

# **11<sup>th</sup> Asian University Presidents Forum**

**Hosted by  
Dongseo University  
Busan, Korea**

## **Dates**

October 28<sup>th</sup> (Sun) ~ October 31<sup>st</sup> (Wed), 2012

## **Venue**

Dongseo University: Main Campus and Centum City Campus

Grand Hotel at Haeundae Beach

## **Themes**

### **Main Theme**

The Era of Asia: Creating a Cooperative Network of Asian Universities

### **Sub-Themes**

Practical and Realizable Cooperation Programs

The Asian Education Market: Trends and Visions

Benchmarks of Internationalization

Preparing Students for a Global Workforce

Reducing the Impact of Inequality on Higher Education

Other related sub-themes

## **Joint Declaration**

Busan Statement of 2012 Asian University Presidents Forum

## 11<sup>th</sup> Asian University Presidents Forum Schedule of Events

<i>Day 0 – October 28<sup>th</sup> (Sun), 2012</i>	
12:00 ~ 18:00	Arrival in Busan Hotel Check-in and Forum Registration
18:00 ~ 20:00	Networking Reception at Grand Hotel (Sky Hall, 22 <sup>nd</sup> Floor)
<i>Day 1 – October 29<sup>th</sup> (Mon), 2012</i>	
07:00 ~ 09:00	Breakfast (Grand Hotel)
09:00	Departure from Hotel
09:50	Arrival at Dongseo University Main Campus
10:00 ~ 12:00	<p>Opening Session - Emceed by Dr. Jeoung Seong Cho, Vice President, Dongseo University (Sohyang Art Hall)</p> <p>Opening Remarks</p> <p>Introduction of VIPs</p> <p>Introduction of Participating Universities and Representatives</p> <p>Welcome Speech Dr. Jekuk Chang, President, Dongseo University</p> <p>Congratulatory Speeches Mr. Young Hwal Lee, Vice-Mayor, Busan City</p> <p>Ambassador Hae Moon Chung, Secretary General, ASEAN-Korea Centre</p> <p>Dr. Mathana Santiwat, President, Bangkok University, Thailand</p> <p>Dr. Mingying Zhuang, Honorary President, Chaoshan College of China</p>

	<p>Keynote Speech New Directions in Regional Cooperation in Higher Education Dr. Charles E. Morrison, President, East-West Center</p> <p>Performance (Drum Rhythm Show)</p> <p>Closing Remarks</p> <p>Photo Session</p>
12:00 ~ 13:30	<p>Lunch (Catered at Design Hall)</p> <p>Optional Tour of 3D Exhibition Hall</p>
13:30 ~ 14:00	<p>Departure for Parallel Session Discussion</p> <p>Suyeong Yaryu (Traditional Korean Mask Dance) Performed en route by Students of the DSU Theater and Film Acting Department</p>
14:00 ~ 15:40	<p>Parallel Session Discussion (Minseok Library, 6<sup>th</sup> Floor) (Schedule Listed Separately)</p>
15:40	<p>Departure for Hotel</p>
18:00 ~ 20:00	<p>Reception Hosted by the President of Dongseo University (Emerald Hall, 6<sup>th</sup> Floor, Grand Hotel)</p>
<b><i>Day 2 – October 30<sup>th</sup> (Tue), 2012</i></b>	
07:00 ~ 09:00	<p>Breakfast (Grand Hotel)</p>
09:00 ~ 09:20	<p>Arrival at Centum City Campus</p>
09:20 ~ 10:00	<p>General Session (6<sup>th</sup> Floor, Centum City Campus)</p> <p>AUPF Proposal: Establishing an AUPF Asia Summer School Dr. Jekuk Chang, President, Dongseo University</p> <p>Furthering the AUPF Achievements Dr. Mingying Zhuang, Honorary President, Chaoshan College</p>

10:00 ~ 10:20	Coffee Break
10:20 ~ 12:20	Parallel Session Discussion (6 <sup>th</sup> Floor, Centum City Campus) (Schedule Listed Separately)
12:30 ~ 14:00	Lunch (Conventional Hall, Centum City Campus)
13:40 ~ 14:00	Confucius Institute Art Exhibition (Floor B1, Centum City Campus) (Optional)
14:10 ~ 14:50	Theater Performance by Students of the DSU Musical Department (Sohyang Musical Center, Centum Campus)
15:00 ~ 17:30	Optional Excursion to Shinsegae Guinness Records Holder as World's Largest Department Store
17:30	Departure for Hotel
18:30 ~ 20:30	Farewell Dinner and Culture Night (Emerald Hall, 6 <sup>th</sup> Floor, Grand Hotel)
<b><i>Day 3 – October 31<sup>st</sup> (Wed), 2012</i></b>	
07:00 ~ 09:30	Breakfast and Free Time
08:30 ~ 09:30	Standing Committee Meeting (Seowon Room, 2 <sup>nd</sup> Floor, Grand Hotel)
09:30 ~ 10:45	Signing Ceremonies for Academic Cooperation among Participating Universities (Convention Hall, 2 <sup>nd</sup> Floor Mezzanine, Grand Hotel)
10:45 ~ 11:00	Coffee Break
11:00 ~ 12:00	Closing Session - Emceed by Dr. Jeoung Seong Cho, Vice President, Dongseo University (Convention Hall, 2 <sup>nd</sup> Floor, Grand Hotel)  Announcement of Busan Statement of 2012 AUPF Dr. Jekuk Chang, President, Dongseo University  Speech by the Host of AUPF 2013  Wrap-up and Thank You Speech Dr. Jekuk Chang, President, Dongseo University
12:00 ~ 13:30	Lunch (Sky Hall, 22 <sup>nd</sup> Floor, Grand Hotel)
13:30 ~	Hotel Check-out  Departure from Busan

### Session 1 - Benchmarks of Internationalization

Moderated by Dr. Rolly Intan Tan, Rector, Petra Christian University, Indonesia

14:00~14:20	Dr. Siriwan Ratanakarn, President Bangkok University, Thailand	Preparing Students for the ASEAN Economic Community 2015
14:25~14:45	Dr. Fay Lea Patria M. Lauraya, President Bicol University, Philippines	The Journey of Bicol University towards Internationalization and Globalization
14:50~15:10	Dr. Chen Lihua, Vice President Shanghai University of Engineering Science, China	Internationalization of University Education and Chinese-Foreign Cooperation in Running Schools
15:15~15:35	YAN Shilong, President Anhui University of Science & Technology, China	Enhancing Exchanges and Collaborations To Promote Development and Prosperity of Higher Education in Asia

### Session 2 – Preparing Students for a Global Workforce

Moderated by Dr. Hong Tat Ewe, Vice President,  
University Tunku Abdul Rahman, Malaysia

14:00~14:20	Dr. Tony Antonio, President Ciputra University, Indonesia	Entrepreneurships Education for a Global Workforce, Ciputra Way: <i>Ciputra University best practice in shaping entrepreneurship for a global workforce.</i>
14:25~14:45	Mr. Fang Fanquan, Vice President Guangdong University of Foreign Studies, China	Cultivating Highly-qualified Citizens of Global Vision: The Guangwai Model and Its Experience
14:50~15:10	Dr. Cristiana Victoria, Vice Rector for International Affairs, Widyatama University, Indonesia	Preparing Students for a Global Workforce
15:15~15:35	Dr. Keerath Sanguansai, President, Walailak University, Thailand	Cooperative Education: Solution in Preparing Students for a Global Workforce, Case Study of Walailak University

<b>General Session</b>		
Moderated by Dr. Chan Chung, Dean, Office of International Cooperation, Dongseo University, Korea		
09:20~09:40	Dr. Jekuk Chang, President Dongseo University, Korea	Proposal of Busan Statement of 2012 AUPF
09:40~10:00	Dr. Mingying Zhuang, Honorary President, Chaosan College of China, China	Furthering the AUPF Achievements

<b>Session 3 - Benchmarks of Internationalization</b>		
Moderated by Dr. Khieng Sok, Rector, Norton University, Cambodia		
10:20~10:40	Dr. Rhonda Padilla, President, Panpacific University North Philippines, Philippines	PUNP Experience in Benchmarks for Internationalization
10:45~11:05	Dr. Lei Wang, President Huaibei Normal University, China	Expanding the Functions of the Forum, Doing Its Contribution to Advance the Integration of Higher Education in Asia
11:10~11:30	Dr. Chan Chung, Dean, Office of International Relations, Dongseo University, Korea	Human Resources Development for a Changing World: A Case Study of Dongseo University in Korea
11:35~11:55	Dr. Adnan Hussein, Deputy Vice- Chancellor, Universiti Sains Malaysia, Malaysia	Student Collaboration and Exchange Programmes: The Malaysian APEX Universiti Experience
12:00~12:20	Dr. Alexander Smirnov, Rector, Irkutsk State University, Russia	Russian Economic Tasks and the Role of a University. The Importance of International Cooperation of Universities

<b>Session 4 – Preparing Students for a Global Workforce</b>		
Moderated by Dr. Fay Lea Patria Lauraya, President, Bicol University, Philippines		
10:20~10:40	Dr. Lou Hongxiang, Vice President, Shandong University, China	Encourage Cooperation & Student Mobility in Asian Network
10:45~11:05	Dr. Sabur Khan, Chairman, Daffodil International University, Bangladesh	Interchanging Attained Technologies and Practiced Expertise
11:10~11:30	Dr. Atushi Hamana, President, Kansai University of International Studies, Japan	Education of Global Competent Persons and Quality Assurance Activities in Kansai University of International Studies
11:35~11:55	Dr. M. Shamsul Haque, Vice Chancellor, Northern University, Bangladesh	Challenges in providing higher education to millions in Bangladesh (BD)
12:00~12:20	Dr. Janjira Wongkhomthong, President, Christian University of Thailand, Thailand	To be announced

<b>Session 5 - Asian Education Market: Trends and Visions</b>		
Moderated by Dr. Viswanathan Govindasamy, Chancellor, VIT University		
10:20~10:40	Dr. Laode M. Kamaluddin, President Sultan Agung Islamic University, Indonesia	Asia Education Market: Trends & Visions - From Leading Economic Growth to Educational Revolution
10:45~11:05	Dr. Helen M. Llenaresas, Vice President for International Affairs, Bicol University, Philippines	Distance Education of Public School Principals: The DepEd ICeXCELS Experience in Bicol, Philippines
11:10~11:30	Dr. Ibrahim Ismael Hamarash, Vice President for Scientific Affairs and Postgraduate Studies Salahaddin University-Erbil, Iraq	Reforming Higher Education in Kurdistan Region
11:35~11:55	Dr. Kamarudin Hussin, Vice-Chancellor, Universiti Malaysia Perlis, Malaysia	Transforming a Technical College into a Full Fledge University; a Decade of International Excellence
12:00~12:20	Dr. Remelisa Moraleda, President, University of Northeastern Philippines, Philippines	To be announced

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## Welcome Message



Warm greetings from Dongseo University!

On behalf of the administration, faculty, staff and students of Dongseo University, I would like to welcome the 141 distinguished guests from 68 institutions in 17 countries visiting our campuses in Busan, Korea, for the 11<sup>th</sup> Asian University Presidents Forum.

The theme of this year's Forum is "The Era of Asia: Creating a Cooperative Network of Asian Universities." It is intended to highlight the importance of working together to meet the demands of current global trends. In the coming years, universities in Asia will have an unprecedented potential for fostering both regional and world leaders, and thus we have a great responsibility to prepare our graduates for the changing work environment.

It is my hope that this year's Forum will provide ample chances for networking and also enable an open exchange of fruitful ideas. I am very excited about our prospects for contributing toward the advancement of higher education in Asia, and I strongly believe that the Asian University Presidents Forum is an excellent means of achieving this goal.

Sincerely,

Jekuk Chang,  
President, Dongseo University

## **Keynote Speaker**



**New Directions in Regional Cooperation in Higher Education**

**Dr. Charles E. Morrison**

**President, East-West Center, U.S.A.**



### **Research Specialties:**

- **The Asia Pacific Economic Cooperation (APEC) forum**
- **Asia-Pacific international relations, economic issues, and security issues**
- **U.S. Asia policy and trade policy**
- **Regional mega-trends**

Charles E. Morrison has been president of the East-West Center since 1998. He has been associated with the Center since 1980 in various capacities, including heading its former Institute of Economics and Politics. A U.S. Senate aide early in his career, he has also been a research associate at the Japan Center for International Exchange. Morrison served as the international chair of the Pacific Economic Cooperation Council from 2005 to 2012, and is a member of other national and international bodies that promote trans-Pacific security and economic cooperation. His Ph.D. is from the Johns Hopkins School of Advanced International Studies, where he also once taught on Southeast Asia. He speaks and publishes widely on U.S. Asia policy issues and the countries of the region, and gives special emphasis to regional cooperation, particularly the APEC process.

**Publications** in recent years include ♦*Four Adjectives Become a Noun: APEC the Future of Asia-Pacific Cooperation*; ♦*An APEC Trade Agenda? The Political Economy of a Free Trade Area of the Asia-Pacific*; ♦*Leadership Succession and U.S. Foreign Policy: Implications for East Asia*; ♦*Japan, ASEAN, and East Asia from an American Perspective*.

East-West Center

1601 East-West Road

Honolulu, Hawaii 96848-1601 USA

(808) 944-7103, Fax: (808) 944-7106

E-Mail: [morrisoc@EastWestCenter.org](mailto:morrisoc@EastWestCenter.org)

Website: <http://www.EastWestCenter.org>

**AUPF Proposal: Establishing an AUPF  
Asia Summer Program**



**Dr. Jekuk Chang**

**President, Dongseo University, Korea**

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**DSU** Dongseo University

2012 Asian University Presidents Forum

**AUPF Proposal :**  
**Establishing an AUPF Asia Summer Program**

Jekuk Chang  
President  
Dongseo University  
October 30, 2012

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**02** The Role of Universities to  
nurture “True Asians”

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**03** **Asia Summer Program**

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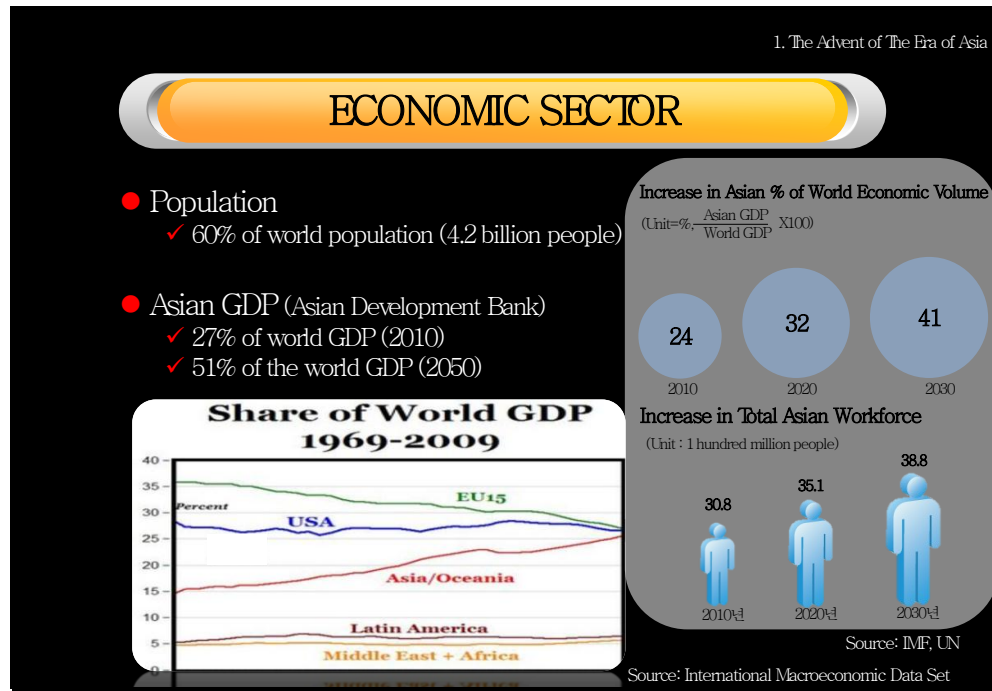
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The Advent of  
The Era of Asia

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1. The Advent of The Era of Asia

GLOBAL BRANDS 1980s – 90s

To the rise of Asia...

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1. The Advent of The Era of Asia

GLOBAL BRANDS 21<sup>st</sup> Century

Ongoing Success of Asian brands

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1. The Advent of The Era of Asia

## SOCIOCULTURAL SECTOR

- World interest in Asian culture
  - ✓ Asian wave in New York fashion industry
  - ✓ Increase in overseas travel to Asia  
(Decrease in Europe and America )

Rate of overseas travel by region

Region	2000(%)	2011(%)
Europe	~58	~52
America	~20	~18
Asia	~18	~25
Africa	~5	~8
Middle East	~5	~8

Source: The Korea Chamber of Commerce

- American parents adopting Asian style of education
  - ✓ Due to the rapid development of rising Asian nations

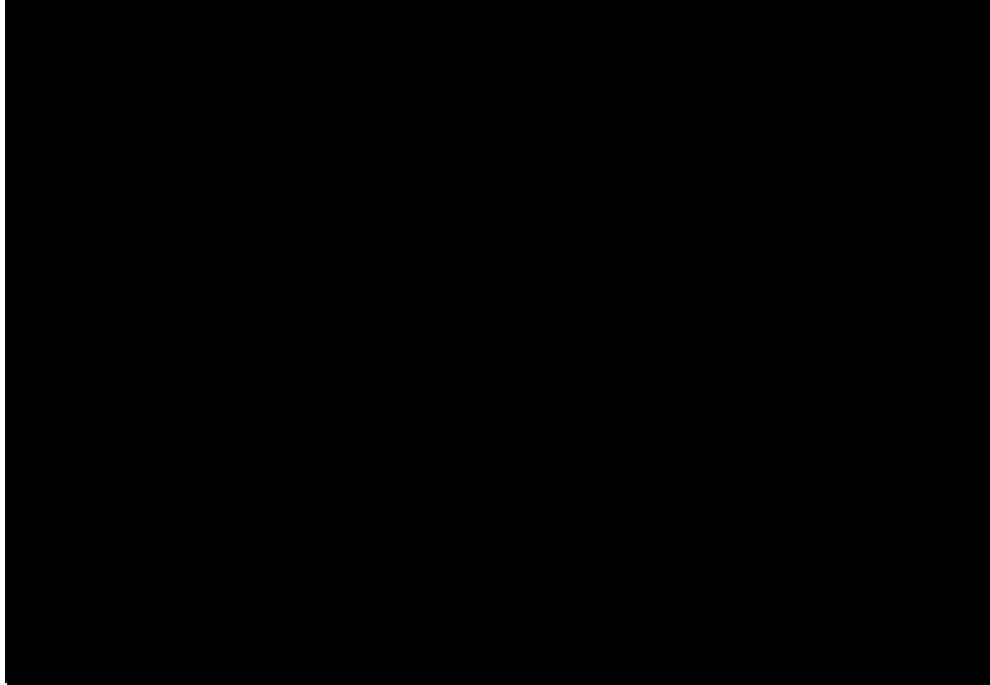
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1. The Advent of The Era of Asia

## SOCIOCULTURAL SECTOR

- “Psyfever”
  - ✓ Number 1 on charts in the UK and China
  - ✓ Number 2 on U.S. billboard chart  
(First time for an Asian singer)

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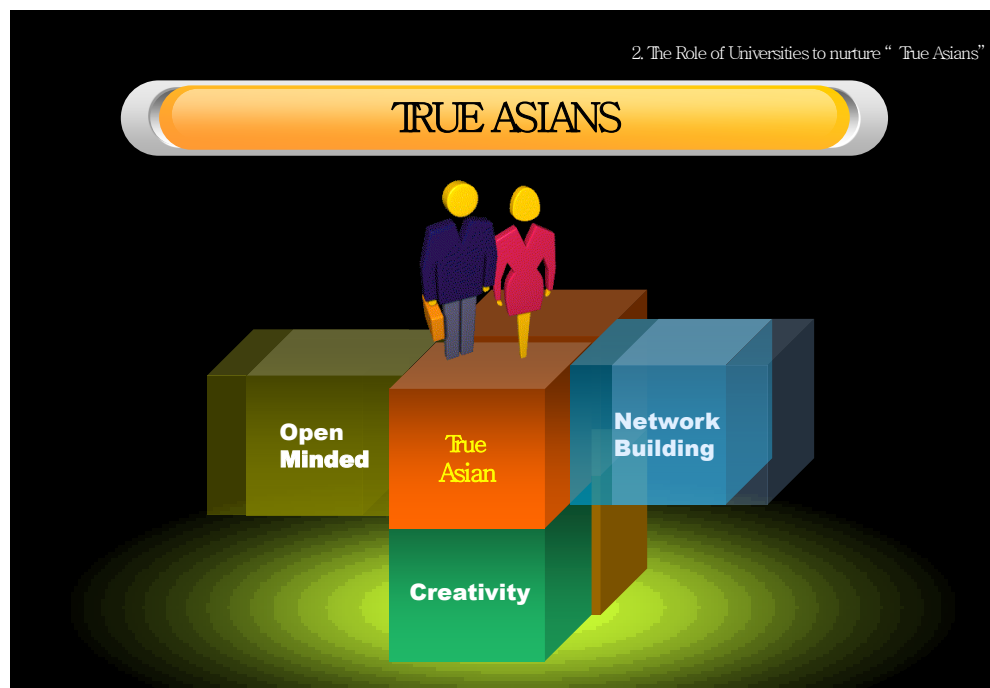
2. The Role of Universities to nurture "True Asians"

### NURTURING "TRUE ASIANS"

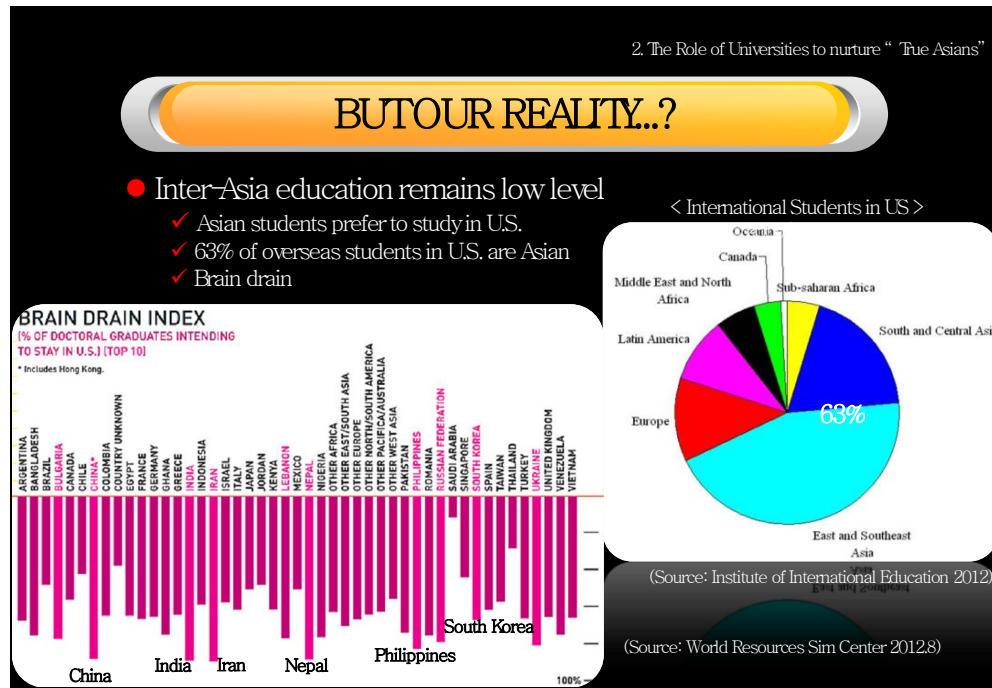
- Understand the region' s diverse political/ economic systems and culture/ histories with an **Open Mind**
- Maximize advantages as being in Asia by **Building Extensive Networks**
- **Instill Creative Thinking and Minds**  
to maintain region' s dynamism for Asia' s sustainable growth

True Asian = Communicative, Flexible, Open Minded, & Creative

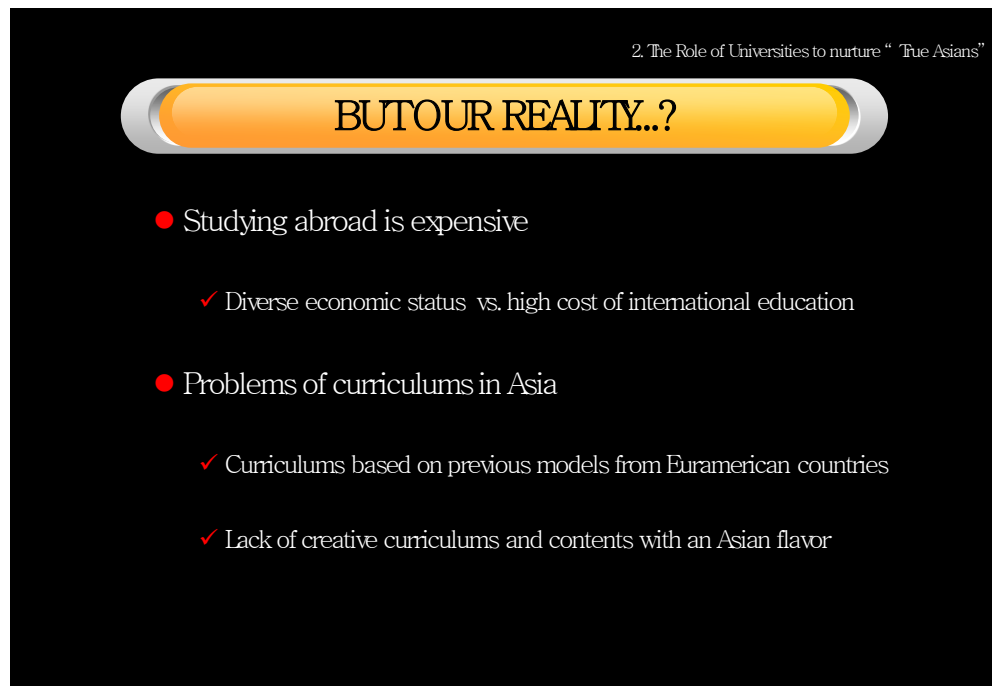
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2. The Role of Universities to nurture " True Asians"

## WHATSHOULD BE DONE ?

### Nurturing True Asians

- 1 Create systematic education on Asian diversity
- 2 Lower the cost of inter-Asia mobility
- 3 Provide networks in Asia

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2. The Role of Universities to nurture " True Asians"

## CASE OF DSU : INTERNATIONALIZATION



1965 Dongseo Academic Institute is founded

1992 Dongseo University is established

2012 A dynamic university " 20 years young"

1965년 첫 기공식

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**DSU's Global Footing**



Since its foundation in 1992, Dongseo University (DSU) has striven to connect local and international communities

DSU currently collaborates with 99 universities in 28 countries

DSU has over 10,000 students with about 600 international students from 27 countries

DSU considers internationalization as central to its growth and expansion and thus implements global strategies and programs to increase its scope

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**NURTURING TRUE ASIANS**

**Study Abroad Programs**



● **SAP-USA/ SAP-China**

- ✓ DSU branch campuses at Hope International University (U.S.) and at Zhongnan University of Economics and Law (China)
- ✓ 100 students sent annually for 1 year in U.S. or 1 semester in China



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Campus Asia Project



- Jointly supported by the governments of Korea, China and Japan
- “ Korea-China-Japan Joint Triangle Campus  
: Fostering Next-Generation Humanities Leaders in East Asia”



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Strategic Alliance



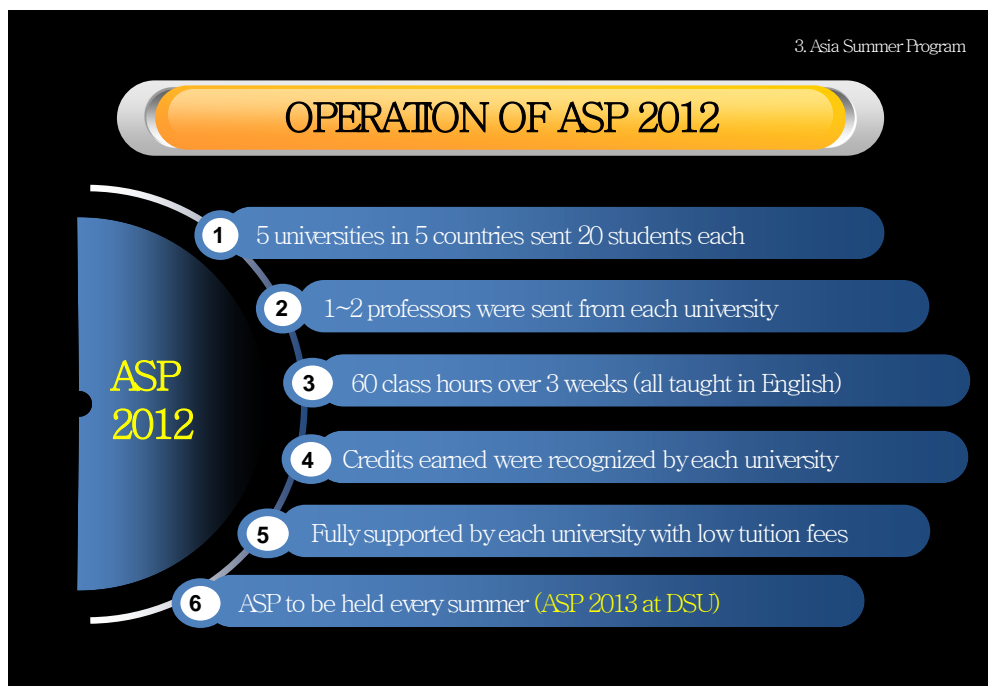
- **Korea-China Institute of International Education**
  - ✓ DSU established a Korea-China joint 4-year college at Zhongnan University of Economics and Law in the central Chinese city of Wuhan




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3. Asia Summer Program

## ABOUT ASIA SUMMER PROGRAM 2012

Asia Summer Program 2012  
In Indonesia

Korea



Indonesia



Thailand



Malaysia



Japan



150 students from 5 Asian countries  
9 courses (30 hours, 2 credits, each)

- The Economics of Rice and Other Foods
- Creative Business Development
- Green Building and Product
- Small Medium Enterprise in Indonesia
- Indonesian Language for Foreigner
- Innovation and Economy
- Sustainable and Green Materials
- Technical Communication
- Sensors and Actuator Systems
- Cultural program at Bali





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3. Asia Summer Program

## PROPOSAL: ESTABLISHING AN AUPF CERTIFIED ASP

- 1 Support as an official program of AUPF
- 2 Increase the number of participating universities
- 3 Invite students from all of the world who are interested in learning Asia
- 4 2013 AUPF ASP to be held at Dongseo University, Busan, Korea

Establishing a global campus, and extensive network,  
nurturing “ True Asian ”

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CHANG Jekuk is President of Dongseo University in Busan. Dr. Chang also serves as Chairman of the Busan Regional Boards of the Presidential Committee on Social Cohesion, a member of the Policy Consultation Committee of the Ministry of Foreign Affairs and Trade, Secretary of the Busan-Fukuoka Forum, the Steering Committee of the Korea-Japan Forum, and he is Chairman of the Korea-Japan Next-Generation Academic Forum. He received a B.A. in political science and an M.A. in international affairs from the George Washington University as well as a J.D. in international public law and international business transactions from Syracuse University and a Ph.D. in international relations from Keio University. Before teaching at Dongseo University, he worked for Itochu Corporation in Tokyo, Japan, and for Molex, Far East North. At Dongseo University, he served as Director of the Center for Japanese Studies from 2003 to 2009 and Executive Vice President from 2007 to 2010. He also served as Vice President of the Korean Political Science Association in 2010. He has co-authored *Crisis on the Korean Peninsula* and *Japan's Strategic Vision for East Asia*, and his articles have been published in various journals, including *America and East Asia*, *Global Sensor* and *Hogaku Seiji Ronkyu*. He received the 11<sup>th</sup> Japan-Korea Cultural Foundation Award in 2010.

## **Busan Statement of 2012 Asian University Presidents Forum**

The 11<sup>th</sup> Asian University Presidents Forum was held at Dongseo University in Busan, Republic of Korea, from October 28<sup>th</sup> to 31<sup>st</sup> of 2012. The attending 68 institutions from 17 countries met to discuss issues affecting higher education in Asia. The following Busan Statement of 2012 AUPF is presented in summary of key aspects of the 11<sup>th</sup> Asian University Presidents Forum.

The main theme of AUPF 2012 was, “The Era of Asia: Creating a Cooperative Network of Asian Universities.” It was selected to emphasize current trends and their consequent responsibilities. Given the large-scale influx of global wealth and economic power, the leaders of higher education in Asia share a deep responsibility to prepare graduates for the coming environment.

In particular, programs aimed at developing multilingual competency, increasing understanding of cultural diversity, and nurturing creative abilities have the potential of fostering future leaders at both national and international levels as well as increasing solidarity and regional integration within Asia.

Pursuant to these objectives, the following resolutions have been made to enrich the opportunities available to students from the diverse countries of Asia and to further the achievements of the Asian University Presidents Forum.

- 1) The Asia Summer Program, which is a three-week credit-based program initiated by five AUPF member universities, shall be recognized as an officially affiliated program of the Asian University Presidents Forum. The ASP shall expand to include more AUPF participating universities, with ASP 2013 to be held at Dongseo University.
- 2) Guangdong University of Foreign Studies shall be established as Secretariat of the Asian University Presidents Forum. Its status as a sponsor of the Forum, its early hosting of the Forum, its international character, and its continued participation since the Forum’s inception make it ideally suited for this role.
- 3) Universiti Malaysia Perlis shall be the host of the Asian University Presidents Forum in 2013.

Through our support of the Busan Statement of 2012 Asian University Presidents Forum, we acknowledge our commitment to the ideas it contains regarding the further strengthening of the academic communities of Asia and of the Asian University Presidents Forum.

## **Furthering the AUPF Achievements**

**Dr. Mingying Zhuang**

**Honorary President of Chaoshan College, China**

Honorable president Jekuk Changsar professors, experts and presidents,

It has been ten years since Asian University Presidents Forum was founded in 2002. There have been 20 countries and regions, 415 universities, and 877 people participated in the Forum. Because of the efforts of the organizing colleges and universities, universities from different nations participated Asian University Presidents Forum actively, which have achieved good results, produced a positive impact as well as laid a good foundation for the future. During the Forum, each college and university communicated actively and signed a cooperation agreement. After the forum, according to the cooperation agreement, these colleges and universities exchanged visits between the school leadership, exchanged teachers and students, organized various forms of summer camp and some also sent a delegation to visit and study in the field ect. In short, the Asian University Presidents Forum has become a fixed mechanism for some Asian university presidents to learn, exchange, cooperation; promote some Asian universities to accelerate the process of stepping into the internationalization of education; promote and strengthen a number of intercollegiate cooperation between the Asian Universities and the pace of the exchange of teachers and students.

In order to consolidate and develop the achievements of the Asian University Presidents Forum and strengthen universities usual liaison and communication information, it is necessary to establish the Forum's Secretariat, which could select a suitable college among the Standing Committee of the colleges and universities that have hosted forums before and set up a website based on past experience. I have given my suggestion to this session's host universities President Jekuk Chang that Guangdong University of Foreign Studies should be designated to the secretariat, there are four reasons:

①Guangdong University of Foreign Studies is one of the sponsors of the Forum.

②Guangdong University of Foreign Studies was the host of the second session of the Forum when the name of the Asian University Presidents Forum was started from session.

③Guangdong University of Foreign Studies is a university with International character, which has numbers of professional foreign languages.

④Guangdong University of Foreign Studies participate in the forum every active, each session their principals with delegation attends the Forum and have keynote speech, which plays an active role in the Forum, meanwhile, they established extensive liaison with colleges and universities that have attended the forum.

After the establishment of the Secretariat and the website, it will collect and collate the information, experience of the previous sessions of the Forum, sum up the results of each Forum, provide comments and suggestions on how to hold a good forum in the future and provide usual dynamic information for cooperation and exchanges between universities. The secretariat and the site will become the ties among the members of the Asian University Presidents Forum. In order to make it move smoothly, which also need each host to actively cooperate with the University of the Forum, to provide information to the Secretariat and the website, as for the members of universities, they need provide information and experience for the Secretariat, in this way the Secretariat and the website will play a good liaison, coordination and the role of communication.

In order to implement this suggestion, I would like to suggest that add the content into the constitution of the Asian University Presidents Forum and do the second revision of the charter to make the forum have rules to follow.

Distinguished principals, experts, professors, there are more than 40 countries and regions in Asia. The scope will gradually expanded and the level of cooperation will become better and better through everyone's efforts.

Thank you for your listening!

Prof. Zhuang Mingying

One of the Founders of Asian University Presidents Forum

Honorary President of Chaoshan College

## **Preparing Students for the ASEAN Economic Community 2015**



**Dr. Siriwan Ratanakarn**

**Vice President for International Affairs, Bangkok University, Thailand**

### **Abstract**

The Association of the Southeast Asian Nations (ASEAN) was established in 1967 to accelerate the economic growth, social progress and cultural development, as well as to promote peace and stability in the region. At the 12th ASEAN Summit in January 2007, the Leaders affirmed their strong commitment to accelerate the establishment of an ASEAN Community by 2015 and signed the [Cebu Declaration on the Acceleration of the Establishment of an ASEAN Community by 2015](#). (ASEAN Secretariat, 2007) Most universities in the region are now vigorously developing curricula to help preparing their students to be ASEAN citizens. This paper will share some best practices and attempts in initiating new curricula as well as joint/dual degree programs, developing extra and co curricular activities and internationalizing the campus.

## Curriculum Development: In Pursuit of the ASEAN Spirit

### Background of the ASEAN Community

The Association of Southeast Asian Nations or **ASEAN**, was first founded in Thailand on August 8, 1967 with the signing of the ASEAN Declaration (also known as Bangkok Declaration.). Thailand, Brunei Darussalam, Vietnam, Lao PDR, Myanmar and Cambodia joined the ASEAN later. In 1999, there are total of ten Member States of ASEAN (ASEAN Secretariat, 2007).

According to the ASEAN Declaration, the aims and purposes of ASEAN are:

1. To accelerate the economic growth, social progress and cultural development in the region through joint endeavors in the spirit of equality and partnership in order to strengthen the foundation for a prosperous and peaceful community of Southeast Asian Nations;
2. To promote regional peace and stability through abiding respect for justice and the rule of law in the relationship among countries of the region and adherence to the principles of the United Nations Charter;
3. To promote active collaboration and mutual assistance on matters of common interest in the economic, social, cultural, technical, scientific and administrative fields;
4. To provide assistance to each other in the form of training and research facilities in the educational, professional, technical and administrative spheres;
5. To collaborate more effectively for the greater utilization of their agriculture and industries, the expansion of their trade, including the study of the problems of international commodity trade, the improvement of their transportation and communications facilities and the raising of the living standards of their peoples;
6. To promote Southeast Asian studies; and
7. To maintain close and beneficial cooperation with existing international and regional organizations with similar aims and purposes, and explore all avenues for even closer cooperation among themselves.

