Internationalising Higher Education in Singapore: Government Policies and the NUS Experience

Dr. Teofilo C. Daquilla
Dept of Southeast Asian Studies, FASS & NUS Teaching Academy
National University of Singapore
1. Background

- Experience as international student, scholar, educator and administrator
- Clustering of faculty members including the migration cluster
- Incentives to carry out research
- Research study involving 3 countries and 6 universities
2. Globalisation vs internationalisation

- **Globalisation** – defined as the economic, political and societal forces pushing the 21st century higher education toward greater international involvement (Altbach & Knight 2007)

=> Global capital has heavily invested in knowledge industries worldwide, including higher education and advanced training

=> Reflects the emergence of knowledge society, rise of the service sector, dependence on knowledge products and highly educated personnel for economic growth
- Meaning of internationalisation

- “Internationalisation at the national/ sector / institutional level is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels” - Knight (2008)
3. Research question

- How have governments and universities responded to internationalisation of higher education?
  - internationalisation @ home
  - internationalisation abroad
4. Significance

- important policy issue for governments in both developed and developing countries
- important research and policy issue for universities
- new ways of governance
5. The Global Picture

- **Rapid increase in international students**
  
  (i) *Newsweek* (2006):
  - over past 3 decades, number of students leaving home each year expanded by about 4%, from 800,000 in 1975 to 2.5 million in 2004.
  
  (ii) **OECD data**: number of foreign students in OECD campuses rose by 35% between 1998 and 2002
The Observatory on Borderless Higher Education report on “International Student Mobility: Status Report 2009”

- Tertiary enrolment reportedly grew from 92 to an estimated 132 million between 1999 and 2004, an increase of more than 43%.

- Over the same five year period, the number of internationally mobile students increased from 1.75 million to 2.5 million, highlighting a comparable rise of 42.9%.

- Dramatic growth in student mobility is occurring across the world; as many as 3 million students are now pursuing tertiary education overseas.”
(iv) Observatory on Borderless Higher Education, 2009

- Major players (US, UK, Australia) – 44% of total market
- Middle powers (Germany, France, China) – 25%
- Shape shifters (Japan, New Zealand, Canada) – 10%
- Emerging contenders (Singapore, Malaysia, South Korea) – 6%
### (v) International Students in Australia, Enrolment by Sector

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Educ’n</td>
<td>115,897</td>
<td>151,503</td>
<td>172,297</td>
<td>182,770</td>
<td>33.6</td>
<td>4.7</td>
</tr>
<tr>
<td>VET</td>
<td>54,181</td>
<td>59,065</td>
<td>83,685</td>
<td>175,461</td>
<td>32.3</td>
<td>46.4</td>
</tr>
<tr>
<td>ELICOS</td>
<td>57,961</td>
<td>61,873</td>
<td>77,468</td>
<td>125,727</td>
<td>23.1</td>
<td>23.4</td>
</tr>
<tr>
<td>Schools</td>
<td>23,295</td>
<td>27,341</td>
<td>24,717</td>
<td>28,798</td>
<td>5.3</td>
<td>7.1</td>
</tr>
<tr>
<td>Other</td>
<td>23,543</td>
<td>25,574</td>
<td>25,651</td>
<td>31,142</td>
<td>5.7</td>
<td>13.6</td>
</tr>
<tr>
<td>Grand Total</td>
<td>274,877</td>
<td>323,356</td>
<td>383,818</td>
<td>543,898</td>
<td>100</td>
<td>20.7</td>
</tr>
<tr>
<td>Type</td>
<td>2012</td>
<td>2013</td>
<td>Growth on 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>-----------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Education</td>
<td>230,167</td>
<td>231,186</td>
<td>0.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET</td>
<td>144,330</td>
<td>135,151</td>
<td>-6.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELICOS</td>
<td>95,396</td>
<td>114,603</td>
<td>20.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools²</td>
<td>18,548</td>
<td>17,838</td>
<td>-3.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-award</td>
<td>25,311</td>
<td>28,154</td>
<td>11.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total in Australia</td>
<td>513,752</td>
<td>526,932</td>
<td>2.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(vi) International Students in Japan

(i) Trend: Significant increase in int’l students from 15000 in 1985 to 64,011 in 2000 to 132,720 in 2009

(ii) Origin: 92% comes from Asia, mostly from China (60%), Korea (15%) and Taiwan (4%)

(iii) Institutional type: 2004 – graduate students half of undergrad; 2009, the proportion more than doubled

(iv) Fields of study: 1/3 in social sciences, ¼ in humanities, 15% engineering

(v) Top universities with foreign students: UTokyo, Waseda U, Ritsumeikan APU
In accordance with the unification of student visas, the total number of international students including Japanese language institutes is also drawn since 2011. There are 32,626 international students in Japanese language institutes as of May 1, 2013.

