



MUA 0206/11031

To Dr. Ruben C. Umaly

Please refer to the UMAP Working Party Meeting and the Sixth UMAP Reference Group Meeting which were held from 24 to 27 August 1998 in Bangkok, Thailand.

Enclosed please find a copy of the meeting report for your information and reference.

Ministry of University Affairs
Bangkok 10400, Thailand

June 2, 1999

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**Report of
the 1998 UMAP Working Party Meeting
24 August 1998
Imperial Queen's Park Hotel, Bangkok, Thailand
and
Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

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**The 1998 UMAP Working Party Meeting
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TABLE OF CONTENTS

**The 1998 UMAP Working Party Meeting
24 August 1998
Imperial Queen's Park Hotel, Bangkok, Thailand**

TABLE OF CONTENTS

1. Report of the 1998 UMAP Working Party Meeting
2. Annexes
 1. List of Participants
 2. Progress of UMAP Pilot International Secretariat (UMAP PIS) Operation, its Workplan and Assessment Criteria
 3. Report on UMAP Credit Transfer Scheme (UCTS)
 4. UMAP Constitution

**The 1998 UMAP Working Party Meeting
24 August 1998
Imperial Queen's Park Hotel, Bangkok, Thailand**

**REPORT OF
THE UMAP WORKING PARTY MEETING
24 AUGUST 1998
IMPERIAL QUEEN'S PARK HOTEL, BANGKOK, THAILAND**

**SUMMARY REPORT OF
UMAP WORKING PARTY MEETING
24 AUGUST 1998
THE IMPERIAL QUEEN'S PARK HOTEL, BANGKOK, THAILAND**

Welcome

Dr. Tong-In Wongsothorn, Deputy Permanent Secretary for University Affairs, Thailand welcomed participants to the UMAP Working Party Meeting. Representatives participating in the meeting include Australia, Hong Kong, Japan, Korea, New Zealand, Samoa, Taiwan and Thailand. Representatives of international and regional organizations from ASAIHL, AUAP, AUNS and UNESCO also attended the meeting. List of participants appears in Annex 1.

UMAP Pilot International Secretariat

Dr. Mineo Nakajima, President of Tokyo University of Foreign Studies, Secretary-General, UMAP Pilot International Secretariat and Prof. Takashi Inoguchi, Professor of Political Science and Under Secretary-General, UMAP Pilot International Secretariat, University of Tokyo reported to the meeting the progress of UMAP Pilot International Secretariat (UMAP PIS) operation, its workplan and assessment criteria of UMAP PIS as appeared in Annex 2.

The meeting noted that finalization of the UMAP PIS workplan and assessment criteria have to be contingent to the endorsed UMAP constitution. The meeting also commented that UMAP PIS should focus more on business plan and agreed that a promotional and monitoring role should be added to the set of assessment criteria.

Report on the UMAP Credit Transfer Scheme

Mr. Bob Goddard, Director, International Relations, Australian Vice-Chancellors' Committee presented a summary of the UMAP Credit Transfer Scheme (UCTS) to the meeting as appeared in Annex 3. The highlighted activities of UCTS include the organization of a practical workshop among national secretariats on how to operate UCTS in the first half of 1999 and the commencement of the operation of UCTS after July 1999. He stressed that the UCTS grading scale be used as a mechanism to facilitate standardized conversion of grades without imposing on the grading arrangements of participating universities.

Chairman of the meeting, Dr. Tong-In Wongsothorn, Deputy Permanent Secretary for University Affairs, drew attention of the meeting to the important role of the national secretariats as the core to coordinate with national institutions and the International Secretariat to ensure effective outcomes of UMAP.

UMAP constitution

Mr. Bob Goddard presented the draft UMAP constitution in which he highlighted the principles of simplicity, flexibility and full regional participation. There was extensive discussion on the document. The meeting concurred with the constitution subject to some modifications as follows:

- 1.3 The UMAP Exchange Program involves the development and implementation of bilateral and multilateral university student and staff exchanges which are consistent with the UMAP principles listed in Attachment 1.

2. The general aim of UMAP is:
3. GOALS
- 5.3.2 A UMAP conference is held coincident with a Reference Group meeting every two years.
- 5.5.2 The International Secretariat shall be governed by a Steering Committee comprising nine members made up of five to be nominated by the UMAP Reference Group and including the UMAP Chairperson, two to be nominated by the country hosting the International Secretariat as well as the Secretary-General and the Under Secretary-General as ex-officio officers and also nominated by the host country. The Committee shall be chaired by the UMAP Chairperson.
- 6.2.2 The scale of contributions shall be based on the formula shown in Attachment 4 and payable in US dollars. Contributions shall be payable in one installment and shall be due within three months of the approval of the budget by the Reference Group.

The revised draft constitution appears in Annex 4.

It was recommended that once the constitution is approved by the Reference Group the word 'pilot' be deleted from the title of International Secretariat but that the International Secretariat continue on a trial basis for a two-year period. Dr. Tong-In closed the Working Party Meeting at 16.30 hours.

Acknowledgement

The chairman expressed his appreciation for the valuable contribution of the participants to the meeting. Thanks also goes to the Ministry of University Affairs of Thailand for hosting the meeting.

The 1998 UMAP Working Party Meeting
24 August 1998
Imperial Queen's Park Hotel, Bangkok, Thailand

ANNEXES

**The 1998 UMAP Working Party Meeting
24 August 1998
Imperial Queen's Park Hotel, Bangkok, Thailand**

ANNEX 1

List of Participants

The UMAP Working Party Meeting
24 August 1998
Imperial Queen's Park Hotel , Bangkok, Thailand

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**The 1998 UMAP Working Party Meeting
24 August 1998
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ANNEX 2

**Progress of UMAP Pilot International Secretariat
(UMAP PIS) Operation, its Workplan and
Assessment Criteria of UMAP PIS**

What the PIS UMAP has done between April and July, 1998.

The PIS UMAP started on April 1, 1998. It has carried out a number of things in the first half of the first year.

1. The PIS UMAP drafted the UMAP Constitution. (The Bangkok Conference will discuss and finalize it.
2. The PIS UMAP organized the UMAP meeting on June 13, 1998 in Tokyo.
3. The PIS UMAP helped organize the UCTS meeting on June 13, 1998 in Tokyo.
4. The PIS UMAP published articles on the Nikkei Weekly (in English) and the Yomiuri Shimbun (in Japanese) on the UMAP as part of disseminational activities. It has received more than two dozens of responses from the region and beyond. (e.g. North and South America)
5. The PIS UMAP drafted its provisional work plan for the Bangkok Conference.
6. The PIS UMAP drafted an invited speech at the Bangkok Conference.

Work Plan of the Pilot International Secretariat UMAP

The provisional work plan will be summarized below.

1 The UMAP Directory is being made. The provisional list of past participants in a number of past meetings has been created. In the year from now, a few survey terms will be formed region-wide in order to examine the three pillars of UMAP activities; students, professors, and courses offered, in selected areas of study; Physics, Geography and Education.

- (1) students' preference for the kinds of courses at selected universities in the region;
- (2) professor's willingness and preparedness to give UMAP courses;
- (3) the content and level of courses offered.

These surveys will lead to the UMAP data bases when they are accumulated and revised intermittently. These surveys will be done with a number of researchers of leading universities in the region collaborating each other. Further sources are being explored. The PIS UMAP is very optimistic about the program.

2. The UMAP home page is being created. After a number of things are finalized in the Bangkok Conference, the UMAP home page will be enriched and released. Your ideas will be welcomed.

3. The promotional and monitoring role of the UCTS will be assigned to the PIS UMAP. However, playing that role will require solid contributions from all UMAP national representatives, informative, intellectual and financial.

4. Funding efforts are being made first from UMAP members, and second from business sectors. UMAP professorship and UMAP scholarship are being contemplated to be placed within the PIS UMAP. Funding will be sought from business sectors region wide. The selected areas of study will be designed as UMAP areas for such UMAP professorship and scholarships. Those areas which are likely to attract certain business sectors will be designed as UMAP areas and courses. They include languages and cultures of the region, environmental science, electronic engineering, business law and practice etc.

Assessment Criteria of the PIS UMAP

July 11, 1998

1. Any organization must be assessed in a number of criteria. For the PIS UMAP, the following will be a good set of criteria.

- a. participation of country representatives in terms of conceptual, organizations and financial.
- b. transparency in terms of open records and open discussion
- c. efficiency in terms of work load-personnel size
- d. visibility and outreach in terms of PIS UMAP ability to get itself and its aspirations known worldwide

In all fairness the PIS UMAP has been performing remarkably well in all these criteria. The weakest in criterion a. Encouraged by the progress and performance of the PIS UMAP, it is expected that all UMAP members will make vigorous contributions to the UMAP.

UMAP Credit Transfer Scheme ? Grading Scale
-A Report on Japanese case-

Prof. Akira Nakajima
A Member of the Steering Committee of UCTS

1 Grading Scale

At Hiroshima University which is one of the national universities, four scales of A, B, C, and D are used for grading.

A is excellent (more than 80 out of 100 marks), B is fairly good (from 70-79 out of 100 marks), C is good (from 60-69 out of 100 marks), and D is unsatisfactory (fail)(less than 60 out of 100 marks).

In Japanese, A is called as "yu", B is called as "ryo", C is "ka" and D is "fuka".

The grade of D is not written on the Academic Transcript as a school record. D means that he or she can not obtain the credit points of that course (class).

This pattern of A,B,C, and D is the most popular in Japan not only at national and public universities but also at private universities. But there are some universities where they introduce five scales of A+, A,B,C and D. A+ means that the achievement is more than 90 out of 100 marks, and A means that is from 80 to 89 out of 100 marks.

2 Comments

- 1) We do not have such system of distributing the group of students in accordance with the pre-determined distribution as % of successful students normally achieving the grades. The distribution of four or five grading scales depends upon individual professors. As the result of the assessment we will be able to provide information about the distribution of students by grading scales, but it does not necessarily mean that every class has similar distributions on the campus. Let us say again that it is different from professors to professors, and from faculties to faculties and universities to universities. There is no national standardized guidance concerning the distribution.
- 2) The way of converting the 7 grading scale of ECTS model into Japanese popular model of four grading scales must be in the discretionary hands of each university. It may be very difficult to provide the national model of equivalency of grading scales. I think that each university has an authority to set up the credit transfer policy although it respects the UMAP UCTS ideas and it utilizes the scheme as much as possible. Sometime each university (department heads or advisers) may have interviewing with the students about what he/she learned in the course at the host institution.
- 3) The distribution guideline of ECTS model should be eliminated from UCTS model.

The 1998 UMAP Working Party Meeting
24 August 1998
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ANNEX 3

Report on the UMAP Credit Transfer Scheme (UCTS)

UMAP STEERING COMMITTEE

UMAP CREDIT TRANSFER PILOT SCHEME

REPORT TO UMAP REFERENCE GROUP MEETING.

BANGKOK UNIVERSITY

25-27 AUGUST 1998

Background to UCTS project

At the UMAP Reference Group meeting in Wellington in 1996, a presentation on the European Credit Transfer Scheme was made. The meeting identified limited credit transfer within UMAP as a major barrier to student mobility in the region. It was agreed that UMAP should consider ways in which the European Credit Transfer Scheme (ECTS) could be adapted to the Asia Pacific.

At the UMAP Working Party meeting in Thailand last year, Australia put forward a proposal to fund a project to develop a pilot credit transfer scheme for UMAP. This was strongly endorsed by the meeting. A Steering Committee was subsequently established and has now met three times.

The purpose of this paper is to inform the Reference Group of progress with the UMAP Credit Transfer Scheme (UCTS) project and to seek guidance from Reference Group members on the broad directions of the project.

Issues

The Steering Committee has examined the ECTS as well as other credit transfer schemes and has undertaken research on higher education systems in the region in order to assess the suitability of applying key elements of the ECTS to UMAP. The Steering Committee has concluded that the special features of the Asia-Pacific and of UMAP would not permit a simple translation of the ECTS to UMAP purposes.

In particular, since UMAP is essentially a staff initiated exchange program whereas ERASMUS is essentially a student initiated exchange program, there is a need for the UCTS to be shaped in some ways differently to the ECTS. However, the Steering Committee believes that there are benefits maintaining some elements in common with the ECTS to facilitate exchanges between ERASMUS and UMAP at a later date if possible.

Attached to this paper (Attachment A) is a short questionnaire which UMAP members are asked to complete and return to the UCTS Steering Committee during the Reference Group meeting. Responses to the questionnaire will help shape the UCTS project and its implementation as a trial.

On the basis of its research and analysis, the Steering Committee puts the following recommendations to the Reference Group for endorsement.

Administration of UCTS

Any degree of centralisation will impose significant costs. Sufficient funding is unlikely to be available across UMAP countries to facilitate any significant degree of centralised administration.

UMAP exchanges differ significantly from SOCRATES-ERASMUS exchanges in that they are initiated generally by staff through bilateral arrangements rather than by the students themselves. Under such circumstances it is easier to allow individual universities to take prime responsibility for administering the UCTS as part of the process of negotiating and developing and implementing a bilateral exchange agreement.

Recommendation 1

Individual universities should take responsibility for using the UCTS as part of the administrative process currently used in developing and implementing UMAP exchanges.

The UMAP International Secretariat should take on a promotional role and a monitoring role.

Purpose of UCTS

Recommendation 2

The main purpose of UCTS should be to help make UMAP more effective. However, UCTS should also facilitate greater mobility between UMAP countries and other regions.

Development of information packages

Universities participating in the ECTS are given substantial funding support from the European Commission to develop information packages. Funding will not be available to universities participating in the UCTS. Most universities now have substantial and effective information packages for prospective students. While these tend to differ from institution to institution, there appears to be no strong argument to require a uniform approach.

Recommendation 3

In order to keep costs of implementing UCTS to a minimum and to encourage university participation in the UCTS, it is recommended that participating universities be permitted to use existing information materials.

Users' Guide

Recommendation 4

It is recommended that the UCTS have a User's Guide which is based on the ECTS Guide. This should be made available via a UMAP Home Page as well as in hard copy form. Multiple copies should be made available to UMAP National Secretariats.

The User's Guide would be produced as part of the present project.

Pilot scheme time frame

In order to involve a sufficient number of exchanges to fully test the pilot UCTS, there is a need to run the pilot for a number of years. However, throughout the pilot phase the scheme should be monitored by the UMAP International Secretariat with regular reporting to the UCTS Steering Committee and provision for adjustments to the scheme.

Recommendations 5

- 1. The UCTS pilot should run for a period of five years.*
- 2. Information on the scheme should be collected and collated by the International Secretariat in conjunction with the National Secretariats and reported to the Steering Committee.*
- 3. The UCTS Steering Committee should continue to operate throughout the pilot phase and, on the basis of reports from the International Secretariat, determine whether adjustments to the pilot scheme are necessary.*

Selection of subject areas/disciplines for the UCTS pilot

Recommendation 6

To maximise the number of students participating in the pilot, there should be no limitation on subject areas included in the pilot.

Countries to participate in the UCTS pilot

There appears to be no strong argument to limit the number of UMAP countries participating in the pilot program given that the proposed mechanism to drive the UCTS is the bilateral agreements to be developed

and implemented between universities. Quality assurance is assured since the proposed mechanism is based on mutual acceptance of standards by universities.

Furthermore, the more countries participating in the trial the greater the pilot sample. In addition, any sensitivities arising from exclusion from the pilot are avoided.

Recommendation 7

It is recommended that participation in the UCTS pilot be open to all UMAP members.

Credit point system

For the purpose of converting credits from one university system to another in a standardised way, the UCTS should adopt a credit points system. ***This would not take the place of credit arrangements in each UMAP member country.*** It is simply a mechanism to facilitate standardised conversion.

Recommendation 8

It is recommended that the UCTS be based on a 60 point credit system. This is a comparatively simple system to implement and will allow the UCTS to link with the ECTS to facilitate mobility between UMAP and SOCRATES-ERASMUS.

Grading scale

The UCTS also needs a grading scale to facilitate standardised conversion of grades. ***This would not take the place of grading arrangements in each UMAP member country.*** The simplest approach in terms of administrative burden, and the one most likely to provide uniform results, would be a universally agreed grading scale. Adapting the ECTS scale to suit systems in the Asia Pacific would facilitate exchanges between UMAP and SOCRATES-ERASMUS.

Recommendation 9

It is recommended that the UCTS adapt the ECTS grading scale.

Application procedures/Transcript of Records/ Learning Agreement

Since UMAP exchanges are essentially staff initiated, the application form could be simple. Indeed, given the mechanism used to initiate UMAP exchanges, there is a case for no application form at all. However, provision to capture key data on country (sending and receiving), age, gender, field of study and language could be used for monitoring purposes.

The ECTS Transcript of Record needs to take account of a range of complexities associated with multiple country and extended exchanges. The UCTS Transcript of Record could, at least initially, be substantially simpler since exchanges are essentially bilateral and for one year or less.

A Learning Agreement is also a key document in a credit transfer scheme since it promotes transparency. The ECTS Learning Agreement is a relatively simple document and with some minor modifications to suit UMAP could be introduced without substantial cost or commitment from participating universities.

Because for UMAP purposes these provisions can be substantially simplified from the ECTS model, they could be accommodated on the one 'Record of UMAP Exchange' form – as shown at Attachment B.

Recommendation 10

A simple form combining application details, Transcript of Record and Learning Agreement be developed for the UCTS along the lines of the model at Attachment B.

Appointment of UCTS pilot national contact persons

Currently, each UMAP member country has a national secretariat whose responsibility includes the promotion of UMAP and the facilitation of exchanges. During the pilot phase it is not expected that taking on the role of UCTS national contact person will add undue administrative burden to national secretariats. As national contacts the secretariats might be expected to:

- provide advice to universities on how the UCTS operates;
- be a clearing house for UCTS documents;
- promote participation in the UCTS as part of their broader UMAP promotional role; and
- monitor use of the UCTS via receipt of application forms and responses to the biennial UMAP surveys.

Recommendation 11

It is recommended that UMAP national secretariats take on the role of UCTS national contacts.

Institutional co-ordinator/s

Some measure of institutional coordination is required to distribute and collect UCTS documents.

Recommendation 12

It is recommended that universities participating in the UCTS trial be required to nominate an institutional contact/coordinator. National UMAP Secretariats should maintain a list of nominated institutional contacts/coordinators.

Departmental/discipline co-ordinators

Since UMAP exchanges are staff initiated, coordinators are automatically selected. Some effort may be needed by UMAP national secretariats to familiarise these staff with the UCTS in order for them to provide advice to students.

Recommendation 13

It is recommended that UMAP staff involved in initiating and implementing UMAP exchanges be fully appraised of the UCTS in order to implement it effectively and to provide advice to students.

UCTS trial

The UCTS Steering Committee proposes that the UCTS trial commence on the earliest semester commencement date after July 1999 in those UMAP countries willing to participate. This will enable the pro formas and the User's Guide to be finalised, printed and distributed to UMAP National Secretariats. It will also provide sufficient time for National Secretariats to discuss implementation of the trial with member universities.

Recommendation 14

The UCTS trial commence in 1999.

UMAP Credit Transfer Scheme – grading scale

At the UMAP Working Party meeting last year the Australian Government offered to fund the development of a credit transfer scheme for UMAP. This was strongly endorsed by the Working Party. The Working Party also agree to establish a project Steering Committee to oversee the project.

At its first meeting, the Steering Committee agreed that the Australian Vice-Chancellors' Committee (AVCC) should be invited to undertake this project. The AVCC will present a report on progress to the forthcoming UMAP Reference Group meeting.

The Steering Committee wishes to gather information on the grading scales (or marking schemes) used in the region, for the purpose of adapting the attached scale (originally developed for the European Credit Transfer Scheme). The purpose of the UCTS grading scale, in its final form, will be to enable universities to standardise conversion of the grades awarded to students studying under UMAP.

The scale will not replace the grading arrangements of participating universities, but will be used as a conversion scale only.

You are asked to provide

- information on the grading scale used in your country's universities, or (if the scale varies between universities) a sample of grading scales currently in use, and
- comment on the proposal to adapt the attached scale, for the purpose of converting the grades of UMAP students from host to home university.

Your response is requested **by 7 August 1998** and should be addressed to:

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THE ECTS GRADING SCALE

ECTS grade	% of successful students normally achieving the grade	Definition
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A	10	EXCELLENT: outstanding performance with only minor errors
<hr/> B	25	VERY GOOD: above average standard but with some errors
<hr/> C	30	GOOD: generally sound work with a number of notable errors
<hr/> D	25	SATISFACTORY: fair but with significant shortcomings
<hr/> E	10	SUFFICIENT: performance meets the minimum criteria
<hr/> FX	-	FAIL: some more work required before the credit can be awarded
<hr/> F	-	FAIL: considerable further work is required

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UMAP CREDIT TRANSFER SCHEME

NEXT STEPS

On the assumption that the UMAP Reference Group approves the directions of the project, the Steering Committee may wish to consider the next steps in the project.

User's Guide

The User's Guide is a key element of the project. It will be targeted at staff initiating UMAP exchanges and explain how the UCTS works and how they go about participating in the Scheme. It will also serve as the key information source on the UCTS for students.

The Steering Committee may wish to consider the following timetable for the production of the User's Guide:

- First draft completed in October
- Circulated to UMAP National Secretariats for comment
- Comments incorporated into final draft by mid-November
- Final draft presented to Steering Committee scheduled for early December
- User's Guide finalised and delivered to DEETYA by 31 December

UCTS Implementation Strategy

The implementation strategy will outline the practical steps the Pilot International Secretariat and the National Secretariats will need to take to implement the UCTS trial.

Subject to Steering Committee agreement, development of the Implementation Strategy could be undertaken in parallel with development of the User's Guide with the same key steps and dates applying.

The 1998 UMAP Working Party Meeting
24 August 1998
Imperial Queen's Park Hotel, Bangkok, Thailand

ANNEX 4

UMAP Constitution

UNIVERSITY MOBILITY IN ASIA AND THE PACIFIC (UMAP) ORGANIZATION

DRAFT CONSTITUTION

1. DEFINITIONS

- 1.1 The name of the organization is University Mobility in Asia and the Pacific (UMAP).
- 1.2 The organization is a voluntary association of government and non-government representatives of the higher education sector with membership as set out in Article 4. The organization is responsible for overseeing the UMAP Exchange Program.
- 1.3 The UMAP Exchange Program involves the development and implementation of bilateral and multilateral university student and staff exchanges which are consistent with the UMAP principles listed in Attachment 1.
- 1.4 The governing authority of UMAP is the Reference Group. The Reference Group is composed of representatives from each of the full members of UMAP.
- 1.5 Full members of UMAP are countries which have paid a subscription to UMAP.

2. AIM

- 2.1 The general aim of UMAP is:
To achieve, by extended and enhanced co-operation between higher education institutions, a better understanding within each of the countries and territories in the Asia Pacific region of the cultural, economic and social systems of the other countries and territories in the region, by increasing the mobility of higher education students and staff and improving the quality of higher education in the region.

3. GOALS

- 3.1 The goals of UMAP are:
 - to promote increased mobility of university students and staff in the Asia-Pacific region;
 - to assist participating members and institutions to resolve current issues relating to exchanges and in particular to:
 - * develop guidelines for the granting of credit and a general map of good practice
 - * develop a model contract to protect the interests of students in credit transfer arrangements, and
 - * monitor and report on current credit transfer arrangements;
 - to provide a vehicle for moving beyond bilateral arrangements to multilateral arrangements; and
 - to provide a vehicle for governments and regional organizations interested in supporting the UMAP vision.
- 3.2 The objectives of UMAP are listed at Attachment 2.

