



**1<sup>st</sup> ASEM Rectors' Conference**

**Working Group F: The Future of ASEM Higher Education Cooperation**

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# **Between Tradition and Reform: Same but Different**

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- Talking points
  1. Internationalisation of HE in Asia
  2. Cross-border & Cross-disciplinary
    - European Studies in Asia
  3. Student Perceptions
  4. Suggestions

## 1. Internationalisation of HE in Asia

- Traditional **national education**
  - Local everything: lecturers, language, resources
- Traditional **overseas education**
  - 3 - 10 years abroad in a foreign land + culture shock
- Reform and **international education**
  - Widespread short-term mobility or exchange
  - hybrid models of DDP/JDP cut across professional accreditation bodies (MBA, medicine), regional frameworks (Erasmus Mundus II)
  - Research-education-enterprise (eg, GIST, Basel)
  - Previously public, state-controlled IHLs with little new government policy; today, autonomous IHLs with many more government policies and targets eg, international mobility, funding!

## NUS Student Exchange Programme

EUROPE	AY 02/03		AY 07/08	
	In	Out	In	Out
UK	21	59	68	111
SWEDEN	60	34	74	90
GERMANY	76	30	97	89
FRANCE	29	14	50	50
NETHERLAND	25	10	48	49

<b>EU total</b>	<b>229</b>	<b>170</b>	<b>421</b>	<b>466</b>
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*2-fold 3-fold increase*

*(Austria, Belgium, Denmark, Estonia, Finland, Hungary, Italy, Latvia, Lithuania, Poland, Romania, Spain)*

## NUS JDP and DDP

*ANU, NUS (JDP) - Bachelor of Social Sciences (Actuarial Studies and Economics)*

*Melbourne, NUS (JDP) - Master of Clinical Psychology*

*Korea, Fudan, NUS (DDP) - Seoul, Shanghai and Singapore (S3) Asia MBA*

*NYU, NUS (DDP) - LLB, LLM, JD*

*Duke, NUS (JDP) - Doctor of Medicine*

*Supélec, NUS (JDP) - PhD*

ASIA	AY 02/03		AY 07/08	
	In	Out	In	Out
CHINA	24	11	137	55
HONG KONG	16	11	42	49
S. KOREA	12	1	61	30
JAPAN	7	2	17	29
TAIWAN	1	1	4	7

<b>Asia total</b>	<b>64</b>	<b>26</b>	<b>292</b>	<b>173</b>
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*5-fold 7-fold increase*

*(India, Indonesia, Philippines, Thailand)*

# 1. Internationalisation of HE in Asia

- Why international education cooperation?
  - Globalisation > one world
  - Renaissance > the ‘grand tour’, ‘new silk road’
    - European and Asian scholarly tradition
  - Knowledge > cross-border & cross-disciplinary
    - traditional disciplines eg, medicine offered cross-border
    - more programmes eg, EU Studies offered cross-disciplinary

## 2. The Future of European Studies in Asia (ESiA)

*edited by Martin Holland (NCRE), Silviu Jora (EUIJ Kansai) and Peter Ryan (ASEF), 2008*

- European Studies before: BC or EC
  - Language-based, dept-based, standalone
  - Not found in Europe, except in area studies eg Slavic Studies
- European Studies today
  - **Cross-/multi-/inter-disciplinary:**
    - business, economics, history, law, literature & culture, political science or public policy
  - Not dept-based, not discipline-based, rarely independent
  - European Union Studies or European Integration Studies

## 2. The Future of European Studies in Asia (ESiA)

### – Challenges

- Assertion of other area studies eg, Chinese studies
- Marketability of degree, qualification – student-centred
- Sustainability of programmes: funding, expertise, ‘industry’ support, university or political commitment
- Co-operation models: close bi-lateral partnerships or open network sharing eg, European Community Studies Association (ECSA-WORLD) or exclusive private contracting eg, IIE, SAF
- Relatively young in Asia (and Europe)
  - recent 15 to 20 years
  - need to establish relevance beyond teaching “the EU as foreign policy actor”

## 2. The Future of European Studies in Asia (ESiA)

- EU Institutes (various funding sources):
  - to develop European studies and research
    - China, Thailand, Malaysia, Philippines, India
- EU Centres (DG RELEX ICI funding):
  - to promote outreach, education & research on the EU and its institutions
    - USA 11, Canada 4
    - Australia 3, New Zealand 1
    - Japan 1 (+3), S Korea 1 (+2), Singapore 1, Taipei (1)
- ASEF
  - ESiA Network
  - AEH Thematic Networks
  - Studies of Regionalism in the ASEM context (RASEM)



