



UMAP [University Mobility in Asia and the Pacific]  
25th Anniversary Symposium

# Educational Mobility in the Asia-Pacific Region: UMAP and Beyond



Date: 23 September 2016  
Venue: Toyo University, Japan

**UMAP (University Mobility in Asia and the Pacific)  
25th Anniversary Symposium**

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(Toyo University, Japan)

5-28-20, Hakusan, Bunkyo-ku, Tokyo 112-8606 Japan

TEL: +81-3-3945-7190

FAX: +81-3-3945-7994

Email: [umap-is@umap.org](mailto:umap-is@umap.org)

Website: <http://umap.org/>





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- 1 Welcome to the UMAP 25th anniversary symposium!
- 2 The symposium was held at Toyo University's Hakusan campus in Tokyo.





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- 3 Participants sign in at the symposium's registration desk.
- 4 The full-house audience listens to the opening remarks.
- 5 Dr. Darla K. Deardorff speaks during a seminar session (pp. 17–20).



- 6 Past participants of UMAP programs (pp. 21–23).
- 7 Panel Discussion: “New Trends of Inter-University Cooperation in Asia” (pp. 24–35).
- 8 Panel Discussion: “Future of UMAP and Prospects of Educational Exchange in Asia-Pacific” (pp. 36–47).





9 Dr. Sugata Takahashi, president of Niigata University, Japan, gives a speech at the reception.

10 Toyo University's *koto* (Japanese harp) club performs at the reception.

11 A *koto* club member shows Dr. Uwe Brandenburg how to use finger picks to play the *koto*.

12 Participants enjoy conversation.



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## UMAP (University Mobility in Asia and the Pacific) 25th Anniversary Symposium

### Educational Mobility in the Asia-Pacific Region: UMAP and Beyond

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# PREFACE AND ACKNOWLEDGEMENT

**I**N today's globalized and interconnected world we inhabit, leaders with the skills to understand and interact with people from different backgrounds and with different values and perspectives are needed in companies, organizations, and societies. Studying abroad is one of the most effective ways to obtain such skills; students get out of their 'comfort zone' and are able to experience different cultures, languages and environments.

UMAP (University Mobility in Asia and the Pacific) has been promoting mobility of university students and staff members in the Asia-Pacific region over the past 25 years. Its aim is to enable students and staff of UMAP member universities in the Asia-Pacific region to achieve a better understanding of cultural, economic and social systems of other countries/territories, which could lead to nurturing future global leaders.

On 23 September 2016, UMAP held a symposium at Toyo University, Tokyo, Japan, to commemorate its 25th anniversary, and welcomed over 200 participants from within Japan and abroad, comprising representatives from UMAP national secretariats and member universities, other educational institutions, governments and other organizations as well as students. This symposium provided an opportunity to discuss and exchange views on challenges and possibilities in promoting quality international educational exchange.

This is a summary report of presentations and discussions that were made during the symposium. We hope that this modest publication will shed some light on UMAP for its development as a productive and meaningful scheme.

We would like to express our sincerest appreciation to Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan and Springer Nature for supporting the symposium and to all the participants in the symposium, moderators and presenters, and UMAP members who have continuously supported UMAP over the past quarter century.

**UMAP International Secretariat**



# ABOUT UMAP

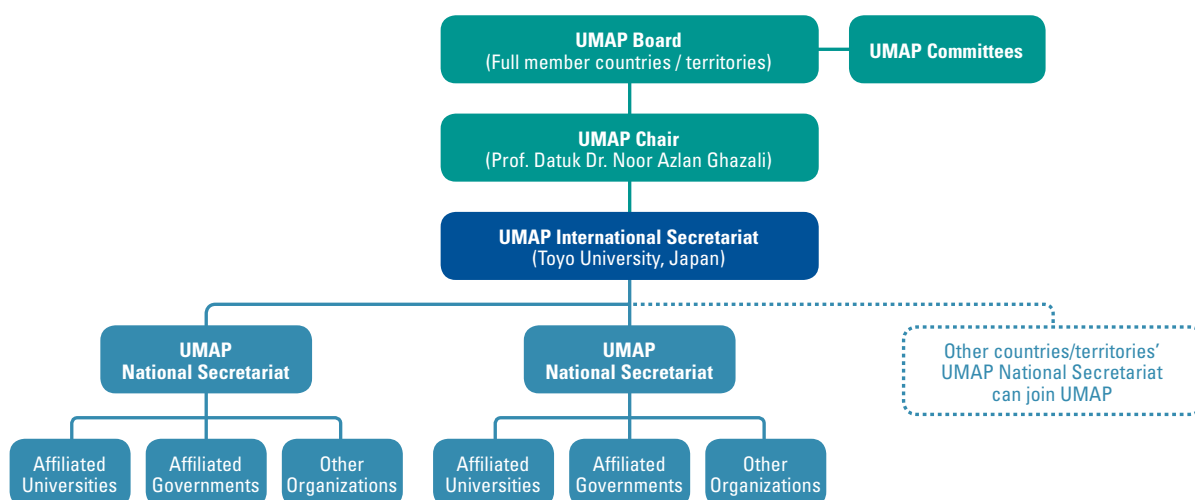
## Who We Are

UMAP stands for the “University Mobility in Asia and the Pacific”. We are an association of government and non-government representatives of the higher education (university) sector in the Asia-Pacific region. We were founded in 1991 and comprise 35 countries/territories with over 570 participating universities. Our aim is for university students as well as faculty and administrative staff to achieve better understanding of the cultural, economic and social systems and backgrounds of other countries by promoting mobility of university students and staff.



## Organization of UMAP

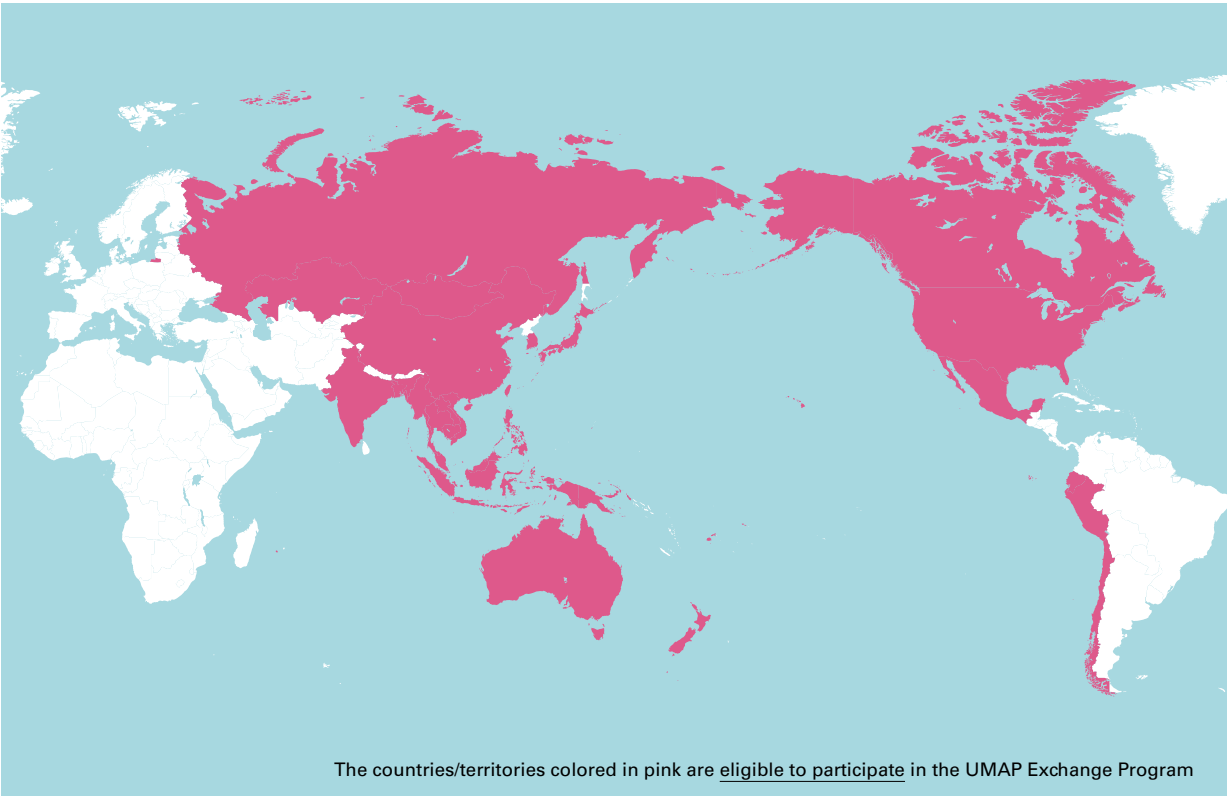
The UMAP Board comprises all members and it shall determine the policies and the main lines of work for the smooth and effective operation of UMAP. The UMAP International Secretariat is responsible for the management and administration of the day-to-day operations of UMAP and serves as the liaison for the member secretariats. Each member country/territory sets up a National Secretariat to be the chief point of contact in its country/territory and to be responsible for the promotion and development of the UMAP Programs.



- UMAP Chair: Prof. Datuk Dr. Noor Azlan Ghazali, vice chancellor, Universiti Kebangsaan Malaysia is currently serving his second term (2015–2017, 2017–2019).
- UMAP International Secretariat: Toyo University, Japan is serving a 5-year term (2016–2020)

## Eligible Countries/Territories

All accredited public and private universities in the following countries/territories can participate in the UMAP Exchange Program. Other countries/territories can also join UMAP with the approval of the governing authority of UMAP, the UMAP Board.



Australia	Ecuador	<b>Kazakhstan</b>	Myanmar	Samoa
<b>Bangladesh</b>	Fiji	<b>Republic of Korea</b>	New Zealand	Singapore
<b>Brunei</b>	Guam	Laos	Papua New Guinea	<b>Taiwan</b>
Cambodia	<b>Hong Kong</b>	Macao	Peru	<b>Thailand</b>
Canada	India	<b>Malaysia</b>	<b>Philippines</b>	Timor-Leste
Chile	Indonesia	<b>Mexico</b>	Reunion Island	USA
People's Republic of China	<b>Japan</b>	Mongolia	Russia	<b>Vietnam</b>

Full member countries/territories are colored in pink. (As of March, 2017)

## What We Do

**UMAP has been administrating the following student exchange programs and providing research funds to selected research projects by UMAP members.**

### Program A&B

#### [UMAP Multilateral/Bilateral Student Exchange Program]

Program A&B is a student exchange program in which UMAP universities can send and receive two students per semester. Exchanges are made on a tuition-waiver basis. Bilateral student exchange arrangements can also be made between two universities wishing to exchange more than two students.

### Program C

#### [Super Short-Term Program]

SSTP are short-term programs offered by UMAP affiliated universities. Programs are generally offered between July and September. It is available in a wide range of disciplines such as studies of culture, language, and entrepreneurship, depending on the host university.

### UMAP Summer Program

The UMAP Summer Program is a special summer program provided by UMAP. Place and content of the program differs every year depending on the organizer of the program.

It started in 2016 as “UMAP Discovery Camp 2016 (UDC2016)” hosted by the Commission on Higher Education of the Philippines in partnership with De La Salle University, Lyceum of the Philippines University-Bantagas and Ateneo de Manila University. The purpose of the UDC2016 was to learn about Asian arts, culture, and cuisine, and discuss environment and climate change.

The UMAP Summer Program 2017 is planned to be held in Japan, jointly hosted by Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan Student Services Organization (JASSO), Niigata University and Toyo University.

### UCTS

UMAP has its own credit transfer scheme called the “UMAP Credit Transfer Scheme (UCTS),” which was developed to simplify the process of transferring credits earned in UMAP programs.

\*Download UCTS Guidebook: <http://umap.org/ucts/>

### UMAP Research Net

UMAP Research Net (URN) is a project that aims to promote research networks in the region by groups of two or more researchers from different UMAP affiliated universities who share common research interests. UMAP provides research funds to selected research projects that are relevant to the goals of UMAP.



#### Contact Information

For further details about the symposium or UMAP, please contact:

**UMAP International Secretariat (Toyo University, Japan)**

5-28-20, Hakusan, Bunkyo-ku, Tokyo 112-8606 Japan

TEL: +81-3-3945-7190 FAX: +81-3-3945-7994

Email: [umap-is@umap.org](mailto:umap-is@umap.org) Website: <http://umap.org/>



# REPORT ON EACH SESSION

## General Information on the Symposium

The UMAP 25th Anniversary Symposium, organized by UMAP, was held at Toyo University Hakusan Campus in Tokyo on 23 September 2016.

The theme of the symposium was **“Educational Mobility in the Asia-Pacific Region: UMAP and Beyond”** and it was comprised of various sessions such as keynote speeches, student presentations, and panel discussions with 28 speakers and panelists including those who participated in UMAP programs and representatives of governments as well as educational and other organizations.

It brought together over 200 participants and became a valuable opportunity to think about and share views on international educational exchange and educational mobility in the Asia-Pacific region.



