



Internationalization of Higher Education in the Era of New Normal: Promoting the Regional Harmonization

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Introduction:

Internationalization of Higher Education
and Quality Assurance

Higher Education to Promote the Regional Harmonization: Asia-Pacific as Another Pole?

- **Internationalization** of higher education can (and must) promote **the regional harmonization**
- Practices at institutional level tend to be dominated (or heavily influenced) by the **Western (=American) model** and **neglect local history and contexts.**
- Needs for **the multipolarization** of higher education systems (e.g., Africa, South America, etc.)
- Still (or even more) required **international collaboration** in the era of **New Normal**

Higher Education Quality

- **Quality of education** can motivate students to study in certain regions, countries, or institutions
- The rapid acceleration of student studying in other countries poses new questions regarding **cross-boarder quality assurance**
 - How are differences in program and degree accreditation handled?
 - How can credit transfer between institutions be best facilitated?
- **Regional networks** have collaborated to answer these questions and find solutions

1. Internationalization of Higher Education in Asia

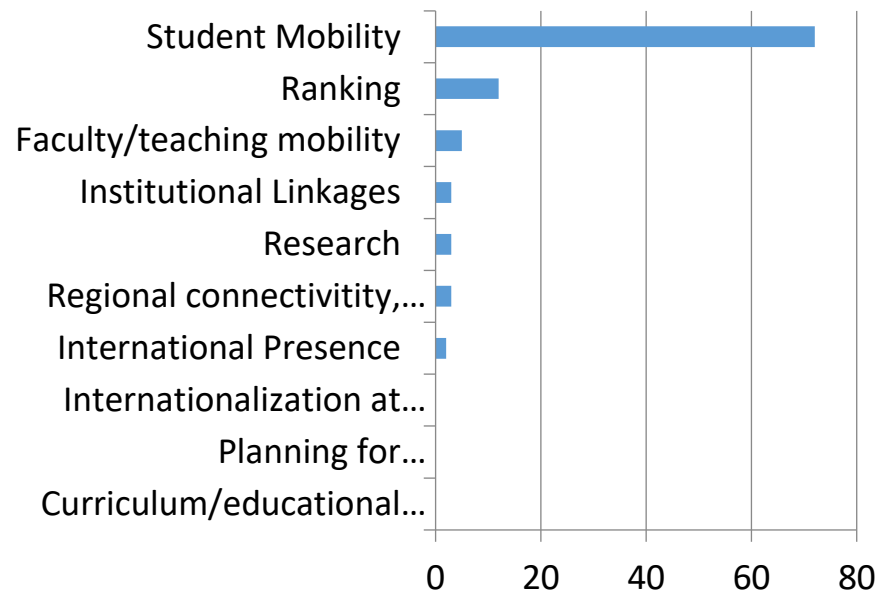
Asian Contexts

- **Diversity** in Asia poses roadblocks to pursuing European model of higher education harmonization
 - Socio-political differences
 - Cultural/religious diversity
 - Economic status: developed/developing, level of stability
 - Higher education systems and structures differ
 - Status of higher education is varied: established/establishing
- Efforts in Asia are **more about strengthening connectivity and collaboration** than reforming systems