The ASEAN Community is comprised of three pillars, each of which has its own Blueprint, as follows: Refer to Figure 1 (ASEAN Secretariat, 2007)

1. The ASEAN Political-Security Community (ASC);
2. The ASEAN Economic Community (AEC); and
3. The ASEAN Socio-Cultural Community (ASCC).

Figure 1: The Three Pillars of ASEAN (Sources: ASEAN Secretariat, 2007)



The motto of ASEAN is “**One Vision, One Identity and One Community.**”

## ASEAN and Educational Development

According to the ASEAN Charter (ASEAN Secretariat, 2007), a closer cooperation in education and human resource development will empower the people of ASEAN and strengthen the ASEAN Community. The Cha-am, Hua Hin Declaration on the Roadmap for the ASEAN Community, 2009-2015 (ASEAN Secretariat, 2009) adopted by all ASEAN leaders at the 14<sup>th</sup> ASEAN Summit in Hua Hin, Thailand, also emphasized on the ASEAN Spirit of peace, freedom and prosperity for their peoples.

### Thailand's Attempts

The Office of the Commission of Higher Education (OHEC, 2010) has released the Higher Education Strategies for the ASEAN Community in 2015. The ultimate goal of the strategic plan is to make Thai graduates meet the international standard and embed their sense

as a member of the ASEAN Community. The following are the OHEC Strategic Plans on difference aspects.

- Increase Thai students' English proficiency level
- Increase Thai students' international professional competency
- Develop curricula, teaching and learning pedagogy and infrastructure that meet international standards
- Enhance academic and research excellence
- Develop and adopt the ASEAN Quality Assurance and ASEAN Credit Transfer Scheme
- Establish ASEAN Studies Center and ASEAN Resource Center
- Increase mobility among faculty, researchers and students

Many universities in Thailand responded rapidly to the OHEC Strategic plans and initiated curricula, joint degree and exchange programs. Here are some examples.

#### **Pridi Banomyong International College, Thammasat University**

The 2-year Master's Degree Program in ASEAN Studies was the very first graduate program to be offered by the Thammasat University. The main objectives of the MA Program in ASEAN Studies are as follows (Thammasat University, 2012):

1. To produce graduates with knowledge and understanding in the role of ASEAN Community at regional and global levels who are fully qualified to work in public and private sectors, along with international organizations.
2. To produce graduates who are competent in demonstrating and disseminating knowledge which help forging solidarity of ASEAN Community.
3. To produce graduates endowed with the ability to expand academics and researchers networks which help pushing forward the academic advancement regarding ASEAN Studies.
4. To produce graduates who are capable of enhancing opportunities and driving mechanism in knowledge exchange of ASEAN.

In addition to the courses to equip graduate students with knowledge on ASEAN law, economics, politics, multiculturalism, socio-cultural cooperation, media and research, students can select to enroll in ASEAN languages; namely, Burmese, Vietnamese and Indonesian languages.

## **The University Malaya, Malaysia**

The Master of Southeast Asian Studies Program offered by the University Malaya, Malaysia, recently launched in 2012, focuses on academic understanding of the historical, political, economic, social, cultural and other related issues pertaining to the Southeast Asian region. (University of Malaya, 2012)

## **M-I-T Student Mobility Programme**

The Malaysia-Indonesia-Thailand Student Mobility Programme, the pilot project initiated by SEMEO RIHED, aims to facilitate student mobility in the region. The M-I-T Student Exchange will lead towards the effective circulation of human resources in the region, where qualified graduates, regardless of their nationality, can serve the regional higher demand of free flow of labor and trade. (SEMEO RIHED, 2011.) The student exchange program was implemented in only five areas of studies as follows.

- Agriculture
- Language and Culture
- Hospitality and Tourism
- International Business
- Food Science and Food Technology

## **Participating Universities**

### **Malaysia**

- Universiti Kebangsaan Malaysia
- Universiti Putra Malaysia
- Universiti Teknologi Malaysia
- Universiti Teknologi MARA
- Universiti Sains Malaysia
- Universiti of Malaya

### **Indonesia**

- Universitas Indonesia
- Bogor Agricultural University
- ISI Denpasar
- Universitas Pendidikan Indonesia

- Sebelas Marlet University
- Ahmad Dahlan University
- Maranatha Christian University
- Binus University
- Sriwijaya University
- Trisakti School of Hospitality and Tourism

### **Thailand**

- Chulalongkorn University
- Kasetsart University
- Mae Fah Luang University
- Mahidol University
- Prince of Songkla University
- Thammasat University

The program will be expanded in 2013 with Vietnam as the new participating country and the name change to “ASEAN Student Mobility Program.

### **ASEAN University Network (AUN)**

The ASEAN University Network (AUN) was the result of the 4th ASEAN Summit in 1992. The objectives of the AUN are (AUN, 2010):

1. to strengthen existing network of cooperation among universities in ASEAN;
2. to promote collaborative study, research and educational programmes on the priority areas  
identified by ASEAN;
3. to promote cooperation and solidarity among scholars, academicians and researchers in the  
ASEAN Member States; and,
4. to serve as the policy-oriented body in higher education in the ASEAN region.

AUN has taken the leader's role in the following focused areas:

- AUN QA
- ASEAN Credit Transfer Scheme

## **Bangkok University**

To prepare BU students for the rise of ASEAN Community, the following steps have been made.

- Curriculum Revision Courses; such as, IGE 114 Thai Citizen, Global Citizen, IB 443 Cultural Knowledge and Negotiations, ILB 331 Seminar in South East Asian Problems, IVT 101 Vietnamese Language and Culture 1 and IVT 102 Vietnamese Language and Culture II as well as ELM 101 and ELM 102 Malay Language and Culture I and II are offered.
- Extra- and co-curricular activities to promote English language proficiency and multi-cultural awareness; such as, ASEAN +3 Day, Thai-Lao Cultural Exchange Program, English Fun Fair, ASEAN Corner at the library, Spark Conference 2012, Bangkok International Student Film Festival and more.
- Student and Faculty Exchange Program

## **Conclusion**

In response to the beginning of the ASEAN Economic Community in 2015, all universities in the region are working on every possible ways to produce the graduates of international quality who equipped with professional skills, language skill and inter-cultural skill. The high priorities were set upon curricula, faculty members and facilities. To fulfill this ambitious task, the reform of language education, student mobility program and credit transfer system, as well as cultural exchange program will play the key roles.

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## Curriculum Vitae

**Name:** Siriwan Ratanakarn

**Home Address:**

43/468 Amarin Nives  
Phaholyothin Road  
Bangkok 10220  
Thailand  
Tel. (662) 552-1789  
Mobile (66) 81-874-3722

**Business Address:**

Bangkok University  
40/4 Rama IV Road  
Bangkok 10110, Thailand  
Tel. (662) 350-3500 ext. 1133  
Fax. 240-1819  
E-mail: [siriwan.r@bu.ac.th](mailto:siriwan.r@bu.ac.th);  
[siriwan.r@hotmail.com](mailto:siriwan.r@hotmail.com)

**Sex:** Female

**Date of Birth:** February 29, 1960

**Marital Status:** Single

**Educational Background:**

Institution	Year Attended	Major Subject	Degree Earned	Dated
University of Missouri-Kansas City	1989-1992	Reading Ed.	Ph.D.	July, 1992
University of Missouri-Kansas City	1983-1985	Reading Ed.	Ed.S.	May, 1985
University of Missouri-Kansas City	1981-1983	Reading Ed.	M.A.	May, 1983
Thammasat University	1977-1980	English Lang & Lit	B.A. with 2 <sup>nd</sup> class honors	March, 1980
Rajinee School	1965-1977	Liberal Arts	M.S. 5 Certificate	March 1977

**Professional Experiences:**

2012-Present	Vice President for the International Affairs Acting Vice President for International College
2004 – 2012	Assistant to the President for Academic Affairs, Bangkok University
1998 – 2004	Director, Bangkok University International College
1993 – 1998	Director, International Program Center, Bangkok University
1990 – 1992	Teaching and Research Assistant, Center for Studies in Higher Order Literacy, University of Missouri-Kansas City
1987 – 1989 University	Chairperson of Reading Skills, School of Humanities, Bangkok
1986 – 1987	Chairperson of Conversation Skills, School of Humanities, Bangkok University

1986 – 1986	Program Co-ordinator at Rangsit Campus, School of Humanities, Bangkok
	University
1980 – 1981	Project Co-ordinator, Division of Welfare for Hill Tribes, Department of Public Welfare, Ministry of Interior

### **Honors & Awards:**

1992	George and Grace Fox Assistantship Award
1991	Missouri State Council of International Reading Association International Student Award
1991	Kansas City Woman's Chamber of Commerce's Madeline Brock International Female Students Award
1991	Graduate Student Research Award

### **Thai Orders and Decorations**

2010	Member of the Most Admirable Order of the Diredgunabhorn (3 <sup>rd</sup> class)
2005	Member of the Most Admirable Order of the Diredgunabhorn (4 <sup>th</sup> Class)
2004	Thailand Boy Scout Movement Citation Medal (2nd Class)
2000	Member of the Most Admirable Order of the Diredgunabhorn (5 <sup>th</sup> Class)
1995	Member of the Most Noble Order of the Crown of Thailand (5 <sup>th</sup> Class)

### **Other Activities:**

2012	Selecting Committee, M-I-T iAward, Office of the Commission of Higher Education, Thailand
2010	Selecting Committee, Best Practice Award on Student Exchange Program, Commission of Higher Education, Thailand
2009	Secretariat, The Organizing Committee of the 1 <sup>st</sup> Asian University Women's
	Volleyball Championship
2009	Working Committee, Student Exposure for Global Awareness:
Thailand	Ministry of University Affairs
March 2008	Working Committee, Student Exposure for Global Awareness:
Thailand	2008, Ministry of University Affairs
June 2007-present	Editor in Chief, Bann Klaui Students' Magazine & Newspaper
2007	Committee Member, Hospitality and Protocol Committee, The 24 <sup>th</sup> Universiade Bangkok 2007

Dec. 7-9, 2006	Chair, Local Organizing Committee, The 2006 AIB Southeast Asia Regional Conference
Nov. 16-18, 2006	Secretariat, The Asian University Presidents Forum 2006
2005-present	Subcommittee Member, University Mobility in Asia and the Pacific—Thailand (UMAP—Thailand)
2004 +10	Registration Coordinator, Asia-Pacific NGO Forum 2004 on Beijing
2004	Chair, Programme Sub-committee, the 9 <sup>th</sup> Asia Pacific Conference on Student Affairs
1998 – 2004	Executive Committee, Asia-Pacific Student Services Association
Aug., 2001	Working Committee, Student Exposure for Global Awareness:
Thailand	
Nov., 2000	2001, Ministry of University Affairs Secretary, Organizing Committee, The 6 <sup>th</sup> Inter-University Conference, Association of Southeast Asian Institutions of Higher Learning
(Thailand	Chapter)
Aug. – Sep., 1999	Secretary, Working Committee for Preparation of the Thailand NGO
Report	for Beijing Plus Five
Nov., 1996	Chairperson, International Affairs Sub-Committee, the 15 <sup>th</sup> University All-Star Rugby Football Tournament
Nov., 1994	Chairperson, International Affairs Sub-Committee, the 13 <sup>th</sup> University All-Star Rugby Football Tournament
Oct., 1994	Assistant Commander, Sub-Camp 9, Thailand's 12 <sup>th</sup> National Rover Moot
July, 1994	Sub-Committee Member, Exhibition Sub-Committee, the 4 <sup>th</sup> Asia Pacific Conference on Student Affairs
Nov., 1993	Sub-Committee Member, Public Relations Sub-Committee, the 14 <sup>th</sup> National Jamboree and the 1 <sup>st</sup> National Environment and Action Camp
July, 1993	Sub-Committee Member, Public Relations Sub-Committee, the 33 <sup>rd</sup> World Scout Conference
Oct., 1992	Scout Advanced Unit Leader Training Course
1991 – 1992	President of Thai Students Association, University of Missouri—Kansas City

### **Publications and Papers:**

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Presented at the Women: Arts, Tradition and Culture International Seminar (Donne tra arte tradizione e cultura), University of Foggia, Italy

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Panel

discussion at the “RU-UMAP-CHE International Conference: Language in a Global Culture: Bridge or Barrier?” at Ramkhamhaeng University, Bangkok, Thailand.

Ratanakarn, S. (April 30, 2010). My UCTS Calculation & Comparison with Partner Institutions.

Panel discussion at the UMAP Focus Group Meeting, Pattaya, Thailand.

Ratanakarn, S. (2011). Enhancing Multi-Cultural Awareness through Extra and Co-Curricular Activities: The Case of Bangkok University. Paper presented at the Asia Pacific Association for International Education Conference (APAIE 2011), Taipei, Taiwan.

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## **The Journey of Bicol University towards Internationalization and Globalization**



**Dr. Fay Lea Patria M. Lauraya**

**SUC President IV, Bicol University, Phillipines**

### **Abstract**

The world is changing as it faces many global challenges such as climate change, poverty, resource availability, globalization and internationalization. As the global tertiary world expands through internationalization and globalization, it is necessary for a developing country like the Philippines to transform and enhance its higher educational services, prepare individuals and the institution to the challenges of a global economy that is increasingly characterized by highly competitive workforce. Through the pursuit of quality and competitiveness of its manpower, economic growth of the country will flourish. This challenge cascades to Bicol Region through its State Universities and Colleges. The Bicol University is one of the two (2) leading universities in the Bicol Region categorized as providers of quality educational services ready towards internationalization. Its programs are recognized internationally, with faculty who has gained global exposure and insights through the Faculty Exchange Program and International Visiting Professors and Researchers. The research and extension programs of Bicol University have sisterhood partnerships with Universities that have strong agenda along these mandates.

With this profile, the institution hopes to be a purveyor of excellence through its productive scholars and graduates characterized as competitive, innovative and equipped to participate in interconnected world. This paper shall then discuss the Bicol University's interventions and initiatives along its mandates of instruction, research and extension to prepare the Bicol University in order to be equipped, ready to participate, competitive and successful in a global economy.

### **Keywords:**

globalization, global economy, internationalization, higher education and Bicol University

## **The Journey of Bicol University towards Internationalization and Globalization**

### **Introduction**

The world is constantly changing as it faces many global challenges such as climate change, poverty, resource availability, globalization and internationalization. Every country strives to be on the top of value chain. As the world evolves, higher education is adaptably transforming as it is steered by globalization and knowledge-based driven economy.

Today, knowledge is increasingly becoming a commodity that propels the productivity and economic growth of a country. Through the incorporation of knowledge-based concept, competition is not only among countries and governments nor about businesses and enterprises but among institutions and universities not only within the country but across borders. Thus, the educational institutions and universities play an important role in creating and disseminating knowledge through instruction, research, and extension.

Globalization is the driving force for a revolution in the education and economy and can be defined as "... the flow of technology, economy, knowledge, people, values, ideas ... across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities" (Knight 1999). The governments of the different countries are forced to invest on education to produce a highly competitive and educated workforce that plays important role to attract globalized investment in the country.

Internationalization of higher education on the other hand is defined as "...process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, and service), and delivery of higher education at the institutional and national levels" (Knight 2008). The internationalization of higher education institutions are inevitable consequences of globalization and knowledge based economy that lead to increasing demand for quality and highly-skilled graduates who could compete in a global economy.

As the global tertiary world expands through internationalization and globalization, it is thus necessary for a developing country like the Philippines to transform and enhance its higher educational services, prepare individuals and the institution to the challenges of a global economy that is increasingly characterized by highly competitive workforce.

### **The Philippine Higher Education**

The Philippine Higher Education Institutions are facing two major challenges at present – the need to provide access to quality higher education, and to generate/ adapt/transfer technologies that would efficiently and effectively enhance productivity, alleviate poverty and improve the country's state of competitiveness. Likewise, the Philippine higher education is facing a great transition with the full implementation of K to12, rationalization of the public

higher education system, typology of State Universities and Colleges (SUCs), amalgamation, and curriculum reform.

To address these challenges, the different regions in the Philippines must invest in knowledge resources, create and sustain a highly skilled, well-educated and innovative workforce that have the capacity to generate, disseminate and apply the knowledge and skills. Through the pursuit of quality and competitiveness of its manpower, economic growth of the country will flourish. The potential and opportunity of any economy rest on the ability to compete in a global market where industrial-based economies are giving way to knowledge-based industries, realizing the importance of "knowledge, skills and the intellectual capacity to meet the challenges of accelerated change and uncertainty." This challenge cascades to Bicol Region through its State Universities and Colleges.

### **Bicol University**

Bicol University, located in Legazpi City, Albay, Philippines, is one of the two (2) leading universities in the Bicol Region categorized as providers of quality educational services. It is one of the 16, out of the 110 state universities and colleges (SUCs) in the Philippines, identified to be ready for internationalization.

The mark of excellence of Bicol University, the ISO 9001:2008 Certification, is recognized in over 159 countries in the world. As the first state university in the Bicol Region to have been awarded with the ISO Certification at the Institutional Level, it implements a world-class total Quality Management Systems (QMS) along areas of its mandated functions of Instruction, Research, and Extension.

### **Profile of Excellence**

Bicol University is committed to excellence, innovation, and good governance. It envisions an "Excellent University characterized by scholarship engagements for the community towards sustainable development." Bicol University is composed of fourteen colleges serving the provinces of Albay and Sorsogon.

### **Excellence in Instruction**

Bicol University is classified as a Comprehensive University with its 112 curricular programs clustered into seven disciplines, as follows: (1) Agriculture, Forestry, and Fisheries; (2) Arts and Letters, Culture, Recreation and Sports; (3) Business and Entrepreneurship; (4) Education; (5) Health and Medicine; (6) Social Sciences, and; (7) Technology, Engineering, Architecture and Sciences.

These curricular programs are relevant and responsive to the needs of the local community and at par with international quality standards. The curricular programs have been ensured to meet and comply with the requirements of the Commission on Higher Education (CHED),

and with the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP). Bicol University is ranked number two in the country and number one in the Bicol Region in terms of the number of programs submitted and passed the accreditations.

The Bicol University's total enrolment in 2012 is 22, 141, capturing 20% of the total enrolment in public higher education institution in the Bicol Region. It is the 9th biggest state university in terms of enrolment, out of the 110 state universities and colleges in the Philippines. It produces 30% professional leaders for the region with 30% of the enrolment in Public Advanced Education. This enrolment is inevitably growing as Bicol University is considered as the premier state university in the whole Bicol Region.

The University supplies the region and the country with engineers, teachers, nurses, agriculturists, fishery technicians, social workers, accountants, entrepreneurs, IT specialists, researchers, with an average of 4,500 graduates every year in various fields and disciplines.

The faculty of Bicol University have gained global exposure and insights through the Faculty Exchange Program and International Visiting Professors and Researchers.

Excellence in Instruction of Bicol University is seen in the performance of the students in various Licensure and Board Examinations. Bicol University is consistent in being a top national performing school in Social Work, Accountancy, Nursing, Midwifery and Engineering.

The Bicol University College of Education was recognized by the Commission on Higher Education (CHED) as a Center for Teaching Excellence, identified by the Department of Education (DepEd) Teacher Training Institute, implementer of the program Save the Future Save Our Normal Schools (SOFSON), and a Member of the National Network of Normal Schools.

Bicol University Tabaco Campus was recognized by CHED as A Center for Development for Fisheries Education and Bicol University College of Agriculture and Forestry was identified as Provincial Center for Agriculture under the National University for Agriculture and Fisheries.

### **Research: Making the best of Science and Technology work**

The Research function of Bicol University is revitalized through the conduct of high-impact researches. The implementation of researches is supportive to a Knowledge-Based Economy (From the Mind to the Market).

Having been identified by the Commission on Higher Education (CHED) as its Zonal Research Center, the research has been expanded from the traditional agriculture and fisheries fields to education, socio-economics, entrepreneurship, information technology, technology and engineering, health and medicine.

The research agenda address seven thematic areas which are food security and poverty alleviation, enhancing the competitiveness of business and industry, environment and natural resources management, gender and development, improving basic social services, improving university management services, and climate change adaptation.

Bicol University is recognized in terms of improving agriculture, science, culture and technology that have significant impact and difference in the lives of farmers and fisheries.

Its program Sustainable Upland Farming through the Establishment of “Barangay SagipSaka” (Conservation Farming Villages-CFVs) in Ligao City, one of the municipalities in the province of Albay has been recognized as an international program with model farms in about 49 hectares in that municipality.

Bicol University is among the 56 state universities and colleges in the country that leads the capability enhancement of the Agriculture, Fisheries and Natural Resources (AFNR) courses in the Bicol Region that makes agriculture and fisheries education more attractive to the youth given that agriculture and fisheries are crucial factors of the country’s economy.

Inventions developed in Bicol University are now being recognized in the region and in the country.

Pili is an indigenous and exportable plant endemic in the Bicol Region. Researches have been conducted to enhance the Pili Industry in the region and in the country.

Researches of the faculty are focused on rehabilitating the calamity stricken areas in Bicol.

Bicol University leads the way in climate change adaptation. It is the host agency of the Change Academy of the Philippines (CCAP), the first institution in the country that provides education, research, trainings, and public awareness programs pertaining to climate change and climate change adaptation. The CCAP provides Local Chief Executives and personnel of local government units and other target groups in the country with knowledge and understanding of the challenges of climate change, and develop their capability to lead in local action towards climate change adaptation. As one of the adaptation strategies to combat the effects of climate change in fisheries, the College of Fisheries in Tabaco Campus puts up sites in marine reserves sanctuaries in the six provinces of Bicol.

Bicol University enhances the capability of the province of Sorsogon as a tourism destination through pearl farming science and technology that helps provide livelihood to the people. The work of the students and faculty create impacts on the different biodiversity programs in the region that resulted in ordinances/resolutions specifically addressed for the long-term management and sustainable use of vulnerable species.

To protect the intellectual property of the Students and researchers, Bicol University is the first throughout the country to launch the Intellectual Property Rights Unit (IPRU).

## **Educating to Build Resilient Communities**

The Bicol Region is considered as a disaster paradise. Therefore, its Extension has embraced a theme of “Educating to Build Resilient Communities.” Through capability trainings, extension programs have responded to the need of the external clientele. The Provincial Government of Albay has identified Bicol University as the Emergency Paramedic Training Unit in order to build a critical mass of volunteer that will have the capability and knowledge in emergency health response. Today, it was able to train more than 300 volunteers across the different barangays and organizations in the province of Albay. The University conducts Livelihood Skills, Entrepreneurship Training, and Home Skills Training for Elderly, out of school youths in order to enhance their knowledge, skills and values necessary in improving their way of living and in relating with others in the community.

## **Local and International Linkages**

Bicol University forges strong partnerships and linkages with both the public and private sectors for the community’s sustainable development.

It forged partnerships and linkages with the Bicol Consortium for Development Initiatives (BCDI), with PinoyMe, and with the Hans Seidel Foundation/Germany to bring to Bicol University a pioneering program on Microfinance. At present, Bicol University is one of the four state universities in the Philippines and in Asia that addresses the human resource needs of the microfinance industry through the offering of Bachelor of Science in Business Administration major in Microfinance. This program provides opportunities for the poorest of the poor to have access to financing for livelihood and skills training through the Microfinance Education.

Its International and National linkages are the following: Kochi University, Japan; Kyung-Nam College of Information and Technology, Korea; Dongseo University, Korea; JICA-JOCV, Japan; Nihon University, Japan; Ryukyus University, University of Nova Scotia, National Sun Yat-sen University, Taiwan; Oxfam Great Britain; Manos Unidas; World Fish Center; Academia Sinica, Taiwan; World Wide Fund for Nature (WWF); Association of Southeast Asian Institutions of Higher Learning (ASAIHL); South East Asian Association for Institutional Research (SEAAIR); World Health Organization, Geneva Switzerland; University of Sains, Malaysia; Goethe Institute, Germany and Providence University, Taiwan.

## **Excellence and Innovation through Good Governance**

Extension, Research and Instruction, are bound together towards one vision grounded on Good Governance. As a commitment to good governance, Bicol University came up with innovations in management to have a more transparent and participatory processes especially in its budget and financial utilizations. It has closely collaborated with the local government units in working on various areas of development.

The ISO Certification ensures that it is not only good governance that could be attained but also quality management systems for the satisfaction of Bicol University clientele which are the students and the community.

## **Conclusion**

Bicol University as one of the two leading universities in the Bicol Region with curricular programs that would ultimately produce graduates imbued with the necessary knowledge, values, attitude and skills. Specifically, these graduates, to be able to compete with the global market, must possess the following characteristics: open to change and innovation, flexible, with personal autonomy, with strong cultural identity as a Filipino and Bicolano, with emotional strength, perceptive, with listening orientation, transparent and honest, grounded on strong cultural knowledge, and have the ability to create synergism.

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## **Internationalization of University Education and Chinese-Foreign Cooperation in Running Schools**



**Dr. Chen Lihua**

**Vice President, Shanghai University of Engineering Science, China**

### **Abstract**

Introducing excellent educational resources and exploring ways of cultivating international talents through Chinese-Foreign Cooperation in running schools are the significant ways of improving teaching quality and integrating into global education for Chinese universities. Shanghai University of Engineering Science fostered abundant outstanding professionals by sticking to the principles of internationalization of university education, integrating actively international excellent educational resources and forming their own distinct characteristics in running schools. Shanghai University of Engineering Science explores the development ways of cooperating with foreign universities based on the experience of cooperating with Lawrence Technological University, US and Dongseo University, Korea.

**Key Words:** Internationalization of University Education; Cooperation in Running Schools; School-Running Characteristics; Bilateral Communication; Ways of Communication

Internationalization of University Education came into being with information globalization, which is the answer to the integration of world economy and the inevitable result of the internalization of global material and spiritual production.

## **I The Concept of Internationalization of University Education**

Professor Harari. M regards the international education as the synonym of internationalization of education. From his perspective, international education should not only cover the curriculum, the international exchange between scholars and students, various community cooperation plans, training and extensive management services, but include the “explicit approval, positive attitude, global awareness, development direction and scope that exceeds the domestic ones which in all internalize into the university spirit”. Arum and Water hold that internationalization of higher education includes three main factors: the international content of curriculum, the international exchange of scholars and students who are related with training and research and the international technological aid and cooperation plan.

According to the Association of Universities and Colleges of Canada, “there is no simple, unique or inclusive definition of Internationalization of University Education. It refers to various activities with the purpose of providing educational experience which truly integrates with global awareness.” British Columbia Center for International Education holds that, “Internationalization is the preparing process through which a nation successfully integrates itself into a continuing interdependent world.”

According to European Association for international education which founded in 1989, international education includes extensive activities. It usually refers to all activities that relate to internationalization of higher education. “Internationalization is a general process through which higher education rely less on domestic resources but pursue international development more.”

In China, according to “Education Dictionary·Pedagogy Volume” compiled by Gu Ming Yuan, Internationalization of Education is defined as “an educational common-problem-solving trend which involves international exchange, research and cooperation after WW II”. It embraces three main characteristics: first, the appearance and development of international education institution; second, the strengthened international cooperation; third, the reform of the closed and isolated condition of education system in all countries, to adjust to the development trend of all types and levels of schools at home and abroad. While in “Education Dictionary·Higher Education Volume” compiled by Wang Yongquan, Internationalization of Education is defined as “a development trend that higher education is oriented towards the need of the world on the basis of their own domestic needs.”

Therefore, the Internationalization of University Education actually refers to a running-school philosophy that higher education is bound to foster international excellent talents for the area, nation and the whole world. Internationalization of University Education is to integrate the reform and development of university education with the global ones, conduct the international exchange and cooperation, absorb strengths of other countries, and to advance the domestic education modernization.

## **II Internationalization of University Education Promotes Chinese-Foreign Cooperation in Running Schools**

Due to the development of information technology, the boundary limits of knowledge transferring have been blurred. A nation's development relies increasingly on the extensive application of knowledge and information. An increasing number of students stick to the belief that acquiring international knowledge and experience is indispensable for the future success in job market. Therefore, to adapt the requirement of the era require higher education develops internationally with brand new concept and attitude.

From 1950s, every country attaches great importance to improving education, especially to the international exchange of higher education. An increasing number of governments have taken the internationalization of education as a strategic policy of a nation. Internationalization of University Education becomes a global trend of higher education development.

After China's entry into WTO, higher education is bound to develop internationally. While in Western countries, higher education resource is surplus due to the end of the mass higher education and low birth rate. However, as the advent of mass higher education, Chinese educational demands exceed its supply due to the planned economic model and insufficient education fees. Western countries spotted this opportunity and exerted every effort to take up more market share of Chinese higher education as soon as possible. Reforms in concepts, development models, operating mechanisms of Chinese higher education are quite necessary for following the pace of globalization.

Conducting international cooperation in running school, exchanging advance education experience, learning from the international-acknowledged running-school models, curriculums, training of teachers and staff and quality-assurance, introducing international excellent education resources are the effective ways for improving qualities of our higher education and strengthen the international competitiveness of Chinese students.

## **III Chinese-Foreign Cooperation in Running Schools Experience of Shanghai University of Engineering Science (SUES)**

Shanghai University of Engineering Science (SUES) seized the opportunity of first leap development of Songjiang University Town, developed its facilities greatly in less than two years. SUES moved into the new campus located in Songjiang University Town, all activities including teaching, scientific research and administration work have developed with the second leap development of Songjiang University Town. How to optimize the subjects and disciplines and explore the all-round development model of Chinese-foreign Cooperation in running schools are the key research issues of SUES in evaluating the existing cooperated-majors, conducting new cooperation.

SUES's international cooperation has its own distinct features with three majors including Sino-French cooperation, Sino-Korean cooperation and Sino-US cooperation. SUES has accumulated some experience in these years' cooperation with foreign universities.

### **3.1 Achievements in Sino-US Cooperation**

Automotive School of SUES has a joint graduate program with Shanghai Jiaotong University. It has a Shanghai Key Discipline ---Vehicle Operation Engineering and an automotive training center. Owing to these above factors, our university explored cooperation in Automotive School during the second leap development. We cooperated with Laurence Technological University (LTU), US in Automotive Engineering and Automotive Application Engineering in September, 2003 and another joint-program in Automotive Electronics in September, 2004. Through cooperation, school of Automotive Engineering not only enjoys excellent education resources in shanghai but acquires the high-quality resources of professional university in Detroit, the automotive center of US. Therefore, our objective is to develop the advantage disciplines (e.g. Automotive Engineering) into the top ones in shanghai and the influential ones in the world. Promoting the internationalization of our university is a significant research issue.

Automobile industry is one of the pillar industries in China. With the advent of globalization and the development of automobile market, automobile giants crowded into China. From the joint-venture production to building the research and development center in China, this market is high-potential. In order to explore the development potential for domestic automobile industry with high-quality talents and technology, we should establish international education philosophy, international talent philosophy, and international quality philosophy under the guiding principle of internationalization of education. The Sino-US joint undergraduate programs in SUES including Automotive Engineering, Automotive Application Engineering and Automotive Electronics have five specialized courses taught by teachers both from SUES and LTU in the first and second year of study. The professionals in LTU acquire abundant professional knowledge, several-year first-hand working experience in the top three automobile enterprises in US and high commitment to the education. The

teaching, the assignments, the quizzes and the tests are all in English. In short, they bring the advanced teaching methods, ideas, evaluating standards to our university. This kind of multicultural education not only sparks students' learning interest, but improve their international communication abilities.

Apart from the theory research and enterprise experience, the experts of LTU are a kind of advanced ideas themselves. It is when engineering experts work in enterprises, participate in research and development of products which designed to be in the leading position of the world that their research abilities could become world-class. Thus, the world-class disciplines, experts, researchers and students could come into being with this trend.

Modern automobile technology develops rapidly. The application of electronic technology in automobiles becomes increasingly extensive, from engines, transmission, ABS (Anti-lock Brake System), ESP (Electronic Stability Program), automotive air-conditioning to automotive communications, navigation, entertainment and IntelliDrive. Therefore, following the cooperation in Automotive Engineering and Automotive Application Engineering with LTU in 2003, the two universities conduct new cooperation in Automotive Electronics which have foresight in the construction of automotive related disciplines.

Our university adopts the complete-credit system which fit the students' characteristics and meets the requirement of international quality-assurance standard to ensure the teaching quality. Some excellent Chinese teachers have been selected to participate into the foreign teachers' classes, and solved problems after class with foreign teachers for students. This method could improve the English abilities and the professional knowledge of the domestic teachers and enhance the teaching quality as well.

### **3.2 The Experience of Sino-Korea Cooperation in Running Schools**

With the advent of informationalization and knowledge explosion, the social informationalized rate is increasingly rapid. The essence of digital media could be concluded as "cultural content, technological approach". The integration of digital technology and cultural content becomes a larger digital industry. The boom of new technology and industry poses a challenge for the traditional talents-cultivation system, but it may be an opportunity for Chinese art design education. Digital industry becomes the largest industry in Korea with a faster growing rate exceeding the automobile industry. Dongseo University, Korea has been selected as one of the best universities in the fields of Liberal Arts and Design Education by the Korea Council for University Education. Dongseo University has world-class facilities and professionals. While, in shanghai, the city crowned as "creative capital", universities here

are all seeking international resources to cooperate in art design related majors. Shanghai University of Engineering Science also took this excellent opportunity to cooperate with Dongseo University in Sino-Korean multi-media design undergraduate program in 2003.

Before starting this Sino-Korean multi-media design undergraduate program, the Chinese-foreign cooperation talent cultivation system has been researched systematically to adapt the requirements of economic development and industrial restructuring in Shanghai. In addition, distinct features of this program lie in the education reform, excellent experience abroad, educational principle of “take people as priority” and the advanced educational system that imported from abroad.

### **3.2.1 Integrate high-quality educational resource, Improve curriculum arrangements**

Sino-Korean multi-media design program introduces the high quality educational resources from Dongseo University and sticks to the principle of “combination of art and technology”. The coordinated combination of liberal art and technology, theory and practice, heritage and creation, branch and comprehensive, local and global has been attached great importance in curriculum arrangements to form its own distinctive characteristics.

### **3.2.2 Three distinct features of ten-year Running School Experience**

Sino-Korean cooperation emphasizes cultivating inter-disciplinary talents in digital media design who can combine the art design and Information technology, creation and practice and achieve the coordinated development among knowledge, ability and quality. During these ten years' cooperation, three distinct features have formed:

(1) Having a group of international teachers. Through ten years' effort, there is a group of international teachers among which one third is foreign expert teachers, mainly are Korean. This program has two deans, one from China and the other from Korea. The Korean dean is a renowned professor recommended by Dongseo University who live in Shanghai for long time. 75% of the foreign teachers live in Shanghai for 3~8 years (only back to Korea on vacation), 25% of the foreign teachers are recruited every year. At the same time, all the Chinese teachers go to Korea for further study by group. This international group of teachers is multi-cultural through ten-year effort.

(2) Distinguished features of cooperation in running school. A systematic and appropriate cooperation model “3.5+0.5” (3.5 year study in China, 0.5 year study in Korea) has been designed to in line with the international cooperation development direction and give full play to the advantages of educational resources of two universities. The advanced digital media

related course has been introduced into this program. These courses combine abundant teaching experience and Co-op education experience to improve students' academic and practice experience.

The courses are taught by Chinese and Korean teachers. The most distinctive feature of this program is graduation design instruction. The students' graduation design is instructed by both Chinese and Korean professors. That means the graduation design works are instructed mainly by Korean teachers, and the thesis advisors will mainly be Chinese teachers. Korean teachers emphasize more on the design technology while Chinese teachers attach more importance to the principle understanding. The cooperated graduation design absorbs the advanced experience and involves entrepreneurs, technicians in the process of students' graduation design.

(3) The distinctly-featured cultural integration. In this cooperation program, when students study in Korea, students from two countries could form workshops, learn from each other and exchange ideas. The cooperated design works could reflect the collision and infusion of Chinese and Korean cultures. This could cultivate students' international communication and cooperation abilities.

### **3.2.3 Remarkable achievements of Sino-Korean Cooperation**

Students of this Sino-Korean cooperation program improve greatly the international insight, professional knowledge, professional technology and applied skills. The achievements of Sino-Korean Cooperation are remarkable. For instance, in the design work display centered on "Edutainment·Infusion", students focus their design concept in the digital media, which gives full play to the interexchange and integration of multi-media technology and inspires students' interest. This design work display could reveal how digital media technology integrate facilitates combining education with entertainment.

Students' design works have received high-level awards for many times, which display the cooperation quality. Students have won the first and second prize of 2011 national college student 3D digital creation competition, first prize of 2012 national college student computer design competition and the second and the third prize of 2012 the third national student game software design competition.

From 2003 till now, there are more than 600 graduate students in this Sino-Korean cooperation program. Most of the graduates serve the creation economy of shanghai and play an important role in improving shanghai digital media development.

Sino-Korean cooperation has run for nearly ten years. In this process, we accumulate abundant experience, improve the influential power, share the excellent educational resources with foreign cooperated university to the largest extent (including outstanding professors and world-class teaching facilities) and ensure the continuing advancement of teaching quality. It enables students to immerse into the Korean culture, acquire unforgettable experience and improve their complex quality.

Currently, cooperation program has gradually transferred to “3+1” model (study 3 years in university and do 1 year internship in enterprises). The improvement in digital media, technology and industry provides both opportunities and challenges for cultivating international, creative and practical talents for digital media. The reform to “3+1” is also under exploring in the Sino-Korean cooperation in running schools.

Creative industry is one of the pillar industries to transform economic development, optimize space structure, improve city’s soft power, enhance international competitiveness and stimulate another new development of Shanghai according to “The Twelfth Five-year Plan”. Enhancing creative industry development, improving international competitiveness of Shanghai and building an international cultural metropolis are one of the significant task for shanghai in 5-year future development. “Creativity-motivated, transforming development” provides the right timing and location and excellent opportunity for Sino-Korean cooperation in running schools. Meanwhile, it faces new challenges: digital-centered industry which combines creativity and technology has already become the core industry in the knowledge economy in 21<sup>st</sup> century. Cultivating inter-disciplinary talents who are majored in “digital design, digital media design and digital enterprise operation and management” is the major trend. The innovation and exploration of Sino-Korea Cooperation has made great achievement.

#### **IV Conclusion**

Through Chinese-foreign cooperation in running schools, our university imported advanced textbooks abroad, improved bilingual teaching and broadened the horizon of higher education. In the future, the complete credit teaching management system will be established and the degree, qualification, vocational accreditation system will be further improved.

Chinese-foreign cooperation in running schools provides opportunities for international talents and research exchange, absorb the advantages from both Chinese and foreign counterparts. From my point of view, international exchange through Chinese-foreign cooperation in running schools can be various:

(1) The academic exchange could be in various scopes, from automotive engineering to electric engineering, management studies, material engineering, mechanic and other engineering-related majors, and from multi-media design to art design, industrial design, fashion engineering to rail transit.

(2) The talent communication could be via various ways. Apart from sending excellent teachers aboard, the high-quality talents also could be introduced to Chinese universities. In addition, the exchange of undergraduate, postgraduates and PHD students could also be conducted.

(3) The ways and the content of the exchange could be multi-layered. The talents exchange could be conducted with university abroad, the research institution and enterprises. Additionally, exchanges of books, facilities, and teaching management could also be conducted.

(4) The exchange is bidirectional. With the development of internationalization of higher education and accumulation of Chinese-foreign cooperation in running schools, it is irresistible trend to open up to the outside world and export our education industry.