<b>Date &amp; Time</b>	23 September 2016, 9:30–20:00
<b>Venue</b>	Toyo University 125 Commemorative Hall (Hakusan, Bunkyo-ku, Tokyo, Japan)
<b>Organizer</b>	UMAP (University Mobility in Asia and the Pacific) Supported by Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan; Springer Nature; and Asahi Net, Inc.
<b>Purpose</b>	To commemorate UMAP's 25th anniversary by looking back on its quarter-century trajectory, and discussing challenges and possibilities of promoting quality international educational exchange, and the roles UMAP and universities as well as governments in the region can play in this endeavor.
<b>Program</b>	<p><b>9:45</b> Opening Remarks</p> <p><b>10:00</b> Looking Back on 25 Years of UMAP</p> <p><b>10:30</b> Seminar "Impact of Study Abroad, Issues of International Student Exchanges, and the Analysis of Learning Outcomes"</p> <p><b>12:00</b> Lunch Break</p> <p><b>13:30</b> Student Presentations by UMAP Participants</p> <p><b>14:10</b> Panel Discussion 1 New Trends of Inter-University Cooperation in Asia</p> <p><b>15:50</b> Panel Discussion 2 Future of UMAP and Prospects of Educational Exchange in Asia Pacific</p> <p><b>17:20</b> Closing Remarks</p> <p><b>18:00</b> Reception at Sky Hall</p>

# Opening Remarks

The UMAP 25th Anniversary Symposium was opened with an address by Prof. Datuk Dr. Noor Azlan Ghazali (chairperson of UMAP/vice chancellor of Universiti Kebangsaan Malaysia) followed by speeches by Dr. Makio Takemura (secretary general of UMAP/president of Toyo University) and Mr. Yutaka Tokiwa (director-general, Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology [MEXT], Japan).

## OPENING REMARKS BY

### **Prof. Datuk Dr. Noor Azlan Ghazali**

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In his opening remarks, Prof. Datuk Dr. Noor Azlan Ghazali stated that the symposium would be a great opportunity for UMAP and each of the participants to share the importance, challenges, and also the things that we miss out in promoting mobility.

He mentioned how UMAP had successfully taken an active role in establishing and organizing dialogues with its members and valued organizations with the objective to further increase cooperation geared towards greater student mobility.

He said that there were indeed many challenges over the past 25 years, and globalization requires us to think very differently about how to deliver or create a balanced future, and that it is time for us to reexamine and reevaluate whether we are promoting mobility in the right way.

He proposed that the professors and experts participating in the symposium challenge UMAP on the models of mobility that it has undertaken in the region. It must be understood that mobility is not just

about counting people crossing the borders, but it is more about what they learn, what they experience, and what they bring back to their home countries.

Prof. Datuk Dr. Noor Azlan Ghazali said that UMAP's aspiration to see more students and academia cross borders and share knowledge can be realized in the future.

At the end of his remarks, he expressed hope that the symposium would be able to further uplift the image of UMAP and become the powerhouse in promoting students' mobility not only in the Asia and Pacific region but also on a global level.

## OPENING REMARKS BY **Dr. Makio Takemura**

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Throughout his opening remarks, Dr. Makio Takemura, secretary general of UMAP and president of Toyo University, emphasized the significance of educational mobility in today's society.

In the introductory part of his remarks, Dr. Takemura introduced the story of Mr. Enryo Inoue, the founder of Toyo University. Mr. Inoue, who lived in the mid-19th century through the early-20th century, was an internationally minded scholar, and was keen to learn from the outside world. A year after he founded a small academy of philosophy, which was the predecessor to Toyo University, he set sail for his first of three trips around the world. With each trip he took and each country he visited, he added to his wealth of knowledge and wisdom that could be passed on to future students.

Dr. Takemura expressed pride that Mr. Inoue's vision is now stronger than ever at Toyo University,



Prof. Datuk Dr. Noor Azlan Ghazali



continuing to educate students to be individuals who can engage themselves with the world and make great contributions and positive changes.

He then said it is pleasing to know that interest in international education is growing. As Organization for Economic Co-operation and Development (OECD) statistics show, over the past three decades the number of students enrolled in institutions of higher learning outside their home countries has risen dramatically from 0.8 million in 1975 to 4.5 million in 2012.

He emphasized that it is more important than ever to understand different cultures and values, and to be able to work with people from diverse backgrounds in today's interconnected world. "The challenges we face are increasingly complex," he continued, "and they encompass not only one or a few countries, but sometimes the entire globe. Overcoming them requires wisdom from many fields of study, and the collaboration of many countries and people. Total immersion in another country, language, and education system is the ideal preparation for students to thrive in such a world."

At the end of his remarks, he touched upon the study conducted by scholars from France and the US several years ago. One conclusion the study reaches is that those who have spent a certain amount of time in a different country can cope with various challenges in more creative ways. Dr. Takemura said we need such creative minds in this unstable and complex world we inhabit and it is encouraging that study abroad can help nurture such individuals, and that so many young people are interested in studying abroad.

## OPENING REMARKS BY **Mr. Yutaka Tokiwa**

Mr. Yutaka Tokiwa, director-general of the Higher Education Bureau of MEXT (Ministry of Education, Culture, Sports, Science and Technology), made brief remarks on behalf of the Japanese government.

He mentioned that UMAP was launched in 1991 with the aim of promoting student and researcher exchanges in the Asia-Pacific region and it is celebrating its 25th anniversary this year.

Mr. Tokiwa then explained how UMAP could bring a positive influence to society. He mentioned that in Japan, in order to respond to social and economic globalization, universities are committed to promoting their own internationalization by supporting study abroad programs for their students and accepting students and researchers from overseas. In particular, short-term overseas exchanges are very meaningful as the first step for fostering an international sense through cross-cultural experience, as they place less of a financial and time burden on students.

In that sense, if universities utilize the UMAP framework for promoting student exchanges, sending students to and accepting students from various countries and territories, and recognizing credit transfers for their studies overseas, they will certainly boost student exchanges and greatly contribute to increasing student mobility across intra-regional borders.

He ended his remarks by stating his hope that we will see a society in which study abroad at an overseas university through the development and expansion of student exchanges, including that through the UMAP framework, will become a common experience.



Dr. Makio Takemura



Mr. Yutaka Tokiwa

# Looking Back on 25 Years of UMAP

In order to look back on UMAP's quarter-century trajectory, presentations were given by Dr. Ichiro Tanioka (chairman of the board of Tanioka Gakuen Educational Foundation, Japan) and Mr. Sumate Yamnoon (chairman of the Sub-Committee on the 3rd 15-Year Long Range Plan on Higher Education (2017–2031) and the 12th Higher Education Development Plan (2017–2021), Office of the Higher Education Commission, Thailand).

## PRESENTATION BY **Dr. Ichiro Tanioka**

### Political Background in the Late 1980s

In the 1980s, the “brain drain” was a major trend, and a significant amount of human resources drained out to the United States from Asia and Europe. In many cases those human resources stayed in the U.S. Back then it was the center of education, which may still hold true today.

On the other hand, English was not really considered a lingua franca because there were French-speaking areas and German-speaking areas and other languages were also being spoken. For example, French-speaking areas were competing against English-speaking areas regarding the premise that English should be the mode of communication on the Internet. This is one of the reasons why the European sphere of education was loosely formed.

### Establishment of Erasmus

After ICPS (Inter-University Co-operation Programs) of the European network were formed in 1987,

Erasmus (European Community Action Scheme for the Mobility of University Students) started as a pilot program involving 3,000 students and 1,000 teachers at 300 universities in 12 countries.

Erasmus was expanded to the SOCRATES Programme in 1995, and SOCRATES II was launched in 2000 and ran until 2006. €1.85 billion have been spent on the program, a half of which went to Erasmus, and involved 100,000 students at 1,800 universities in 30 countries. The current goal is to expand the Erasmus network to universities across the globe.

The purposes of Erasmus were as follows:

1. To ensure needed human resources for the European Community (EC),
2. To enhance competitiveness of the EC, especially against the U.S. and Asian countries,
3. To promote relationships between universities in the EC,
4. To enhance the concept of EC citizenship, and
5. To conduct cooperative projects among universities in different EC countries.

It used to be very difficult to conduct cooperative projects in the EC since languages and all the rules such as tuition differed from country to country.

### Establishment of UMAP

On 18 September 1991, UMAP was inaugurated in Canberra, Australia. At that time, two or three representatives of the ministries of education from each



Dr. Ichiro Tanioka

### UMAP Chairs and International Secretariats

#### UMAP Chair

1998 Thailand  
1999-2000 Korea  
2001-2002 Australia  
2003-2004 Malaysia  
2005-2006 Taiwan  
2007-2008 Mexico  
2009-2010 Japan  
2011-2012 Philippines  
2013-2014 Japan  
2015-2016 Malaysia

#### UMAP IS

1998-2005 Japan  
  
2006-2010 Thailand  
  
2011-2015 Taiwan  
  
2016-2020 Japan

country in the Asia-Pacific region were invited by the Australian government. From Japan, representatives of the Japanese Association of National Universities, the Japan Association of Public Universities and the Association of Private Universities of Japan attended the conference.

In 1992, the second meeting was held in Korea, and the third one in Osaka in 1994. Organizations are sometimes funded by countries for political purposes or aspirations, but that was not the case for UMAP. UMAP was initiated without such a financial background, which soon led it to face financial challenges.

In the early 1990s, Erasmus tried to integrate education in the EC, while UMAP tried to involve countries in the Asia-Pacific. At the same time, there was a movement based in the University of Houston to integrate education in Canada, the U.S. and Mexico. (This organization later disappeared because of political and financial issues.) There was a political trend in 1990s of forming educational blocs—UMAP was an Asia-Pacific one.

### The First Meeting of UMAP

The very first meeting was held in Canberra, Australia, from 17 to 19 September 1991.

(At this point, Dr. Tanioka showed a group photo from the meeting and introduced some of the participants. (See the group photo below) He said that he

was actually not invited to this meeting but he wrote a letter to the organizers, requesting that they allow him to participate since he thought something very significant was going to happen in this meeting.)

The International Secretariat was created after that, but in 1994 and 1995, growth of student mobility was flat. However, in 1996 and 1997, UMAP broke through the ceiling and student mobility increased significantly. Thanks to the efforts of many professors, UMAP was revitalized.

At the end of his presentation, Dr. Tanioka expressed his gratitude to all of his colleagues who worked on the development of UMAP.

### PRESENTATION BY **Mr. Sumate Yamnoon**

#### UMAP's Core Principles

Student mobility is instrumental in fostering the compatibility of educational qualities and standards between different higher education systems. Hence, universities around the globe are keen to promote student mobility with mutual recognition of degrees and qualifications and enhance standards of higher education as an ultimate goal. To make this happen, partner institutions' teaching and learning standards undeniably become the key factors. Quality mobility is integral to enhancing competencies of students and nurturing them to become productive citizens with



Participants in the conference to discuss higher education cooperation in the Asia-Pacific region, held on 17–19 September 1991 in Canberra, Australia.



employability skills capable of functioning well in the multicultural environment.

Mr. Yamnoon mentioned that the objectives of UMAP are to promote bilateral, multilateral and consortium arrangements among the universities of member countries and territories, and to develop and maintain a system for recognition and transfer of credits. He believes that the ultimate goal of UMAP student mobility is to enhance the qualities and standards of higher education in Asia and the Pacific region. He values the continued efforts of member countries and territories to make the exchange program more worthwhile, and he would like to see more significant contributions by UMAP for the enhancement of quality and standards of higher education in the region.

#### **UMAP's Performances over the Two Decades**

Mr. Yamnoon mentioned two outstanding achievements of UMAP, as follows:

##### **(1) UMAP Credit Transfer Scheme (UCTS)**

It serves as a workable mechanism to facilitate the transfer of credits earned by exchange students to their home university and to realize compatibility between host and home institutions. This scheme is conducive to mobility in that it facilitates agreement by the participating institutions on the number of credits to be transferred to the home institution and creates equivalence. It is also instrumental in fostering the recognition of credits between member universities.

##### **(2) The Launch of UMAP Student Connection Online (USCO)**

USCO provides a platform to enhance the operation of multilateral student mobility programs completely online. Since the launch of USCO in 2008, nearly 300 students have had an opportunity to spend a semester overseas and get exposed to other cultures.

Mr. Yamnoon views that the UMAP has been successful in putting in place such a platform to facilitate and promote quality mobility and making it operational. However, he thinks that UMAP should take certain measures to increase the number of exchange students in order for UMAP to progress in reaching its goal.

In addition, based on the fact that the notion of UMAP was initiated by governments, working closely with governments of member countries and territories is another issue for UMAP in developing its programs. This is because government funding plays a major role in boosting the number of exchange students. He pointed out that UMAP members should look for ways to secure and increase financial support from their governments and also from the private sector and other funding agencies.

#### **Student Mobility Program Operating among ASEAN Member Countries**

Mr. Yamnoon introduced the audience to a student mobility program operating among ASEAN member countries. The program is entitled the ASEAN International Mobility for Students (AIMS) Program, and it was launched in 2010 as a pilot project among



Mr. Sumate Yamnoon

Malaysia, Indonesia, and Thailand. (It was called “MIT Program” back then.)

The program began as a pilot project that adopted the UMAP concept but operated on a small scale. Governments of the member countries lend their full support to the program by providing scholarships to students in selected universities from participating countries to study in another country under a credit transfer arrangement. At present, the AIMS Program has expanded to include eight other countries such as Brunei Darussalam, Malaysia, the Philippines, Thailand, Vietnam, Japan and Korea.