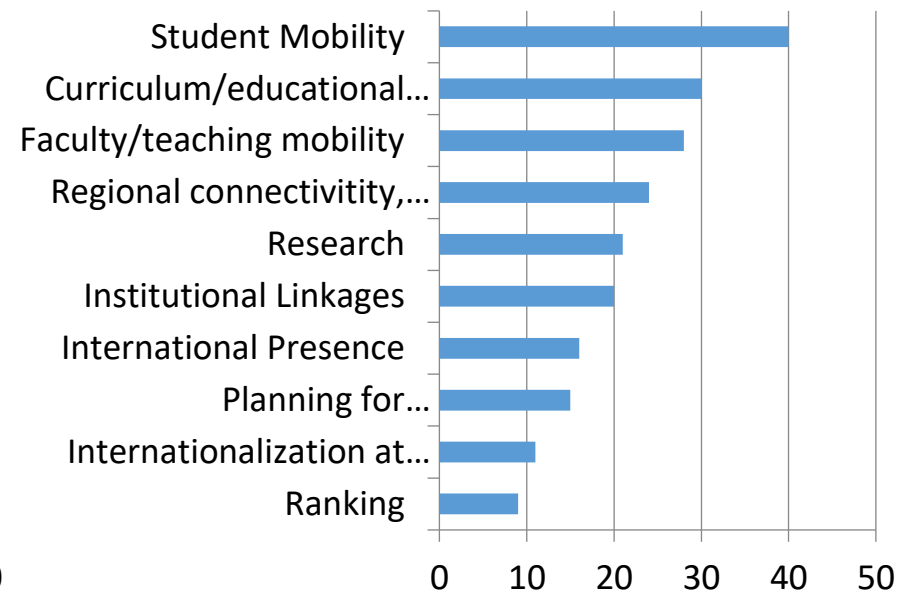
Cross-Boarder Student Mobility

The most prominent manifestation of higher education internationalization that has arisen out of the global market – in practice and in research

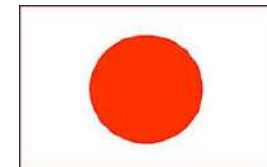
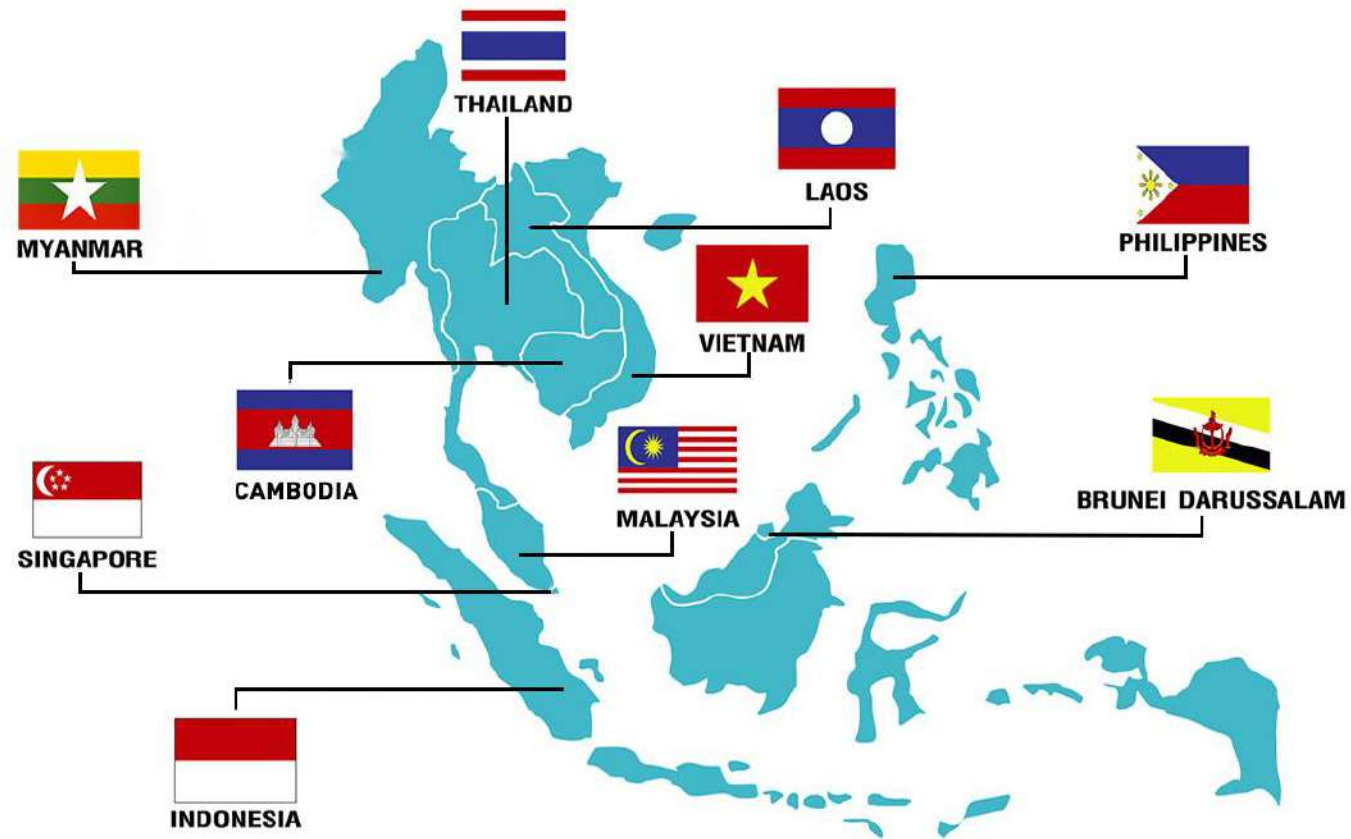
Publically available indicators of internationalization (initial % of total)