4. MEMBERSHIP

- 4.1 UMAP Membership is open to those countries/territories and administrative regions listed in Attachment 3. Others may be added as agreed by the Reference Group.
- 4.2 Representation of each country/territory or administrative region is determined by that country/territory or administrative region but must enable effective representation of the national higher education system. Representation may include the peak body of the universities, government, individual universities, or a combination of these. Individuals are not eligible to be UMAP members.
- 4.3 There are two levels of membership, Full Membership and Associate Membership.
 - 4.3.1 Full Membership is open to countries/territories or administrative regions upon payment of the biennial contribution. Full Members are entitled to participate in all meetings of the Reference Group, and participation in the UMAP Exchange Program.
 - 4.3.2 Associate membership is open to countries/territories or administrative regions listed in Attachment 3, which do not pay a subscription. They may participate in Reference Group meetings as observers, and may participate fully in the UMAP Exchange Program.

5. GOVERNANCE

- 5.1 The Reference Group has responsibility for the policy and operations of UMAP.
- 5.2 Officers
Every second meeting of the Reference Group shall elect a Chairperson. The Chairperson shall hold office as chair of the Reference Group for two years.
- 5.3 Meetings
 - 5.3.1 A meeting of the Reference Group is held every year.
 - 5.3.2 A UMAP conference is held coincident with a Reference Group meeting every two years.
 - 5.3.3 The venue for Reference Group meetings is decided by the Reference Group and, as far as possible, is rotated on a biennial basis between participating countries.
 - 5.3.4 The Reference group meetings are to be held in the country of the Reference Group chair.
 - 5.3.5 Non members may participate in Reference Group meetings as observers at the invitation of the Reference Group.
- 5.4 Decision-making
Only full members are eligible to propose decisions and recommendations. Each full member is entitled to one voice. All decisions of the Reference Group are made by consensus.

5.5 International Secretariat

- 5.5.1 UMAP activities shall be administered by an international secretariat which reports to the Reference Group. The location, terms of reference and functions of the Secretariat shall be approved by the Reference Group.
- 5.5.2 The International Secretariat shall be governed by a Steering Committee comprising nine members made up of five to be nominated by the UMAP Reference Group and including the UMAP Chairperson, two to be nominated by the country hosting the International Secretariat as well as the Secretary-General and the Under Secretary-General as ex-officio officers and also nominated by the host country. The Committee shall be chaired by the UMAP Chairperson.

6. **FUNDING AND BUDGET**

6.1 Budget

A biennial budget for UMAP shall be prepared - in US dollars - by the Secretariat and submitted to the Steering Committee for subsequent consideration and approval by the Reference Group.

6.2 Membership Contributions

- 6.2.1 Each full member shall contribute to the approved budget of UMAP. The in-country arrangements for funding shall be determined by the relevant government agencies and higher education organizations in each country.
- 6.2.2 The scale of contributions shall be based on the formula shown in Attachment 4 and payable in US dollars. Contributions shall be payable in one installment and shall be due within three months of the approval of the budget by the Reference Group.
- 6.2.3 The scale of contributions can only be changed by the Reference Group.
- 6.2.4 The country hosting the International Secretariat is a full member of UMAP and shall not be required to pay the biennial membership fee.

6.3 Meetings

All costs of participation in UMAP meetings shall be met by individual members.

6.4 Exchange Program activities

Because of the different methods of funding institutions, and the capacity of institutions and members to meet the costs, arrangements for funding participation in UMAP activities will vary within and between participating members. It is expected that in most cases participating staff and students will be required to make some contribution to the costs.

6.5 Extra-budgetary funds

Members and others may make additional contributions, or provide facilities or other resources 'in kind', for UMAP purposes. Acceptance and use of all such contributions or facilities shall be subject to approval by the Reference Group.

Report of
Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand

Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand

TABLE OF CONTENTS

**Sixth UMAP Working Party Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

TABLE OF CONTENTS

1. Report of Sixth UMAP Reference Group Meeting
2. Annexes
 1. List of Participants
 2. Welcome Remarks by Dr. Thanu Kulachol, President of Bangkok University, Thailand
 3. Opening Address by CDR. Dr. Deja Sukaromana, M.D., H.E. Minister of University Affairs, Thailand
 4. Keynote Address on "Academic Mobility under Economic Difficulties : How Far Can We Go?" by Dr. Vanchai Sirichana, Permanent Secretary for University Affairs, Thailand
 5. Keynote Address on "Future UMAP Envisioned" by Prof. Takashi Inoguchi, Professor of Political Science, University of Tokyo and Under Secretary-General, UMAP Pilot International Secretariat, Japan
 6. UMAP Constitution
 7. Report on Progress of the UMAP International Secretariat
 8. Reports on Efforts of Country/Territory to Promote University Mobility by Australia, Hong Kong, Japan, Korea, New Zealand, Samoa, Taiwan and Thailand
 9. SOCRATES-ERASMUS from the University Perspective by Prof. Francois Pitavy, Vice President for International Affairs, University of Burgundy, France
 10. UMAP Credit Transfer Scheme
 11. Korea's Plan for 1999 Reference Group Meeting and 2000 UMAP Conference

Sixth UMAP Working Party Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand

REPORT OF
SIXTH UMAP REFERENCE GROUP MEETING
25 - 27 AUGUST 1998
BANGKOK UNIVERSITY, BANGKOK, THAILAND

**REPORT OF
SIXTH UMAP REFERENCE GROUP MEETING
25 – 27 AUGUST 1998
BANGKOK UNIVERSITY, BANGKOK, THAILAND**

The Sixth UMAP Reference Group Meeting was held at Bangkok University, Thailand from August 25 - 27, 1998 in which over 80 participants attended. The name list appears as Annex 1.

Opening

President of Bangkok University, Dr. Thanu Kulachol, welcomed participants to the Sixth UMAP Reference Meeting. He focused on the importance of international collaboration as one of the major factors contributive to country's development particularly in this time of economic hardship. As a result, the role of UMAP as an inter-cultural and inter-educational program has become more and more important in providing a strong support for international cooperation, as well as a good understanding and respect of different cultures. The full text appears as Annex 2.

Following the welcome speech, H.E. Minister of University Affairs of Thailand, CDR. Dr. Deja Sukaromana, M.D., delivered an opening address.

H.E. Minister Deja stated that the meeting constituted a crucial step as the members would finalize the future framework of UMAP operation and administration. He also placed his hope on the continued support for the sustainability of the UMAP International Secretariat, though it would be more difficult in the present time of economic turbulence in the region. The opening address appears as Annex 3.

Keynote Addresses

Thailand's Permanent Secretary for University Affairs, Dr. Vanchai Sirichana, gave a keynote address on the topic of "Academic Mobility under Economic Difficulties: How Far Can We Go?", in which he pointed out how higher education institutions in the region have been challenged to play a heightened role during this time of downturn.

Dr. Vanchai noted positively the persistent momentum of academic exchanges. He also cited a few examples Thailand has been undertaking to continue academic mobility activities despite the budget cuts. He saw UMAP as one of the core entities for the members to benefit and the International Secretariat should be able to strengthen regional efforts, particularly in terms of databases and innovative pilot projects.

Regarding the keys to success of UMAP in time of belt tightening, Dr. Vanchai stressed that commitment of the respective governments and higher education institutions be made. The general public including parents and industry, also needs to be convinced of the necessity of mobility projects to win their continued and strong support. Meaningful sharing of resources employing the centers of excellence was then highlighted to reap highest outputs out of the region's lowest inputs. Consistent intellectual interactions should also be enhanced through the use of advanced information technologies.

Dr. Vanchai concluded his address by saying that the UMAP members had come far too strong to stop moving further. Though the region might have to move more slowly, it would see continuous cooperation for quality of peoples in the long run. The full text appears as Annex 4.

The second keynote speaker was Professor of Political Science, University of Tokyo and Under Secretary-General, UMAP Pilot International Secretariat, Japan. Prof. Takashi Inoguchi's presentation was on "Future UMAP Envisioned".

Prof. Inoguchi pointed out that the immediate priorities of the Pilot International Secretariat of UMAP could include development of databases of members, participating UMAP institutions, and student mobility in the Asia-Pacific region; establishment of permanent funding base; building links with other organizations operating in the region; and assisting in the development and implementation of the UMAP Credit Transfer Scheme.

He then stressed the need for UMAP to get financial support from the business sector. Though the prospect at present was not so bright, Prof. Inoguchi said that a few targeted areas could be selected.

He also offered his longer-term thoughts which comprised course menu survey, consumer preference survey and plan to persuade businesses to give support to UMAP Professorship and Scholarship.

In conclusion, Prof. Inoguchi urged the UMAP members to accept the constitution to provide the Secretariat with clear directions. The full keynote address appears as Annex 5.

UMAP Constitution

A panel discussion on UMAP constitution was held by Mr. Bob Goddard, Director, International Relations, Australian Vice-Chancellors' Committee (AVCC), Australia, Prof. Takashi Inoguchi, Professor of Political Science, University of Tokyo and Under Secretary-General, UMAP Pilot International Secretariat, Japan and Dr. Ninnat Olanvoravuth, Secretary-General, Association of Southeast Asian Institutions of Higher Learning (ASAIHL) under the chairmanship of Dr. Tong-In Wongsothorn, Deputy Permanent Secretary for University Affairs, Thailand.

Dr. Ninnat Olanvoravuth gave the background information on the development of UMAP. He noted that even up to today the major issues of UMAP discussion still are credit transfer, recognition of professional qualifications, financial and administrative arrangements.

Prof. Takashi Inoguchi stressed the key factors in successful implementation of UMAP, which are the imagination, courage and the vitamin M (money).

Mr. Bob Goddard reported on August 24th Working Party Meeting which sets the principles for the draft constitution. These principles include simplicity, full regional participation and flexibility. He also summarized the Meeting agreement on some changes of the draft constitution.

After extensive discussion, the meeting agreed to the following amended version:

- 1.4 The governing authority of UMAP is the Reference Group. The Reference Group is composed of representatives from each of the full members of UMAP.

- 1.5 Full members of UMAP are countries, which have paid a subscription to UMAP.
- 2. AIM
- 2.1 The general aim of UMAP is:
- 5.1 The Reference Group has responsibility for the policy and operations of UMAP.
- 5.2 The last sentence "The immediate past chairperson shall hold the position of Vice-Chairperson" to be deleted.
- 5.4 Decision-making
Only full members are eligible to propose decisions and recommendations. Each full member is entitled to one voice. All decisions of the Reference Group are made by consensus.
- 5.5.2 The International Secretariat shall be governed by a Steering Committee comprising nine members made up of five to be nominated by the UMAP Reference Group and including the UMAP Chairperson, and four to be nominated by the country hosting the International Secretariat including a Secretary-General and an Under Secretary-General as ex-officio members. The Committee shall be chaired by the UMAP Chairperson.

The full text of the revised constitution appears as Annex 6. With the conclusive additions the UMAP constitution has been adopted by the Reference Group Meeting.

UMAP International Secretariat

Chaired by Dr. Tong-In Wongsothorn, Deputy Permanent Secretary for University Affairs, Thailand, the session started with a presentation from Prof. Dr. Mineo Nakajima, President, Tokyo University of Foreign Studies and Secretary-General, UMAP Pilot International Secretariat, Japan who reported to the meeting on the establishment of the UMAP International Secretariat with financial support from Japanese Association of National Universities, the Ministry of Education, Science, Sports and Culture and Public and Private University Association.

Mr. Kazuhiro Hayashi, Director, Student Exchanges Division, Ministry of Education, Science, Sports and Culture, Japan emphasized the priority of Japan to internationalize Japanese education to increase the number of foreign students to Japan. UMAP scholarships will be initiated next fiscal year.

Professor Takashi Inoguchi, Professor of Political Science, University of Tokyo and Under Secretary-General, UMAP International Secretariat, Japan presented to the meeting some suggested activities to be undertaken by the International Secretariat. Those activities are the establishment of UMAP directory to facilitate the coordination between International Secretariat and national secretariats, the monitoring of the UMAP Credit Transfer Scheme and the development of a course menu survey.

It was also proposed that the UMAP leaflet be updated, reproduced and distributed to member countries.

The meeting raised the issue on the period of Japan's hosting the International Secretariat after two years of operation. It was clarified that the change of host country for the International Secretariat depends on the performance evaluation of the Secretariat

and the interest of other UMAP member countries in hosting the Secretariat. The report on progress of the International Secretariat appears as Annex 7.

Country Reports

Vice President for Academic Affairs of Bangkok University, Thailand, Dr. Mathana Santiwat chaired the session. Country reports were presented by representatives from Australia, Hong Kong, Japan, Korea, New Zealand, Samoa, Taiwan and Thailand. The full texts of the country reports appear as Annex 8.

SOCRATES-ERASMUS from the University Perspective

Prof. Francois Pitavy, Vice President for International Affairs, University of Burgundy, France, gave a presentation on SOCRATES-ERASMUS from the University Perspective in which he noted some common principles between SOCRATES-ERASMUS and UMAP in terms of openness, adaptability and flexibility. He pointed out that the European Credit Transfer Scheme (ECTS) serves as an incentive but the actual implementation lays upon the commitment of the respective institutions and faculty members on a bilateral arrangement. Among the major problems of the program are language, academic calendar, housing and funding.

He expressed his appreciation to learn about the development of UMAP and hoped to see the cooperative links between SOCRATES-ERASMUS and UMAP in the future.

The meeting expressed its thanks and appreciation to Prof. Pitavy for his insightful and informative presentation. The full paper appears as Annex 9.

UMAP Credit Transfer Scheme

Mr. Bob Goddard gave a brief report on the result of UMAP Credit Transfer Scheme (UCTS) and invited the meeting to consider the 14 recommendations agreed upon by the UMAP Working Party Meeting. The meeting agreed to all recommendations and added that recommendation number 15 should be added which read "It is recommended that a practical workshop among national secretariats on how to operate UCTS be organized in the first half of 1999, the venue of which to be determined". The report appears as Annex 10.

A list of UCTS contacts will be provided to all UMAP member countries.

Discussion on New Members

Mr. Bob Goddard led a discussion on new members which could include Bangladesh, India, Nepal, Pakistan and Sri Lanka.

The meeting agreed that the UMAP International Secretariat would send invitation letters to Nepal and Sri Lanka as the two have informally expressed their interest to become UMAP members.

Others could be taken up for consideration of the Reference Group on a case by case basis upon their request. Nepal and Sri Lanka will be invited to formally join UMAP.

Korea's Plans for 1999 Reference Group meeting and 2000 UMAP Conference

Dr. Jae Ki Lee, Senior Researcher of the Institute of Higher Education, Korean Council for University Education, Korea, presented to the meeting the date, venue and tentative agenda for 1999 UMAP Working Party and 2000 Reference Group Meetings in Seoul and Cheju Island respectively. The proposed plan appears as Annex 11.

Based on the constitution, the meeting agreed that the Steering Committee and the Reference Group meeting would be held in 1999 while UMAP conference be organized in 2000. The Steering Committee would be responsible for the preparation of a tentative agenda at a later date.

It was also made clear that the annual UMAP Reference Group meeting would be organized for UMAP members while biennial UMAP conference covers wider areas of interest and welcomes larger targeted audience.

The meeting also thanked the Korean representative for hosting the next UMAP meetings.

Acknowledgements

The Reference Group Meeting members expressed their thanks and appreciation to Thailand's Ministry of University Affairs and Bangkok University for kindly co-hosting the meeting. Special thanks also went to Japan who generously hosts the UMAP International Secretariat and to Australia for the valuable contribution of UCTS.

**Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

ANNEXES

**Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

ANNEX 1

List of Participants

Sixth UMAP Reference Group Meeting

25 - 27 August 1998

Bangkok University, Thailand

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**Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

ANNEX 2

**Welcome Remarks
by Dr. Thanu Kulachol
President of Bangkok University, Thailand**

UMAP - University Mobility in Asia and the Pacific
Reference Group Meeting, 25 August 1998

WELCOME SPEECH by Dr. Thanu Kulachol

Welcome, your Excellency, honorable guests, and members of University Mobility in Asia and the Pacific. Bangkok University is very pleased to assist the Ministry of University Affairs in hosting the 6th Reference Group Meeting of UMAP.

Today we meet for the 6th time after UMAP's initial foundation in 1991. "Time flies" is an expression that comes to my mind, particularly, when thinking of our previous meeting in Auckland, New Zealand, only two years ago, and looking at what has happened to this region in such a short time-span:

Economies of major countries in Asia are dramatically challenged and national governments are trying hard to remedy the difficulties. And maybe we should admit, difficulties caused by following a too limited vision of the future.

The economic challenge Thailand and other countries in the region are facing today, has made us aware, maybe more than we wanted to know, how much we people, and we nations, inter-relate and depend on each other in order to function well, and in times of crisis, to survive.

Collaboration at international level is not only an ideal but has become inevitable to continue development with an optimistic heart. A nation cannot be successful without having regard for the international context it is placed in. Denial of such relationship with others would lead to isolation and stagnation in development.

It is thus that such a program as UMAP, an inter-cultural and inter-educational program, becomes more evident in its importance than we ever anticipated.

In order to collaborate at the economic and educational level, it is important and necessary to understand the differences there are in culture, language, tradition, and social system, in order to understand and accept each other, before we truly become able to collaborate in all friendship and confidence.

So can we say that besides the business relations our countries have, they would not really prosper when there would be no exchange also at the levels of education and culture. It is particularly through the educational and cultural exchange that we truly begin to appreciate each other and educate ourselves about ourselves. Such is the challenge our students face today. And, such is the challenge of UMAP to provide a strong support for international collaboration and this discovery and respect of different cultures.

Today, and the coming days of our UMAP Reference Group Meeting, I hope we will become encouraged once more to put our hands together in making this inter-cultural and inter-educational collaboration a solid fact for all our members in Asia and the Pacific, and beyond. Thank you.

**Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

ANNEX 3

**Opening Address
by CDR. Dr. Deja Sukaromana, M.D.
Minister of University Affairs, Thailand**

An Opening Address
by
H.E. CDR. Dr. Deja Sukaromana
Minister of University Affairs
At the Sixth UMAP Reference Group Meeting
on 25 August 1998
at Bangkok University

Permanent Secretary for University Affairs, Dr. Vanchai Sirichana
President of Bangkok University, Dr. Thanu Kulachol
Honorable Guest Speakers, Prof. Takashi Inoguchi and Prof. Francois Pitavy
Distinguished Participants and Observers
Ladies and Gentlemen,

It is my great pleasure and honor to participate in the opening of the Sixth UMAP Reference Group Meeting. The Ministry of University Affairs is very pleased to co-host this meeting with Bangkok University. On behalf of the Royal Thai Government and the Ministry of University Affairs, I would like to take this opportunity to welcome you all to Thailand particularly during our Amazing Thailand years.

Distinguished Participants,

Much of hard work and wisdom you all have contributed is about to bear tangible results with the legality of UMAP status.

This meeting constitutes a crucial step as we are to finalize the future framework of UMAP operation and administration.

I am also happy to learn that UMAP International Secretariat is now established at Tokyo University, and has begun its operation since April 1, 1998. You all deserve to share the joy of this success.

To allow the International Secretariat to gain her full-fledged international organization status, some legal mechanisms as well as financial resources are essential. With the startup of the UMAP International Secretariat, various forms of staff and student exchanges that have already been stimulated under the bilateral cooperation can now be further encouraged at the trilateral and multilateral levels.

To keep this momentum rolling, I place my hope on your continuing support to the sustainability of the UMAP International Secretariat. In time of economic turbulence affecting most of our participating members, the road to success is even rockier. I am sure your wisdom will shed lights on the rosier tracks UMAP should take under the most practical constitution, beneficial to our Asia and the Pacific Region.

May I take this opportunity to express, on behalf of UMAP members, my appreciation to Japan for hosting the International Secretariat and to Australia for continuing support and assistance. I would also like to thank Bangkok University and the MUA staff for their cooperation in organizing this meeting.

As time is now auspicious, may I declare the Sixth UMAP Reference Group Meeting open.

Thank you.

**Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

ANNEX 4

**Keynote Address on
“Academic Mobility under Economic Difficulties :
How Far Can We Go?”
by Dr. Vanchai Sirichana
Permanent Secretary for University Affairs, Thailand**

Keynote Speech
Academic Mobility under Economic Difficulties:
How Far Can We Go?

by
Dr. Vanchai Sirichana
Permanent Secretary for University Affairs of Thailand
at the Sixth UMAP Reference Group Meeting
on 25 August 1998
at Bangkok University, Thailand

President of Bangkok University, Dr. Thanu Kulachol,
Honorable Guest Speakers, Prof. Takashi Inoguchi and Prof. Francois Pitavy,
Distinguished Participants and Observers,
Ladies and Gentlemen,

I am privileged to be among a very distinguished gathering to deliver a keynote address at the Sixth UMAP Reference Group Meeting this morning. May I sincerely extend to you all my most cordial welcome to Thailand. It is my pleasure to see that this meeting brings together a good number of very able UMAP members whose deliberations will undoubtedly help set directions of UMAP's present and future endeavors.

Ladies and Gentlemen,

Since mid-1997, Thailand, like many other countries in Asia and the Pacific, has been facing very serious wounds from the sharp economic U-turn. Its consequences have led to major cuts in most kinds of resource allocations, many of which, unfortunately important to the continued and sustainable development of Thailand and the region.

Such setbacks have indeed posed greater challenges to higher education development in each and every country in the region and sooner or later, to the other parts of the world. Never before have higher education institutions had to play a heightened role in the society. They can no longer confine themselves simply to produce educated manpower and professionals who are technically competent while being dynamic enough to manage and direct changes in the ever-increasing competition world. The institutions of higher learning are also called upon to stand out to perform productively and actively alongside with the government and the people throughout the economic recovery process.

Charged with the burdens and constraints, many might wonder whether there is any fresh air left for us to breath normally or we are from now on suffering from endless unrecovered pain.

It is delightful to note, however, that we in Asia and the Pacific do not have to start everything from scratch as we all have had a solid foundation of bilateral and multilateral cooperation. Existing links with regional and international organizations such as ASEAN, SEAMEO and Unesco have all tuned in together to work with our higher education circle, speeding up implementation of mobility activities in various forms.

Earlier this year when Thai people felt that the economic crisis was at its peak, one thing that becomes obvious is that the financial resources might be scarcer, but definitely not the interest expressed by students, faculty, parents and even industry. In such a gathering as orientations for those wishing to study or do research overseas, the number of participants did not decrease. I believe that the momentum we have for academic mobility is still strong and it is our task to retain the enthusiasm.

On a positive side, therefore I see brighter days ahead of us. I also see clearly that UMAP is one of the core entities we can place our hope on. The past collective efforts to create a regional coordination center has now been realized with the setting up of the International Secretariat for UMAP at Tokyo University. Frankly, it would be scary to think of what would have happened if the need to seriously encourage academic mobility just emerged!!!

Recognizing the role of UMAP to the desired sustainability of higher learning, Thailand has made and will continue to put every effort to promote consistent academic exchanges under UMAP. The measures we have undertaken include increased financial support by the government for the next fiscal year; hosting of UMAP 1997 Working Party Meeting at Naresuan University and the Sixth UMAP Reference Group Meeting; our active participation in UCTS project, the encouragement of private universities to participate in UMAP, and the expansion of the exchanges to cover other countries in Asia and the Pacific and possibly beyond.

In an effort to further improve our academic management, the Ministry of University Affairs (MUA) has conducted a program on Thai University Administrators Shadowing with Australia, the United Kingdom and Canada. The scheme aims to upgrade the skills of Thai university administrators through placements with counterpart universities as "shadows" or "understudies" of highly experienced senior administrators. This program is part

of the institutional development activities and might be considered as part of UMAP in the long run.