6. Case Study: Singapore

- international student enrolment rose from 70,000 in 2005 to 80,000 in 2007, and to expand further to 150,000 in 2015 (EDB target)
Rationale & Govt Policies

- Historical legacy that results in a multiracial society
- Outward-oriented policy in response to global forces
- Education system is constantly changing as it becomes more creative, innovative and internationally tradeable
- Policy of bilingualism
1) Internationalising the curriculum, promoting values and graduate attributes

2) Coordinated policies in education, migration, manpower requirements, and population

3) Promoting Singapore as education hubs
The NUS Experience

- Globalising the University in terms of Education, Research and Services

- **NUS Vision**
  - To become a leading global university centred in Asia

- **Mission**
  - To transform the way people think and do things through Education, Research and Service
Strategy

- Nurture, recruit and retain best quality people.
- Attract the best students
- Provide a high quality educational experience
- Focus on high impact research
- Inject a spirit of enterprise into education and research
- Nurture committed alumni to be key members of the NUS community
- Develop global profile and reach as a leader among universities.
- Adopt and adapt best practice governance and management
### Student Population for AY 2014-15 (As at September 2014)

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Population</td>
<td>37,972</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>27,975</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>9,997</td>
</tr>
</tbody>
</table>

### Class of 2014 (As at July 2014)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>6,550</td>
</tr>
<tr>
<td>Ph.D Degree</td>
<td>958</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>2,929</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>306</td>
</tr>
</tbody>
</table>

Note: Headcount figures

### Faculty and Staff (As at June 2014)

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>2,374</td>
</tr>
<tr>
<td>Research Staff</td>
<td>3,176</td>
</tr>
<tr>
<td>Executive and Professional Staff</td>
<td>2,668</td>
</tr>
<tr>
<td>General Staff</td>
<td>2,364</td>
</tr>
</tbody>
</table>

Note: Figures shown are in Full Time Equivalent figures and exclude staff on honorary appointments.

* Faculty includes tenurable and other teaching staff.
PROFILE OF STUDENTS

Academic Year 2013/2014 (as at Feb 2014)
Undergraduate 25,838
Higher Degree 7,525
Graduate Diploma 250
TOTAL 33,613

Academic Year 2012/2013 (as at Feb 2013)
Undergraduate 25,570
Higher Degree 7,629
Graduate Diploma 199
TOTAL 33,398

Academic Year 2011/2012 (as at Feb 2012)
Undergraduate 25,107
Higher Degree 7,730
Graduate Diploma 171
TOTAL 33,008

Source: NUS Annual Report 2014
Responding to Globalisation of Education

- **Internationalisation at home** - reflected in the number of international students at NUS and the various initiatives, strategies and innovative programs of study as well as teaching and learning environment.

- **Internationalisation abroad** - NUS has designed international programs including SEP, NUS Overseas Colleges, internship programs, joint/double programs, summer programs, fieldtrips, enrichment, and others.
NUS Global Experience

“NUS is a leading global university, with a ranking of 27th among the world’s 100 universities, with:
- over 36,000 students from 100 countries,
- 51 bachelor’s degree programmes,
- 70 double degree programmes,
- 31 joint degree programmes,
- 15 concurrent degree programmes,
- 29 double major programmes,
- 180 overseas partner universities for student exchange programs,
- 7 NUS Overseas Colleges at major entrepreneurial hubs
- 156 masters and doctoral degree, and graduate diploma programs
- 50% of NUS students go overseas and 25% spend at least one semester abroad.
Student Feedback on Internationalisation Abroad

- Genevieve-Laine Chang: **Competitive edge**
- Business School and USP, Year 4

These [overseas experiences] strengthened my confidence, maturity, communication skills and knowledge, all of which helped me secure the very competitive investment banking summer internship at a top UK bank. I am now being considered for a permanent position there. At NUS, there is such a vast array of opportunities that give us an edge over students from other institutions.
Upon reflection, the overseas programme offered me more than a lifestyle away from Singapore. It gave me a rare opportunity to achieve a headstart in my law career, where I handle cross-border transactions for multinational clients in a large international law firm...The NUS-NYU programme offered a first class global education and equipped me with invaluable experiences which I have brought back to my career in Singapore.
Veerapan Swaminathan - Positive difference

