

Preface

In East Asia, higher education has relied heavily on private and marketized forces in its rapid development process. At the same time, state governments have introduced strong initiatives especially in upgrading the global positioning of their flagship universities through their pursuit of international competitiveness. Currently, these well-known characteristics of East Asian higher education are challenged by the necessity to formulate international dimensions for regional and global well being, without a clear consensus as to a regional future vision.

The changing roles of East Asian higher education in a new global environment have implications for academics and policy-makers who not only wish but also need to understand the most recent developments and future prospects of higher education from an East Asian point of view. In *Emerging International Dimensions in East Asian Higher Education*, authors from a wide variety of cultural and academic backgrounds examine the changing context of East Asian higher education in the following three dimensions: (a) global, (b) regional, and (c) national, while prospective dimensions are developed without clear consensus on their governance frameworks among stakeholders. In the global dimension, the higher education systems in this region are coming to represent a new area of focus after North America and Europe, and starting to add their own perspectives to worldwide debate on higher education based on a highly market-oriented and dynamically changing structure. In the regional dimension, the authors examine the de facto formation of regional framework in East Asian higher education through multilateral interactions within and across regions. The transformation towards a global, knowledge-based economy is having a significant influence on power-balances in economics, politics and higher education. In this new context, the authors argue the crucial role of higher education in realizing public value at both the regional and global levels is through multilateral cooperation. In the national (and international) dimension, the authors re-examine the relationship between nation states, higher education institutions, academics, students and other stakeholders in this new environment. Higher education institutions as well as individual students and academics are becoming more internationally mobile and differently motivated. Accordingly, nation states are expected to provide attractive platforms

with international perspectives. The coordination among main stakeholders of higher education mentioned above thus continues to be a critical factor for defining future perspectives in the national/international dimension of East Asian higher education systems.

The analysis and case study material in this volume are strengthened by the wealth of contributors' diverse national and professional backgrounds. Most have practical experience in the formulation of higher education policy in two or more countries. The range of disciplinary perspectives that contributors brought to the book – including sociology, political science, anthropology, economics, philosophy and history – strengthen the multi-disciplinary approach, credibility, and uniqueness of the work.

Each chapter considers the impact of the emergence of international dimensions in East Asian Higher Education through detailed consideration of trends and debates over higher education reforms at the regional, sub-regional, inter-regional and national levels. Issues such as student mobility, cross-border higher education programs, quality assurance, and demands from the market economy, among others, are examined.

In Chap. 1, which serves as an introduction to the issues discussed throughout the book, *Akiyoshi Yonezawa, Yuto Kitamura, Arthur Meerman and Kazuo Kuroda* overview the theoretical dynamics and actual approaches towards the emergence of international dimensions in East Asian higher education.¹ In discussing higher educational reforms in a dynamically changing East Asian region, the authors describe how the steadily raising international profile of Asian universities is accompanied by a rapid expansion towards mass and universal attendance. However, as the authors discuss, intense competition among countries and regions is now under way in various aspects of politics, business, society and culture. Under these circumstances, higher education is undergoing diverse reforms in Asian countries.

In Chap. 2 *Simon Marginson* approaches the public value of East Asian higher education in its highly marketized context. He focuses on shared and collective benefits in higher education, in a policy setting in East Asia and elsewhere where higher education is formally positioned as a competition between universities and as a tool of national competition in a globalizing world. The chapter is concerned with two related matters: (1) defining and identifying the public good and the different public goods in higher education, and (2) augmenting those public goods, both national and global.

In Chap. 3 *William K. Cummings* considers the rapidly evolving role of universities in Asia. In so doing, he presents the argument that, rather than becoming “flat” as is now commonly conceptualized, the earth is in fact “tilting to Asia” for a

¹ In this book, ‘East Asia’ implies mainly ASEAN+3 (Japan, China and South Korea). However, this term has also been defined as an open region without clear borders. Therefore, this book does not exclude influences and exchange with Asia-Pacific, Oceanic, South-Asian and/or other countries.

variety of reasons. He notes that Asia could soon easily surpass the USA in S&T and that Asian universities will play an important role in this transformation.

In Chap. 4, *Kazuo Kuroda, Takako Yuki and Kyuwon Kang* deal with the institutional prospects of cross-border higher education for East Asian regional integration, using an analysis of the JICA survey of leading universities in East Asia as the basis for their observations. The authors note that governments, higher educational institutions, international organizations, and international university associations are all discussing the construction of a new East Asian collaborative higher education framework as well as fostering the cross-border activities within East Asia. They examine universities' responses to the activeness of their cross-border activities, the significance of their expected outcomes, and the preferences of their region of partners, and then attempt to project the directions of a future East Asian regional higher education framework.

In Chap. 5 *Supachai Yavaprabhas* argues the case for the harmonization of higher education in Southeast Asia. In his chapter, he explores the background of the region in relation to its higher education, and defines the meaning of harmonization in higher education. He further explains why harmonization is a necessity and explores key actors who have potential to motivate the harmonization process in the region. He concludes that higher education systems in Southeast Asian higher education need to be harmonized, outlining the efforts to do so and exploring further possibilities for the future of the harmonization process.