To keep the exchange activities progressing reasonably, the MUA is also more focused, employing a more selective approach by concentrating on the already established sandwich and joint programs, cooperative education, and Thai university links with outstanding counterpart universities.

May I elaborate a little further about our strategies to gain support from the Government for the joint degree programs. Based upon the principles of academic excellence through exchanges, support for established links and needs to send scholarship holders to study abroad, the Prime Minister agreed to our proposal. It opens up an avenue for some Thai universities to be allocated each, a sum of 3.5 million baht for the preparation of 19 appropriate joint degree programs with international counterparts. This forms a part of "In-country education programs" during these difficult years while promising another form of future academic mobility or as soon as funding allows.

Furthermore, the MUA has adopted the policy to intensify exchange activities at national and international levels. I am happy to note that our Thai universities have been more active in exchanging their faculty staff and hopefully we can witness more student mobility within the country. Our links with regional and international organizations, for example, with ASEAN University Network (AUN), Austria-South-East Asia University Network (ASEA-UNINET) have all contributed to the active movements of our region.

Ladies and gentlemen, Thailand cannot possibly have an extensive academic mobility program it longs to have. Nor can it achieve internationalization of higher education alone, all by itself.

What then can be expected from the UMAP International Secretariat? As core of the region, Thailand and all the participating members of UMAP should be able to benefit from its role of coordination and initiative taking in innovative pilot projects. To start with, databases on different aspects strengthening and facilitating the mobility process could be developed. I believe we will hear more from Professor Inoguchi in a short while what the UMAP International Secretariat has planned to take up in both short and long terms.

What about the keys to success of UMAP in time of belt-tightening?

Firstly, I think firm commitment of the respective governments and higher education institutions is essential as commitment constitutes

confirmation of continued high priority, with the best support in the best forms available.

Secondly, tangible results from the academic mobility activities need to be identified for information and recognition of the general public, convincing them of necessity of the implementation. The essence of mobility has to ensure significant impacts, promising heightened quality and dynamism of our human resources. The mobility activities should also prove that links established have turned out to be contributive to the spirit of regional sharing and prosperity. Best of all, the result should see a better younger generation, being able to lead a harmonious and productive life in the changing tomorrow. In the real world of education, however, it is hard to achieve such objectives within a short time. It is equally difficult to determine the level of success in concrete and easy terms for our region to understand and appreciate. I think core groups of faculty, education personnel and students benefiting from UMAP would have to play up their roles as contributors to the cultural and technical growth or any other development of the region. We all here will have to help UMAP on the matter.

Thirdly, limited resources mean that more meaningful sharing must be arranged. Most of you would agree with me that intra Asian-Pacific region has to stand out prominently with pride of her academic excellence taken stock of, all through years and years of hard work and cooperation. Would it be possible for us to "think globally and act regionally"? Here, I think of the centers of excellence in higher education institutions where strengths in the particular areas of study or even their close involvement with industry have been evident. By so doing, we would eventually benefit from the lowest inputs which could generate highest outputs and strongest expertise we all could enjoy.

Lastly, let us take the most advantages from the advanced information technologies to disseminate information, stir greater intellectual interactions and nurture mutual cross-cultural understanding. Soon, I believe we could have more than this bi-ennial UMAP Reference Group Meeting, for in between, we might wish to have a virtual UMAP Meeting to discuss unexpected or urgent matters arising.

Ladies and Gentlemen,

I have cited only a few measures as examples and shared with you some of my views to stimulate new ideas and initiatives of UMAP member countries/territories well represented in this gathering. I am sure together we could deliberate on ways to improve UMAP operations to achieve its ultimate goal.

In conclusion, let me answer the theme question of "How far can we go?" I think we have come far too strong to stop moving further. In rough times, we might have to adopt our speed limit to ensure that we will steer our vehicle of academic mobility in a safe and sound manner. Let us keep it going until we enter the good times when we could look back with pride that our continuous cooperation has rewarded us with quality of our human resources and contentment of our peoples in the Asia and the Pacific region.

I wish you every success in your deliberations. I hope you can find some time during your stay here to enjoy the cultural activities we have to offer in our Amazing Thailand Year.

Thank you for your participation and kind attention.

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**Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

ANNEX 5

**Keynote Address on
“Future UMAP Envisioned”
by Prof. Takashi Inoguchi
Professor of Political Science,
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Under Secretary-General,
UMAP Pilot International Secretariat, Japan**

Future UMAP Envisioned

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Prepared for presentation

At the Sixth UMAP Reference Group Meeting

August 25-27, 1998

Bangkok, Thailand

Excellence, distinguished guests, ladies and gentlemen, good morning! It is my great honor to be able to speak on this occasion.

1. What is UMAP

What is UMAP? What does it aim at achieving? What does UMAP stand for in the first place? It stands for the University Mobility in Asia and the Pacific. It is a loosely knit organization with the stated aim to achieve by extended and enhanced cooperation between higher educational institutions, a better understanding within each of the countries and territories in the Asia-Pacific region of the cultural, economic, and social systems of the other countries and territories in the region, by increasing the mobility of the higher education students and staff and improving the quality of higher education in the region.

Then what are universities expected to achieve? One can enlist a huge number of them. Here it would be suffice to mention only three. First, to seek truth and accumulate knowledge of and insight into matters scientific, social and philosophical. This will be called its academic function. Second, to prepare younger population before they start to be active in society. This will be called its educational function. Third, to serve people and to help them to pursue their further enlightenment and training. This will be called its social function.

The objectives of UMAP, as agreed by previous meetings of the Reference Group reflect these three broad functions. To remind you of these objectives, they are:

- to promote increased mobility of university students and staff;
- to assist UMAP members to strengthen bilateral exchanges;

- to promote multilateral exchanges; and
- to encourage governments and regional organizations to support UMAP.

Given these objectives, what role should the Pilot International Secretariat for UMAP play?

I would first like to talk about some of the immediate priorities as I see them before turning to some of the longer term, perhaps more visionary possibilities.

The immediate priorities as I see them can be summarized as follows:

- Development of a comprehensive database of members and participating UMAP institutions;
- Establishment of a permanent funding base for UMAP
- Preparation of materials to raise the profile of UMAP in the Asia-Pacific region;
- Development of a database of student mobility in the Asia-Pacific region;
- Building of links with other organization operating in the Asia-Pacific region, including APEC, ASAIHL, UNESCO, SEAMEO, AUN, AUAP;
- Developing a strong liaison base with UMAP National Secretariats; and
- Assisting in the development and implementation of the UMAP Credit Transfer Scheme.

I would like to focus on just one of these priorities, the issue of funding. No matter how we look at it, money is not unimportant. To start up business, one needs imagination, courage and small money, said someone who amassed money in the end. Let me call it vitamin M instead of money. You must get vitamin M by persuading flourishing business firms region-wide to donate to UMAP. One might quickly point out that business is at its nadir region-wide and that you cannot persuade them. The answer is yes and no. First, the economy is in great trouble and the prospect for getting vitamin M may not be too bright this year or next. However, in three years or so time, the picture will change for the better. Second, even now some business sectors and firms have been making a massive amount of profit with exchange rates sliding so drastically and exports to the United States rising alarmingly fast. More finely targeted areas can be environmental science, electronic engineering, new materials science, business law and practice, consumer finance and history and culture.

There are likely to be many more priorities and I would welcome input from members as to others they would want the Secretariat to consider.

Of course, all of these activities depend, quite critically, on the acceptance by members of a constitution for UMAP. Without a constitution, there will be no clear directions for the Secretariat, no clear mechanism to link the Secretariat to the Reference group and, of course, no funding certainty for UMAP.

For this reason, this particular Reference Group meeting could be a watershed in the evolution of UMAP. During this meeting we will have an opportunity to agree to a constitution to shape the future expansion of UMAP. We must not let this opportunity slip.

At the last UMAP Working Party meeting in Thailand it was agreed that the Secretariat would present to the Reference Group a work plan for endorsement. I will be presenting a

work plan to the meeting in another session. It is necessarily brief and will be developed further once the constitution is settled and the governance mechanism for the Secretariat is finalized. Accordingly, I propose that the Secretariat develop a detailed business plan and submit it to the Steering Committee-as proposed in the constitution-for endorsement later this year.

I would now like to turn to the longer term and ask how we might strengthen university linkages more generally in the Asia-Pacific and how we might significantly increase the movement of student and staff in the region.

2. Some longer-term thoughts

In envisioning future UMAP in relation to universities' key functions, it is necessary to examine the three key components of universities: students, professors and courses. What do we know about each of them region-wide? We do not have the databases on them. We cannot do much when we do not know much about any one component of them. Even in the national setting, one cannot assume that such databases are readily available. I believe this is a need for comprehensive databases of courses and professors in certain areas region-wide. The idea is to identify those excellent courses offered by excellent professors' region-wide. Such databases cannot be comprehensive. One has to start from somewhere and then others can build upon the first step. In the longer term, the UMAP Pilot International Secretariat in cooperation with national secretariats hopes to create a certain package of courses in a certain area of study. Therefore, without too much further investigation, any students wishing to take advantages of the UMAP scheme can become its user. This survey could be called the course menu survey.

There is also a need to know the preferences of students as to courses to a certain extent. What kind of courses do they like? What kind of courses must be offered? Their preferences must be an important basis for determining the level, coverage and teaching method of courses. UMAP Pilot International Secretariat could undertake what might be called the consumer preference survey. This consumer preference survey could be undertaken side by side with the above course menu survey.

The course menu survey and consumer preference survey could be carried out for 1998-2001. Upon completion of these surveys, UMAP could have a preliminary university map region-wide. Without a map, you cannot go very far in the ocean.

I have already mentioned the importance of engaging business support for UMAP. One thing UMAP might do in the longer term is to sell a few packages to flourishing business sectors and firms in ways attractive to them. Once persuaded, they will donate to UMAP in the schemes of UMAP professorship and scholarship. UMAP professorship means that those designated courses will be called UMAP courses and those professors offering them will be called UMAP professors. A doubled salary will reward them when they offer such courses. They will offer courses not only at their home universities but also at a few places they like to offer within the region. UMAP scholarship will be given to students of excellence. UMAP scholarship means that student do not need to pay tuition to universities other than their home university and that a modest stipend and travel fare will be given within the UMAP framework.

The scale of such UMAP professorship and scholarship can be small or large. Much would depend firstly on how we can come up with attractive packages and secondly on how we can target flourishing business sectors and firms. It could start on a small scale and be built up.

Those last few issues are very much for the longer term but deserve some consideration as we look to expand UMAP. Already I have published an op-en page in the Nikkei Weekly(herewith attached) on the topic, as a personal view. Many enthusiastic responds and a few further inquires have been received from the world over, from Indonesia, the U.S., and Latin America as well.

I would like to conclude my address by returning to the immediate priorities confronting UMAP and the Pilot International Secretariat. We have many challenges to face in building UMAP into a high profile and vigorous exchange program. This Reference Group meeting provides us with a golden opportunity to address these challenges. The key is for us to agree to a constitution for UMAP.

Thank you very much for your attention.

The Nikkei Weekly

GUEST FORUM

June 15, 1998

UMAP offers path to university reform

ASIA-PACIFIC GROUP COULD HELP CREATE GLOBAL FRAMEWORK

Japanese banks, it turns out, have a low threshold for competition, due largely to Japan's convoy business mentality. One result has been the Asian financial crisis. In this respect, some parallels could be drawn between Japan's banking sector and the nation's higher education. While the argument may be limited because the academic sector does not make profit its prime objective, the example does serve as food for thought.

Certainly when compared with Asia on the whole, Japanese universities are highly ranked. Depending on the field, they even surpass American universities in achievement. I doubt, however, that anyone would argue against the idea that Japanese universities, of which there are more than 1,000, are in dire need of improvement. There are many questions that need to be answered.

Course questions

First, are students satisfied with the content of courses offered and the ways they are taught? Isn't far too little time allotted to students for individual study to earn the credits they need? Isn't the number of classes they're required to take in an academic year far too great? Are classes geared to exploring the subjects that students really want to think, read and write about? Does the system enable students to acquire the skills, knowledge and experience they hope to get from their college years?

Secondly, in terms of educators, is it impossible for professors to boost the substance of their classes? And wouldn't it be better to put in place a system where professors are given more freedom to develop their research and compete with each other?

Thirdly, how can universities dispel some of the strong sense of alienation that exchange students and guest researchers so often feel?

There are undoubtedly quite a number of students who prefer to pour their energies into acquiring professional skills at vocational schools or into attending cram schools in hopes of passing judicial examinations or civil-service



**TAKASHI
INOUCHI**

*Professor of
political science,
University
of Tokyo*

tests, rather than attend university classes. I'm also certain that many students devote more time and energy to their part-time jobs than to their studies, believing that they only need do what is necessary to scratch by and graduate. The college classroom is often not so much a place for study as it is a place where friends can conveniently converge in one location.

The system is currently such that even though almost all professors invest a lot of time and energy in their field, there is an inherent avoidance of any exposure to international competition, which causes many of their achievements to go unnoticed. It is thereby also safe to say that there's little fear of censure if one doesn't produce results. While it could be argued that this characteristic, too, lies in the realm of academic freedom, it does little toward improving competitiveness at the global level. There are, to be sure, a large number of foreign students studying in Japan, but one would be hard pressed to show, by the number of conferred degrees and other indicators, that they've melded comfortably into the academic community.

While fewer births in Japan have led to a steady decline in the college-student population in Japan, it has also, at least, provided a solid impetus for initiating university reform. When it comes to whether or not that effort is being directed towards improving university content, however, the question becomes moot.

It is therefore my purpose in writing this commentary to offer up a concrete idea for sparking university reform in light of all the problems that saddle the universities of today. This proposal seeks to enable students, professors, foreign students and guest researchers alike to have a more active and rewarding college experience through the partial adoption of an international framework

and standard for university classes.

By chance, I've recently become involved in running a pilot international secretariat for an organization called University Mobility in Asia and the Pacific, or UMAP, and have since been entertaining the hope that it might serve as the flint for college reform. My proposal outlines the following tasks:

- Establish UMAP courses in a limited number of fields, such as business law and practice or environmental science, in regional universities. Set up, say, 50 strong courses in each field for the Asia-Pacific region.

- Have an international evaluation team commissioned by UMAP authorize and recognize the classes.

- Ensure, under the UMAP scholarship system, that a student is only required to pay tuition fees to the college to which he or she belongs. Cover his or her living expenses and set up a system where students can be guaranteed a means of earning credits without having to stay on an extra year.

- Double a UMAP professor's salary during the time in which he or she is teaching a UMAP course as pay for overtime and research expenses.

- Let students attend an intensive, one-month English training course 10 hours a day, free of charge, in an English-speaking country. No matter what university in the region a professor teaches at or a student earns credits at, this will be a skill of significant benefit.

- Enable foreign students and guest researchers to earn their degrees while freely moving within the region, allowing them to participate in joint research activities.

Essential elements

When specifying fields for the program, it is essential that there be an accurate assessment of student demand, a pool of professors with the will and the skills to teach the courses, the cooperation and approval of the governments of each country in the region and the support of the region's industrial sectors.

If a reform effort with a clear starting point is to ever develop, concrete proposals and practical ideas must be accompanied by a clear vision for higher education in the Asia-Pacific region and a resolve to say what needs to be said for improvement. I invite you to send your comments and opinions to the following electronic-mail address: umap0647@tkc.att.ne.jp.

**Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

ANNEX 6

UMAP Constitution

UNIVERSITY MOBILITY IN ASIA AND THE PACIFIC (UMAP) ORGANIZATION

DRAFT CONSTITUTION

1. DEFINITIONS

- 1.1 The name of the organization is University Mobility in Asia and the Pacific (UMAP).
- 1.2 The organization is a voluntary association of government and non-government representatives of the higher education sector with membership as set out in Article 4. The organization is responsible for overseeing the UMAP Exchange Program.
- 1.3 The UMAP Exchange Program involves the development and implementation of bilateral and multilateral university student and staff exchanges which are consistent with the UMAP principles listed in Attachment 1.
- 1.4 The governing authority of UMAP is the Reference Group. The Reference Group is composed of representatives from each of the full members of UMAP.
- 1.5 Full members of UMAP are countries which have paid a subscription to UMAP.

2. AIM

- 2.1 The general aim of UMAP is:
To achieve, by extended and enhanced co-operation between higher education institutions, a better understanding within each of the countries and territories in the Asia Pacific region of the cultural, economic and social systems of the other countries and territories in the region, by increasing the mobility of higher education students and staff and improving the quality of higher education in the region.

3. GOALS

- 3.1 The goals of UMAP are:
 - to promote increased mobility of university students and staff in the Asia-Pacific region;
 - to assist participating members and institutions to resolve current issues relating to exchanges and in particular to:
 - * develop guidelines for the granting of credit and a general map of good practice
 - * develop a model contract to protect the interests of students in credit transfer arrangements, and
 - * monitor and report on current credit transfer arrangements;
 - to provide a vehicle for moving beyond bilateral arrangements to multilateral arrangements; and
 - to provide a vehicle for governments and regional organizations interested in supporting the UMAP vision.
- 3.2 The objectives of UMAP are listed at Attachment 2.

4. MEMBERSHIP

- 4.1 UMAP Membership is open to those countries/territories and administrative regions listed in Attachment 3. Others may be added as agreed by the Reference Group.
- 4.2 Representation of each country/territory or administrative region is determined by that country/territory or administrative region but must enable effective representation of the national higher education system. Representation may include the peak body of the universities, government, individual universities, or a combination of these. Individuals are not eligible to be UMAP members.
- 4.3 There are two levels of membership, Full Membership and Associate Membership.
 - 4.3.1 Full Membership is open to countries/territories or administrative regions upon payment of the biennial contribution. Full Members are entitled to participate in all meetings of the Reference Group, and participation in the UMAP Exchange Program.
 - 4.3.2 Associate membership is open to countries/territories or administrative regions listed in Attachment 3, which do not pay a subscription. They may participate in Reference Group meetings as observers, and may participate fully in the UMAP Exchange Program.

5. GOVERNANCE

- 5.1 The Reference Group has responsibility for the policy and operations of UMAP.
- 5.2 Officers
Every second meeting of the Reference Group shall elect a Chairperson. The Chairperson shall hold office as chair of the Reference Group for two years.
- 5.3 Meetings
 - 5.3.1 A meeting of the Reference Group is held every year.
 - 5.3.2 A UMAP conference is held coincident with a Reference Group meeting every two years.
 - 5.3.3 The venue for Reference Group meetings is decided by the Reference Group and, as far as possible, is rotated on a biennial basis between participating countries.
 - 5.3.4 The Reference group meetings are to be held in the country of the Reference Group chair.
 - 5.3.5 Non members may participate in Reference Group meetings as observers at the invitation of the Reference Group.
- 5.4 Decision-making
Only full members are eligible to propose decisions and recommendations. Each full member is entitled to one voice. All decisions of the Reference Group are made by consensus.

5.5 International Secretariat

- 5.5.1 UMAP activities shall be administered by an international secretariat which reports to the Reference Group. The location, terms of reference and functions of the Secretariat shall be approved by the Reference Group.
- 5.5.2 The International Secretariat shall be governed by a Steering Committee comprising nine members made up of five to be nominated by the UMAP Reference Group and including the UMAP Chairperson, and four to be nominated by the country hosting the International Secretariat including a Secretary-General and an Under Secretary-General as ex-officio members. The Committee shall be chaired by the UMAP Chairperson.

6. **FUNDING AND BUDGET**

6.1 Budget

A biennial budget for UMAP shall be prepared - in US dollars - by the Secretariat and submitted to the Steering Committee for subsequent consideration and approval by the Reference Group.

6.2 Membership Contributions

- 6.2.1 Each full member shall contribute to the approved budget of UMAP. The in-country arrangements for funding shall be determined by the relevant government agencies and higher education organizations in each country.
- 6.2.2 The scale of contributions shall be based on the formula shown in Attachment 4 and payable in US dollars. Contributions shall be payable in one installment and shall be due within three months of the approval of the budget by the Reference Group.
- 6.2.3 The scale of contributions can only be changed by the Reference Group.
- 6.2.4 The country hosting the International Secretariat is a full member of UMAP and shall not be required to pay the biennial membership fee.

6.3 Meetings

All costs of participation in UMAP meetings shall be met by individual members.

6.4 Exchange Program activities

Because of the different methods of funding institutions, and the capacity of institutions and members to meet the costs, arrangements for funding participation in UMAP activities will vary within and between participating members. It is expected that in most cases participating staff and students will be required to make some contribution to the costs.

6.5 Extra-budgetary funds

Members and others may make additional contributions, or provide facilities or other resources 'in kind', for UMAP purposes. Acceptance and use of all such contributions or facilities shall be subject to approval by the Reference Group.

**Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

ANNEX 7

**Report on
Progress of the UMAP International Secretariat**

What the PIS UMAP has done between April and July 1998.

The PIS UMAP started on April 1, 1998. It has carried out a number of things in the first half of the first year.

1. The PIS UMAP drafted the UMAP Constitution. (The Bangkok Conference will discuss and finalize it.
2. The PIS UMAP organized the UMAP meeting on June 13, 1998 in Tokyo.
3. The PIS UMAP helped organize the UCTS meeting on June 13, 1998 in Tokyo.
4. The PIS UMAP published articles on the Nikkei Weekly (in English) and the Yomiuri Shimbun (in Japanese) on the UMAP as part of disseminational activities. It has received more than two dozens of responses from the region and beyond. (e.g. North and South America)
5. The PIS UMAP drafted its provisional work plan for the Bangkok Conference.
6. The PIS UMAP drafted an invited speech at the Bangkok Conference.

Work Plan of the Pilot International Secretariat UMAP

The provisional work plan will be summarized below.

1 The UMAP Directory is being made. The provisional list of past participants in a number of past meetings has been created. In the year from now, a few survey terms will be formed region-wide in order to examine the three pillars of UMAP activities; students, professors, and courses offered, in selected areas of study; Physics, Geography and Education.

- (1) students' preference for the kinds of courses at selected universities in the region;
- (2) professor's willingness and preparedness to give UMAP courses;
- (3) the content and level of courses offered.

These surveys will lead to the UMAP data bases when they are accumulated and revised intermittently. These surveys will be done with a number of researchers of leading universities in the region collaborating each other. Further sources are being explored. The PIS UMAP is very optimistic about the program.

2. The UMAP home page is being created. After a number of things are finalized in the Bangkok Conference, the UMAP home page will be enriched and released. Your ideas will be welcomed.

3. The promotional and monitoring role of the UCTS will be assigned to the PIS UMAP. However, playing that role will require solid contributions from all UMAP national representatives, informative, intellectual and financial.

4. Funding efforts are being made first from UMAP members, and second from business sectors. UMAP professorship and UMAP scholarship are being contemplated to be placed within the PIS UMAP. Funding will be sought from business sectors region wide. The selected areas of study will be designed as UMAP areas for such UMAP professorship and scholarships. Those areas which are likely to attract certain business sectors will be designed as UMAP areas and courses. They include languages and cultures of the region, environmental science, electronic engineering, business law and practice etc.

Assessment Criteria of the PIS UMAP

July 11, 1998

1. Any organization must be assessed in a number of criteria. For the PIS UMAP, the following will be a good set of criteria.

- a. participation of country representatives in terms of conceptual, organizations and financial.
- b. transparency in terms of open records and open discussion
- c. efficiency in terms of work load-personnel size
- d. visibility and outreach in terms of PIS UMAP ability to get itself and its aspirations known worldwide

In all fairness the PIS UMAP has been performing remarkably well in all these criteria. The weakest in criterion a. Encouraged by the progress and performance of the PIS UMAP, it is expected that all UMAP members will make vigorous contributions to the UMAP.

