PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES

Paper on

The Role of Education in the Pursuit of Globalization and Internationalization

By

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According to Van R. Wood

The term “globalization” represents the international system that is shaping most societies today. It is a process that is “super charging” the interaction and integration of cultures, politics, business and intellectual elements around the world.
According to Knight (1999)

Globalization of higher education is the flow of dominant technology and knowledge across borders, while ‘internationalization of higher education’ is one of the ways a country responds to the impact of globalization, yet at the same time ‘respect the individuality of the nation’.
Prof. Dr. Prasat Suebka characterizes “globalization” as a process to provide greater mobility for the movement of people, goods and services across borders for the benefit of mankind.

Mobility is facilitated by reliable land, sea and air transportation, development of technology and the relative presence of political and social peace among nations.
This accessibility and convergence among nationalities constitutes a perspective for internationalization. Hence, “internationalization” operationalizes “globalization”.
Therefore “Globalization” and “Internationalization” are seen as different, but dynamically linked concept.
GLOBAL ISSUES IN HIGHER EDUCATION
(Based on UNESCO and OECD Reports)

The growing demand for higher education, the advent of information and communication technologies (ICTs), the shortage of public funding and the trend towards the treatment of education as a commodity or as services to be regulated internationally by trade agreements, are seen as important factors contributing to major reforms of the higher education (HE) systems all over the world.
The factors that are influencing the current features of higher education in the world according to Escrigas and Lobera, are the following:

- Increase in student demand.

Overall, worldwide enrolment has increased from 92 million in 1999 to 143.9 million in 2006. By now it is probably 200 million.

- Reduction in the role of the state and the emergence of the market.

This has caused intense institutional competition for resources from the state and from the market. Thus, universities have been forced to look for newer markets.
Global Issues in Higher Education

- Emergence of private education and diversification of providers.
  
  In the face of growing demand, overcrowded higher education institutions could not expand further and new institutions mushroomed, many of them private.

  With a few exception, new for-profit private providers have neither the commitment nor the ability to perform research and other service roles. They can seldom build adequate facilities.

- Diversification of funding sources.

  Higher education institutions are forced to diversify their sources of income such as venturing into commercial activities in cooperation with private entrepreneurs.
Global Issues in Higher Education

• Internationalization and cross-border education.

Due to lack of places in the home institution, students, especially those who can afford, have moved to other countries for their education. Constraints and issues of internationalization and cross-border education will be discussed in this paper.

• Accreditation for quality assurance and rankings.

Given the diversity and complexity of higher education systems, academic fraud and corrupt practices have also arisen. Accreditation is key to tackling such corrupt practices.
Market forces, driven by the threat of intense competition and the desire for profit have led to the commercialization of higher education.

Markets and internationalization are influencing universities in what to teach and what to research.

The importance of traditional academic values are diminishing as competition among universities for scarce resources intensifies.
The safeguards implicit in academic freedom and the security of tenure are in danger of being demolished.

Governments through the WTO are now introducing regulatory frameworks as part of negotiation on General Agreement on Trade and Services (GATS), clearly treating higher education as a commodity.
Specific Global Issues to be Addressed
Massification:

- Cope with meeting demand, need for infrastructure, larger teaching corps.
- Implications of diversity. Accessing subgroups not being included or appropriately served.
- Increasing competition for scarce resources, ranking, decline in academic community.
Globalization:

- Policies and projects to respond to globalization including mobility projects, branch campuses overseas and inter-institutional partnerships
- English as the dominant language
- Benchmarks and standards required to properly evaluate unfamiliar foreign qualifications
Mobility

- More than 2.5 million students studying out of their home country, estimated at 7 million by 2020.
- Mostly South-North phenomenon.
- Challenge of making mobility available to all, to ensure equity.
- Call to expand programmes to include vocational placements and lecturer programmes.
Teaching, Learning & Curriculum

