

Trends of Inter-University Cooperation in Asia: Sharing the Philippine Experience

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Without meaning to be presumptuous, may I provide a personal context...

- SSEAYP / Nippon Maru in 76 that continues to today: network and social capital through the years. Decades later. e.g in higher ed: *Chadarat Singhadechakul* of OHEC of Thailand, *Bunlay Nith* of Ministry of Education in Cambodia, and *Ivan Baguilat* of Ifugao State U: (similar to Summer Camp for Youth 2016)
- East West Center and PhD at University of Hawaii
- Represents CHED Fulbright met colleagues from Hiroshima University

Context: Responding to IMPERATIVES OF GLOBALIZATION

Common Concerns brought about by Globalization: “The World is Flat”

- **Global Village**
- **Global Warming**
- **Security and Terrorism**
- **International Communication and Technology**
- **International Trade**
 - **ASEAN Economic Community**
 - **APEC**
 - **Free Trade Agreements**
- **Changing Paradigms: GLOCALIZATION and COOPETITION**
- **Impact on the Education Sector: Education as a commodity**
 - **Mutual Recognition Agreement**
 - **Increase in Transnational Education**
 - **Rankings**

Modalities of Inter-University Collaboration

- Academic (Faculty and Student) exchange
 - Especially Faculty (as pointed out by Darla Deardoff)
- Research collaboration
- Transnational education
- Cross border education
- Massive Online Courses - MOOCS

Aligning with efforts of Various Regional Networks

- APEC
- ASEAN
- ASEAN + 3
- AUN (ASEAN University Network)
- SEAMEO RIHED – Southeast Asian Ministers of Education – Regional Higher Education
- ASEM (ASEAN Europe)
- The proposed APEC University
- EU Share and “Erasmus for ASEAN” (need to consider evaluation done by Uwe Brandeburg)

CHED Policy Thrusts

- Access, Quality and Excellence
- Adopt an internationalization program, a system for granting incentives, promotion of home-based internationalization
- Strengthen partnerships between academe and industry to address the skills gap and skills-labor mismatch
- Participation in regional and international mobility schemes
- Establish national standards for the development and maintenance of pathways and equivalencies and align with the international qualification framework to facilitate the mobility workers
- CMO: Policy Framework and Strategies on Internationalization of Philippine Higher Education

Issues and Concerns of IUC

- Scholarships
 - Long term (academic degrees)
 - Short term (training e.g., English language training; internships and on the job; discovery camp)
- Culture
- Working with other networks (ASEAN, ASEAN+3, AUN, SEAMEAO, Donors like EU-Share, etc.)
- Quality Assurance: issue of trust
- Administrative
 - Role of Government (Regulator vs enabler)
 - Harmonizing policies e.g., credit transfer schemes
 - Immigration and visa issues

Next Steps and Moving Forward on IUC

- Developing and sharpening a Research Agenda
- Mobility issues and concerns
- Scholarships (long term / short term)
- Financing and cost sharing
- Developing and Strengthening Academe-Industry Linkages
- Administrative (role of government as regulator and enabler)
- Immigration and visa concerns
- Culture
- Harmonizing credit transfer schemes
- Working with Regional Networks

In Sum... Trends ...

- Recognize role of government
 - Enabler and regulator for quality education
 - Support and enabler for regional networks: like UMAP, SEAMEO-Rihed and address credit transfer and quality assurance issues and concerns
 - scholarships
- Academe- Industry Linkage: “Town and Gown”
 - to respond to job mismatch for poverty reduction and sustainable development
 - Enabling framework: coffee, shoe, wine, indigenous people, disaster risk reduction
 - Curriculum development: match needs of industry
 - Internship, on the job

Thank you

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