UMAP Credit Transfer Scheme ? Grading Scale
-A Report on Japanese case-

Prof. Akira Nakajima
A Member of the Steering Committee of UCTS

1 Grading Scale

At Hiroshima University which is one of the national universities, four scales of A, B, C, and D are used for grading.

A is excellent (more than 80 out of 100 marks), B is fairly good (from 70-79 out of 100 marks), C is good (from 60-69 out of 100 marks), and D is unsatisfactory (fail)(less than 60 out of 100 marks).

In Japanese, A is called as "yu", B is called as "ryo", C is "ka" and D is "fuka".

The grade of D is not written on the Academic Transcript as a school record. D means that he or she can not obtain the credit points of that course (class).

This pattern of A,B,C, and D is the most popular in Japan not only at national and public universities but also at private universities. But there are some universities where they introduce five scales of A+, A,B,C and D. A+ means that the achievement is more than 90 out of 100 marks, and A means that is from 80 to 89 out of 100 marks.

2 Comments

- 1) We do not have such system of distributing the group of students in accordance with the pre-determined distribution as % of successful students normally achieving the grades. The distribution of four or five grading scales depends upon individual professors. As the result of the assessment we will be able to provide information about the distribution of students by grading scales, but it does not necessarily mean that every class has similar distributions on the campus. Let us say again that it is different from professors to professors, and from faculties to faculties and universities to universities. There is no national standardized guidance concerning the distribution.
- 2) The way of converting the 7 grading scale of ECTS model into Japanese popular model of four grading scales must be in the discretionary hands of each university. It may be very difficult to provide the national model of equivalency of grading scales. I think that each university has an authority to set up the credit transfer policy although it respects the UMAP UCTS ideas and it utilizes the scheme as much as possible. Sometime each university (department heads or advisers) may have interviewing with the students about what he/she learned in the course at the host institution.
- 3) The distribution guideline of ECTS model should be eliminated from UCTS model.

**Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

ANNEX 8

**Reports on
Efforts of Country/Territory to Promote University Mobility**

AUSTRALIAN COUNTRY REPORT

UMAP

UMAP – COUNTRY/TERRITORY REPORT

Name of Country/Territory

AUSTRALIA

UMAP Meeting for which Report prepared

a) *Location of meeting*

**BANGKOK
THAILAND**

b) *Date of meeting*

25-27 August 1998

National Contact in Country/Territory

a) *Name/Title of person or organisation*

**Mr Bob Goddard
Director, International
Relations, Australian
Vice-Chancellors'
Committee**

b) *Address*

**GPO Box 1142
Canberra ACT 2601
Australia**

c) *International telephone number*

61 2 6285 8200

d) *International fax number*

61 2 6285 8211

e) *E:mail address*

b.goddard@avcc.edu.au

UMAP - AUSTRALIAN COUNTRY REPORT

Australia submits the following report to the Reference Group Meeting to be held in Bangkok, Thailand, 25-27 August 1998.

Department of Employment, Education, Training and Youth Affairs

The Australian Government provided \$1.2 million to support the Australian UMAP programme in 1998. This has enabled 236 Australian students to study overseas. The country by country break-up is as follows:

Country	Number of Students
Canada	42
Chile	7
China	37
Indonesia	17
Japan	15
Korea	23
New Zealand	4
Papua New Guinea	12
Philippines	6
Singapore	14
Taiwan	2
Thailand	26
United States	31
TOTAL	236

\$1.1 million will be available for the Australian Government UMAP programme in 1999.

UMAP Pilot International Secretariat

On 27 April 1998, the AVCC wrote to its member institutions asking each university to contribute \$3000 per year for the next three years to enable the appointment of a senior Australian administrator resident in Japan as a part-time director of the UMAP International Secretariat. The request met with very strong support from the universities and sufficient funding for the salary, travel and some office costs has been received.

UMAP Presentations

During 1997, Mr Bob Goddard, Director, International Relations, AVCC and international co-ordinator of UMAP gave presentations on UMAP at the following international forums:

- UNESCO Regional Committee meeting on the Recognition of Awards, Manila, June 1997;

- International Education Conference on University Cooperation and Exchanges, Beijing, August 1997;
- UNESCO Regional Committee meeting on the Recognition of Awards, Seoul, September 1997; and
- Association of Universities of Asia and the Pacific Biennial Conference in December 1997.

UMAP Constitution

At the UMAP Working Party meeting in 1997, it was agreed that a draft constitution would be developed for UMAP to be discussed and possibly finalised by the Reference Group at its 1998 meeting.

At a meeting held in Tokyo on 13 June 1998 hosted by JANU, Australia and Thailand were invited to present drafting suggestions to the Secretariat for circulation to UMAP members. Following the meeting, the AVCC prepared a first draft constitution in consultation with Thailand for discussion at the Reference Group meeting.

UMAP Credit Transfer Scheme

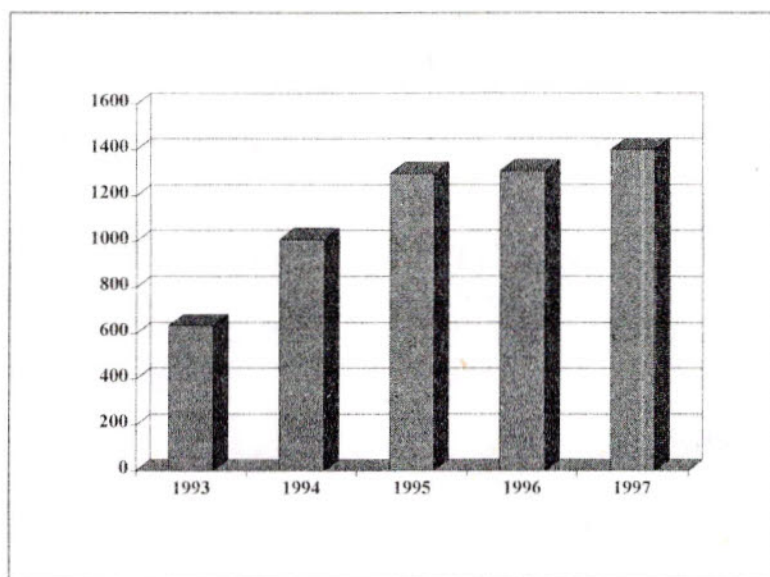
Following agreement by the UMAP Working Party in 1997 to establish a Steering Committee to develop a pilot credit transfer scheme for UMAP, Australia has chaired three meetings of the Committee in April, June and August. Dr Tony Haydon, Director, AVCC Credit Transfer Project, has been appointed by the Steering Committee as project consultant. The project is due for completion on 31 December 1998. A detailed report is to be provided under a separate agenda item.

Trends in Student Exchange

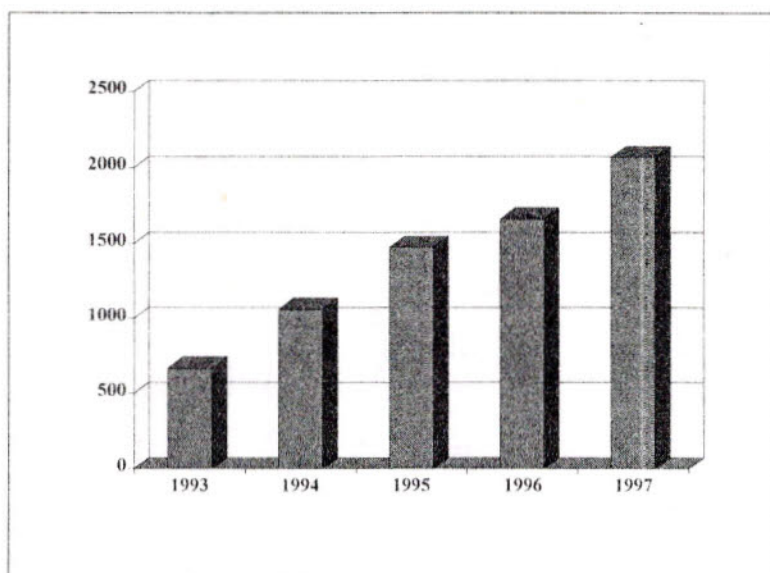
The AVCC surveyed all Australian institutions seeking information for the statistical appendix to this country report. Results of the survey are summarised at Attachment A.

Drawing on the 1995 and 1997 UMAP Surveys, trends in the number of UMAP students sent and received by Australian institutions are shown below:

Students sent from Australia:



Students received by Australia:



UMAP 1998 SURVEY RESULTS

Summary of Key Data obtained from Survey on UMAP Student Exchange Programs

The information contained in this summary is based on the responses by individual higher education institutions to the 'Survey on UMAP Student Exchange Programs Conducted by Higher Education Institutions in the Asia-Pacific Region', conducted recently in each of the participating countries and territories.

Name of Country or Territory

Australia

Number of Institutions that responded to the Survey

31

1. Statistical Summary

a) Students Sent

Total numbers of exchange students sent from your institution to all countries (including countries outside the Asia-Pacific region):

Country of host institution	Since 1990	In 1996	In 1997
Canada	613	168	161
China	235	61	65
Indonesia	108	40	30
Japan	955	208	211
Korea	146	31	42
Thailand	236	54	49
UK	340	107	107
USA	1928	369	443
Other countries	832	270	293
TOTAL	5393	1308	1401

b) Students Received

Total numbers of exchange students received by your institutions from all countries (including countries outside the Asia-Pacific region):

Country of host institution	Since 1990	In 1996	In 1997
Canada	774	225	320
China	31	5	15
Indonesia	28	11	2
Japan	778	171	173
Korea	228	77	60
Thailand	110	11	39
UK	360	108	131
USA	2645	560	703
Other countries	1810	492	626
TOTAL	6764	1660	2069

2. Categories of Students

a) Students Sent

Please indicate the number of students sent in 1997 by category

	Number of students
Undergraduate	1339
Postgraduate	62

b) Students Received

Please indicated the number of students received in 1997 by category

	Number of students
Undergraduate	1872
Postgraduate	97

3. Language Requirements

Please summarise below the normal language proficiency requirements that are applied by your institution to exchange students received by your institution:

Australian institutions use two tests of English language; Test of English as a Foreign Language (TOEFL) or the International English Language Test System (IELTS).

Undergraduate students must score a minimum TOEFL score of 550, with a minimum Test of English score of 4.5 (most institutions require a score of 5.5). For IELTS, undergraduates must score a minimum of 5.0.

Requirements for postgraduate students are slightly more rigorous, and students must have a minimum TOEFL score of 575 with a test of English score of 6.0 or above. For IELTS a minimum score 6.5 is required.

4. Financial Assistance

Please indicate the number of exchange students in 1997 receiving tuition fee waiver by the host institutions:

Students sent 1401

Students received 2013

Please estimate the number of students sent in 1997 receiving financial support from the following sources;

Source	Number of Students
Host government	127
Home government	160
Host institution	41
Home institution	405
Industry	3
Private sources	489
Don't know	176
TOTAL	1401

Please estimate the number of students received in 1997 receiving financial support from the following sources:

Source	Number of Students
Host government	2
Home government	144
Host institution	9
Home institution	64
Industry	0
Private sources	247
Don't know	1603
TOTAL	2069

5. Credit Transfer Arrangements

	1996 exchanges	1997 exchanges
Number of exchange students sent by your institution receiving full credit by your institution	1223	1316
Number of exchange students sent by your institution receiving partial credit by your institution	85	85

6. Impediments to Student Exchanges

The following have been suggested as possible impediments to the international mobility of exchange students:

- () Differing academic (calendar) years
- () Differing lengths of courses
- (2) Credit transfer and recognition of degrees
- () Immigration restrictions (eg. as to student visas)
- (4) Language barriers
- (5) Difficulty in obtaining appropriate financial assistance
- () The need to extend the length of degree program that could delay graduation for one year or more
- (1) Lack of adequate information about institutions abroad
- () Lack of attractive courses or programs at the most institutions
- () Difficulty in finding appropriate accommodation
- () Worry about the security of difference life-style of host country
- (3) An unwillingness of students to consider study abroad for part of their course.

N.B. (a) 5 = greatest impediment

- i) Have any of the above been impediments to the implementation of plans by your institutions to introduce student exchange schemes? (Please tick relevant box):

Yes

28

No

3

Question 7: General Evaluation of Student Exchange Programs
Summary of comments by institutions.

Lack of funding is the greatest barrier to student exchange. Universities have reported that this problem has been instrumental in the growing perception, both nationally and internationally, that Australian students are unwilling to undertake study at an overseas university.

Given the financial burden that often prevents the opportunity for exchange, UMAP has become a vital and valuable source of assistance to universities and students. UMAP has made the establishment of genuine partnerships with countries in the Asia-Pacific rim possible. Those countries include Japan, China, Korea, Malaysia, Vietnam, Thailand, Taiwan, Singapore and Indonesia. The links with overseas universities have enhanced the profile of Australian universities. Exchanges have encouraged a growing sense of community in the region and, together with the rapid growth in trade, migration and tourism, have led to a more sophisticated understanding of cultures in the region. Universities believe that the initial aims of UMAP are being met.

HONG KONG COUNTRY REPORT

UMAP

UMAP – COUNTRY/TERRITORY REPORT

NAME OF COUNTRY/TERRITORY Hong Kong

UMAP MEETING FOR WHICH REPORT PREPARED

- a) Location of meeting Bangkok University, Thailand
- b) Date of meeting 25 to 27 August 1998

NATIONAL CONTACT IN COUNTRY/TERRITORY

- a) Name/title of person or organisation Dr. Richard M.W. Ho, JP
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UMAP

University Mobility in Asia and the Pacific

Hong Kong Territory Report

by Dr. Richard M.W. Ho, *JP*

University Registrar

The Chinese University of Hong Kong

UMAP - COUNTRY/TERRITORY REPORT 1998

1. Significant Developments Affecting Mobility of Higher Education Students or Staff

- 1.1 In his first policy address made in October 1997, the Chief Executive of the Hong Kong Special Administrative Region (SAR) of the People's Republic of China announced that tertiary institutions in the Hong Kong SAR would rigorously pursue the development of areas of academic excellence. The aim is to enable our universities to gain recognition as world-class research institutions in the international academic community, keep pace with the world's rising research standards and serve the future economic and industrial needs of Hong Kong. With the implementation of this policy, universities are encouraged to attract even more talented and accomplished scholars from countries and regions outside Hong Kong, so as to provide a pool of talents in all subject areas to keep Hong Kong at the forefront in the new era.
- 1.2 Hong Kong is keen to attract both talented students and distinguished scholars from abroad to study and teach at its tertiary institutions, which will heighten the global outlook of the local students. To this end, the Hong Kong Government has recently decided to double the number of non-local students that can be admitted to undergraduate and taught postgraduate programmes in local institutions by adding 2% within the total funded student number to the long existing 2% outside the total funded student number as well as to increase substantially the number of non-local research postgraduate students from 20% of the quota to one-third.
- 1.3 Since 1992, there has been a large expansion in tertiary education in Hong Kong, and the increase in student intakes was most substantial in the triennium 1995 to 1998. Now is the time for consolidation, with emphasis being placed on quality and efficiency, and in the years to come tertiary institutions in Hong

Kong will continue to move in this direction. University students are encouraged to pursue extra-curricular activities and develop interpersonal and communication skills. The presence of more exchange students from other countries and regions will make a positive impact on Hong Kong students, allowing them more exposure to other cultures and enabling them to develop a more global outlook. In a recent visit of the Chief Executive of the Hong Kong SAR to Australia, an idea was suggested to him by the Premier of Victoria that more Australian students be encouraged to attend Hong Kong institutions. This suggestion was welcomed by the Chief Executive, who undertook to explore the matter further.

- 1.4 The Hong Kong Government is planning to build 11,000 additional hostel places, principally for the three universities that do not have any at present : the Polytechnic University of Hong Kong, the City University of Hong Kong and the Hong Kong Baptist University. It is anticipated that the additional hostel places will help alleviate the problem of shortage of accommodation for overseas students, which in the past was a major difficulty faced by the institutions in expanding student exchange programmes.

2. National Secretariat

- 2.1 There is currently no national secretariat in the Hong Kong SAR for UMAP. The University of Hong Kong (HKU) and The Chinese University of Hong Kong (CUHK), the two oldest universities in the territory and also founding members of UMAP, continue to act as its coordinator on a 2-year rotation basis. CUHK has just taken over the secretariat role from HKU and will serve in the period 1997 to 1999. As Hong Kong is a relatively small place and because the communication among the institutions is very efficient and convenient, the coordination among local institutions for UMAP matters has so far been considered effective and satisfactory. Nevertheless, the

establishment of a formal national secretariat in the Hong Kong SAR will be discussed by the institutions in due course.

3. Results of Survey on UMAP Student Exchange Programmes

- 3.1 There are eight tertiary institutions in Hong Kong funded by the Government through the University Grants Committee (UGC), namely,

City University of Hong Kong (CityU)

Hong Kong Baptist University (HKBU)

Lingnan College (LC)

The Chinese University of Hong Kong (CUHK)

The Hong Kong Polytechnic University (PolyU)

The Hong Kong Institute of Education (HKIEd)

The Hong Kong University of Science & Technology (HKUST)

The University of Hong Kong (HKU)

All these eight institutions, as well as The Open University of Hong Kong (OUHK), were invited to take part in the survey. HKIEd and OUHK have furnished a nil return, and the rest have provided useful information for the compilation of the UMAP Territory Report.

- 3.2 According to the results of the survey, the territory has witnessed an increasing number of outgoing and incoming exchange students since the last meeting of the UMAP Reference Group. As expected, undergraduate students outnumbered postgraduate students in academic exchange activities.

- 3.3 For the territory's outgoing exchange students, USA and Japan have been the most popular countries in the Asia-Pacific region. However, the Chinese Mainland has during the last several years emerged as a popular place in attracting Hong Kong students, while Taiwan has become less popular. As for the other parts of the world, France and Germany are still popular countries to

which outgoing students are sent and from which incoming students are received.

3.4 Impediments

3.4.1 Difficulty in obtaining financial assistance, language barriers, difficulty in finding appropriate accommodation, credit transfer and academic degree recognition, and differing academic years have been reported by the institutions responding to the survey as the five most serious impediments to student exchange in the year 1997.

3.4.2 Difficulty in obtaining financial assistance

As in past years, the lack of financial sponsorship is reported by institutions as the impediment most difficult to overcome.

It should be noted, however, that the survey results show that the tuition fee waiver offered by host institutions is the main source of financial assistance to both incoming and outgoing exchange students. This is the result of the institutions' efforts to negotiate with overseas partners for mutual fee waivers.

The survey further reveals that the important types of financial assistance for incoming and outgoing exchange students differ slightly. For outgoing exchange students in 1997, the major sources of financial assistance, though each accounting for less than 10%, were : support from the host government, industry and private sources. As there is no government earmarked grant for undergraduate exchange activities in the Hong Kong SAR, the institutions had to take it upon themselves to provide sponsorship by negotiating with overseas governments and institutions, and by seeking donations from industry and private business. Around 30% of students had to rely on other sources of financial support, which could be their own resources or family support. The

financial burden no doubt acted as an impediment to many interested students. In fact, it has been reported that some students had to withdraw from the exchange programme after they had been selected simply because they were unable to find means to support their intended exchange.

For the incoming exchange students in 1997, the major sources of financial assistance, each accounting for approximately 5%, were : support from the host institution, private sources and industry. Again, overseas students relied mainly on the donations sought from industry or private business. Of the incoming exchange students covered in the survey, none of them has reported financial assistance from the host government, i.e the Hong Kong Government. As compared with its counterparts, the Hong Kong Government has had little direct support to incoming exchange students. In order to promote student exchange activities, institutions in Hong Kong will have to act on their own to provide financial assistance to incoming exchange students. Around 20% of the incoming exchange students still had to rely on other sources of financial support, which could again be their own resources or family support.

To sum up, the financial burden certainly remains the chief barrier to participation in student exchange activities by both local and overseas students.

3.4.3 Language barriers

Language barriers, an impediment previously not identified, became another obstacle to student exchange activities. In addition to English, Chinese is becoming a more and more popular medium of instruction with the return of Hong Kong to China. This may pose certain difficulties to the non-Chinese speaking incoming exchange students. Likewise, students coming from the Chinese Mainland, whose mother tongue is Putonghua (or Mandarin), may

have difficulty in taking courses that are taught in English and Cantonese. Similarly, it may not be easy for the Hong Kong students to study in non-English speaking countries. The problem of language barriers may be alleviated if institutions can organize more introductory language courses specially designed for non-native speakers.

3.4.4 Difficulty in finding appropriate accommodation

The shortage of accommodation, an impediment already found in previous surveys, was the third major obstacle to student exchange activities. There has always been a shortage of on-campus hostel places in Hong Kong and the problem has been made more acute by the increase in student numbers in recent years. In fact, some institutions situated in downtown areas do not even have student hostels for their regular students. It would therefore be very difficult for the institutions to reserve a portion of their limited hostel places specially for incoming exchange students. However, it is delightful to know that the Hong Kong Government is planning to build more student hostels, which we hope may solve some of the accommodation problems.

3.4.5 Credit transfer and recognition of degrees

The survey results indicate that only about one third of outgoing exchange students in 1997-98 received credits. The difficulty encountered in recognizing credit transfer for exchange students is understandable given the great variety of curriculum structures adopted by the Asia-Pacific universities. However, it is anticipated that improvement in this respect can be attained as more and more local institutions in Hong Kong are moving towards the credit unit system. On the other hand, it is noted that UMAP is planning to implement a pilot credit transfer system (UCTS) which may further help to overcome the barrier of credit transfer among and recognition of degrees by universities in the Asia-Pacific region.

3.4.6 Differing academic years

The problem of differing academic years correlates with another problem : the subsequent need to extend the length of study. It is known that some Asia-Pacific universities start the academic year in the spring, others in the autumn. If the academic years of the host and home institutions do not match, exchange students may have to leave the home institutions in the middle of a teaching term in order to join the host institutions at the start of a teaching term. Upon finishing the exchange programmes, the students may again have to wait some time before they can resume studies in their home institutions. With or without the problem of credit transfer noted above, the students concerned may have to delay their graduation for a term or even a year.

3.4.7 Other impediments

In addition to the five major impediments mentioned above, the survey also identifies three other, though less serious, impediments to student exchange activities. They were: the lack of adequate information about the institutions abroad, immigration restrictions and differing lengths of courses.

Exchange students would naturally like to know more about the institutions abroad before committing themselves to exchange programmes, and inadequate information about the institutions abroad may act as a deterrent to the interested students. To overcome this barrier, some institutions have been making efforts to provide more detailed information to their overseas partner institutions and to promote exchange activities by means of booklets and CD ROM, as well as through the world wide web.

Some incoming exchange students have reported problems they faced in their visa applications. To facilitate the students' visa applications, UMAP should

perhaps act as a coordinating body in gathering correct and up-to-date information relating to immigration formalities and make an effort to solicit the assistance of the participating countries' consular offices.

The problem of differing lengths of courses is closely associated with the problem of credit transfer. CUHK is the first tertiary institution in Hong Kong to have adopted the credit unit system and therefore already has in place a good mechanism to handle course and credit unit exemptions. With more and more Hong Kong institutions adopting the credit unit system, the situation is expected to improve greatly. The implementation of the pilot UMAP credit transfer system (UCTS) now being contemplated will also help overseas institutions to solve the problem of credit transfer.

- 3.5 For further details, please refer to the "Summary of Key Data Obtained from Survey on UMAP Student Exchange Programmes" at Appendix 1.