References to internationalization in literature (initial counts, all levels)



ASEAN+3



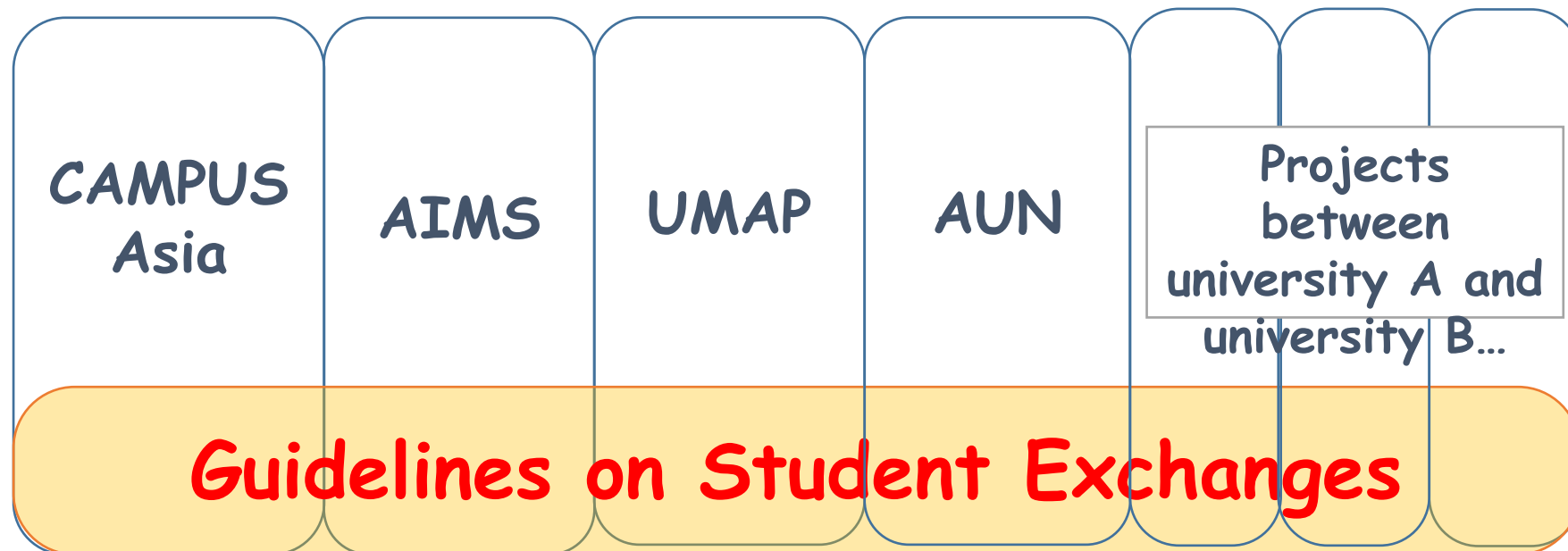
Recent Progress

- ASEAN+3 Working Group on Mobility and Quality Assurance of Higher Education established in 2012
- Responsibilities include:
 - Develop ASEAN+3 guidelines for promotion of student exchange and quality assurance
 - Set up an ASEAN+3 quality assurance expert meeting
- Six annual meetings so far; most recent in Singapore in September 2019; and the next meeting will be held virtually in December 2020.



Guidelines on Student Exchanges

In 2016, ASEAN+3 Ministers approved Guidelines on Student Exchange and Mobility, with the aim of supporting student mobility in ASEAN+3 countries with quality assurance mechanisms



2. Impacts of the COVID-19 to Higher Education

Loss of Opportunity for Education

- UNESCO: **1.6 billion** learners have been affected around the world by school shutdowns due to COVID-19. (June 25: nearly **1.2 billion**)
- The above figure accounts for **91%** of the total learner population. (June 25: **67.7%**)
- School shutdowns have been implemented in **188 countries**. (June 25: 144 countries)
- **Over 258 million** school-age children have been already out of school education.