In Chap. 6 *Anthony Welch* updates us on China-ASEAN relations in terms of higher education, suggesting an analytical framework through which this might best be understood. Moving beyond the common tendency to perceive their relationship in purely economic terms, he considers the longstanding history of relations between the two, the diverse and complex array of bi-lateral relations, and a developing China-ASEAN regional architecture. He furthermore examines the changing regional security situation occasioned by China's rise, the wider significance of the substantial Chinese diaspora in South East Asia, and the much richer array of contemporary connections that includes higher education.

In Chap. 7 *Kiyong Byun and Sangheon Um* focus on the regionalization of higher education in Northeast Asia. After overviewing recent developments in the regionalization of higher education in Northeast Asia and investigate related issues, particularly focusing on China, Japan, and South Korea, the authors present features of the three Northeast Asian economies – with special reference to the recently launched CAMPUS ASIA Program – which clearly illustrate how they currently depend on each other in terms of intra-regional trade and cross-border higher education activities. They also discuss the implications of the regionalization of Northeast Asian higher education for establishing a wider East Asian higher education community, and examine some of the important issues and challenges associated with the regionalization process.

In Chap. 8 *Yasushi Hirosato* looks at collaboration in higher education at the subregional level, focusing on harmonization and networking initiatives in the Greater Mekong Subregion (GMS) and highlighting the Asian Development Bank's (ADB) unique role in supporting higher education harmonization and

networking. He outlines challenges faced by ASEAN and discusses the potential contribution by the GMS program towards an integrated ASEAN community in the coming decade. The importance and need of higher education harmonization to pave the way for greater student and academic mobility in the GMS being linked with ASEAN is stressed. In addition, he introduces an ADB-supported regional technical assistance on GMS higher education harmonization and networking, and considers a proposal for establishing a Greater Mekong Regional University as a knowledge platform.

In Chap. 9 Naoki Umemiya, Akiyoshi Yonezawa, Toyohiko Yogo and Kazuo Tsutsumi look at the impact of inter-university exchange and cooperation in Southeast Asia, focusing on the example of doctoral programs in engineering. The authors also consider the impact of exchange and cooperation among Japan, the USA, and EU universities through interviews with administrators and academics from a selection of universities comprising Universitas Gadjah Mada (UGM, Indonesia), Institut Teknologi Bandung (ITB, Indonesia), University of the Philippines Diliman (UPD, Philippines), De La Salle University (DLSU, Philippines), Universiti Malaya (UM, Malaysia), and the Universiti Teknologi Malaysia (USM, Malaysia).

In Chap. 10 Gracia Liu-Farrer uses the case of Chinese students currently studying in Tokyo to shed light on the mechanisms that have created diverse outcomes of international education. Her chapter examines student mobility from a sociological perspective, interpreting student mobility as a migration process that develops in an interaction between individual migrant characteristics and socio-institutional contexts. Based on students' narratives, she finds that for the new generation of Chinese students in Japan, labor market conditions and the support from as well as the duty towards the family are particularly important factors that shape students' mobility.

In Chap. 11 Yuto Kitamura and Naoko Hoshii contemplate education for sustainable development at universities in Japan. The principal concern of this chapter is to highlight the activities Japanese universities have conducted in the process of promoting Education for Sustainable Development (ESD) in higher education. To answer this question, a number of universities with active educational programs in areas related to ESD were selected to participate in a questionnaire survey.

In Chap. 12 Hiroshi Ota outlines and investigates Japanese universities' strategic approach to internationalization, focusing on accomplishments and challenges that remain. With a steady focus on the question "How has the meaning of university internationalization historically changed?" he argues that the need for universities' internationalization is a long-standing one. He notes that in an age of intensive competition for knowledge, worldwide global conditions are changing constantly, and "internationalization" now seems to be assuming a meaning distinct from its traditional roots. The author also shows us that this becomes particularly apparent when considering how to enhance university's performance and functions as a core contributor within the global, knowledge-based society.

In the conclusion, Akiyoshi Yonezawa, Yuto Kitamura, Arthur Meerman and Kazuo Kuroda offer remarks on East Asian on higher education and the prospects

for public value both at the regional and global levels, which incorporate common themes emergent in contributors' chapters.

In East Asia, the de facto regionalization of Higher Education is ongoing, while a clear governance framework for the "region" is still missing. When considering its history of strong dependence on Western higher education systems, direct links between the internationalization of East Asian higher education and the "global" arena are not always conducive to the autonomous development of higher education in this region. There is no single nexus of research into how the de facto regional arena of higher education is emerging in East Asia; rather, there exists a diversity of approaches. The chapters which follow present some of these.

Nagoya, Japan
Tokyo, Japan
Kurume, Japan
Tokyo, Japan

Akiyoshi Yonezawa
Yuto Kitamura
Arthur Meerman
Kazuo Kuroda

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Yonezawa, A.; Kitamura, Y.; Meerman, A.; Kuroda, K.
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