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### **Brief Introduction to Vice President Chen Lihua**

Professor Chen Lihua, Vice President and Dean of Automotive Engineering School of Shanghai University of Engineering Science, member of Society of Automotive Engineers of China, executive member of the Shanghai Society of Aeronautics and Shanghai Automotive Educational Foundation. Prof. Chen graduated from Donghua University of Shanghai with MA in Management Science and Engineering.

Vice President Chen Lihua gives lectures to undergraduates every year on Organization Behavior, Human Resource Exploration and Management, Technological Resources, Civil Aviation Marketing, etc. Vice President Chen has been awarded with Second Prize of National Teaching Achievement, First Prize of Shanghai Teaching Achievement for the teaching construction project “The Creation and Practice of Cooperation in Running School of Air Transportation School with Sunrise Industry”. Vice President Chen has also made great achievement as thesis advisor.

Vice President Chen is in charge of five Key programs of Shanghai Education Commission which have already been awarded with the Shanghai Technological Achievement. In recent years, Vice President Chen conducted his research mainly on civil aviation enterprise management, civil aviation service quality, air harbor, rail transportation, etc. He published more than thirty papers on these areas.

## **Enhancing Exchanges and Collaborations To Promote Development and Prosperity of Higher Education in Asia**



**Dr. Shilong Yan**

**President, Anhui University of Science & Technology, China**

### **Abstract**

Higher education features regionalization and internationalization in the trend of economic globalization. International exchanges and collaborations have served as a driving force in promoting development of higher education in different countries. Higher education in Asia should establish the philosophy of internationalization and openness, develop an educational pattern with regional characteristics, formulate internationalized curriculums, strengthen academic exchanges and cooperation in scientific researches, and realize development and prosperity of higher education.

Higher education features regionalization and internationalization in the deepening of economic globalization. It is recognized worldwide that the development of higher education is depending increasingly on openness. International exchanges and collaborations have served as a driving force in promoting development of higher education in different countries. Under such circumstances, exchanges and cooperation in higher education, based on close geographical locations and cultural similarities, have become an important strategy for higher education in Asia in the process of internationalization. .

## **I Internationalization is an inevitable choice for higher education in Asia**

1.1 Enhanced intentional exchanges and cooperation between universities has become one of the main features for the development of contemporary higher education worldwide.

As an important feature in the trend of the economic globalization, the free flow of talents, information and other resources will optimally configure production factors and resources, which will bring along frequent exchanges and closer cooperation in higher education. With the strengthening of exchanges in politics, economy and culture, higher educational systems which take a nation or a state as its basic unit will be linked together beyond the boundaries of nations, cultures and states. Exchanges and cooperation in higher education will be a significant and indispensable foundation for its development. Meanwhile, the open world has unfolded a broader vision and more academic demands for the younger generation than for their predecessors. Education received in only one place or country lacks attraction and vitality, which can not satisfy the younger generation. Therefore, more and more young people wish to go overseas for further studies in order to grow into intellectuals with international horizon.

1.2 Economic globalization has provided good opportunities for cooperation in higher education in Asia.

Asia is now enjoying a rising status in international economic and political affairs and has become an emerging force in global stability and prosperity. Although social systems, development levels, cultural traditions, religious beliefs are different in Asian countries, the will to achieve mutual benefits through deepened bilateral and multilateral cooperation is consistent; the diversity in Asian countries enriches higher education cooperation in Asian countries. As a cradle for new ideas, knowledge, wisdom and technology, a university shoulders unique responsibility and mission in promoting cultural exchanges among countries, enhancing friendship, promoting regional development and building a harmonious Asia. Colleges and universities together in Asia should promote exchanges and cooperation to form an all-round, multi-level, multi-form new regional pattern and accelerate the internationalization of higher education.

However, the internationalization of higher education is by no means the identical of higher education. In the process of internationalization, Asian colleges and universities should attach great importance to integrating the local historical and cultural traditions and tapping the advantages and specialty accumulated in the long-term school operation. The discourse power in global higher education system could only be obtained by promoting international competitiveness relying on respective national features in education.

## II The development of higher education in China and international exchanges and cooperation

China is a developing country, which has actually a history of university education for a little bit more than a century. After the founding of new China, especially since the reform and opening up, the Chinese government gave priority to developing education in a strategic position and built the world's largest-scale educational system. The popularization of higher education has been brought to a higher level and the gross enrollment rate has risen from 15% in 2002 to 26.9% in 2011. July, 2010 witnessed the issue of the *Outline of China's National Plan for Medium and Long-term Education Reform and Development* by the Chinese Government. The outline explicitly proposes that by 2020, quite a few world-famous universities with original features shall come to the fore; some of them shall have reached or approached the level of world-class universities. Higher education shall be further popularized, with a gross enrolment rate of 40%.

China has always attached great importance to exchanges and cooperation with Asian countries in education. The number of exchange students between China and other Asian countries has been continuously increasing, which further strengthened exchanges and cooperation in language teaching. These activities have not only accelerated the internationalization of higher education in China, but also promoted mutual understanding and inclusiveness. The *Outline of China's National Plan for Medium and Long-term Education Reform and Development* proposes that education opening up shall be further expanded, the international exchanges and communications in education shall be enhanced, and advanced concepts and experience in education in the world shall be assimilated to boost education reform and development at home, and to enhance the nation's global position, influence and competitiveness in the field of education.

Meanwhile, proposals were also made in terms of enhancing exchanges and communications between domestic and foreign colleges and universities, and carrying out joint talent training and scientific researches with foreign institutions and experts. This is not only the guideline for colleges and universities in China concerning international exchanges and communications, but also a policy basis for colleges and universities in China to implement multi-level and wide range education exchanges and communications with colleges and universities in Asia.

## III Anhui University of Science & Technology (AUST)

Founded in 1945, Anhui University of Science & Technology was one of the first two mining institutes in China. At present, the total number of enrolled students is 23 thousand and the number of faculty and staff member is nearly 2000. There are 14 schools in the

university, including School of Earth and Environment, School of Energy and Safety, School of Civil Engineering and Architecture, School of Mechanical Engineering, School of Electrical and Information Engineering, School of Materials Science and Engineering, School of Chemical Engineering, School of Computer Science and Engineering, School of Surveying and Mapping, School of Science, School of Foreign Languages, School of Medicine, School of Economics and Management, School of Humanities and Social Sciences. With seven disciplines in Engineering, Science, Management, Medicine, Arts, Economics and Law, and 60 undergraduate majors, a complete three-level Degree conferment, Doctor's, Master's and Bachelor's Degrees, a talent training system has been established.

The university is also well-known for its “national inter-disciplinary and innovative coal mining talent training program”, six “national specialty major pilot programs” in Safety Engineering, Civil Engineering, Ammunition Engineering and Explosion Technology, Mining Engineering, Geological Engineering, Information and Computing Science, one “National Teaching Faculty in Safety Engineering”, and one China Open Course Ware in Ventilation Safety Science. The year 2011 witnessed the entry into the second batch of colleges and universities for “Excellence Engineer Training” program launched by the Ministry of Education.

The university is also home to 7 provincial and ministerial level key laboratories such as Coal Mine Safety & Efficiency Exploitation Key Laboratory, Mine Safety and Efficiency Mining Engineering Technology Research Center, and other 37 Research Centers (Experimental Center). The university also claims various awards in recent 5 years: three times we received second prize in National Prize for Progress in Science and Technology, four times we received Science and Technology Progress Prize awarded by Ministry of Education, 26 Provincial Technology Progress Awards, 15 Science and Technology Awards by National Association of Coal Industry, etc.

The university's focus on students' innovative ability enables our students to win gold medals in "Challenge Cup" National Undergraduate Extracurricular Scientific Work Competition and other competitions. In 2010, our students participated in the competition held in the United States. Our team won the first prize in International Fire Fighting Robot Contest, and second prize in International Rescue Robot Contest. AUST has been awarded twice as “National Advanced Collective in Graduate Employment” by the Ministry of Education. In 2012, AUST has been honored as “The Top 50 in Graduate Employment among Domestic Colleges and Universities”. Academicians Peng Suping and Yuan Liang of Chinese Academy of Engineering, secretary of Liaoning provincial Party committee Wangmin, vice Governor of Zhejiang Province Mao Guanglie, vice Governor of Anhui Province Xie Guangxiang and dozens of other provincial and ministerial leaders are outstanding graduates of our university.

With three campuses, the university covers a total area of more than 1340 mu, and the area of structure is 700 thousand square meters. A modernized new campus with an area of 3129 mu is under construction and will be put into use in 2014.

#### **IV Development of International Exchanges and Collaborations**

Anhui University of Science & Technology is one of the earliest universities engaged in teaching and research exchanges and cooperation with foreign universities and research institutes. AUST has developed cooperative relations with Asian universities including Hanseo University in Korea, University of Technical Education HCMC in Vietnam, Chubu University in Japan, Mongolian University of Science and Technology, and 53 universities and scientific research institutes in the United States, Germany, Britain, Poland, and Australia, and has signed Intercollegiate Exchange Agreements with 23 foreign colleges and universities.

##### **4.1 Educational philosophy of internationalization and openness**

AUST has established the educational philosophy of openness and a distinctive scientific development positioning. Through the application of international practice, such as International Engineering Professional Certification, holding international academic conferences, international scientific research cooperation, and visiting scholars and exchange students to overseas universities and institutes, global perspective and communication skills will be cultivated in keeping with the international economic and technological development trend. The establishment of course elective system, the compulsive & elective course system and trans-disciplinary elective system and other supportive measures such as minor program will encourage the students to select compulsive or elective courses and teaching faculty on their own, regardless of the boundary of schools, departments and majors. The teaching reform experimental class, which breaks the restrictions of majors, was established aiming at training versatile talent with interdisciplinary and comprehensive knowledge.

##### **4.2 Adapting to regional economic and social development, constructing internationalized curriculum system**

The university has focused on analyzing and grasping the diversified needs in cultivating talents in the context of economic and social development. By adhering to the principle of initiative and advance, standardization, specialty, scientific planning and dynamic adjustment, the gap between education and social requirements will be bridged. Regarding curriculum optimization as foundations and concentrating on specialty construction, AUST has been keeping up with the latest development of modern science and technology achievements in promoting curriculum reform and innovation. Abiding by the principle of “all-inclusive major, wide range and multi-directions”, AUST aims at cultivating students' logical thinking and analysis capabilities in handling major projects and large-scale systems. AUST has attached

great importance to advantage disciplines and building quality major with international influences based on the reality and programs and measures adopted in Specialty Majors of Mining and Blasting.

Meanwhile, foreign-related courses are provided for the students to acquire foreign-related knowledge in terms of culture, history and custom and the sense of international cultural identity. Bilingual teaching and original teaching materials and textbooks are also applied for cultivating students' language competence and ability to adapt to different working environments.

#### 4.3 Vigorously promoting the internationalization of the faculty, and improving the participation in international exchanges and cooperation

The teaching faculty with an international perspective is an important guarantee for international exchange and communication among colleges and universities. The teaching faculty could be strengthened by training and introduction. On one hand, outstanding young teachers should be selected for giving lectures abroad, cooperative research, further study and participation in the International Conference to enrich their experience in international activities. On the other hand, flexible talent introduction policy shall be made to bring in backbone teachers and discipline leaders with international experience for teaching, research, discipline construction and management. Supports in platform, programs and found shall be reinforced to make the faculty keep up with international advanced development trend.

#### 4.4 Strengthening international academic exchanges and cooperation in scientific research

Scientific research not only serves as a fundamental function of universities, but it is also an important indicator of the overall strength of the universities. Based on the educational and research advantages on Engineering and Geology and Mineral discipline, AUST attaches great importance on the major regional economic and technical needs and core technologies in energy industry to consolidate the leading position of the dominant discipline among its counterparts in China. At the same time, in order to expand areas of cooperation, AUST actively promotes international scientific research cooperation including *China Environmental Health Program* sponsored by USAID, *CO2 Emission Reduction and Utilization Program* and other international programs, Sino-Poland Bilateral Intergovernmental Scientific and Technological Cooperation Programs, and cooperation with Nagoya University in environmental energy research and coal gasification R & D technology sharing.

Professors and scholars from universities in Asian and all over the world are invited all the year round to give lectures at AUST. According to the construction of disciplines and cooperation intentions, part-time professor or visiting professor will be hired to motivate and

deepen the exchanges and cooperation with other Asia colleges and universities. The common science and technology issues in Asia will be chosen as topics for academic exchange seminars to foster an international academic atmosphere and promote the process of internationalization. These seminars include 2010 International Mining Forum, 2010 IWDIP, "China Environmental Health Project Workshop: Air Emission and Public Health", Sino-US Coal-fired Power Plant Air Pollution Control Training Seminar and so on.

#### 4.5 Exploring international education cooperation and resource sharing

Approaches in joint training talent with an international perspective have been continuously explored such as joint training of graduate students and exchanging student internship programs with Kookmin University and Daejeon University in Korea, University of San Carlos in Philippines, Osnabrück University of Applied Sciences in Germany, AGH University of Technology in Poland and other universities. The 7th China and Korea International Architectural Design Graduation Exhibition jointly and respectively held by AUST and Hanseo University promoted the communication between the students and broadened international perspective. The blasting technology training courses in Algeria provided by AUST based on the advantages in specialty major broadened the field of international education cooperation.

The era of globalization is a great era of communications and cooperation. At present, Asian countries have ushered in a new round of development at a higher level, and the future global prosperity and the progress of civilization will be more closely linked with Asia. The peace lasting, commonly prosperous and harmonious Asia is in line with the common interests of all Asian countries. As the most important institution in education and talent training, colleges and universities shall make relentless efforts continuously. All Asia colleges and universities shall strengthen friendships and deepen exchanges and cooperation with a far-reaching vision and an open mind. The exchange and development pattern for education with regional features shall be expanded to bring prosperity and development for Asia high educations. As a result, greater contributions will be made for a more energetic and sustainable development in Asia.

YAN Shilong , male , born in 1958 , doctor of engineering, professor, doctoral tutor , and President of Anhui University of Science and Technology, is now the Managing Director of China Society of Engineering Blasting and the Vice-Chairman of Chinese Civilian Blasting Equipment Association. He, mainly engaging in the researches of new blasting equipment manufacturing , application of theory of modern explosion and blasting technology, has completed more than ten national , provincial and ministerial scientific research projects, published two monographs and more than 40 academic papers and won the award of“the National Outstanding Teacher”in 2001.

**Entrepreneurships Education for a Global Workforce, Ciputra Way**  
*Ciputra University best practice in shaping entrepreneurship for a global workforce.*



**Dr. Tony Antonio**

**Rector, Ciputra University, Indonesia**

**Abstract**

Entrepreneurships Education in higher education has become a popular program throughout the world, not only in United States or Europe but also in Asian countries such as Indonesia. The reason for this is that people believe that proper education is the key to create and prepare the Entrepreneurs, who in turn will enhance the economic growth of a country.

Since the day it was founded by Dr Ciputra, Ciputra University has always emphasized entrepreneurships in a contextual way. This paper shares the best practices of Entrepreneurships education that's being run at Ciputra University. For instance, a recent survey reported here explores the degree of effectiveness of a unique Entrepreneurship program known as "Inspiring Wednesday." In this program, for one day each week the study will be dedicated solely to entrepreneurship topics.

Ciputra University offers its students a combination of real-live learning experience along with skills which are useful assets for aspiring entrepreneurs. The Entrepreneurship education is carried out by both professional entrepreneurs and entrepreneurial educators in order to achieve University's objectives.

## PAPER OBJECTIVE

This paper was intended to share the best practice of entrepreneurship education program in Universitas Ciputra Surabaya. It covers the rationale, methods, results, and evaluation of that program. A more detailed discussion on the Inspiring Wednesday, a unique program especially designed as the core of the entrepreneurship education program, is also given.

## ENTREPRENEURSHIP EDUCATION

Most Asian countries believe that Entrepreneurship Education is one of the ways to sustain the economic growth of the country. Also, in order for them to be able to give the maximum impact, the next Entrepreneurs should be prepared purposefully through education. Wong, PK, a Singaporean Entrepreneurship researcher once said that "If it is important, don't let it fall into chances, educate". Entrepreneurs specialize in taking difficult and complex decisions for which other people do not want to take responsibility..... (They) make a vital contribution to the economic growth. (Casson, 2006). Since preparing the next generation entrepreneurs is important, an entrepreneurship education is unavoidable. Indonesian Vice President, professor Boediono mentioned that Entrepreneurship education is the proper way to maximize the advantage of "demographic dividend" of Indonesia. The advantage of a higher percentage of working age among Indonesian people should be further boosted through entrepreneurship (Boediono 2011)

As a matter of fact, our Asian countries have done many programs of entrepreneurship education and training through formal and informal institution. A continuous collaboration work among ASEAN countries has been started years ago to design a common entrepreneurship curriculum and leverage a standard curriculum, especially for non formal education. Furthermore, several round-table discussions on entrepreneurship education among universities in Asia had been done regularly. However, as suggested by Ronstadt (1987) " ....with time, the question that ask if the entrepreneurship can be taught or should be taught will be replaced increasingly by what should be taught and how it should be taught".

In the spirit of diversity, there is no consensus of having the same exact contents and the methods of entrepreneurship to be taught among universities. For instance, different experts each suggest different contents of entrepreneurship subjects (Kuratko 2005; Schramm, 2006; Solomon et al., 2002). It appears that entrepreneurship is multidisciplinary subject in nature and should be able to accommodate so many relevant aspects. Solomon (2007) found some common elements in entrepreneurship courses, including: venture plan writing, case studies, readings and lecturing by guest speakers and faculty. The typical elements of small business management courses include class work, tests, and major projects such as the development of business plans; student business start-ups, consultation with practicing entrepreneurs; computer simulations; and behavioral simulations. Other include interviews with entrepreneurs, environment scans, "live" cases, field trips and the use of video and films (Solomon, 2007).

Despite the diversity, most Entrepreneurship education at universities has several common objectives. This includes cognitive psychomotor and affective domains such as enhancing entrepreneurial concepts and their contribution to Small and Medium Enterprises (SME) into the economy; developing entrepreneurial mindset of the students; motivating students to be an entrepreneur; providing students with entrepreneurial skills relevant to formation and development of new businesses; and providing conducive-circumstances for students to start a new business.

The call to do Entrepreneurship Education is in the right moment, especially for Indonesia. In the most recent Global Competitive Report from the World Economic Forum, Indonesia is ranked 4<sup>th</sup> in population among 144 large nations and 16<sup>th</sup> in the size of economic market. While it has been steadily improving across many indicators, sadly it remains only 70<sup>th</sup> in the quality of its health and primary education, 73<sup>rd</sup> in higher education and training, 78<sup>th</sup> in infrastructure, 85<sup>th</sup> in technological readiness, and 120<sup>th</sup> in labor market efficiency (Schwab 2012). Indonesia, with 240 millions population and very rich culture, is still classified as efficiency-driven economy rather than innovation-driven. To prepare an innovative job creator rather than job seeker among Indonesian youth and to enter the creative-economy driven can only be achieved through Entrepreneurship education.

## ENTREPRENEURSHIP EDUCATION AT CIPUTRA UNIVERSITY

Universitas Ciputra was founded by Dr (HC) Ciputra in 2006. Ciputra is a renowned business man, the 8<sup>th</sup> biggest philanthropist and the entrepreneur evangelist across Indonesia, Asia and beyond. His ability to see reality beyond reality enables him to see promises when others see problems, hope when others see horror, livelihoods when others see litter, and vibrant communities when others see catastrophe. He realized that, if the precious competency of entrepreneurship could lead him to such success, that competency should be shared for the betterment of the world. (Cheeks, 2012)

Entrepreneurship, according to Ciputra, is the ability to turn dirt into gold (turn trash into cash). Ciputra believes that there are 3 factors that influence people to be entrepreneurs, namely: birth, environment & practice. By birth, a child has already had the talent and DNA of an entrepreneur. By environment, a child have already seen and learned a lot of entrepreneurial practice that surround him/her. As a matter of fact, not everybody has the privilege to be born and to have entrepreneur environment, and therefore practice, training and education is the only ways to climb the entrepreneur path for them. On top of that influences, Ciputra also have faith that there are three main characters that an entrepreneur need to master; these are creative-innovative, opportunity seeking and calculated risk taking. The three characters are adopted by Ciputra University.

Located on Ciputra's own sub-urban satellite city called CitraLand, Surabaya, Ciputra University (UC) has a core focus on entrepreneurship. The vision of the University is to be a world class institution that creates entrepreneurs with excellent character. This vision is worked out through the mission statement as below

To cultivate entrepreneurial mentality

To foster character excellence as entrepreneur

To encourage the spirit of entrepreneurship

To develop entrepreneurial skill

In order to implement Entrepreneurship Education, a University should provide a right method, a right mentor and a right mentee. These 3 RMs is a requirement in order to have the right outcome of the teaching learning process. The right method means that University should design a right curriculum that will fulfill the need of the student to be an entrepreneur. On the other hand, the delivery method of the content should also be in line with the purpose of building the life skill of the student. The right mentor means that training should be provided for the class facilitators to run the program, the competency of the facilitator should fit to the curriculum. The right mentee means that not all student are able to be an entrepreneur, some would go for corporate entrepreneur or to be professionals with entrepreneurship qualification. However, a selection test should be applied before the admission process to have the right candidate for the entrepreneurship education.

#### *The right method – entrepreneurship curriculum*

UC curriculum has met the standard of MONE (Ministry of National Education), which means it fulfill the requirement for a student to hold the degree in their own discipline. On top of that, UC graduates have the 4 years experience to become educated entrepreneurs, new venture creators with scale up potential.

There are several ways to applied entrepreneurship curriculum in the university. The first one is for the curriculum to be run through one or two entrepreneurship subjects. In the second one, all curriculum activities are managed by an entrepreneurship center, which could be inter department. UC, however, takes a third option, where the entrepreneurship is designed as a compoulsary subject for all student of any discipline for 5 semester, i,e from semester 1 to semester 5.

The specific of this program is as follows: The University dedicated one day for entrepreneurship on every Wednesday. On this day, student and facilitators will have no other lecture except entrepreneurship, which we call ‘inspiring Wednesday’. The Inspiring Wednesday is an interactive and experiential learning process, based on project based learning with hands-on approach and real life problem. Real project means real network and resources, real risks, real problem market need and real fulfillment.

From semester 1 to 5 the students will learn Venture's big picture such as Imagination of a business (knowledge, opportunity and creativity), potential partners (wide and potential partners, good reputation), business-venture execution (risk taking ability, managerial skills, customer service) and ensuring the sustainability (ethics, good will, innovation, social capabilities and win win partnership). This curriculum model is shown in the Figure 1 and Figure 2 below,

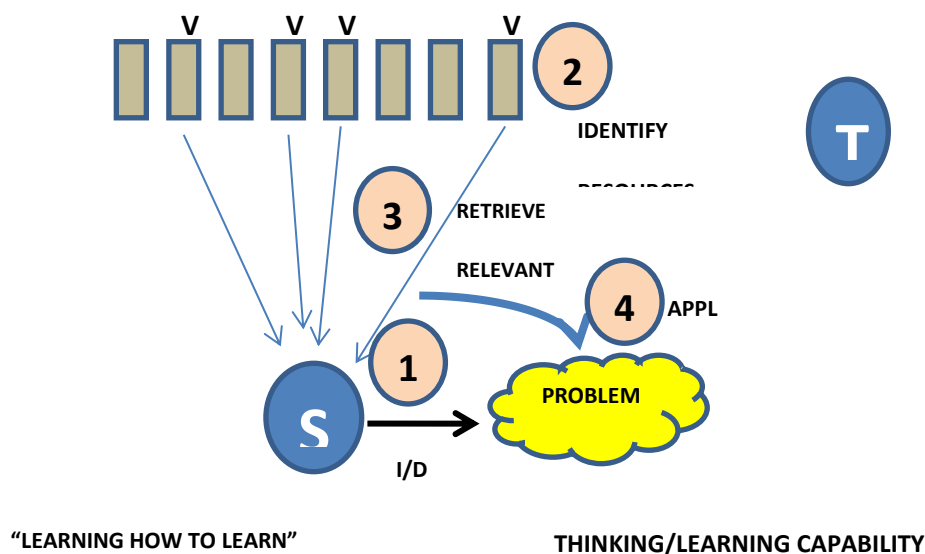


Figure 1. Curriculum model

### The Inspiring Wednesday

The Inspiring Wednesday or Reboan is compulsory for all students in UC. This entrepreneurship program comprises 12 - 15 credits out of 144 or about 10% (ten percent) of

the total credits in all the study programs. It is not an optional, once-a-semester phenomenon. Entrepreneurship training is embedded in all majors for the five semesters. The entrepreneurship program that is conducted on the Inspiring Wednesday is divided into several classes semester-wise which is called “E” class followed by the semester. For example E 1 refers to Entrepreneurship class for the students of the first semester. Each class consists of 46-50 students from different majors in order to achieve an interdisciplinary learning environment. Class will be divided into group of student. The size of the group may be 3, 5 or 10 depend on the characteristics of the project. The aim is to make the students learn from each other applying the knowledge and experience they have gotten from their respective majors. Each “E” class has its own final project by the end of semester. The projects are shown below

	INSPIRING WEDNESDAY MODEL			Sem 8
<b>Final Project</b>		New Venture Creation		Sem 7
	DEPARMENT CORE SUBJECTS	New Venture Creation		Sem 6
	International Business Mgmt International Business Accountancy	E5	International Biz	Sem 5
	International Hotel n Tourism Biz Culinary Business	E4	Innovation	Sem 4
	Multimedia tech Biz information system	E3	Retail	Sem 3
	Interior Design Fashion Design Business	E2	Start Up n online	Sem 2
	Visual Communication Design Psychology	E1	Personal Selling Skill	Sem 1

Figure 2. Inspiring Wednesday Model

E1 personal selling/ branding is introduced to first semester students to get them familiar with the simplest way of creating a business which is an individual selling. The students can choose a product or a service of their choice from a catalogue and then take this product to the market. Students learn how to promote the products and sell it to customers which could be their circle of friends, families, and people they might know. The learning outcome of E1 is basically that student learn the process of direct selling and come up with new and innovative ways of selling a common product. It forces them to think out of the box and be creative. The expectation is not only selling the product, but also to make the student become more assertive and have a good communication skill.

In E2, the students learn how to promote their product using the digital media. They have to learn how to target a bigger, broader market using digital marketing such as Facebook, Twitter or even making their own website for a specific product/ service. They usually do not have their own products yet or have not learnt how to create their own products. Hence, they use the existing products as was the case in E1. The venture has also become slightly larger and require additional resources including human resources and capital investment. As the students graduate to a retailing model where everything cannot be done alone, they need to start to manage people and team. It is the time for the students to learn and to exercise their life skill especially interpersonal skill.

In E3, the students learn how to manage the various aspect of the business from human resources to marketing and from finance to operations. It includes a four week business simulation. During the business simulation, they have the opportunity to expose their business project publicly and have some feedback for improvement.

Moving to the next level, students learn how to expand their business in E4. They learn the mechanism, complexity, challenges of running a business in multiple locations. Before this, the students need to set up their ventures formally. The key task in E4 is to register the venture as a legal entity and launch it. Moreover, they have to understand the demand in other cities or regions and customize the product keeping in mind local tastes, preferences, religious sentiments etc. This customized product or service could become the key resource of their ventures. Therefore, E4 is called Innovative Venture Creation. Once the venture is launched, the students would solidify their position in the market and then try to expand.

Expansion is not just about local or regional but also international. In E5, the students are encouraged to participate in foreign trade fair and try to introduce their product to the international market (market testing). On top of that, the students would also need to learn all the legal aspects of running an export-import business and protecting intellectual property (if any) and brand. Going international means complying with international law and regulations.

The “E” class is considered a platform where the students conduct their business experiments through the real projects. Students are expected to make mistakes while doing the projects in order to learn from the experience. This practical knowledge can be used while creating their real ventures later on. Each semester and each project must go through the same cycle called entrepreneurial process cycle which is done repetitively. The process consists of five steps for creating and running the business (National Content Standard for Entrepreneurship Education). Those steps are dreaming about the possibilities (Discovery), choosing an idea and creating a plan (Concept Development), testing the feasibility of the plan (Resourcing), starting and running a business (Actualization), and deciding on the future of the business (Harvesting/ Revise). The aim is that students must understand the concepts and processes associated with new venture creation.

All E is divided into two phases with each representing special objective of learning. The main objective for the first three semesters is about Discovery and E Essential. In this phase, the students learn about Basic Entrepreneurship which covers developing an entrepreneurial mindset and gaining the basic skills of business. Furthermore, from semester four to semester five the students will focus on Innovative Venture Action which is about Intermediate Entrepreneurship including innovative venture creation and international entrepreneurship either business or social type. The same process runs continuously through all the E classes with the increasing level of complexity.

#### *The right mentor – entrepreneurship facilitator*

Pope Alexander IV said that "university" or *universitas magistrorum et scholarium*, in latin means "community of teachers and [scholars](#). (Pope Alexander IV to the University of Paris , April 14<sup>th</sup> , 1255). Based on this belief, Universitas Ciputra has a goal to make the schools as a fellowship of scholars, entrepreneurs, entrepreneur enabler and entrepreneur to be. We utilize all the network resources from academic, business world and from the society as well. A combination of full time lecturer and part time entrepreneur or professionals (called *Entrepreneur in Residence EiR*) as class facilitators in every class makes for an interesting

teaching learning process. These two different background facilitators are called Entrepreneur Enabler.

As entrepreneur enablers, the academicians provide the conceptual and theoretical foundation needed by students to develop their creativity and innovation while the Professionals or the EiR are external experts, invited to share their experiences and knowledge to inspire the students. They bring the practical experience and ground realities of doing business into the classroom. The collaboration serves more as mentor rather than teachers to set up new venture.

Entrepreneurship 1 to 5 allows the student to do start up business on different level of difficulties. Once they finish the project, they have the freedom to continue or to stop the business. Once they want to continue and begin to enter the scale up step, a business incubator is there to help them to get funding and support.

#### *The right ecosystem – entrepreneurship environment*

A university should have a good academic atmosphere in order to enhance the academic achievement of her faculty. Similar to this premise, an entrepreneurial university should create a good entrepreneurship atmosphere in order to enhance the achievement of the entrepreneurship project. The learning environment is designed as accommodative as possible to create excitement about entrepreneurship.

Continuous inspiring story about entrepreneurship is given in the beginning and at the end of every semester entrepreneurship subject in order to provide a lot of motivation for the students. Reward system is applied for those who have a remarkable achievement, and a Wall of fame is provided to put the successful business project. TV and newspaper's coverage is possible for a very distinctive achievement, and there are also some fun and festival-like events to celebrate and reward entrepreneurial efforts. The entrepreneurship ecosystem is planned purposely through a relax relationship between student and lecturer, where an easy access to discussion will motivate a lot of creative ideas. This rewarding entrepreneurial behavior is a must to have the right entrepreneurship ecosystem.

### Evaluation and challenges

At the end of 2010, a survey, funded by the Directorate General of Higher Education Ministry of National education is conducted on the alumni. 100 alumni participated as respondents. The pie chart below shows the result;

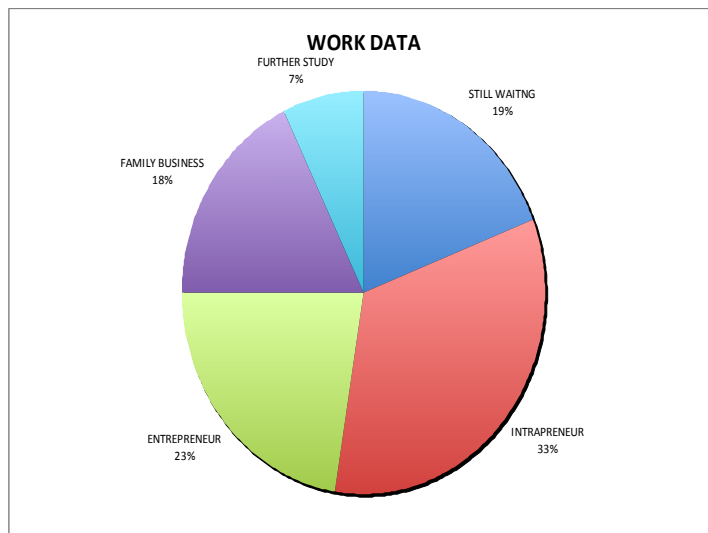


Figure 3. Procentage of occupation of Alumni

33 % of the alumni become Intrapreneur.

23 % of the alumni become Entrepreneur, continue their business.

18.5 of the alumni continue their family business.

19.5 % still waiting for job or opportunity to do business.

7 % go for further study

In other word, 41.5 % of the alumni is doing business of their own or their parent's, while 33 % is working with other company, where they may still be looking for experience or wanting to keep their career as corporate entrepreneur. The other 19.5 % is still waiting for job or opportunity to do new business.

A yearly evaluation on the program already gave some feedback on the execution of the program. Small and big adjustments have been done to the curriculum and to the facilitators as well. The biggest lesson learned is that the finding of the 'Tai-Chi Principle' in the inspiring Wednesday. Business process is a vehicle for learning, while application can be in any domain; social, governmental and academic.

The biggest challenge is to prepare the facilitators, building portfolio for the entrepreneur enablers - portfolio of academics in the real world implementation and portfolio of EiR in the theory behind entrepreneurial efforts. What makes us teacher is our capability to teach, creating learning scenario environment for good learning and creating proper method that will help students to learn.

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## Profile of Tony Antonio

Email address: [tonyantonio@ciputra.ac.id](mailto:tonyantonio@ciputra.ac.id)

Postal address: Ciputra University

CitraLand, Surabaya, Indonesia

Phone : 62 31 7451699, 62 8189 123 52

### Education :

M. Eng in Electrical Engineering, University of South Australia.

B. Eng in electrical engineering , Pancasila University, Jakarta.

### Occupation :

President Ciputra Univeristy Surabaya Indonesia

Co-founder Ciputra University

### Research Interest :

Entrepreneurship Education, Leadership

Technopreneurship, Communication network.

**Cultivating Highly-qualified Citizens of Global Vision  
: The Guangwai Model and Its Experience**



**Dr. Fang Fanquan**

**Vice President, Guangdong University of Foreign Studies, China**

Globalization and populist approach to higher education have posed new challenges to tertiary education in China, resulting in the formation of a diversified and multi-tiered pyramid structure in China's institutions of higher learning. Colleges of different types or levels may have different social mission, educational objective, operational model or values held. As an internationally-oriented regional university, Guangdong University of Foreign Studies (also popularly known as Guangwai) adapts proactively to new situations and new tasks, readjusts its educational objective and criteria in light of its unique advantages and features, and establishes cultivation of highly qualified citizens of global vision as its educational goal. This paper argues that college education is also a kind of civic education, emphasizes that more importance should be attached to the idea of global vision in college education, discusses what a highly qualified citizen of global vision actually entails, and finally details Guangwai's approach to cultivating highly qualified citizens of global vision and its specific measures to that end.

Keywords: globalization, populist approach to higher education, highly-qualified citizen, reforms on education and teaching

Globalization is a major feature in the world today as indicated by the ever increasing closeness of economic and political ties among various countries or regions, frequency of personnel and cultural exchanges, and speed in dissemination of academic expertise. Rapid advances in information technology have in turn been pushing the process of globalization even further. Over the past decade, with its accession to the WTO, China has taken the initiative to integrate itself into the global development scheme, and actively participated in international cooperation and competition, with its reform, opening up and modernization drive moving steadily forward. As impressive, the past decade has also seen the flourishing growth in China's higher education. In 2002, its college gross enrollment rate reached 15%, marking its entry into a stage of mass college education as internationally defined. By 2007, China's college gross enrollment rate reached 23%, with 27 million students in total, ranking first in the world. In the presence of the new situation and tasks, China's higher education is facing unprecedented opportunities and challenges. What kind of students to produce and how they are cultivated becomes a major concern for colleges across the nation? To this end, Guangdong University of Foreign Studies (Guangwai) takes into account the external condition and its own actual situation, reforms its operational philosophy, establishes cultivation of highly qualified citizens of global vision as its educational objective, and makes a vigorous effort of practice and improvement toward the goal.

Guangdong University of Foreign Studies, established in June 1995 through the merger of Guangzhou Institute of Foreign Languages and Guangzhou Institute of Foreign Trade, is one of the key institutions of higher learning in Guangdong Province specializing in international studies. Currently Guangwai offers 56 undergraduate majors in 20 faculties, which fall into eight disciplines of literature, economics, management, law, engineering, science and education. In graduate education, it offers seven PhD programs, thirty three masters programs. Guangwai has a fulltime teaching staff of 1173, 80-strong visiting professors and 60-strong international teacher scholars. It currently enrolls nearly 22,454 full-time students, among whom over 2,000 are MA or PhD candidates. In addition, it enrolls other types of students including self-taught students, refresher course students, students who receive training and foreign students learning Chinese, totaling 13,000. Guangwai adopts and upholds its motto of moral integrity, noble conduct and learning across cultures and endeavors

to promote the integration of foreign languages and specialties, cultivate talents well-versed in one chosen specialty but with multiple skills, excellent in ethical cultivation and competence in the chosen field of study, adept in cross-cultural communication and IT practical skills, with a global vision and innovative spirit, so as to prepare them to become internationally-oriented personnel who can readily facilitate global cooperation and participate in international competition.

### **I. College Education Is also a Civic Education**

The birth of any educational ideas, especially those on establishment of institutional objective and educational model, is always manifested as an educational choice in reaction to social changes. We now live in such an era of great changes when people's mode of production, way of life, social ties, values and even the very form of civilization are experiencing profound changes thanks to the accelerated pace of globalization. In the meantime, with incremental enhancements on China's market economy and further segmentation of markets, differentiation of stakeholders is gathering momentum. This diversified era necessarily renders stakeholders and personnel requirements pluralistic and differentiated in nature as well. Therefore, higher education in China has to produce workforce of various levels and types in order to cater for the diversified social needs. Society needs not only scientists, philosophers, men of letters and other subject matter experts, but more ordinary highly-qualified citizens, who constitute the cornerstone for social stability and progress.

The evolution of China's tertiary education from elite to mass accessibility has reflected the extent of social demand for college graduates, met popular aspirations for access to higher education and fully embodied the social values of higher education in the cause of national rejuvenation through science, education and professional workforce. Civic education is not only the task assigned to elementary or secondary education only, but should be carried out throughout every stage of national education. It is an international recognition that civic education also constitutes a major task for higher education. In October 1998 the first World Conference on Higher Education was held in Paris and it is explicitly stated in its Declaration that "the core missions and values of higher education should be to educate highly qualified graduates and responsible citizens". Against this background, Guangwai adapts proactively to

new situations and new expected tasks and defines its mission of cultivating highly qualified citizens in light of its position. Neither idealistic nor too rigid, this mission fits the realistic need of most students today and can be better accomplished for workforce cultivation.