4. Innovative Activities of Hong Kong's Institutions

- 4.1 Hong Kong's tertiary institutions have tried hard to find solutions to the problems in the promotion of student exchange activities, as they unanimously recognize the importance of "international competency" in young adults today. The single most important driving factor for developing exchange activities now, just as in previous years, is the institutions' own incentives. This is reflected in the institutions' efforts in promoting student exchange programmes despite the lack of government subsidy for this purpose.
- 4.2 Local tours, orientation programmes and other cultural activities are organized by institutions with the aim of assisting incoming exchange students to develop an appreciation of the Hong Kong and Chinese culture. Introductory Chinese language courses are also provided to incoming students by the Hong

Kong Baptist University , as reported in its recent UMAP survey, and some other Hong Kong institutions. CUHK has reported that Chinese language courses offered by its Yale-in-China Chinese Language Centre are very popular among incoming exchange students.

5. Assessment of the Extent to which participation in UMAP has Assisted Efforts of Higher Education Institutions to Internationalize their Activities

- 5.1 HKU and CUHK have been implementing student exchange activities for a rather long time, in fact before the establishment of UMAP. It is recognized, however, that UMAP, as a central body promoting student exchange activities in the Asia-Pacific region, can act as a catalyst for all tertiary institutions in Hong Kong, especially the younger ones, to review their student exchange activities in a truly global perspective from the surveys conducted by UMAP's national secretariats.

Participation in UMAP can help institutions tackle identified impediments as the UMAP conference provides a valuable opportunity for academics and administrators to share their experience on exchange activities. As already mentioned, difficulty in finding financial assistance is a major obstacle to student exchange activities. In view of this, UMAP may wish to play a more active role in seeking donations for the setting up of a scholarship scheme for financing student exchanges among UMAP institutions. Such a scheme would certainly alleviate the financial burden of many needy students who wish to participate in exchange activities, and, at the same time, enhance the overall objective of internationalizing tertiary education.

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APPENDIX TO UMAP COUNTRY/TERRITORY REPORT

SUMMARY OF KEY DATA OBTAINED FROM SURVEY ON UMAP STUDENT EXCHANGE PROGRAMS

The information contained in this summary is based on the responses by individual higher education institutions to the 'Survey on UMAP Student Exchange Programs Conducted by Higher Education Institutions in the Asia-Pacific Region', conducted recently in each of the participating countries and territories.

Name of country or territory Hong Kong

Number of institutions which responded to the survey 7

1. STATISTICAL SUMMARY

a) Students Sent

Total numbers of exchange students sent from your country to host institutions in all countries (ie: including countries outside the Asia-Pacific region).

Country of host institutions in descending order of exchanges:	Since 1991	In 1996	In 1997
USA	488	91	134
France	266	45	66
Japan	255	40	35
People's Republic of China	213	50	85
Germany	189	47	51
Canada	141	24	39
Australia	33	11	15
United Kingdom	31	6	4
The Netherlands	15	7	6
Taiwan	14	4	2
Singapore	14	3	2
Italy	8	8	0
Sweden	5	0	1
Korea	5	1	2
Switzerland	4	0	0
New Zealand	1	0	0
Total Asia-Pacific Region (including USA and Canada)	1164	324	344
Total Other Parts of the World	518	113	128

b) **Students Received**

Total numbers of exchange students received by your country from institutions in all countries (ie: including countries outside the Asia-Pacific region).

Country of sending institutions in descending order of exchanges:	Since 1993	In 1996	In 1997
USA	574	142	139
Japan	260	54	42
Canada	148	36	37
France	49	10	11
Germany	45	10	14
People's Republic of China	25	5	6
United Kingdom	25	2	5
Australia	19	6	7
Taiwan	13	1	2
The Netherlands	11	3	8
Korea	8	2	4
Sweden	3	1	2
Switzerland	3	3	0
Denmark	3	1	2
New Zealand	2	1	1
Italy	1	1	0
Austria	1	0	1
Malaysia	1	0	1
Spain	1	0	1
Russia	1	0	1
India	1	0	0
Singapore	1	0	1
Total Asia-Pacific Region (including USA and Canada)	1052	247	241
Total Other Parts of the World	42	31	44

2. **CATEGORIES OF STUDENTS**

a) **Students Sent**

Please indicate the number of students sent in 1997 by category.

	Number of students
Undergraduate	378
Postgraduate	64

b) **Students Received**

Please indicate the number of students received in 1997 by category.

	Number of students
Undergraduate	192
Postgraduate	93

3. **LANGUAGE REQUIREMENTS**

- a) Please indicate the total number of institutions covered by the survey which reported that they were teaching academic programs in languages other than the language normally used in your country:

3*

* Note : The other 4 institutions covered by the survey use both English and Chinese which is the language normally used in Hong Kong.

- b) Please indicate the total number of academic programs offered by institutions surveyed which are taught in languages other than the language normally used in your country:

74

- c) Please list below the languages other than the language normally used in your country in which academic programs are offered:

Chinese

Japanese

French

German

- d) Please summarise below the normal language proficiency requirements that are applied by institutions in your country to exchange students received in your country:

1. In general, students who are not native speakers of English should have a minimum TOEFL score of 550
2. Students attaching to teaching hospitals for clinical training must be able to speak Cantonese
3. Grade E in Hong Kong Advanced Level Examination Use of English/English Literature
4. Grade C in GCEOL/GCSE English Language
5. Grade 3 in the Joint Matriculation Board (JMB) University Test in English
6. Score of 7 in International English Language Testing System (IELTS)
7. Pass in NEAB

4. FINANCIAL ASSISTANCE

Please indicate the percentage of exchange students in 1997 receiving tuition fee waiver by the host institutions:

Students sent 42.5 %
Students received 60.4 %

Please estimate the percentage of students sent in 1997 receiving financial support from the following sources:

Source	Per cent
Host government	6.8
Home government	1.8
Host institution	3.2
Home institution	4.5
Industry	6.8
Private sources	5.9
Others	25.8

Please estimate the percentage of students received in 1997 receiving financial support from the following sources:

Source	Per cent
Host government	0.0
Home government	1.8
Host institution	7.0
Home institution	1.8
Industry	2.1
Private sources	4.9
Others	22.0

5. CREDIT TRANSFER ARRANGEMENTS

Please indicate the percentage of exchange students sent by institutions in your country or territory receiving full or partial credit for their study overseas.

	1996 exchanges	1997 exchanges
Percentage of exchange students sent by your institutions receiving full credit by your institutions	40.4 %	30.8 %
Percentage of exchange students sent by your institutions receiving partial credit by your institutions	4.7 %	2.9 %

6. IMPEDIMENTS TO STUDENT EXCHANGES

Please list below the five impediments considered by respondents to the survey in your country or territory to be the most difficult to overcome. (Please put first the impediment considered the most serious and place the others in descending order significance.)

1. Difficulty in obtaining financial assistance
2. Language barriers
3. Difficulty in finding appropriate accommodation
4. Credit transfer and recognition of degrees
5. Differing academic years

JAPANESE COUNTRY REPORT

JAPANESE COUNTRY REPORT

Saturday, August 08, 1998

1 Outline

(1) Monbusho has a plan to increase the number of foreign students studying in Japan to 100,000 by the beginning of the 21st century. To this end, it has been carrying out a wide range of measures on a comprehensive basis. The measures include the Japanese Government's Monbusho Scholarship Program for foreign students, granted to the youth of Asia and other countries, promotion of short term study programs for foreign students, financial aid to students studying at their own expense, assistance with living accommodations, the improvement of teaching and guidance for foreign students, the dissemination of information related to study in Japan and follow up service after the students return to their home countries.

(2) As of May 1997, approximately 51,000 foreign students were studying in Japanese universities and colleges. More than 90% of them were from Asian countries. China, Korea, and Taiwan were top three countries which constituted 70% of the whole number. Privately-financed students were nearly 43,000 which was about 84%. The rest was Japanese Government (Monbusho) Scholarship students and the number was 8,300, and 80% of them studied at graduate schools.

In the past two years, the number of foreign students has been decreasing. Although the number of graduate students has slightly increased, undergraduate students stopped rising, and special training college students has decreased.

(3) Regarding Sending Japanese Students Abroad, Each year the number of Japanese going abroad for study has been increasing. During 1997, it was about 62,000 which was the double of that five years ago. About 80% of them studied in Europe and North America, and only 14% studied in Asia, mainly in China and Korea. Although most of those students are privately-financed, Monbusho has a policy to send students to

Asian countries etc., and award scholarship to them. It is called "Dispatch Abroad System". Every year Monbusho provides scholarships to Japanese students going abroad for study, and cooperates with some foreign government by publicizing their respective scholarship programs under which Japanese students are invited to study abroad.

Foreign governments also offer scholarships to Japanese students to study in their countries. About 400 students obtain this kind of scholarship every year.

2 Significant Development Affecting Mobility of Higher Education Students or Staff

(1) The following are the causes of a diminution of foreign students coming to Japan.

- The structure of higher education system has been improved and reorganized in Asian countries, so the need for education has been shifted from undergraduate level to graduate level.

- The cost of living in Japan is much higher than other countries, and it is difficult for foreign students to find affordable housing.

- Information about Japanese higher education, the enrolment process in Japanese universities, and scholarships spread not enough overseas.

- Because of an economic recession in Japan, it is getting difficult more and more for foreign students to be employed in Japan or in Japan's overseas enterprises after finishing their study.

(2) To improve the conditions for attracting foreign students and the quality of higher education to make it possible for foreign students to obtain excellent education in Japan, Monbusho plans to establish a decent education system from a global viewpoint, to simplify the procedure to be enrolled in Japanese institutions, and to increase support for living and exchange activities in cooperation with national government, local government, and public sector.

(3) The economic crisis in Asian countries which has continued since last year are financially affecting foreign students in Japan. To help the students from those countries to continue their study, Monbusho made temporary lump-sum payments which was 50,000 yen per person on March, 1998. In addition, Monbusho gives monthly scholarships to about 6,000 foreign students from July 1998 and continuing through March 1999.

As an extension of Japanese Government's support to those Asian countries, Ministry of Foreign Affairs made an emergency grant aid to the Malaysian Government to help their students to be sent to Japan with the government's scholarships. In addition, Ministry of Justice decided to relax restrictions on the number of hours regarding part-time jobs for foreign students if they work with permission from Immigration Bureau.

3. *National Secretariat*

National Secretariat does not have its physical space. Rather the task force members get together when deemed necessary and appropriate, discuss matters and make decisions thereupon. The most convenient space they use is the Pilot International Secretariat. This is to keep the operation of National Secretariat efficient and to keep its workload at a minimum.

The tasks of the National Secretariat are as follows:

- (1) to monitor the development taking place in universities at home and to keep abreast of policy development in Monbusho.
- (2) to play the role of liasing between the Pilot International Secretariat of UMAP and universities in Japan.
- (3) to help promote the networking and monitoring functions of the Pilot International Secretariat of UMAP.
- (4) to make decisions on Japan's policy toward UMAP and UCTS.

In order to help the activities concerning UMAP, Monbusho, the Japan Association of National Universities, the Japan Association of Municipal and Prefectural Colleges and Universities, and Association of Private Universities of Japan give about 17,000,000 yen of financial support per year to the pilot International Secretariat.

4. Innovative Activities of Institutions

- (1) In Japan, the number of students at graduate-level have been increasing. As of May 1997, the number was 19,800 which is 39% of the whole number. The needs for short-term study have been increasing, too. With a short-term program, students can earn some credits or conduct researches in Japanese universities without leaving their registered institutions. Now, more than 5,000 universities conclude exchange agreements with foreign universities, and receive about 3,700 short-term students through the agreements.
- (2) There are 23 national graduate schools which has "Special Course". This is a degree-seeking course given in English. Some of them are intensive courses and students can obtain a master's degree in one year. For undergraduate level, 14 national universities have short-term student exchange courses in English for foreign students. Not only national universities, but private universities also offer courses in English or give some lectures in English. Monbusho provides scholarships for those short-term students, too.
- (3) In June 1998, University Council submitted a report concerning the introduction of semester system, internship program for foreign students, degree-seeking courses delivered in English, promotion of transfer from and to overseas, increase in the number of transferable credits from 30 to 60, and short-term study program with credit transfer like UMAP. Based on the report, Monbusho is striving to improve and internationalize the higher education systems.
- (4) In addition to the above mentioned activities, Japanese universities are reconsidering the submission of financial guarantee, usually submitted when a student enters a Japanese university. This year, Tokyo University repealed the submission of this guarantee. To simplify the process to enter Japanese universities, Monbusho is working on the creation of a new standard examination so that foreign students can receive a permission to enter a Japanese university before they come to Japan.

5 Assessment of Extent to which Participation in UMAP has Assisted Efforts of Higher Education Institutions to Internationalize their Activities

Establishing a short-term study abroad system without leaving one's registered university is very important in order to promote student exchanges among universities and to simplify the necessary procedures to study abroad.

With the reciprocal agreements among multilateral universities, UMAP will make it possible not only to promote exchange among students also to continue long-term academic exchange with various universities.

Therefore, the relationship among universities will be strengthened. When the credit transfer among universities becomes popular, the quality of Japanese higher education system will be improved and revitalized.

UMAP

APPENDIX TO UMAP COUNTRY REPORT

Name of country JAPAN

The number of universities 16

1. STATISTICAL SUMMARY

a) Students Sent

	in 1997
<u>U. S. A</u>	369
<u>China</u>	319
U. K.	128
<u>Australia</u>	88
Spain	69
<u>New Zealand</u>	55
<u>Korea</u>	52
<u>Mexico</u>	45
France	38
<u>Thailand</u>	36
<u>Indonesia</u>	33
<u>Canada</u>	33
Germany	33
Egypt	22
Viet Nam	18
Pakistan	15
Sweden	10
India	9
<u>Taiwan</u>	6
Russia	5

	in 1997
Italy	4
Netherlands	4
Swiss	4
Slovenia	4
Austria	3
<u>Chile</u>	3
Denmark	2
<u>Philippines</u>	2
Israel	1
<u>Singapore</u>	1
Senegal	1
Finland	1
Poland	1
<u>Malaysia</u>	1
Myanmar	1
<u>Total of APEC members</u>	1,043
Total except APEC members	373
Total	1,416

*APEC members are indicated by the underline notes.

b) Students Received

	In 1997
<u>C h i n a</u>	2 0, 4 7 9
<u>K o r e a</u>	8, 9 8 7
<u>T a i w a n</u>	3, 6 3 6
<u>M a l a y s i a</u>	1, 7 7 1
<u>I n d o n e s i a</u>	9 8 1
<u>U. S. A</u>	9 5 1
<u>T h a i l a n d</u>	8 3 5
Bangladesh	6 7 4
<u>Philippines</u>	3 7 8
<u>Australia</u>	3 5 7
<u>Hong Kong</u>	2 1 3
<u>C a n a d a</u>	1 6 6
<u>Singapore</u>	1 1 8
<u>M e x i c o</u>	9 4
<u>New Zealand</u>	6 4
<u>C h i l e</u>	3 1
<u>Papua New Guinea</u>	1 5
Other countries	4, 5 9 6
<u>Total of APEC members</u>	3 9, 0 7 6
Total except APEC members	5, 2 7 0
T o t a l	4 4, 3 4 6

*APEC members are indicated by the underline notes.

*The number of students of all universities and junior college in Japan as of May 1, 1997

KOREAN COUNTRY REPORT

Country Report : Korea

Introduction

The world will be more complicated yet it is heading toward the society of the global village. It is obvious that, as the world becomes more and more interdependent, a country whose people have a narrow view of its capabilities and its market will face a lot of difficulties. In order to train manpower in preparation for global village, it is necessary to nurture the global education. Globalization of universities should be achieved through the exchange of human resources, technology, and through the sharing of information. Since mid-90s, the Korean government has been trying to carry out the policy of globalization. As far as the number is concerned, for instance, Korean students studying abroad increased exponentially.

Globalization is also one of the most important core indexes which are used by the Korean Council for University Education (KCUE) in evaluating the superiority and excellency of the university. Most of Korean universities have tried to improve their global education program in order to receive good grade points in evaluation performed by KCUE.

After the Asian economic crisis, however, many Korean economic problems such as devaluation of Won (Korean currency) forced many Korean students abroad to give up their study and to come back to Korea. It became an educational and social problem to offer those returned students opportunities to continue and finish up their study. It is true that globalization policy is weakened a bit after the crisis for reasons cited above.

In the long run, however, the consistent support and investment from the government are necessary in order to help Korean university education improve its quality, expand its opportunity of education to students, and be able to contribute to

prepare manpower for the 21st century.

Student Exchange Program

The traditional student exchange program allows a Korean student and a foreign student to change places for a semester or a year, to pay their tuition at home institution but not at the host institution, and to get credits accredited for their graduation at their home institution. Korean universities have actively run student exchange programs with foreign universities for years. Korean students sent to foreign countries, however, have been a lot more than they receive from foreign institutions. In 1996, Korean universities sent 3,283 students to overseas under exchange programs, while they received only 476. While exchange programs of private universities have been widely taken place, public universities' activities have been relatively small. All the public school together only sent 183 and received 13, Seoul National University sent 18 and received 4 in 1996. It has been popular among Korean universities to have exchange programs agreement with universities in the US. May be it stems from the reason that English is considered one of important requirements in getting a job in Korea.

Since the beginning of 90s, however, the exchange among Asia and Pacific region has been rapidly growing. For instance, the exchange programs, which established in 1984 with only 29 institutions in 6 Asian Pacific nations, have remarkably increased to 656 institutions in 19 nations in 1997. UMAP played an important role in starting this movement. UMAP was established with the aim of strengthening the cooperation among universities in Asia and Pacific region. The exchange of students and staffs among universities in the Asia and Pacific region will not only improve the higher education and human resource development but also enhance their understandings of the region and their vast diversities.

Distance Learning

The development of information and communication technology has been an

important factor in advancing the information age. The communication through computer, such as internet, with minimized costs, and without limit of time and space becomes everyday life in everywhere in the world. We can accelerate the globalization by utilizing such information and communication technology in education. Distance learning is studying through self-study and correspondence study through broadcast systems such as radio, TV, and nowadays perhaps internet. In distance learning, students' work can be periodically reviewed, checked, and completed at the granting institution without attending physically. Because of these merits, distance learning can be used to help in solving the problems caused by Korea economic crisis; because the overseas degree can be achieved without making an overseas trip. As a matter of fact, the Ministry of Education (MOE) of Korea selected a few universities to open cyber university in which all the study is done through distance learning program. Even though the cyber university program is yet held on only among universities in Korea, it is expected to carry out with universities in foreign countries in near future. However, the government should think about the ways of controlling the program to prevent possible illegal abuses prior to implement.

Distance learning is getting its popularity in many places. The New York University Language Center and Byung Chul Min Language Institute, a well-known chain of institutes in Seoul, are working together on an Internet writing course. Daewoo Program with the University of Michigan involved real-time video conferencing through telecommunication and the Internet. A few years ago, Seoul National University and Griffith University in Australia agreed to use video teleconferencing for course offerings even though it was never effectively implemented. Yonsei University's MOE-founded "International Manpower" program includes negotiation courses which utilize simulation and group distance work with similar courses in, for instance, the University of California at San Diego.

Franchise Agreement

Franchising agreement is using overseas institution's name in a program held in Korea. It is different from a branch campus as the program would be located at a

NEW ZEALAND COUNTRY REPORT

UMAP

UMAP - COUNTRY/TERRITORY REPORT

In preparation for the next meeting of the UMAP Reference Group, each national contact/secretariat is requested to prepare a brief report for presentation at the meeting. The UMAP Working Party has asked that the country reports should follow a common, loosely structured format and emphasise any innovative and creative experiences of each member country or territory which have facilitated mobility of students in accordance with the aims of the UMAP program. It would be much appreciated if national contacts/secretariats would arrange the preparation of appropriate country reports, in consultation where necessary with higher education institutions and interested government authorities.

Would you please complete the section below, as a title page to your country report, and prepare the remainder of the report by providing information appropriate to each of the suggested inclusions set out on the attached sheet. Would you please also complete the attached 'Summary of Key Data Obtained from Survey on UMAP Student Exchange Programs' and include it as an appendix to your report.

NAME OF COUNTRY/TERRITORY . NEW ZEALAND

UMAP MEETING FOR WHICH REPORT PREPARED

- a) Location of meeting . **BANGKOK UNIVERSITY, THAILAND**
- b) Date of meeting **AUGUST 25 – 27 1998**

NATIONAL CONTACT IN COUNTRY/TERRITORY

- a) Name/title of person or organisation ... **LINDSAY TAIAROA**
Position **EXECUTIVE DIRECTOR, NZVCC**
- b) Address . **LEVEL 11, 94 DIXON STREET WELLINGTON**
.....
- c) International telephone number .. **64 4 801 5086**
- d) International fax number **64 4 801 5089**
- e) E-mail address **lindsay@nzvcc.ac.nz**

1 Significant Developments Affecting Mobility of Higher Education Students and Staff

The main focus of mobility of students and staff internationally both into and out of New Zealand is not related to exchange activities. For universities there are two main sources of international students, namely private full-fee paying students and those assisted by New Zealand Overseas Development and Programme Grants (ODA) or sponsored by their own governments. With respect to staff, particularly academic staff, because of New Zealand's distance from other countries and the fact that a high proportion of staff are appointed from other countries, refresher or study leave for periods up to a year has always been available to keep up-to-date and further research work.

The earliest major exchange programme involving New Zealand was based on the Commonwealth Scholarships Programme. This programme operates between the current members of the former British Commonwealth and includes several UMAP members such as Australia and Malaysia. It dates from 1959. In New Zealand funding for incoming scholars is provided by the Ministry of Foreign Affairs and Trade. Future government support is restricted to countries classified as developing. The universities themselves have agreed to offer scholarships from developed countries, namely Australia, UK and Canada. The scheme operates mainly at the postgraduate level. A recent "tracer study" of scholars involved in the scheme has confirmed the overall value of the scheme.

The New Zealand Government is continuing its efforts to encourage the mobility of students. The most significant efforts are in facilitating the issuing of student visas from countries where this was previously very difficult. The number of student visas from China, for example, has recently been increased to 1,000 from 400. It is hoped that through better co-ordination an improved flow of students from India will also be possible.

The Ministry of Education has commissioned a study of international student flows of New Zealand by IDP Australia. This should be available soon. We are hoping that it will take a positive view of the value and benefits of exchange schemes like UMAP.

A statistical summary of international students enrolled in New Zealand in 1997 is attached. This summary includes other tertiary institutions not just universities.

2 National Secretariat

The New Zealand Vice-Chancellors' Committee continues to be the contact body for UMAP in New Zealand.

The secretariat has recently been enhanced by the addition of two new staff members to specialise in internationalization of the New Zealand universities. The Manager is Ann Rutledge and her contact details are:

Ann Rutledge
International Manager
P O Box 11-915, WELLINGTON, New Zealand
DD: 64 4 801-8528
Fax: 64 4 801-5089
E-mail: international@nzvcc.ac.nz

Although the main focus of the International Unit is on generic marketing of New Zealand University education its future responsibilities may include co-ordination of national exchange schemes like UMAP.

3 Results of the Survey

Overall the number of students involved in exchange schemes is growing. In the higher education system the number was 346 with the largest numbers from Europe, USA and Japan. The bulk of students involved are undergraduate students.

Because of the lack of funds to support exchange schemes the UMAP idea has received only limited support to date. One bright spot has been the establishment of the Asia 2000 Taiwan Scholarships. Under this scheme 5 New Zealand students commenced study in Taiwan in November 97/January 1998 and 3 Taiwanese students commenced in New Zealand in mid-1998.

