

Realizing the Global University

- *Some Roadmaps for Consideration by Universities in Developing World*

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1. The urgency of the issue - the signal from the dilemma in massification of higher education facing China

Chinese Higher Education (CHE) has eventually changed its elite nature since its birth a Century ago and embarked on the internationally recognized path of massification of higher education as a result of the dramatic expansion of enrolment (DEE) since 1999 [MOE, 1998-2006]. It not only provided annually millions of youngsters opportunities for college education to make their dream come true, but also significant strategically for promotion of social equity, strengthening national competitiveness and achieving the national goals of entering into a well off, harmonious and innovative society. What ever factors it has been driven by, or shortcomings took place in the initial stage of decision making, this expansion happened at a time, when China's modernization drive accelerated, facing severe international competition and the general public wishing to have better education for upgrading their status, will be recorded as a golden page in the Chinese education history.

However, the DEE has caused nation-wide concern over and debate on graduate unemployment as consequence of the expansion. Influenced by the idea of thousands of years that good learner will make an official and belief nurtured under planning economy that college student will be automatically "the builder and successor of the socialist cause", graduates, their parents, universities and media see graduate unemployment unacceptable. A survey shows that around 35% of unemployed graduates regretted for their collage education and those from disadvantaged background in particular feel disappointed more than others [China Youth Daily, 14.08.2006]

One should remember as well that the decision of EE was made by the Chinese government one year later after the UNESCO World Conference on Higher Education at a time, when its economy had gone through continuous growth for more than 20 years, transiting from an agricultural and underdeveloped industrial economy to an industrial, information and

globalized one, while higher education in China remained at elite stage and ranked in enrolment rate just above few most underdeveloped countries in the region such as Nepal, Bhutan and Bangladesh. If it compared with developed countries, which passed mass stage and are in a popularization process of higher education, the gap is wider in two stages [Y.Wang,2002] . Yes, it becomes a social and public concern. However, an embarrassing situation is that so many employers could not find satisfactory graduates, while big percentage of graduates is unemployed. Mr.Zhao Kai, a personnel manager from a company in Beijing, said that some says, the reason of graduate unemployment is because of too many graduates produced, however, in my own employment experience and having recruited hundreds of graduates as a personnel manager, the core of the problem is not the number of graduates but the findings from 90% of managers of companies of their failure in recruiting graduates they want [The Global Times, 16.08.2006] . A survey of more than 80 personnel managers carried out by McCarthy Co.ltd., Nov 2005 revealed that only 10% of job seekers are qualified in profession of accountancy, finance and engineering. Most of candidates lack of language skills and communication capability. Its conclusion is, qualified professionals are still the bottleneck in the development of China, besides water resources, energy and infrastructure.

Although EE caused multiple deep-seated conflicts, it is not their source but their cause. The source is the four fold transitions Chinese higher education is experiencing now, i.e. the transitions in terms of nature from the elite to mass higher education, in terms of target clients from an agricultural and commodity Economy to an open, export-oriented and market one; in terms of its status – from the social margin to the social center; in its system environment– from planned control to a new mechanism. Each transition requires change and renovation in values, mechanism, management, teaching contents and methods, teacher’s qualification and training,etc., and causes conflicts with the present values and system in higher education. It is a reality and realistic challenge facing China in particular due to its determination to be integrated with the global economy and its dependence rate on foreign trade as high as 70%(Lian Xiaoming, 2006). Recognition of it makes a big difference in the initiative and action for renovation of the structure, content of curriculum and teaching, organization and management, cross-boarder cooperation and quality control and assurance of higher education [Y.Wang, 2002]

The obvious signal from such dilemma is the urgency of internationalization of higher education of China with its major objective of training graduates to be competitive on the labor market of both home and broad.. It is required by the accelerating globalization of economies and growing interdependence between all nations involved as well as the Chinese Open-Door Policy.