## **II. College Education Should also Emphasize the Idea of Globalization**

Globalization is an umbrella concept, with economic globalization at its core. It encompasses the interrelations, mutual impact and constraints in such broad and multi-tiered areas as politics, culture, science and technology, military, security, ideology, way of life and value system across all countries, nations and regions. Globalization, in today's world, is an irresistible trend of the times. Nothing perfect, globalization brings some negative impact while in its vigorous promotion of world prosperity, including new challenges posed to the self-identity of developing countries and diversity of world cultures. All of these, in turn, have a bearing on the development of higher education, thus calling for adequate responses on its part, since higher education, after all, cannot as a whole develop outside the sphere of influence defined by globalization. In other words, higher education has to keep abreast with the progress of globalization on the one hand to guarantee and assist its further development and, on the other hand, to ensure its healthy development by trying to seek for solutions to problems arising from it. Meanwhile, as an important development trend in higher education, internationalization has been identified in UNESCO's Policy Paper for Change and Development in Higher Education as one of its major challenges. Knowledge knows no boundaries; its quest, enrichment and dissemination has been greatly improved thanks to the joint effort by international scholarship. That constitutes the internal cause for internationalization of higher education. On the other hand, global trade, economic and political integration worldwide and increasing demand for intercultural understanding further generate significant impetus for its internationalization. Production of highly qualified citizens as its ultimate goal cannot be deemed complete for a college; adequate appreciation of globalization should be added on top of that. With that addition, the educational goal becomes cultivation of highly qualified citizens with a global vision. Guangwai's motto of moral integrity, noble conduct and learning across cultures also provides the best interpretation of its goal of producing highly qualified citizens of global vision.

## **III. Highly Qualified Citizens of Global Vision Defined**

Dedication to the training of highly qualified citizens of global vision requires a good understanding of what constitutes a highly qualified citizen. First, the concept of citizen should be clearly understood. Despite various generalizations, there are three fundamental defining features on the term: (1) Citizen refers to both *homo sociologicus* and *homo politicus*, who exists as member of a society and State. (2) Citizen expresses a certain legal relationship the individual has with the State as well as his corresponding rights and obligations. (3) Citizen is not only a political concept but also a historical and cultural one. From Guangwai's own experience in workforce education, a highly qualified citizen of global vision should possess the following characteristics:

**1. A strong patriotic sentiment and cultural identity to be a citizen of the country in the fullest sense.** Cosmopolitanism could not exist without distinct national traits of each country. Globalization is largely based on national characters, not against them. Diversity does not contradict integration but should constitute its major prerequisite. A highly qualified citizen of global vision, with his roots in a certain nationality, should have a national consciousness, national sentiments and the spirit of self-improvement, and in short a robust awareness of being a citizen of that country. As an internationally-oriented institution of higher learning, Guangwai attaches special importance to the education of its national traditions and cultures, strongly committed to enhancing students' cultural awareness and cultivating rational patriotism in them.

**2. A world-wide mind and global awareness as a true person in modern era, overcoming ethnocentrism and parochial nationalism.** In this regard, Guangwai trains students to be adept in cross-cultural communication with fluent use of foreign languages, well-versed in international affairs and universally observed practice and protocol, and capable to directly engage in international competition and cooperation. In short, a person competent to get along well with others in international communication, who respects the customs and religious beliefs of other cultures and also upholds the dignity of the Chinese nation and being a Chinese.

**3. A proper value orientation as a citizen full of loving care and social responsibility.** In this regard, Guangwai requires its students to commit to introspection and continual self-improvement for harmony in inherent personality, character, will, mind and desire. It also fosters proper value judgment, loving care, moral courage to take responsibilities, observance

of social mores, critical rationality, and competence in handling human relations with Nature and other people.

**4. An awareness of opening-up to the world and global service as an internationally marketable college graduate, capable of meeting a variety of job requirements at home and abroad.** A highly qualified citizen of global vision is expected to possess strong abilities in independent thinking, competition, information processing, integrated knowledge across disciplines and international communication, fully competent in either positions for foreign institutions in China or immediately working overseas, with great adaptability and marketability. Guangwai's experience shows that its student training objective for high-quality citizens with a global vision fits in with the social needs and proves to be sound and feasible. With rigorous training in chosen programs, practical foreign language proficiency, good understanding of international practice and easy adaptability, students of Guangwai have consistently been widely acclaimed and well received by employers, especially those engaged in international communication. Against the shrinking job market in recent years because of the financial crisis, Guangwai still scored above 98% in its overall undergraduate and graduate job placement rate respectively, ranking among the top across all universities of the Province. More impressive, their employers are all well-established institutions offering very competitive starting salary and more than 80% of all the landed positions are from Chinese Ministry of Foreign Affairs, Ministry of Commerce, International Department of Central Committee of the CPC, Ministry of Finance, Top 500 global businesses, world leading accounting firms and major domestic State-owned enterprises. Guangwai also maintained high ranking in terms of graduate employability in China, standing second next to Tsinghua University according to 2011 Graduate Employment Blue Book released by MyCOS Research Institute.

### **Guangwai's Approach to Cultivating Highly Qualified Citizens of Global Vision and its Specific Measures**

**1. Innovation of educational and teaching philosophy.** Ideas guide actions while practice tests the verity of ideas. Cultivation of highly qualified citizens of global vision requires the guidance of advanced educational and teaching philosophy. Guangwai is firmly

committed in its college operational process to the beliefs of competence-oriented education, putting people first and teacher-led and student-centered instruction. Throughout the teaching process, great importance is attached to the shaping of healthy personality, cultivation of way of thinking, training of study skills, accumulation of basic knowledge and enhancement of problem-solving and innovative capabilities. In the meantime, comprehensive efforts are made to realize the three major changes: the educator should not only pay attention to what the students learn, what they think, what kind of people they are to be, but more to how they learn, how they think and how to be what they are expected to. As can be seen, innovations in educational and teaching philosophy, in turn, pave the way for production of highly qualified citizens of global vision.

**2. Intensified efforts on readjustment and reform of academic disciplines and programs.** Academic disciplines are the primary elements in the development of higher education as allocation of its essential resources is discipline-based. Guangwai is fully aware that cultivation of highly qualified citizens of global vision requires massive effort in consolidating disciplinary strength in order to promote the cultivation of highly qualified citizens of global vision through the presence of high-level disciplinary areas of study and complementarity of those multiple disciplines. To that aim, Guangwai has, in the past 13 years since the merger and especially the enrolment expansion program, been consistently committed, in its development of academic disciplines and programs, to the principle of excellent quality over mere grand size, distinctive feature over sweeping scope and a clear sense of proportion over what to pursue and what not to. On the one hand, for better international orientation Guangwai offers additional academic fields and programs in economics, management and law that are in dire demand since China's entry to the WTO as well as new program concentrations geared toward international communication and optimizes the structure of its academic disciplines and programs. On the other hand, consolidated efforts are made to build up the strength of those fields and programs to enhance their overall level. Along with the optimization and enhancements, the extent and depth of interdisciplinary program development is further improving. All this has laid a solid foundation for integrated teaching of program-specific courses and foreign languages and ultimately the cultivation of highly qualified citizens of global vision.

In this regard, for example, Guangwai was among the first in the nation to establish its School of Interpreting and Translation Studies in response to the situation where professional

translators and interpreters are in very short supply in China (more so in Guangdong). A complete professional education system, offering undergraduate, dual degree, professional diploma, graduate and PhD programs, is thus in place. Translation Studies featuring Interpreting, in particular, leads the way in Guangdong and has a powerful influence nationwide, a proud “brand” in the fields of study that Guangwai offers. Guangwai’s School of Interpreting and Translation Studies boasts the best team of interpreters in South China, which undertakes interpreting assignments for many of the major foreign affairs events of the Province. In the 2008 Olympics, one of its young faculty members was proudly appointed as the interpreter for the mayor of the Olympic Village.

**3. Reforms on educational training model.** Training objective to training model, reflected in education, is what form/purpose is to means: a certain training goal requires a certain training model to match while adjustments to the goal or level may in turn result in changes of the training model. To attain its educational objective of producing highly qualified citizens of global vision, Guangwai consistently follows the principle of solid foundation, broad knowledge scope, multiple program concentrations, strong abilities and high general quality. This translates in its practice to a three-tiered training model: liberal studies, common core of the discipline and program-specific education with liberal studies as the foundation. For this goal, Guangwai makes a great effort working out the proper relationships between liberal studies and program-specific education, knowledge dissemination and intellectual training, common requirements and individual choices, seeing to it that the student grasps the essence of being a person of good moral standing and of the ways of getting things done. What’s more, through this model the student is trained to acquire the abilities in better thinking, innovation and life-long learning. In the meantime, there is always room available for those overachieving students for individual development while great attention is still paid to the general requirements to all students.

For example, since 2004 both Faculty of English Language & Culture and School of English for International Business have had their undergraduate students take common core courses of the discipline for the first two years and take courses for specific program concentrations in the last two years. This arrangement enables students to acquire adequate English proficiency in listening, speaking, reading, writing and translation and in the meantime take liberal studies courses in the modules of natural science, social science and arts. Entering their third year, students choose their specific program concentrations according to

their interest and academic performance and take those program-specific core courses to be well trained in that particular field of interest. As can be seen from Guangwai's experience that reforms on educational training model make it possible for students to build up a broad foundation in liberal studies, solid program-specific training, a clear global vision and sound critical thinking, making them fully ready with respect to general knowledge, practical ability and overall competence to become highly qualified citizens of global vision in their future endeavor as expected.

**4. Reforms on curriculum content and curriculum design.** Such reforms are where the focus and challenges reforms on teaching lie, and, if successfully carried out, they would establish a major foothold for reforms of educational training model, so they play a very important role in the process of training highly qualified citizens of global vision. Guangwai revises its general instructional program to stay updated and relevant and applies systems design and overall planning according to its educational objective within the framework of three-tiered training model. Through reducing total credit hours, readjusting total course credits, redefining the ratio of required/optional courses to offer more credits for optional courses, it restructures curriculum content and curriculum system to create a platform comprising liberal studies, common core of the discipline and program-specific education, thus providing sufficient time and room for students to exercise autonomous learning and independent thinking.

Special importance is attached to the integrated teaching of specific academic programs and foreign languages. Foreign language majors are offered business-related course while non language majors are provided with sufficient training of English so that the former acquire adequate knowledge and skills in international economics, management, law or information technology besides their chosen major while the latter also keep improving on their practical proficiency in English and cross-cultural communication skills. On top of that, Guangwai pays great attention to curriculum of cross-cultural communication so as to enhance students' sensitivity to, tolerance of and flexibility toward cultural differences, all required for increasingly broad scope of international communication.

**5. Reforms on teaching methodology and pedagogical means.** Ever deepening globalization and rapid advances of information technology create new requirements on the

teaching methodology and pedagogical means in tertiary education but also provide new possibilities for teaching methodology, especially pedagogical means. In view of its goal of producing highly qualified citizens of global vision, Guangwai vigorously promotes the research-oriented instructional model characterized by inquisitive mind, heuristic thinking, teacher-student interaction and two-way communication. Teachers are greatly encouraged to apply seminar, heuristics, lecture, case study and research methods to the classroom in order to only disseminate general knowledge but more to pay attention to student capacity training and personality cultivation and to stimulate, guide and facilitate students to take the initiative in discovery, analysis and solution of problems. Great efforts are exerted to make curriculum content more accurate, updated and practical for a classroom full vitality in quest for knowledge, exploring and innovation. Depending on their nature and teaching requirements, different disciplines or courses may call for different research-oriented means of instruction to reflect the dominant role of the student, important function of research and integration of general knowledge, ability and comprehensive competence so that the student shifts from a passive knowledge recipients to an active knowledge seeker and throughout the explorative learning process gains knowledge, trains his way of thinking, cultivates abilities and develops his individual character.

In this regard, for example, Guangwai takes an innovative step in adopting the Team Teaching model. Take the course of *Western Culture and Society*. Students of the same class are taught with self-compiled handouts by foreign and Chinese instructors both alternately and at the same time in close cooperation but clear division of labor. Content wise, both teachers jointly select those popular topics that students care for as course material. Besides, every week students are organized to watch course-related movies or videos followed by discussion and comment, as an extension to the course. This instructional model enables students to gain a better understanding of Western culture and society and also to enhance their cross-cultural communication skills through face to face interaction with foreign teachers.

Efforts are made for digital campus and multi-media classrooms and teachers are greatly encouraged to apply instructional system technology. Major services of the Main Library are now managed through integrated network. The move for digital campus, in turn, facilitates the

innovation of pedagogical means. For example, the campus-wide proprietary Online English Listening Teaching System provides VOD online service to students. For its rich contents, availability of various levels and great flexibility, the System caters for students at various levels for autonomous learning, a true transformation from traditional modes of instruction to Web-based one.

#### **6. Intensified efforts on teacher development to strengthen the academic faculty.**

The key to production of highly qualified citizens of global vision is presence of highly qualified faculty with strong international educational background and multi-disciplinary knowledge structure. To that end, Guangwai follows the principle of broad in-service teacher development and selective high-end recruitment by which younger faculty members are encouraged and dispatched to a university in China or overseas for further degrees in their field of study or for foreign language improvement so as to be in a better position to teach. In the meantime, planned efforts are made to go and recruit scholars with oversea educational or professional experience, those able to teach a specific field in English or those with training in a specific discipline or work experience to teach English. Recent years have seen good progress in teacher development and faculty structure at Guangwai. Overall, a great proportion of faculty members in Guangwai are able to offer program-specific courses either in English or bilingually (Chinese and English), which is substantially instrumental in attaining its educational objective for highly qualified globally minded citizens.

**7. Emphasis on students' practical training and exploration of more destinations for their hands-on internship.** Guangwai attaches special importance to practical training, considering it a critical means by which students relate to the community, enhance civic competence, broaden international vision and improve professional skills and social flexibility. Guangwai is very innovative in carrying forward the integration of practical training with program-specific learning, work-study program, innovative entrepreneurship and service to the community. Guangwai has been the main provider of interpreting and support staff for China Import & Export Fair (Canton Fair) and the Fair becomes the largest off-campus base for practical training. Every year as many as 1600 students work for the Fair with various related assignments. The presence of thousands of overseas buyers, the scale of trade negotiations involved and abundance of opportunities available for communication enable students to prove for themselves the extent of application of their knowledge and skill sets to

this grand event of international trade, to enhance their intercultural communication skills, to broaden their global vision and to reinforce their entrepreneurial spirit.

On campus, some well-known work-study related programs such as Yunshan Café have been created. Established, operated and managed all by students, such programs are professional market-oriented real businesses in their own right and become a highlight of Guangwai's student activities.

**8. Creation of a harmonious and content-rich campus culture.** Campus culture, as cultural and intellectual milieu accumulated in school evolution, represents a collective consciousness of its faculty, staff and students as distinct from other communities in their way of life, value orientation and mode of thinking. It is also a cohesive force for collegiate presence and development. In its efforts to train highly qualified citizens of global vision, Guangwai tries to build up a campus culture featuring harmony and diversity while this campus culture in turn further pushes forward its cultivation of highly qualified citizens.

Over the years, Guangwai has been committed to its motto of moral integrity, noble conduct and learning across cultures, which is also seen in its official anthem, flag and emblem. It reflects Guangwai's operational philosophy and feature; it also manifests the core values of an internationally-oriented university. To take advantage of its 14 foreign language academic programs and various mutually complementary disciplines, Guangwai runs a rich variety of artistic events on foreign culture and interdisciplinary academic events. These campus activities have greatly stimulated students' interest in learning, providing opportunities to show their talents and enhance their social competence, but also helped build their character so that they have better appreciation of understanding, tolerance, benevolence and responsibility. In this campus environment, students of Guangwai fully demonstrate their highly developed comprehensive competence and strong intercultural communication skills. They also exemplify civic virtue of being assertive and inclusive and represent the positive public image of college students today.

**9. Continued efforts in international exchange and cooperation.** Cultivation of high qualifications for global-minded citizens cannot proceed without extensive and active international exchange and cooperation. To date, Guangwai has established cooperative ties with 225 universities or academic/cultural institutions from over thirty three countries or

regions, resulting in very fruitful cooperation in such areas as student program, joint program, adoption of original courses and textbooks and academic publication, thus providing important support to the cultivation of highly qualified citizens of global vision.

Guangwai now has 39 dual degree program, 57 student exchange program and 29 study abroad program, and more than 600 students are dispatched abroad each year. On May 13 this year, CAMPUS Asia launching ceremony was held in Beijing, China's capital, attended by prime ministers from China and Japan and President of Korea. A brand new program involving 3 countries went into operation. The so-called CAMPUS Asia program aims to integrate the three higher education systems, allowing for the joint recognition of academic credits, development of exchange programs and agreements, and quality control. Guangwai, thanks to our years of strong foreign language teaching, after a series of very stringent review, has been included in the program, together with other six research universities including, among others, Peking University, Tsinghua University, Remin University of China. Each university is free to choose its partners. For Guangwai's CAMPUS Asia program, we work with our partners Ritsumeikan University in Japan and Dongseo University in Korea. With this overseas experience, they have not only had a better understanding of the target country, increased their program-specific competence but also strengthened their patriotic sentiments and sense of social responsibility.

**IN** conclusion, cultivation of highly qualified citizens by Guangwai both represents its discharge of a social responsibility and what healthy development of the University calls for. It goes in agreement with where globalization and China's populist approach to tertiary education; it also goes in sync with Guangdong's development strategy of upgrading international-oriented economy and enhancing its global competitiveness. Looking ahead, Guangwai will tap its accumulated experience, press ahead with its reforms and innovation, give further to its strong suits, implement its educational objective of training highly qualified citizens in every phase of its teaching activity, constantly raise its teaching proficiency and student training quality, and make an even greater contribution to social and economic development.

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### **Mr. Fang Fanquan's Personal Information**

Mr. Fang Fanquan was born in 1956 in Guangdong Province and graduated from Beijing International Studies University and then got his Master's degree of International Relations at Sussex University, UK.

From 1982 to 2000, he worked at the Foreign Affairs Office, Guangdong Province, during which, as the Head of Interpreting and Translation, he provided interpreting services for the leaders from Central Government, Guangdong Provincial Government and other celebrities. Mr. Fang boasts great experience in interpreting and translation and has published several books concerning interpreting and international affairs.

From 2000 till now, he was appointed the Vice President of Guangdong University of Foreign Studies. Currently, he is responsible for the financial affairs and international exchange and partnership for GDUFS.

## **Preparing Students for a Global Workforce**



**Mame S. Sutoko\***

**Dr. Cristiana Victoria Marta\***

**Deputy Rector for International Affairs, Vice Rector for Operational Affairs,  
Widyatama University, Indonesia**

### **Abstract**

Globalization is defined as the broad economic, technological and scientific trends that directly affect higher education and are inevitable. All universities around the world are affected differently by global trends. History shows that when universities shut themselves off from economic and societal trends they become irrelevant. So, the universities must find the effective ways to improve the quality of their students, to make them capable to compete both nationally and internationally, to prepare them as a global workforce. ‘Global workforce’ which means that a worker, in this case a university graduate, should mastery a lot of skills and have a lot of knowledge which help them to face different challenges.

In the present global situation students must be prepared for their future which will not confined to his own country only, but they need to have skills and knowledge which enable them to cross borders. Nowadays, one has to be able to read, communicate orally and writing, understand lectures by a foreign expert or instruction from a foreign employer.

Academic systems must accommodate these developments in different ways. What is the best way to prepare students for a global workforce? What contribution has the university in this regard? How do universities prepare students to face the so swift currents of globalization?

Of course, there are several appropriate ways that could provide supplies to students in order to compete as a global workforce, including: (1)the selection of appropriate teaching methods with the global goal, (2) give students the cultural knowledge, (3)mastery of a foreign language, (4) international education, (5) internship.

**Keywords:** globalization, global workforce, internship

## 1. Introduction

The 21<sup>st</sup> century shows momentum called globalization with its characteristics like information era which has wiped out the boundaries of space and time and the changes of environment conditions as a consequence of the civilization progress. The impact of this momentum with all its challenges appears in all sectors of social life and influences also the system of education.

Nowadays, the education experiences changes according to the demands of society, the progress of science and technology which develops rapidly, and the development of methods and technology of learning.

Higher education sector is undergoing a process of continual change and adaptation to the new trends led by globalization. Cross border mobility of students, lecturers, as well as course materials and higher education institutions, has increased along with the expansion of international cooperation among universities and the increase of educational opportunities across borders.(Sutoko, 2010)

A lot of researches and experiences have identified the problems and challenges in Higher Education, and one of them is the separation between teaching theory and practice, or the separation between basic sciences and applied sciences. This fact is one of the obstacles in increasing the relevance of education. In this situation, often, students do not understand the benefit of their knowledge.

In the present global situation students must be prepared for their future which will not confined to his own country only, but they need to have skills and knowledge which enable them to cross borders. Nowadays, one has to be able to read, communicate orally and writing, understand lectures by a foreign expert or instruction from a foreign employer.

In different sources we meet the word 'global workforce' which means that a worker, in this case of a graduate of a university, should be prepared to compete both nationally and internationally.

According to Ron Moffatt (in Kevin Knight) global force is *a global ready graduate who has grasp of global systems, global issues, the dynamics of how things are interrelated and interconnected in the world and how society can best address global issues.*

Global workforce development made aware universities that they should prepare students to understand the depth of the global community. 'Historically, education system is intended not only to provide intellectual, well educated human resources, but also competency requirement

that meets employment sectors.' (Sutoko, 2010)

The identified fundamental workplace skills and competences that students will need to have are:

**1. Fundamental skills :**

- a. Basic skills : writing, reading, mathematics, listening, speaking
- b. Thinking skills – creative thinking , decision making, problem solving
- c. Personal qualities : responsibility, self-esteem, self management, honesty, integrity, sociability

**2. Workplace competences**

- a. Resources: time, money, material, facilities, human resources
- b. Interpersonal – member of a team, teaches others new skills, serve costumers, work with diversity
- c. Information- acquires and evaluate information, organize and maintain information
- d. Systems- understand system, improve on design systems
- e. Technology- select, apply, maintain

Among all workplace competences, the most prominent is interpersonal skills.

According to Jordan (in Karina Fernandez-Stark et all, 2010), *interpersonal skills include those important non-technical skills that are required in all human interactions. These include personal qualities such as emotional intelligence, perseverance, motivation, self-discipline, assertiveness and creativity, and social skills such as the ability to work well in a team, empathy, effective communication, conflict management and leadership.*'

It means that the global competences are:

- a. Knowledge of global issues
- b. Ability to learn
- c. Knowledge of foreign language and culture

What is the best way to prepare students for a global workforce? What contribution has the university in this regard? How the university can prepare students for facing so swift currents of globalization?

## 2. Global Competition and Competences

The millennial existence of universities internationally is a confirmation of their contribution to society despite significant differences with regard to cultures and stages of economic development. Through their diversified activities, the basis and starting point for which will always remain education and research, universities are recognized as being essential societal organizations.

Universities can contribute by providing a land of knowledge, research, awareness and competence development and internationalization of the campus in order to develop a curriculum that contains the basic elements of global education. The movement towards globalization makes students aware of the need to prepare themselves for an international career.

International education experiences are demonstrating an increased desire among people to think and act more globally.

On our opinion there are several ways that can be appropriate to provide supplies to students in order to compete as a global workforce, including:

1. The selection of appropriate teaching methods with the global goal
2. Give students the cultural knowledge
3. Mastery of a foreign language
4. International education
5. Internship

### a. Teaching Method

The majority of students are unable to make connections between what they are learning and how that knowledge will be used. This is because the way they process information is not touched by the traditional method of classroom teaching where *'the teacher is solely responsible for what the student is expected to learn. The teacher decides what information and skills the student should learn, how it is to be learned, in what sequence, and at what pace.'* (Barrows & Tamblyn, 1980:7).

Many years ago, teachers teach students a lot of theories, and after completion of the study, students are in trouble to find a job, because they do not know how to apply in real life what they got in college.

Many students do not have a clear sense of the knowledge and skill set that they need. Beside the knowledge and skills in specific area, they need also a strong work ethic, the ability to interacts and work with others, concepts about development in science, technology, global issues and their implication for the future, critical thinking skills, creativity and innovation. Every teacher wants to provide the best for its students, in order to prepare them for the future both in the professional life and life in general.

This means, that the efforts made by teachers affect student achievement and teachers' knowledge can affect the shape of the learning process. In addition, it has been observed that students are less able to make scientific investigation and have no awareness of the complexity and structure of science and how to solve the problems that can appear in their field of work.

How can they reach the competencies like this? One of the simple way is to design an appropriate curriculum and choose the method of teaching suitable for reaching these competences.

Therefore, it is necessary the application of the method to be able to unify the process of knowledge construction by individuals or groups with the scope of science, because this method will develop the students' ability to work in the field of rational science.

Contextual learning is a proven concept that incorporates much of the most recent research in cognitive science. Contextual learning focuses on multiple aspects of any learning environment. Students discover meaningful relationships between abstract ideas and practical applications in the context of the real world. Contextual learning is the best way to convey the many concepts that are thought in a particular course.

This method can be applied in any curriculum, any field of study and classes under any circumstances. Awareness of the need for a contextual approach is based on the fact that most students are not able to link between what they are learning to real-life benefits.

This is due to the understanding of academic concepts they earn is only abstract, does not meet practical needs of their lives both at work and in the community.

According to the statement in SCAN (2000,xx,25) *“the best way of teaching skills is in context or contextual learning. They must learn basic skills and problem solving skills, recognize and solve problems, students need practice in application of these skills are five proficiency levels : preparatory, work-ready, intermediate, advanced, specialist.”*

Contextual teaching and learning is a learning concept that helps to relate the lessons to real world situations and encourage students to make connections between the knowledge he has with the application in their lives. According to Muslich (2011:42) contextual learning characteristics are:

1. Learning in a real life setting
2. Meaningful learning
3. Learning by doing
4. Learning in a group
5. Learning provides an opportunity to create a sense of community, work together. Mutual understanding - learning to know each other deeply
6. Learning is an active, creative, productive, learning to ask, to inquiry, to work together
7. Learning as an enjoy activity

#### **b. Knowledge of Local and International Cultures**

One of the most influential trends in contemporary society is the mobility of population between nations. There are many forces that lead people to move between countries, in which individuals make deliberate choices to seek out new ways of living.

Students need knowledge and skills inherent in the attitude of even the global competencies that make them competitive in the labor market after graduation. One of the important factors which influences the students' ability to act as a global workforce is the knowledge about local and international cultures.

The concept of culture is very complex one including different levels and different perspectives. Human beings are social beings who have developed cultures with both similarities and differences. Culture surrounds us from the beginning of our life and we learn our 'home' culture or cultures naturally in our everyday interactions. We are often unaware of our culture and therefore becoming aware of the impact of one's own culture is important.

Learning our culture is not just assimilation, but we also construct the culture together with other human beings.

The reciprocal nature of our relation to cultures is an important aspect in understanding the dynamics of living in multicultural societies. Cultures do not develop, people develop cultures and living in cultures develop people.

To understand different cultures and have the competency to act in a variety of conditions must first understand the cultural differences and maintain a positive attitude toward them. That means that students need to have an intercultural mindset, can handle a misunderstanding and choose an appropriate behavior, that is called intercultural skill-set, have the ability to experience the cultural difference and that means having intercultural sensitivity. These three factors can be developed through training and other educational efforts like special subjects in the curriculum. So, for students, the real need is a curriculum designed to provide basic knowledge of local culture and international culture.

In addition, intercultural mindset, skill-set and intercultural sensitivity can be obtained by allowing the students to take certain credits at universities abroad, to visit other universities as well as short courses and internships in several overseas companies.

A lack of knowledge about foreign culture and foreign language minimize the ability to compete in the global marketplace.

### **c. Mastery of Foreign Language**

Is universally known that globalization requires new pathways, networks and communication practices that are independent of geographical boundaries, but of a new way of using and thinking about language. It is said that English is the only international language and knowledge, and English language proficiency is required for politicians, high government officials, technology experts, and businesses across the world. The most widely studied foreign language in the world, English is a medium of almost all international scientific journals and also dominates the academic field.

The influence of English has an impact on every language in the world and absolute dominates trading vocabulary and especially technology.

The need for a global perspective of foreign language education is needed. The science development is one of the triggers for learning foreign languages. Especially English tend to be regarded not only as a communication tool, but is considered as a tool to gain knowledge.

With trading between countries is at a high, people are expected to speak more than one language in order to ensure the completion of a transaction. This means that English as a second language is becoming more common and expected in the business community.

Without having knowledge of the English language it may be very frustrating to complete simple tasks and interact with others.

The students must be given the opportunity to study abroad even for a short time. It's a completely different thing to be surrounded by those who speak the language on a daily basis. Not only does this help the student to gain a higher mastery of language, but it also gives the language a cultural context which can be hard to grasp using textbook alone.

#### **d. International education**

Globalization has a great impact on employment, so the competencies once considered essential to a professional now are not enough on the market without limit. Higher education approach that focuses narrowly on providing knowledge and skills in a specific field is not suitable today.

Undergraduate education should provide a balance of well-rounded education, knowledge and skills in a specific field to prepare graduates globally ready as a workforce. In this case, is necessary to give them inter and multi-cultural competences required to success in various social trends. HEIs must change their priorities and objectives and more than this, to include international education in the curriculum.

The essential thing for Global Workforce Development is providing international education experiences, we can say now is one of the most important priorities for universities. Education abroad opportunities are the best way to provide the knowledge and experiences needed to succeed.

International education experience not only helps broaden students' cultural sensitivity, but serves to improve global awareness and the development of a network field. Students will begin to develop degrees of international competence, the ability to communicate effectively and appropriately in situation based on intercultural knowledge skills and attitudes.

Collaboration between local universities and universities abroad is the other way to design educational program in various fields as twining programs, sandwich programs, or joint degree programs. Here we need the qualified lecturers and good teaching materials.

#### **e. Internship**

The internship programs have the potential to increase the global competences of the students, given the recognized importance of overseas experiences in this area. Internship programs enable students to acquire certain knowledge, skills, and attitudes associated with global competences that would help them to become successful members of the global workforce.

It may be difficult for a domestic program in a country where English is not the native language, that why it must be designed a good internship program abroad. A big benefit of internship program is widening of the student's perspective on life and the wide world. It also gives the student a great deal of respect and appreciation for the host country.

In today's global marketplace, internship enhances career opportunities. Many students return from internship abroad with a clear picture of where they want to go with their academic and professional lives.

The financial problem arises. The high disparity in financial ability will give the opportunities to reach these programs only them who have money.

### **3. Conclusion: Constraints, and Challenges**

Main impact of globalization on higher education to both nations and individuals is to further heighten the level of knowledge and skills by increasing the quality of their higher education, in other words the competitiveness of the nation. This will finally have a profound impact on the financing of national education system particularly for developing countries facing already limitation in their ability to keep up with education's continuous revenue needs and competing financing demands from various public sectors (health, security, etc).

Indonesia employment sectors show that from 2007 – 2009 the number of higher education graduates seeking jobs exceeded the numbers of jobs offered with the percentage as high as 26,7% looking for jobs.

Malaysia also indicates high graduate unemployment rate. Although there is no recent data on unemployment of university graduate unemployment in the Philippines, rough estimate concludes that the number of unemployed higher education graduates in general has been increasing. The trend of university over supply of graduates in some fields is becoming general issue in addition to lack of work experiences that tend to limit graduate employment prospects, while in developed countries, employment sectors are looking for the most talented,

productive employees. Potential students of secondary are often offered scholarship and permanent resident status, such as in Singapore.

Opportunities for employment in a number of developed countries or fast developing countries in the future is apparently increasing due to decreasing demographic rate, increasing life expectancy, and the need to maintain the pace of their economic growth for international recruitment.

Up to this point a number of constraints and handicaps faced by the graduate are seemingly a burden that will not easy to be overcome. Higher education is expensive. Finding the resources to fund the rapid expansion of university enrollment in the last decades has put considerable pressure on both government and Higher Education System. The need to lift up quality of higher education to international standard of competencies in one side is a must but limitations of national financial resources on the other side has yet to be solved. In developing countries this have been creating the vicious cycle of insufficiency handicapping developing countries to gear their national education towards the said international standard.

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## Curriculum Vitae

Name : Prof. Dr. Davidescu Cristiana Victoria Marta, MA  
 Place of birth : Ploiesti, Romania  
 Occupation : Senior Lecturer  
 Institution : Faculty of Letters/ Universitas Padjadjaran  
 Vice Rector for Operational Affairs, Widyatama University, Bandung,  
 Indonesia  
 Citizenship : Indonesian

## Education

- |                            |                |
|----------------------------|----------------|
| 1. University of Bucharest | Master of Arts |
| 2. Padjadjaran University  | Doctor         |

## Job Experience

- |   |   |
|---|---|
| Head of Doctoral Program  | Postuniversity Programs                 |
| Head of Quality Assurance Team  | Faculty of Arts, Padjadjaran University |
| Head of Study Center on Romania   | Padjadjaran University                  |
| Research Coordinator  | Faculty of Arts, Padjadjaran University |
| Executive Staff for International Cooperation, East & Middle Europe                     | Padjadjaran University                  |
| Instructor for Improving Basic Skills and Instructional Technology for Junior Lecturers | Padjadjaran University                  |
| Instructor for Applied Approach   | Padjadjaran University                  |

## Publications

1. The Effective Pattern of Teaching Nonassertive Pronoun in English,
2. The revitalization of teaching English for International Based Schools, International .
3. Positioning Verbs and cases in Russian, Proceedings,
4. The relations between Russia and Indonesia in Economics and Culture Fields: Opportunities and Challenges..
5. Russian Short Stories,
6. The Russian Converb and Its equivalents in Indonesian,
7. Teaching Russian prepositions to Indonesian Students,

## Researches

1. Web-based Collaborative Learning in Foreign language classes,  
International Joint Research , in collaboration with De La Salle Lipa College, Philippine
2. The teaching pattern for Nonassertive Pronoun in English (three years research)
3. Problem Based learning as a successful pedagogical method for learning foreign languages, Fulbright  
Grant, Ithaca, New York

## **Cooperative Education: Solution in Preparing Students for a Global Workforce, Case Study of Walailak University**



**Dr. Keerath Sanguansai**

**President, Walailak University, Thailand**

### **Abstract**

In preparing for the globalization, Walailak University, an autonomous state owned university in Thailand, is preparing students to cope with global workforce in many ways: Students Exchange Program (one term abroad), Developing Student's Competencies in English Project, the International Graduates Studies Scholarship Project, and Cooperative Education Abroad Program have been established. The very successful project that made Walailak University's graduates well equipped with both professional knowledge and the workplace skills for their future careers, is "Cooperative Education" which is designed as work-integrated learning program placing student to work in real workplace both in country and abroad.

## **Background**

Walailak University was established in 1992 by the Walailak Act.B.E.2535. It is fully autonomous state university under the supervision of the Minister of Education. The university's administration is wholly outside the Thai Civil Service System. Walailak University is designed as a comprehensive and residential university with a variety of fields of study. The degree programs covers from undergraduate and postgraduate level in science, liberal arts, engineering and resource management, agricultural technology, economics and management, information technology, allied health sciences and public health, nursing, medicine, pharmacy, and architecture and design. Walailak University graduates are expected to have practical intelligence, adversary quotient, liberal arts perspective and technology competence, all integrated with high moral. All activities are designed to enhance Walailak University's uniqueness in its ultimate goal to become "The Education Park of ASEAN" where all the global citizens can find the riches in the knowledge, wisdom and culture.

Walailak University is equipped with modern educational facilities, services and accommodation for students and staff, located against a beautiful backdrop of mountain scenery in Tha Sala District, Nakhon Si Thammarat Province, Thailand. The campus is 780 kilometers south of Bangkok, a 2 and 1/2 hour drive from the beach resorts of Samui Island, Surat Thani and Krabi, and from the busy commercial center and international airport of Hat Yai. Nakhon Si Thammarat is well served by daily air, train and bus services from Bangkok, Hat Yai, Phuket, and Malaysia. The University has a total area of 3600 acres, making it the largest campus of any university in Thailand. Besides the main campus at Tha Sala, Walailak also has a coordinating office in Bangkok and a service center in neighboring Surat Thani province.

## **Towards Internationalized Future**

Since its operation in 1992, Walailak University has never failed in its attempt to be part of the global community. While aiming at producing graduates with both intellectual skills and moral integrity, Walailak University clearly expresses the statement of intent with a strong emphasis on being well-informed modern citizens with an international outlook of both a democratic nation and the global world.

Internationalization is aimed towards integrating an international and inter-cultural dimensions into the teaching, research and service function of the university. If we take this purpose as the criterion for internationalization, certainly Walailak University is doing that by

shaping all the curricula that can be benchmarked with those in overseas universities with the guidelines from the Thai Qualifications Framework (TQF).

When the long awaited ASEAN Community is emerging in 2015 and Thailand is part of it, Walailak University realizes that we cannot remain a stand-alone island. Networking with other universities in the region is the major goal. Campus activities are integrated with the flavors of internationalization. These collaborative activities between Walailak University and partner Universities abroad include the following programs/ activities:

- Student and Staff Exchange Program
- Visiting Professorships
- Visiting Research Fellowships
- The International Graduates Studies Scholarship Project
- Research Collaboration Program
- Cooperative Education Abroad Program

Among these activities, Cooperative Education abroad seem to have the full benefit to students in term of experiences in real working situation abroad plus gaining confidence in themselves in working as a team which is useful for surviving in the new global workforce environment.

### **Cooperative Education at Walailak University**

The Cooperative Education is a structured method of combining classroom-based education with practical work experience. The program provides students with practical experience in a real life situation to develop the work skills required for doing the various jobs effectively after their graduation. Walailak University's students must be exposed to work-integrated learning for at least one trimester (16 weeks) before graduation. They will be well equipped with both professional knowledge and the skills to apply the knowledge in their respective employment.

Cooperative Education is an important and effective strategy for promoting and maintaining mutually beneficial and ongoing professional collaboration for human resources development between higher education and industry. Higher education depends on the information feedback for course and program development whilst industry benefits from the knowledge the students bring with them to the enterprises under the Cooperative Education program.

Since 2001, 8065 students in 34 disciplines were attached to 635 workplaces, including 119 students who worked at oversea enterprises in seven countries: Hungary, Malaysia, Singapore, India, Australia, Taiwan, Vietnam and China, for their benefits of experiences in real working situations. Moreover, in 2011, four cooperative education

projects created by six Walailak University students, won Outstanding Cooperative Education Award in 2011 in the 3<sup>rd</sup> Thai Cooperative Education Day on 6 June 2011.

### **Numbers of Students Completing the Cooperative Education**

#### **In-country and Abroad**

<b>Academic Year</b>	<b>In-country</b>	<b>Abroad</b>
2001	495	0
2002	451	6
2003	455	4
2004	485	5
2005	711	7
2006	853	11
2007	716	17
2008	854	18
2009	976	17
2010	1,032	19
2011	1,037	15
<b>Total</b>	<b>8,065</b>	<b>119</b>

### **Conclusion**

Cooperative Education makes Walailak education system richer and more meaningful. The program provides students with experience in transferring their knowledge from classroom to apply them in work environments outside the classroom, at workplace in home country and abroad in industry, business, or government sector. This will help them develop the knowledge, awareness, perspective and confidence to transform their lives. Cooperative Education abroad, not only fulfill student's real life working experience but also improve

self-confidence, responsibility, and professional competence plus ability to communicate and working with foreign colleagues making them ready for global job market when they graduate.