- Developing nations require specialists trained for science and technology and strong leaders with generalist knowledge who are creative and adaptable.
- Teaching and learning has a direct impact on completion rates.
- New professional related fields and diverse student populations require academic support and innovative pedagogy.
Quality

- Quality assurance, accountability and qualification frameworks are needed.
- The need for internationally recognized standards among and between nations has become urgent.
- Explosive growth of providers raises questions in regards to quality.
- Mobility has made comparability of qualifications a key area to be identified.
- Need to integrate national, regional and international efforts.
Financing

- Financing and public-good versus private-good debate.
- Education viewed as a major engine of economic development, so seen as a public good.
- Governments can no longer keep up with demand, and provide free education.
- Increasingly seen as a private good, as individual students benefit, so they are being asked to contribute.
- Growing emphasis on cost recovery.
The Private Revolution

- 30% of global higher education enrolment globally is in private institutions. In the Philippines, it is more than 60%.

- A further trend is the privatization of public universities. HEIs are being asked to earn more of their operating expenditure.

- Traditional university roles and commercialization will be in conflict.
Academic Profession

- Demand for academics has caused average base qualifications of academics to lower.

- Up to half the world’s academic teaching population only have a bachelor degree. In the Philippines, it is 54%. Only 36% have master’s degrees and 10% have doctorate degrees.

- Increase in part-time professors.

- Globalised academic labour market and brain migration to countries who pay more.
Research

- Research universities are expensive to build and costly to maintain at world-class standards.
- Extremely important to national development agendas.
- Separation of research only, teaching only, or both universities.
- Intellectual property, can result in a tension between knowledge for public good and knowledge for commercialization.
Information and Communication Technology

- The role of the internet in communicating knowledge.
- Social networking and the potential for collaboration over time and space.
- Increasing division between those with access and those without.
- Distance learning being transformed by ICT.
Demographics to 2030 *

- student participation will continue to expand
- women will substantially expand their participation
- the mix of the student population will be more diverse (including greater numbers, international students, mature-age students, part-time students)
- the social base of higher education will continue to broaden

* Sourced from the Organization for Economic Cooperation and Development 2008
Demographics to 2030 *

- Questions of access for disadvantaged groups will be central to government debates about education
- The academic profession will become more internationally oriented and mobile
- The roles of academics will be more specialized
- The need for ever-expanding numbers of university teachers will mean that overall qualifications may remain low and part-time lecturers will be used.

* Sourced from the Organization for Economic Cooperation and Development 2008
Financial Implications 2030 *

- Research universities will see significant constraints on their budgets.
- Student loan programmes will decrease worldwide.
- The system will face pressures to establish or increase fees to students.
- Cost-cutting practices may impact on quality at universities.

* Sourced from the Organization for Economic Cooperation and Development 2008
Higher Education Thrusts in each Country in ASEAN
Brunei Darussalam
Emerging Trends in HE

- 3 HEI’s offering certificate, diploma and degrees
- Introduction of ‘Discovery Year’
- Vision 2035 “to build a first class education system that provides opportunities for every citizen and resident…”
- Aiming for 40% participation rate
HE in Cambodia

- Higher Education only 30 years old
- Variety of degrees and academic awards
- HE and TVET HEIs are supervised by 12 different ministries or government institutions
- Privatization and quality identified as key issues
HE in Indonesia

- 4 types of Higher Education Institutions
- Academic and Vocational tracks
- Diploma, Graduate Diploma, Masters, Doctorate, Islamic specialist
- Information system and database
- Scale and size of the institutions and disparity of capacity
- M-I-T Mobility Project
HE in Lao PDR
Emerging Trends

- 160 colleges and 5 universities offering higher diplomas, bachelors, masters and PhDs - of which 77 HEI’s are private
- Highlights include recent increase of general education to 12 years
- Key Thrusts:
  - Producing good quality human resources
  - Contributing to the nation’s development
  - Developing appropriate higher education policies
  - Providing fair access to education
  - Relevance, quality and efficiency
  - Governance and financing.
HE in Malaysia
Emerging Trends