[Source: UNESCO data](https://en.unesco.org/covid19/educationresponse/) (as of April 6, 2020)

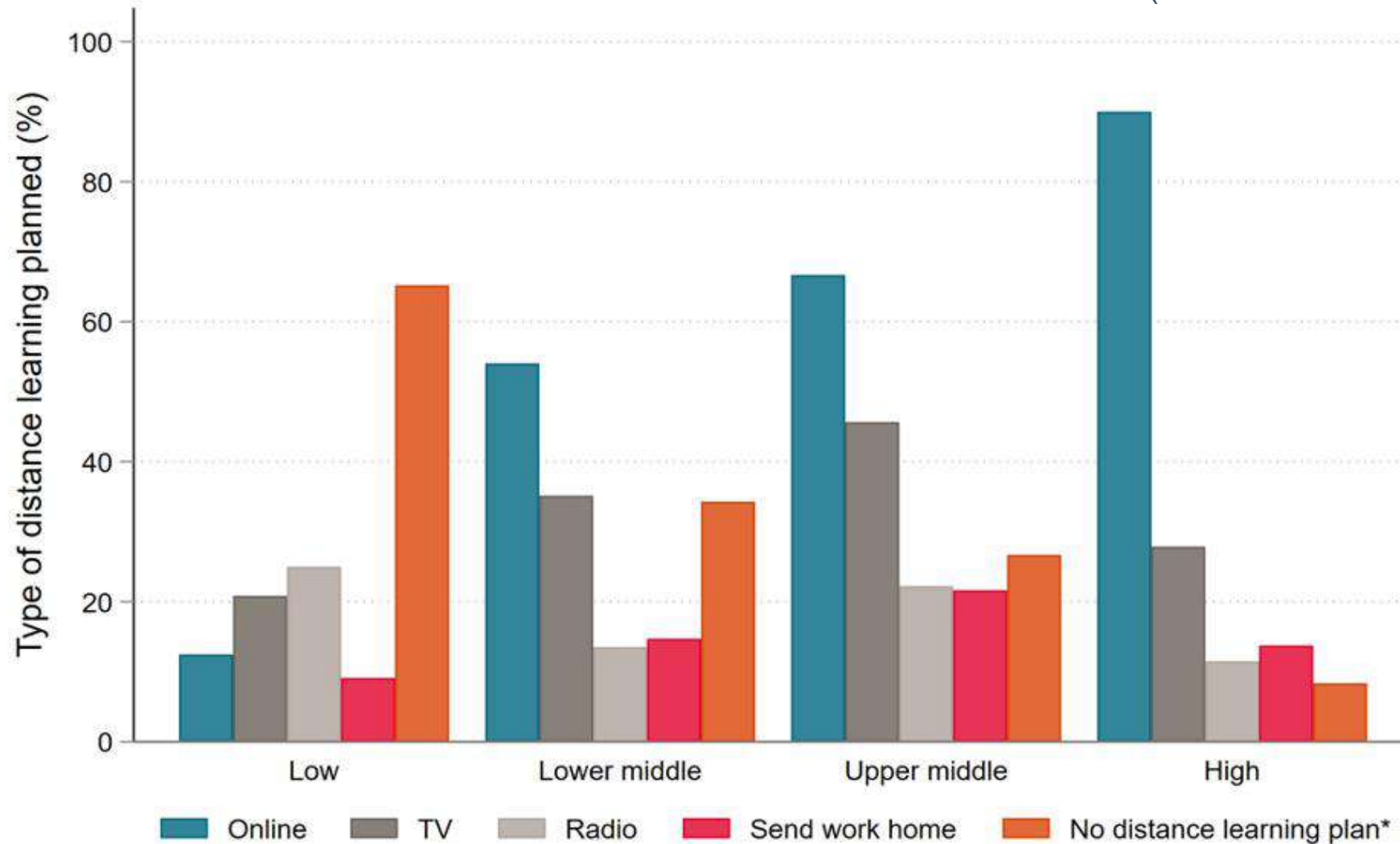
<https://en.unesco.org/covid19/educationresponse/>

Impact of COVID-19 on the Education Sector

- In **developing countries** (low- and lower middle-income countries), **less than 40% of households** have Internet access.
- Similar problems exist in developed countries. For example, in **the U.S.**, **12% of households** have no Internet access. In some US regions, **40% of households** have no Internet access, due to ill-developed broadband infrastructure. (US Census 2019)
- On a global scale, **women** have **25% less** Internet access **than men**, and even **50% less** in sub-Saharan Africa. (World Bank 2016)
- For **persons with disabilities**, **online education** can be positive or negative.