4 General

There is a growing awareness in New Zealand of the education systems of countries in the Asia Pacific region and this will facilitate the future mobility of students throughout the region.

UMAP

APPENDIX TO UMAP COUNTRY/TERRITORY REPORT

SUMMARY OF KEY DATA OBTAINED FROM SURVEY ON UMAP STUDENT EXCHANGE PROGRAMS

The information contained in this summary is based on the responses by individual higher education institutions to the 'Survey on UMAP Student Exchange Programs Conducted by Higher Education Institutions in the Asia-Pacific Region', conducted recently in each of the participating countries and territories.

Name of country or territory New Zealand

Number of institutions which responded to the survey 7

1. STATISTICAL SUMMARY

a) Students Sent

Total numbers of exchange students **sent** from your country to host institutions in all countries (ie: including countries outside the Asia-Pacific region).

Country of host institutions in descending order of exchanges:	Since 1990	In 1996	In 1997
<u>Canada</u>	<u>11</u>	<u>3.5</u>	<u>3.5</u>
<u>Japan</u>	<u>54</u>	<u>16</u>	<u>19</u>
<u>Singapore</u>			<u>2</u>
<u>U.S.A</u>	<u>210.5</u>	<u>28</u>	<u>39.5</u>
<u>The Netherlands</u>	<u>2</u>		<u>2</u>
<u>Sweden</u>	<u>13</u>	<u>4</u>	<u>9</u>
<u>Denmark</u>			<u>3</u>
<u>Hongkong</u>			<u>1</u>
<u>Spain</u>	<u>1</u>		
<u>U.K</u>	<u>12</u>	<u>3</u>	<u>8</u>
<u>Latin America</u>			<u>1</u>
<u>Korea</u>			<u>1</u>
<u>China</u>	<u>4</u>	<u>1</u>	<u>1</u>
Total Asia-Pacific Region (including USA and Canada)	<u>279.5</u>	<u>48.5</u>	<u>67</u>
Total Other Parts of the World	<u>28</u>	<u>7</u>	<u>23</u>



'IA AO SAMOA'

LE IUNIVESITE AOAO O SAMOA, (FAAVAEINA 1984) (THE NATIONAL UNIVERSITY OF SAMOA)

Le Papaigalagala Campus
Vaivase

UMAP

SURVEY ON UMAP STUDENT EXCHANGE PROGRAMMES:

1. GENERAL INFORMATION ABOUT THE RESPONDING INSTITUTION.

- a) Name of person responding to this survey (Mr) Tyrone M Laurenson
- b) Position of person responding Registrar
- c) Name and address of institution National University of Samoa PO Box 5768 Apia Samoa

Phone No. +0685 21257 (direct) +0685 20072 ext 104 Fax No. 0685 - 20938

E-mail address : (i) iaos@samoa.net (ii) tlaurenson@hotmail.com

- d) Total number of students enrolled :

Undergraduate	958
Graduate	0
- e) Total number of teaching staff (Faculty) 82 (including 16 part-time lecturers)
- f) Language which is the normal medium of instruction in your university English
- g) Number of academic programmes taught in languages other than the language which is the normal medium of instruction used in classes in your university (do not include foreign languages taught at your university)

1) Other language : Samoan


Number of full year academic programmes taught in that language	xx
Number of half year academic programmes taught in that language	yy

2) Other language : Nil

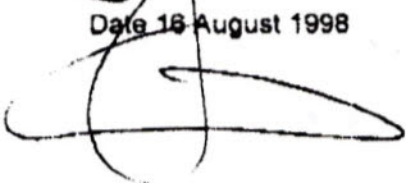
Number of full year academic programmes taught in that language	n/a
Number of half year academic programmes taught in that language	n/a

Respondent's note : *The language which is the medium of instruction at the university is English. The national language however is Samoan. Thus dependent on your definition of a "foreign language" for the purposes of the survey I have classified Samoan as "other language"*

Signature of person responding :



Date 16 August 1998



1. STATISTICAL SUMMARY

(a) **Students Sent**

Total number of exchange students sent from your institution to all countries (ie: including countries outside the Asia- Pacific region).

Country of host institution in descending order of exchanges	Since 1990	In 1996	In	1997.
0	0	0	0	

b) **Students Received**

Total number of exchange students received by your institution to all countries (ie: including countries outside the Asia- Pacific region).

Country of host institution in descending order of exchanges	Since 1990	In 1996	In 1997
0	0	0	0

2. **CATEGORIES OF STUDENTS**

a) **Students Sent**

Please indicate the number of students sent in 1997 by category

Number of Students

Undergraduate	0
Postgraduate	0

b) **Students Received**

Please indicate the number of students received in 1997 by category

Number of Students

Undergraduate	0
Postgraduate	0

3. LANGUAGE REQUIREMENTS

Please summarise below the normal language proficiency requirements that are applied by your institution to exchange students received by your institution:

Although we have yet to receive exchange students, a good command of the English language is required, since English is the approved language of instruction at the National University of Samoa. The national language is Samoan, and this is used in the appropriate cultural courses such as the Samoan Language course. Overseas students are encouraged to learn the Samoan language whilst staying in Samoa, to facilitate their day-to-day requirements.

4. FINANCIAL ASSISTANCE

Please indicate the number of exchange students in 1997 receiving tuition fee waiver by the host institution.*

Students sent n/a (nil sent)
Students received n/a (nil received)

Please estimate the number of students sent in 1997 receiving financial support from the following sources:

Source	Number of students
Host government	0
Home government	0
Host institution	0
Industry	0
Private sources	0

*Respondent's note : No students were received during 1997

Please estimate the number of students received in 1997 receiving financial support from the following sources:

Source	Number of students
Host government	0
Home government	0
Host institution	0
Industry	0
Private sources	0

*Respondent's note : No students were received during 1997

2 National Secretariat

The New Zealand Vice-Chancellors' Committee continues to be the contact body for UMAP in New Zealand.

The secretariat has recently been enhanced by the addition of two new staff members to specialise in internationalization of the New Zealand universities. The Manager is Ann Rutledge and her contact details are:

Ann Rutledge
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3 Results of the Survey

Overall the number of students involved in exchange schemes is growing. In the higher education system the number was 346 with the largest numbers from Europe, USA and Japan. The bulk of students involved are undergraduate students.

Because of the lack of funds to support exchange schemes the UMAP idea has received only limited support to date. One bright spot has been the establishment of the Asia 2000 Taiwan Scholarships. Under this scheme 5 New Zealand students commenced study in Taiwan in November 97/January 1998 and 3 Taiwanese students commenced in New Zealand in mid-1998.

4 General

There is a growing awareness in New Zealand of the education systems of countries in the Asia Pacific region and this will facilitate the future mobility of students throughout the region.

INTERNATIONAL EDUCATION STATISTICS

(Source: Full Year Tertiary Education Statistics 1997, Data Management and Analysis Section, Ministry of Education, Wellington, April 1998)

1. TERTIARY SECTOR STATISTICS

In 1997 a total of 9,644 international students were studying at New Zealand tertiary institutions. Around 73% were from Asian countries and more than half were from Commonwealth countries (Table 1.3). The number of international students increased by 22 percent over the previous year.

1.1 Total International Students

Year	Full-Fee Paying	MFAT Scholarship	All International	% of All students
1994	3945	1161	5264	2.1%
1995	4865	1016	6162	2.4%
1996	6046	1114	7877	3.1%
1997	7972	1050	9644	3.7%

1.2 International Students Enrolled in Formal Programmes of Study at Tertiary Institutions During the 1997 Academic Year

Sector	International Students	Total Students	Percentage of Total Enrolled Students
Polytechnics	3744	132681	2.82%
Colleges of Education	149	14563	1.02%
Universities	5750	113704	5.05%

1.3 International Students By Region of Origin and Category of Fees Assessment (Tertiary Sector)

Region of Origin	MFAT Scholarship	Full-Fee Paying Student	Exchange Scheme	PostGrad Scholarship	Dip/ Milit. Staff	Total
Pacific	777	527	6	30	3	1343 (13.9%)
Asia	211	6650	57	131	9	7058 (73.1%)
Northern America	0	303	77	17	1	398
Central & South America	32	28	7	19	0	86
Africa	21	33	6	22	0	82
Europe	2	313	190	283	0	541 (5.6%)
Middle East	2	21	0	8	0	31
Not Stated	5	97	3	0	0	105
Total International Students	1050	7972	346	263	13	9644

NEW ZEALAND UNIVERSITIES: TERM DATES 1999

Week	Starting	Auckland	Waikato	Massey*	Victoria	Canterbury	Lincoln	Otago
1	04 Jan	Summer School	Summer School		3rd trimester		January quarter	
2	11 Jan	(from 6th - to			cont. (from 5th)			
3	18 Jan	be confirmed)						
4	25 Jan							
5	01 Feb							
6	08 Feb						Exams 10-12	
7	15 Feb	Enrolment	Examinations	Course approval	Examinations		Regn 16-19	Course approval
8	22 Feb		Enrolment	Semester 1	Enrolment	Enrolment	1st semester	19-23 February
9	01 Mar	Semester 1	Semester A		1st trimester	1st term		1st semester
10	08 Mar							(starts 26 Feb)
11	15 Mar							
12	22 Mar							
13	29 Mar		Lects cease 1 Apr	Lects cease 1 Apr	Lects cease 1 Apr	Lects cease 1 Apr	Lects cease 1 Apr	Lects cease 1 Apr
14	05 Apr							
15	12 Apr							
16	19 Apr							
17	26 Apr					2nd term		
18	03 May							
19	10 May							
20	17 May							
21	24 May							
22	31 May						Study break/exams	
23	07 Jun	Study break/exams	Study week	Examinations	Study break/exams		Examinations	Examinations
24	14 Jun	Examinations	Examinations	Examinations	Examinations		Examinations	Examinations
25	21 Jun	Examinations	Examinations		Examinations	Examinations		Examinations
26	28 Jun		Teaching recess		Study period	Examinations &	Registration 2 Jul	
27	05 Jul		Enrolment		Study period	testing period	2nd semester	
28	12 Jul		Semester B	Semester 2	2nd trimester			2nd semester
29	19 Jul	Semester 2				3rd term		
30	26 Jul							
31	02 Aug							
32	09 Aug							
33	16 Aug							
34	23 Aug							
35	30 Aug							
36	06 Sep					4th term		
37	13 Sep							
38	20 Sep							
39	27 Sep							
40	04 Oct						Study break/exams	
41	11 Oct		Study week				Examinations	
42	18 Oct		Examinations	Study week	Study break/exams		Examinations	Examinations
43	25 Oct	Study break/exams	Examinations	Examinations	Examinations	Examinations		Examinations
44	01 Nov	Examinations	Examinations	Sem.3 & Exams	Examinations	Examinations		Examinations
45	08 Nov	Examinations		Examinations	Examinations	Examinations		Examinations
46	15 Nov				3rd trimester		November quarter	
47	22 Nov							
48	29 Nov							
49	06 Dec							
50	13 Dec							
51	20 Dec						Exams 20-22	
52	27 Dec							
				Lects cont to 9 Feb	Lects cont to 14 Feb			
				*incl. Albany				
GRADUATION DATES								
		19-23 April,	Weeks of 12 Apr,	6-7 May (Albany)	15-16 Apr, 10 Dec	21 & 23 April,	16 April	8 & 15 May, 21
		21-23 Sept (tbc)	11 October	11-14 May (PNth)		15 December		Aug, 4 & 11 Dec
SCHOOL TERMS								
		Primary	Secondary		STATUTORY HOLIDAYS			
Term 1	1999	27 Jan - 1 Apr	2 Feb - 1 Apr		New Year	1 & 2 January	Queen's Birthday	7 June
Term 2	1999	19 Apr - 25 Jun	19 Apr - 25 Jun		Waitangi Day	6 February	Labour Day	25 October
Term 3	1999	12 Jul - 17 Sep	12 Jul - 17 Sep		Easter	2-5 April	Christmas	25 & 26 December
Term 4	1999	4 Oct - 14 Dec	4 Oct - 9 Dec		Anzac Day	25 April		
(Announced by the Minister of Education, 3 Nov 97)								

UMAP

APPENDIX TO UMAP COUNTRY/TERRITORY REPORT

SUMMARY OF KEY DATA OBTAINED FROM SURVEY ON UMAP STUDENT EXCHANGE PROGRAMS

The information contained in this summary is based on the responses by individual higher education institutions to the 'Survey on UMAP Student Exchange Programs Conducted by Higher Education Institutions in the Asia-Pacific Region', conducted recently in each of the participating countries and territories.

Name of country or territory New Zealand

Number of institutions which responded to the survey 7

1. STATISTICAL SUMMARY

a) Students Sent

Total numbers of exchange students **sent** from your country to host institutions in all countries (ie: including countries outside the Asia-Pacific region).

Country of host institutions in descending order of exchanges:	Since 1990	In 1996	In 1997
<u>Canada</u>	<u>11</u>	<u>3.5</u>	<u>3.5</u>
<u>Japan</u>	<u>54</u>	<u>16</u>	<u>19</u>
<u>Singapore</u>			<u>2</u>
<u>U.S.A</u>	<u>210.5</u>	<u>28</u>	<u>39.5</u>
<u>The Netherlands</u>	<u>2</u>		<u>2</u>
<u>Sweden</u>	<u>13</u>	<u>4</u>	<u>9</u>
<u>Denmark</u>			<u>3</u>
<u>Hongkong</u>			<u>1</u>
<u>Spain</u>	<u>1</u>		
<u>U.K</u>	<u>12</u>	<u>3</u>	<u>8</u>
<u>Latin America</u>			<u>1</u>
<u>Korea</u>			<u>1</u>
<u>China</u>	<u>4</u>	<u>1</u>	<u>1</u>
Total Asia-Pacific Region (including USA and Canada)	<u>279.5</u>	<u>48.5</u>	<u>67</u>
Total Other Parts of the World	<u>28</u>	<u>7</u>	<u>23</u>

b) **Students Received**

Total numbers of exchange students **received** by your country from institutions in all countries (ie: including countries outside the Asia-Pacific region).

Country of sending institutions in descending order of exchanges:	Since 1990	In 1996	In 1997
U.S.A	258	37	50
Japan	65	20	22
The Netherlands	8	4	4
Sweden	29	12	22
Denmark	3	5	5
France		2	2
Singapore			6
Korea	1		1
New Caledonia / Tahiti	1		1
Chile	1.5	1.5	
Canada	9	5	11
Germany			3
Australia			3
U.K	10	3	3
Total Asia-Pacific Region (including USA and Canada)	334	62	94
Total Other Parts of the World	51.5	27.5	39

2. **CATEGORIES OF STUDENTS**

a) **Students Sent**

Please indicate the number of students sent in 1997 by category.

	Number of students
Undergraduate	89
Postgraduate	1

b) **Students Received**

Please indicate the number of students received in 1997 by category.

	Number of students
Undergraduate	118
Postgraduate	13

3. LANGUAGE REQUIREMENTS

- a) Please indicate the total number of institutions covered by the survey which reported that they were teaching academic programs in languages other than the language normally used in your country:

1

- b) Please indicate the total number of academic programs offered by institutions surveyed which are taught in languages other than the language normally used in your country:

1

- c) Please list below the languages other than the language normally used in your country in which academic programs are offered:

Maori

- d) Please summarise below the normal language proficiency requirements that are applied by institutions in your country to exchange students **received** in your country:

Under Graduate
Toefl 550 TWE 4.0
IELTS 6.0

Post Graduate
Toefl 575-600 TWE 5.0
IELTS 6.5

4. FINANCIAL ASSISTANCE

Please indicate the percentage of exchange students in 1997 receiving tuition fee waiver by the host institutions:

Students sent 65%

Student received 72%

Please estimate the percentage of students **sent** in 1997 receiving financial support from the following sources:

Source	Per cent
Host government	25
Home government	15
Host institution	7
Home institution	3
Industry	1
Private sources	18

Please estimate the percentage of students **received** in 1997 receiving financial support from the following sources:

Source	Per cent
Host government	4
Home government	20
Host institution	5
Home institution	
Industry	1
Private sources	30

5. CREDIT TRANSFER ARRANGEMENTS

Please indicate the percentage of exchange students sent by institutions in your country or territory receiving full or partial credit for their study overseas.

	1996 exchanges	1997 exchanges
Percentage of exchange students sent by your institutions receiving full credit by your institutions	86 %	80 %
Percentage of exchange students sent by your institutions receiving partial credit by your institutions	20 %	10 %

6. IMPEDIMENTS TO STUDENT EXCHANGES

Please list below the five impediments considered by respondents to the survey in your country or territory to be the most difficult to overcome. (Please put first the impediment considered the most serious and place the others in descending order significance.)

1. Differing academic (calendar) years
2. Difficulty in obtaining appropriate financial assistance
3. Differing lengths of courses
4. Credit transfer and recognition of degrees
5. Lack of adequate information on institutions abroad

SAMOA COUNTRY REPORT



'IA AO SAMOA'

LE IUNIVESITE AOA O SAMOA, (FAAVAEINA 1984)
(THE NATIONAL UNIVERSITY OF SAMOA)

Le Papaigalagala Campus
Vaivase

UMAP

SURVEY ON UMAP STUDENT EXCHANGE PROGRAMMES:

1. GENERAL INFORMATION ABOUT THE RESPONDING INSTITUTION.

- a) Name of person responding to this survey (Mr) Tyrone M Laurenson
- b) Position of person responding Registrar
- c) Name and address of institution National University of Samoa PO Box 5768 Apia Samoa

Phone No: +0685 21257 (direct) +0685 20072 ext 104 Fax No. 0685 - 20938

E-mail address : (i) iaos@samoa.net (ii) tlaurenson@hotmail.com

- d) Total number of students enrolled :

Undergraduate	958
Graduate	0
- e) Total number of teaching staff (Faculty) 82 (including 16 part-time lecturers)
- f) Language which is the normal medium of instruction in your university English
- g) Number of academic programmes taught in languages other than the language which is the normal medium of instruction used in classes in your university (do not include foreign languages taught at your university)

1) Other language : Samoan

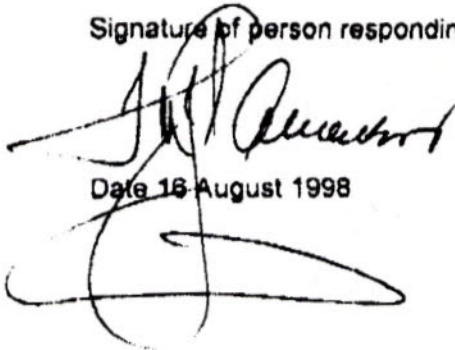
Number of full year academic programmes taught in that language	xx
Number of half year academic programmes taught in that language	yy

2) Other language : Nil

Number of full year academic programmes taught in that language	n/a
Number of half year academic programmes taught in that language	n/a

Respondent's note : *The language which is the medium of instruction at the university is English. The national language however is Samoan. Thus dependent on your definition of a "foreign language" for the purposes of the survey I have classified Samoan as "other language"*

Signature of person responding :

A handwritten signature in black ink, appearing to be 'J. H. Aluevao', written over the printed text 'Date 16 August 1998'. Below the signature is a large, stylized, horizontal loop.

Date 16 August 1998

1. STATISTICAL SUMMARY

(a) **Students Sent**

Total number of exchange students sent from your institution to all countries (ie: including countries outside the Asia- Pacific region).

Country of host institution in descending order of exchanges	Since 1990	In 1996	In	1997.
0	0	0	0	

b) **Students Received**

Total number of exchange students received by your institution to all countries (ie: including countries outside the Asia- Pacific region).

Country of host institution in descending order of exchanges	Since 1990	In 1996	In 1997
0	0	0	0

2. CATEGORIES OF STUDENTS

a) **Students Sent**

Please indicate the number of students sent in 1997 by category

Number of Students

Undergraduate	0
Postgraduate	0

b) **Students Received**

Please indicate the number of students received in 1997 by category

Number of Students

Undergraduate	0
Postgraduate	0

3. LANGUAGE REQUIREMENTS

Please summarise below the normal language proficiency requirements that are applied by your institution to exchange students received by your institution:

Although we have yet to receive exchange students, a good command of the English language is required, since English is the approved language of instruction at the National University of Samoa. The national language is Samoan, and this is used in the appropriate cultural courses such as the Samoan Language course. Overseas students are encouraged to learn the Samoan language whilst staying in Samoa, to facilitate their day-to-day requirements.

4. FINANCIAL ASSISTANCE

Please indicate the number of exchange students in 1997 receiving tuition fee waiver by the host institution:*

Students sent n/a (nil sent)
Students received n/a (nil received)

Please estimate the number of students sent in 1997 receiving financial support from the following sources:

Source	Number of students
Host government	0
Home government	0
Host institution	0
Industry	0
Private sources	0

*Respondent's note : No students were received during 1997

Please estimate the number of students received in 1997 receiving financial support from the following sources:

Source	Number of students
Host government	0
Home government	0
Host institution	0
Industry	0
Private sources	0

*Respondent's note : No students were received during 1997

6. CREDIT TRANSFER ARRANGEMENTS*

	1996 exchanges	1997 exchanges
Number of exchange students sent by your institution receiving full credit by your institution	0	0
Number of exchange students sent by your institution receiving partial credit by your institution	0	0

*Respondent's note : No students were sent or received during 1997

6. IMPEDIMENTS TO STUDENT EXCHANGES

The following have been suggested as possible impediments to the international mobility of exchange students:

- () Differing academic (calendar) years
- () Differing lengths of courses
- () Credit transfer and recognition of degrees
- () Immigration restrictions (e.g. as to student visas)
- () Language barriers
- () Difficulty in obtaining appropriate financial assistance
- () The need to extend the length of degree programme which could delay graduation for one year or more
- () Lack of adequate information about the institutions abroad
- () Lack of attractive courses or programmes at the host institutions
- () Difficulty in finding appropriate accommodation
- () Worry about the security or different life-style of the host country
- () An unwillingness of students to consider study abroad for a part of their course.

- i) Have any of the above been impediments to the implementation of plans by your institution to introduce student exchange schemes?

Yes

No

- ii) If your answer to i) above was yes, please choose up to five of the suggested impediments listed above which you consider to be the most difficult to overcome in the case of your institution and put the numbers 1,2,3,4,5 in the order of your judgement of the degree of difficulty each poses (5 for the most difficult, 1 for the least difficult).

5 Difficulty in obtaining appropriate financial assistance

4 Worry about the security or different life-style of the host country

- 3 Difficulty in finding appropriate accommodation
- 2 Language barriers
- 1 Lack of adequate information about the institutions abroad

7. **GENERAL EVALUATION OF YOUR STUDENT EXCHANGE PROGRAMMES.**

The National University of Samoa, although founded in 1984, is in its first full year of operation at its new Le Papaigalagala Campus. As a new university it has had had the opportunity to participate in student exchange programmes. The university however looks forward to active participation in the future.

UMAP

UMAP - COUNTRY/TERRITORY REPORT

NAME OF COUNTRY/TERRITORY

UMAP MEETING FOR WHICH REPORT PREPARED

- | | |
|------------------------|------------------------------|
| a) Location of meeting | Bangkok University, Thailand |
| b) Date of meeting | 25 - 27 August 1998 |

NATIONAL CONTACT IN COUNTRY/TERRITORY

- | | |
|--|---|
| a) Name/Title of person or organisation: | Mr. Tyrone M Laurenson (Registrar)
National University of Samoa |
| b) Address | PO Box 5768 Apia Samoa |
| c) International telephone number | +0685 21257 (direct) 20072 ext 104 |
| d) International fax number | +0685 20938 |
| e) E-mail address | (i) iaos@samoa.net
(ii) llaurenson@hotmail.com |

SUGGESTED MATTERS TO BE REFERRED TO IN COUNTRY/TERRITORY REPORTS FOR UMAP MEETING

1. Significant Developments Affecting Mobility of Higher Education Students or Staff.

The Government of Samoa are seeking to establish a National Training Authority with a view to the development of a strategic plan in education to the year 2005. The Vice Chancellor of the National University is a member of the Working Group, from which a five member delegation (including the Vice Chancellor) has travelled to Wellington New Zealand and to Melbourne, Canberra, New South Wales and Queensland in Australia to view similar institutions in those countries.