### 3. EU Through the Eyes of Asia

*edited by Martin Holland (NCRE), Peter Ryan (ASEF), Alojzy Z Nowak (Warsaw) and Natalia Chaban (NCRE), 2007*

#### – Media, Public and Elite Perceptions

- in China, Hong Kong, Japan, South Korea, Singapore and Thailand
- Indonesia, Philippines, Vietnam
- New Zealand, Australia

#### – Perceptions of EU among Tertiary Education Students in Singapore

*by Barnard Turner, Senior Fellow, EU Centre & Academic Convenor for European Studies, FASS, NUS*

- NUS, NTU, SMU (700 students, 18-24 age range) – 3Q08
- Focus student attitudes to the conceptualisation of Europe in general, and the EU in particular, in relation to other countries/regions and on issues
- Hypothesis: that the relatively low level of interest in EU in the NCRE survey will be reflected in this tertiary student survey
- Preliminary results only; analysis still ongoing; yet to be published

#### – NUS FASS ‘European Studies 101’ student survey

### 3. EU Through the Eyes of Asia

#### – Singapore Student Perceptions

- Objective questions to gauge perception rather than knowledge, on eg, EU anthem, flag, motto, age, Schengen, eastern border
  - On the eastern border of the EU, only 10 or 1.4% of the 700 got it right, 5 of which from the 17 European exchange students
  - A quarter placed it between Germany and Czech republic; one-third omitted Finland, half omitted the Baltics, Romania, Bulgaria, two-thirds left out Cyprus, and almost one-fifth did not answer
  - Perception of the ‘westernness’ of the EU, and how little the 2004, 2007 enlargements had on the mental map of young Singapore elite
- Does this matter? What more could be done to convey the centrality of EU – west and east? Would EU students be able to delineate ASEAN?

### 3. EU Through the Eyes of Asia

#### – Singapore Student Perceptions

- Generally consistent interest in both Europe as a whole, and the EU across all 3 universities, but no correlation between a student's objective knowledge and year of study or home faculty:
  - Students as a whole make little distinction between Europe and EU
  - While almost 50% say they could/should know more, this is not borne out in the selection of courses with European content
  - Business students considered the EU (59%) more highly than other students (social sciences and humanities were a close second), but this was behind their perception of the importance of Asia (89%) and China (86%)
- On issues, trade relations dominate, political relations are second, but others (climate change, culture, ASEM) appear of close importance too

## Perceived importance of various regions/countries

	China	Asia	India	North America	Europe as a whole	The EU	UK	Middle East	Australia	Russia
Mean	4.32	4.31	3.86	3.64	3.59	3.55	3.47	3.45	3.40	2.88
std. deviation	0.832	0.781	0.985	1.097	1.001	1.075	1.041	1.168	1.063	1.375
“don’t knows”	1.1%	2.4%	3.1%	5.6%	5.3%	9.0%	5.3%	5.7%	6.4%	11.6%

## Perceived importance of various issues

	trade	politics	EU-China	climate change	ASEM	culture
Mean	4.00	3.67	3.67	3.49	3.41	3.41
std. deviation	1.084	1.081	1.090	NA	1.150	1.225
“don’t knows”	10.0%	11.8%	13.8%	NA	23.4%	12.8%

### 3. EU Through the Eyes of Asia

#### – Singapore Student Perceptions

- NUS FASS ‘European Studies 101’ student survey
  - Class of AY07/08 – demand and needs analysis of modules thought to be essential in a European Studies major/minor
  - Only 40 returns from annual intake of 250
    - » Almost 90% favour History modules, 77% Political Science, only 50% about the EU specifically (NB. Depts offering modules include Philosophy, Economics and Sociology)
    - » For those who are not majoring in European Studies: more than 40% doubted employability; 15% said Europe belonged to the past; 15% that there was no relation between the EU and ASEAN

## 4. Suggestions: “The Future of ASEM Higher Education Cooperation”

- The future of European Studies in Asia
  - Curriculum co-operation and customisation – adapt to context
  - Extra-curricular co-operation eg, summer school, simulation workshops
- The future of Asian Studies in Europe
- Cooperation frameworks based on parity and inclusiveness
  - Proposals that can be put up by any country, any IHL together for eg, programme recognition (EM II) or funding support (FP7), and judged on the merits of their excellence, innovativeness, and neediness
  - ASEM DUO participation
    - Asia: South Korea, Singapore, Thailand
    - Europe: France, (Denmark)
  - Policy approach towards EU-Asia HE cooperation



# Thank you

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