

“一带一路”高等教育研究丛书

The Belt and Road Higher Education Research (2017)

Student Mobility in the Belt and Road Countries

“一带一路”高等教育研究(2017): 学生流动

刘进

[以色列] 艾莉丝·本戴维—哈德 / 著
(Iris BenDavid-Hadar)

宋文红

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Chapter 1

Introduction

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Introduction

Higher education has long been recognised as a key driver of economic and social development worldwide. As countries have become more interconnected, and business, industry, and organisations increasingly operate across borders, higher education, too, has by necessity become a global enterprise. In order to prepare their citizens to live and work in the globalised world of the twenty-first century, and to bolster their countries' competitiveness on the world stage, governments around the world are implementing national-and regional-level policies to promote the internationalisation of their higher education systems. Motivated by a variety of academic, economic, political, and social goals, governments around the world are implementing policies and programs designed to spur higher education.

Knight (2012) asserts that internationalisation, and particularly international student mobility, has transformed the higher education landscape in the last decade. It has brought diverse benefits to students, institutions, communities, and countries. But there are unanticipated outcomes and risks as well. In her article entitled, "Student Mobility and Internationalisation: trends and tribulations", she describes the complexities and current trends of student mobili-

ty. These include granting and recognition of academic credentials; diploma and accreditation mills; collaborative programs, such as joint or double degree programs, and twinning and franchise arrangements; the great brain race and its implications for brain gain, brain drain, and brain train; the competitiveness agenda; status building and world rankings; regional identity and global citizenship. She further argues that these macro issues often become an implicit part of the culture or environment of international education without being questioned.

Internationalisation is a major trend in higher education. It is also a worldwide phenomenon. Knight (2003) defined internationalisation at the national, sector, and institutional levels as the process of integrating an international, intercultural, and global dimension into the purpose, functions and delivery of postsecondary education.

Internationalisation is high on the agenda of higher education institutions across the world. Previous research on national and local policies surrounding this phenomenon has identified different discourses of internationalisation which may have an effect on practices such as student mobility. Growth in the internationalisation of higher education is driving the expansion of tertiary systems and institutions throughout the world. It also articulates cross-border collaboration as well as intensifying student mobility (Moor & Henderikx, 2013).

1. 1 Student mobility

Student mobility is at the heart of higher education globalisation (Altbach & Engberg, 2014). Specifically, students who cross borders to study remain the single, most-important element of internationalisation. From a global perspective, over 4.3 million students studied abroad in 2011. The flow of international students is mainly from Asia to the main English-speaking countries, such as the United States, the United Kingdom, Canada, and Australia (ibid.).

Contrary to popular assumption, the majority of these students are self-

sponsored. Overseas study is now a big business, with the United Kingdom and the United States each earning around US \$ 24 billion per annum. International mobility is a significant expense for the sending countries, mainly for the students and their families, and to some extent for governments (*ibid.*).

The Bologna process in Europe is perhaps the best example of a regional level of educational system reform as it not only increases student mobility but also strengthens economic integration within the region (Yung Chi Hou, Hill, Hui-Jung Chen, Tsai, & Chen, 2017).

Studying overseas means emigration from the home country; it could be temporary or permanent immigration to the country of studying or further emigration to a third country. In this case, student migration is a particular case of ethnic migration. In wide meaning, migration is a significant characteristic of the world's development (Bokareva, 2013).

Student mobility within Asia has been driven and encouraged due to economic growth, national competitiveness, and regional development in the early twenty-first century. One manifestation of the trend is a significant increase in the number of students moving within and amongst Asian campuses, such as China, Japan, South Korea, and the Association of Southeast Asian Nations (ASEAN) countries. It was found that more than a half to three quarter of international students on Asian campuses come from the neighbouring countries (British Council, 2008).

Yung Chi Hou, Hill, Hui-Jung Chen, Tsai, and Chen (2017) examines the student mobility programs of the three initiatives-Southeast Asian Ministers of Education Organization-Regional Institution of Higher Education and Development; University Mobility in Asia and Pacific (UMAP); and Campus Asian and provide a comparative analysis of the respective programs in terms of the role of government, institutional involvement, quality assurance, and challenges. Their findings reveal student mobility schemes have a shared purpose in higher education regionalisation, but with different regulatory frameworks and functional, organizational, and political approach models.

They also found that while the terms “ internationalisation ”, “ policy ”, and

“programs” are commonly used and it can be argued that practitioners and policymakers in the higher education field share a general understanding about these notions—there are varying interpretations of their actual meaning and scope.