In this program, to ensure that exchange students fully benefit from participation, host and home institutions discuss and agree upon the list of courses to be registered and the number of credits to be transferred to the home institution.

In concluding his presentation, Mr. Yamnoon shared three lessons learned from participating in UMAP.

1. UMAP National Secretariat (secretariat in each country/territory) should have a thorough understanding of the UMAP philosophy and

tools, and work proactively to promote student mobility.

2. Member countries and territories need to have a greater commitment to making UMAP sustain and progress. It is impossible for UMAP to move forward if only a small number of board members attend the Board Meeting. More attempts should also be made to look for other sources of funding to support UMAP’s activities.
3. The mixed membership of universities and government bodies has brought about equal footing in policy formulation and has motivated universities in member countries and territories to join the program.

Mr. Yamnoon urged UMAP member countries and territories to adhere to the core principles of UMAP, which are the “Quality of Mobility” to contribute to the recognition of degree and qualification among participating institutions; the enhancement of quality and standards of higher education in the region, and finally, the improvement of employability of college graduates.



## SEMINAR

# Impact of Study Abroad, Issues of International Student Exchanges, and the Analysis of Learning Outcomes

### Objectives

Prof. Shingo Ashizawa, deputy secretary general of UMAP, explained that this seminar's purpose was to learn about assessment of student mobility programs.

There are various methods and criteria such as student-centered and institution-based approaches, as well as outcome-based and output-based perceptions.

In addition, there are a wide variety of programs—short-term programs, long-term programs, field work, internship, international volunteer, and many others—that students can engage themselves in, making it very challenging to assess the different types of programs. It is necessary to examine how to assess the student's learning process, not only by grasping numerical figures, but to look more into quality—what and how much the students have learned.

### Moderator:

**Dr. Hiroshi Ota**

Professor, Hitotsubashi University, Japan

### Speakers:

**Dr. Uwe Brandenburg**

Managing Director, CHE Consult GmbH

**Dr. Darla K. Deardorff**

Executive Director, AIEA

## "ERASMUS IMPACT STUDY" BY **Dr. Uwe Brandenburg**

### Background of Internationalization

The word "internationalization" started to pop up everywhere and became a buzzword over the last decade and a half. It started off in political science and entered education in the 1980s. The concept of internationalization moved from fringe to the core of institutional agenda over the last two decades.

Dr. Brandenburg asked the audience if they have a positive or negative connotation of the term "internationalization" and "globalization". Then he said that 90% of the people in Europe would answer positively to "internationalization" and 90% would answer negatively to "globalization" because people confuse globalization with a neo-liberal idea, but globalization actually is not a neo-liberal idea.

Also, he regards it a problem that people think of internationalization as only a good thing. Internationalization has become *conditio sine qua non* (an indispensable condition), which means "something you cannot do without". It is everywhere, even if you do not understand what it is all about.

The core assumptions of internationalization are as follows:

- Internationalization is often considered a goal in itself, but it is actually more like an investment to do something more effectively and efficiently, or to do something new.
- It can enhance education, research, and civic engagement.



Prof. Shingo Ashizawa



Dr. Hiroshi Ota



Dr. Brandenburg mentioned that measuring internationalization is far more based on assumptions rather than facts. In addition, satisfaction surveys dominate outcome measurement but it is not reliable to make students' answers an accurate outcome. Therefore, in his research he does not measure outcome but focuses on output.

### Reality and Wishful Thinking

Dr. Brandenburg introduced a few examples of the negative effect of mobility as follows:

- Since the mobility period in the bachelor's program is shortening nowadays from 7-12 months to 3-5 months, students return home before experiencing the adjustment phase abroad.
- One-third of EU students do not get recognition for their academic credits earned abroad, even though every university has signed an agreement to recognize the credits.
- In Europe, people lose a lot of their pension funds because they are not properly transferred from one country to another.

He mentioned that since there are so many assumptions regarding the effects of mobility, he needed to develop something that measures psychometrically what really happens to the people in their mindset. Behind the mindset is the concept of self, while on the outside you can only see skills and knowledge.

### The Memo Approach

Dr. Brandenburg explained that one's skills and knowledge are changeable, but what stays longer are attitudes and values because one's attitude towards learning defines whether he/she will gain new knowledge or not. However, he pointed out that this attitude can change as well.

He emphasized that behind all these traits is personality. For this reason, Dr. Brandenburg used the following 6 of the 10 factors of "memo<sup>®</sup>" which CHE Consult developed in the EIS. (\*memo<sup>®</sup> is a psychometric methodology created by CHE Consult, designed to measure the personality of individuals and support its development.)

- Curiosity
- Confidence
- Serenity (ability to assess yourself and to be self-aware)
- Decisiveness
- Vigour (problem solving)
- Tolerance of ambiguity (ability to deal with different approaches)

He conducted this survey in order to look at two entirely different things: a "fulfilling career" and a "prosperous career".

### Results of the EIS

The goal of the EIS is to conduct research on the following two things:



Dr. Uwe Brandenburg

- 1) Impact of mobility programs on employability of students
- 2) Impact of mobility programs on the internationalization of universities

The solution process of EIS is as follows:

1. Start with five target groups
2. Combine quantitative with qualitative output
3. Include career aspects
4. Relate perceptions to personality traits
5. Achieve a holistic view on mobility

EIS used five different online surveys for five different target groups that were as follows:

1. Students (56,733 mobile and non-mobile students)
2. Alumni (18,618 mobile and non-mobile alumni)
3. Employers (652 employers)
4. Higher Education Institutions (HEIs) (964 HEIs)
5. Staff (4,986 mobile and non-mobile staff, both academic and non-academic)

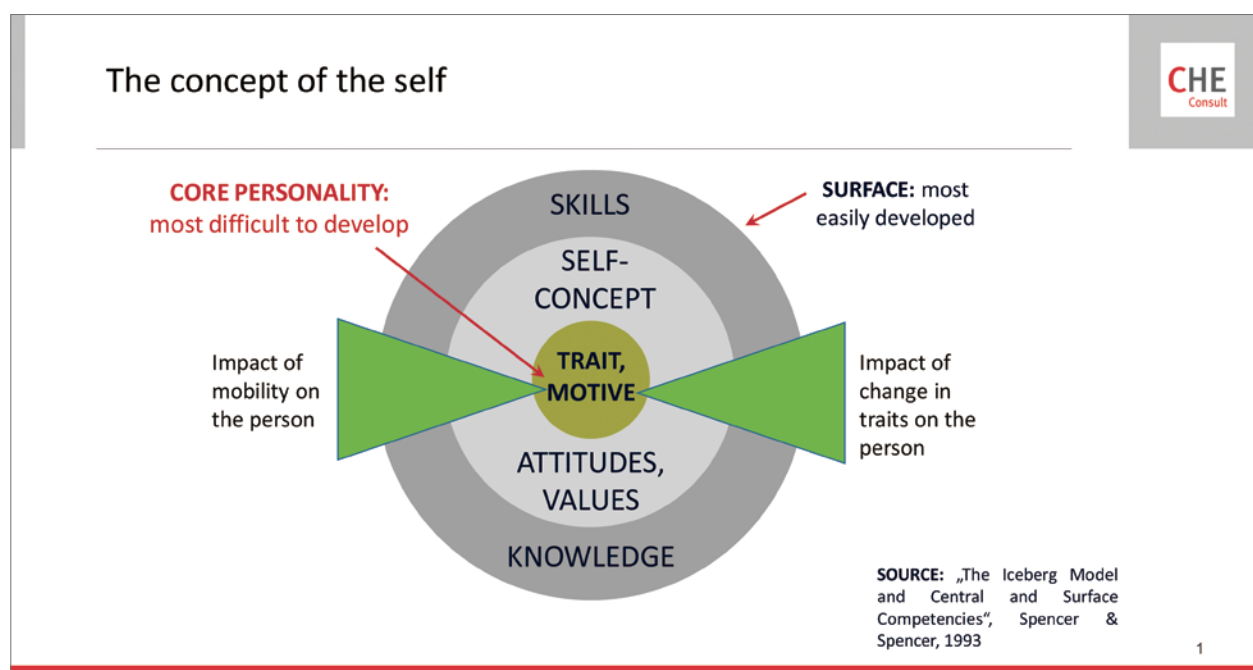
EIS received 78,891 individual responses in total.

#### General Findings:

Dr. Brandenburg explained his general findings from the EIS results.

#### Personality

- In the EIS results, 92% of employers said that the memo© factors are important for recruitment, on top of knowledge in the field (91%) and relevant work experience (78%).
- There is a fundamental reason in personality regarding why people do not go abroad. There is a fundamental difference in personality between mobile and non-mobile students, even before going abroad.
- Students tend to overestimate their learning outcomes. While 81% of students perceived an improvement in their personality traits, only 52% attained higher memo© factor figures.
- Mobility influences private relationships: 32% of mobile alumni and 33% of Erasmus alumni had a life partner of a different nationality. This was nearly three times more than among non-mobile alumni. It was also noted that 24% of mobile alumni and 27% of Erasmus alumni met their life partners abroad.



### Regional Differences:

Dr. Brandenburg then talked about the regional differences seen in the EIS.

- In order to enhance employability, Eastern Europeans go abroad more than others, with 81% of the people in Eastern Europe answering that they studied abroad to “enhance future employability in home country.”
- Students in Eastern Europe and Southern Europe are particularly strong in entrepreneurial attitudes, with 9% of the people who did internship with Erasmus starting their own company.
- Eastern European Erasmus alumni are nearly double as likely to be managers than non-mobiles 5–10 years after graduation.

### Conclusion

Dr. Brandenburg briefly summarized the conclusion of EIS based on its results.

- Statistically speaking, mobility does pay off on average, but it should be remembered that there are also people who do not profit from mobility.
- Students desire employability and are career-driven, and the staff of higher education institutions need to tell students that internationalization is not just for fun but has a huge impact on their career.
- The degree of impact from going abroad depends on proper preparation and information.

He emphasized that staff of higher education institutions cannot stop at simply sending students somewhere and assuming that something good will happen to them.

### “THE IMPORTANCE OF LEARNING OUTCOMES ASSESSMENT IN INTERNATIONAL EXCHANGE” BY Dr. Darla K. Deardorff

#### Globalization and International Student Exchange

Dr. Deardorff began her presentation by posing fundamental questions that we have taken for granted as educators of international student exchange: one is why we move students around the world and engage them in international exchange, and the other is what students’ success looks like in international exchange.

Her intention of asking provocative questions was to let the audience see the big picture of globalization and its influence on higher education and to rethink the goals of international exchange. According to her view, international educational exchange hopefully helps develop intercultural competency, with which we ultimately move towards world peace. It will also help students be more successful in working with diverse teams of people in the workplace.

She also called our attention to one emerging trend, that is, the focus on learning outcomes, especially developing institutional-wide intercultural or global learning outcomes. She stressed that assessment required multiple perspectives, not only those



Dr. Darla K. Deardorff

of administrators and faculty members but also students and employers, and that we really need to focus on the *evidence of change*.

### Five Myths in Intercultural Competency

She introduced the audience to five myths of intercultural or global outcomes. Myth number one, she mentioned, is that by just sending students abroad, they will come back interculturally competent. Unfortunately, this is not that easy; it heavily depends on how we construct their experience and how we prepare them.

The second myth is that assessment means numbers, such as how many students were sent abroad, how many international students were brought in, and how many courses were offered in English. While numbers are important to some, especially to the executives, we need to see the meaning behind the numbers.

The third myth is that pre/post measurements are sufficient. Assessing learning outcomes is much more complex, and we have to be doing more than simply a pre- and post-study abroad assessment in order to gain a more complete picture of the changes that occur in students.

Myth number four is that “one size fits all” for intercultural competency development and assessment.

Unfortunately, we cannot use the same assessment tool on all students, as their learning is much more complex. We need to understand where our students are and how to make the assessment relevant to each of them.

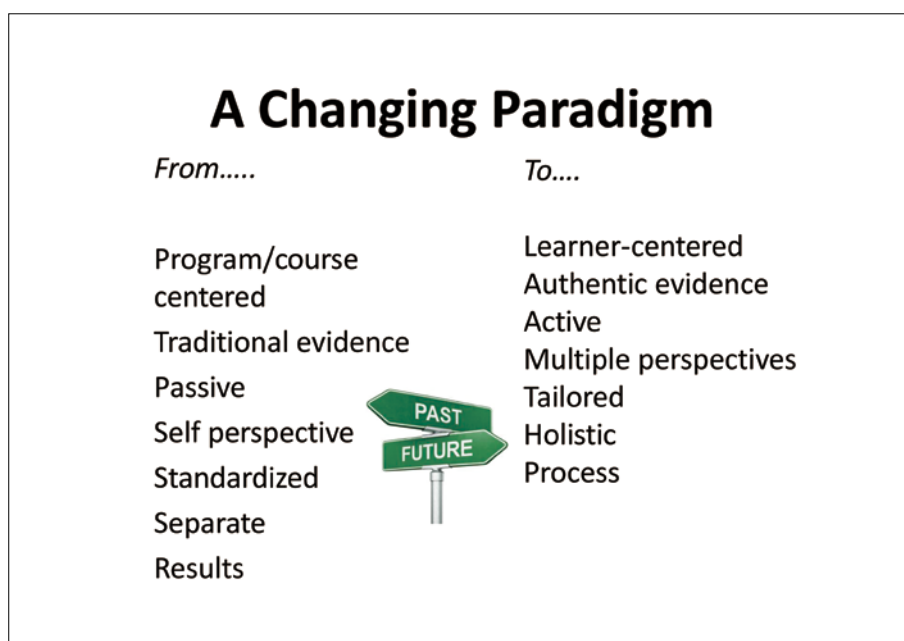
She also raised the final myth that intercultural competency assessment is the same as program/course evaluation. Learning outcomes assessment is about the learner, not about the program or the course. They serve two very different purposes and they involve two very different processes.

