The Development of Higher Education Systems in Europe and Asia: Similarities and Differences

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Major content

• Major characteristics of Higher Education (HE) systems in Asia and Europe
• Major drivers for changing HE systems in Asia and Europe and responses by Asian and European countries
• Concluding remarks
European models and their Influences

- **Research University**
- **Professional institutions**
- **Oxbridge**
- **Traditional university**
- **Graduate Ed.**
- **European continental models**
- **Anglo models**

Medieval

Modern

20th C.

Germany  Russia  France  England  U.S.
# Higher Education Systems: Asia and the West

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## Westernization

- **Soviet models**
  - Soviet Union

## Internationalization

- **American models**
  - U.S.A.

## Asia

## West world
Major models of HE Systems in Asia and Europe

I. Most Asian and European continental countries

II. UK Institutions

III. Very few Asian countries: Japan, Korea, the Philippines

Public-dominated

State controlled

Market oriented

Private-dominated
Similar characters of HE systems in Asia and Europe

- A strong leadership and regulation on HE by central government or state in most countries.
- A strong role by central government or state in funding HE systems and providing students aid in most Asian and European countries.
- A strong professional approach in the university (not a polarized view of a divide between academic and professional philosophies).
- A big share of public sector in HE systems except for a very few countries.
Distinctive characters of HE systems in Europe in comparison with that of Asia

- A better balance of HE for economic growth and social development and the pursuit of knowledge for its own sake in Europe.
- A stronger weight placed on basic research (which eventually might turn out to be more useful than more targeted and applied intentions).
- A higher regard of international cooperation and mobility on equal terms, esp. at a regional level.
Similar drivers of changes in Asia and Europe

-Knowledge-based society
To produce creative graduates and call for HE to be more responsive to social needs

-Globalization
To be more competitive at a global level and internationalized at a regional level in particular.

-Marketization and Impacts of Neo-liberalism
To call for accountability, more efficiency, transparency and effectiveness in governance and management at both national and institutional levels as well as diversifying resources of HE.

--An increased importance of application & innovation of knowledge and a closer linkage of HE with industry.
- A shift from direct state regulation to peer-reviewed quality assurance mechanisms
-Enhancement of HE quality by building up few intensively-funded universities
--An introduction of managerialism and competition into HE
-A further internationalization of HE
Particular drivers of changes in and responses by Asian & European countries respectively

The changes in Europe tend to be more affected by **Globalization**.

Establishing an European dimension by establishing a more compatible, transparent, and competitive HE system at a regional level.

Whereas in most Asian countries they are more influenced by both **Massification** and **globalization**.

Diversifying HE systems by expanding private sector and incorporation of public sector, and improving the quality of HE through internationalization.
BUT more challenges & pressures for Asian countries

- Quantitative growth, qualitative enhancement, more autonomy at an institutional level, more competitive & efficient, diversifying resources, and increasing equity of HE
- Enhancing quality of HE, and further internationalization of HE

- Mongol, Malaysia, Indonesia, Thailand, India
- China
- Japan, Korea, and the Philippines

- Elite stage
- Mass stage
- Universal stage
Where are the Asia-Europe HE systems going?

I. Most European continental countries

II. UK Institutions
   Anglo models

III. Very few Asian countries: Japan, Korea, the Philippines

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The same questions to be answered in both regions in particular

- What combination of market and non-market policies is most likely to achieve a healthy higher education system?

And

- How can we maintain national identities and characters of national HE systems in this era of globalization?
Suggestions to be followed by Asia and Europe

• Strengthening the role of central government or state as a wise actor with a useful mix of benevolent intervention and guardian angel for academic freedom.

• Establishing a wider and closer linkage of HE with industry and making HE be more responsive and relevant to social needs.

• Enhancing the quality of teaching and research activities in both regions by introducing competitive mechanisms, but more importantly, by undertaking collaborative efforts at regional and global level.
Thank you!

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