It is evident that the signal is not relevant to China alone but reflects a worldwide phenomenon. ILO and WTO Joint Report, titled "Trade and Employment – challenges for policy research", 2007, indicates that the global economic growth is estimated around 3%, while expansion of merchandise trade is 8%, the second highest since 2,000. Developing country's share of world merchandise exports reached an all time record of 36%. China's trade growth continued to outstrip other major traders. Its merchandise exports grew by 27%. The world economy, now truly deserving its name, in 2006, concluded its most prosperous five –year term since 1945, with annual GDP growth of around 4%. International trade is buoyant, with exports growing twice as fast as global GDP for the last ten years (Eloi Laurent, 2007). Education levels determine country's absorptive capacity, i.e. their capacities to adopt new technologies and may develop them further; Education levels affect individual's ability to deal with change, an important aspect in a globalized world that expects individuals to constantly adapt to new situations. Education levels affect individual's ability to be an active part in a global society. Globalization raised, for instance, the requirements for effective communication in terms of linguistic skills, technological skills and skills to deal with different institutions and cultures (ILO/WTO Report, 2007). Unfortunately, most developing nations have been ill-prepared for facing this challenge and lack of clear strategy and policy to deal with it due to historical, political, educational and cultural reasons or considerations.

2. Redefining the purposes, priorities and strategies

Defining the term of internationalization of higher education is always controversial in the academic world and in policy making in reality in particular. Jane Knight and Jane Knight (1999) arrived at the following working definition: "Internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution." This definition seems natural and understands internationalization as a process, as a response to globalization (not to be confused with the globalization process itself), and as including both international and local elements. However, what's more important and practical is their finding and analysis of different purposes and objectives in defining internationalization of higher education at different times and by different group of nations.

Internationalization for replicating European models of higher education in their colonies in the Americas, Africa, and Asia, the European nations were looking for political, cultural, economic, and academic dominance--a dominance that continues to be an issue today.

Internationalization for influence in Cold War Era by two superpowers. In the drive to maintain and expand America's influence, universities in the United States were stimulated with federal funding, mainly through the State and Defense Departments, to develop area studies, foreign-language training, and study abroad programs. Although seen by many in the rest of the world as a sign of American imperialism--matched by a similar trend in the former Soviet Union--it was presented by U.S. policymakers as an initiative for peace and mutual understanding. With a number of questions: Who's concept of peace and who's understanding of the world would be served? Have higher education systems in the rest of the world ever been in the position to promote their own understanding of these issues on equal terms with the American and European academic world? Does the dominant view of internationalization provide space for national identity?

Internationalizing higher education today in EU with the changed emphasis from the political to the economic motivation through European programs for cooperation and exchange in research, technology, and education--such as the research and development programs, COMETT and ERASMUS. These programs contain the additional political rationale of stimulating the development of a European citizenship.

Internationalization strategies after independence in Asian Pacific countries, showed a focus not so much on global identity as on national identity on more equal terms, moving away from dependency and the dominance of Western technology, Western methods, and Western languages of instruction.

Internationalization of higher education in the present wave of globalization of economies has been well summarized by Prof. Federico Mayor, former UNESCO Director General as "a process partial and asymmetric with few globalizers and many globalized (1997). In general, developed nations are the former and developing nations the latter having to learn, adopt and adapt western learning, teaching, research through reform and innovation of higher education in their national contexts. The above cited signal from China and many other developing nations as well indicate that the pace of internationalization of higher education seems lagged behind that of globalization of economies due to various historical, political, educational and cultural reasons and considerations.

The IAU (The International Association of Universities) 2003 Survey Report on Internationalization of Higher Education - Practices and Priorities lists the following key obstacles according to the level importance based on responses from 176 HEIs from 66 countries:

- Lack of policy/strategy to facilitate the process;
- Lack of financial support;

- Administrative inertia or difficulties;
- Competing priorities;
- Lack of recognition of work done abroad;
- Lack of reliable and comprehensive information;
- Lack of opportunities;
- Lack of understanding of what is involved;
- Insufficiently trained or qualified staff to guide the process.