- Mixture of public and private universities, colleges, foreign universities, polytechnics, and community colleges
- Aiming for World Class Status by 2020
- 7 Strategic Thrusts:
  - Widening access and equity
  - Improving quality of teaching and learning
  - Enhancing research and innovation
  - Strengthening higher education institutions
  - Intensifying internationalisation
  - Enculturation of lifelong learning
  - Reinforcing delivery systems of the Ministry
HE in Myanmar

- Mission “To create an education system that can generate a learning society capable of facing the challenges of the Knowledge Age.”
- Introducing new assessment techniques
- Current challenge is developing research and developing quality assurance
HE in the Philippines & Emerging Trends

- Significant Number of Higher Education Institutions
- Large College Population
- Diversity in Program Offerings
- Key Challenge - Supply of Qualified Faculty

Emerging Trends:
- Ensuring adequate Governance and Management
- Rationalization of Quality Assurance Mechanisms in Higher Education
- Improving Quality Assurance and Standards
- Increasing Access to Higher Education
HE in Singapore & Emerging Trends

- Internationalization as a matter of bold national policy
- Ability-driven education system
- Degree programme, diploma & certificate courses
- Highlights include aim 30% subsidized places by 2015 and Quality Assurance Framework

Key Trends:
- Increasing cohort participation rates
- Enhancing continuing education and training landscapes
- Maintaining affordability of higher education
- Cross-border higher education
- ASEAN Credit Transfer system
- Building up research clusters
HE in Thailand & Emerging Trends

- Public and private universities and colleges of higher education offering certificate to doctorates
- Several research universities
- Key Trends:
  - High Competencies Workforce
  - Regional Research Leaders
  - Regional Hub in Higher Education Provision
HE in Vietnam & Emerging Trends

- Junior colleges, universities, institutions and research institutes offering Vocational, Bachelor, Master and Doctorate courses
- Current challenges include lack of academic staff and forging links to industry
- Key Trends:
  - Structural adjustment
  - New programs and teaching/learning methods
  - Workforce development - lecturing staff and managers
  - Increase in research activities
  - New financial mechanisms
  - Increasing autonomy, social accountability and competitiveness
  - Increasing international integration and competitiveness
Specific issues faced by HEI’s in implementing internationalization or cross-border education in the Philippines are the following:

1. Lack of good facilities such as laboratories and housing for foreign students.

2. Lack of well-qualified faculty who can implement international programs especially joint research and joint degree offerings.

3. Very tedious process involved in the issuance of visas to foreign students and visiting faculty.
4. The Philippines is viewed as being an unsafe place for foreigners.

5. Most HEIs have very bureaucratic procedures which discourage faculty members in promoting international programs.

6. The infrastructure in the country is not well developed and travelling from one part of the country to another is problematic.

7. Lack of mutual recognition of degrees.
On the other hand, the Philippine HEIs have inherent advantages which are also very favorable in promoting internationalization and cross-border education:

1. English is the medium of instruction in schools, colleges and universities. People everywhere can speak and understand English.

2. The Filipinos as a people are very friendly and hospitable especially to foreigners.
3. The country has 44 autonomous and 14 deregulated institutions and they have the freedom to enter into agreements with foreign counterparts for collaborative programs.

4. Fees and cost of living are comparatively low compared with other countries in the region.
CONCLUSION

As we begin the second decade of the 21st century, it is clear that the wealth of nations and the well-being of mankind depend on ideas and knowledge. It is apparent that knowledge is going to be critical in the process of attaining economic growth and social progress. Institutions of higher learning will play a very vital role in the attainment of this goal.
CONCLUSION

However, internationalization and cross-border education have many constraints brought about by the emergence of market opportunities which turned higher education into a commodity. This should not be allowed and instead higher education institutions should shape the agenda for the direction of higher education so as to capture the opportunities provided by internationalization and avoid the dangers unleashed by market forces.
THANK YOU