### Framework of the Program Logic Model

Dr. Deardorff introduced a model that can be used for program development and assessment that goes beyond numbers. The Program Logic Model, also called a Theory of Change, is a way to think more holistically about assessment. There are five elements in the Program Logic Model—Inputs, Activities, Outputs, Outcomes and Impact.

Inputs are the resources in terms of money, time, expertise, faculty, professors, technology, buildings, and so on. It is necessary to think very comprehensively about what you have and what you are putting into the program for the students.

Activities are the actual exchange programs and all the different components within them. What students



From *Demystifying Outcomes Assessment for International Educators* by Darla K. Deardorff (Stylus, 2015)



do while they are in the host country and what they do when they come back—these are all activities and are very important.

Outputs are then generated. In the Logic Model, these are viewed primarily as numbers, such as how many students participated, how many international students there are on campus, how many foreign faculty members, and so on. This is where most institutions stop in regard to assessing international educational exchange.

She argued that we should go further on to the next stage, Outcomes. That is where the real focus is placed on learning outcomes. What is the meaning behind the numbers, what changes can be recognized in our students, in professors, and in the institution? These are changes in the short term as well as medium term.

Finally, she had us look at Impact, which is a long-term change happening in the wider institution and community. How is the institution different now as a result of international education efforts? What new policies, procedures, structures have been created or changed? How is the broader community changed? What infrastructure has been put in place in the community as a result of international educational exchange? These are the types of questions to examine regarding impact.

The Program Logic Model is a model that helps align our efforts. It makes assessment much more holistic, and it needs to be integrated throughout what we do and aligned with our activities all the way through to the end of the impact.

### Student Involvement in Assessment

Dr. Deardorff drew the audience back to the importance of focusing on the learner, not on the program, nor on the institution. The key to this is student involvement in the assessment process. Instead of thinking about assessment as something done to students, we need to think about assessment as something done with our students. We should work with them. Student Outcomes Assessment is not a measurement of learning, but it is an integral part of the learning.

She showed examples of student involvement in outcomes assessment. One of the main ways to involve them is through Learning Contracts. It actually asks the students to express what they want to learn, how they will learn it, what will be the evidence that they have learned it, and how others will know about it. Students thus have to take responsibility for their own learning and this is a very important part of student involvement. It makes the assessment more relevant to them.

The second tool is E-Portfolios, in which students are involved and can include evidence of their own learning. What is important is how they are guided in using the portfolio to reflect on changes in their own learning. So this needs to be combined with intentional guided reflection throughout their learning experiences.

The third tool is peer assessment. Not only is assessment by the teacher for individual students important, but peer-to-peer feedback as well. In addition to the above, putting student members on



different committees at the university is also another very good way to involve them.

She also emphasized that we should make sure to have solid goals, very specific learning objectives or outcomes, and clearly defined terminology. A lot of institutions use terms like “intercultural competence” and “global citizenship”, but they rarely define what they mean by them. For assessment to be successful, we have to know first what exactly we are assessing.

It is also necessary to collect direct and indirect evidence of changes in student learning. Direct evidence is what students actually learned during the learning experience (such as guided reflections, assignments, and so on) and indirect evidence is what they perceived they learned and is usually collected outside of the learning experience (such as a pre/post measure, focus groups, interviews, and so on). It is important to use a combination of these two, and if not, to focus on direct methods.

## Conclusion

She concluded that we should take a look at the changing paradigm of assessment, that is, from a focus on program/course to focusing on the learner, from assessment by collecting traditional evidence (through pre/post measures) to authentic means (collected during real-world experiences such as through observation), from self-perspectives to multiple-perspectives (which could include peer assessment, host family assessment, professors’ perspectives, and so on), from standardized measures to tailored ones, and from the importance of assessing separately to the importance of assessing holistically (so including intercultural assessment as part of emotional, cognitive, moral development of students). Finally, she encouraged us to reflect and commit to one action so that we can continue to help students learn and develop through international exchange.



# Presentations by Participants in UMAP Programs

<p><b>Objectives</b></p> <p>The objective of this section was to have five individuals who have participated in Program A (UMAP Multilateral Exchange Program), Program C (Super Short-Term Program) and UMAP Discovery Camp 2016 present their experiences in the respective programs.</p>
<p><b>Moderator:</b></p> <p><b>Prof. Haruo Miyata</b> Professor, Niigata University, Japan</p>
<p><b>Presenters:</b></p> <p><b>Mr. Yang Wen-Yen</b>, Fu-Jen Catholic University, Taiwan  <b>Ms. Phairin Chiangmai</b> Mahasarakham University, Thailand  <b>Ms. Eri Kikuchi</b>, Niigata University, Japan  <b>Ms. Siew Sue Ting</b>, Taylor's University, Malaysia  <b>Mr. Alvaro Luis D. Madrazo</b> University of Mindanao, Philippines</p>

## PRESENTATION BY **Mr. Yang Wen-Yen**

### PROFILE

**Participated in Program A in fall 2015.**

**Home University:** Fu-Jen Catholic University, Taiwan

**Host University:** Hiroshima University, Japan

### TOPICS

- He studied Japanese culture and language and also took English and Korean language classes in Japanese at the host university.
- The challenges he faced in study abroad were language, culture shock, and lack of confidence.
- He was able to brush up his Japanese language skills and had various cultural exchanges with local people.

## PRESENTATION BY **Ms. Phairin Chiangmai**

### PROFILE

**Participated in Program A in spring 2016.**

**Home University:** Mahasarakham University, Thailand



Mr. Yang Wen-Yen



Ms. Phairin Chiangmai



**Host University:** Ming Chuan University Taipei, Taiwan

#### TOPICS

- She studied International Business and Trade Program at the host university.
- She was invited by the university radio station, and talked about how to become an exchange student in Taiwan.
- She was able to improve her language skills (English and Mandarin) and learn a new culture. She also learned how to work with a diversity of people, how to live abroad by herself and make new friends.

#### PRESENTATION BY **Ms. Eri Kikuchi**

##### PROFILE

**Participated in Program A in spring 2015.**

**Home University:** Niigata University, Japan

**Host University:** Chulalongkorn University, Thailand



Ms. Eri Kikuchi

#### TOPICS

- She studied Thai politics.
- The study abroad experience changed her view on life and inspired her to work more internationally.
- Her visit to the countryside of Thailand made her decide to do something worthwhile and socially-contributing.

#### PRESENTATION BY **Ms. Siew Sue Ting**

##### PROFILE

**Participated in Program C (Summer Program of Niigata University, Japan) in 2016.**

**Home University:** Taylor's University, Malaysia

**Program sites:** Osaka, Kanagawa, Tokyo, and Niigata

#### TOPICS

- She studied environmental policies, serious pollution diseases that arose in Japan, pollution control, landslide studies, business management, comparison between Japanese and English language, and Japan's experience in international cooperation.



Ms. Siew Sue Ting



- She learned many things that would benefit her final year project.
- This summer program changed her perspective of Japanese culture.

#### PRESENTATION BY **Mr. Alvaro Luis D. Madrazo**

##### PROFILE

**Participated in the UMAP Discovery Camp 2016 (Philippines).**

**Home University:** University of Mindanao, the Philippines

##### TOPICS

- He was able to study Asian arts, culture, cuisine, environment and climate change.
- This camp was very special for students in learning about a certain culture together with other international students, and to expand friendship internationally.

In the end of the session, Prof. Miyata mentioned that we all should further assess the needs of the students and improve the contents of the programs of UMAP. He also said that in this globalizing world, students, faculty members and universities must adapt to globalization, and UMAP can play an important role in this regard.



Prof. Haruo Miyata



Mr. Alvaro Luis D. Madrazo

## PANEL DISCUSSION 1

# New Trends of Inter-University Cooperation in Asia

### Objectives

Dr. Miki Sugimura explained that the objective of the first Panel Discussion was to listen to the delegates from Thailand, Cambodia, Japan, Malaysia, Mexico and the Philippines, representing the government sector, speak about government policies and trends regarding inter-university cooperation.

### Moderator:

**Dr. Miki Sugimura**

Professor, Sophia University, Japan

### Panelists:

**Dr. Chantavit Sujatanond**

Director, SEAMEO RIHED

**Dr. Bunlay Nith**

Deputy Director General of Higher Education,  
Ministry of Education, Youth and Sport, Cambodia

**Mr. Hideki Iwabuchi**

Director, Office for International Planning, Higher  
Education Bureau, MEXT-Japan

**Ms. Rosmin Md Amin**

Senior Principal Assistant Director, Ministry of  
Higher Education, Malaysia

**Ms. Emy Kameta**

Third Secretary, Head of Academic, Science &  
Technology and International Cooperation Affairs,  
Embassy of Mexico in Japan

**Dr. Alex B. Brillantes, Jr.**

Commissioner, Commission on Higher Education,  
Philippines

## PRESENTATION BY **Dr. Chantavit Sujatanond**

### About SEAMEO

Southeast Asian Ministers of Education Organization (SEAMEO) is a regional inter-governmental organization established in 1965 among governments of Southeast Asian countries to promote regional cooperation in education, science and culture in the region. It comprises 11 member countries of Southeast Asia—10 ASEAN countries plus Timor-Leste.

### About SEAMEO RIHED

The SEAMEO Regional Centre for Higher Education and Development SEAMEO RIHED was originally founded in 1959 as the regional institute of higher education and development in Singapore but came under the umbrella of SEAMEO in 1993.

### SEAMEO RIHED's Scope of Work: The "Big Picture"

Dr. Chantavit showed the framework of SEAMEO RIHED. SEAMEO RIHED, as a Southeast Asian regional center, also work with the "+3" of ASEAN, which are Japan, Korea and China. It also focuses on the Greater Mekong Sub-region, more specifically six countries defined as Greater Mekong Sub-region—CLMV, which is Cambodia, Laos, Myanmar and Vietnam, plus Thailand and two provinces of China (not the entire mainland of China, but only two provinces, Yunnan and Guangxi, which have borders with the northern parts of Myanmar, Thailand and Vietnam).

The two policy mechanisms or two policy platforms of the SEAMEO RIHED are the "Governing



Dr. Miki Sugimura



Dr. Chantavit Sujatanond

Board Meetings” and “Meetings of Directors General/Secretary General/Commissioner of Higher Education”. SEAMEO RIHED basically listens to the governments and tries to implement their policies and materialize their visions.

SEAMEO RIHED has set up specific objectives as the 5 Years Development Plan, and it is now trying to network universities in the region. It has established the “5 Years Development Plan (2012–2017) Programs” which are designed to serve five areas.

Its four priority areas on promoting harmonization of higher education in the Southeast Asia region are:

1. Academic Mobility
2. Leadership Development
3. E-Learning and Mobile Learning
4. ASEAN Research Clusters and ASEAN Citation Index

In addition to these four priority areas, SEAMEO RIHED aims to become a clearinghouse for information on higher education in the region, so that member countries can better communicate and understand what is going on in other countries through the data collectively put together.

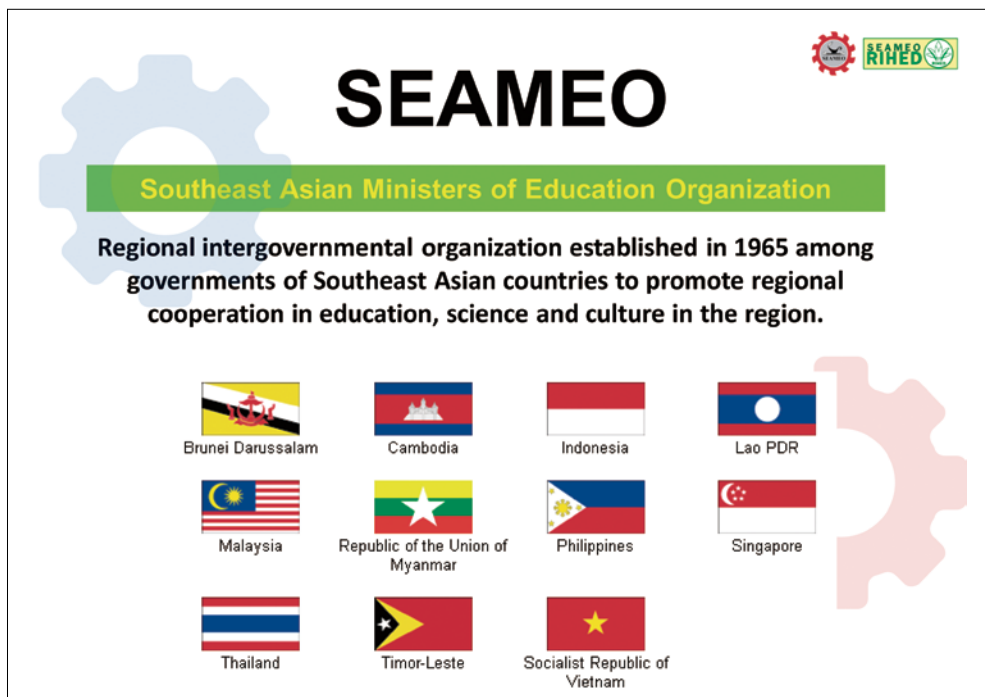
SEAMEO RIHED has been working closely with four partners; ASEAN-China Center, the ASEAN-QA Project with the European partners, Asian Development Bank, which gives financial support specifically to focus on Greater Mekong Sub-region (GMS) university network development, and the European Union on their project called “Share”, which has to do with higher education in ASEAN.