Although its coverage of the survey is global, the obstacles listed provide a real picture of the status quo of most developing nations in this regard. The fundamental reason for all the obstacles is lack of understanding of the necessity why it is needed to internationalize higher education today with skeptics and fears such as loss of education sovereignty and culture identity, and, as a result, lack of clear objectives and strategies for a specific national policy to face the challenge. All above cited obstacles are originated from this mentality at the national and institutional decision making level.

The present internationalization of higher education is part of and driven by the new wave of globalization of economies and backed by technology breakthrough. Although it faces severe challenges, controversy and conflicts, no one believes, the process could be stopped or reversed but its pace could be slowdown or accelerated, rules be modified to have a more human face. Interestingly, the wave comes now to a powerful irony as described by Mark Thirlwell (2007). “ Policy makers in the developed world spent years preaching to their developing country counterparts that the path to greeter prosperity lay in closer integration with world markets. But when Beijing and New Delhi decided to listen, and moreover, when that policy advice turned out to be right, many in the developed world have found themselves increasingly disconcerted by the results and happily selling the rope to hang themselves. It is evident that developing nations might not be necessarily the loser in the game, depending on capacity and capability of a nation, either developed or developing, to well understand the game, including advantages and disadvantages of their own and all players involved and then make right strategies, policies, priorities and actions. It might be true as well to the process of internationalization of higher education today, although the latter’s process could be more complicated and longer.

The IAU 2003 Report lists also the following most important aspects of internationalization at 3 levels based on survey from respondents:

Primary importance: mobility of students and strengthening international research collaboration;

Second level importance: Mobility of faculty members; interfamilial dimension in curriculum; international development projects and joint academic programmes;

Third level of importance: development of twinning programmes; establishment of branch campuses; commercial export/import of education programmers and extra-curriculum activities for international students,

The question I would like to raise here from policy and strategy making point of view, what is the key aspect, which national policy makers need to focus on? The challenge facing national policy makers and higher education institutional leaders in developing world may need to identify the key factor and right focus from above cited areas and then adopt right strategy and policy. From my contacts with policy makers and university leaders of the Asia and Pacific region and those from developing world in particular in the last 15 years, first of all, overall purpose and objective for internationalization of higher education should be clarified or redefined before taking any initiative or making policies by asking themselves Internationalization for what in their own national context? Of course, any aspect of above cited 10 areas could be a focus or priority depending on national policy and context. Since the major product of HEIs and those teaching only institutions in particular is their graduates, the overall purpose, objective or focus of internationalization of higher education should be to produce graduates who have “the ability to be an active part in a globalized society, able to communicate effectively in terms of linguistic skills, technological skills and skills, to deal with different institutions and cultures” (ILO/WTO 2007 Report), and are internationally competitive. This focus is clear-cut, covers all dimensions of an HEI and with strategic importance and impacts on not only national economic and social development but also future of the country. Once a nation does have such quality human resources and leadership, its prosperity is just an issue of time as shown by the successful story of almost all so called small “tigers” :”dragons” with little natural resources It could be, therefore, also a measurement to see how far an HEI is succeeded in adoption and implementation of internationalization of higher education as well as guidance for making roadmaps to achieve it in its national context.

3. Some Roadmaps for consideration by universities in the developing world

If the overall purpose of internationalization of higher education in the developing world can be defined as producing internationally competitive leaders and human resources in different national context, the adapting and integrating an international/intercultural dimension into the teaching, research and service functions of the institution will be the job. It appears focusing on producing human resources but in fact involves adaptation and innovation of all dimensions of an HEI, if such overall purpose was accepted. Based on this assumption, I am proposing the following roadmap for consideration by universities in the developing world:

3.1. Step One: Political will and internationalizing institutional leadership

Due to the fact that historically and in the present reality as well, internationalization of higher education is a process partial and asymmetric with few globalizers and many globalized, the issue is always sensitive politically, culturally and educationally in developing countries. Any decision with nation-wide impact requires political will for, as example, new or revision of existing legislation, funding from the tight national budget, determination of overcoming any controversy being emerged, pushing for reform and innovation of curriculum, teaching and adopting some new staff policy, etc.,

Ideally, internationalization of higher education requires president of a university or an HEI with international perspective as well as a deep understanding of his or her own national cultural identity. Besides a good academic and, better, a multidisciplinary background, he or she should have:

- Skills of one or two foreign languages;
- Experience of learning, teaching or administration in HEIs abroad;
- Deep understanding of national cultural identity and context and good knowledge about present wave of globalization of economies, its requirement of education and challenges, opportunities and strategies facing the nation and higher education; and wide international linkages and competence of selection of right partners for collaboration and mobilization of support from multi-sources, etc,

Unfortunately, university leadership has been rarely professionalized in most of developing nations. University president is usually selected and appointed from professors or senior managers, who is generally an excellent scholar in certain academic field with a good reputation and personality and with or without some administrative experience in running an HEI. Many evidences show that a good scholar may or may not be a good university leader since the position requires more than a good scholarship and personality and in particular in case where internationalization is a major task to fulfill.

The first step, therefore, is to ensure a political will and revising the criterion on selection of university leaders and widen the search sphere for qualified candidates.

3.2. Step two: Internationalizing the teaching profession

First of all, it shouldn't be misunderstood as replacing all teaching staff with foreigners. It encourages the following:

- The increasing percentage of teachers who have some learning or learning/teaching experience abroad;

The increasing number of teachers who have bilingual skills, especially mastering a major global academic language today and are able to give lectures with them or one of them;

An open recruitment policy, in order to maintain certain number of positions to be filled by selected foreign candidates;

Increasing number of teachers who have wide international linkages in his or her own academic field and competence of adoption and adaptation of international and intercultural dimensions into curriculum, textbooks and teaching; and

Capacity of formulation of collaborative projects and mobilization of support from various sources, etc.,

In reality of most developing countries, the percentage of teachers who have some learning or learning/teaching experience abroad or foreign teaching staff is quite small with very few exception such as the Assumption University of Thailand, which is a religious university affiliated to Holy See, where more than 50% of teaching staff are foreigners, although many of them are from neighboring countries with learning experience in western nations. Foreign language communication skill is a weak point among teaching staff in general except in universities of some Commonwealth member countries due to the colonial legacy. Socialist or former socialist countries, such as China, have had a biased language policy for decades by taking Russian language as the major foreign language skill to master and resulted today in two or three generations handicapped in using English, nowadays a world academic language, for communication with outside counterparts. Internationalizing the teaching profession, therefore, would be a long process, requiring changes in several generations.

Financial difficulties in many developing countries make recruitment of number of foreign teaching staff impossible. Alternative options could be considered through, for example, programmes offered by organization of UN Volunteers (www.unv.org), retired but willing to assist professors via NGOs such as associations of professors or universities, retired and academically qualified government staff, etc., These resources should not be utilized for teaching only but training for young teachers and curriculum innovation as well.

3.3 Step three: Internationalizing Curriculum

Integrating an international/intercultural dimension into the teaching, research and service functions of the institution means first of all integrating an international/intercultural dimension into curriculum by:

Restructuring it through adding some new courses, which reflect new idea, new discovery and new knowledge. It is often neglected due to

political, cultural or ideological reasons and considerations;
Formulation of some new modules;
Updating and renovating contents of existing courses with important new development from related academic areas:
Creating new courseware to reflect changes and progress in concerned subject area;
Selecting some original textbooks and courseware in foreign languages for use in classroom teaching or as reference for both teachers and students;
Strengthening foreign language skill training among teachers and students, comparative study of curriculum and competence of utilizing resources on line, etc.,

In internationalizing curriculum, foreign language skill of teaching staff and curriculum experts in particular should not be seen as a tool or instruction media only. It is a window first to see what happened outside the country to get fresh idea and concepts to start new thinking of changes and then compare experience and lessons in innovation of the curriculum. Unfortunately, foreign language teaching has turned out to be a failure in many developing countries. As a result, number of teachers who have the competence for communication, follow-up and adapt new development in related academic area into curriculum are often limited.