Types of distance learning introduced

(As of March 2020)



*No distance plan we could verify online

Source: Calvalho and Hares (2020)

<https://www.cgdev.org/blog/more-our-database-school-closures-new-education-policies-may-be-increasing-educational>

Impacts of COVID-19 on Higher Education

- Limited opportunity for education resulting from the campus closures
- “Incomplete” learning due to online courses
- Inequality widened (e.g., mobile communication device for online classes, etc.)
- International students had to return to their home
- Severe damages to the financial situations of universities as well as students
- Problems with mental health of students

Campus Closures: The University of Tokyo Activity Restrictions Index

The University of Tokyo Activity Restrictions Index for Preventing the Spread of Coronavirus Disease 2019 (COVID-19)

Update : 2020.05.28

Level	Degree of Operation	Research Activities	Classes (lectures, seminars, training)	Extracurricular activities for students	On-campus meetings	Campus gate closures
0	Normal operation					
0.5	Minimum restrictions	Research activities are allowed with the utmost consideration taken to prevent the spread of infection.	With the utmost consideration taken to prevent the spread of infection, classes are offered mostly online. The number of in-person classes, seminars and training will be limited.	Some extracurricular activities are allowed, with the utmost consideration taken to prevent the spread of infection.	In-person meetings can take place with the utmost consideration taken to prevent the spread of infection. Online participation is encouraged.	In principle, only gates with guards present remain open, and entrants must show their ID.
1	Partial restrictions	Research activities can be continued; however, while taking the utmost consideration to prevent the spread of infection, students, researchers and research staff (laboratory staff) must reduce the amount of time they stay on-site and, if possible, consider working from home.	Online lectures only	Prohibited	In-person meetings should be avoided unless necessary. All other meetings should be online.	In principle, only gates with guards present remain open, and entrants must show their ID.
2	Severe restrictions	Only the minimum number of laboratory staff necessary are permitted to enter the laboratories in order to continue experiments and research in progress. The staff members entering the laboratories reduce the amount of time they stay on-site, and other staff members should work from home.	Online lectures only	Prohibited	Videoconferencing only	In principle, only gates with guards present remain open, and entrants must show their ID.
3	Maximum restrictions	The following research staff (depending on circumstances, may also apply to graduate students and researchers) are permitted to enter their laboratories. 1) Research staff who are currently conducting long-term experiments that would experience a significant loss to their research if stopped; 2) Research staff who are involved with finishing or stopping experiments in progress 3) Research staff who will enter the laboratories briefly to take care of living organisms, replenish liquid nitrogen, conduct maintenance to preserve research materials such as repairing freezers, or conduct server maintenance.	Online lectures only	Prohibited	Videoconferencing only	Only gates with guards present remain open, and entrants must show their ID.
4	All on-campus activities suspended in principle	In order to maintain a minimum level of university functions, research staff may enter laboratories briefly only for such actions as taking care of living organisms, replenishing liquid nitrogen, repairing freezers or conducting server maintenance with permission from the departmental head or other organizational representative.	Online lectures only	Prohibited	Videoconferencing only	Only those who must perform duties with a high degree of urgency may enter the campus. Only gates with guards present remain open, and entrants must both show their ID and record their purpose of coming to campus in a ledger.

* Activity restrictions listed here do not apply to medical staff.

* These guidelines are subject to change at any time in response to changes in the situation.

Source:
<https://www.u-tokyo.ac.jp/content/400137605.pdf>

UTokyo's response and action to COVID-19

2020

- June 1: Activity Restrictions lowered to **Level 2 (Severe restrictions)**.

Research Activities

Classes

Extracurricular activities for students

Campus gate closures

Level	Degree of Operation	Research Activities	Classes (lectures, seminars, training)	Extracurricular activities for students	On-campus meetings	Campus gate closures
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On-campus meetings

Careful and flexible approaches

As UTokyo lowered the Activity Restriction to Level 0.5, UTokyo defines as following...

- Research Activities:

“Research activities are allowed with the utmost consideration taken to prevent the spread of infection.”

- Classes (lectures, seminars, training):

“With the utmost consideration taken to prevent the spread of infection, classes are offered mostly online. The number of in-person classes, seminars and training will be limited.”

- Extracurricular activities for students:

“Some extracurricular activities are allowed, with the utmost consideration taken to prevent the spread of infection.”