The National University of Samoa is actively seeking to participate in the international community of tertiary institutions to provide further opportunities for the development of its students and staff

2. National Secretariat

The National University of Samoa's attendance at this meeting will be the first time it has participated in the UMAP Reference Group Meeting.

3. Results of Survey on UMAP Student Exchange Programmes

The National University of Samoa's attendance at this meeting will be the first time it has participated in the UMAP Reference Group Meeting.

4. Innovative Activities of Institutions

The National University of Samoa is seeking to develop an Institute of Samoan Studies. The primary focus of the Institute will be to promote international research across the various academic disciplines to attract researchers to Samoa. It is expected that the Institute will then develop international networks amongst tertiary institutions promoting the university as a centre for excellence in Samoan Studies

5. Assessment of Extent to which Participation in UMAP has Assisted Efforts of Higher Education Institutions to Internationalise their Activities.

The National University of Samoa's attendance at this meeting will be the first time it has participated in the UMAP Reference Group Meeting. By its attendance the university hopes to participate actively with UMAP members to promote the international exchange of students and staff.

6. Other Comments

The National University of Samoa looks forward to participation in UMAP and to be able to contribute effectively to UMAP's objectives.

TAIWAN COUNTRY REPORT

Country Report: Taiwan

1998 UMAP Working Party Meeting

August 24, 1998

Professor Mei-hwa Sung
National Taiwan University
Director
Center for International Academic Exchanges
National Taiwan University

I. Mobility: Sending and Receiving (1995-1997)

In this three year period (1995-1997) there is a notable decline in the number of students received by Taiwan each year under the UMAP scheme: 40 in 1995, 15 in 1996, and 7 in 1997. UMAP exchange students have come to Taiwan universities and colleges in two categories:

1. Short-term programs:

a. National Taipei College of Nursing received 2 students for courses in nursing for a period of 5 weeks (1995);

b. National Cheng Kung University received 10 students (five undergraduates and five postgraduate students) enrolled in language and other subjects for a period of 5 weeks (1995);

c. China Medical College received 11 students for courses in acupuncture, nursing and practicum for a period of 1 month (1995);

d. Providence University received 8 students in 1996 and 5 students in 1997 in special language and culture programs.

2. Practicum:

a. National Tainan Teachers College received 1 (taught courses master's) student to teach at the College's affiliated primary school under the supervision of the program director (1997);

b. National Kaohsiung Normal University received 2 students to teach for one semester at its affiliated middle school.

In the same duration of time (1995-1997) Taiwan sent 0 students under UMAP. Universities and colleges sent exchange students to institutions in UMAP member countries on non-UMAP exchange programs.

II. Impediments to mobility under UMAP:

A recent survey conducted by Center for International Academic Exchanges, National Taiwan University, shows that five factors (in the order of the degree of difficulty) affect UMAP mobility, as they affect international exchange in general:

- a. difficulty in obtaining financial support;
- b. difficulty in finding appropriate accommodation;
- c. credit transfer;
- d. lack of adequate information about host institutions;
- e. likelihood to delay graduation.

While host institutions in Taiwan waive tuitions and provide free dormitory accommodation as a rule, host institutions abroad waive tuitions but charge standard fees for campus accommodation. In cases where there is a lasting

imbalance between the numbers of students sent and received, tuition fees are charged by the host institutions. Very often partner institutions need to negotiate terms that are mutually acceptable but not strictly reciprocal.

III. General comments:

UMAP programs in Taiwan have proved very successful in the past years. Despite the fact that Taiwan has yet to send its undergraduate students on UMAP exchange programs, the students it received have responded favorably to the academic and cultural experience they had in Taiwan. With issues such as credit transfer and information acquisition becoming less and less a problem, more Taiwan students will be willing to participate in exchange programs under UMAP. A major impediment yet to be removed seems to be the low visibility of the UMAP scheme on local university campuses. One would assume that this is not a situation unique to Taiwan. With the progress achieved in 1998 regarding the drafting of the constitution and the establishment of the International Secretariat, one has high hopes of seeing very capable coordination by the Secretariat and active participation by the member countries/territories. Another, much discussed impediment is the lack of mandarin proficiency of English-speaking students. When they come to Taiwan, they are either given mandarin training and enrolled in Cultural Programs tailor-made for them, or they go to special tutorial sessions made available by the instructors outside of class. Tests are given and taken in English. These special arrangements have helped solve the problems caused by the language barrier. Some receiving universities and colleges require at least two year's training in mandarin, but have found this training at the home institutions often insufficient. Therefore, there is a growing tendency for universities and colleges in Taiwan to offer

courses or set up special programs taught in English. This marks a genuine commitment of these institutions to internationalization.

Country Report: Taiwan

<ATTACHMENT>

1. STATISTICAL SUMMARY

a) Students Sent

Total number of exchange students sent from your institutions :

[illegible]**b) Students Received**

Total numbers of exchange students received by your institutions -

[illegible]

2. CATEGORIES OF STUDENTS

a) Students Sent

Please indicate the number of students sent by category.

	Number of students
Undergraduate	0
Postgraduate	0

b) Students Received

Please indicate the number of students received by category

	Number of students
Undergraduate	56
Postgraduate	6

3. LANGUAGE REQUIREMENTS

Please summarize below the normal language proficiency requirements that are applied by your institution to exchange students received by your institutions:

1. Proficiency in reading, writing, listening, and speaking of the Chinese language is required, but listening and speaking abilities are especially emphasized.
2. Preferably 2 years' training of Chinese language.

4. FINANCIAL ASSISTANCE

Please indicate the percentage of exchanges receiving tuition fee waiver by the host institutions:

Students sent%

Student received.....29.03%

Please estimate the percentage of financial support for exchanges for students sent from the following sources:

Source	Percentage
Host government	
Home government	
Host institution	
Home institution	
Industry	
Private sources	

Please estimate the percentage of financial support for exchanges for students received from the following sources:

Source	Percentage
Host government	
Home government	
Host institution	
Home institution	
Industry	
Private sources	

5. CREDIT TRANSFER ARRANGEMENTS

	1996 exchanges	1997 exchanges
Number of exchange students sent by your institution receiving full credit by your institution		
Number of exchange students sent by your institution receiving partial credit by your institution		

6. GENERAL COMMENTS AND EVALUATION

a. Evaluation of possible impediments

The following have been suggested as possible impediments to the international mobility of exchange students:

- () Differing academic (calendar) years
- () Differing lengths of courses
- (3) Credit transfer and recognition of degrees
- () Immigration restrictions (e.g. as to student visas)
- () Language barriers
- (5) Difficulty in obtaining appropriate financial assistance
- (1) The need to extend the length of degree program which could delay graduation for one year or more
- (2) Lack of adequate information about the institutions abroad
- () Lack of attractive courses or programs at the host institutions
- (4) Difficulty in finding appropriate accommodation
- () Worry about the security or different life-style of host country
- () An unwillingness of students to consider study abroad for a part of their course.

- i) Have any of the above been impediments to the implementation of plans by your institutions to introduce student exchange schemes? (Please tick relevant box).

Yes

No

☒☐

- ii) If your answer to i) above was yes, please choose up to five of the suggested impediments listed above which you consider to be the most difficult to overcome in the case of your institutions and put the numbers 1, 2, 3, 4, 5 in the order of your judgement of the degree of difficulty each poses (5 for the most difficult, 1 for the least difficult).

THAILAND COUNTRY REPORT

UMAP

UMAP-THAILAND COUNTRY REPORT

NAME OF COUNTRY/TERRITORY THAILAND

UMAP MEETING FOR WHICH REPORT PREPARED

- a) LOCATION OF MEETING Bangkok University, Bangkok, Thailand
- b) DATE OF MEETING 25 -27 August 1998

NATIONAL CONTACT IN COUNTRY/TERRITORY

- a) NAME/TITLE OF PERSON OR ORGANIZATION Dr. Tong-In Wongsathorn
POSITION Deputy Permanent Secretary
- b) ADDRESS 328 Si Ayutthaya Road, Bangkok 10400, Thailand
- c) INTERNATIONAL TELEPHONE NUMBER 66-2-2459897
- d) INTERNATIONAL FAX NUMBER 66-2-2464030
- e) E-MAIL ADDRESS tongin@mua.go.th

UMAP

Thailand Country Report

Thailand has placed HRD as the top priority contributive to prosperity and economic stability of the country. This has been reflected in our Eighth National Higher Education Development Plan (1997-2001). The Ministry of University Affairs (MUA) has initiated and implemented a number of programs and projects to translate such policies into action both nationally and internationally.

The Staff and Student Mobility Program implemented under the framework of UMAP is one among many active programs undertaken by the MUA aiming to promote internationalization of Thai higher education and enhancement of quality education. A sum of budget has annually been allocated to support the mobility as follows :

- In 1995, 36 grants were provided to the pioneer participants to join programs in various universities in Australia.
- In 1996, the scope of exchange was expanded to cover other institutions in Asia and the Pacific. 140 grants were provided to Thai universities in developing staff and student exchange with overseas institutions.
- In 1997, the MUA provided 161 grants for the exchange of Thai university staff and students with foreign counterparts.

For 1998, amid the economic downturn of Thailand, the MUA has managed to support 25 students and 14 staff from public universities to spend a semester at various overseas institutions.

SIGNIFICANT DEVELOPMENTS AFFECTING MOBILITY OF HIGHER EDUCATION STUDENTS OR STAFF

The MUA has undertaken initiatives and participated in a number of programs and activities to expand the scope of faculty and student exchange worldwide.

1. Participation in regional/international activities

1.1 Pilot UMAP Credit Transfer Scheme (UCTS)

We have joined the Pilot UMAP Credit Transfer Scheme (UCTS) initiated by Australia in order to be able to put in place the feasible and practical credit transfer system between UMAP member universities-the ultimate goal of UMAP. The successful and productive UMAP Working Party Meeting co-hosted by Naresuan University and the MUA in November 1997 has proved our firm commitment to UMAP. The organization of the Sixth UMAP Reference Group Meeting at Bangkok University has reiterated our strong and continued support to foster efficient and cost-effective operation of UMAP.

1.2 Recognition of Qualification and Degrees

Thailand has actively taken part in the development process of the recognition of qualifications and degrees undertaken by UNESCO through the joint organization of a series of workshops and meetings both in Thailand and abroad. The highlights for 1997 include :

- Regional Workshop on Promotion of the Recognition of Higher Education Qualification in Asia and the Pacific in June which was organized in collaboration with ASAIHL, AUAP, SEAMEO RIHED and the Commission of Higher Education of the Philippines with support from UNESCO. Its purpose was to discuss measures to promote ratification and implementation of the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific.
- Joint organization of the Technical Working Group Meeting of the Regional Committee of the Regional Convention on Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific in November with UNESCO and SEAMEO RIHED. The objective of the meeting was to work out a framework for preparation of home pages of all countries interested on internet for exchange of information for the purpose of promotion of mutual recognition of qualifications in higher education.

To follow up on this task, the MUA is attending the UNESCO's Second Joint Meeting of the Six Intergovernmental Committees in charge of Application of Regional Conventions on the Recognition of Studies, Diplomas and Degrees in Higher Education scheduled to be held in Paris at the end of September 1998. The objectives of the meeting are to examine the experiences gained in the implementation of the Joint Work Plan and to decide on future activities.

1.3 ASEAN University Network

Thailand has been the host of the ASEAN University Network Secretariat (AUNS) for a period of three years from 1997-1999 with financial support from the Government. One of the main functions of AUNS is to plan and organize programs, projects and activities focusing on student and faculty exchange program. Thus, AUNS will play a major role in coordinating and promoting academic exchange within ASEAN countries as well as between ASEAN universities and foreign counterparts.

The first AUN Educational Forum hosted by Chulalongkorn University and Burapha University in May this year whereby academic staff and students from AUN member universities had an opportunity to familiarize themselves with the ASEAN contexts, has proved to be successful and would be organized as an annual event. Such activity would be the venue for fostering expansion of academic cooperation between institutions through established relationship initiated by participants of the program and the channel for further negotiation to initiate new links, partnerships and long term collaboration. Besides active cooperation within AUN, AUNS is going to work with the European universities under ASEAN-EU University Cooperation Program.

2. MUA's Policy on Quality Assurance

Another major development in support of staff and student exchange is the quality assurance policy. The national quality assurance framework has been developed and used as the guidelines for achieving and maintaining quality of higher education while universities have been encouraged to formulate their own internal quality control mechanisms to ensure that their programs meet the national and international standards. The MUA in collaboration with UNESCO and SEAMEO RIHED has planned to organize a Regional Workshop on Quality Assurance of Higher Education in Bangkok in November 1998, with a view to sharing experiences among countries in the region and formulating guidelines for regional cooperation on quality assurance and mutual recognition of higher education qualifications.

3. Framework Agreements

The MUA has already signed framework agreements with Canada and Peru to promote mutual academic exchange. Other agreements under process are those with France and China. Framework agreement on educational and research cooperation between the MUA and the Department of Employment, Education, Training and Youth Affairs of Australia has been formulated to facilitate enhancement of credit transfer between Australian and Thai universities. It is hoped that such development will lead to more faculty and student mobility.

Another program worth mentioning is the Thai University Administrators Shadowing (TUAS) which is designed for Thai university administrators to join other universities abroad in order to gain academic experiences in foreign environments. Countries cooperating with the MUA under this project are England, Australia and Canada. Plans have been laid to expand the scope of the program to include France and Peru in the near future.

4. Information Dissemination

4.1 Recognizing the significant role of the information technology in complementing the international cooperation, the MUA has established a homepage at URL address : www.inter.mua.go.th to publicize existing and upcoming MUA and university activities and provide a channel for further collaboration between Thailand and overseas countries.

4.2 In order to promote the wider scope of university mobility and attract more local and foreign students to Thailand, the MUA has encouraged our universities to expand more standardized international programs. The MUA itself has organized 2 exhibitions in February and May 1998 to showcase and publicize the quality and varieties of international programs offered by our public and private universities.

NATIONAL SECRETARIAT

The Ministry of University Affairs (MUA) as the national focal point for UMAP has assigned its International Cooperation Division as the secretariat for UMAP activities. Its main functions are to implement, facilitate, coordinate and promote the Staff and Student Mobility Program under UMAP framework with other countries in the

Asia Pacific region and beyond by providing grants for public university staff and students to undertake academic activities abroad; developing a database of Thai higher education international collaboration as well as the framework agreements with interested countries/regions; formulating strategies, ways and means to enhance the program cost-effectiveness and efficiency and promote more exchanges, and contributing regular inputs to the UMAP Working Party and Reference Group Meetings.

To be systematic, the national secretariat has set up a Committee for the Implementation of the Staff and Student Mobility Program chaired by Senior Advisor for Policy and Plan, comprising representatives from MUA Bureau of Policy and Planning, Bureau of Administrative System Development and International Cooperation Division to oversee the operation, monitoring of the program as well as selection of staff and students to join the program. Such mechanism has contributed to the systematic management and productive outcomes of the program.

To continue promoting the program, the national secretariat acts as facilitator and promoter for the innovation and cooperation initiated under the Staff and Student Mobility Program with other bilateral and multilateral networks, programs, and projects, i.e. the ASEAN University Network, APEC.

To minimize the work load of the secretariat, the Sub-committee on International Affairs chaired by the Permanent Secretary for University Affairs and comprising vice presidents of public and private universities has been used as a forum to provide ways and means to enhance the efficiency, effectiveness and multiplier effects of the program. Communication and correspondence via electronic mail networking of UMAP contact points and members have also helped facilitate the tasks conveniently and saved time. The International Cooperation Electronic Mail Network initiated by the International Cooperation Division is another means to share experiences and views as well as make useful suggestions to the MUA and university international affairs including the staff and student exchange.

RESULTS OF SURVEY ON UMAP STUDENT EXCHANGE PROGRAMS

The UMAP questionnaires were distributed to 23 public universities and 29 private universities. All public universities and 10 private universities have student and staff exchange activities. Since 1993 until now, Thailand has sent 475 undergraduate students and 169 graduate students from public and private universities to study and undertake research in the various fields to the 37 countries. Among them, 12 are UMAP members which are Australia, Canada, China, Indonesia, Japan, Korea, Lao PDR, Myanmar, Mexico, Philippines, Taiwan and USA. The rest are European countries. USA alone has attracted 198 students, Australia 111 and China 67. The exchanges cover a wide range of areas from Humanities, Social Sciences, Commercial and Business Administration, Natural Science, Computer Science, Medical Science, Engineering and Environment.

5. CREDIT TRANSFER ARRANGEMENTS

The percentage of exchange students sent by institutions in Thailand receiving full or partial credit for their study overseas.

Source	1996 exchanges	1997 exchanges
Percentage of exchange students sent by Thai institutions receiving full credit by their institutions	20 %	40 %
Percentage of exchange students sent by Thai institutions receiving partial credit by their institutions	-	-

6. IMPEDIMENTS TO STUDENT EXCHANGES

Six impediments considered by Thai respondents to be the most difficult to overcome are :

- 1) Credit transfer and accreditation;
- 2) Differing academic year and length of course;
- 3) Language barrier and environmental adjustment;
- 4) Difficulty in obtaining appropriate financial assistance;
- 5) Lack of information of the procedure between host university and home universities; and
- 6) Limitation of the variety of international programs.

**Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

ANNEX 9

**SOCRATES-ERASMUS from the University Perspective
by Prof. Francois Pitavy
Vice President for International Affairs,
University of Burgundy, France**

SOCRATES-ERASMUS from the University Perspective

by Prof. Francois Pitavy
Vice President for International Affairs
University of Burgundy, France

The European academic programs are not seen as a model, but as another experience, initiated a few years before.

Even though the objectives and problems are comparable, there is one basic difference: education. Since the Maastricht Treaty, education has become a political aim, written as one of the European priorities : to promote European citizenship. If mentalities are to change, the common currency would not be enough, though it makes Europe credible in the minds of students.

Hence the shift from ERASMUS to SOCRATES, in which each university signs a 3-year contract with the European Education Commission, with a formal European strategy and objectives, within the European guidelines. The funds are allocated by evaluation of objectives and achievements. Meeting the objectives means bonus funding. This makes for accountability and cost effectiveness.

Principles for Student Mobility

- Each student pays for tuition fees at home and enjoys full student privileges in host university.

- Duration : from 3 to 12 months - renewable with same ERASMUS status for 1 year but without funding

- Level : from 2nd year to doctoral programs included.

- Prior bilateral agreements between institutions : no "floating" students, so that preparation (including linguistics), supervision, granting of credits can be done in good conditions. No limitation on the part of Brussels as to nature and extent of those relations, provided they are working agreements.

- ECTS : almost a passport to get funding (about 1,400 institutions out of 1,600 - 1,700 in the European academic scheme have adopted or are adopting ECTS).

The principles of ECTS are very close to those of UCTS (See the UMAP Pilot Credit Transfer Scheme) : 60 credit points per academic year, individual student contact, information package, transcripts, etc.

Practically, things do not always work that way. The principles and documents are indispensable as a guarantee for the students. In fact, students will often select courses a-la-carte, from different departments and different year (with academic supervision, of course). The lack of coincidence in academic calendars all over Europe makes things even more complex. So there is an absolute necessity for individual supervision and flexibility in final granting of degrees. Credit points and grading systems are necessary, for convergence, but will remain indicative. Due to a long history going back some time to the Middle Ages, differences in mentalities, academic traditions and habits will, and must, be retained.

So the European academic objectives do not work so much toward standardization (rather convergence) as toward new projects : joint or double degrees, development of curricula, intensive programs, not initiated nationally but through networks, involving no fewer than 3 countries.

Obstacles

- Language : necessity of English and other languages
- Housing problems (the responsibility of individual institutions)
- Academic calendars : a major problem
- Funding : Brussels money is often seed money, to be complemented by other sources : universities, business, but mostly local and regional governments (as in France, Germany)

Conclusions

Those programs are not models, but incentive, which should be kept flexible and compatible with others (USA, UMAP...).

Open universities, new educational technologies are indispensable to complement and extend mental mobility, but individual experience remains essential. The students and their future employers know it.

Asia Pacific region and beyond by providing grants for public university staff and students to undertake academic activities abroad; developing a database of Thai higher education international collaboration as well as the framework agreements with interested countries/regions; formulating strategies, ways and means to enhance the program cost-effectiveness and efficiency and promote more exchanges, and contributing regular inputs to the UMAP Working Party and Reference Group Meetings.

To be systematic, the national secretariat has set up a Committee for the Implementation of the Staff and Student Mobility Program chaired by Senior Advisor for Policy and Plan, comprising representatives from MUA Bureau of Policy and Planning, Bureau of Administrative System Development and International Cooperation Division to oversee the operation, monitoring of the program as well as selection of staff and students to join the program. Such mechanism has contributed to the systematic management and productive outcomes of the program.

To continue promoting the program, the national secretariat acts as facilitator and promoter for the innovation and cooperation initiated under the Staff and Student Mobility Program with other bilateral and multilateral networks, programs, and projects, i.e. the ASEAN University Network, APEC.

To minimize the work load of the secretariat, the Sub-committee on International Affairs chaired by the Permanent Secretary for University Affairs and comprising vice presidents of public and private universities has been used as a forum to provide ways and means to enhance the efficiency, effectiveness and multiplier effects of the program. Communication and correspondence via electronic mail networking of UMAP contact points and members have also helped facilitate the tasks conveniently and saved time. The International Cooperation Electronic Mail Network initiated by the International Cooperation Division is another means to share experiences and views as well as make useful suggestions to the MUA and university international affairs including the staff and student exchange.

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The UMAP questionnaires were distributed to 23 public universities and 29 private universities. All public universities and 10 private universities have student and staff exchange activities. Since 1993 until now, Thailand has sent 475 undergraduate students and 169 graduate students from public and private universities to study and undertake research in the various fields to the 37 countries. Among them, 12 are UMAP members which are Australia, Canada, China, Indonesia, Japan, Korea, Lao PDR, Myanmar, Mexico, Philippines, Taiwan and USA. The rest are European countries. USA alone has attracted 198 students, Australia 111 and China 67. The exchanges cover a wide range of areas from Humanities, Social Sciences, Commercial and Business Administration, Natural Science, Computer Science, Medical Science, Engineering and Environment.

INNOVATIVE ACTIVITIES OF INSTITUTIONS

Apart from the MUA-supported activities, universities in Thailand operate their faculty and student exchange activities under the framework of their respective MOUs and agreements with foreign counterparts both at faculty and institutional levels from their own funding sources for different schemes. The short-term is more preferable than semester-long, particularly for senior administrators.

Besides UMAP, universities/institutions in Thailand have joined other organizations/groups set up for nearly similar purposes, but more specific in nature to a certain extent such as ASEAN University Network (AUN), and University Consortium for Graduate Studies and Research in Agriculture under the coordination of Southeast Asian Ministers of Education Organization (SEAMEO). The AUN now is in operation. AUN has great potential to expand its scope to cover other ASEAN universities for close cooperation with European universities with student and staff exchange as its integral of the work program.

