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Cross-Border Cooperation and Trade in Higher Education Services in APEC

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Cross-border Cooperation and Trade in Higher Education Services in APEC

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WHY?

Universities perceive **academic** and **political**
outcomes of cross-border cooperation in
higher education as more significant than
economic outcomes?

*Results of JICA-RI surveys
on leading universities and cross-border
collaborative degree programs
Japan, March 2012*

Goals of the report

- to position trade in higher education services on the agenda of educators
- to allocate market driven interest of educational cooperation
- to stimulate debate and analysis of the risks and opportunities of increased trade in education services in APEC
- to outline possible avenues to resolve the conflicting interests of trade in educational services

Challenges

- Globalization of education, science and technology
- The growth of the knowledge economy
- Movement to lifelong cross-cultural learning
- Demographic crisis
- Individual economy budget limitations
- Increased emphasis on market-oriented borderless education

- → demand is growing
- → capacity is challenged

Opportunities

- New types of providers (corporate universities, for-profit institutions, media companies)
- Alternative types of cross border program delivery (branch campuses, franchise and twinning arrangements)
- Shift (or diversification) from student to program mobility
- Cross-border collaborative degree programs
- Alternate and virtual ways to deliver higher education (ICT for cross-border distance education)

Groups of interest in APEC

Providers (exporters)

- Australia
- Canada
- New Zealand
- US

Consumers

- Brunei
- China
- Chile
- Hong Kong, China
- Indonesia
- Japan
- Korea
- Malaysia
- Mexico
- PNG
- Peru
- Philippines
- Russia
- Singapore
- Chinese Taipei
- Thailand
- Vietnam

Obstacles & doubts

Academic	Administrative	Social
<ul style="list-style-type: none">• Difficulty of assuring quality• Irrelevance of education content• Difficulty of employment prospect• Lack of accreditation	<ul style="list-style-type: none">• Insufficient financial resource• Insufficient administrative capacities• Miscommunication with partner university• Difficulty of credit transfer recognition• Differences in academic calendars• Difficulty of recruiting students• Difficulty of resolving language issues	<ul style="list-style-type: none">• Inequity of access• Brain drain• Overuse of English as medium• Loss of cultural or domestic identity

Trade barriers for ES

- Restrictions on the use/import of educational materials (academic tools of trade).
- Visa requirements regulating the free flow of international students and providers
- Foreign exchange requirements regulating the free flow of international students;
- Qualification recognition issues which act as a deterrent to gaining qualifications at overseas institutions.
- Rules on twinning arrangements which restrict the development of these institution-to-institution arrangements;
- Lack of transparency of government regulatory, policy and funding frameworks.
- Employment rules regulating the free flow of academics;

Ongoing activities

- Policy discussions on harmonization of higher education in Southeast Asia lead by ASEAN University Network (AUN)
- New Asian regional framework of higher education discussed by ASEAN+3 (2009)
- Proposals of “Asian version of ERASMUS”
- CAMPUS Asia (Collective Action for the Mobility Program of University Students) among China, Korea and Japan (2011)
- Inter-regional Cooperation is also in progress.- ASEM

What to be done in APEC to facilitate trade in HE services?

- mobility of students
- mobility of researchers
- mobility of education providers
- interaction between higher education institutions
- regulatory convergence in quality assurance systems
- data collection on trade in education services

Desired outcomes

- To address common education challenges by sharing experiences and knowledge
- To promote market-oriented cooperation of universities and trade in higher education services within APEC region
- To elaborate higher education degree programs, which are institutionally produced or organized with cross-border university partnership

Conclusion

Market-oriented, non-discriminatory approach and clear vision of measurable economic benefits should determine APEC agenda on cross-border cooperation and trade in education services, that will guarantee innovative economic growth and prosperity for the individual economies and the whole APEC region.