### Main Aim of SEAMEO RIHED

SEAMEO RIHED’s main aim is to achieve harmonization of higher education systems in the region. Its first task towards harmonization was to take up the issue of mobility as its main challenge. This is not just about the mobility of students; it also aims to mobilize the academic staff as well as researchers. However, the easiest way to embark on this path is to benefit the students first through mobility and then the academics will learn from that process. Eventually, trust will develop among them and lead them to engage in joint research.

### AIMS (ASEAN International Mobility for Students)

SEAMEO RIHED is now operating a project called AIMS. AIMS was originally called MIT, which



developed voluntarily from three countries: Malaysia, Indonesia and Thailand. Many people were involved in the MIT project and after its successful launch and the subsequent 2-year pilot implementation, it started to receive requests from other members of Southeast Asian nations to join. SEAMEO RIHED then conceptualized the idea of AIMS in 2008.

It took another two years, until 2010, to actually start exchanging students. Every country offered 50 scholarships and was entitled to send 25 students to two other countries. Eventually AIMS came to have 20 universities with 150 grants per year for the operation of student exchange, and within that structure, it also defined specific discipline areas for exchange of students.

AIMS is not open to all fields; all the participating universities came up with five study fields in the beginning. It is structured very well in terms of the exchange balance. If a country sends out 25 students, they must receive 25 students. More students can be received based on negotiations.

At the moment AIMS covers eight countries, and SEAMEO RIHED is trying to get Greater Mekong Sub-region to join. However, since Greater Mekong Sub-region needs more support, SEAMEO RIHED has submitted a proposal to the Asian Development Bank for support in initiating the Greater Mekong Sub-region University Consortium (GMSUC).

## PRESENTATION BY **Dr. Bunlay Nith**

Dr. Bunlay presented new trends of inter-university cooperation in the case of Cambodia.

### **Cambodia Higher Education at a Glance**

Higher education started in 1940s, during the French colonization, and experienced a brief period of glory during 1960s. The development of high education was seriously affected by Civil War in early 1970s, and was completely destroyed during the Killing Field's regime from 1975-1979. Since early 1980s, the country has rehabilitated the system, and there are now 119 universities and institutions accommodating around 250,000 students in the system.

### **Higher Education Vision 2030 & Draft Higher Education Roadmap 2017–2030**

The Royal Government of Cambodia intends to maintain annual economic growths and lift up the country status to become an upper middle-income country by 2030. Hence, there is a lot of attention focusing on capacity building and human resource development. This is why higher education has been considered one of the subsectors for producing human resources to serve the new economic development agenda of the government and to aspire the country to become a knowledge-based society.

The Ministry of Education Youth and Sport has formulated Cambodia Higher Education Vision 2030 to guide the human resource development efforts in Cambodia. In the draft version of Higher Education



Dr. Bunlay Nith



Roadmap 2017-2030, higher education will be working towards achieving the following 4 goals:

1. Quality & Relevance
2. Access & Equity
3. Internationalization & Regionalization
4. Governance & Finance

Dr. Bunlay pointed out that Goal (3) has the feature of joining international consortia such as UMAP, AIMS and GMS-UC. In Goal (3), Cambodia has two objectives with several indicators. The first objective is to promote academic mobility and collaboration and the second is to promote international and regional academic programs.

Dr. Bunlay then explained various in-country mechanisms in Cambodia, as shown below, to promote inter-university cooperation.

- **Higher Education Sub-sector Working Group**

This provides a policy platform to guide the implementation of higher education.

- **Directorate General of Higher Education**

This is where Dr. Bunlay works. It introduces policies, provides technical support and capacity building, and facilitates inter-university cooperation.

- **Higher Education Quality and Capacity Improvement Project**

This is a project funded by the World Bank, which is scheduled to last until 2017.

- **Rector's Council of Cambodia**

This is a council of public universities. A symposium with the Rector's Council of Cambodia and Rectors of Japanese universities will be held for the first time to celebrate the partnership and collaboration between universities in Cambodia and Japan.

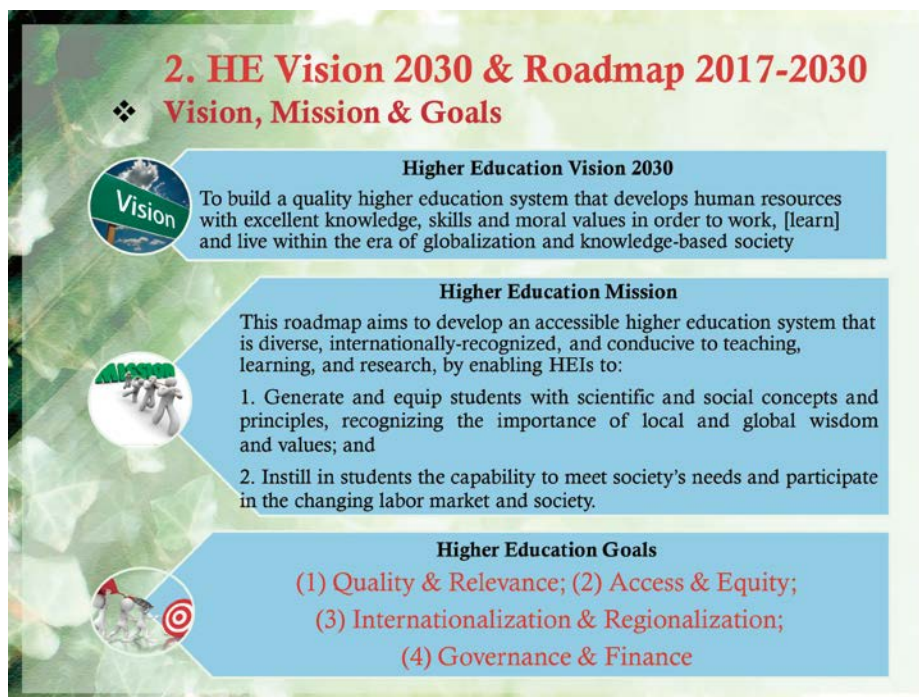
- **Cambodia Higher Education Association**

This is an association for private institutions providing policy consultation as well as lobbying and advocacy.

For regional/international mechanisms, there are SEAMEO RIHED, UMAP, Erasmus+ and other organizations to promote inter-university cooperation.

### Current Practices of the University Collaboration

In Cambodia, universities usually partner with each other if they are working in similar disciplines, e.g. agricultural universities working together to support one another. Credit transfer, student exchange, academic exchange, cultural exchange and community



engagement are the areas that Cambodia has been promoting.

Student mobility is being implemented, mostly outbound from Cambodia to other countries. For staff and faculty mobility, it is usually inbound. Cambodia is now focusing on regional and international networks for collaboration.

### Issues and Challenges

Dr. Bunlay mentioned that issues and challenges facing universities in Cambodia include the credit transfer mechanism, academic calendar, student visa, and quality assurance. One issue he emphasized is that universities in Cambodia operate on a limited budget and public expenditure on higher education is very limited. As a result, many university functions are covered by tuition fees. It seems that there are no proper divisions, offices or staff in charge of international relations, and that is a major reason hampering university collaboration with other countries.

### New Trends

One of the new trends is research collaboration, especially that fueled by Erasmus+ and joint research projects with the SEA-EU-NET, which focuses on capacity building in higher education. Cambodia is now thinking about developing international programs like in the case of the Greater Mekong Sub-region University Consortium, including double degree programs, twinning programs, and satellite campuses. For satellite campuses, Nagoya University in Japan is now developing a satellite campus in the

Royal University of Phnom Penh, and Hiroshima University in Japan will be establishing a center in Cambodia to facilitate mobility under a new project supported by the Japanese government.

### Conclusion

In conclusion, Dr. Bunlay mentioned that inter-university cooperation in the region will help the Cambodian government to achieve its goal of internationalization and regionalization. Since universities in Cambodia are facing financial difficulties, establishing quality mechanisms to ensure that students who have returned from abroad can contribute to the country is the key for greater engagement by Cambodia in international organizations such as UMAP. In addition, he requested support for improving the capacity of international relations offices at Cambodian universities.

### PRESENTATION BY **Mr. Hideki Iwabuchi**

#### Launch of New Education Ministers Meetings

Mr. Iwabuchi introduced several ministers meetings that were recently launched in Asia. In the 6th Japan-China-Korea Summit on November 2015, the countries' leaders agreed to set up a new education ministers meeting for the three countries. Following this summit agreement, the first trilateral education ministers meeting was held in January 2016. The three education ministers agreed on "The Seoul Declaration for Education Exchange". Although the three countries may have difficult issues,



Mr. Hideki Iwabuchi

the cooperation in the field of education policy continues.

Another new education ministers meeting was launched among Japan, China, Korea and the ASEAN countries after the ASEAN+3 Summit Meeting in 2011. At the First ASEAN+3 Education Ministers Meeting in 2012, the ASEAN+3 Action on Education was also agreed upon. In the background of launching this new education ministers meeting was the rapid increase of student exchange within Asia. The number of students from the ASEAN region to Japan doubled over the last two years. The number of students from Japan to the ASEAN region also doubled. The situation of higher education in the Asian region is rapidly changing.

#### **New Trend in Japan-China-Korea: CAMPUS Asia**

One of the new trends in the trilateral Japan-China-Korea framework is CAMPUS Asia (Collective Action for Mobility Program of University Students in Asia). It is a collective action for mobility of university students in Asia. It was agreed to launch this at the Trilateral Japan-China-Korea Summit in 2009. Following this agreement, ten Trilateral University Consortia were selected as the Pilot Programs of

CAMPUS Asia in 2011. The Trilateral Education Ministers Meeting on January 2016 agreed to continue and expand this Program.

#### **New Trend in ASEAN+3**

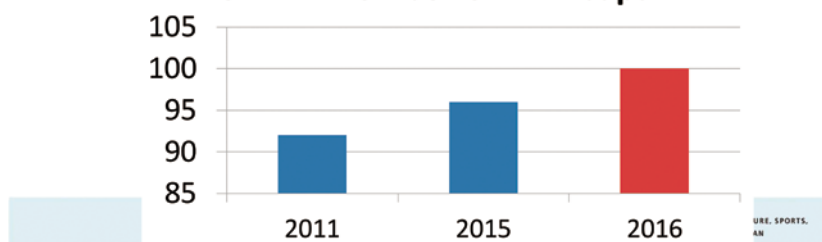
There are also several new policy trends in the ASEAN+3 Framework. The first one is ASEAN+3 guideline for student exchange. In 2013, the ASEAN+3 Education Ministers Meeting set up a Working Group on Higher Education Mobility and Quality Assurance under the initiative of the Japanese government. The ASEAN+3 guideline was drafted by this working group and was adopted by the ASEAN+3 Education Ministers Meeting in May 2016. The ASEAN+3 Guideline on Transcripts for Exchange Students was also drafted by this working group. It is now under discussion within the group and will soon reach a conclusion.

The second trend in the ASEAN+3 framework is AIMS (ASEAN International Mobility for Students). Forty-nine universities from six ASEAN countries participated in the program, and it was expanded with the participation of Japan in 2013. Seven Japanese university consortia participated in AIMS with financial support by the Japanese government. More than

#### **4. Expectation to UMAP**

- (1). There are many frameworks within our East Asian region, from the gov-led activities to the univ-led autonomous ones like UMAP. Both types of activity have their own merits.
- (2). Toyo University is now serving as the UMAP International Secretariat. Japanese Government are financially supporting Toyo Univ. through SGU program.
- (3). By the effort of Toyo Univ., UMAP is re-gaining the attention by the Japanese universities. Further progress would follow.

**UMAP Member Univ. in Japan**



1,000 students have been exchanged between universities in ASEAN and Japan. The Republic of Korea has also decided to participate in the AIMS program.

### Expectations to UMAP

Mr. Iwabuchi mentioned three expectations from the government perspective.

1. There are many frameworks within the Asian region; some frameworks are government-led activities and others are university-led, autonomous programs like UMAP. It is needless to say that both types of inter-university collaboration are necessary since they each have their merits.
2. Since the UMAP International Secretariat is now at Toyo University and the Japanese government is financially supporting Toyo University through the Top Global University project, this financial support from the government will help Toyo University to better play the role of the International Secretariat.
3. Thanks to the efforts of Toyo University, UMAP is now regaining the attention of Japanese universities. Further progress is expected to follow.