ASSESSMENT OF EXTENT TO WHICH PARTICIPATION IN UMAP HAS ASSISTED EFFORTS OF HIGHER EDUCATION INSTITUTIONS TO INTERNATIONALIZE THEIR ACTIVITIES

Based on the UMAP survey and responses to invitation for the 1997-1998 Thai Government support for the UMAP activities, it is clearly seen that universities have recognized the importance of international experiences for students and staff. They see the program as the catalyst for internationalization process of their respective institutions as well as higher education system as a whole.

Those people earning overseas experiences and perception will inject new ideas, concept and, possibly, different methods of work, teaching and study into the atmosphere of their respective universities while foreign students on campus will be a driving force to motivate the staff and students concerned to adjust themselves internationally in terms of academic and culture. Their development in terms of language skills, creativity, analytical thinking and harmonization with the international environment will constitute higher level of maturity, self confidence and responsibility. In addition, they can utilize the established network among students and academic staff as a channel to expand existing links and programs and initiate the new ones between their own institutions and those overseas. Even though some institutions have expressed their preference on short-term exchange as there will be fewer problems and much easier to manage, the participating staff/students could need longer time to gain adequate international experiences.

Most importantly, participation of staff and students in UMAP has laid a ground work for Thai universities to be recognized internationally for the standardized quality of education in the long run.

FUTURE PLAN

The MUA will seek increased financial support from the Thai Government and continue to support the exchange activities with more numbers of staff and students to overseas counterparts in every region. Private universities/ institutions will also be encouraged to participate in the exchange program under UMAP. Monitoring mechanisms will be established to assess the project outputs with a view to improving its efficiency and productivity. It is also our expectation to have more staff and students from overseas participating in the exchanges with Thai universities to witness a genuine two-way flow.

The MUA would try to render some support to the implementation of the UMAP International Secretariat. Plan is under way to send a staff of the International Cooperation Division to be attached for 1-2 months at the International Secretariat in Tokyo next year. We wish to see the active performance and leading initiation of the International Secretariat and hope that other UMAP members would help contribute either in kind or in cash to support its work. Liaising and coordination between UMAP and other existing regional networks, associations and consortium, i.e. SEAMEO RIHED, AUAP, ASAIHL, AUNS, APEC should be encouraged to initiate collaborative activities; pool resources; and avoid duplication.

UMAP

APPENDIX TO THAILAND COUNTRY REPORT

SUMMARY OF KEY DATA OBTAINED FROM SURVEY ON UMAP STUDENT EXCHANGE PROGRAMS

Name of country or territory Thailand

Number of institutions which responded to the survey 52

(23 public universities and 29 private universities)

1. STATISTICAL SUMMARY

a) Students Sent

Total numbers of exchange students sent from public and private universities in Thailand to host institutions since 1993 are 64. The first five countries in the Asia-Pacific region receiving largest numbers of Thai exchange students since 1993 are: USA (198), Australia (111), China (67), Japan (64) and Canada (42) respectively.

b) Students Received

Total numbers of exchange students received at public and private universities in Thailand from host institutions since 1993 are 421 students. The first five countries in the Asia-Pacific region sending largest numbers of their exchange students to Thailand since 1993 are Japan (131), Australia (90), USA (23), Canada (11) and China (5).

2. CATEGORIES OF STUDENTS

a) Students Sent

The number of students sent in 1997 by category.

	Number of students
Undergraduate	192
Postgraduate	45

b) Students Received

The number of students received in 1997 by category.

	Number of students
Undergraduate	40
Postgraduate	32

3. LANGUAGE REQUIREMENTS

- a) The total number of institutions covered by the survey which reported that they were teaching academic programs in languages other than the language normally used in Thailand : 28
- b) The total number of academic programs offered by institutions surveyed which are taught in languages other than the language normally used in Thailand : 321
- c) The languages other than the language normally used in Thailand in which academic programs are offered : English
- d) The normal language proficiency requirements that are applied by institutions in your country to exchange students received in your country : The language proficiency requirements vary, depending on the nature of the programme and university admission policies.

4. FINANCIAL ASSISTANCE

The percentage of exchange students in 1997 receiving tuition fee waiver by the host institutions :

Student sent	<u>80 %</u>
Student received	<u>80 %</u>

The percentage of students sent in 1997 receiving financial support from the following sources :

Source	Public University	Private University
Host government	-	-
Home government	70 %	-
Host institution	-	-
Home institution	20 %	40 %
Industry	-	-
Private sources	-	-
Self-finance	10 %	60 %

The percentage of students received in 1997 receiving financial support from the following sources :

Source	Public University	Private University
Host government	-	-
Home government	-	-
Host institution	80 %	80 %
Home institution	20 %	20 %
Industry	-	-
Private sources	-	-
Self-finance	-	-

5. CREDIT TRANSFER ARRANGEMENTS

The percentage of exchange students sent by institutions in Thailand receiving full or partial credit for their study overseas.

Source	1996 exchanges	1997 exchanges
Percentage of exchange students sent by Thai institutions receiving full credit by their institutions	20 %	40 %
Percentage of exchange students sent by Thai institutions receiving partial credit by their institutions	-	-

6. IMPEDIMENTS TO STUDENT EXCHANGES

Six impediments considered by Thai respondents to be the most difficult to overcome are :

- 1) Credit transfer and accreditation;
- 2) Differing academic year and length of course;
- 3) Language barrier and environmental adjustment;
- 4) Difficulty in obtaining appropriate financial assistance;
- 5) Lack of information of the procedure between host university and home universities; and
- 6) Limitation of the variety of international programs.

**Sixth UMAP Reference Group Meeting
25 - 27 August 1998
Bangkok University, Bangkok, Thailand**

ANNEX 9

**SOCRATES-ERASMUS from the University Perspective
by Prof. Francois Pitavy
Vice President for International Affairs,
University of Burgundy, France**

SOCRATES-ERASMUS from the University Perspective

by Prof. Francois Pitavy
Vice President for International Affairs
University of Burgundy, France

The European academic programs are not seen as a model, but as another experience, initiated a few years before.

Even though the objectives and problems are comparable, there is one basic difference: education. Since the Maastricht Treaty, education has become a political aim, written as one of the European priorities : to promote European citizenship. If mentalities are to change, the common currency would not be enough, though it makes Europe credible in the minds of students.

Hence the shift from ERASMUS to SOCRATES, in which each university signs a 3-year contract with the European Education Commission, with a formal European strategy and objectives, within the European guidelines. The funds are allocated by evaluation of objectives and achievements. Meeting the objectives means bonus funding. This makes for accountability and cost effectiveness.

Principles for Student Mobility

- Each student pays for tuition fees at home and enjoys full student privileges in host university.

- Duration : from 3 to 12 months - renewable with same ERASMUS status for 1 year but without funding

- Level : from 2nd year to doctoral programs included.

- Prior bilateral agreements between institutions : no "floating" students, so that preparation (including linguistics), supervision, granting of credits can be done in good conditions. No limitation on the part of Brussels as to nature and extent of those relations, provided they are working agreements.

- ECTS : almost a passport to get funding (about 1,400 institutions out of 1,600 - 1,700 in the European academic scheme have adopted or are adopting ECTS).

The principles of ECTS are very close to those of UCTS (See the UMAP Pilot Credit Transfer Scheme) : 60 credit points per academic year, individual student contact, information package, transcripts, etc.

Practically, things do not always work that way. The principles and documents are indispensable as a guarantee for the students. In fact, students will often select courses a-la-carte, from different departments and different year (with academic supervision, of course). The lack of coincidence in academic calendars all over Europe makes things even more complex. So there is an absolute necessity for individual supervision and flexibility in final granting of degrees. Credit points and grading systems are necessary, for convergence, but will remain indicative. Due to a long history going back some time to the Middle Ages, differences in mentalities, academic traditions and habits will, and must, be retained.

So the European academic objectives do not work so much toward standardization (rather convergence) as toward new projects : joint or double degrees, development of curricula, intensive programs, not initiated nationally but through networks, involving no fewer than 3 countries.

Obstacles

- Language : necessity of English and other languages
- Housing problems (the responsibility of individual institutions)
- Academic calendars : a major problem
- Funding : Brussels money is often seed money, to be complemented by other sources : universities, business, but mostly local and regional governments (as in France, Germany)

Conclusions

Those programs are not models, but incentive, which should be kept flexible and compatible with others (USA, UMAP...).

Open universities, new educational technologies are indispensable to complement and extend mental mobility, but individual experience remains essential. The students and their future employers know it.

**Sixth UMAP Reference Group Meeting
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ANNEX 10

UMAP Credit Transfer Scheme

UMAP STEERING COMMITTEE

UMAP CREDIT TRANSFER PILOT SCHEME

REPORT TO UMAP REFERENCE GROUP MEETING

BANGKOK UNIVERSITY

25-27 AUGUST 1998

Background to UCTS project

At the UMAP Reference Group meeting in Wellington in 1996, a presentation on the European Credit Transfer Scheme was made. The meeting identified limited credit transfer within UMAP as a major barrier to student mobility in the region. It was agreed that UMAP should consider ways in which the European Credit Transfer Scheme (ECTS) could be adapted to the Asia Pacific.

At the UMAP Working Party meeting in Thailand last year, Australia put forward a proposal to fund a project to develop a pilot credit transfer scheme for UMAP. This was strongly endorsed by the meeting. A Steering Committee was subsequently established and has now met three times.

The purpose of this paper is to inform the Reference Group of progress with the UMAP Credit Transfer Scheme (UCTS) project and to seek guidance from Reference Group members on the broad directions of the project.

Issues

The Steering Committee has examined the ECTS as well as other credit transfer schemes and has undertaken research on higher education systems in the region in order to assess the suitability of applying key elements of the ECTS to UMAP. The Steering Committee has concluded that the special features of the Asia-Pacific and of UMAP would not permit a simple translation of the ECTS to UMAP purposes.

In particular, since UMAP is essentially a staff initiated exchange program whereas ERASMUS is essentially a student initiated exchange program, there is a need for the UCTS to be shaped in some ways differently to the ECTS. However, the Steering Committee believes that there are benefits maintaining some elements in common with the ECTS to facilitate exchanges between ERASMUS and UMAP at a later date if possible.

Attached to this paper (Attachment A) is a short questionnaire which UMAP members are asked to complete and return to the UCTS Steering Committee during the Reference Group meeting. Responses to the questionnaire will help shape the UCTS project and its implementation as a trial.

On the basis of its research and analysis, the Steering Committee puts the following recommendations to the Reference Group for endorsement.

Administration of UCTS

Any degree of centralisation will impose significant costs. Sufficient funding is unlikely to be available across UMAP countries to facilitate any significant degree of centralised administration.

UMAP exchanges differ significantly from SOCRATES-ERASMUS exchanges in that they are initiated generally by staff through bilateral arrangements rather than by the students themselves. Under such circumstances it is easier to allow individual universities to take prime responsibility for administering the UCTS as part of the process of negotiating and developing and implementing a bilateral exchange agreement.

Recommendation 1

Individual universities should take responsibility for using the UCTS as part of the administrative process currently used in developing and implementing UMAP exchanges.

The UMAP International Secretariat should take on a promotional role and a monitoring role.

Purpose of UCTS

Recommendation 2

The main purpose of UCTS should be to help make UMAP more effective. However, UCTS should also facilitate greater mobility between UMAP countries and other regions.

Development of information packages

Universities participating in the ECTS are given substantial funding support from the European Commission to develop information packages. Funding will not be available to universities participating in the UCTS. Most universities now have substantial and effective information packages for prospective students. While these tend to differ from institution to institution, there appears to be no strong argument to require a uniform approach.

Recommendation 3

In order to keep costs of implementing UCTS to a minimum and to encourage university participation in the UCTS, it is recommended that participating universities be permitted to use existing information materials.

Users' Guide

Recommendation 4

It is recommended that the UCTS have a User's Guide which is based on the ECTS Guide. This should be made available via a UMAP Home Page as well as in hard copy form. Multiple copies should be made available to UMAP National Secretariats.

The User's Guide would be produced as part of the present project.

Pilot scheme time frame

In order to involve a sufficient number of exchanges to fully test the pilot UCTS, there is a need to run the pilot for a number of years. However, throughout the pilot phase the scheme should be monitored by the UMAP International Secretariat with regular reporting to the UCTS Steering Committee and provision for adjustments to the scheme.

Recommendations 5

- 1. The UCTS pilot should run for a period of five years.*
- 2. Information on the scheme should be collected and collated by the International Secretariat in conjunction with the National Secretariats and reported to the Steering Committee.*
- 3. The UCTS Steering Committee should continue to operate throughout the pilot phase and, on the basis of reports from the International Secretariat, determine whether adjustments to the pilot scheme are necessary.*

Selection of subject areas/disciplines for the UCTS pilot

Recommendation 6

To maximise the number of students participating in the pilot, there should be no limitation on subject areas included in the pilot.

Countries to participate in the UCTS pilot

There appears to be no strong argument to limit the number of UMAP countries participating in the pilot program given that the proposed mechanism to drive the UCTS is the bilateral agreements to be developed

and implemented between universities. Quality assurance is assured since the proposed mechanism is based on mutual acceptance of standards by universities.

Furthermore, the more countries participating in the trial the greater the pilot sample. In addition, any sensitivities arising from exclusion from the pilot are avoided.

Recommendation 7

It is recommended that participation in the UCTS pilot be open to all UMAP members.

Credit point system

For the purpose of converting credits from one university system to another in a standardised way, the UCTS should adopt a credit points system. ***This would not take the place of credit arrangements in each UMAP member country.*** It is simply a mechanism to facilitate standardised conversion.

Recommendation 8

It is recommended that the UCTS be based on a 60 point credit system. This is a comparatively simple system to implement and will allow the UCTS to link with the ECTS to facilitate mobility between UMAP and SOCRATES-ERASMUS.

Grading scale

The UCTS also needs a grading scale to facilitate standardised conversion of grades. ***This would not take the place of grading arrangements in each UMAP member country.*** The simplest approach in terms of administrative burden, and the one most likely to provide uniform results, would be a universally agreed grading scale. Adapting the ECTS scale to suit systems in the Asia Pacific would facilitate exchanges between UMAP and SOCRATES-ERASMUS.

Recommendation 9

It is recommended that the UCTS adapt the ECTS grading scale.

Application procedures/Transcript of Records/ Learning Agreement

Since UMAP exchanges are essentially staff initiated, the application form could be simple. Indeed, given the mechanism used to initiate UMAP exchanges, there is a case for no application form at all. However, provision to capture key data on country (sending and receiving), age, gender, field of study and language could be used for monitoring purposes.

The ECTS Transcript of Record needs to take account of a range of complexities associated with multiple country and extended exchanges. The UCTS Transcript of Record could, at least initially, be substantially simpler since exchanges are essentially bilateral and for one year or less.

A Learning Agreement is also a key document in a credit transfer scheme since it promotes transparency. The ECTS Learning Agreement is a relatively simple document and with some minor modifications to suit UMAP could be introduced without substantial cost or commitment from participating universities.

Because for UMAP purposes these provisions can be substantially simplified from the ECTS model, they could be accommodated on the one 'Record of UMAP Exchange' form – as shown at Attachment B.

Recommendation 10

A simple form combining application details, Transcript of Record and Learning Agreement be developed for the UCTS along the lines of the model at Attachment B.

Appointment of UCTS pilot national contact persons

Currently, each UMAP member country has a national secretariat whose responsibility includes the promotion of UMAP and the facilitation of exchanges. During the pilot phase it is not expected that taking on the role of UCTS national contact person will add undue administrative burden to national secretariats. As national contacts the secretariats might be expected to:

- provide advice to universities on how the UCTS operates;
- be a clearing house for UCTS documents;
- promote participation in the UCTS as part of their broader UMAP promotional role; and
- monitor use of the UCTS via receipt of application forms and responses to the biennial UMAP surveys.

Recommendation 11

It is recommended that UMAP national secretariats take on the role of UCTS national contacts.

Institutional co-ordinator/s

Some measure of institutional coordination is required to distribute and collect UCTS documents.

Recommendation 12

It is recommended that universities participating in the UCTS trial be required to nominate an institutional contact/coordinator. National UMAP Secretariats should maintain a list of nominated institutional contacts/coordinators.

Departmental/discipline co-ordinators

Since UMAP exchanges are staff initiated, coordinators are automatically selected. Some effort may be needed by UMAP national secretariats to familiarise these staff with the UCTS in order for them to provide advice to students.

Recommendation 13

It is recommended that UMAP staff involved in initiating and implementing UMAP exchanges be fully appraised of the UCTS in order to implement it effectively and to provide advice to students.

UCTS trial

The UCTS Steering Committee proposes that the UCTS trial commence on the earliest semester commencement date after July 1999 in those UMAP countries willing to participate. This will enable the pro formas and the User's Guide to be finalised, printed and distributed to UMAP National Secretariats. It will also provide sufficient time for National Secretariats to discuss implementation of the trial with member universities.

Recommendation 14

The UCTS trial commence in 1999.

UMAP Credit Transfer Scheme – grading scale

At the UMAP Working Party meeting last year the Australian Government offered to fund the development of a credit transfer scheme for UMAP. This was strongly endorsed by the Working Party. The Working Party also agree to establish a project Steering Committee to oversee the project.

At its first meeting, the Steering Committee agreed that the Australian Vice-Chancellors' Committee (AVCC) should be invited to undertake this project. The AVCC will present a report on progress to the forthcoming UMAP Reference Group meeting.

The Steering Committee wishes to gather information on the grading scales (or marking schemes) used in the region, for the purpose of adapting the attached scale (originally developed for the European Credit Transfer Scheme). The purpose of the UCTS grading scale, in its final form, will be to enable universities to standardise conversion of the grades awarded to students studying under UMAP.

The scale will not replace the grading arrangements of participating universities, but will be used as a conversion scale only.

You are asked to provide

- information on the grading scale used in your country's universities, or (if the scale varies between universities) a sample of grading scales currently in use, and
- comment on the proposal to adapt the attached scale, for the purpose of converting the grades of UMAP students from host to home university.

Your response is requested **by 7 August 1998** and should be addressed to:

Dr Anthony P. Haydon
Director, Credit Transfer & Cross Sectoral Issues
Australian Vice-Chancellors' Committee
Suite 2, Ground Floor
147 Ward Street
North Adelaide, SA
Australia 5006
Tel: +61-8-8239-0998
Fax: +61-8-8239-0997
email: thaydon

THE ECTS GRADING SCALE

ECTS grade	% of successful students normally achieving the grade	Definition
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A	10	EXCELLENT: outstanding performance with only minor errors
<hr/> B	25	VERY GOOD: above average standard but with some errors
<hr/> C	30	GOOD: generally sound work with a number of notable errors
<hr/> D	25	SATISFACTORY: fair but with significant shortcomings
<hr/> E	10	SUFFICIENT: performance meets the minimum criteria
<hr/> FX	-	FAIL: some more work required before the credit can be awarded
<hr/> F	-	FAIL: considerable further work is required

C:\DOCS\PROJECT\UCTS\gr_scale.doc
3/07/98

UMAP CREDIT TRANSFER SCHEME

NEXT STEPS

On the assumption that the UMAP Reference Group approves the directions of the project, the Steering Committee may wish to consider the next steps in the project.

User's Guide

The User's Guide is a key element of the project. It will be targeted at staff initiating UMAP exchanges and explain how the UCTS works and how they go about participating in the Scheme. It will also serve as the key information source on the UCTS for students.

The Steering Committee may wish to consider the following timetable for the production of the User's Guide:

- First draft completed in October
- Circulated to UMAP National Secretariats for comment
- Comments incorporated into final draft by mid-November
- Final draft presented to Steering Committee scheduled for early December
- User's Guide finalised and delivered to DEETYA by 31 December

UCTS Implementation Strategy

The implementation strategy will outline the practical steps the Pilot International Secretariat and the National Secretariats will need to take to implement the UCTS trial.

Subject to Steering Committee agreement, development of the Implementation Strategy could be undertaken in parallel with development of the User's Guide with the same key steps and dates applying.

**Sixth UMAP Reference Group Meeting
25 - 27 August 1998
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ANNEX 11

**Korea's Plan for 1999 Reference Group Meeting
and 2000 UMAP Conference**



Korean Council for University Education

27-2, Youido-dong, Youngdungpo-gu, Seoul 150-742, KOREA (Tel)822-783-3065 822-780-7941 (Fax)822-783-3645

17 August 1998

Circular letter

Dear Colleagues:

I am great pleased to inform you of the intention to hold 1999 - 2000 UMAP Working Party Meeting and Reference Group Meeting in Korea under the auspices of KCUE.

These Meetings, which is a major event in higher education of Asia and Pacific regions, will offer you an opportunity to meet many people from UMAP member countries.

We make plans for both Meetings tentatively as follows;

1. date

- Working Party Meeting : 13~19, September, 1999
- Reference Group Meeting : early September, 2000

2. place

- Working Party Meeting : Seoul (Hanyang University & Seoul National University)
- Reference Group Meeting : Cheju Island (Cheju National University)

3. keynote speakers

- the Prime Minister of Korea, or Minister of Education of Korea
- the President of Seoul National University, or the Chairman of KCUE



Korean Council for University Education

27-2, Youido-dong, Youngdungpo-gu, Seoul 150-742, KOREA (Tel)822-783-3065 822-780-7941 (Fax)822-783-3645

- Chairman, the Committee of Educational Matters of Korean Parliament

4. agenda

- UMAP constitutional related agenda
- UMAP credit transfer issues
- Issues on professional area recognition
- UMAP joint annual forum
- UMAP tri-belt cooperative scheme
 - ┌ Northern regional net
 - └ Southern ..
 - └ Western ..
- Continuous ongoing agendas
- UMAP chair program

(Other agendas will be formulated to every member country by early 1999.)

I will make sure to inform you as soon as we make out the details for next UMAP Meetings. If you have any ideas or concerns concerning next Meetings, please don't hesitate to contact us.

Sincerely yours,

Dr. Hyun Chong Lee
Secretary General
Korean Council for University Education

UMAP Working Party Meeting

14 – 19 September, 1999 Seoul, Korea

Program (tentative)

Monday 14 September

13:00 – 17:00 hrs. Steering Committee

Tuesday 15 September

08:30 – 09:30 hrs. Registration
09:30 – 09:50 Welcome
09:50 – 10:40 Keynote addresses
10:40 – 11:00 *Refreshments*
11:00 – 12:30 Discussion on continuous on- going agendas
12:30 – 14:30 *Lunch*
14:30 – 16:00 Working Session on constitution for UMAP
16:00 – 16:30 *Refreshments*
16:30 – 18:00 Report on UMAP credit transfer scheme project
18:00 Dinner hosted by Seoul National University

Wednesday 16 September

08:30 – 09:15 hrs. Keynote address
09:15 – 10:00 Discussion on professional area recognition
10:00 – 10:30 *Refreshments*
10:30 – 12:00 UMAP joint annual forum
12:00 – 13:30 *Lunch*
13:00 – 14:30 Country Reports – session 1
14:30 – 15:00 *Refreshments*
15:00 – 16:30 Country Reports – session 2
16:30 – 17:00 UMAP tri-belt cooperative scheme
17:00 – 18:30 Dinner hosted by Minister of Education
18:30 – 20:30 Cultural event

Thursday 17 September

08:30 - 10:00 hrs.

Discussion on UMAP chair program

10:00 - 10:30

Refreshments

10:30 - 12:00

Discussion of other matters

Summary and Declaration for adoption

12:00 - 13:30

Lunch

14:00 - 17:00

Campus Tour

- Seoul National University

- Chungnam National University

***Friday 18 - Saturday 19
September***

Sightseeing Mt. Kungang (North Korea)