- On-Campus meetings:

“In-person meetings can take place with the utmost consideration taken to prevent the spread of infection. Online participation is encouraged.”

Modes of Teaching at Japanese Universities

(as of Oct. 2020)

- Almost all universities in Japan have **opened their campuses** either fully or partially.
- Approximately **80%** of universities plan to use **a hybrid mode of teaching**, which combines the face-to-face teaching and the online teaching.
- Approximately **60%** of universities introducing **a hybrid mode of teaching** seem to offer more than **50%** of all courses in **the face-to-face teaching**.
- **Less than 20%** of universities seem to be conducting **the full face-to-face teaching**.

Impacts of COVID-19 on International Students

- **Entry restrictions** of foreign nationals
- **Financial support** to international students (including special scholarships, the postponement/exemption of tuition fees, etc.)
- **Learning support** to international students (e.g., guidance to course registration, online materials to be shared across the borders, etc.)
- Flexibility to grant the **credits** to the online courses
- Promoting the **lecture exchange** instead of the **student exchange**

Emergency Support Package for Students:

A Case of the University of Tokyo

May 15, 2020
The University of Tokyo

Support for Students Affected by the Spread of the Novel Coronavirus
-The University of Tokyo Emergency Support Package for Students-

The significant changes in people's social lives and economic activities due to the spread of the novel coronavirus have been affecting the academic lives of the students. The University of Tokyo offers the following support measures as "Emergency Support Package for Students" in order to assist students who are suffering from difficult circumstances such as sudden changes in their family finance and loss or decline in their part-time job income.

1. UTokyo Emergency Assistance Grant (New)
 - The University will provide 50,000 yen to each student who is finding it difficult to continue their study and research and is in need of financial support due to a sudden change in the family finances of their parents or other support providers or a decrease in their own income from part-time work, based on their application.
2. Emergency exemption from the payment of tuition fees (New)
 - For students who are qualified for exemption from payment of the University's tuition fees due to a decline in the income of their parents or other support providers but who have not been included in the "New Financial Support System for Students (修学支援新制度)," the University will exempt them from payment of its tuition fees. This is an emergency support independently provided by the University.

Source:
<https://www.u-tokyo.ac.jp/content/400138989.pdf>

Lessons learned from Experiences with COVID-19

- In order to maintain campus activities, **securing and supporting online lessons** and home learning must be treated **not as emergency measures but as the standard**.
- Use of online and ICT is effective, but as with any other measures, some students will always be left behind. **Diversity of students** is a given; therefore, it is necessary to develop **various learning methods**.
- It is very important to provide **mental care and support to students**.

Lessons learned from Experiences with COVID-19

- Faculty and staff must receive training online, and training on “how to teach online” must be conducted.
- This campus closure revealed what can be offered online and what can only be offered on campus. With/Post-COVID-19, it will be necessary to strategically re-prioritize various educational activities and research activities in order to contribute to the realization of SDGs.
- Internationalization of higher education must be accelerated in the New Normal; however, the quality has to be strictly assured.

3. Why Internationalization of Higher Education Important in the Era of New Normal

Why Internationalization?

Cross-Cultural Understanding

- Students and researchers can develop and promote **cross-cultural understanding through participating in knowledge sharing** in a globalized higher education sector
- Research shows that **studying in another country** increases cross-cultural understanding, sensitivity, and communication skills
- Research also indicates that full potential of cross-cultural understanding is not realized **without structured interaction between culturally diverse individuals**

Why Internationalization?

Tempering Nationalism

- Calls for international collaboration to promote **cross-cultural understanding** often respond to rises in nationalism and instances of extreme international violence
- In order for a global higher education sector to address this concern, **knowledge diplomacy** (not only soft power) must be a guiding objective
- More purposeful and structured **cross-cultural interaction** must also be incorporated into programs to help individuals think beyond their own borders

Why Internationalization?