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**Curriculum Vitae**  
**Dr. Keerath Sanguansai**

**Name :** Dr. Keerath Sanguansai

**Current Responsibility :** President of Walailak University

**Contact Address :** Walailak University, 222  
Thaiburi, Tha Sala, Nakhon Si Thammarat 80161  
THAILAND  
Tel. 66(0)75673840 Fax. 66(0)75673838  
e-mail: *skeerath@wu.ac.th*

**Education :** Ph.D. (Mining Engineering), Pennsylvania State University,  
U.S.A., 1984  
M.S. (Mining Engineering), South Dakota School of Mines and  
Technology, U.S.A., 1977  
B.Sc. (Geology), Chulalongkorn University, Thailand, 1973

**Work Experiences :**

**Academic:**

1973 – 1975 Geologist, Department of Mineral Resources

1975 – 2005 Lecturer, Department of Mining and Material Engineering  
Faculty of Engineering, Prince of Songkla University

**Administration:**

**Prince of Songkla University**

14 October 1985 – 30 September 1987	Associate Dean for Planning and Development, Faculty of Engineering
1 October 1987 – 14 January 1989	Head of Department of Mining and Material Engineering, Faculty of Engineering
1 January 1991 – 31 December 1991	Associate Dean, Graduate School

1 October 1991 – 31 January 1993	Associate Dean for Planning and Development, Faculty of Engineering
1 February 1993 – 30 May 1996	Dean of Graduate School
1 December 1995 – 31 May 1997	Vice President for Planning
1 June 1997 – 31 May 2000	Vice President for Academic Affairs

**Walailak University**

3 November 2002 – 12 March 2004	Vice President for Academic Affairs
13 March 2004 – 31 December 2006	Vice President for Planning
1 January 2007 – 26 May 2007	Vice President for Administration
27 May 2007 – 28 February 2011	Vice President for Planning and Development

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## **PUNP Experience in Benchmarks for Internationalization**

**Dr. Rhonda Padilla**

**President, Panpacific University North Philippines, Philippines**

Dr. Engelbert Pasag

### **Abstract**

PUNP started in 1993. In 2008, it was elevated to University Status by the Commission on Higher Education. Its remarkable growth from a simple school offering education, computer courses, maritime, hotel and restaurant management and auto-diesel mechanic can be credited to the passion of its founder and his family. Now on its 20<sup>th</sup> year and with a new administration, PUNP faces the challenge to better improve its facilities, course offerings and systems.

Since 2000, PUNP availed of the ISO Certification. At first it was only done to comply with the standards set by the maritime industry to schools offering maritime courses. Then the entire university was certified by the ISO.

It also has applied for the accreditation of its courses through the Philippine Association of Colleges and Universities-Commission on Accreditation. To date PUNP has numerous courses accredited in various levels. Because of such strong accreditation PUNP was awarded Center for Development in Criminology by the CHED. Same college also produced two topnotch in the Professional Regulations Commission.

One of the tripartite functions of a university in the Philippines is extension or linkages. PUNP has a very strong partnership with the local industries in the area like police stations, fire stations and jail management in the area for the criminology students, local and Singapore hotels for HRM, local industries for the business courses. PUNP continues to be the source of preferred and quality manpower in Region 1 and in the nearby regions. PUNP plays a vital role in maintaining peace and order in Eastern Pangasinan.

PUNP launched recently its Pan Pacific Journal of Philosophy, Education and Management to showcase and share its pool of researches written to help improve the industry in the area. PUNP has its own incentives to teachers, professors and staff who can become instruments in producing new knowledge.

With the challenge of 2020, PUNP has marked its road “to become known and respected in the Pan Pacific Rim”. In 2009, it started to cement the road towards total university-hood.

## **Expanding the Functions of the Forum, Doing Its Contribution to Advance the Integration of Higher Education in Asia**



**Dr. Lei Wang**

**President, Huaibei Normal University, China**

Recently, scholars in the circle of higher education in Asia have reached an agreement on the following: Facing the reality of globalization and internationalization, on the one hand, universities from Asian countries must upgrade the quality of higher education to promote service for regional economic development; on the other hand, they have to strive to take precautions against squeezing from the higher education of Western society to prevent the “new educational colonialism” and “cultural hegemonism”. Under this condition, it seems extremely significant for the Asian countries with similar development history in higher education to develop and collaborate in upgrading the school-running level.

We have found problems in exchange and cooperation with universities in Western countries. As a matter of fact, most of the cooperations are not reciprocal, but only in a one-way mode, i.e. teachers and students go the Western universities, but receiving very few from there. However, situation in cooperation between Asian universities is not the same. With the same source of language and culture in Asian countries, we can find more in common, cooperation in higher education between Asian countries can change the situation of unidirection. Any university, whatever size it is of, must have its own features and advantages other universities don't have and have to learn. We ought to get rid of different barriers, broaden the exchange and cooperation channel, learn from each others' strong points and offset one's own weakness,

thus developing a way of co-development, making ourselves strong and promoting the prosperity and development of higher education in Asia.

We have known that there is another Asian University Presidents' Forum. Its first forum was held in Guangzhou, China in November, 2010, during which 23 universities from different Asian countries signed 18 framework agreement of cooperation in cooperative programs, collaboration in research and reciprocal conferring of degrees. We must learn from that Asian University Presidents' Forum. We should work hand in hand to establish our forum not only into a frontline for exchanges of academics and ideas, but also a platform on which universities from Asian countries can seek cooperation opportunities, discuss cooperation potentials and even sign agreement of exchange and cooperation.

Recently, some scholars appeal for establishing an Asian Higher Education Union as an important organization which the Asian universities can base on to know and learn from each other and carry out exchange and cooperation in resemblance with "Bologna Progress" aiming to promote integrity of higher education in Europe. It is not only necessary to implement this project, but is also feasible. The feasibility is based on the following facts: the China-ASEAN Free Trade Area was established in 2010 and another one – East-Asia Free Trade Area is also on the way; the international political, economic and cultural positions of Asia as a whole is becoming more and more conspicuous, and exchange and cooperation between Asian countries has come to an unprecedented stage. All this has created the best opportunity for universities in Asia to implement exchange and cooperation.

Nevertheless, owing to differences in political system, history and culture, it will take a long time to establish a higher education union in Asia with the same effect of "Bologna Process". Our suggestion is that we must try our best to do our bit of contribution to the establishment of the Asian Higher Education Union by taking good use of the basis and resources our forum has already has got and even considering making an alliance with other forums or other regional organizations. Therefore, one-time gathering a year from the forum is obviously not enough. We'd better to establish some regular offices within the forum to carry out more related work during the time between two forums. The forum must be fully used as a link to build more inter-collegiate relationships, to increase the frequency of moving of teachers and students and upgrade the cooperation level. Only by doing so can we move forward the integration of Asian higher education.

We highly agree with the ideas President ZHONG Binglin from Beijing Normal University and President ZHONG Weihe from Guangdong Foreign Studies University.

According to Professor ZHONG Weihe, under the situation of internationalization of higher education, universities must innovate cultivation mode of talents and education objectives, attach clear connotation of internationalism to cultivation objectives. We must pay more attention to cultivate the students' international field of vision, sense of globalization and competitiveness of international cooperation; the teachers must establish sense of internationalization, use international language, curriculum and knowledge; we must quicken the pace of international exchange and cooperation, especially exchange programs of teachers and students; we must try our best to provide different kinds of services to cultivate international competitive talents.

Professor ZHONG Binglin, president of Beijing Normal University holds this idea: if a university hasn't upgraded the competitiveness, it will face a risk of losing the traditional advantages. So, the Asian universities must try to set up official or semi-official platform and establish a protecting system with an objective of being reciprocally beneficial and having a win-win mode and making use of the experiences from the Western universities based on deeply digging for tradition and advantages of Asian universities. During the process, government of different countries must work out related policies through negotiation on mutual recognition of degrees, quality evaluation of cooperative institutions, and quality supervision control. Besides providing suggestions for the governments in policy making, the universities must also do exploration and summary in teaching and research in terms of specific cooperation strategies and modes.

Only by sending our teachers and students to the outside universities can we find the weaknesses and problems in management and teaching modes, etc about ourselves. In the meantime, we can also have a clear idea of the advantages of ourselves through comparisons between ourselves and others. For instance, we have found in the cooperations with other higher institutions that the conspicuous problems in reciprocal recognition of degrees are in the curriculum, teaching modes and ways of assessment. We are seriously making reflections about the problems, making relevant adjustments in order to better the management and upgrade the education quality. The advantages we have, such as, education in Chinese

language and culture, traditional Chinese sports activities, traditional Chinese folk music and the Chinese calligraphy, etc. All these can be regarded as important export resources in cooperation with other universities in Asia. They also provide a guarantee to ensure a long and reciprocally beneficial way of exchange and cooperation.

**Lei Wang, Ph. D.**

President of Huaibei Normal University

Distinguished Professor of Chemistry

100 Dongshan Road, Huaibei

Anhui 235000, China

E-mail: leiwang@chnu.edu.cn

Phone: 86-561-3802069

Fax: 86-561-3090518

Mobile phone: 13966153088

**Education and Academic Career:**

1993 – 2012: Distinguished Professor of Huaibei Normal University, China

2005 – 2012: President of Huaibei Normal University, China

2004 – 2005: Visiting Professor of Mississippi State University, USA

2001 – 2005: Vice President of Huaibei Normal University, China

1999 – 2001: Postdoctoral Fellow of University of Tennessee at Knoxville, USA

1996 – 1999: Ph. D., Zhejiang University, China

1993 – 1995: Visiting Scholar of Western Kentucky University, USA

1978 – 1982: B. S., Huaibei Normal University, China

## **Human Resources Development for a Changing World: A Case Study of Dongseo University in Korea**



**Dr. Chan Chung**

**Dean, Office of International Cooperation, Dongseo University, Korea**

### **Abstract**

Higher education institutions have a key role in developing human resources capable of anticipating and meeting future needs. Fulfilling this role requires the implementation of programs aimed at creating graduates capable of working effectively in newly emerging situations. Three current trends are of particular importance, namely globalization, reactions to globalization, and the rise of Asia. The human resources best suited for a globalized environment will be those possessing multicultural understanding and multilingual abilities. Equally important will be those possessing creativity and compassion, for unique solutions based on considerate approaches will be needed to counterbalance the negative effects of globalization. Finally, human resources comfortable working within the various cultures of Asia will be needed in the emerging era of 'Pax Asiana'. Through a case study of Dongseo University in Busan, Korea, this paper presents concrete strategies for producing the human resources required for a changing world.

## 1. Introduction

One concept central to Dongseo University is that of “Before Dongseo, After Dongseo.” This represents the idea that, regardless of their backgrounds, students may completely change their lives for the better by entering Dongseo University and applying themselves in specialized curriculums and world-class programs. DSU has achieved some success in realizing this idea, for despite current difficulties affecting national and international job markets, Dongseo University ranks first in its region and fourth nation-wide in career placement.

In part, Dongseo’s success stems from the quality and innovative nature of the opportunities it provides for its students. This paper presents a case study of some programs available through Dongseo University, and in so doing it provides concrete strategies for human resources development which other institutions may choose to benchmark.

The paper begins by briefly outlining some prominent global trends. Then, based on these trends, it suggests certain skills which should be fostered to help leaders of the next generation manage the tasks ahead. Finally, through a case study of Dongseo University, the paper provides examples of programs capable of developing the skills needed to work effectively in the emerging work environment.

## 2. Global Trends

The close of the 20<sup>th</sup> century marked a period of expansive globalization. Nations previously governed by rigidly held ideologies began to implement more open policies aimed at economic development, and the former GATT system of trade was replaced by the WTO. This resulted in accelerated trade of not only goods but also services, causing the political concept of ‘border’ to fade as multinational corporations expanded into various local markets through direct production.

Benefits inevitably accrued in areas of increased production; however, limitations of the WTO were recognized, and many of the world’s leading countries sought to establish free trade agreements or other systems of economic integration such as NAFTA or the EU to compensate for these limitations. Thus, despite a general opinion that globalization helps to promote the division of labor, allocation of resources, alleviation of poverty, and improvement of standards of life, many began to suggest that developed and developing countries were not equally benefitting through increased globalization.

In the early 2000s, considerable blame was placed upon developed countries for their apparent neglect of developing countries. Global financial institutions such as the IMF, WTO and World Bank were criticized for making seemingly biased policy decisions, and many felt that by failing to acknowledge differences in economic and institutional conditions, developed

countries were responsible for the increasing disparities resulting from globalization. It was claimed that since developed countries possessed better human resources, more capital and improved technologies, they were in an unfairly advantaged position.

However, following the global financial crisis of the mid-2000s, opinions have begun to shift. Globalization is again being viewed as capable of benefitting developing countries by enabling the expansion of small domestic markets and by diminishing disparities in human resources, capital, and technology. In recent years, the economic growth rate of developing countries has slightly exceeded that of developed countries, and the income gap between the two has decreased.

Globalization has brought about a change in economic governance. Having passed through eras of 'Pax Romana', 'Pax Europeana' and 'Pax Americana', the world is now witnessing the advent of 'Pax Asiana'. This is largely due to the amount and quality of human resources available. Countries such as China, India and Indonesia are expected to further prosper as their domestic markets offer opportunities for key elements of production. Also, countries such as Korea and Japan are expected to play an important role through the provision of highly refined technical skill and corporate dynamism. Indeed, the strong focus on education and the nature of the academic curriculums in place in Asia are fostering future leaders.

Despite the recent change in attitude, difficulties of globalization persist. The inequality between nations, regions, races, and economic standings of individuals has expanded on the whole. Environmental pollution continues to affect less developed nations most severely. And the least developed nations are projected to experience drastically lower levels of economic improvement in the coming years than their slightly more developed neighbors.

To counterbalance these and other negative effects of globalization, developed countries should provide greater support and market access to less developed countries, for their own economic growth can only be sustained through joint advancement. The era of 'predatory capitalism' is therefore giving way to an era of 'warm capitalism' or 'capitalism 4.0' in which the pursuit of success continues to be encouraged but is tempered with the responsibility of not leaving other nations or individuals behind.

The notion of 'warm capitalism' inherently involves cooperation, and particularly important is the development of human resources. In this regard, institutions of higher education have a great responsibility. At home, they should strive to provide the best education possible not only to privileged students but also to students whose circumstances have placed them in a position of disadvantage. Internationally, they should strive to maintain a global quality of education permitting the exchange of research and resources for the mutual benefit of the institutions and communities involved.

### **3. Strategies for Human Resources Development**

The cursory overview of global trends presented in the previous section suggests a three-tiered approach for institutions of higher education to follow in the development of human resources. First, they should focus on the demands presented by globalization. Second, they should act to counterbalance the potential negative effects resulting from globalization. And finally, they should prepare for the rising economic importance of Asia.

This section presents programs established and operated by Dongseo University, each of which can contribute toward meeting future demands for highly skilled human resources. They are organized under headings matching the three global trends reviewed above.

#### **Globalization**

##### ***Study Abroad Programs***

Mobilizing students allows them opportunities to acquire foreign languages in an indigenous cultural environment. To this end, DSU provides study abroad programs (SAP) in the U.S. and in China. These programs enable students to benefit from advanced educational opportunities and to deepen their understanding of other cultures.

SAP-USA involves 100 students annually, who study at the U.S. regional campus of DSU at Hope International University for an entire year. The students have English classes in the morning and online major-related classes in the afternoon. DSU fully supports their tuition fees, dormitory fees, and round-trip airfares, thereby eliminating much of the heavy economic burden they would otherwise face by studying abroad. Selected students typically have a very high GPA and good English skills, though special opportunities are also provided for students who are highly motivated but lack economic resources, academic achievements, or English proficiency.

SAP-China involves over 100 students annually, who study at the China campus of DSU, called the Korea-China Institute for International Education, at Zhongnan University of Economics and Law and at Shandong University in China for one semester. In a similar manner to SAP-USA, students have intensive language and culture classes in the morning and major-related classes in the afternoon. They are also variously supported by DSU to reduce the economic burden of studying abroad. The opportunity for participation in either program is open to students of any major during their sophomore or junior year.

##### ***Joint-Education Programs***

Through its multi-faceted joint degree programs, DSU has established a modern, global educational system enabling a great deal of academic collaboration. For instance, the dual

master's degree program with Josai International University and Josai University in the field of business management enables student exchanges between Korea and Japan every year. Also, DSU shares dual degree programs in biotechnology at both the undergraduate and graduate levels with the Technical University of Berlin and with Friedrich-Alexander University of Erlangen in Germany. Other dual degree programs include those with the University of Oulu in Finland and with the Nagaoka Institute of Design as well as Kansai Gaidai University, both in Japan.

One of Dongseo University's main areas of specialization is that of Design, and DSU runs a joint Multimedia Design Degree Program for Chinese students with Shanghai University of Engineering and Science, for which it provides the curriculum and faculty members. Students study for three years at SUES and for one year at DSU. In addition, DSU has a design graduate school branch office at the Beijing Institute of Technology, where students study for the first six months of their degree program and spend the remaining two years at DSU, after which they are eligible to receive a master's degree in Design.

### ***Global Division***

The Dongseo Global Division comprises four departments (Film & Video, International Studies, Biotechnology, and Computer Engineering) and two programs (Global English Program and Global Liberal Arts Program). It offers students the opportunity to earn a bachelor's degree in these majors by taking courses taught entirely in English. The program therefore represents a competitive alternative to English-based study options abroad.

Moreover, the biotechnology curriculum is identical to that of the Technical University of Berlin, with which DSU shares a joint degree program at the undergraduate level. Also, the Film & Video Department, operated through the Im Kwon Taek College of Film and Performing Arts at Dongseo University, offers a unique chance to gain hands-on experience working with state-of-the-art equipment in a specialized curriculum. The sophistication of the facilities and the efforts of the professors, including internationally acclaimed director Im Kwon Taek, have contributed to Dongseo becoming a leading institution in Korea in the field of Film and Performing Arts.

### ***Internships Abroad***

Dongseo runs a global internship program through which it sends approximately 70 students abroad every year to the US, Greece, Turkey, Japan, China, UAE, Vietnam, Indonesia, and other countries. Students can earn up to 18 credits while abroad and many choose to accept a permanent job in their selected country after completing the internship. The associated training, airfares, and partial living expenses are jointly supported by the Busan

City government and DSU. Both Korea and the host countries benefit from these specific co-operations. They are realized through credit sharing programs, distance-learning lectures, student exchange programs, and joint practical training.

### ***Academic Cooperation Agreements***

Dongseo University has signed academic cooperation agreements with 96 institutions of higher education in 27 countries, including the US, Japan, China, Germany, and Finland. Areas of cooperation include research sharing, student and faculty exchanges, jointly run programs, credit sharing agreements, and joint degrees. Through this vast network of international associations, Dongseo enables students to study or work in locations all over the world.

### ***Strategic Alliances: Korea-China Institute of International Education***

The Korea-China Institute of International Education was recently established on the campus of Zhongnan University of Economics and Law (ZUEL) in the central Chinese city of Wuhan. Classified as a special institution of higher education by the Chinese Ministry of Education, only students who receive first grade ratings on the Chinese College Scholastic Ability Test can be accepted into the program. The 300 students admitted to the program spend their 1<sup>st</sup>, 2<sup>nd</sup>, and 4<sup>th</sup> years in studying China, with the 3<sup>rd</sup> year spent at DSU's main campus in Busan. Upon completing the program students are awarded dual bachelor's degrees from ZUEL and DSU. Dongseo is not only the first university in Korea, but also the first university in Asia to receive ratification for a branch campus in China. Approval was awarded due to DSU's specialized curriculum in the Digital Contents area, which includes the departments of Game, Animation, and Visual Communication. The alliance also fits into the Chinese government's cluster policies to develop a center of digital contents excellence in the city of Wuhan. This alliance will benefit both China and Korea through the internationalization of DSU's high-tech education.

### **Reactions to Globalization**

#### ***Scholarships for International Students from Least Developed Countries***

DSU reaches out to some LDC in order to equalize opportunities overseas and to create global networks. It invites African and Asian students from LDC such as Ethiopia, Burundi, and Cambodia. Together with the support of Korean NGO's, companies, and governmental

funding, DSU helps to cover expenses for airfare, tuition, dormitory residency, and meal allowances.

Furthermore, DSU pays tribute to those Korean emigrants who live in Sakhalin, Russia. Most of the ancestors of the third Korean-Russian generation were forced against their will to develop the land in Sakhalin during the Japanese occupation of Korea from 1910 to 1945. In Sakhalin, Korean-Russians have had a painful history. DSU is committed to improving the region's conditions by carrying out the Sakhalin Youth Support Program. This project provides opportunities for study at DSU to third and fourth generation Russian-Koreans in the Sakhalin region. Following graduation, they become valuable assets for local development. DSU provides all tuition fees, accommodations, and supporting stipends through funds raised in Korea, Japan, and the USA.

### ***Volunteer Outreach Programs***

DSU has established outreach programs to provide support in both national and international areas of need. Locally, DSU operates programs including the Nakdong River Environmental Corps, the Sorok Island Volunteer Corps, and the Community Development Volunteer Corps.

Internationally, over the past fifteen years DSU has been sending about 30 students annually to remote areas in Indonesia, where they volunteer for one month during the summer vacation. This volunteer group is called the International Tech Corps. DSU provides living expenses, airfares, and all of the materials required for their community services, which include infrastructure building projects such as the installation of solar energy street lighting and the construction of bridges and public bath places. The volunteers also teach science, math, Korean language and culture, and Taekwondo, among other subjects.

### **Rise of Asia**

#### ***International Summer Schools***

In association with universities from Indonesia, Japan, Malaysia and Thailand, Dongseo University will participate as a founding member of the Asia Summer Program. The 3-week interdisciplinary summer program will focus on Asia's potential in general and the host country's in particular. The program will give students the experience of cultural immersion in the host country, which will facilitate greater cultural understanding and appreciation. The 2012 Asia Summer Program will be hosted by Petra Christian University in Indonesia, with the 2013 Program scheduled to be held at Dongseo University.

This year Dongseo will offer its first Summer Film Workshop for International Students. The program will provide students with experience in all aspects of film production, from the

writing of their own script through the filming and editing of a short piece. All instruction will be given in English as the workshop will be run through the Global Division at DSU.

### ***CAMPUS Asia Program***

DSU has been selected as a university capable of implementing the CAMPUS Asia Program. This program represents a consortium similar to the ERASMUS Project in the EU and is jointly supported by the governments of Korea, China and Japan. DSU has also proposed to implement a project labeled “Korea-China-Japan Joint Triangle Campus: Fostering Next-Generation Humanities Leaders in East Asia” along with Ritsumeikan University in Japan and Guangdong University of Foreign Studies in China. In this project, students spend their first year at the home university, and then study abroad for the following two years earning transferable credits from each participating university. In their senior year, students are provided with internship opportunities in their preferred country, and upon completion of the program they receive a degree issued by each university attended.

### ***Honor Society***

The Dongseo Honor Society Program was established in 2009. It is designed to cultivate global leadership and to educate Dongseo's finest students as persons of integrity who are guided by correct principles, who possess strong communication skills, who esteem cultural difference and diversity, who think creatively and critically, and who provide mentorship and confidence to future honor society members. Some of the participants of the first program graduated in 2012 and are working competitively on a global level.

## **4. Conclusions**

This paper has outlined broad global trends involving globalization, its consequent reactions, and the shifting of wealth and power to Asia. These trends require the production of human resources with specific skills including multicultural understanding and multilingual competency. Other important attributes to foster include creativity and compassion, for new policies based on respect and understanding will be needed to beneficially manage the coming situations. Institutions of higher education have an important role to play in the production of such resources, largely through the establishment of programs designed to foster the requisite skills. Various programs in place at Dongseo University were presented as concrete examples of programs capable of meeting future human resources needs. It is hoped that these programs may serve as benchmarks for similar programs designed to meet the demands of a changing world.

## **Russian Economic Tasks and the Role of a University. The Importance of International Cooperation of Universities**



**Dr. Alexander Smirnov**

**Rector, Irkutsk State University, Russia**

Russia is now entering a period of radical economic reforms. We are to face a systemic modernization of society and an innovational development of economy. President Vladimir Putin has defined the following trends of an innovational development: nuclear security, medical technologies, information technologies etc. Country economy can not proceed as a raw material supplier of global economy. Moreover, Russia has resources for an innovational development that is fundamental science and the system of higher education.

Recognition of a role and an importance of science in the modernization of Russian economy has recently manifested in the fact that through a direct government support in the framework of the educational reform 9 federal universities were founded, 38 higher education institutions got a status of national research universities, modern resource centers of regional and cross-regional meaning were established and what is more important material and technical basis as well as information basis of leading Russian universities were renewed.

A trend to rising HEI interaction with industry and organizations of fundamental and applied science has taken shape including creating joint small innovational enterprises. As the share of high-technology production in the total volume of commodity production is increasing, the industry of science is becoming more an active part of productive force and its applied role is highlighted. This role of science is realized as an innovative component of economy. Thus, from the one hand, science is becoming an engine of productive force development; on the other hand, economy is a major stimulus and a material support of scientific progress.

That it is the context for observing potential possibility of an effective cooperation between university science and industry.

Both parties – university science and economy – are mutually interested partners in this interaction: university science as a sphere of intellectual potential reproduction that needs material support from industry, economy in its turn – a consumer of scientific product for updating production to a globally competitive level.

This interdependence of two potential partners of production process presumes that development of scientific potential decreases without the demand from industry, competitiveness of Russian commodity and services becomes problematic without scientific support of industry.

As of 1 January 2011 in Russian Federation there were 3666 organizations carrying out research and production activities including 503 higher education institutions amounting for 16% of total number of organizations carrying out research and production activities. And it is a relatively moderate value.

From 1991 to 2012 the number of higher professional institutions has increased 2.3 times chiefly due to a growing number of private HEI. As of 1 January 2011 45% of higher education institutions are involved in science. However, the development of scientific potential in university was more successful than in other Russian scientific organizations within the last two decades. Thus, from 1991 to 2011 the number of organizations carrying out research activities decreased by 19.7% whereas the number of universities involved in scientific activities increased by 11.8%.

Besides, university scientific potential is considerably contributed by faculty. Around 53.6 thousand of staff members (17.1%) are actively engaged in scientific work.

Among staff members devoting themselves to science, 55% deal with applied research, 29% - project activity, 16% - fundamental studies.

The majority of professors (62%) fulfill scientific activity individually in a form of grants provided for developing generally theoretic, sometimes quite a narrow scientific area.

The second indicator of Russian scientific potential is a correlation between researchers and those engaged in economy. In Russia researchers account for 6.7 out of 1000 involved in economy. According to this indicator Russia significantly yields to leaders: in Finland – 15 out of 1000, Japan – 11, USA – 9.7, South Korea – 9, France – 8.3

In 2011 several entities of Russian Federation adopted a law allowing all large-sized enterprises get a preferential income tax rate. The indispensable condition is investment projects realized in a region by large business.

Now we should bring out main problems of the higher school development. Within 20 years the higher school has turned into a mass higher school. The amount of students in Russia has increased 3 times. Around 70% of school leavers enter universities. This objective process answers tendencies of global development. In Japan the share of students among the youth corresponds to the Russian level. But this process has a negative effect – a relative decrease in quality of training in a row of specialties especially in humanitarian sciences due to a lack of well-qualified instructors.

The second problem of Russian higher school is an insufficient financing. An average study cost for 1 student per year is 2000\$. Due to that financing schools experience a serious lack of study and laboratory equipment. A social sphere of higher school suffers as well lacking hostels and their inadequate convenience. But even that low economic welfare of study process does not make the decline in quality of training so disastrous.

Besides, in 2010 a two level system of education (Bachelor and Master level) was introduced in all higher education institutions. Russian educational space has entered into global educational space. Now higher school defines two goals: to improve the quality of training and financing from various sources. Higher education institutions are redirected to training personnel of innovation profile to provide innovational development of the country. For example, about 3000 students are already study the newest speciality – Nanotechnology. But we still feel a lack of specialist in innovational management.

Irkutsk State University is integrated into a regional innovational system, first and foremost, through winning the contest of the Program of Strategic Development for 2012-2015 with annual 100 million rubles financing along with other 55 Russian universities held in 2011 among 300 admitted universities. Furthermore, University executes a scientific and an educational program “Baikal” aimed at a comprehensive study of Baikal and surroundings in biological, physical and chemical, natural science and humanitarian aspects. A particular attention is drawn to ecological research. A chair of Water Resources UNESCO works at the University. Though, we still need an extended international cooperation in ecology with North Asia – Republic of Korea, China and Japan.

The second area of international cooperation between ISU and universities of North Asia can be connected with various scientific and practical projects in water resources.

The mission of Irkutsk State University for regional economy is to train specialists for scientific, innovational and educational spheres.

Irkutsk University as the oldest university was the founder of the majority of universities of Baikal region and still trains scientific and educational personnel for the region.

Irkutsk State University gives a special significance to international cooperation. ISU can offer a good academic school for ISU partners. Academism in research and fundamental student training is the main peculiarity of classical universities. But the contemporary époque demands greater flexibility in training and business orientation. Business-oriented university – is a university able to commercialize research.

International cooperation should presume creating technocities, technological zones, technoparks in Baikal region as it possesses high academic potential but falls behind in implementing technological innovations. Irkutsk region highly needs technological re-equipment of leading branches of economy. For example, Baikal region needs technical re-equipment of timber processing branch. North Asian countries can provide a technological help in launching enterprises of deep timber processing and in return get forest products at the regional price.

On the whole, tasks that important should be decided on in frameworks of partnership between ISU and North Asian universities - academic mobility between universities will increase, multi-faceted process of student and staff exchange will start, chances for intellectual resources to move between institutions will be created.

## Alexander Smirnov

**Date of birth:** 3 August 1949

**Marital status:** wife – Marina K. Smirnova, 2 daughters

**Education:**

1991	Professor
1990	Doctor of Chemistry
	Moscow State University
1979	Candidate of Chemistry
	Moscow State University
1973 – 1976	Graduate School in Macromolecular Compounds
	Irkutsk State University
1966 – 1971	Chemical Faculty of Irkutsk State University

**Professional activity:**

1997 – present	Rector
	Irkutsk State University
	Head of Organic Chemistry Department (1993 - present)
1989 – 1997	Vice-rector for Science
	Irkutsk State University
1981 – 1989	Vice-rector for Evening and Distance Education
	Irkutsk State University
1980 – 1981	Senior Researcher
	Institute of Oil and Coal Fuel Chemical Synthesis
	Irkutsk State University
1976 – 1980	Junior Researcher
	Institute of Oil and Coal Fuel Chemical Synthesis
	Irkutsk State University

**Awards:**

1998 – present	Academician of International Academy of Pedagogical Sciences
1995 – present	Full member of Russian Ecological Academy

## **Encourage Cooperation & Student Mobility in Asian Network**

**Dr. Hongxiang Lou**

**Vice President, Shandong University, China**

Slide 1



**Encourage Cooperation & Student Mobility in Asian Network**

Prof. LOU Hongxiang  
Vice president, Shandong University  
2012-10

## Slide 2

## International Students in China

- ▶ **1<sup>st</sup> Phase (1950-1978):**
- ▶ At early 1950s, students were mainly from former East European Countries. Then more students came from Asian and African friendly countries to study in China.
- ▶ For the 28 years, total number of incoming international students is 12,800. All these students are fully supported by Chinese Government. At 1978, there were only around 1200 international students studying in China.

[www.sdu.edu.cn](http://www.sdu.edu.cn)

## Slide 3

## International Students in China

- ▶ **2<sup>nd</sup> Phase (1978-1989) :**
- ▶ Institutions of higher learning began to recruit self-paying foreign students. Students of developed countries came to study in China.
- ▶ During this period, all together 40,221 international students came to study in China, including 13,699 government scholarship students and 26,522 self-funded students.

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Slide 4

## International Students in China

- ▶ **3<sup>rd</sup> Phase (1990-2000):**
- ▶ This period witnessed a great increase of incoming international students. From 1990 to 2000, the number of foreign students totals 310,000, including 18,360 government scholarship students and 292,000 self-funded students.

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Slide 5

## International Students in China

### **4<sup>th</sup> Phase (2001-now):**

During the period of 2001 to 2008, the annual growth rate of incoming international students exceeds 20%. At 2008, the number of foreign students studying in China topped 223,500, among which 14,000 are under Chinese Government scholarship, and 209,500 are self-financed. Chinese institutions admitting international students reached 592 by then.

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Slide 6

## **Trends in International Student Mobility**

### **The leading destination countries:**

- **U.S.**
- **UK**
- **Australia**
- **Canada**
- **France**
- **Germany**
- **Japan**
- **New Zealand**
- **Singapore**

Slide 7

## **Chinese Student Study Abroad**

From 1978 to 2011, China sent 2.25 million students abroad, 90 per cent of that coming after 2000. In 2011, a record high of 339,700 Chinese went overseas for further studies. China has become the world's top source of overseas students, accounting for 14 per cent of the global total. The years from 2000 and 2010 have seen an annual growth rate of 28.2 %, said the Ministry of Education.

More than 157,000 Chinese students were enrolled in the US that year, which made up 22% of the total number of foreign students. Meanwhile, around 87500 Chinese students were studying in Japan, which composed 63.4% of foreign students sum total.

Slide 8

### Chinese Student Study Abroad

Planning to study abroad:

- 22.6% high school students
- 62% undergraduate students
- 10% postgraduate students

Hot disciplines:

- 27.6% Engineering
- 24.7% Humanities
- 19.5% Business

Slide 9

### Shandong University (SDU) Facts & Figures

- ▶ Founded in 1901
- ▶ Member of project “211” & “985”
- ▶ Comprehensive university offering programs from Bachelor to PhD
- ▶ 13 disciplines:  
Literature, History, Philosophy, Natural Sciences,  
Engineering, Economics, Management, Law,  
Medicine, Education, Military and Agriculture,  
Arts

Slide 10

### Shandong University (SDU) Facts & Figures

- ▶ Full time students: 60,000
  - Undergraduate 43,000
  - Graduate 15,000
  - International Students: 1,600
- ▶ Faculty & Staff: 10,200
  - Professors: 1,046
  - International Teachers: 60

www.sdu.edu.cn 2012/10/25 10

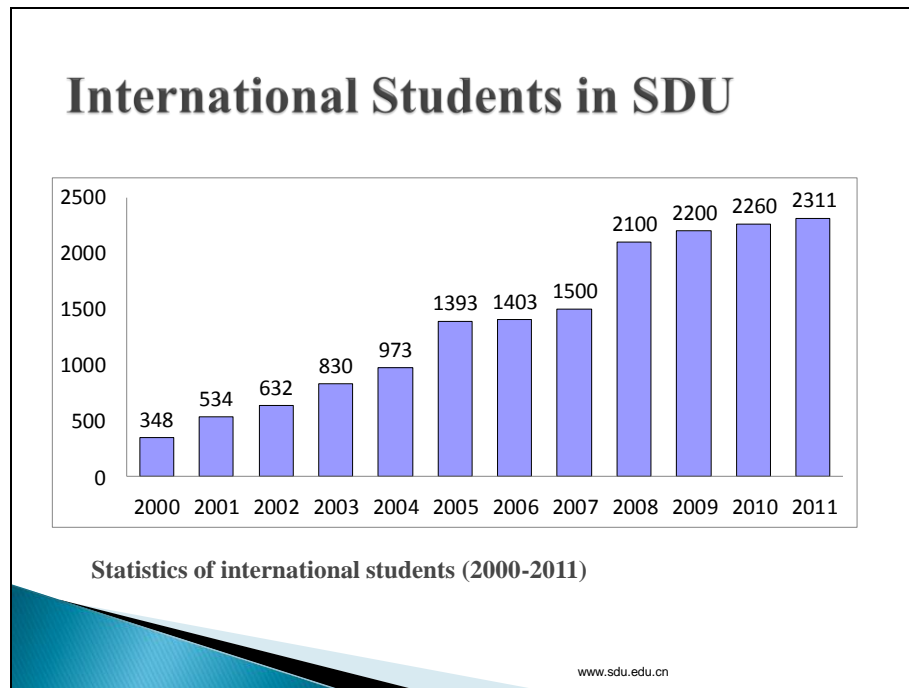
Slide 11

### Strong Research Areas of SDU

- ▶ Mathematics--Number Theory, Financial Mathematics
- ▶ Physics--high-energy physics
- ▶ Material Sciences--Crystal Materials
- ▶ Life Sciences--Microbiology
- ▶ Medicine - Experimental Teratology
- ▶ Pharmacy
- ▶ Chemistry- Colloid and Interface Chemistry
- ▶ Chinese Language, Literature & Philosophy

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Slide 12



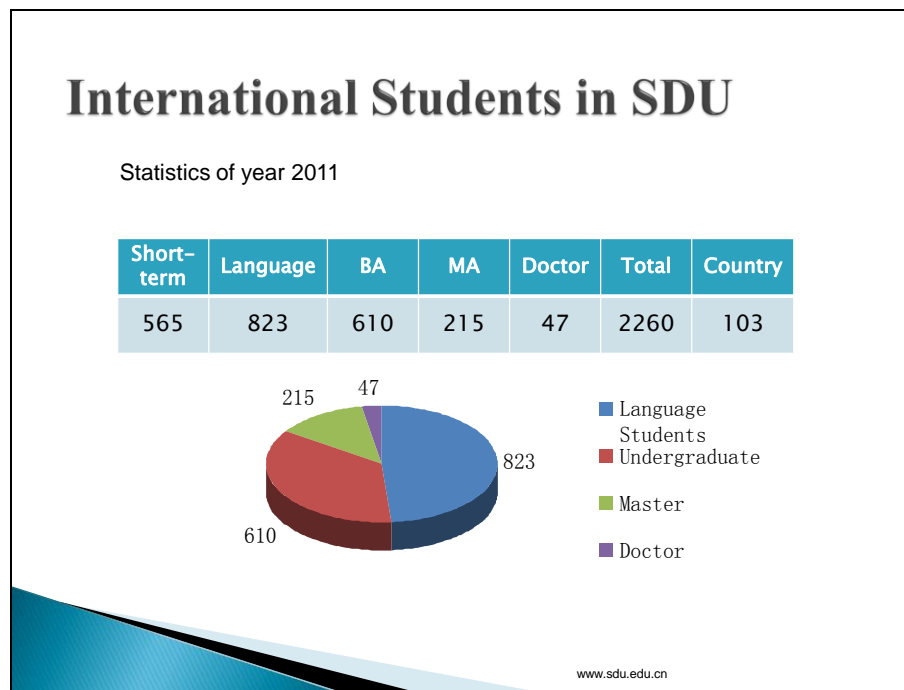
Slide 13

### International Students in SDU

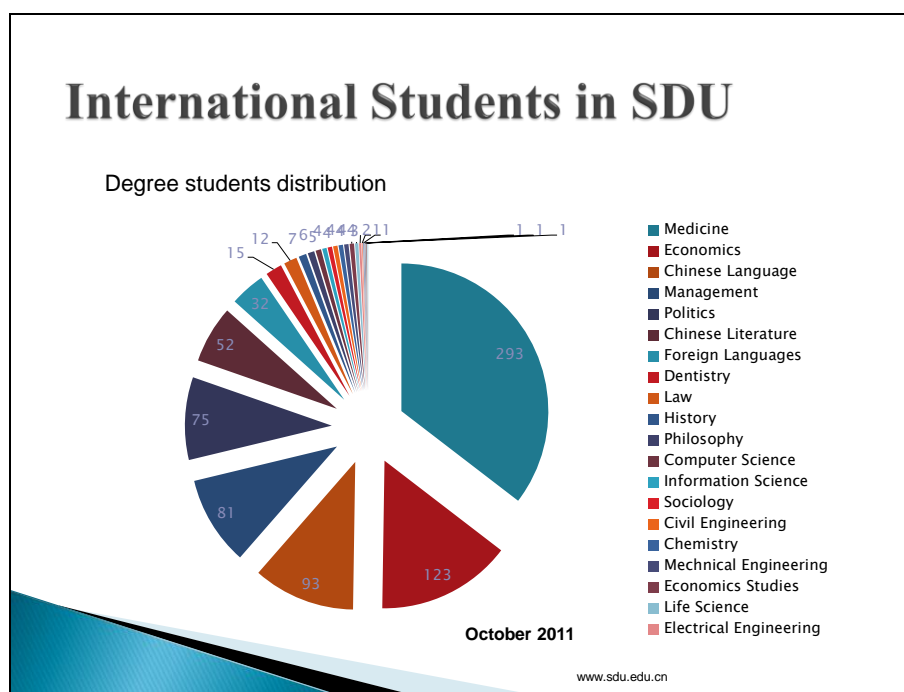
Year	Foreign students	Degree students	Language students	Short-term students	CSC Scholarship students	Countries
2006	1403	550	541	312	88	50
2007	1586	604	566	416	116	60
2008	1973	704	736	533	148	73
2009	2285	832	800	653	277	86
2010	2311	893	823	595	356	95
Annual growth rate	13.3%	12.9%	11.1%	17.5%	41.8%	
5-year growth rate (2006-2010)	64.7%	62.4%	52.6%	90.7%	304.5%	

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Slide 15



Slide 16

## Study at SDU

- ▶ **Degree programs/学位生项目**
- ▶ 42 schools/colleges and 1 graduate school
- ▶ Undergraduate programs: 114
- ▶ Graduate programs: Master 274 Doctoral 194
- ▶ English programs: MBBS, MA in Economics, MA in International Politics
- ▶ **Short-term Programs/短期项目**
- ▶ International Summer School
- ▶ Study China program
- ▶ Chinese Culture Immersion Program

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## Study at SDU

- ▶ **Scholarships/奖学金**
- ▶ Chinese Government Scholarship
- ▶ The Chinese Government Special Scholarship
- ▶ Confucius Institute Scholarship
- ▶ Foreign Government Scholarship
- ▶ SDU Scholarship for International Students
- ▶ **Language Programs/语言生项目**
- ▶ Long Term Chinese Language Courses
- ▶ Short term Chinese Language Course
- ▶ Overseas Chinese Language Teacher Training Course

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Slide 18

### **Future Collaboration**

- Asian Universities Network  
亚洲大学网络
- Cooperative Area Studies  
合作区域研究
- Study Abroad Center at SDU (Qingdao)  
亚洲留学中心（山东大学青岛校区）
- Joint Overseas Recruitment  
海外联合招生

Slide 19

**Thank You !**

## **Interchanging Attained Technologies and Practiced Expertise**

**Md. Sabur Khan**

**Chairman, Daffodil International University, Bangladesh**

### **Abstract**

This is so obvious that there are number of universities who have tremendous success in the outstanding practices and utilization of technologies among the members of Asian University Presidents Forum. Undoubtedly AUPF is that platform for sharing those practices, technological ideas, publication, research with a view to meeting the objectives of AUPF & challenges for higher education institution in different countries for the sustainable & mutual development. As a matter of fact, followed by the general principles of Asian University Presidents Forum, the member institutions are regularly exchanging information about their new measures, experience and issues in the “promotion of reforms, intensification of management, human resource development and extension of disciplines” and explore possibilities to collaborate on areas and programs of mutual interest. Now it is high time for not only sharing but also interchanging the attained technologies and practiced expertise among the members of AUPF to make the education globalized and to promote the rising organizations.