If internationalization of higher education were a sensitive issue in general, internationalization of curriculum would be the most sensitive area of all and that related to humanity, social science and ethical and moral education in particular. A political will is required here to allow smooth and objective dialogue between different civilizations created by humankind through curriculum development and innovation, in order to build a harmonious world. It should be an important focus in exchange programme between HEIs from different countries.

Open courseware and educational resources available online today should not be missed in internationalization of curriculum. Since MIT announced to offer its courseware free online in 2001, OPEN COURSEWARE (OCW) has become a worldwide movement. It was first recognized by UNESCO in 2002 through organizing a world forum on Open Educational Resources (OER) and then increasing number of top universities, including University of Stanford, University of Cambridge,, UKOU, some universities from Europe, Japan, India, and Africa join it. Chinese government took an initiative soon after MIT offer by establishing its own “ Classic Open Courseware” online and free and is ready to translate some of them into English for use by foreign scholars. Although number of obstacles in utilization of them reported and to be overcome ahead, the OCW or OER movement provides valuable

and huge amount of free resources for curriculum experts and teachers to update and renovate teaching content and courseware, which could have been impossible or unaffordable otherwise (Fun Den Wang, 2007). Zhang Hailing, an associate professor of Beijing University of Science and Technology and a volunteer of translating a MIT courseware into Chinese, has made a quite interesting and relevant comment on OCW/OER that simply copying of a OCW doesn't work and proved a wrong strategy. What I benefited most from them is the opportunity to learn innovative teaching idea from its syllabus, curriculum and content structure, the teaching methodology, the way of dealing with students, especially when I compare them with our own. Anyway, OCW/OER could be at least excellent reference for both of teachers and students (Distance Education in China, 2007)..

3.4 Step four: focus on substance and seeking right partners in international cooperation

There is no doubt that the volume of international cooperation between HEIs from different nations, sub regions and regions have been increased great deal in the last two decades. One of the features is the large and increasing number of networks of universities and HEIs emerged with different objectives and focuses and in different contexts. UNESCO played a leading role in this regard by setting up 628 UNESCO Chairs and 67 UNITWIN Networks involving over 755 institutions in 125 countries. (http://portal.unesco.org/education/en/ev.php-URL_ID=41557&URL_DO=D_O_TOPIC&URL_SECTION=201.html), including the Global University Network for Innovation based in University of Catalonia, Barcelona, Spain, which releases a World Higher Education Report annually since 2006 with contribution from leading scholars from all over the world. Establishment of some group of networks has been driven by regional leaders as part of regional grouping for economic, scientific and educational purposes, such as The Association of Pacific Ring of Universities (APRU). Formed in 1997, APRU is a consortium of 37 leading research universities with 1 or 6 key universities from each of the Pacific Ring countries or economic entities. Some networks have been initiated by group of HEIs such as the World University Network(WUN). More networks have been set up on bilateral or multilateral bases. Unfortunately, in my observation with my experience working in UNESCO as a programme specialist dealing with Chair/UNITWIN networks and liaison with other groupings for 10 years, activities of such networks have been quite often limited to workshops and conferences periodically in general, depending on funding sources. Many of them lack of substance and real impacts on internationalization of above cited major areas of member HEIs involved and those from disadvantaged countries in particular.