Regional Harmonization

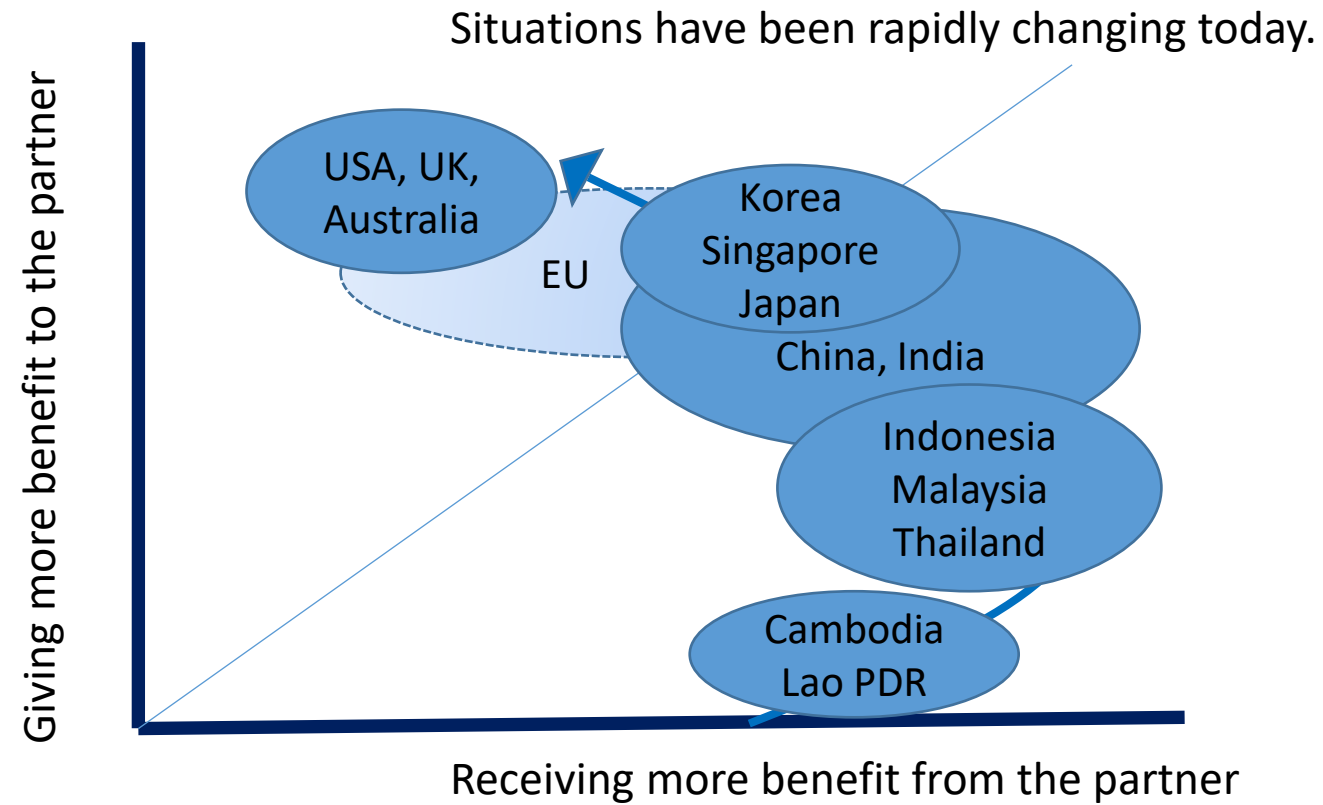
- A framework of **harmonization** can lead to more stable and mutually beneficial international relations at government level
- Developing regional harmony can also help Asia formulate **a sense of regional identity**
 - In terms of the structure and goals of international collaboration
 - Independent from Western models
 - Contributing to regional epistemic community

4. International Collaboration in the New Normal: Contribution to the Realization of SDGs

Old-fashioned Typology of International Cooperation in Higher Education

	Intellectual Exchange	Development Assistance
Knowledge Transfer	- Mutual	- Basically one way
Funding	- Non-ODA; - Often provided by HE institutions in developed countries, but sometimes mutually generated with institutions in developing countries.	- Official Development Assistance (ODA); - Solely provided by HE institutions in developed countries, but occasionally mutually generated with institutions in developing countries.
Relationship of Actors	- Equal partnership	- Donor-Recipient
General Period	- Mid-term to Long-term	- Short-term to Mid-term

Different Stages of International Cooperation in Higher Education



Towards a New Stage...*Mutuality!*

- **Intellectual Development Cooperation:**

- Mix of the old-fashioned types of international cooperation in higher education.
- More mutual efforts to promote sustainable development.