### PRESENTATION BY **Ms. Rosmin Md. Amin**

#### Malaysian Higher Education Profile

There are currently 20 public universities and about 500 private higher education institutions in Malaysia. In addition, there are 34 polytechnics and 94 community colleges and they are funded by the

government as well. There are 12 Education Malaysia offices. They used to be known as the Malaysian Students' Department, whose main focus was to look after Malaysian students who are studying overseas. However, the government expanded its function to promote internationalization and to promote collaboration with other higher education institutions abroad. Education Malaysia offices are located in Washington DC, Los Angeles, Chicago, London, Jordan, Egypt, New Zealand, Australia, Indonesia, Dubai, Beijing and Ho Chi Minh City. Currently there are about 125,000 international students enrolled in higher education in Malaysia.

#### Global Prominence of Malaysia

Ministry of Higher Education is working on 10 shifts in the Malaysia Education Blueprint: (1) Holistic Entrepreneurial and Balanced Graduates, (2) Talent Excellence, (3) Nation of Lifelong Learners, (4) Quality Technical and Vocational Education and Training (TVET) Graduates, (5) Financial Sustainability, (6) Empowered Governance, (7) Innovation Ecosystem, (8) Global Prominence, (9) Globalised Online Learning, and (10) Transformed Higher Education Delivery. First four shifts are expected outcomes, and shifts 5 to 10 are the enablers to achieve those outcomes. Shift 8 (Global Prominence) is closely related to internationalization which is the focus of Education Malaysia offices.

Some public (government) universities, together with some private universities, participate in the QS University Ranking. Malaysia has been



Ms. Rosmin Md. Amin



internationalizing and placed 9th as the top study destination for foreign students in a ranking by UNESCO in 2015.

The Ministry of Higher Education aspires to develop Malaysia as an International Education Hub with distinction, one that is valued by students for its competitive advantage in providing value-for-money higher education and the good balance of quality and affordability with the added value of rich cultural experiences.

Principles for building Malaysia's reputation as an education hub are:

1. To increase the overall quality of academic programs and expertise in order to attract top international students and scholars,
2. To develop niche areas that will differentiate Malaysia from its peers in order to create a unique global brand for Malaysia,
3. To ensure continuous visibility and presence of Malaysia's education brand globally to create awareness and sustain interest in Malaysia, and
4. To diversify the pool of students and academic staff.

### Challenges to Increase the Number of Foreign Students

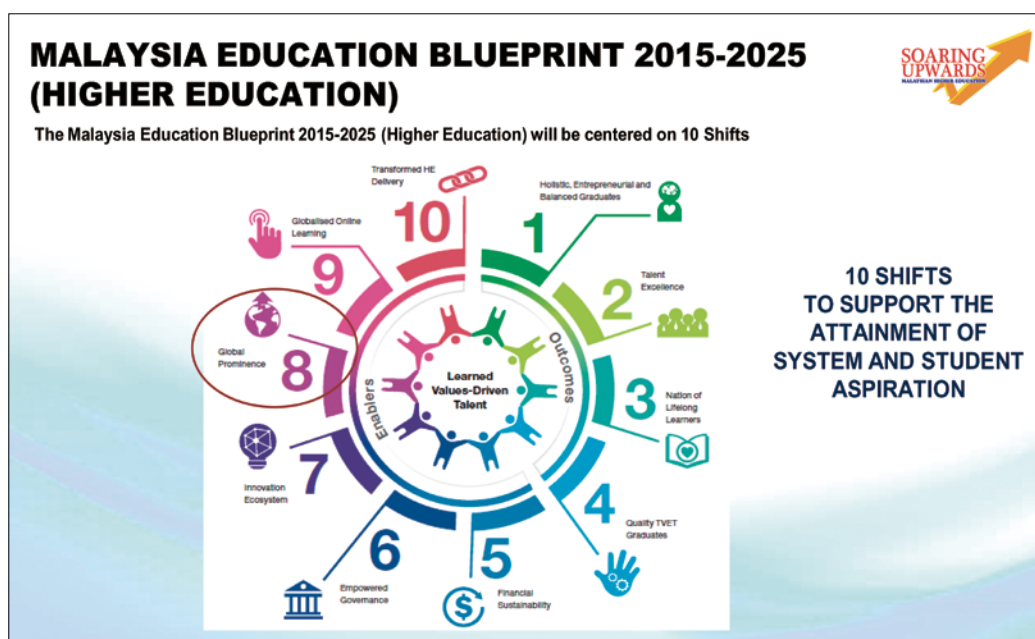
Malaysia is facing a challenge to increase its number of foreign students to 250,000 by 2025. It is

also trying to increase the number of students participating in mobility programs and to strengthen Malaysia's education brand.

The dynamics of education in a fast-changing globalized world has created new directions and trends, including education mobility, changes in the instruction of learning, and growing dependency on technology, and these have posed new challenges, new perspectives and new methods to the scenario of education worldwide.

Another challenge is the difficulty in collecting information on education mobility. Currently Malaysia has 28 countries with which credit transfer and non-credit programs are implemented. About 4,700 students are involved in mobility programs that are less than one year long. Even the number of international students from ASEAN is not large. The total number of the international students from ASEAN is 13,000, which is actually only 10% of the total number of international students in Malaysia.

AIMS is the only mobility program funded by the government. Others such as UMAP are all university-led and university-funded (in the case of UMAP, Malaysia's national secretariat is administered by the Universiti Kebangsaan Malaysia). Then there are also universities which have their own agreement with other universities. Thus, there are a number



of mobility programs that the ministry is trying to coordinate so that it can have the data, but currently many programs are handled by each university.

### Conclusion

Ms. Rosmin mentioned that the ministry is now trying to conduct discussions with the Immigration Department to improve visa procedures to make it easier for foreign students to obtain a visa. Currently, there are three kinds of entry visas for student mobility. The first one is Social Visit Pass for students who wish to come for less than 3 months. The second one is Professional Pass for students who wish to visit for 3 to 6 months, and finally there is Student Pass for students who want to come for 6 to 12 months. The Ministry is now negotiating with the Immigration Department to issue a Student Pass (Mobility) for mobility programs that are 3 to 12 months and a Social Pass (Mobility) for mobility programs less than 3 months. International students have to apply for a visa/pass through EMGS (Education Malaysia Global Service). Since EMGS is the ministry's one-stop center, the ministry will be able to collect data on international students there.

### PRESENTATION BY **Ms. Emy Kameta**

Ms. Kameta presented about the Higher Education and its Internationalization in Mexico, and also about the Academic Cooperation between Mexico and Japan.

### Higher Education in Mexico and its Internationalization

Since the current President of Mexico, Enrique Peña Nieto, took office in 2012, his administration has addressed important issues, being one of them the Education Reform. This Reform seeks to provide a higher quality education and better access to it in order to reduce social inequalities, and to form competitive human resources who are able to play an active role in the global society and benefit national development.

Mexican universities have been leading the internationalization process of higher education through different initiatives. The standard has been academic cooperation and exchange programs, and Ms. Kameta highlighted some of the new trends.

#### • Double degrees and Hybrid Programs

In today's world, it is not enough to have only one degree to be a competitive professional; multidisciplinary perspective is needed. For example, today, an engineer that has the technical knowledge, and additionally has a MBA has a competitive advantage in the global arena. Therefore, double degrees and hybrid programs are some of the new trends in Mexico as well as in many other countries.

#### • Special programs and scholarships to promote academic mobility

In the past it was more common for private universities to send students abroad, but lately public universities are putting efforts into opening new



Ms. Emy Kameta

opportunities for their students to have experiences in other countries.

- **Creation of programs and summer courses for international students**

Some of the most popular programs are those linked with the Spanish language, Mexican culture, and online courses. The online courses are expanding especially among Spanish-speaking countries, but many universities are also making efforts to create courses in English and in other languages.

### **Interest in Academic Exchanges and Cooperation with Other Regions**

Mexico's interest in academic exchange and cooperation with the Asia-Pacific region is developing. The Asia-Pacific is considered as a key partner for Mexico in commerce, finance, innovation and technological development. Currently 13.5 million students are going abroad and the majority of them are concentrated in the US, Canada and Europe (especially Spain and the UK). However, considering the growing interest in the Asia-Pacific, studying in that region would give added value to those students. In addition, Mexico has relations with all the members of the region and has privileged strategic associations with countries such as Japan, China, South Korea and India.

Equally important, Mexico has been making efforts to increase political and economic exchange and cooperation with Southeast Asia and the South Pacific. It has been actively participating in different trans-Pacific frameworks such as Asia-Pacific Economic Cooperation (APEC), Foro de Cooperación América Latina-Asia del Este (FOCALE) and Pacific Economic Cooperation Council (PECC). Ms. Kameta emphasized that Mexico has also been making efforts to promote exchange with other Latin-American countries through the Pacific Alliance. The Pacific Alliance is made up of Mexico, Chile, Colombia and Peru. Regional integration is also very important in opening doors to the students and for mobility.

### **Academic Relations between Mexico and Japan**

Ms. Kameta said that among the most important aspects in the bilateral relation are the academic exchange and joint research. There are various programs conducted between the two countries, but she highlighted the "Program for Human Resources Mexico-Japan" between the National Council of Science and Technology (CONACYT) and the Japan International Cooperation Agency (JICA). It was signed in 1971 and as one of the oldest and most active exchange programs for both countries, it has

#### **The interest of academic exchange and cooperation with the Asian Pacific region is significantly increasing:**

- The region is considered as a **key partner** for commerce, finance, innovation and technological development.
- Mexico has relations with all members of the region and has currently privileged **strategic associations with Japan, China, Korea and India.**
- Equally important, Mexico has been making efforts to increase political and economic exchanges, and cooperation with **Southeast Asia and South Pacific**, and has been participating actively in Transpacific forums such as **APEC, FOCALAE and PECC.**



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benefited more than 1,500 Mexican and Japanese students. There are more than 100 academic exchange agreements between Mexican and Japanese universities. There are scholarships granted by the government of Mexico and the government of Japan as well.

Mexico and Japan has had a long and good relationship for more than 400 years. Currently, the strategic relations and exchanges in the political, economic, academic and cultural fields, as well as cooperation between the two countries are more dynamic than ever. Recently, the number of Japanese investments in Mexico reached to more than 1,000 in 2016, especially in the automotive industry. Apart from the Asian region, only the US, Germany, Great Britain and Mexico host more than 1,000 Japanese investments in their countries.

For this reason, it is essential to continue to form competitive Mexican and Japanese professionals, technicians and specialists in both countries able to respond to the current and future workforce demands.

More Japanese students are interested in the culture and language of Mexico, while Japan is an important reference for Mexico in terms of high technology and innovation. The majority of the Mexican students are interested in studying in Japan highly innovative technology and sciences such as robotics and Artificial Intelligence (AI), automotive engineering, life and green sciences, aerospace engineering, among others. More recently, Mexican youth are strongly interested in Japanese pop culture, especially *anime*, and requests are often received from

Mexican students who want to go to Japan to learn the language.

### **Forecasts regarding Higher Education in Mexico, and Academic Exchange and Cooperation with Japan in the Near Future**

Ms. Kameta mentioned that the process of internationalization of higher education in Mexico is expected to continue, and more Mexican students will be interested in studying in the Asia-Pacific region, especially in the fields of international business, high technology and innovation. Increasing demand for international double degrees and hybrid programs such as MBA is expected, and the demand of specialized engineers with technological and language knowledge is also expected to continue in the context of dynamic and intensive bilateral relations between Mexico and Japan.

At the end, Ms. Kameta mentioned as part of the efforts to continue with the dialogue regarding the strategic internationalization of higher education between both countries, it is expected to celebrate the Third Mexico-Japan Rectors Summit in autumn of 2017 which will be hosted by the University of Hiroshima.

### **PRESENTATION BY Dr. Alex B. Brillantes, Jr.**

#### **Introduction and a Personal Context**

At the beginning of his presentation, as an example, Dr. Brillantes touched upon his own experience and the impact of mobility programs. He himself had



Dr. Alex B. Brillantes, Jr.



participated in the 2-month-long Ship for Southeast Asian and Japanese Youth Program (SSEAYP) offered by the Japanese government and also studied at the University of Hawaii for six years. Regarding the former, he stressed the value of participating in a common program with others from different backgrounds.

### Responding to Imperatives of Globalization

In the process of globalization, he said, regionalization such as ASEAN and APEC is concurrently underway. Also, he used two coined words, “glocalization” and “coompetition,” to make his argument on adapting to globalization. The former is a combination of globalization and localization, which means that we need to think global and act local. The latter is a combination of cooperation and competition. The reality is that we not only cooperate but also compete with one another in adapting to globalization.

### Modalities of Inter-University Collaboration

Referring to his experience in sending faculty members abroad as a dean at the University of the Philippines, he emphasized the importance of cross-border mobility of not only students but also faculty members so that they can gain a global perspective and become more creative. Research collaboration, such as joint research, he said, is also a very important aspect of inter-university collaboration. Financing is a challenge in promoting mobility. With limited resources, cost-sharing should be sought more seriously.