1. 2 Structure

This book examines the internationalisation of higher education with special focus on student mobility in the Belt and Road countries, and comprises twelve chapters. While the majority of chapters analyse the issue of student mobility from an educational policy point of view (Chapters 2 through 10), the Chapter 11 has a different focus. It focuses on the pedagogy of learning in a higher education institute in the global international era. As this book aims at the audience of both policymakers and educators, the insights gained from Chapter 11 might be of use while disseminating a policy of the integration of a larger share of international students within a country.

In addition, most of the Chapters examine student mobility as a phenomenon within developing countries (Chapters 2 through 8), such as Pakistan and Vietnam. However, Chapter 9 and Chapter 10 discusses student mobility in a developed country, the state of Israel. Israel is a country that is familiar with mobility as most of its residents have emigrated from different countries. The experience of the Israeli education system might be useful for other countries that are less familiar with the issue of diversity and internationalisation.

More specifically, Chapter 1 by Iris BenDavid-Hadar introduces the book to the international readers. Chapter 2, by Prof. Jin LIU entitled “Trajectory analysis of student mobility in the “the Belt and Road” country—based on UNESCO data for 2006 - 2015” analyses global student mobility over time in the Belt and Road countries, which found the inflow and outflow of countries along the Belt and Road are seriously unbalanced, which aggravates the risk of brain drain in the country. In some areas, there is static movement and uneven regional development.

Chapter 3 entitled “Expanding horizons far and beyond: China as the

Destination”, by Aregamalage Sujeewa Vijayanthi Polgampala and Prof. Jin LIU, examines international mobility of students in higher education along the Belt & Road countries. It argues that international student mobility has given rise to many concerns by policymakers as well as educators. This chapter analyses results of an opinion survey and associated in-depth interviews with diverse students enrolled at Huazhong University of Science & Technology (HUST) from eight countries around the world. The results suggest, first, that several different dimensions of social and cultural assets are accrued through study abroad. It is claimed that the search for ‘world class’ education has taken on new significance. Moreover, diverse approaches to difference within cultures of mobility, including class reproduction of distinction, broader notions of distinction within the life-plans of individual students, and how ‘reputations’ associated with educational destinations are structured by individuals, institutions and states in a global higher education system that produces differentially mediated geographies of international student mobility. This Chapter concludes that there is also an underlying anxiety that study abroad is just a stepping stone for eventual emigration.

Chapter 4, entitled “the Belt and Road: A Motivating Factor of Student Mobility from Pakistan to China” by Mudassir Hussain and Prof. Hong Shen, examines the active process of internationalisation of higher education and student mobility of Pakistan towards China. It argues that this process has been recorded since 2013 after the establishment of the Belt and Road Projects in Pakistan. Furthermore, it claims that Pakistan’s Higher Education Commission is taking positive steps to promote student mobility, and the number of the students are growing greater annually. Pakistan has become the fourth nation with the largest number of students in China. This Chapter is an exploratory qualitative research study, having used semi-structured interviews for data collection through the Purposive Homogeneous Sampling Technique. Twenty-five Ph. D. students, having received their tertiary degree in 2017 from Pakistan, were interviewed. The thematic analysis method yielded three major themes that emerged as motivating factors of enhanced student mobility to China (i. e.

Future opportunities (jobs, entrepreneurship, etc. under OBOR), Scholarships and Quality of Education (research)).

Chapter 5, entitled “Mobility across the Belt and Road Regions: Influencing Factors towards Internationalisation and Academic & Social Experiences of International Students in China” by Muhammad Anwer and Prof. Hong Shen, examines the issue of international students in China. It claims that during the last decade, the number of international students in China has grown around 300 percent. Current revolutionary reforms of mobility and internationalisation reflect the potential and commitment of the Chinese government to strive for the top and best destination for international students across the Belt and Road Regions. Employing qualitative research methods, 21 international students studying at two universities in China were selected and the data were collected through thematic base semi-structured in-depth interviews. The results identified student scholarships, availability of quality education and academic resources, and proximity and cultural ties, and friendly policies, which showed strong factors for mobility. Results also suggest other factors for mobility, such as affordability, community linkages and recommendations by friends and family. Lack of language and communication proficiency was noted as major issue.

Chapter 6, entitled “Internationalisation of higher education in an unequal context: The case of Vietnam” by Prof. Trần Thị Tuyết, examines internationalisation of higher education in Vietnam. It argues that in Vietnam, higher education internationalised initiatives and programs have also become popular. On the one hand, it creates the opportunity for local universities to cooperate with foreign partners, provide international and cross-cultural perspectives for their students, and enhance their curricula. Thus, it may help the local institutions improve the quality and cultural composition of their student cohorts, gain prestige and earn more income. The chapter concludes that the local government and institutions are required to have strong capability to monitor international initiatives, to be selective in their cooperation and in the lessons they should learn in order to improve the teaching and learning quality for the Viet-

nameese higher education system.