Slide 1



**Daffodil**  
*International*  
**University**


A Distinguished LANDMARK in Higher Education

**Md. Sabur Khan**  
Chairman  
Daffodil International University, Bangladesh  
[chairman@daffodilvarsity.edu.bd](mailto:chairman@daffodilvarsity.edu.bd)  
[www.daffodilvarsity.edu.bd](http://www.daffodilvarsity.edu.bd)

Slide 2

## Few of our Practices

- Forum
- One student one Laptop
- Job tracking system
- Learning feedback system
- Meeting Management System
- e- library
- Campus Radio
- Campus TV



Slide 3

- Under this roof, there are number of universities who have outstanding success in the technological practices.
- AUPF is that platform for sharing those practices, technological ideas, publication, research with a view to meeting the objectives of AUPF & challenges for higher education institution in different countries for the sustainable & mutual development.

Slide 4



Slide 5




## Features

- Interactive Online communication Tool that can be accessed from anywhere
- Intended for the significant learning purposes
- Idea sharing, educative, problem solving


- Open Text material
- Data Privacy & Security
- Idea Sharing and Problem Solving Tool
- Easy to track Members & their activities
- Division and sub-division ensure proper order
- Can be shared through social networks
- Forum Statistics, Users & Guests
- Moderator to rectify the defaulter



Slide 6



### Picks prospective students and rectify defaulter



**Summary**

bbasujon  
Hero Member

Posts: 1723 (3-729 per day)

Personal Text: none/none

Gender: Male

Age: N/A

Location: Dhaka

Date Registered: June 23, 2011, 11:46:43 AM

Local Times: September 27, 2012, 03:25:47 PM

Last Active: September 25, 2012, 08:05:52 PM


Signature:

How to use Teacher Student Class Feedback System

skype:bbasujon

facebook.com/bbasujon

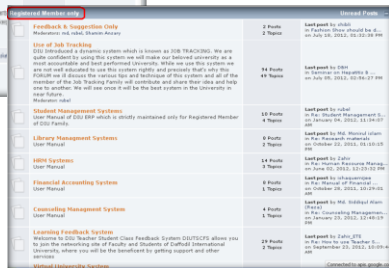
### Division and sub-division ensure proper order




**Forum Structure:**

- FORUM (100%)
  - DSU Student Network (100%)
    - All members of DSU will discuss about their activities and developments.
  - DSU Students (100%)
    - Students of DSU will discuss about their activities and developments.
  - DSU Teachers (100%)
    - Teachers of DSU will discuss about their activities and developments.
  - DSU Alumni (100%)
    - Alumni of DSU will discuss about their activities and developments.

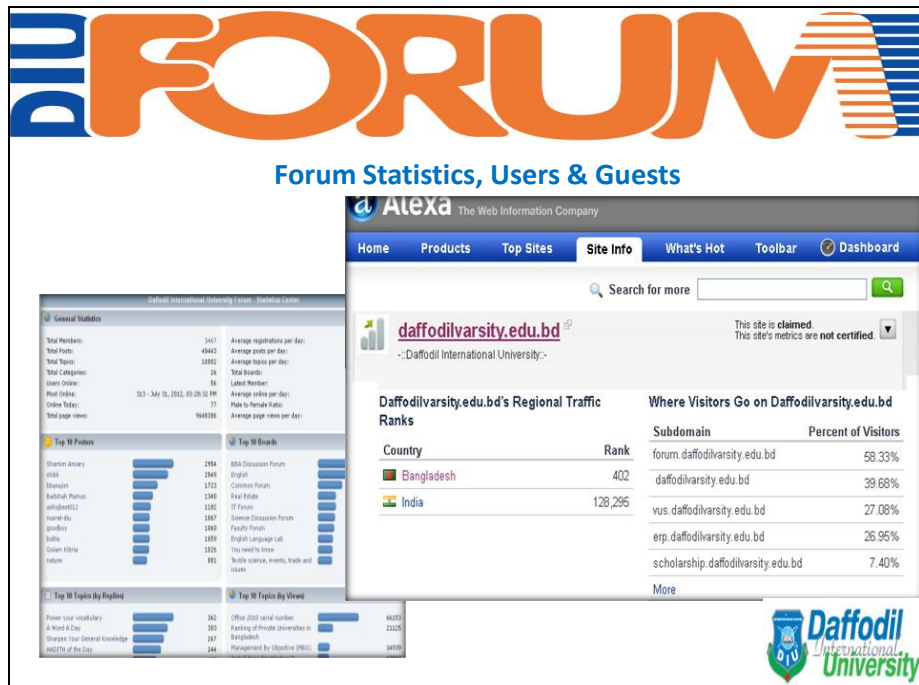
### Data Privacy & Security



System	Points	Users	Last Post
Feedback & Suggestions	2 Points	2 Users	Last post by bbasujon on September 25, 2012, 03:25:47 PM
Student Management System	14 Points	14 Users	Last post by bbasujon on September 25, 2012, 03:25:47 PM
Library Management System	8 Points	8 Users	Last post by bbasujon on September 25, 2012, 03:25:47 PM
Admin System	14 Points	14 Users	Last post by bbasujon on September 25, 2012, 03:25:47 PM
Financial Accounting System	8 Points	8 Users	Last post by bbasujon on September 25, 2012, 03:25:47 PM
Learning Management System	4 Points	4 Users	Last post by bbasujon on September 25, 2012, 03:25:47 PM
Learning Feedback System	24 Points	24 Users	Last post by bbasujon on September 25, 2012, 03:25:47 PM



Slide 7



Slide 8

**One Student One Laptop**  
One Step Ahead to Digital Bangladesh

**One Student one laptop**

**Daffodil International University**

Slide 9



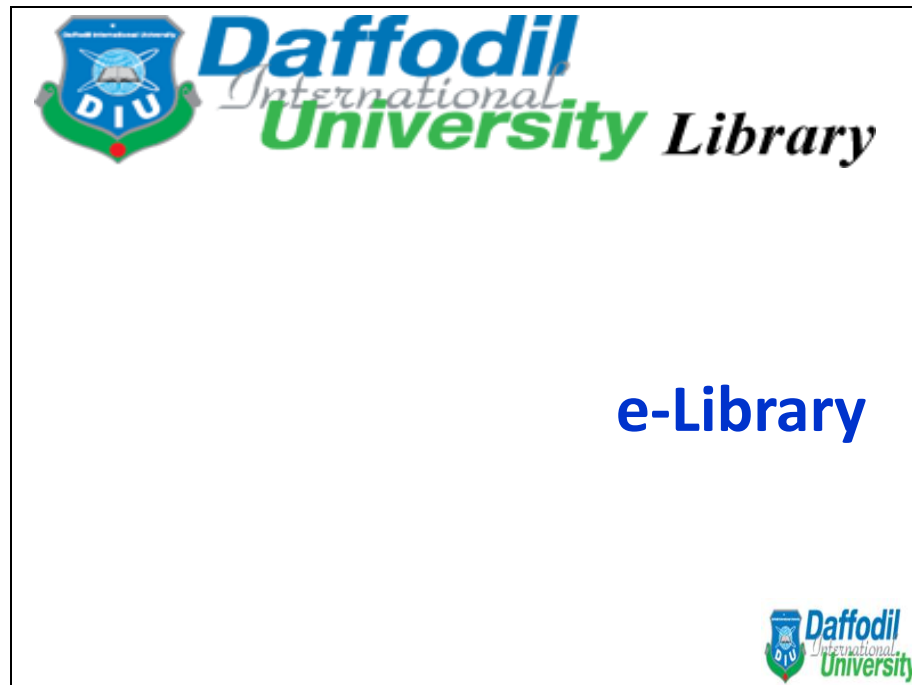
- To develop the ICT skill and academic performance.
- To face the challenges of a globalized world.
- Distributed more than 5000 laptops among the existing students.



Slide 10



Slide 11



Slide 12



Slide 13

**Daffodil International University Library**  
Homepage

**Library Online Catalogue**

The screenshot shows the library's homepage with a navigation menu (Home, About, Committee, Personnel, Formation, Getting Online) and a search bar. The main content area features a 'Library at a Glance' section, 'Services & Facilities Highlights' (Online Registration, Borrow, Renew & Request, Purchase Suggestion, Reservation, Reprography, E-Resources), and a 'New and Upcoming Books' section with book covers like 'Leading with CARE', 'Making Career Work', 'Conquer the Crash', and 'Survive the Storm'. A 'Log in to Your Account' box is also visible.

Slide 14

**Daffodil International University Library**

**Digital Library or E-resource**

➤ 50,000+ e-books

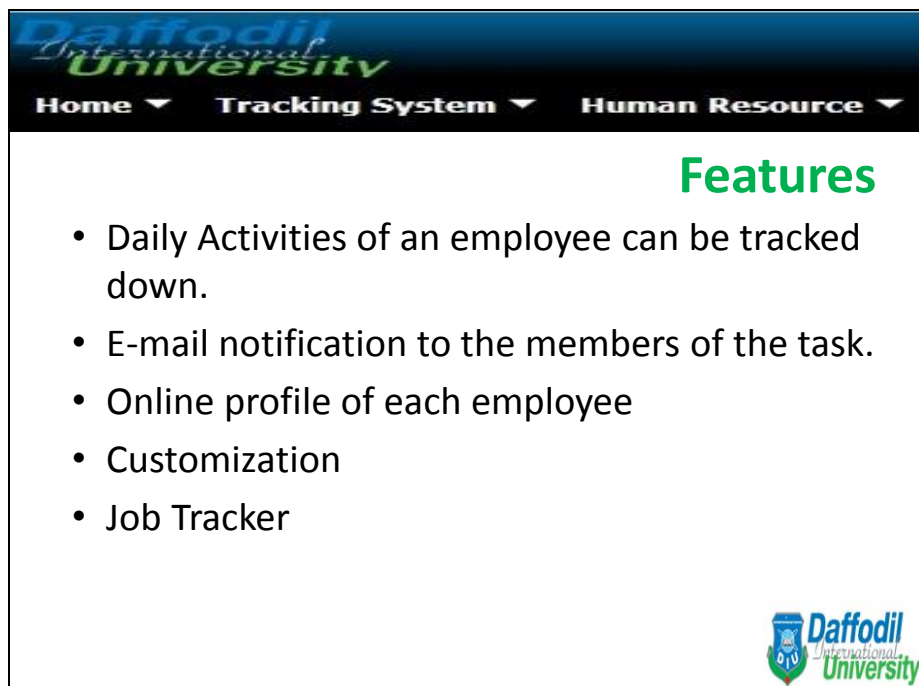
This is the ebook page from which we can download the online books.

The screenshot shows a search results page for 'Signal Analysis: Wavelets, Filter Banks, Time-Frequency Transforms and Applications' by Alfred Mertins. The page lists various categories and provides a table of search results with columns for Category, Title, Author, Page, and Download. The table shows results for 'Signal Analysis: Wavelets, Filter Banks, Time-Frequency Transforms and Applications' by Alfred Mertins, 'Practical Physics' by Ghassan Ahmed, and 'Traffic analysis and design of...' by Peter Koppert.

Slide 15



Slide 16



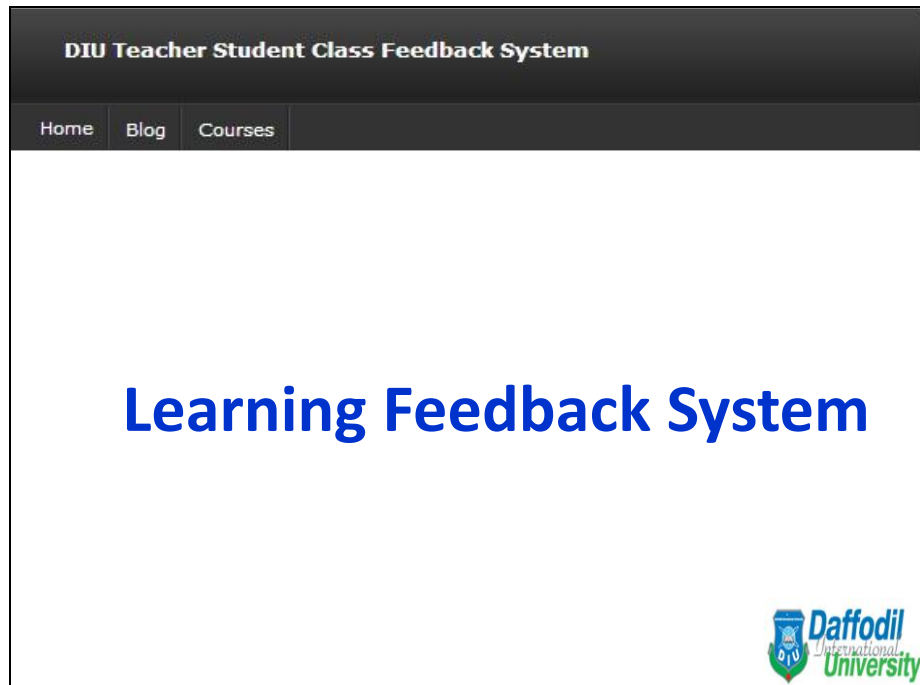
[illegible]

The screenshot displays the Daffodil International University Job Tracker System. The interface includes a navigation bar with 'Home', 'Tracking System', 'Human Resource', and 'Event Management'. The main content area features a table of job tracker data with columns: ID, Title, Task, Department, Given Date, End Date, Status, Progress/No, and Priority. Below the table, there are sections for 'Task Manager' and 'Job Tracker' with various filters and a list of tasks.

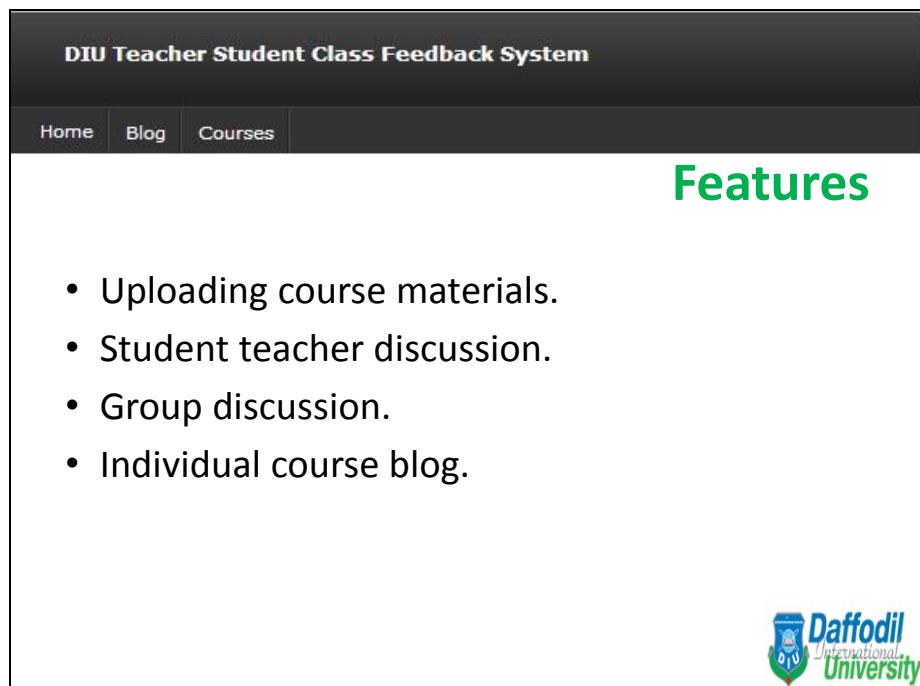
ID	Title	Task	Department	Given Date	End Date	Status	Progress/No	Priority
1	State Medical Facility Software	MS. Rashed	CyberSoft Software Ltd.	12/12/2008	Done	100	High	
2	CyberSoft Basic Software	MS. Rashed		12/12/2008	Completed	50	High	
3	CyberSoft Software License	MS. Rashed		02/12/2009	Ongoing	60	High	
4	Personal Database Software	MS. Rashed		08/12/2009	14/07/2010	Pending	50	Low
5	CyberSoft MISMS New	MS. Rashed		09/12/2009	Ongoing	0	High	
6	MS. Software	MS. Rashed		01/01/2010	26/03/2010	Completed	95	High
7	Training on Job Tracking	MS. Rashed		13/01/2010	06/03/2010	Ongoing	5	High
8	BAEIS For 2010 Job Tracking	MS. Rashed		13/01/2010	09/03/2010	Ongoing	70	Very High
9	Software for New Users	MS. Rashed	CyberSoft web & software	01/03/2010	26/03/2010	Completed	0	Very High
10	AgriNet Bank 12 Elements	MS. Rashed	CyberSoft Software	01/03/2010	26/03/2010	Ongoing	20	High

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Slide 19



Slide 20




Slide 21

DIU Teacher Student Class Feedback System

[Home](#)
[Blog](#)
[Courses](#)

- Class discussion with teachers and students. & Students and students.
- Habit of English writing / understanding.
- Fully confident in any subject or topics.
- Sharing knowledge with poor students.
- Developing communication skills.
- Re-understand the whole subject clearly
- Download and memories the subjects.
- Question and Answering.



Slide 22

DIU Teacher Student Class Feedback System

[Home](#)
[Blog](#)
[Courses](#)

### Registration / Signup Form

DIU Teacher Student Class Feedback System

[Home](#)
[Blog](#)
[Courses](#)

Register

Display name

University Email address

Username

Password

Password (again for verification)

Register

**Students / Teachers**  
**Get the email for verification**  
**Then s/he will join the LFS**



Slide 23

**DIU Teacher Student Class Feedback System**

Home Blog Courses

### Course Creation

#### Uploading Class Materials

Search for Courses by tag

All site Courses

1096 Courses created

**Bangladesh Studies** open for all / 575 members  
This is a multidisciplinary course designed to equip students with the knowledge about focal themes relating to Bangladesh. The first theme is the inevitability of the emergence of Bangladesh as a state entity in the context of a long historical background starting from 4th Century B.C.; and the second theme draws attention to the experience of Bangladesh as a small state in the Third World in governance and democratization.

**Business Communication (BUS 202)- Md. Shibli Shahriar** membership permission required / 508 members

**Applied Statistics** membership permission required / 299 members

**Textile Chemistry-MSZ** open for all / 268 members

**Fundamentals of Computer-ZAS** membership permission required / 223 members

#### Uploaded Materials

**Business Communication (BUS 202)- Md. Shibli Shahriar**

Course blog files

Business communication just now

My mind map 67 days ago

Latest discussion

**Business communication** Posts: 7

**Business communication** Posts: 1

**Different cultural views and norms** Posts: 2

**Write a short report (Noki** Posts: 6

**Daffodil International University**

Slide 24

**DIU Teacher Student Class Feedback System**

Home Blog Courses

### Group discussion by the students & teachers

Online (25)

Offline

**Business Communication (BUS 202)- Md. Shibli Shahriar** BUS 201

Subscribe to feed

Report this

Edit Course

Invite friends

Manage join requests

Request membership

Course discussion

Course blog

Course blog files

Course calendar

### Course Blogs

**Business Communication (BUS 202)- Md. Shibli Shahriar**

How to make letter presentation?

A letter that is simply to make a better presentation. Being a competent writer is not just a matter of writing a letter. It requires a lot of practice. But here are a few things you can consider to start shaping your presentation skills.

Advantages and disadvantages of email

Advantages:

- Quick delivery and reply of messages
- No need on how short or how long the message should be (it would seem ridiculous to send a one line letter to someone in the post, but on email this is acceptable)
- Can attach large documents and other files with a click of a button (and without using up resources like paper)
- Doesn't use any paper (good for the environment)

Disadvantages:

- Less social contact with people (social skills won't be as well developed)
- Less handwriting practice
- Can be bad for your eyes if you spend too long sending emails on your computer
- Messages may be misinterpreted easily
- Abbreviated language may become common practice for some people
- Can provide an easy way to spread viruses to computers
- Can be easy to make a "typo" and say the wrong thing, so send the email to the wrong person
- Access to a computer and the internet is necessary, and this may not be convenient for all people

Can you give us some real examples on the importance of Communication in the workplace?

**The Importance of Communication Skill Workplace**

**Daffodil International University**

Slide 25

**DIU Teacher Student Class Feedback System**

Home Blog Courses

LFS is the  
For best Academic Knowledge Sharing Web Application that DIU has Implemented Stored for  
future study & research.

**Statistics**


Basic site statistics

Number of users : 10042 Active / 10042 Total

**Entities on site**

Sites:	1
Users:	10042
Services:	80378
Messages:	16230
Files:	8077
Discussion topics:	1942
Blog posts:	1726
item:object:elggchat_session:	1628
Event calendar:	862
Reported items:	302

**Educational Networks of DIU**



Slide 26

**Daffodil International University**

Topics Topics

**Meeting Management System**



Slide 27



# Topics




## Features

(online file management system)


- Store any types of Official documents in the Online
- Access from anywhere in the world.
- Also It is a secured property.
- Only access permitted users.
- Find any things easily by searching.
- Copying and make duplicate ready.
- No way of lost the files.
- Photo Gallery
- Archives
- Meetings Proceedings



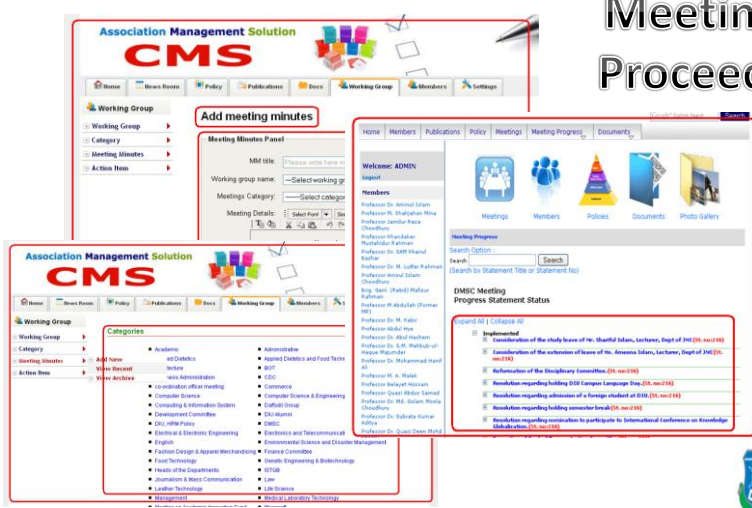
Slide 28




# Topics

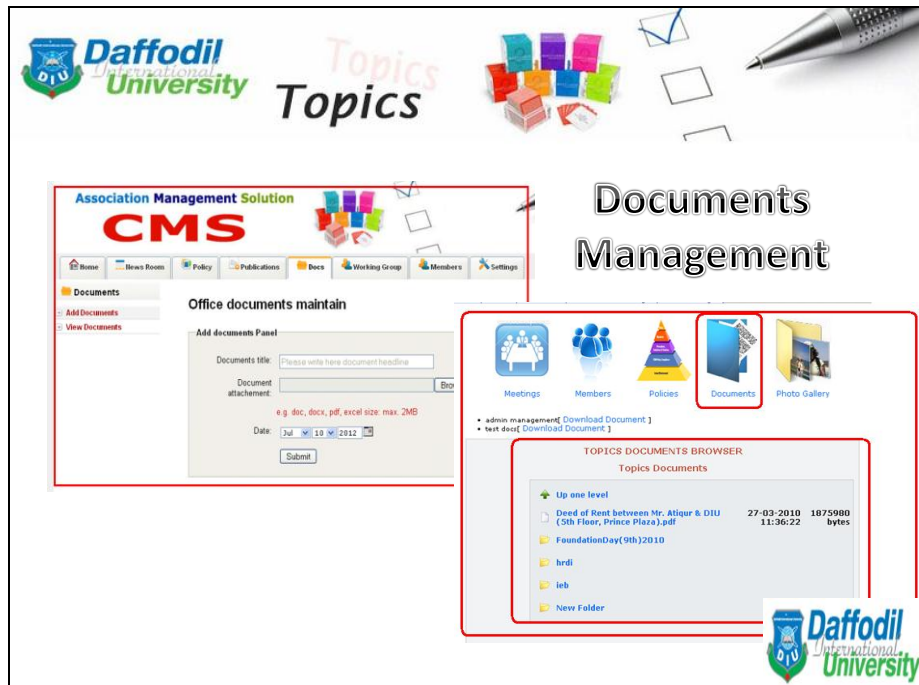


## Meetings & Proceedings





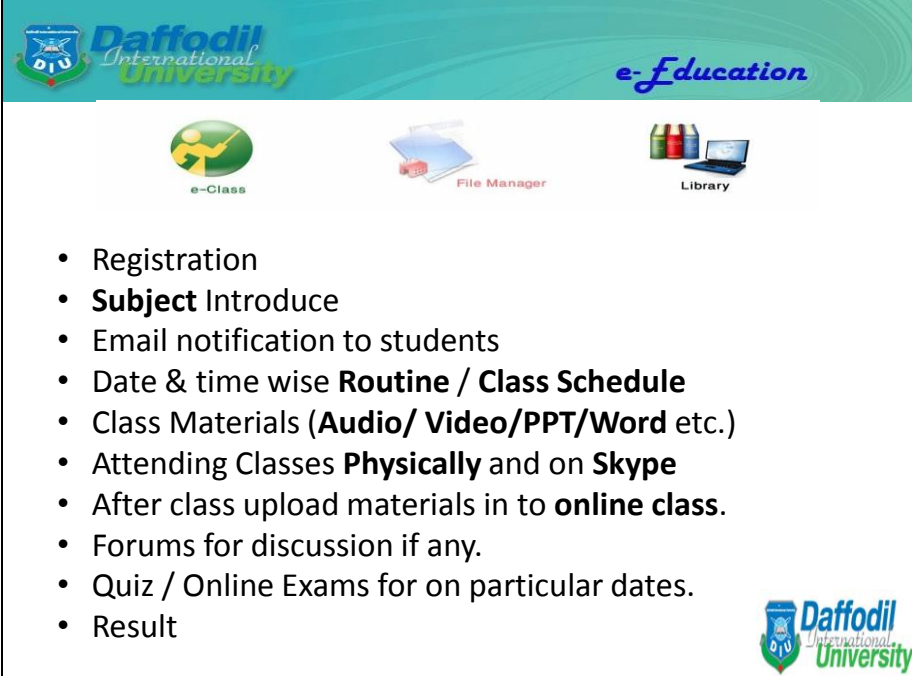
Slide 29



Slide 30

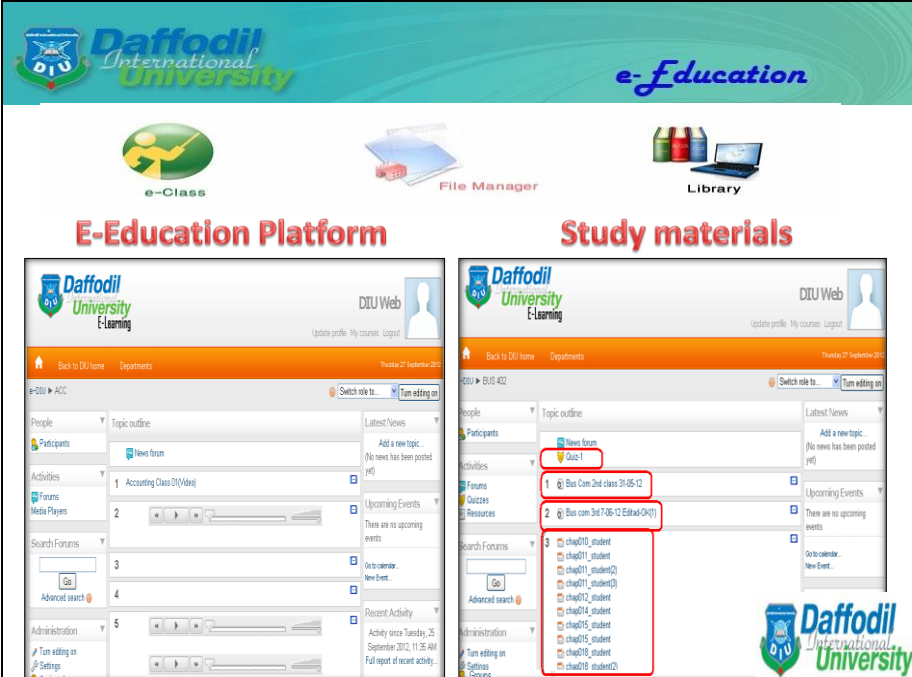


Slide 31



- Registration
- **Subject** Introduce
- Email notification to students
- Date & time wise **Routine / Class Schedule**
- Class Materials (**Audio/ Video/PPT/Word** etc.)
- Attending Classes **Physically** and on **Skype**
- After class upload materials in to **online class**.
- Forums for discussion if any.
- Quiz / Online Exams for on particular dates.
- Result

Slide 32



Slide 33

The screenshot displays the Daffodil International University e-Learning platform. The top navigation bar includes the university logo and the text "e-Learning". The main content area is divided into two sections:

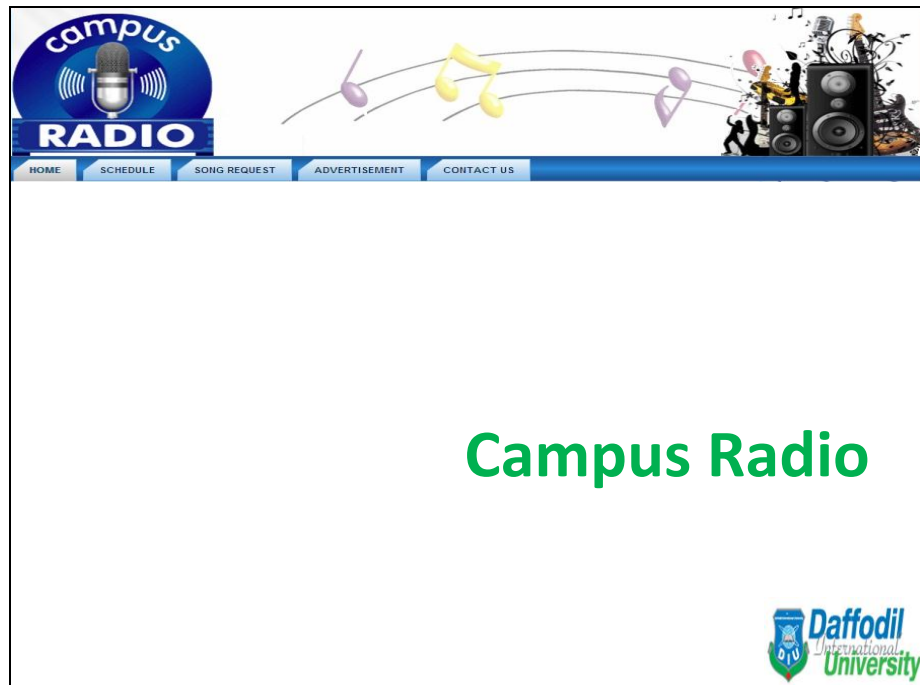
- Course Outline /Routine Download:** This section shows a sidebar with navigation options like "People", "Topic outline", "Activities", "Forums", and "Resources". The "Topic outline" is selected, showing a list of topics. A red box highlights the "Course Outline" link in the sidebar. A red box also highlights the "Download" button next to the "Course Outline" link.
- Online Video/Audio Class:** This section features a video player showing a man in a suit speaking. Below the video player, there is a "Daffodil University e-Learning" logo and a "Daffodil University e-Learning" text.

Slide 34

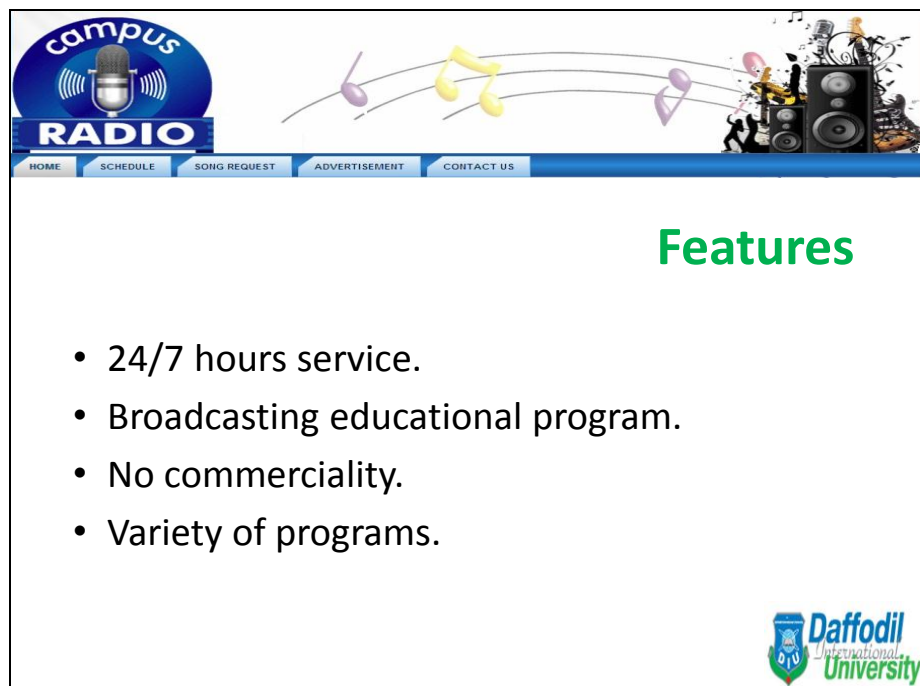
The screenshot displays the Daffodil International University e-Learning platform. The top navigation bar includes the university logo and the text "e-Learning". The main content area is divided into two sections:

- Online Resource Download:** This section shows a sidebar with navigation options like "People", "Topic outline", "Activities", "Forums", and "Resources". The "Resources" is selected, showing a list of resources. A red box highlights the "Question\_Pension\_Fund.doc" link in the sidebar. A red box also highlights the "Download" button next to the "Question\_Pension\_Fund.doc" link.
- Online Exam/Quiz & Result:** This section features a quiz interface. It includes a question about the purpose of using sample statistics to draw conclusions about true population parameters. Below the question, there are multiple-choice options. A red box highlights the "Correct" button. Below the quiz, there is a table showing the results of the quiz. The table has columns for "Student name", "Attempt", "Completed", "Time taken", "Grade", and "Feedback".

Slide 35



Slide 36



Slide 37



Slide 38



Slide 39

## Features

- Audio-visual medium.
- Providing the latest, the most accurate information and entertainment, and services.
- Platform for students to share their creativity. (for some department)
- Chance to record their own events and broadcast.



Slide 40

## Homepage



## Slide 41

- We do believe there are lot of implementation in your institution which can be proudly represented. Our wish is to have your stories, ideas among us through this platform for a change, upgradation and betterment to the Higher Education Institution globally and put AUPF as the living legend.

## Slide 42

**Thank You**

## **Education of Global Competent Persons and Quality Assurance Activities in Kansai University of International Studies**

**Dr. Atushi Hamana,**

**President, Kansai University of International Studies, Japan**

### **Abstract**

The history of the policy of Higher Education in Japan is that the government repeated strengthening and relaxation of restriction (control). That is, 1) From 1948 to 1960, it was the period of restriction (control) by the government. 2) From 1961 to 1975, it was the period of relaxation of restriction, and the increase in the newly established universities by the use of reporting system was observed. 3) From 1976 to 1990, the government controlled the capacity of university by strengthening restriction, and 4) Relaxation of restriction (or establishing principles of University Chartering Standards) in 1991 and after.

In the recent years, under the increase in the criticism of too much relaxation, restriction was strengthened again, and the objective of restriction is changing from the macro control of capacity to the micro point of contents and pedagogy of education. Typical examples are a report of “Quality assurance of undergraduate education” by The Central Council for Education (CCE) in 2008, and a report of “Qualitative change of undergraduate education” by CCE in 2012.