### Government's Roles in International Network and Education

Dr. Brillantes, from the standpoint of the government as the Commissioner for Higher Education in the Philippines, then discussed the roles of the government in international education. He argued that the government should play the role as an enabler; enabling participation in various networks such as APEC, ASEAN, ASEAN+3, ASEAN University Network (AUNC), SEAMEO RIHED and Asia-Europe Meeting (ASEM), and providing a framework that enables people to access quality education, as well as enabling alignment to quality assurance. In terms of quality assurance, he added, the government should also serve as a regulator, as education can become a commodity and a business, which can jeopardize its quality.

### Academia-Industry Linkage

Finally, he stressed the importance of academia-industry linkage. In this area, too, he said, the government can play a critical role as an enabler; enabling and facilitating both parties to partner with each other. In the Philippines, for example, universities and business sectors worked together to try to address the issues of poverty reduction and sustainable development.



## PANEL DISCUSSION 2

# Future of UMAP and Prospects of Educational Exchange in Asia Pacific

### Objectives

At the beginning of the session, Dr. Taiji Hotta mentioned that the objective of the second Panel Discussion was to discuss the future vision and mission of UMAP; how UMAP can work together with its member states and future universities in this community to expand the number of participation.

### Moderator:

#### Dr. Taiji Hotta

Professor, Hiroshima University, Japan

### Panelists:

#### Dr. Ki-Jeong Lee

Vice President, Asia-Pacific Association of International Education/Vice President for International Affairs, Hanyang University, Korea

#### Dr. Angela Yung-chi Hou

Professor, Fu Jen Catholic University, Taiwan/  
Executive Director of Higher Education Evaluation and Accreditation Council, Taiwan

#### Dr. Chantavit Sujatanond

Director, SEAMEO RIHED

#### Prof. Koji Kobata

Professor, University of Fukui, Japan

## PRESENTATION BY Dr. Angela Yung-chi Hou

### Global Mobility Trends

According to reports from the OECD, the number of the international students has been growing: 4.5 million students in 2012, 5 million in 2015, and over 5 million in 2016. In 5–10 years the number is expected to go up to 7.2 million. Asia is the engine of growth in global student mobility, particularly China and India.

Dr. Hou mentioned that when she was in India in 2015, she became aware of the fact that Indian universities are keenly interested in collaborating with the other universities and providing more opportunities for students to participate in short-term/long-term programs, including internship. Not only China and India, but also other countries in Asia are still very ambitious and proactive about providing students with more opportunities abroad. While most of the students wish to go to the United States or other Western countries, there is another new trend these days in which China and Malaysia are popular destinations among students in not only the Asian-Pacific region but also in the Western countries.

The US and other Western English-speaking countries accept the largest numbers of the international students. But in addition to these countries, Japan has also become more and more popular and there are a lot of potentials that can be seen in Asian countries overall.

In addition, a trend can be observed in the levels and types of the programs for international students. According to the OECD report, programs for



Dr. Taiji Hotta



Dr. Angela Yung-chi Hou

international students have actually been provided at a higher level, and 24% of those programs have been offered at the doctoral degree level.

An OECD report in 2013 indicated that more than 50% of international students were from Asia. Over the past few years, many Western countries/universities have come to Asia to aggressively promote how they can train students from China, India and South Korea. However, according to some research and evidence, there are several factors that affect this kind of student mobility.

### **Factors Affecting Mobility**

According to survey and research outcomes, the language of instruction is one of the major factors affecting the students when they consider studying abroad. “Progressive adoption of English as a global language” remains a major factor in the prominence of English-speaking destinations.

Students from some English-speaking countries may worry that the English of the host institution will not be good enough. If the English is not good enough, they may not be able to understand what exactly the instructors are saying at the podium.

Another factor is the quality of programs. “How are we going to assess the quality of the program? How can we provide a high quality program?” are also issues and elements that affect student incentive as well as future development.

Unexpectedly, according to the survey, the cost of study was not really a major issue as long as the quality of education was perceived to be high. This

is because students want to have a special and different experience. Many students may think that staying on one campus for four to six years is boring—they prefer more experiences and on different campuses.

Another factor that we should take into consideration is immigration policy, visa issues and how students can have opportunities to work after they have completed their degrees or some kind of learning in one country.

### **UMAP and University Collaborative Approaches**

According to Dr. Jane Knight (adjunct professor, University of Toronto), mobility approaches are divided into four generations; First Generation (student), First/Second Generation (teachers), Second Generation (curriculum), and Third Generation (campus wide). Dr. Hou mentioned that if we look at the UMAP, it could be categorized as First/Second Generation. This is because UMAP is mainly focusing on the student exchange program (Program A&B), summer program (Program C) and Joint research project (Research Net), and it is still in the state of thinking of what would be the next step.

### **UMAP NS in Taiwan**

Fu Jen Catholic University served as the UMAP International Secretariat 2011-2015 and continues to serve as the Taiwanese National Secretariat. More than 125 Taiwan institutions have participated via the agreement approach. However, only less than 10% of them are very active and most of them are private universities.

### Taiwan Scholarship (2012–2016)

The Taiwanese government is very generous. Since 2012, the government provided scholarships for students who come to study in Taiwan and who go from Taiwan to study abroad. About 10 students are selected as awardees annually and each receive about NT\$20,000 (US\$600) per month.

### Responses from Participating Institutions Concerning Impacts (2016 Survey)

Dr. Hou conducted a survey concerning what kind of benefits or impact UMAP has brought for students, faculties, universities and the higher education system. The students answered that they gained deeper understanding of Asian countries through their experiences in UMAP exchange programs. Hence, from the students' perspective, UMAP has done a great job.

For the faculty members, UMAP has offered a lot of opportunities to collaborate with one another and strengthen their cooperation and competitiveness.

Participating universities believe that UMAP can significantly enlarge their international student market because through UMAP, they will get to know various universities and can attract students from

different countries. From the results of this survey, Dr. Hou believes that UMAP can facilitate Asian universities in developing their regional networks.

### “New Go South Policy” Launched in 2016 by the Taiwanese Government

In 2016, the Taiwanese government launched the “New Go South Policy” which aims at expanding industrial, educational, cultural and agricultural exchanges between Taiwan and ASEAN countries over the next five years. It will attract talented students, strengthen partnership with ASEAN countries, and provide opportunity for scholars to communicate with ASEAN countries.

### Future Direction

For the future direction, Dr. Hou mentioned that Dr. Jane Knight proposed a roadmap for UMAP in 2013. Dr. Hou evaluated this roadmap and how much progress UMAP has made. UMAP has been playing the role as a key actor in organizing and exchanging information on student mobility. UMAP already offers student mobility programs and scholarships. However, UMAP has yet to start offering workshops,

## UMAP and University Collaborative Approaches

<i>Subjects</i>	<i>Approaches</i>	<i>Level of Internationalization</i>	<i>UMAP</i>
<i>Students</i>	1. Exchange program 2. Summer program 3. International Volunteer 4. Lab exchange	<i>First Generation</i>	1. Exchange program 2. Summer program
<i>Teachers</i>	1. Joint research project 2. Exchange staff/ short term 3. Visiting scholar 4. Professor advising	<i>First/ Second Generation</i>	<i>Joint research project</i>
<i>Curriculum</i>	1. Joint/ Dual program 2. Internship program 3. Service-learning program 4. Distance education (such as MOOCs)	<i>Second Generation</i>	x
<i>Campus wide</i>	1. Global Research Center 2. International Branch Campus	<i>Third Generation</i>	x



training the trainers to ensure the adoption of UCTS, or providing the solutions for emerging/unmet needs in university collaboration and internationalization in the Asia-Pacific.

Dr. Hou talked about her ongoing research analyzing AIMS, CAMPUS Asia and UMAP in terms of the role of government, institutional involvement, students' participation, quality assurance, challenges and models.

#### • The role of government

The role of government in CAMPUS Asia and AIMS is much stronger.

#### • Institution involvement sets criteria for student selection

CAMPUS Asia and AIMS set certain criteria for student recruitment.

#### • Quality assurance

CAMPUS Asia has gone through internal and external review by three major quality assurance agencies in three countries. This is an important issue since students' parents care about quality; hence if quality can be assured other issues may be solved.

#### • The challenges

For CAMPUS Asia and AIMS, learning outcomes pose a big issue. For UMAP, government support and language proficiency, mentioned previously, are big issues.

#### • Models

CAMPUS Asia and AIMS are actually very top-down and selective models of exchange programs, but UMAP is bottom-up, giving equal opportunities to students.

#### Some New Thoughts on UMAP

Based on her presentation, Dr. Hou shared some thoughts on UMAP.

#### • Attracting more flagship universities into UMAP

UMAP should think about engaging more flagship universities to UMAP and giving them more responsibility.

#### • Levels and content of the program

UMAP is now focusing on the undergraduate level but there should have other types of programs such as Master and PhD programs. Also, UMAP programs should be more specific in their focus.

	AIM	Campus Asia	UMAP
Role of government	Provide budget and decide the number of outbound and inbound students	Governments in three nations engaged very actively, including budget, programs	Not all NS are governmental officials and representatives. Taiwan government provide scholarship
Institutional involvement	Responsible for program and course delivery. Set criteria for students recruitment	Responsible for program and course delivery. Set criteria for students recruitment	Responsible for program and course delivery. No specific rules for students selection.
Students participation (2011~ 2015)	Around 500	200 inbound and outbound per year	379
Quality assurance	Reviews are not available	Internal and External review by three QA agencies	Internal review ?
Challenges	Quality / organization / coordination / language	Learning outcomes/ language	Budget/ quality / government support / language
Model	Top-down / motivated students	Top-down/ elitist	Bottom-up/ motivated students

In addition to the thoughts above, Dr. Hou proposed the possibility of changing the current UMAP Program C (Super Short-Term Programs) to a “General Summer Program”, organized by each National Secretariat to introduce its country to students from other countries. A successful case of this was the “UMAP Discovery Camp 2016” held by the Philippines, which mainly focused on the Asian arts, culture, and cuisine of the country.

To enable more students to participate in short-term programs and make them financially sustainable, UMAP should involve various industries to sponsor these programs. UMAP then can provide those industries with an opportunity to see UMAP students as potential employees. Another possibility for transforming the short-term programs is a “Joint Degree/Certificate Program” which encourages participating universities to develop collaborative programs.

### **Quality as the Major Concern for UMAP Future Sustainability**

Dr. Hou mentioned that the issue of having a quality assurance mechanism in the Asia-Pacific is a major concern for the future sustainability of UMAP.

Firstly, she pointed out the issues of how to recognize those who participate in UMAP and what kind of quality assurance UMAP can give the participating universities, which would be recognized not just nationwide but also globally. For UMAP to assure the quality of its educational programs, it will be necessary to think about developing a certain kind

of internal mechanism so that we would know what students have learned.

For external mechanisms, we should think about collaborating with other international quality networks such as the Asia-Pacific Quality Network (APQN).

### **PRESENTATION BY Dr. Chantavit Sujatanond**

#### **AIMS (ASEAN International Mobility for Students) Program**

The AIMS Program was initiated in 2008 by SEAMEO RIHED (Southeast Asian Ministers of Education Regional Center for Higher Education and Development) as a pilot project with the voluntary participation of only three countries. Twenty universities exchanged 150 students back then.

Currently, there are eight countries with 10 fields of study and 72 universities participating in the AIMS Program. The participating universities are selected by each government based on which would offer the best programs in the 10 study fields. (This does not mean that one university offers 10 study fields. One university usually offers two to three study fields.) There are 1,200 participating students. The participation rate is about 100% since it is a kind of compulsory project. In addition, the universities started to network among themselves to implement additional collaboration among smaller groups and to expand to other universities. Universities might break off to launch other study fields that they are commonly interested in.



Dr. Chantavit Sujatanond

SEAMEO RIHED adopted the principle of self-sufficiency, meaning that each government provides funding for the university. In some cases, the university also adds on to this government funding to provide their students opportunities for engagement in exchange. It is a kind of a cost sharing, but the government takes full responsibility in supporting student exchange. This principle of self-sufficiency ensures the sustainability of activities since SEAMEO RIHED does not want a university to participate once, after which it does not participate for a few years, and then comes back to the program again.

Dr. Chantavit emphasized that SEAMEO RIHED wants the AIMS Program to continue on and to expand further on a voluntary basis. Universities conducting additional collaboration or cooperation activities are not seeking additional funding from the government, but they are implementing them on their own self-funding basis.


For example, in the study field of food science and technology, in addition to student exchange through government funding, universities started to exchange their academic staff members within their own networks without any support from the government.


### ACNET-EngTech (ASEAN China Network for Cooperation and Exchanges Among Engineering and Technology Universities)

Dr. Chantavit also introduced the ACNET-EngTech. This is a network formed among the ASEAN countries with China, and is coordinated by the ASEAN-China Center, one of the partners of SEAMEO RIHED. It is a small group that only started in early 2015. It is open to any university that wishes to participate, hence it presents a platform that UMAP may want to collaborate with to attract more student participation.

A special feature of this network is that when there are annual activities hosted by Chinese universities, which are the leading E9 universities in China focusing on engineering, they cover all costs for accommodation and transportation for ACNET-EngTech member universities. Another feature is that since E9 universities get a very large amount of funding from the government, there will be great opportunities for engagement in research activities.