Faculty of Engineering and USP, Year 4

Taken together, these overseas experiences have taught me that while the world appears unbelievably diverse, we all share similar hopes, dreams and even tell the same stories in multiple languages. I’m now committed to making a positive difference to struggling communities around the world and much credit is due to NUS for enabling me to do just that.
Zuraidah Abdul Hamid – **Global citizen**

School of Design and Environment, Year 3

“My 18-day YEP (Youth Expedition Project to the Philippines) and subsequent semester-long student exchange to Korea through NUS’ global opportunities have enriched my life and expanded my horizon. They have strengthened my independent learning and inter-cultural communication skills. I am ready to position myself as a citizen of the world and look forward to my next global experience.”
Internationalisation at Home: Personal Experiences
Second-year Class – SEA Studies
Honours class – SEA Studies
Integrating international and local students in the classroom:
(1) Seminars
(2) Group Work

Outcome: Creative & critical thinking, interpersonal and communication skills, intercultural engagement, global awareness
Class divided into smaller groups
Week 11 (group discussion & preparation)
Each group is given a set of short readings
Discussion based on a set of guidelines (highlights, relevant concepts, author’s arguments, own views, relevance/lessons)
Group presentations in Week 12
Reading the case study materials
↑ imports in PH
- Shortage in grain $\rightarrow$ ↑ price
- ↑ quota of imports $\rightarrow$ Δ in policies
- Dependent on imports of rice
  - Limited land
  - Lack of irrigation water
  - ↑ population $\rightarrow$ ↑ demand

Probs
- Urban-biased industrialization policy
- Institutional jobs
  - Green Rev
  - Exports
  - Rural-urban migration
  - Lack of regional cooperation

Content Flow
- Key points
  - Summary of articles chosen
  - Relationships
  - Implications of issues
  - Challenges faced for SEA
  - Summary

Global Economy & Food Rx
- Global rice & imports
- Biotech sector
- No. of inventions
  - Greenpeace
  - Pattern of growth
  - US/CA
- Malay Emigration
  - Brain drain
    - Singapore, India, China, Malaysia

Brain drain (mainly PH)
- Foreign students in US and staying on
  - Returning to their home country
- Silicon Valley now less accessible comparatively
- People have more options, Silicon Valley
  - Attractive to others
Main Points

- Outgoing President Gloria Macapagal Arroyo appointed 250 persons to government positions at the end of her presidency.
- Positions range from government agencies to the office of the president as well as government regulated corporations.
- All these appointments lead to the extension of influence of Arroyo well into the next president’s time in office.

Own Views

- Inefficiency of the Philippine Ombudsman & judiciary
- Top-down approach to eliminate corruption
- Corruption cannot be completely erased in 2 years

Lesson learnt

- Loopholes in RP’s laws
- Traditional values does have a role in solving social ills.
- Political will is root to eradicate corruption.
Using Group Work – 2
General Education Module:
Understanding the Changing Global Economy
FDI Benefits

Local
- Economic benefit
  - SG 60's/70's EDB
  - encouraged FDI into SG.
- Resource transfer (bringing technology & sustaining competitiveness)
- Employment opportunities
- Providing employment & higher wages for locals.
- Spillover channel improve local firms productivity thru linkages w' MNCs

Regional
- FTA (regional agreements)
  - enhanced regional connectivity (eg. Indonesia produce components)
  - SG assemble
  - export to world
  - benefits region as whole as they produce according to C.A.
- Economic cost: lower COP

Global
- FDI outflow: $35 billion in 75' to $1.2 trillion in 00'
- FDI flow growing faster than hard trade annual output
- Offset volatility created by "hot money"
- Reduce risk costs of diversification
- Increase accessibility of goods
- Reduce income/social-economic gap
- Cultural sharing
Cons of Tourism

Economic
- Local: Prices ↑ in popular tourist hotspots, harming local residents.
- Cyclical unemployment
- Diversion of resources towards tourism. E.g., World Cup in Brazil
- Poorly paid workers working in tourism
- Regional
- Global: Overdependence on tourism, economy might suffer if there is a disaster. E.g., 9/11

Social
- Local: Cultural erosion
- Locals might be displaced from homes to make way for tourist attractions/sites
- Overcrowding & congestion

Global:
- Pollution
Concluding remarks

- Coordinated policies between education, immigration, population & manpower policies
- Competitiveness of Singapore & the NUS Brand
- Singapore and NUS supportive of a more liberal internationalisation policy both at home and abroad
- Implications and challenges for the University of the Philippines System