In the progress of globalization and universalization of Higher Education, pressure of reform such as in teaching and learning management is increasing aiming the qualitative changeover in education toward the establishment of quality assurance.

In this report, in the current situation of Higher Education in Japan, some cases of institutional university reform to educate globally competent persons and to achieve learning outcomes including generic skills conducted by Kansai University of International Studies, which is referred to as one of the model schools of reform in Japan, are reported.

Slide 1



11<sup>th</sup> Asian University Presidents Forum

Education of Global Competent Persons  
and Quality Assurance Activities in  
Kansai University of International  
Studies

2012. 10. 28  
Kansai University of International Studies  
President  
Atsushi Hamana

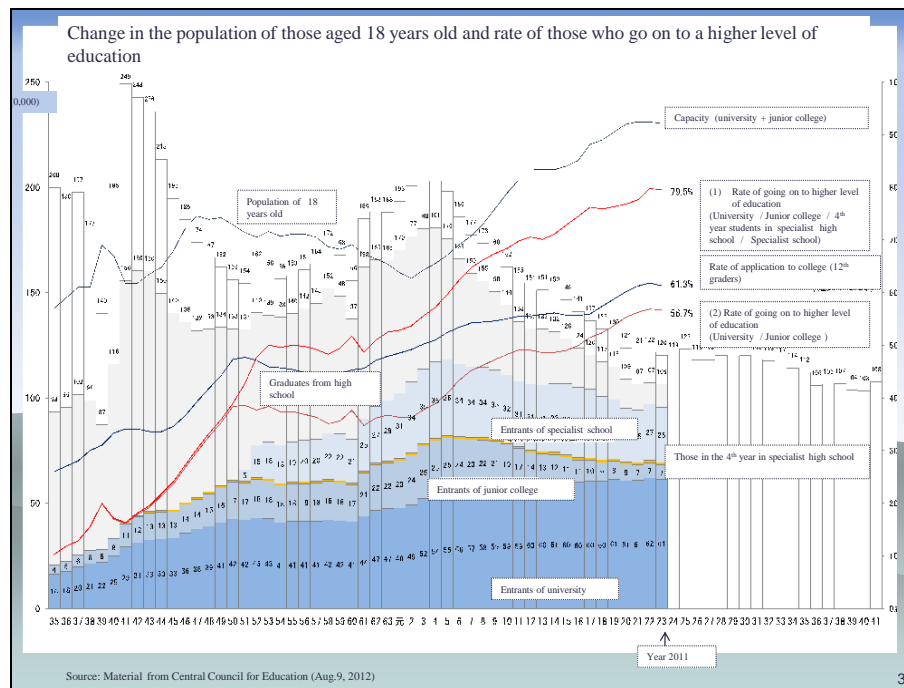
Slide 2



◆ Current situation of Higher Education in Japan

2

Slide 3

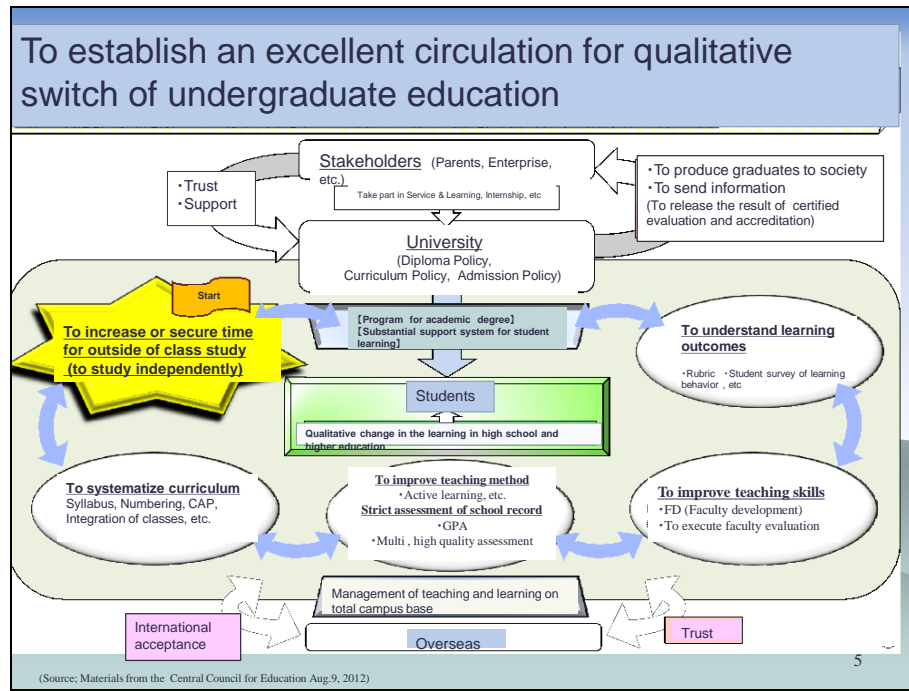


Slide 4

## Policy of university reform by the Central Council for Education

- ◆ Specialization of higher education by functions
- ◆ Reform of governance
- ◆ Management of teaching and learning on total campus base
- ◆ Many tools for reform
  - ❖ General skills required for undergraduate students
  - ❖ FD
  - ❖ Syllabus, Teaching portfolio, Learning portfolio
  - ❖ Rubric, Outside test, Student survey of learning and behavior
  - ❖ Numbering system
  - ❖ Substantiation of credit
  - ❖ Pedagogy improvement (e.g., Active learning, Outside of class program, etc.)
  - ❖ To secure time for outside of class study (to study independently)

Slide 5



Slide 6



Slide 7

### Background information of KUIS


**Amagasaki Campus ( Amagasaki city )**

- Faculty of Education**
  - Department of Education and Social Welfare
  - Department of English Education

**Miki campus ( Miki city )**

- Faculty of Human Sciences**
  - Department of Psychology**  
Criminal Psychology, Clinical psychology, Sports Psychology, etc
  - Department of Business**  
Tourism, Bridal, Food business, Sports business
- Faculty of Health Sciences**
  - Department of Nursing**  
Applying for permission of establishment  
(Scheduled to be open in Apr. 2013)

**Graduate School of Human Behavior Science**  
( On both campus )  
Master course : Clinical Psychology,  
Educational Clinic,  
Criminal Psychology



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Slide 8

### KUIS Learning Benchmark (Learning Objective)

- ◆ **To become autonomous**  
To be strict with themselves, and to be able to keep trying things.
- ◆ **To be able to contribute to society**  
To be able to create by themselves and act positively.
- ◆ **To become global citizens with richness of the heart**  
To be able to improve each other, having empathetic attitude to people in the world.

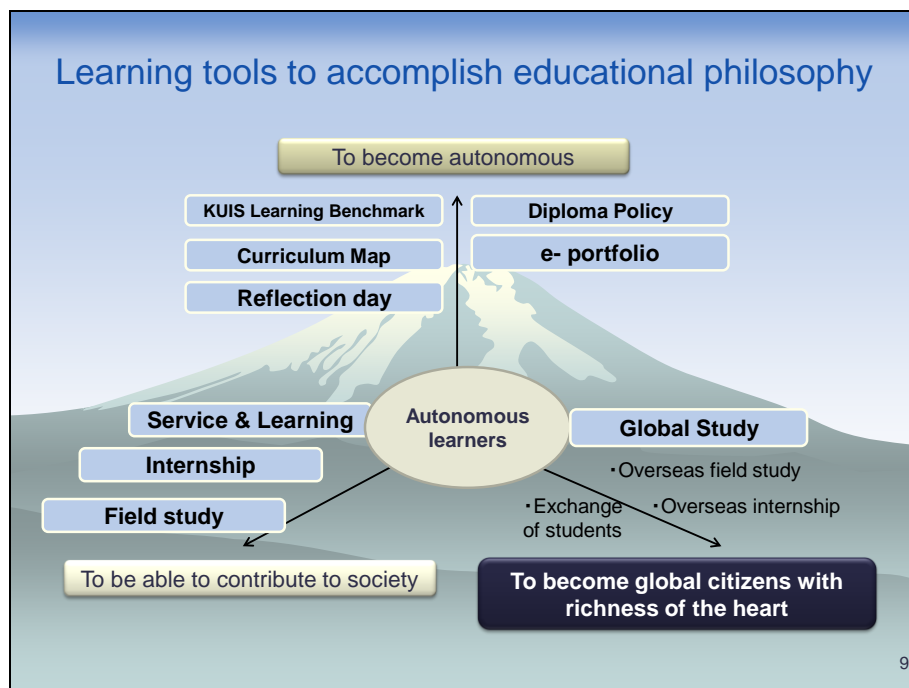
+

- ◆ **To achieve skills to solve problems**  
Tools to collect information /Efficient collection of information /  
Right analysis
- ◆ **To achieve communication skills**  
To comprehend others' opinion correctly /To express one's thought  
precisely /To be able to exchange opinions with others

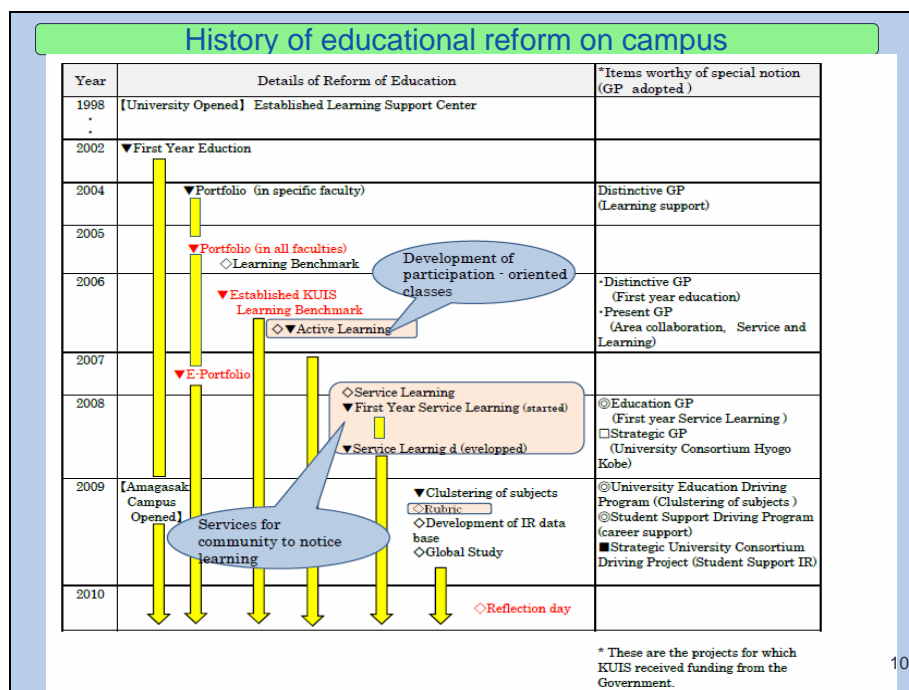
→ **To be able to utilize these skills in total**

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Slide 9



Slide 10



Slide 11

**Toward education which put importance on educational environment, supporting students and enabling them to learn effectively**

- ◆ Other than the first year seminar for freshman, introduction of **"High Impact Practice"** is necessary, which includes **Learning program outside of class**, such as Learning Community, Service Learning, Field Study, Internship, where students learn several subjects cooperating with each other (with the faculty members cooperating as well) .
- ◆ It is necessary to develop systematic undergraduate education system by including **"Active Learning (pedagogy of active learning inside of class, such as group work, presentation, discussion, and frequent feedback of papers)** and by extending it into the subjects of sophomore or higher grade students.

11

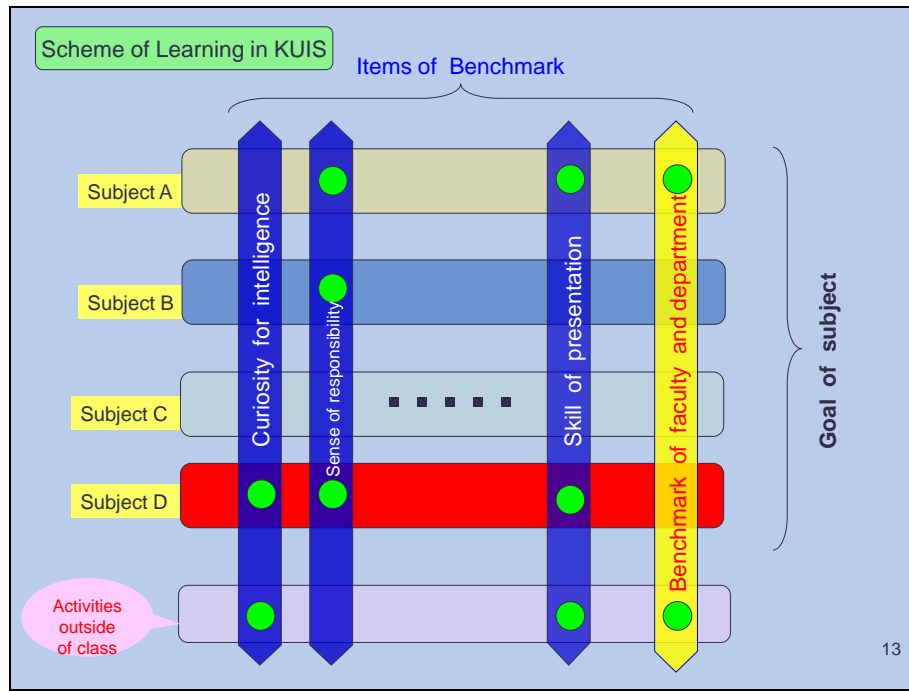
Slide 12

**Process of education to which AAC&U (Association of American Colleges and Universities) attach importance**

- ◆ To cross from the liberal arts, which includes pre - professional study, to the professional education
- ◆ Through the whole process of undergraduate education, progressively and challengingly, from the first year education to graduation research
- ◆ **Active, Hands-on, Collaborative, and Inquiry-based**
- ◆ To utilize milestone and capstone, which help students deepen, integrate, and express their learning.
- ◆ Educationally well-designed program and strengthening of social support for all the students.
  - \* To attach importance to the context which is based on community and field

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Slide 13



Slide 14

**Assessment by common rubric, which establishes practical cooperation among faculty members**

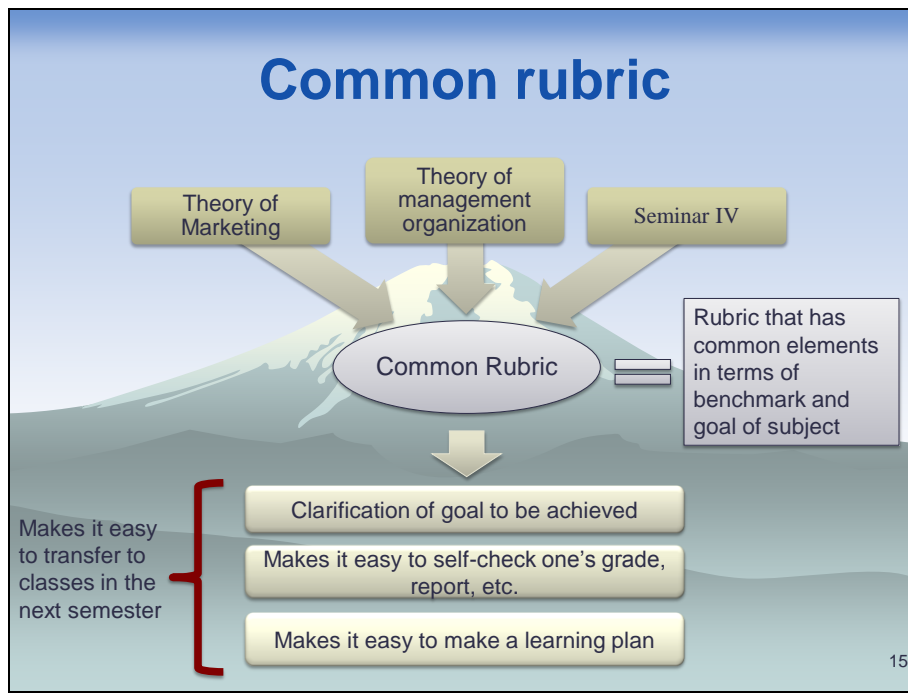
- ① **To share standard of assessment:** Among students and faculty members, points in rubric are shared.
- ② **Method of assessment:** To cooperate among faculty members about how to give assignment and its timing.
- ③ **Feedback:** To cooperate among faculty members about the timing of returning their comments of papers to students, and to use the same rubric for evaluation consecutively.

**\* As a related matter, to share among faculty members about teaching materials, textbooks, and the status of progress of skills of students in learning.**

For example, among plural subjects, ① Share the points of evaluation, ② Give assignment adjusting the period, ③ Return feedback adjusting the timing, and ④ Share the status of progress of skills of students in learning.

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Slide 15



Slide 16

## Rubric

○Rubric is a matrix chart for assessment against objective, made of items for students to learn and the levels of its achievement.  
○ Level of achievement is clarified with description, and it is said that it's better used for qualitative assessment. It has advantage that understanding can be jointly owned by those who evaluate and those who are evaluated. It has also an advantage of standardization of assessment among multiple evaluators.  
○ It can be developed by course, subject of class and subject of report.

### Common Rubric For Research (For Sophomore or higher grade in KUIS)

	3	2	1	0
How to decide on a theme of research	Theme is clear and original, and the hypotheses and research items are clearly shown.	Theme is clear and possible to realize, and the hypotheses and research items are shown.	Theme is possible to realize, and the hypotheses and research items are shown.	Theme is possible to realize, but just general hypotheses and research items are shown.
Utilization of knowledge ever known	Utilizing knowledge and subjects ever known from a variety of reliable sources in relation with the contents one is going to clarify.	Utilizing knowledge ever known from multiple reliable sources in relation with the research one is conducting.	Showing knowledge ever known from multiple sources.	Showing just a part of knowledge ever known from multiple sources.
Research method and point of analysis	Showing a clear point of analysis by using some research methods suitable for the theme and objective from the point of multiple points of research methods and analysis.	Showing a point of analysis by using a research method suitable for the theme and objective from the point of multiple points of research methods and analysis.	Showing a point of analysis by using a research method for the theme and objective.	Showing only a necessary point of a research method and analysis.
Analysis	Analysing from a variety of points of views, finding, similarities, differences, and important types (making a pattern) by summarizing the research results systematically along the focused points.	Analysing from a variety of points of views with similarities, differences, and important types (making a pattern) by summarizing the research results systematically.	Analysing some laws of similarities, differences, and important types (making a pattern) by summarizing the research results.	Just summarizing the research results.
Conclusion	Explaining logically by summarizing the result of research with effectively using basic specialized knowledge (or concept and framework of one's specialized field).	Explaining logically by summarizing the result of research with using basic specialized knowledge.	Explaining by describing the result of research with using, to some extent, basic specialized knowledge.	Just describing the result of research.

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Slide 17

## Global Study

- ◆ Overseas experience- based learning program to educate students so that they can learn to understand sense of value of diversified people in the world and act based on their own thoughts.
- ◆ Provides opportunity (as a required) for overseas experience- based learning program to **all the new entrants** from year2011.
- ◆ Travel fee to the destination is paid by university.

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Slide 18

## Developing active interchanges with 33 universities in agreement

**China**

- 1 Yanbian University
- 2 Tianjin Univ. of Commerce
- 3 Inner Mongolian University
- 4 Qingdao Binhai University
- 5 Huaihai Institute of Tech.
- 6 Shanghai Business School
- 7 Shangqian University
- 8 Jinan University

**(Taiwan)**

- 9 Shih Hsin University
- 10 National Taichang Univ. of Education
- 11 Providence University
- 12 National Univ. of Kaohsiung

**Canada**

- 23 Medicine Hat College
- 24 Langara College

**Thailand**

- 13 Rangsit University
- 14 Thammasat University
- 15 Assumption University

**Cambodia**

- 16 Norton University

**Vietnam**

- 17 Vietnam National Univ. Ho Chi Minh
- 18 City Univ. of Social Sciences and Humanities
- 19 The University of Da Nang

**Indonesia**

- 20 University of Darma Persada

**Republic of Korea**

- 21 Dongnam Health College
- 22 Dongseo University

**Philippines**

- 25 University of Philippines Diliman

**USA**

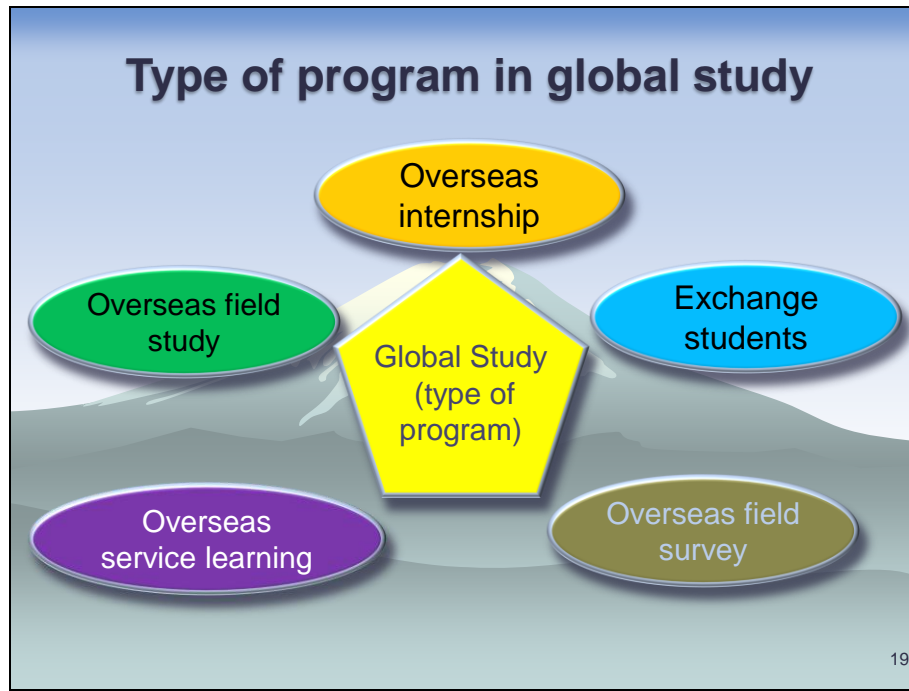
- 26 South Puget Sound Community College
- 27 Peninsula College
- 28 Gonzaga University
- 29 Bellevue College
- 30 California State University Fullerton
- 31 Appalachian State University
- 32 University of Charleston
- 33 The City University of New York College of Staten Islands

**Australia**

- 34 Southern Cross University

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Slide 19



Slide 20

## Overseas internship

- ◆ Case in Thailand with support from Saraya corporation
- ◆ After finishing exchange student in Thammasat University, internship at overseas office of Saraya corporation started.
- ◆ Internship for 2 months at their local office including sales activities with local salesperson.
- ◆ After returning to Japan, presentation and report writing were done.
- ◆ 4 credits were certified.
- ◆ After internship, Saraya offered a job opportunity for the student, but he plans to go on to overseas graduate school.

20

Slide 21

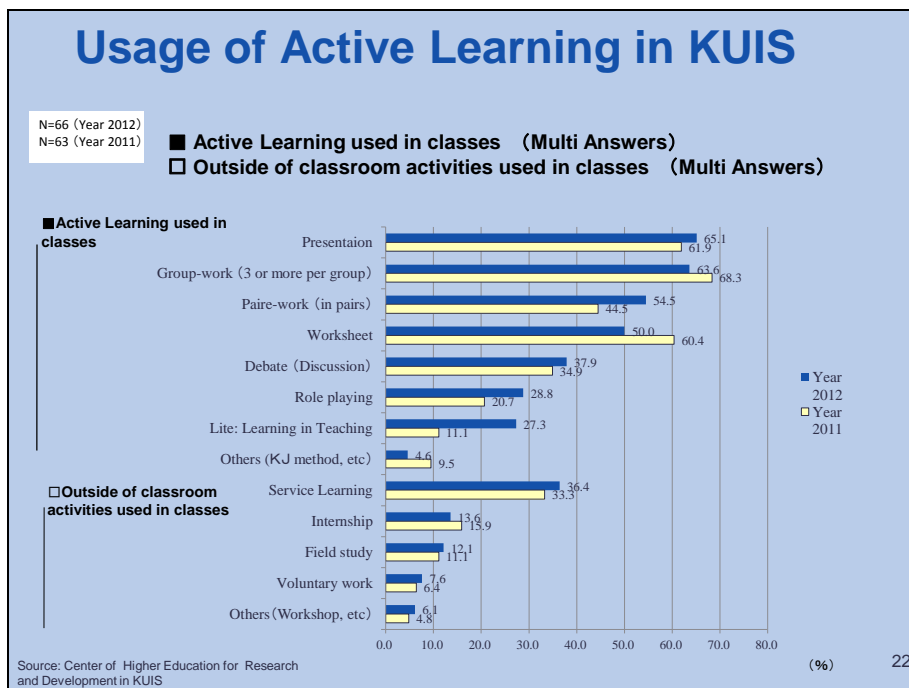
### Overseas Service Learning Major activities in the program of Cambodia

- Support of teaching materials and supplementary lessons for poor students in learning, who are in a poor class in Cambodia.
- Support of effective learning by using calculation cards called Ku-Ku in Japanese or drills in calculation, which are on sale.
- As a pre activity, conducted fund raising campaign to buy teaching materials and foodstuffs for their school lunch.

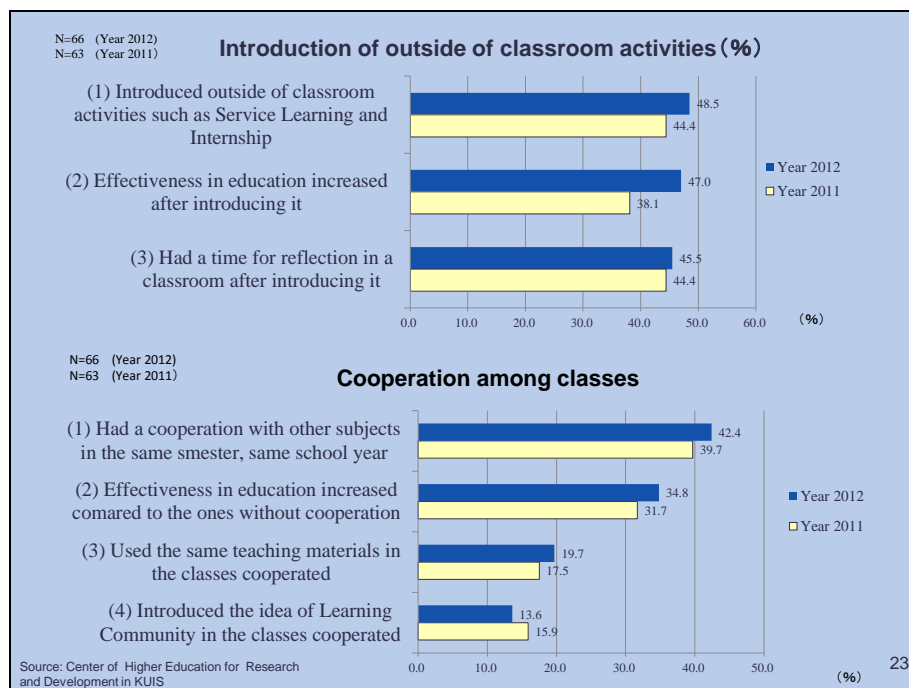


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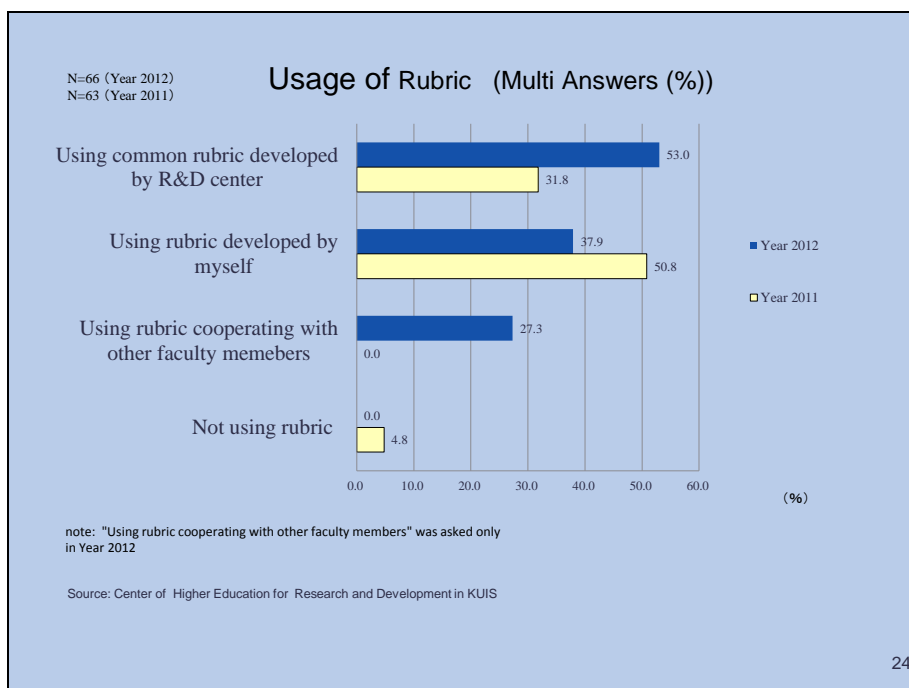
Slide 22



Slide 23



Slide 24



Slide 25

### Necessity of visualization of learning outcomes in globalized Higher Education

- ◆ To establish effective and systematic governance and management
- ◆ To express goals clearly for those students who usually follow guidelines
- ◆ Introduction of systematic curriculum and active learning with HIP (High Impact Practice) in order to achieve goals
  - Inside of classroom : Active Learning
  - Outside of classroom : Study programs for outside of classroom
- ◆ To establish assessment plan for quality assurance
  - Combination of multiple assessments
  - Outside test, Rubric, Portfolio, Student Behavior Survey (similar to NSSE)

→ Seeking partners for KUIS study abroad programs, in which outcomes will be assessed by using rubric.

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Slide 26

## Thank you for your attention.

## **HAMANA Atsushi, Ph.D.**

### **CURRICULUM VITAE**

#### **PRESENT POSITION**

President, Kansai University of International Studies

Chairman of the Board of Trustees, HAMANA Gakuin Educational Foundation

#### **SERVICE**

- The Chair of the Board of Directors in University Consortium Hyogo Kobe
- Professional Member for University System and Education Committee of Central Council for Education in Ministry of Education
- Member of the Research of Management of Educational Foundation in Ministry of Education
- Member of the Management Council in Independent Administrative Agency of University Entrance Examination Center

#### **EDUCATION**

Sophia University, Tokyo, Japan

Ph.D. in Sociology, July 2004

#### **MAJOR FIELD OF STUDY AND RESEARCH**

Sociology of Education, Higher Education Studies

#### **ACADEMIC SOCIETY**

- Executive board member of Liberal and General Education Society of Japan
- Executive board member of Japanese Association of First – Year Experience at Universities and Colleges
- Director of Japanese Association of Higher Education Research

## SELECTED PUBLICATIONS • THESIS

- Hamana Atsushi & Kawashima Tatsuo (November 2006).  
“History, Theory, Practice and World Trends of Challenging and Supporting First-Year Student”, Maruzen
- Hamana Atsushi & other authors (March 2008).  
“Selection and Academic Career – From Meritocracy to Society with Disparity”, World Thought Co.
- Hamana Atsushi. (May 2007).  
“A Decade of Research and Practice on Evaluation of University”, Collection #11, *Higher Education Research*, Japanese Association of Higher Education Research
- Hamana Atsushi. (July 2009).  
“Undergraduate Educational Program to Develop Skills for the Attributes for Undergraduate Graduates”, *Journal of the “University Evaluation and Research”*
- Hamana Atsushi (February 2008)  
“Students Today and First Year Education”, Journal of IDE Higher Education Today
- Hamana Atsushi (May 2008)  
“Necessity and Possibility of First Year Education”, Journal of University and Students #54
- Hamana Atsushi (November 2008)  
“Issue of First Year Education in Japan”, Journal of Academic Society of First Year Education Vol.1, #1
- Hamana Atsushi (July 2009)  
“Liberal Arts in the report of University System and Education Committee of Central Council for Education”, World Thought Co

## **Challenges in providing higher education to millions in Bangladesh (BD)**

**Dr. M. Shamsul Haque,**

**Vice Chancellor, Northern University, Bangladesh**

### **Introduction:**

BD is a densely populated country of 150 million and the population is growing at about 2% a year. The nation was born in 1971 after a bloody nine-month long war of liberation with Pakistani armed forces. Pakistan ruled the country since 1947 when the British left India after 200 years of colonial rules. Agriculture was the mainstay of the economy in 1947 and that remained so in 1971 contributing to 70% of GDP and 80% of employment. Currently the share of agriculture has come down to 25%, manufacturing 25% and 50% from services. That transformation in the economy has taken place with the growth of Ready Made Garments (RMG) industry since 1980s, employing over 2 million workers mostly women migrated from urban areas. However agriculture still remained small holdings with low technology and services expanded rapidly with banking, trade, transport, education and health and finally mobile telecom (90million connections). Besides RMG industry earning 70% of FX by exporting to USA and EU countries, the remittances from mostly unskilled workers employed in the Middle Eastern countries has become major source of FX earning for BD.

### **Human Capital Development not prioritized.**

National policy priorities after liberation encouraged investment in tangible assets (infrastructure). Human capital development remained at low priority levels until 1980s. The former was aided by donors and local level government agencies readily participated as there was enough scope for misuse of funds through corruption. It is to be mentioned that the country faced repeated natural disasters like floods in the mainland and cyclone and tornados in the coastal areas causing huge losses to lives and properties. It also suffered from political instabilities due to poor governance that led to the killing of the first president father of the nation Sk. Mujibur Rahman (1975) and thereafter president Gen Ziaur Rahman (1981). Military rule was imposed for about nine years by Gen Ershad in 1982 and he kept the universities almost non functional during his regime. Finally democratic transition took place in 1991 after a mass upsurge similar to what happed in the Philippine and the later on the “Arab spring” that brought dictators down in Tunisia, Libya and Egypt.

For the last 10 years government's allocation for public universities remained stuck at 0.7% of the national budget for education sector as a whole. The share of higher education in the budget for the education sector remained as low as 7.5% only. It may be mentioned that the role of higher education has assumed greater importance due to rapid growth in technology, especially in ICT sector. In late 1990s the World Bank appointed a high power committee of eminent educationist and policy makers to study the role of universities in developing countries. Among other things the committee concluded that “university education has become basic education these days.” As discussed below Private universities have been contributing more and more to make up the deficits in public spending to some extent but it is far too short of requirements in absolute and relative terms as discussed below..

### **The Private University Act 1992: A Robust Innovation.**

The systematic neglect of the education sector began to be addressed by the democratically elected government in 1991. Demand from academicians and civil society led to passing an Act in the Parliament paving the path for establishing universities in the private sector (NGU). That innovation proved to be a successful move and by 2012 more than sixty non-government universities were set up in rented buildings using significant number of teachers from public universities as adjuncts. These private universities now offer opportunities for higher education to over 230,000 students in 53 NGUs, mostly in programs that have demand in the job markets such as computer science, business administration, law, pharmacy, textiles, electronics etc. Against this the Gov Univs (campus based) are supplying less than 200,000 places in 32 public universities excepting open univ and the colleges offering degree courses

under National Universities. The number of students receiving higher education is too small, 4% of the age cohorts (18-25) compared with other countries such India where over 13% of the same age group attend higher education. The low proportion aside the student population in BD is poorly prepared through the school and college system. They are very weak in English language and math skills. In fact recent reports indicate drastic fall in students attending math and science courses in schools and colleges. A recent UNESCO report mentioned that 50% of the teachers in schools do not have training to be teachers. The NGU can expand further but they suffer from acute shortage of qualified teachers besides lack of government support of any kind. The brain drain of bright student and teachers is rising again as the nation has been faced with political instability since 2006 and the relatively low salaries in the country. These are the main challenges now faced by the higher education sector in BD.

#### **Some standards in higher education: examples from South Korea and North America.**

To cite one example from the experience of South Korea regarding the availability of Ph. D. Degree holders in 1980s. South Korea has had the highest number of doctoral degree holder per 1000 population in the world. Most of them obtained higher degrees from top universities in the USA. These scientists provided the human capital base for establishing and growth of multinational giant companies such LG, Samsung and Hyundai. There is also a recognized standard in Canada and USA, that is, to provide quality teaching and research there should be at least 40% Ph.D. qualified faculty members in any discipline in a university. In the early eighties the US and Canada adopted a plan to produce large number of Ph.D. qualified teachers with a massive public funded project.

#### **The Challenges :**

In this background the BD economy has long been opened to market forces and trade with and investment from rest of the world has been growing. To support this growing economy (GDP growth at 5-6% a year) demand for highly skilled manpower is rising and the gap between demand and supply is widening year after year. Given the poor quality of students coming for higher education, shortage of qualified faculty members and rising trend of brain drain( exacerbated by highly skewed income distribution), accompanied by the flight of capital the prospect of expansion of higher education of reasonable international standards appears quite bleak in BD. This was recognized by the World Bank in late 1990s and they funded a large project to improve quality of university education in BD, called as (HEQIP). However most of the project money is being directed to public universities and that too on research and development. Faculty development was not included perhaps as element. Ninety

percent of the private universities cannot participate in the project for not complying with the permanent campus requirement set by the government.

We need to undertake larger plans and projects to raise the educational qualification of teachers in universities in BD. And this cannot be done by the universities in BD alone without cooperation from international community of universities and donors. Shifting priority from physical capital development to human capital development has become urgent for BD. Without that BD will remain as a nation of low skilled and low technology nation for supplying uneducated manpower within the country and abroad as wage earners while our neighbors attain human capital goals as India seems to have done.

### **Summary and conclusion:**

Systematic neglect of the higher education sector in BD for a long period after liberation war of 1971 has created a crisis in short supply of university graduates in the economy. The economy has been growing at 5-6% per year during the last decade or so. Compared with India the gap in enrolment is about 9% points of the age cohorts(18-25) that are supposed to attend university level education. Countries in this region such as Malaysia, Singapore, Thailand and South Korea have much higher rates of enrolment and these economies are sustaining growth based on such highly educated human capital. This deficit in human capital is posing as a serious constraint on higher rates of growth in the economy.

The private universities in BD have contributed to half the enrolment since they started operations in 1992. The most critical constraint to expansion of higher education is acute shortage of qualified faculty members due mainly to lack of opportunities for doctoral studies in the country and the problem of brain drain of bright students and young teachers to the developed countries. The World Bank gave a loan for higher education quality improvement. But it is mainly being given to public universities for conducting research and increasing library resources.

In this critical situation the way out seems to lie in the use of ICT to prepare teaching resources by trained teachers and deliver those to students on a distance mode through video conferencing and other digital techs. Besides a crash program of doctoral studies must be started soon with collaboration from universities in our community of IAUP. Failure to address the problem now will culminate into lowering standards of education which is already recognized to have fallen in BD. This will ultimately make economic activities in the organized sector inefficient and less competitive in a knowledge based globalised world. Our growth in GDP will stagnate at lower rates and the ultimate goal to reduce poverty will not be

attained. Can the global community of university leaders help BD and other countries with similar experiences in the field of higher education with ideas and resources such as the UN funded professorial chairs for universities in Africa that was initiated by IAUP.