Dr. Chantavit mentioned that she was surprised to note that many of the universities applying to be a member of this group are not really technology-oriented institutions. For such universities to try to








- ✓ Initiated in 2008 as a Pilot Project under RIHED's Framework for Regional Integration in Higher Education in Southeast Asia (endorsed by the SEAMEO Council at the 43<sup>rd</sup> SEAMEO Council Conference)
- ✓ Being launched in 2010 as a M-I-T Student Mobility Project and renamed as ASEAN International Mobility for Students (AIMS) Programme in 2012
- ✓ One of the support mechanism that helps promote student mobility among Southeast Asian Nations and beyond
- ✓ Based on the principle of Reciprocity & Balanced Mobility
- ✓ Universities nominated by respective governments of participating countries


**AIMS Overview**

A regional platform for HEIs to harmonize higher education  
People-to-people and cross-cultural connectivity  
Globalized human resources

  
**8**  
 Countries

  
**10**  
 Study Fields

  
**72**  
 Universities

  
**>1200**  
 Students

approach and become part of ACNET-EngTech presents a good opportunity for facilitating more student exchange or research collaboration.

### GMS-UC (Greater Mekong Sub-Region University Consortium)

With support of ADB (Asian Development Bank), GMS-UC was established as a regional platform to strengthen and accelerate cross-border collaboration among universities and address human resource development, as well as to enhance the quality and excellence of higher education in the GMS. Dr. Chantavit mentioned that Dr. Hirosato from Sophia University, Japan, helped greatly with this when he was in ADB.

Since funding was limited, SEAMEO RIHED had to cap the number of participating universities per country, and then conducted capacity building workshops to provide some foundation for the member university in that region to be able to catch up with the rest of the ASEAN community. SEAMEO RIHED helped establish the GMS-UC with 24 universities nominated by governments of six countries:

Cambodia, China, Laos, Myanmar, Thailand and Vietnam. A pledge of commitment was then signed by each government for working together on key areas such as faculty exchange, university governance, university social responsibility, credit transfer, information sharing, talent cultivation, quality assurance and research collaboration.

GMS-UC has been operating the Credit Transfer Framework Development with its member universities, with Prof. Taiji Hotta from Hiroshima University, Japan, as its resource person. It emphasizes capacity building in leadership, curriculum development, and training of international relations officers as the basic foundation for a university to take up and engage in mobility with the rest of the world. GMC-UC will find additional funding to add on to the current projects to give it a better opportunity to move forward with capacity building.

Presidents of 24 universities signed a Memorandum of Understanding to work together and help each other. Universities need to be selected by the government to participate in GMS-UC because commitment by the government at the national level







**The Signing of the Joint Declaration of ACNET-EngTech**  
September 2014– Guiyang, Guizhou Province, China



Panel 2: Future of UMAP and Prospects of Educational Exchange in Asia-Pacific  
UMAP 25<sup>th</sup> Anniversary Symposium  
Educational Mobility in the Asia-Pacific Region: UMAP and Beyond  
23 September 2016, Tokyo, Japan

**Exploring possibilities of collaboration with the ASEAN-China Centre (ACC) since 2012 to promote:**

1. Better understanding
2. Enhance more structured cooperation
3. Increase sharing of information of good practices
4. The mutual recognition towards higher education institutions between SEA and PR China

Dr. Chantavit Sujatanond,  
SEAMEO RIHED Centre Director



is required to ensure that the quality of the student exchange is maintained.

### Possible Collaborations between UMAP and Other Networks and Organizations in the Asia-Pacific Region

Dr. Chantavit made several proposals to UMAP for possible collaboration with the academic mobility network established by SEAMEO RIHED.

#### 1. Credit transfer

A credit transfer scheme has to be set very clearly so that it will be accepted by other countries in the region.

#### 2. Quality assurance

Quality assurance should be discussed so that quality of the UMAP mobility program is acceptable throughout the region.

#### 3. University International Office

Improve the support system of each member university's international office. An unsatisfactory support system reflects poorly on the university and the program itself. This could cause a reduction

of the number of participants to the program.

Improving this will lead to the success of not only student mobility programs, but even academic mobility programs as well.

At the end of her presentation, Dr. Chantavit pointed out that UMAP should take a look into the focus of other existing regional higher education associations and think about how UMAP can use their platform to its benefit, as well as how to convince them to also use the UMAP platform. Also, she mentioned that UMAP should explore opportunities for playing a role in the Human Resource Development of APEC. If this were to happen, APEC will institutionalize UMAP in a more formal way. In order to make this happen, UMAP should focus more on increasing active participating members and collaborating with them.

**Academic Mobility: Networks established by**

**GMS-UC**  
Greater Mekong  
Sub-region  
University  
Consortium

Under ADB's the  
Strategic Framework  
and Action Plan for  
Human Resource  
Development in the  
GMS (2013-2017)

**SEAMEO RIHED facilitated the establishment of the GMS-UC with 24 universities nominated by their respective governments**

**Supported by ADB, the Consortium aims to build a regional platform to strengthen and accelerate cross-border collaboration among universities and address human resource development as well as promote the quality and excellence of higher education in the GMS.**

**Key areas of collaboration include faculty exchange, university governance and social responsibility, credit transfer, information sharing, talent cultivation, QA and research collaboration.**

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SEAMEO RIHED Centre Director

## PRESENTATION BY **Dr. Ki-Jeong Lee**

### **Introduction**

Dr. Lee mentioned that he thinks UMAP and APAIE share similar characteristics, in the sense that both organizations are trying very hard to improve the quality of international higher education in the Asia-Pacific region. However, they differ in the sense that UMAP is mainly focusing on student mobility while APAIE actually puts more emphasis on international collaboration and international affairs. He believes that if UMAP and APAIE work together, great synergy will be generated from the collaboration.

### **Current Awareness and Issues of UMAP**

Dr. Lee pointed out that even though there are about 570 member universities, only about 10% of them are active members. He thinks there are two reasons for this. The first reason concerns what benefits the member university could gain from UMAP. The second reason is that there are similar types of organizations within this region such as AIMS programs, ASEAN+3 programs, and even bilateral programs between universities. He mentioned that UMAP should make its uniqueness and strong points clear, otherwise many of the universities are not going to show interest in UMAP.

As another issue, he pointed out that UMAP should post detailed information on Program C (Super Short-Term Program of UMAP) as early as possible in order to promote Program C to the students. This is because Program C is a collection of summer

programs offered by UMAP member universities, and although they are usually conducted during summer, UMAP is now posting the information around April. He mentioned that students in some countries such as Korea need at least six months to prepare for applying to the program, and this makes it essential to gain detailed information about each program much earlier.

### **Suggestions on Possible Collaboration: UMAP & APAIE**

Dr. Lee suggested the following forms of collaboration between UMAP and APAIE in the future.

#### **1. Promotion during the APAIE conference**

APAIE 2017 will be held in Kaohsiung in Taiwan, and around 2,000 people are expected to participate. APAIE will provide booth space for UMAP so that UMAP could use it for promotion. He also suggested since there are various sessions at APAIE, UMAP should also hold workshops and roundtable discussion on credit transfer systems.

#### **2. Financial Benefit**

He suggested that UMAP and APAIE create a “UMAP-APAIE Scholarship for Student Mobility”. He also mentioned that it would be great if APAIE could provide a discount for the conference registration fee or some other kind of incentive for UMAP members.

#### **3. Strengthening the Short-term Mobility Program**

He introduced a successful short-term program, “APL (Asia-Pacific Leaders) summer in 2010”,



Dr. Ki-Jeong Lee

He explained why UMAP should strengthen its short-term programs by sharing the experience of Hanyang University.

He mentioned that exchange imbalance is quite a serious problem for people who are in the office of international affairs. For instance, many Asian students wish to go to big schools such as Ivy League schools or universities in the UK, but a very small number of students in those universities wish to come to Asian countries. Accordingly, some imbalance issues eventually arise. Short-term programs like summer schools could reduce this issue of imbalance with partner universities.

Hanyang University's summer school is quite expensive at \$3,000 for a month, so the university can generate large revenues through the program. However, at the same time, Hanyang University is providing a significant number of scholarships to students from emerging countries.

In many universities, the classrooms and facilities are empty during summer and winter breaks. Universities can make best use of these facilities if they run summer or winter schools. He said it provides a great opportunity for Hanyang University students as well to expand their network in a short time.

## Panel Discussion 2

Dr. Lee also introduced “faculty-led programs” within Hanyang summer school, which are aimed at professors from foreign countries who would like to teach in Korea. Participants in the programs are not just participating in the program for teaching. As Hanyang is well known for industrial connections, participants can network with Korean professors to conduct joint research within industries. Participants in the programs often bring their students with them to Hanyang University. This way, the program enables students of Hanyang University and international students to take courses together during summer break.

At the end of the presentation, Dr. Lee mentioned that it is possible for Hanyang University to provide some scholarships to UMAP students recommended by UMAP.

#### PRESENTATION BY **Prof. Koji Kobata**

##### **Fukui and the University of Fukui**

Explaining the location and position of Fukui City and Fukui Prefecture by citing examples of the prefecture’s characteristics, Prof. Kobata drew the attention of the audience to how a medium-sized local university of 5,000 students (4,000 undergraduate and 1,000 graduate) became international. The University of Fukui has launched the School of Global Community Studies (GCS) this year, and they just received their first wave of freshmen.

##### **Internationalization of the University of Fukui (1st Phase)**

Internationalization of the university began with research collaboration and professors and students coming from abroad, which made the campus itself more international. The major changes started from 2012, when the university received financial support under the “Go Global Japan” Project, which allowed them to send their students overseas. It has created 40 to 50 programs for duration of two weeks to one semester, and they have 200 incoming students per year. During the first phase they focused on internationalization of the curriculum by benchmarking American and European universities, and they introduced PBL (project-based learning) and other types of active learning education, English education, study abroad, and internship, as well as research programs overseas. For language and culture programs the university usually sends freshman and sophomore students, while senior and graduate students are sent for research purposes. The university now has 105 agreements in 30 countries and regions, and they were able to establish about 25 agreements in the past one year alone, mainly for the purpose of student exchange.

##### **Internationalization of the University of Fukui (2nd Phase)**

The second phase was from this year (2016). The university introduced study abroad requirements and an intensive English program as well as PBL projects in all levels from the freshmen to senior years in



Prof. Koji Kobata



the GCS. The GCS has been given the assignment of promoting an international curriculum in the university and sharing the results with other schools, such as the schools of engineering, medical science and education. Internationalization is expected to become a university-wide commitment in the near future.

### From Consortium to New Bilateral Agreement

When the University of Fukui started its internationalization efforts, they needed partnerships but did not have many partner institutions. Therefore, they utilized the UMAP network which gave the students more destinations for study abroad. In the meantime, they found that more and more universities overseas wished to send students who want to take courses taught in Japanese. This was a new finding for the university, and it became momentum for them to shift student exchange from consortium-based to bilateral as 2–3 years of partnership had enabled them to establish enough mutual trust.

Another thing that the university utilized was a credit transfer scheme. The university decided to use the UMAP Credit Transfer Scheme (UCTS) when they established the GCS. UCTS focuses on the workload (=class hours), where one UCTS is equivalent to one US credit and one Asian credit.

UMAP offers many super short-term programs, from which the University of Fukui learned that students today prefer active learning programs. They decided to create exchange programs that include internship overseas—for example, internship at partner institutions (international offices) or museums,

or teaching assistantship at Japanese language classes. This type of internship became available at partner institutions, which started offering more of these programs for the university's students.

### Expectation to UMAP

Working with UMAP is beneficial and joining UMAP is worthwhile; however, the University of Fukui expects UMAP to do more.

1. UMAP should allow participating institutions to send more students to other universities. Two students per year for a multi-lateral exchange program are not enough to join in the consortium because it requires much time and energy to prepare for participation.
2. UMAP should become an information source and provide information such as trends in higher education in the Asia-Pacific, and offer more workshops, conferences or networking opportunities for member universities. UMAP does not need to be another NAFSA, APAIE or EAIE. But member institutions should identify with UMAP through discussion.

### Conclusion

By participating in UMAP, a university can receive support to internationalize itself. However, at the same time, UMAP should think about what it can do to involve more universities and promote university mobility in Asia-Pacific, which is becoming more and more important these days.



# Closing Remarks

## CLOSING REMARKS BY **Prof. Kazuo Takahashi**

In the closing remarks, Prof. Takahashi, vice president for International Affairs of Toyo University, expressed his gratitude to all the participants in the symposium. He mentioned that the symposium was successful in providing an opportunity to share and discuss educational mobility in the Asia-Pacific region.

He emphasized that it is important for the faculty members and administrators who work in higher education to keep in mind that UMAP should not be organization- or scheme-oriented, but student-oriented so that its programs are broad and flexible enough to meet the diverse needs of the students.

Prof. Takahashi ended his remarks by mentioning that the support of all UMAP members is necessary for UMAP to build diversity and sustainability of higher education and mobility in the Asia-Pacific region.



Prof. Kazuo Takahashi

## Reception

After the conclusion of all the sessions, a reception was held for all the participants to congenially talk about and discuss UMAP and international education. There was a performance of koto (Japanese harp) by the Toyo University koto club. After the performance participants were able to experience playing it.