Chapter 7, entitled “Examining Career Maturity among Asian International Students” by Prof. Muhammad Faizal A. Ghani, and Prof. Mustafa Tekke, argues that the Asian individual is dependent and collectivist compared with western individuals who are more independent and individualistic. Therefore, this Chapter examines the level of career maturity of foreign Asian students in Malaysia, based on academic level by using the Career Maturity Inventory. Two hundred and twenty-nine international students studying in various semesters completed the Career Maturity Inventory and it was reported that there were no significant differences between respondents of different academic semesters with regard to level of career maturity which might reflect an educational level bias in the construction of the career decision-making. The findings of this Chapter—that international undergraduate senior students have a higher career maturity than international undergraduate new students—are not consistent with theoretical expectations and prior research. Research emphasises the reason might result from the dependent and collectivist Asian culture that leads new international students to have higher career maturity compared to senior international students.

Chapter 8 by Prof. Mohammad Osman Babury, Senior Advisor to Ministry of Higher education of Afghanistan, and Fred Manwarren Hayward, University of Massachusetts, Amherst, Senior Higher Education Consultant Afghanistan, examines the internationalisation of higher education sector in Afghanistan.

Their chapter reviews the main trend and challenges of internationalisation of higher education in Afghanistan as it rebuilds after years of unrests and more than 30 years of war in the country. The authors argue that the recent completion of the *National Higher Education Strategic Plan 2016 - 2020*, shows that Afghanistan has raised internationalisation to become a priority. As a result, Afghan higher education is responding to globalisation by making internationalisation a major focus of its academic programs with significant progress now underway.

Chapter 9 by Zehorit Dadon-Golan entitled “Internationalisation in High-

er Education: The Israeli Case” examines political and policy initiatives of student mobility in Israel. This policy brief argues that higher education and international students are important players in globalisation worldwide and Israel in particular. Higher education plays a major role on the individual or micro level as well as on the national or macro level. Attracting international students is an important factor with political, economic and academic implications. Politically, more international students enable a nation to position itself as an educational power with ideological influence. Economically, international students improve a nation’s human capital, make its citizens more effective and productive in international competition and help promote the national economy.

Chapter 10, entitled “Internationalisation of Higher Education: Student Mobility in Israel” by Iris BenDavid-Hadar, examines student mobility in Israeli higher education. Israel, as an immigrant society, is familiar with diversification of its student body. Therefore, the Israeli case might be interested to other countries which aspire to engage with a large share of international students. In Israel, there is a low share of inbound student mobility. Policy implications suggest that there is a need to design a policy that is more attuned to the changing trend in student mobility worldwide.

While Chapters 2 to 10 examine the issue of student mobility from a policy perspective, Chapter 11, entitled “How to Increase University Students’ Classroom Engagement—An Approach” by Prof. Nenad Suzić, examines internationalisation of higher education from a pedagogical point of view. It looks at relevant issues of classroom engagement among the university student population. This Chapter mainly argues that modern-day education should move away from the instructive model of didacticised education and redirect its focus towards the concept of learning how to learn. In addition, this Chapter also argues that the credit given to Eurocentrism in science is unjustified and urges academia to reevaluate the present insights we have about the history of science. The intellectual hegemony of the European and Western world has unjustly contained a vast amount of scientific breakthroughs coming from Chinese, Indian, Arab, and other Eastern civilisations. With a civilisational context

in sight, this Chapter comments on an all-present student and teacher exchange, and notices that such a trend may further contribute to the spread of influence of developed civilisations. This Chapter concludes with some suggestions as regards classroom engagement in an internationalised higher education milieu.

Finally, Chapter 12 concludes and suggests some future directions for student mobility.

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Chapter 2

Trajectory analysis of student mobility in “the Belt and Road” country—based on UNESCO data for 2006 - 2015

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Abstract

Education internationalization is a critical issue of “the Belt and Road”, and global student mobility has become an important driver of education internationalization after several waves. “the Belt and Road” national student movement has been increasing in the number of people entering and leaving the country from 2006 to 2015, accounting for 5% of the global student mobility rate. The regional flows are more frequent than before, and the geographical preference in term of cultural selection effect are significant. Over time, the spread of “the Belt and Road” national students is also expanding, with emerging competitors gaining advantage. But there are also problems that cannot be ignored, the inflow and outflow of countries along the Belt and Road are seriously unbalanced, which aggravates the risk of brain drain in the country. In some areas, there is static movement and uneven regional development. Strengthen the “the Belt and Road” all the way along the route between coun-