## From Leading Economic Growth to Educational Revolution



**Dr. Laode M Kamaluddin**

**President, Sultan Agung Islamic University, Indonesia**

### Abstract

Rapid economic development has brought Asia to be the center for global economic growth nowadays. The ability of Asian countries to survive and continue to thrive in the world economic crisis is an outstanding achievement need appreciation. The major countries in Asia and South America which are better known as BRIC (Brazil, Russia, India, and China) were found to play significant role of assisting countries in the world, especially in Asia, to get out of prolonged crisis. EAGLEs (Emerging and Growth-Leading Economies) is another new introduced concept of BRIC where this includes more countries such as South Korea, Indonesia, Turkey, Egypt, and Taiwan.

With respect to this, research and development are essentially needed to maintain the growth of economy in Asia. Universities in this case, believed to become the backbone which plays significant role in supporting the Asia economic development and generating qualified human resources by conducting research and development.

However, many people still assume that western remains to be the best place to study and to be the center for education that created unbalanced transaction. General policy should be generated to respond these kinds of issues and partnership among universities is an absolute matter to conduct.

Few years ago, economic crisis struck most of countries in the west. The developed countries, used to sustain the economic growth, such as those incorporated into G7 had to go through and survive from the crisis. For that reason, economic world was ever then predicted to collapse. Within the amid fears, a new group of countries, included China, India, Brasil, Indonesia, Korea, Russia, Meksiko, Egypt, Taiwan, and Turki found to incorporate in EAGLEs (Emerging and Growth-Leading Economies) was born to take over the role of sustaining the economic world. Total GDP of those countries was a half of total GDP entire world with average of economic growth of 6,4%.<sup>1</sup> Seven of the EAGLEs countries were incorporated to the group of Asia Economy. Economist in October 2012, reported that the top five countries with the highest GDP rate are China (7,8%), India (6,1%), Indonesia (6,0%), Thailand (6,0%), dan Saudi Arabia (5,3%)<sup>2</sup>, all are from Asia. These phenomenon shows that Asia today is not Asia that used to be, that Asia nowadays is no longer a follower. Asia has grown to be the center for Global Economy, cultural growth, and educational exchange.

Along with the shift of economic growth to Asia what makes things need consideration. Asia must keep maintaining the sustainable economic achievement attained. The substitution of the actors on the global economy, more or less has contributed difference between the old and the new actors, in this case, between Asia and the West. Ivan Selichev, in detail, defined the problems faced by the West in dealing with Asian economies, such as China. Some economic sectors such as manufacture, trade, services, and finance were predicted to remain important for the future.<sup>2</sup> Asia should be ready to sustain the sectors by preparing creative and resilient human resources. Conducting higher education is one of the best solutions ever where Universities throughout Asia are believed to play important role to take this responsibility.

Asia Generation, taking over the role of the center of the current global economic growth, is expected to pass the science and a sense of responsibility to the next generation. Higher education is believed to be a good means for passing the knowledge. Nowadays, popular universities are established in Asia with which the quality is found to be as good as those in US and Europe what makes large numbers of foreign students to come and study

there. Wellington College dan Dulwich College in China, Branksome Hall and Dwight School in South Korea, Epsom College in Malaysia, and Haileybury di Kazakhstan are few of prestigious university in Asia. Asia has been dominating about 53% of world educational market for international classes. Some Asian countries such as Thailand, South Korea, and Malaysia have been actively promoting themselves as international education hubs.<sup>3</sup> Center of International exchange is no longer in western country but also in Asia.

Based on the rating in 2010 there were four Asian countries with the greatest demand of higher education, they were China, India, Korea, Greek, and Japan. Those countries were predicted to be on the top five until 2025.<sup>4</sup> In 2010, China and India sent about 760.103 dan 270.193 of their people to study overseas, while Japan and Greek sent about 68.544 dan 75.339. Based on their annual growth, in 2025, China and India will send about 2.973.287 and 629.080 of their people to study abroad, while Greek and Japan were predicted to send about 89.903 dan 73.665.<sup>6</sup> In comparison, the international education exchange potency of Asia in the future is absolutely big. USA, UK, Australia, Germany and Japan, however, still become global countries of interest. Having promising potency of Asia upon the international education what makes it a challenge to manage and strengthen its international exchange center within its own territory. The relation assets owned by Asia will even be greater, if Asian universities perform student exchange, while attracting students from outside Asia. The students of International exchange who have finished their study will go back to their country of origin, while bringing contacts as an asset to start a business. Thereby strengthening center for international exchange in Asia has become a responsibility need realization for sake of maintaining the sustainable economic resurrection in Asia.

A correlation between economic growth and a large number total GDP in a country emerges due to having a good understanding of international exchange education. China and India are two countries with the current greatest percentage of GDP. China is found to have GDP of 30% from the total of world GDP, while India is found to be at 8.5%, with which each has 8.7% and 6.9% of the economic growth.<sup>5</sup> Those two Asian countries are aware of the importance from sending their students abroad to maintain the sustainable of economic

growth. It was reported that China was on the first rank for sending 760.000 students abroad in 2010, while India was to be on the second rank for sending about 271.000 students out of the country. Unfortunately, Asia has not yet become the area of visit.<sup>6</sup> Supposed that this potential sending is likely to be perform within countries in Asia, the aim of making Asia as a center of international education exchange will no longer be a discourse. This is one of the education revolutions that should be done by Asia to generate outstanding people in global competition.

Recent education must also be adapted to the growing trend among society. With respect, that mobile lifestyle has become a trend among youth. Doing more than one job at the same time seems to be common issue. This is possible due to the availability on media convergence that occurs among sound, image and data. Such integration has led availability on unlimited source of information. One to the other data are connected to each other by computer network.

The massive growth of information supported by the digital devices innovation such as: smartphone, tablet, notebook and etc becomes a sign for the new era known as era of digital where those innovations have now become such basic need. Referring to this, it seems to be undeniable that this has caused a cultural changing where the way of people interact with other people is found to change. Activities seem to be possible to do at real time, regardless to the time and place. One of interesting phenomena related to the cultural shift is the presence of screen culture among the society. This cultural trend depicts ones' behavior that they use these technologies as media to communicate.<sup>7</sup>

The digital era offers flexibility and ease for students to learn without interference from space and time that makes learning experience more efficient and attractive. For example, the digital classroom within the virtual world, in this case, students just need to online and be on the screen to join the lectures and so does the lecturer. This phenomenon is somehow different from few decades ago, where teacher and student used to perform the teaching and learning process conventionally in the classroom.

Referring to the cultural shifting, it is suggested that higher education be sensitive to these phenomena and be persistent to provide a high quality of education by getting updated to the psychological-cultural progress of students. Integration of information technology into higher education should be an absolute agenda need realization for sake of quality improvement in the education.

Improvement on the technical instrument quantity of information technology can be first step to implement IT to higher education. Supposed that the IT infrastructure has been well integrated, this will help build a cyber-culture useful to support the learning process itself. Students have the flexibility to access unlimited source of information at real time. The IT implementation is absolute where it give them opportunity to be well updated about the current information needed.

In response to the resurrection era of Asia, mutual cooperation is essentially needed to build Asia to be globally leading territory. Different potency across Asia should be integrated to reach the goal and mutual benefit for the future of Asia.

Education is fundamentally important to achieve these goals. Education is aimed to maintain the sustainability of economic growth in Asia. Having good education, sustainable economic growth in Asia is likely to maintain. Education is the answer for good life in the future.

Referring to this consideration, what makes Education become a crucial sector in supporting growth other sectors, possible to be developed into mutual partnership among countries in Asia. Era of information is unavoidable that it becomes a challenge for education system. For that reason, Asia needs to commit to a revolution based on information technology development, intended to generate good generation that will lead Asia in the near future. Generation yielded from good education will take Asia to sustainable economic growth.

Nowadays, the country degradation is not purely caused by the attack or the invasion from other countries, both in the east and west. Deterioration is more likely caused by lack of

competent members in a society. This is the weakness of education which cannot generate qualified candidates. Progress can only be created by those who are competent. Asia, with its education revolution can generate candidates who understand all the needs in order to bring Asia into a better future.

Education revolution is the best way that can be taken to support the sustainability of Asia's economic growth achieved before. Best generation, as the result of a proper education, will bring Asia to advancement and prosperity. Although, it can only be achieved by building mutual cooperation among Asian Countries in taking important role of change called education revolution. There are some concrete steps that need to be done by all universities in Asia: 1) strengthen the university networking, 2) curriculum and program sharing, 3) increase the frequency of student exchange member, and 4) promoting join research and join industrial relations. Those for steps must be done among universities across Asia.

The Asia's economic growth cannot disintegrate its self from the presence of good education. Good education can be generated by the sustained efforts of educational revolution. Therefore, Education revolution becomes very important to do as an attempt to result best candidates to build Asia in the future.

Based on this fact, all the Asian countries should work together to create a proper education format. Many diversities can be served by the convergence of information technology which enable education union across Asia.

The cooperation in education promotes equality and universality of education acces. This will bring impact on knowledge, confidence, and skills to the students to be a learner and economical expert in dynamic global market.

Now, success is determined by access to education. Education is no longer an option but a mandate of life. Educational revolution in Asia has to be a primary agenda of every country in Asia that will determine Asia in the future.

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## BRIEF BIODATA

Prof. Laode M Kamaluddin

Laode is the President of Sultan Agung Islamic University (UNISSULA), a leading Islamic university in Indonesia .

Earned his Master and PhD from Iowa State University, USA, Laode is often invited as a speaker to share ideas, programs and projects. His international experiences and global acknowledgement made Laode an expert in Digital Multimedia Broadcasting (DMB) and also International Economics especially in Maritime Economics. Some of his masterpiece books are “Rosulullah Busines School” and “Ekonomi Maritim”.

He was become People’s and member of Consultative Assembly during 2 periodes. Then working as a chief of staff in the vice president office, inspector jenderal for Indonesian Development in the President’s Office.

His long term commitment in higher education in Indonesia made him elected the prestigious position of the President of Indonesian Rector Forum with the member of 3200 Universities and Colleges .

## **Distance Education of Public School Principals: The DepEd ICeXCELS Experience in Bicol, Philippines**



**Dr. Rebecca Rosario O. Bercasio**  
**Dr. Helen M. Llenaresas**

**Vice President, Academic Affairs, Bicol University, Philippines**

**Dr. Epifania B. Nunez**

### **Introduction**

Distance education led to the birth of borderless classroom. A borderless classroom aims to complement and augment the existing traditional mode of delivery of educational programs. The Open and Distance Learning (ODL) serves as an alternative mode for continuing education among working professionals.

The Department of Education (DepEd) teachers and school heads need continuing education for their professional advancement. Their work is incessant such that even beyond working time and days, they are still pre-occupied by their paper work. Continuing education through distance education is appropriate in addressing both their professional need and work situation.

As a response to the dilemma faced by education professionals, the South East Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO-INNOTECH) offers short courses to school heads, potential school heads or teachers of the Department of Education through a non-traditional or flexible course delivery mode. The ICeXCELS is a course on instructional and curricular leadership designed specifically by SEAMEO-INNOTECH for Southeast Asian School Heads, making use of Competency Framework for Southeast Asian School Heads.

Utilizing a flexible delivery mode, the program uses self-instructional learning materials which incorporate adult learning principles. Particularly, the course is delivered through print-based and CD-based or Web-based learning modules. The use of self-instructional modules is complemented by a set of Required Readings and the use of online interactive tools such as chat and discussion forums through the INNOTECH Flexible Learning Management System (iFLEX).

## Objectives

This study has the following objectives:

1. Describe the experiences of the DepEd principals as ICeXCELS online learners;
  - 1.1 The extent of participation in the synchronous and asynchronous discussion
  - 1.2 The kind of interaction of the online learners.
2. Determine the problems encountered by the principals;
3. Determine their way of coping with these problems;
4. Determine the insights gained from being ICeXCELS on-line learners; and
5. Propose solutions to the problems encountered.

## Theoretical Framework

The study is anchored on the following theories:

Theory of transactional distance, Moore (1993)

- distance teaching
- learner autonomy

Activity Theory, Jonassen (2000)

- cooperation of learners
- learning context and community
- expectations and tools

Interpretive phenomenology, Diekelmann, et al (2001)

- narratives as a vehicle for revealing human meanings and concerns, moral issues, and practical knowledge in teaching-learning episodes

This study assumes that the experiences of both the online teacher and the learners will provide valuable insights in understanding the DepEd ICeXCELS as a flexible course for principals and potential principals as well as the practices and challenges they encounter. Such experiences then can be shared with the future participants in the said program, and eventually improve on the practices and minimize the challenges.

## Methodology

This action research *was* conducted in the Bicol University Main Campus, Legazpi City. The subjects were taken from the online learners of the SEAMEO-INNOTECH DepEd EXCELS class.

## Unit of Analysis/Respondents

The subjects were the online learners of the SEAMEO-INNOTECH DepEd ICeXCELS class. The online learners are DepEd principals or school heads from the Bicol Region.

## **Research Design**

The research made use of the descriptive method of research using quantitative and qualitative data gathering techniques.

## **Data Gathering Technique and Research Instruments**

The data necessary to fulfill the research objectives were the following:  
Reflection Papers or narratives submitted by the online learners  
Printout of the Chat Sessions (Synchronous Discussion)  
Results of the interview during the revalida,  
Special Online group discussion (special chat session)  
emails.

## **Data Analysis**

The data were qualitatively analyzed by collating data from the reflection papers, responses to the interview, and responses during the chat sessions. Kinds of posts and type of interactions were analyzed quantitatively and qualitatively. Phenomena on the DepED ICeXCELS were explicated as the shared experiences of both the online tutor and learners.

## **Results and Discussion**

### **1. Experiences of Online Learners**

All DepEd schools are first-time online learners. They described their experience with ICeXCELS as intimidating at first but learner-friendly, enjoyable, rewarding, highly relevant, useful, and even life-changing.

### **2. Problems Encountered by Online Learners**

The problems encountered by the on-line learners varied from ICT-related problems to school facilities. Likewise, there were problems related to the computer skills of online learners; such as limited computer skills of the most of the school heads, limited or no experience in web search/internet use and no experience in online class such as chatting or posting on the discussion board.

On work-related problems, overlapping of DepEd activities and the DepEd ICeXCELS were noted. Also, school heads had to be out/absent from office during synchronous discussions, they were given tasks or assignments by their superiors during the duration of the ICeXCELS On-line classes, and the delayed release to the concerned online learners.

There were also course-related problems noted like limited theoretical knowledge on curricular and instructional leadership; delayed submission of requirements; and incomplete requirements submitted.

### **3. Coping Mechanisms Adopted by On-line Learners**

For ICT-related problems, the online learners go to the nearest internet café; bought broadband and laptop; and requested assistance from family or relatives during asynchronous and synchronous discussions (uploading, sending e-mail, web search, posting in the discussion board or during the chat sessions). Likewise, they underwent tutorial from family, relatives or internet café staff in enhancing computer skills and practiced encoding/ using the computer.

For the work-related problems, in case of overlapping of DepEd activities and DepEd ICeXCELS, some schools heads participated in both; others either chose the DepEd activity scheduled or the ICeXCELS. Also, minimal participation in the chat session was complemented by more postings in the discussion board.

On the course-related problems, they communicated with online tutor for advice, suggestions and queries (email, text messages); read and reread the lessons in the modules; and searched the web for further readings

### **4. Insights Gained by Online Learners**

The DepEd school heads claimed that:

- ☐ As first-time online learners, the ICeXCELS is highly relevant to their current work
- ☐ Distance education or online learning is an effective means of gaining professional development
- ☐ The specific topics served as an eye opener that as school heads, they still have much to learn about managing schools, making action plans, preparing, implementing and evaluating enrichment curriculum, EFA, and being instructional leaders
- ☐ Further reading, surfing the internet and learning more about using the computer are necessary tools for school heads.
- ☐ DepEd school heads need exposure to a resource person (online tutor) who is not from DepEd
- ☐ The requirements are challenging yet highly relevant to their work; required them to involve their colleagues
- ☐ Topics included in the course can be shared to teachers (such as transformational leadership, roles of school heads, instructional leadership, enrichment curriculum, emotional quotient and additional topics like shared leadership, collegiality)

### **5. Proposed Solutions to problems Encountered**

The proposed solutions to the problems encountered include:

- ☐ Provisions of ICT facilities

- ☐ Rigorous ICT trainings for DepEd school heads (and even teachers)
- ☐ Granting of release time of DepEd school heads who are ICeXCELS scholars at least during the online discussion forums
- ☐ Online learners should use/take advantage of the ways of communicating with online tutor provided by iFlex.

## Conclusions

1. The DepEd school heads describe their experiences with the ICeXCELS favorably.
2. The ICT problems encountered by DepEd school heads affected their performance, and the same time, reveal the DepED problem regarding computerization of schools. The work-related problems and course related problems are manageable.
3. The coping mechanisms of the DepEd school heads were helpful during and even after the duration of the online course.
4. Insights gained enhanced the positive attitude of the DepEd school heads towards their work and towards the teachers as their colleagues or partners in leadership.

## Recommendations

1. The DepEd principals who participated in the online course are encouraged to share their experiences with other school heads and teacher in the district or division.
2. DepEd should prioritize provision of ICT facilities and internet connectivity at least in each school to ensure school heads' and teachers' active participation in online continuing education.
3. Proposed solutions should be considered to minimize occurrence of the same problems.
4. The offering of the DepEd Instructional and Curricular Excellence in School Leadership and Management (ICeXCELS) should be continued.
5. Other online courses should be developed/offered to continually address the clamour for accessible and responsive continuing education for school heads, prospective school heads and teachers.

**HELEN M. LLENARESAS, Ed.D.**

Vice President for Academic Affairs, Bicol University  
Legazpi City  
Philippines

Dr. Helen M. Llenaresas is a professor in Bicol University, Philippines. She holds a degree of Doctor of Education and served as Dean of the College of Education, Bicol University from School Year 2000-2002. She is currently the Vice President for Academic Affairs of Bicol University.

## **Reforming Higher Education in Kurdistan Region**

**Dr. Ibrahim I. Hamarash**

**Vice President for Scientific Affairs & Postgraduate Studies, Salahaddin  
University-Erbil Kurdistan, Iraq**

### **Abstract**

This paper is dedicated to a success story in reforming the higher education system in a small newly established region in the Middle East. Today, the Kurdistan Region, with a liberal, secular, democratic system based on multi-ethnic, human rights protection and gender equal opportunity values, is recognized as a distinguished and promising place in the Middle East. The region established the HCDP program with a fixed 100 million USD budget every year to send young students to centers of excellence abroad to do postgraduate studies. Also the region implemented a strategic roadmap to reform the whole higher education system. In this paper, the main parts of the roadmap and outcomes after two years of its implementation have been highlighted.

## 1. Introduction

Kurdistan Region, is the north part of Iraqi Federation, with its own Constitution, Parliament, Government, Army and Presidency Office. The region is home for six million Kurds. It has been subjected to a systematic genocide process between 1963 to 1991 through a trinity of Bathasization, Displacement and Arabization. Iraq, under a central dictatorship government, used religion to cover the genocide process and started Anfal Campaigns<sup>(1)</sup> against the region, a religious word that gives the warriors the right to kill all the men and distribute women and children as gifts. In eight Anfal campaigns between 1986-1988, Kurds lost 182,000 civilians. In the displacement operations, more than 4500 villages have been destroyed. Finally, on March 16, 1988, there was a genocidal poison gas attack on the city of Halabja<sup>(2)</sup> in which four to five thousand Kurdish people were killed, most of them women and children.

Horrifically, the genocide process was systematically on-going until 1991, the year when the UN finally intervened to stop the catastrophe. In 1991 after the Gulf War II, Korea, (the desperate migration of multimillions of Kurds to escape to the bleak barren mountains), and during political complications in the Middle East, the UN announced a NO-Fly zone, and called the Iraqi regime to completely withdraw its troops in the region. Consequently, people in the region started re-organizing society, with the support from the UN and some other countries, and anticipated their first free election, resulting in their own Parliament and Government (Kurdistan Regional Government, KRG)(3) which were established. Amazingly, in less than one year, Kurds were able to lay the foundation of a civilized nation, despite the scarcity of resources and amidst extremely difficult circumstances. People had to face the challenges of re-constructing everything from the entire infrastructure to their society values. After the invasion of Iraq in 2003, the UN and coalition forces recognized Iraq as a country with two systems.

In two decades of hard working reconstruction, the region is now one of the distinguished places in the Middle East<sup>(4)</sup>. **The Other Iraq**, as it is liked to be named by foreign journalists and politicians, is now governed by a secular, liberal, democratic system. All seven successive cabinets of KRG since 1992 have been working on serious issues of protecting human rights, multi cultural-multi ethnic values, freedom of media, and achieving social justice. These topics are still top priorities both to people and government. Currently, with nineteen established consulates and offices from various countries to facilitate cooperation<sup>(5)</sup>, business and partnership processes, there are not only hundreds of huge international companies which have set up in business there, but also the biggest airline companies from Europe and the Gulf run daily trips to the region using the two newly built international airports, and also many international banks and hotel chains have established branches and built their headquarters in the region.

When the KRG established the Investment Board and issued Investment Act<sup>(6)</sup>, it increased confidence for investors, as the legislation had made it the least complicated of the region,

thereby encouraging large investments into the community. This paper seeks to tell the story of the Reformation of Higher Education in this promising Asian region.

## **2. The Old System**

Kurdistan Region has inherited a complicated and outdated higher education system from the "Old Iraq" where the higher education institutes were originally developed to suite a country with closed-market and little hope of a higher standard living or rapid educational advancement. All universities were a copy of each other. The mission of all universities was the same: "to provide university seats to 100% of high school graduates nationwide". The approach to assure the Quality of Education was to monitor the attendance of the students in the classroom, and to conduct discriminatory final examinations. However, time has proved that Kurdistan universities and institutions have not been able to reach the required standard of excellence in education and training or even maintain a steady level in their respective fields. As a consequence, education standards continuously fluctuated according to political circumstances, financial constraints of the country and the will of the teaching and administrative staff. In the new Kurdistan, reformation of higher education was urgently required in order to harmonies the heretofore antiquated system to the needs of the populace for highly skilled professionals. The KRG has long been conscious of this fact and worked to reform the higher education system accordingly.

## **3. The Reform Roadmap**

During the years 2008-2010, The issue for reforming of higher education has been raised everywhere in the region and had been transformed into a public case, Media and TV channels were publicizing the issue. They were broadcasting videos of the president of the region, in meetings with the minister of higher education and scientific research alone behind closed doors for hours talking about what they have to do , the cabinet, the parliament and the universities were all debating about that this system does not meet region's mission in transformation to a free and justice society. In December 2009, the KRG adopted a new vision and long term strategy that led to the design of a road map for reformation of higher education system<sup>(7)</sup>. The mission was to achieve quality in higher education and scientific research. The approach to reforming the system is divided into the following six aspects : (see Fig.1.)

### **i. Reform teaching to ensure quality**

It is well known that implementing a Teaching Quality Assurance (TQA) program is the only guaranteed way to help achieve and maintain a high standard in education and training and boosting confidence in universities and the degrees they award.

A modern system of Teaching Quality Assurance (TQA) was established in the higher education institutes in Kurdistan. This system was successfully piloted by academic leaders in the universities and the technical institutes in the Region.

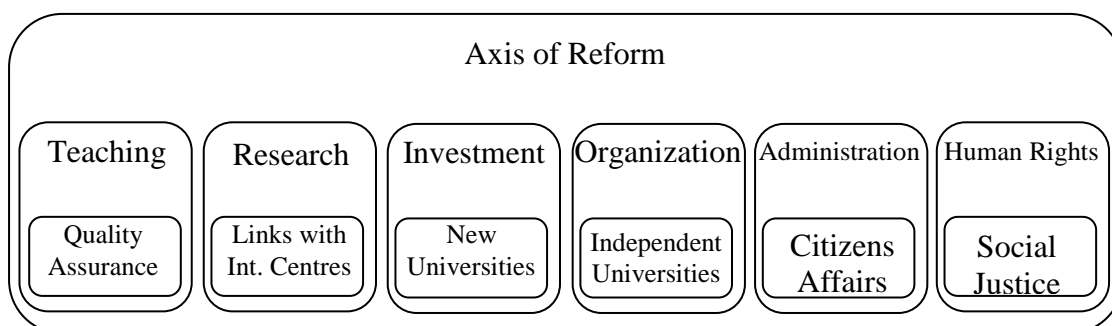


Fig.1 The Reform Roadmap

The main objective of the TQA plan was to protect the students' rights in knowing:

- What they study and why?
- How they can benefit from their studies in their professional life in the future?
- How they are examined and in what topics?
- What are the limits of students' responsibilities and how they can participate in the process of education, training and management?
- How they can protect their rights and what are the channels through which they can express their suggestions, complaints and criticism?

#### The basis of the TQA process implementation

A course coordinator will be assigned responsibility for each course or curriculum and for preparing the study program. Prior to start of the academic year, the course coordinator will prepare and distribute to students a course book that contains time-tables, curriculum details and student feedback. The course book will include the complete curriculum plan, the learning topics, a summary of contents of the lectures, the method of conducting examinations and students' rights or expectations. At the end of the course and examinations, a feedback process will be conducted to collect and analyze data on the opinions of the students. A summary of the results will be presented to the Teaching Quality Assurance (TQA) Committee. The process will form the basis for an evaluation of the curriculum, the performance of the academics, and the scientific division in their departments.

An external assessor will be assigned for each course and subject and will play the role of advisor, examiner, and neutral arbitrator. He/she will give an opinion concerning the course

plan and implementation, including the method of teaching and the examinations. Furthermore, the external examiner will present suggestions to the TQA Committee and the heads of the departments regarding future adjustments.

A new directorate in the Ministry was established to support and monitor the process of TQA. Furthermore, a committee and a directorate dedicated to TQA issues was established in each of the universities and institutes. The Ministry and the government are monitoring TQA very closely and considers it a top priority.

#### Continuous Academic Development (CAD) program

A program of Continuous Academic Development (CAD) has been introduced to support the TQA process, help raise the academic standards of university academicians, and enable students to acquire up-to-date knowledge. The program provides the teaching staff with an opportunity to acquire and exchange their knowledge of the latest scientific and technological innovations in their fields.

According to this program, academicians are expected to spend at least fifty hours per year learning through one of the following methods:

- Attending scientific seminars in various departments and faculties.
- Presenting seminars on the subject of their research.
- Presenting seminars on the latest international innovations in their fields of specialty.
- Publishing peer-reviewed scientific articles in specialized journals.

Participation in the program will be documented and form a basis for evaluating the performance of academics. If an academic consistently fails to participate in this program or achieve the required level, he/she may lose academic privileges, or lose the right to hold posts, or be removed from the staff list.

#### Reform the undergraduate and postgraduate curriculum

University curricula and training programs are normally expected to be step ahead of the needs of the labour market, which was the reverse of the situation in Kurdistan. The needs of the Region was the reason behind initiating a comprehensive program to reform the curricula in all the scientific and technical departments of the universities and the technical education institutes. The curriculum reforms took different forms. For example, the first academic year in the university has been dedicated to achieving the following goals:

- Getting to know the basics of the field of specialization without over-burdening the student.
- Enhancing language skills through learning a second or a third language.
- Promoting peer learning. Students should learn the basics of scientific debate and brain-storming.
- Improving computer skills and the usage of the Internet and IT facilities.

- Students should learn how to search for information, self-educate and become increasingly independent.
- Adopting novel topic-specific approaches to teaching and examinations.

For this purpose, the Higher Education Committee in the various institutes of higher education have been commissioned to revise and reform the curricula and educational system in a strategic manner.

#### Modify the English language tests

The Ministry's Council decided to apply internationally-recognized English Language Tests for student admissions to both the Master's and PhD courses in the Region. To facilitate this goal, British Council and Amideast established offices in Erbil (The Capital of Kurdistan Region) to conduct training courses and holding IELTS and TOEFL test locally.

#### **i. Promote scientific research**

During the initial phase of reform, it has been emphasized that research students and their supervisors must strengthen their links with the outside world through scientific projects and bilateral visits. To facilitate this, a new PhD training pathway has been introduced.

##### The Split Site PhD

The key objectives of this pathway were to revitalize research with clear focus on needs of Kurdistan while connecting with the world.

The new PhD program will consist of four years of full-time research with no didactic teaching or comprehensive examinations. Instead, students' progress will be monitored via a modern mechanism. Students will be jointly supervised by a local and an international scientist from a centre of excellence. The split-site supervision will not only ensure the production of internationally competitive collaborative research, but also the joint publication of research with international impact.

The first year of the new PhD route is introductory, during which the student will learn various methodologies and ethics of research, carry out literature reviews, become familiar with the supervisors' and the departmental research projects, and work on boosting their language and personal skills. During this stage the student prepares an academic report to be evaluated by two assessors, a local and an international one. During the same year, the student will prepare to travel abroad to work in the external supervisor's department.

During the second year, the student travels abroad to the external supervisor's country and will be allowed to attend language courses for up to six months, before joining the supervisor for a minimum of one year research. After this period, the student returns to his/her home university to complete his/her studies and acts as a liaison between the two departments for

further collaboration. This bridge will guarantee team-building, continuity of collaborative research, further investment and joint authorship.

The internal supervisor will be required to make an annual visit to the student abroad and the external supervisor would reciprocate with a trip to Kurdistan. As the first student progresses and reaches his/her final years, a second student can be adopted by the two supervisors and in the fullness of time this should lead to a buildup of a critical mass of scientists working as a team on a common topic. Such collaborative team work would indubitably have greater international impact on science, innovation and publication.

#### Send academicians abroad on sabbatical leave

The skill, intellect, and determination of the academicians in Kurdistan is without question. Professors who led academia during the eighties and nineties, have been victims of circumstances for the past two or three decades and needed unprecedented support to help them revive research in the Region. For long-term investment in human capital, the KRG has always given priority to sending young scholars and PhD students abroad. However, for the short term, the KRG wanted to invest in the building the capacity of existing academic leaders who were in established senior positions.

These academic faculties have been given serious opportunities to update themselves, acquire hands-on research experience, widen their scientific network, and engage in collaborative research as soon as possible. Therefore, it was a priority for the Ministry and the universities to provide sabbatical leave as well as financial incentives to encourage academics to go abroad for three to twelve months to spend quality time in international centers of excellence along with their students.

### **iii. Invest in higher education and establish new universities**

The Kurdistan Region's stability, the recent investment in the private and public sector, and subsequent development of the labour market have increased the Region's need for more technical graduates. Such growth needed suitable education solutions in both the short and long term. Seven state-funded universities have opened as part of a strategic plan for solving the problem. In addition, the private sector has been encouraged to invest in the higher education. Today twelve universities are licensed in the Region. Clearly, founding new universities are long-term strategic projects. Even after the establishment of new universities, the capacity to accommodate students remains limited. Nevertheless, there is an urgent need to open new institutions of higher education in many over-populated towns, including those in former combat zones where large number of martyrs and victims of the Kurdish genocide fell.

#### Launch the Human Capacity Development Program (HCDP)

The Human Capacity Development Program (HCDP), the scholarship program for sending top PhD and Masters' scholars abroad, is one of the government's most ambitious investment projects. Through studying while receiving intensive training in developed countries, students will transfer critical knowledge and experiences to colleagues in Kurdistan. In order to send thousands of top students abroad, the KRG has allocated a protected budget for HCDP of up to \$100 million USD per year.

After the Kurdish Parliament approved this budget, a Higher Committee for HCDP was formed, chaired by the Prime Minister. The Deputy Prime Minister, Minister of Planning, Minister of Education and Minister of Higher Education and Scientific Research served as members. In early May 2010, admission requirements were drafted and an application form was made available for applicants. The final version was approved in July and in August scholarship calls were announced, and a modern, transparent and competitive process was followed.

At the first opportunity the Cabinet decided to send all of this year's top university graduates from the various scientific departments in the state universities abroad on scholarships. Thus, more than 200 students immediately benefited from the program and the High Committee for HCDP decided to send more than 1,300 additional students by virtue of these new measures. Consequently, more than 1,500 competent students have benefited from the program in its first round. The second and third rounds were followed in 2011 where another 1500 additional students sent abroad to do postgraduate studies. The major responsibility for implementation of the HCDP has been the Ministry of Higher Education and Scientific Research and the Ministry of Planning. Beneficiaries included applicants from other governmental institutes as well as the private sector.

#### **iv. Change the management structure**

Following Iraq's liberation, the fifth KFRG cabinet (formed in 2006), established the Ministry of Higher Education and Scientific Research (MoHE)<sup>(8)</sup>. Previous higher education ministries in Iraq followed a Middle Eastern hierarchical structure. Managerial, academic, and financial decisions were concentrated at the top of the pyramid. Higher education institutions depended on the government for full funding, with little incentives for income-generation or competition. Consequently the universities, as all the other governmental institutes, suffered from bureaucratic overload with a complex and time-consuming decision-making processes. Moreover, all decisions were made centrally with hardly any engagement of middle or lower ranking administrative or academic staff. Decisions were rarely based on quality, innovation, excellence or even clearly laid down strategy or central planning.

But because Kurdistan Region is breaking the shackles inherited from the 'old Iraq' and its closed-market system of operations. It was heading towards the open, modern world where foreign investment and job markets were developing rapidly, the newly established MOHE planned to adopt the Iraqi system with some modification to meet the society's requirements. However, transitioning from the 'old Iraq' was not been easy or smooth. The administrative

system, the culture, the law, the regulations and funding system required careful consideration before radical reform was implemented. Therefore another reviewing of the ministry's roles and structure are been necessary after four years from its establishment. As a result, A new draft for Higher Education Law has been sent to the parliament and waiting for approval. The ultimate objective of the current reformation of university administrative structure is to help them gain their total management, financial and academic independence from the Ministry coming in line with the worlds top universities in the developed world.

#### **v. Institute administrative reforms**

Institutions of higher education are widespread across the Kurdistan Region. Due the highly centralized administration system and the absence of an electronic communication system, the staff in these institutions found it necessary to call on the Ministry in person for all official correspondence. They would travel to the capital Erbil for issues ranging from meeting officials to obtaining information or application forms. Costly personal interaction has further complicated the existing bureaucracy while causing constant disruption to work. A series of measures have been taken in the Ministry and universities to make use of electronic means of communication and minimize the need for staff and students to call the Ministry in person. Furthermore, a series of additional changes in the Ministry's directorates and universities offices have taken place to introduce new functions aimed at protecting the rights of staff and students including health and safety.

#### **vi. Protect human rights and establish social justice**

While health and safety and fair practices in hiring and transferring staff have been addressed since 2010, the efforts to protect of human rights and provide social justice were escalating. The Ministry plans embedded change to support gender equity and woman's rights become strictly protected through quotas provided to ensure compliance.

#### **Reform the system of staff recruitment and transfer**

With the implementation of the roadmap, all appointments within the Ministry and universities were carried out via a modern and transparent competition-based mechanism. Special guidelines have been issued to encourage all the institutes of higher education to advertise the posts, publish the associated job descriptions, form appointment panels and conduct interviews as fairly as possible. All interviews were recorded and records were saved for possible audit and scrutiny.

#### **Establish a health and safety program**

To ensure health and safety in the institutions of higher education a Directorate for Health and Safety was established in the Ministry for the first time and a wide network of Health and Safety Committees was formed in each university, college and department. The ultimate goal was to make the work environment healthier and safer for staff and students. Numerous guidelines have been issued and measures have been implemented which have had a positive impact on life and behavior in offices and laboratories.

#### 4. Conclusions

It is the ambitions of the people, government, and academic institutions of the Kurdistan Region to improve standards in the higher education sector. The KRG implemented a new strategic roadmap to ensure Quality, International Standards, Health, Social Justice and Human Rights in the higher education institutes and educational system. After two years of implementation of the road map, currently, the outcome of the reform are clear from the followings:

1. A standard well established Quality Assurance System is applied to all higher education institutes, the data have been analyzed and many big decisions (ex: changing heads of departments, holding training courses, merging scientific departments...etc) have been made according to the outcomes.
2. More than 3500 young students are now abroad in the centers of excellence doing their postgraduate studies.
3. A split site PhD program has been implemented and tens of PhD students are now involved in joint research with partner universities worldwide.
4. New modules introduced in all departments to help new students raise their skills in academic debating and second language proficiency.
5. The KRG higher education system is well recognized in many developed countries (like UK, USA, Malaysia, ...etc).

Finally, I think, the reformation of Higher Education in Kurdistan Region is a success story for a newly established state or region in the Middle East. There are many learned lessons in it.

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**Ibrahim I. Hamarash, PhD**  
**Vice President for Scientific Affairs and Postgraduate Studies**  
**Salahaddin University-Erbil**  
**Kurdistan, Iraq**

Ibrahim Ismael Hamarash is Professor of Electrical Engineering at Salahaddin University-Erbil, where he has been since 1993. He received his BSc degree in Electronics and Communication Engineering from Salahaddin University-Erbil in 1988, his MSc in Control Engineering from Mosul University in 1993, his PhD in Power System Control Engineering from University of Technology-Baghdad in 1999, his project management certificate from Rady School of Management, UCSD, USA in 2005. During 2007 he was a Visiting Post Doctoral Researcher at Monash University, Australia.

He is the co-founder of the Mobile Education Centre for Regenerative Energy and Automation (MECREA) with Karlsruhe University for Applied Science, Germany. He is the founder and Head of the Software Engineering Department at Salahaddin University 2000-2004, Head of the Electrical Engineering Department 2007-2010. He is the author of Computer Dictionary "English-Kurdish"(1999), "Computers" (Text books for year 7 & 8 students in Kurdistan Region)(2002), and he is the author of over twenty five published scientific papers on control systems. He was the general chair of SU-ERBIL2011 International Conference.

Dr Ibrahim supervised nine MSc and one PhD students. His research interests are in building mathematical models for complex systems, controller design, and simulation for dynamic systems with applications to computer systems, power systems and gas turbines. He has been appointed to head committees: for the evaluating and license reviewing of private universities in Kurdistan (2011), for writing a draft for a ministerial act on postgraduate regulations in Kurdistan (2012), and for drafting a new act for academic promotion in Kurdistan (2012). Currently he is the vice president for scientific affairs and postgraduate studies at Salahaddin University-Erbil and member of the Higher Education Quality and Accreditation board in Kurdistan..

## **Transforming a Technical College into a Full Fledge University; a Decade of International Excellence**

**Dr. Kamarudin Hussin**

**Vice-Chancellor, Universiti Malaysia Perlis, Malaysia**

Shafiq Hizwari Md. Hashim

Ali Yeon Md Shakaff

Abdul Aziz Mahmudin

International visibility is one of the modern hallmarks for higher learning institutions. International acceptance and recognition have in fact become the main criteria for any higher learning institutions to be recognized as top institutions in the global arena. Universiti Malaysia Perlis (UniMAP) which began as the Kolej Universiti Utara Malaysia (KUKUM) had to pull all the strength and effort which includes internationalization to emerge as one of the top tier university in Malaysia. Now in its ten years existence, the university is beginning to harvest on the great network and relation it had fostered since its inception in 2002. Some of the cooperation that has yield exceptional result is with Athlone Institute of Technology Ireland, King Abdul Aziz City of Science and Technology and the numerous Southern Thai Universities. This paper aims to share the emergence of a young university and its goal to Illuminate International Visibility.

## List of Participants