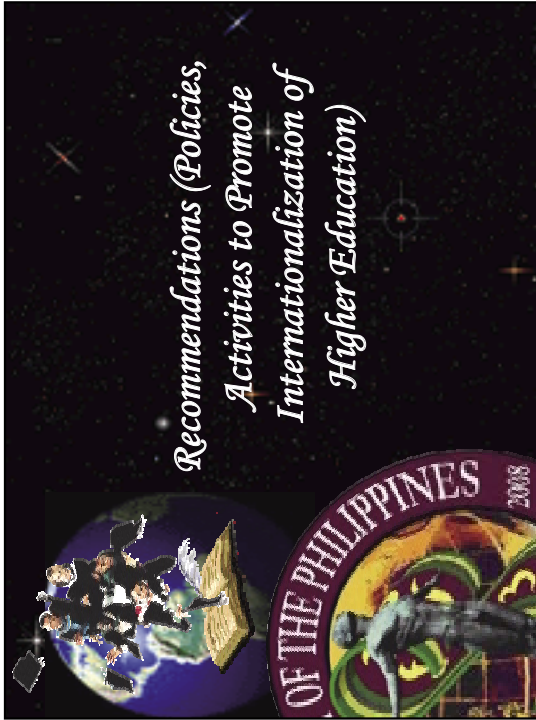


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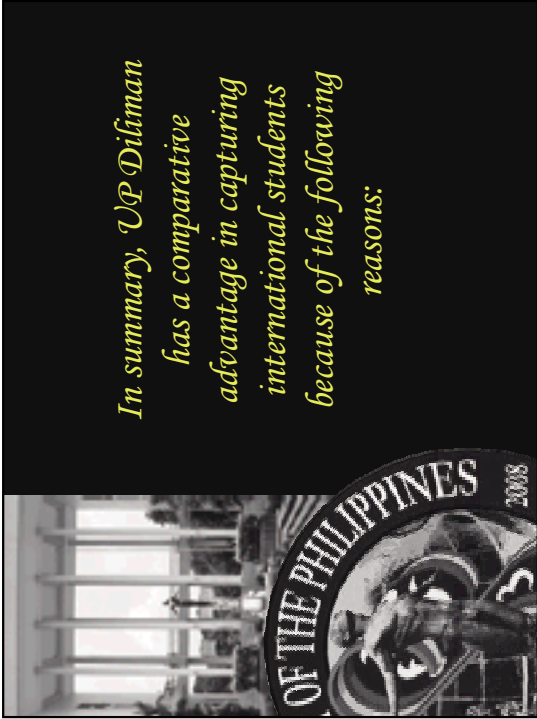
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But while world rankings or surveys is good because it improves universities, **it must not allow competition** however to override the benefits of real cooperation and partnership based on research and academic exchange, especially among Asian universities.

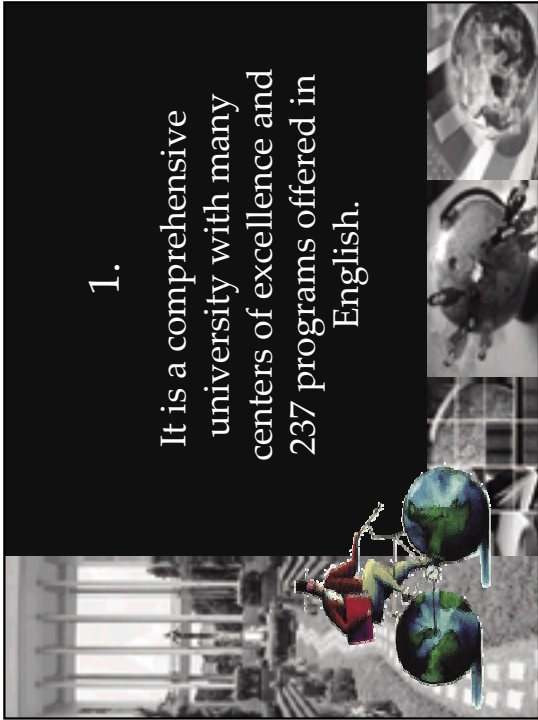
Asian universities and UP should vigorously pursue new ways of linkages such as **twinning programs** or joint degree programs that will redound to the mutual benefit of partner universities.



UPD should be aggressive in promoting and advertising itself in the global education market not only for profit but more so, for its pursuit towards internationalization of its higher education.



In summary, UP Diliman has a comparative advantage in capturing international students because of the following reasons:



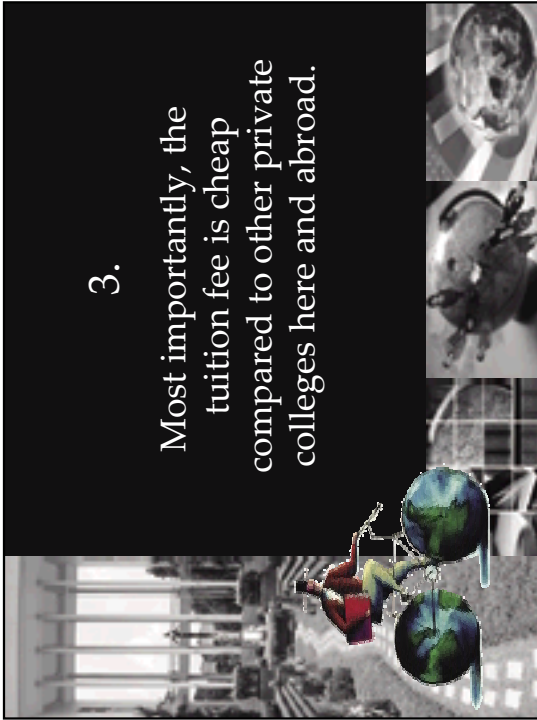
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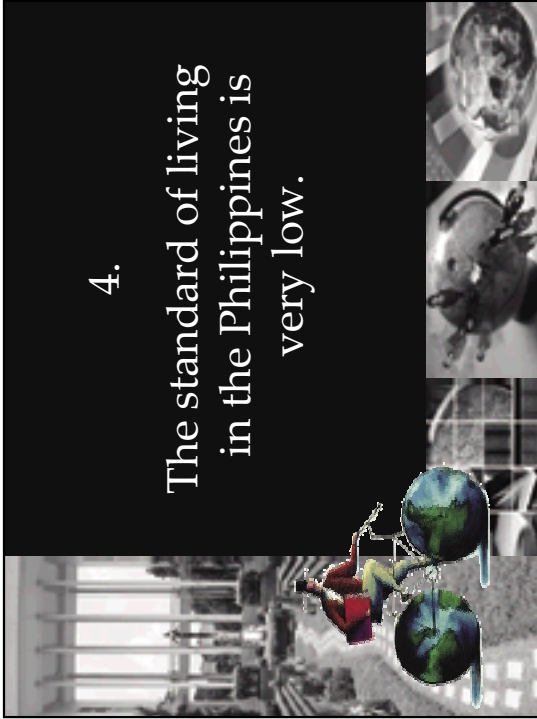
3.

Most importantly, the tuition fee is cheap compared to other private colleges here and abroad.



4.

The standard of living in the Philippines is very low.



5.

People from almost all walks of life in the Philippines understand English.



Focusing on our strengths in the Asian region, academic and economic, Asian universities will continue building on its strong foundation in this era of globalization and internationalization.





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