Experiences show that successful practices in cooperation in internationalization of higher education would have at least the following features:

- *Clear focus* on concrete substance, for example, curriculum development, faculty or students exchange programme with clear purposes, collaborative research, etc., based on consensus reached by and mutual benefit for all parties involved;
- *Stable funding*, such as the EU project called “The Asia-Link Programme” (http://ec.europa.eu/europeaid/projects/asia-link/index_en.htm) provides also an example for regional and international cooperation. It is an initiative by the European Commission to promote regional and multilateral networking between higher education institutions in Europe and developing countries in Asia. Since 2002, the Programme has funded 155 partnerships that together involved over 700 higher education institutions from Asia and Europe. Partnership projects can undertake activities in one or more of the following three areas: Human Resource Development, Curriculum Development and Institutions & Systems Development. The Commission is in the final stages of selecting a further 20 projects that are to be funded during 2006 – 2007.
- *Sincerity, continuity and sustainability*. Johns Hopkins University-Nanjing University Center for Chinese and American studies provided a good practice, which has been working together for around 20 years and already cultivated more than 1,700 students, most of whom have become senior human resources in the fields of business and diplomacy and so on. In 2000, the Center set up the Institute of International Research, which combines teaching and researching. This is the first institute invested and managed by a Chinese and a foreign university. Now, Nanjing University and Johns Hopkins University have decided to join hands to offer graduate degree education. The Center has been widely claimed as “a study garden without going abroad.” (Yunlei Wang, 2007)

The right strategy for HEIs in developing world is to find and select right partners with above-mentioned features. Although the evolution of present international higher education is fell into a process from aid to trade (Lynn Meek, 2006), it is still not impossible to identify sincere partners and funding sources at the international arena. There is in fact lack of no funding sources. Official Development Assistance (ODA) from OECD to developing countries increased to USD \$78.6 billion in 2004, its highest level ever. Taking into account inflation and the fall in the U.S. dollar, this represents a 4.6% rise in real terms from 2003 to 2004 and follows a 4.3% increase from 2002 to 2003 (F:\aid from oecd.mht). Development banks such as The Asian Development Bank (ADB) and other regional development banks and the World Bank, foundations are vital sources of financial and technical

assistance to developing countries in the Asia and Pacific region. ADB's annual lending volume, for example, is typically about \$6 billion, with technical assistance usually totaling about \$180 million a year. Out of the World Bank's \$2.9 billion and \$5.0 billion funding for East Asia and Pacific and South Asia, support for human and social development take 40% and 18% respectively (see websites of ADB and WB). If internationalization of higher education is taken seriously as part of the solutions to the partial and asymmetric process of the new wave of globalization of economies and 1-2 % of aid or assistance from development banks earmarked to it, the major bottleneck facing it will be solved. This is not impossible, if there is a collective political will from all developing nations, which has a say in defining priorities of fore-mentioned agencies as its member states and aid partners through collective consultation.

Conclusion

Internationalization of higher education in the 21st Century will be increasingly driven by the globalization of economies, motivated by economic purposes, pushed and facilitated by breakthrough in information and communication technologies as well as encouraged by successful stories and practices from developing world. Challenges and opportunities being offered are equally in front of all. There will be winners and losers. But the winner-loser sequence may or may not follow the same equation of the last two centuries, depending on one's wisdom, vision, will and courage, including the confidence in your own national identity, your own people, your own strength, plus right strategies, policies and actions. The changing power equation and economic map in the present wave of globalization of economies sends a positive signal to all active players and those from developing world in particular that to be a winner or loser in the game of internationalization of higher education is at your own hands.

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Year	Enrolment at regular IHLs	Enrolment of post graduates	EE %	Total	Gross Enrolment rate
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1999	159.68	9.22	47%	742.3	10.5%
2000	220.61	12.85	25%	939.85	12.5%
2001	268.28	16.52	17%	1214.38	13.3%
2002	320.50	20.26	19.4%	1600	15%
2003	382.17	26.89	19%	1900	17%
2004	447.34	32.63	17.3%	2000	19%
2005	504.46	36.48	12.7%	2300	21%

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