【ASEAN + EU】 **EU Support to Higher Education in ASEAN Region (SHARE)**

【Japan】 **Science and Technology Research Partnership for Sustainable Development (SATREPS)**

Japan Science and Technology Agency (JST)

Japan International Cooperation Agency (JICA)

【USA】 **Partnerships for Enhanced Engagement in Research (PEER)**

United States Agency for International Development (USAID)

National Science Foundation (NSF)

National Institutes of Health (NIH)

Platforms to Promote Quality Assurance through International Development Cooperation

- UNESCO and WTO as **multi-lateral platforms** to promote quality assurance of higher education
 - **UNESCO**: Global Convention on the Recognition of Qualifications concerning Higher Education (November 2019); Regional Conventions on the Recognition of Higher Education Qualifications (Tokyo Convention 2011); World Conferences on Higher Education (2009), etc.
 - **WTO**: General Agreement on Trade in Services (GATS)
- Regional platforms:
 - ASEM, ASEAN, SEAMEO, ASEAN+3 WG, AUN, SAARC, EU SHARE, etc.

Benefits of Expanding Educational Opportunities:

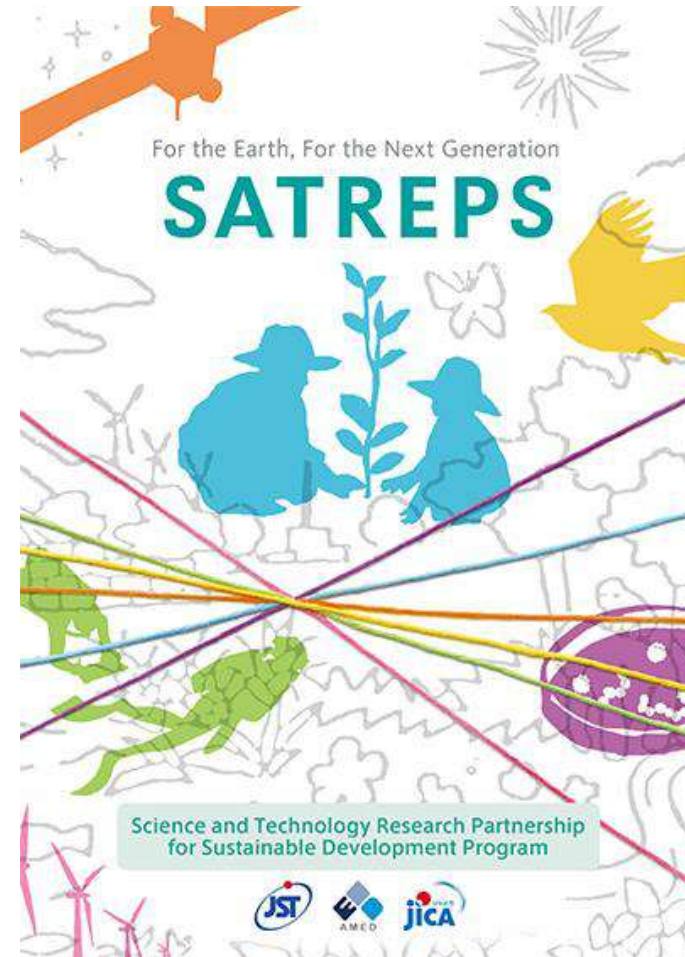
From Perspectives of Developing Countries

- **ICT** enables effective learning for **skilled human resources** in developing countries who can contribute to socio-economic development of their countries.
- **Global challenges** (such as climate change, biodiversity, etc.) are more **clearly visible** in developing countries.
- Utilization of what is known as “**indigenous knowledge**” or “**traditional wisdom**”
 - Possible application to new drug development by pharmaceutical companies
- Potential of “**reverse innovation**” benefitting both developing and developed countries

Science and Technology Research Partnership for Sustainable Development (SATREPS)

- Initiative funded by the Japanese government
- Facilitates collaboration between researchers from Japan and developing countries examining environmental, medical, and other global issues
- Research topics are based on needs of developing countries

We need **new researches** to fight against the pandemic of infectious diseases such as COVID-19!



Conclusion:

Possible to realize the goals of internationalization
“virtually”?

Conclusion

Possible to realize these goals of internationalization “virtually”?

- **Harmonization** should promote **more stable international relations** in the region. What can be **roles of higher education** in the era of **New Normal**?
- How can we develop the framework of **harmonization (at least collaboration)** while there have been difficulty for students/scholars to move across the borders?
- **Internationalization** of higher education **must be accelerated** in the New Normal; however, **the quality has to be strictly assured**.
- Contributions to the realization of **SDGs**



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