



**Asia-Pacific
Economic Cooperation**

2018/GOS/SYM/016

Education Services

Submitted by: RMIT University



**Symposium on Services Trade
Singapore
30 May – 1 June 2018**

Education Services

Professor Christopher Ziguras

APEC Symposium on Services Trade
30 May – 1 June 2018
Singapore



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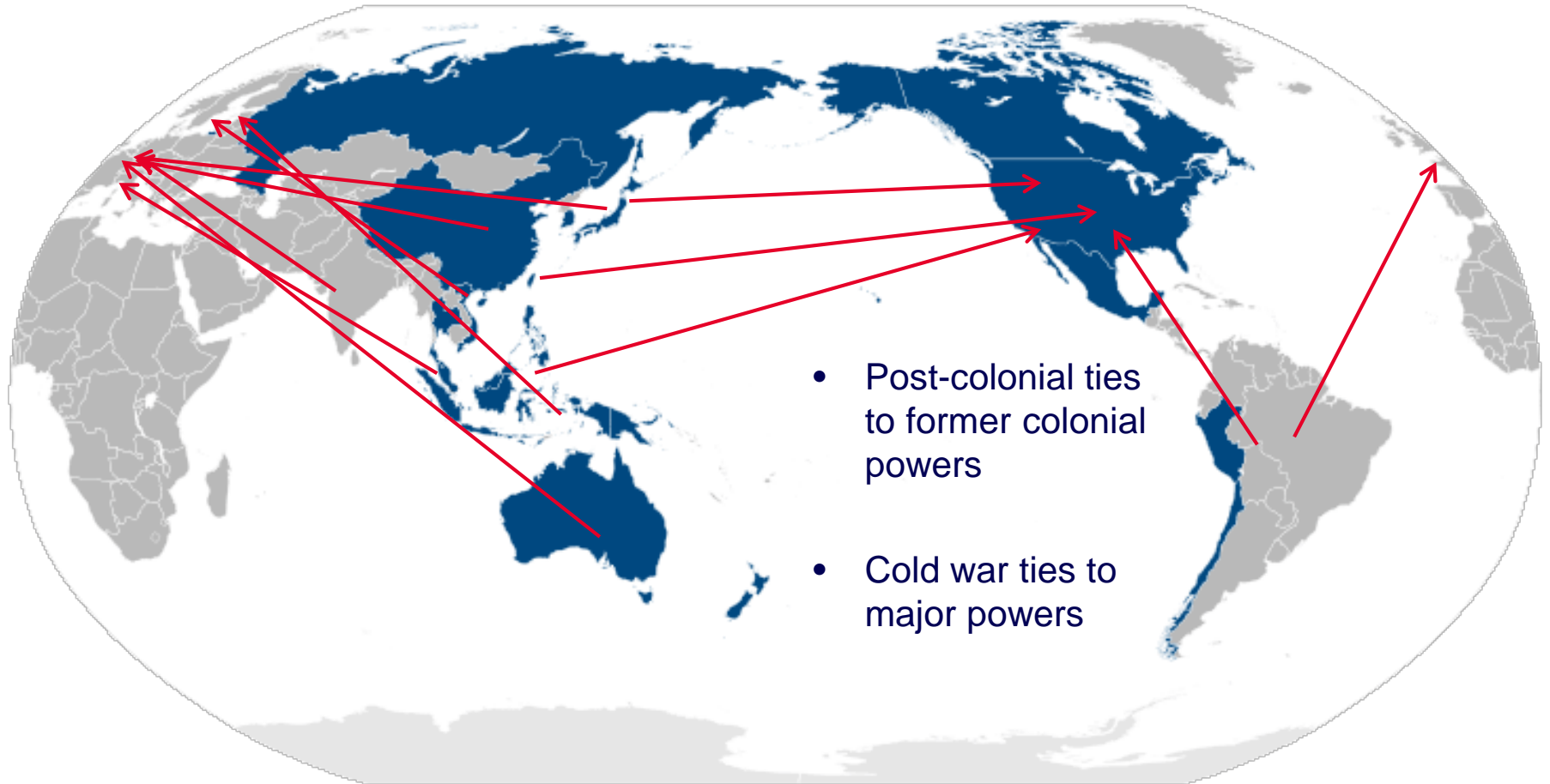
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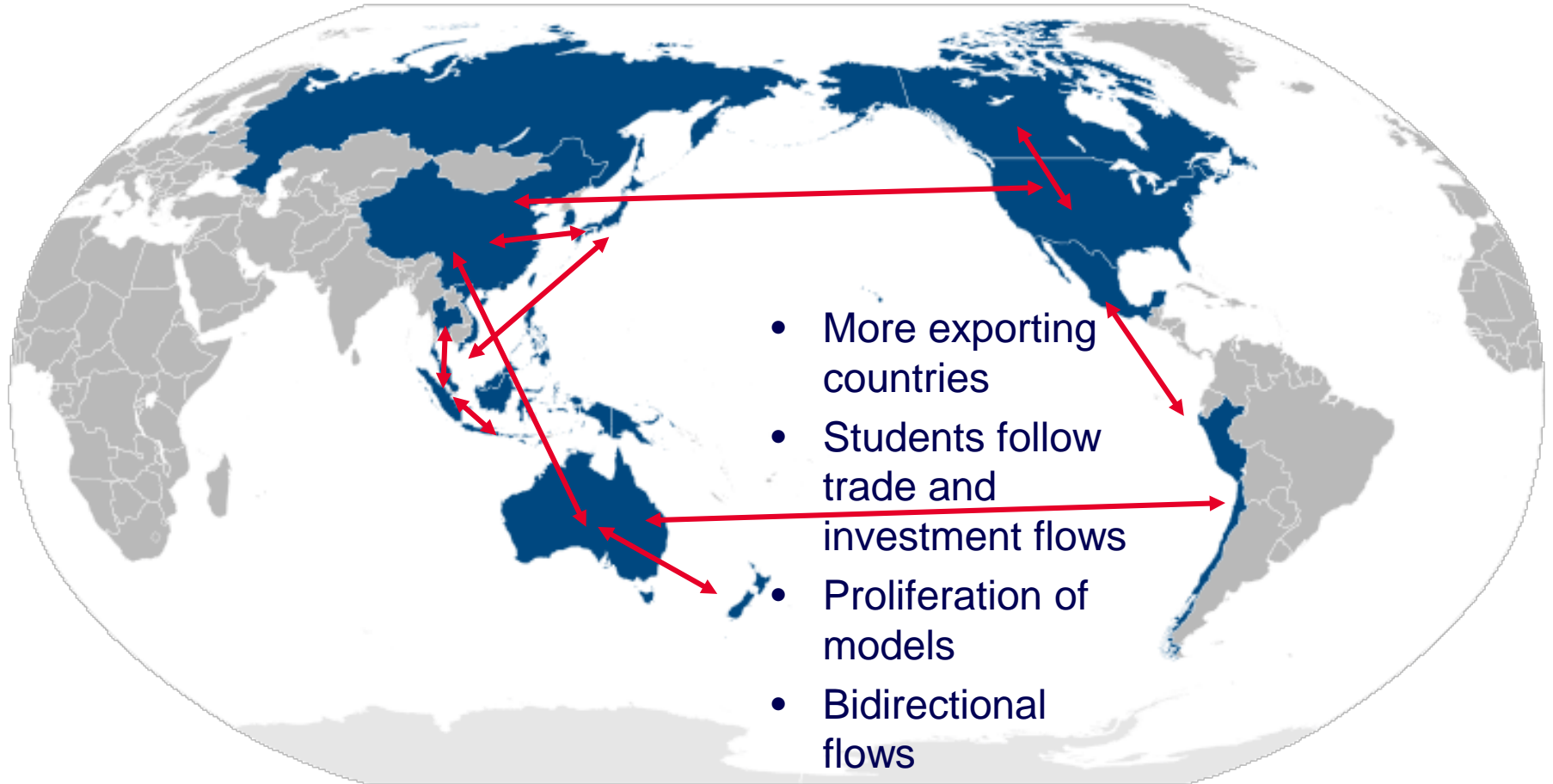
**who's taking
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Regional trends

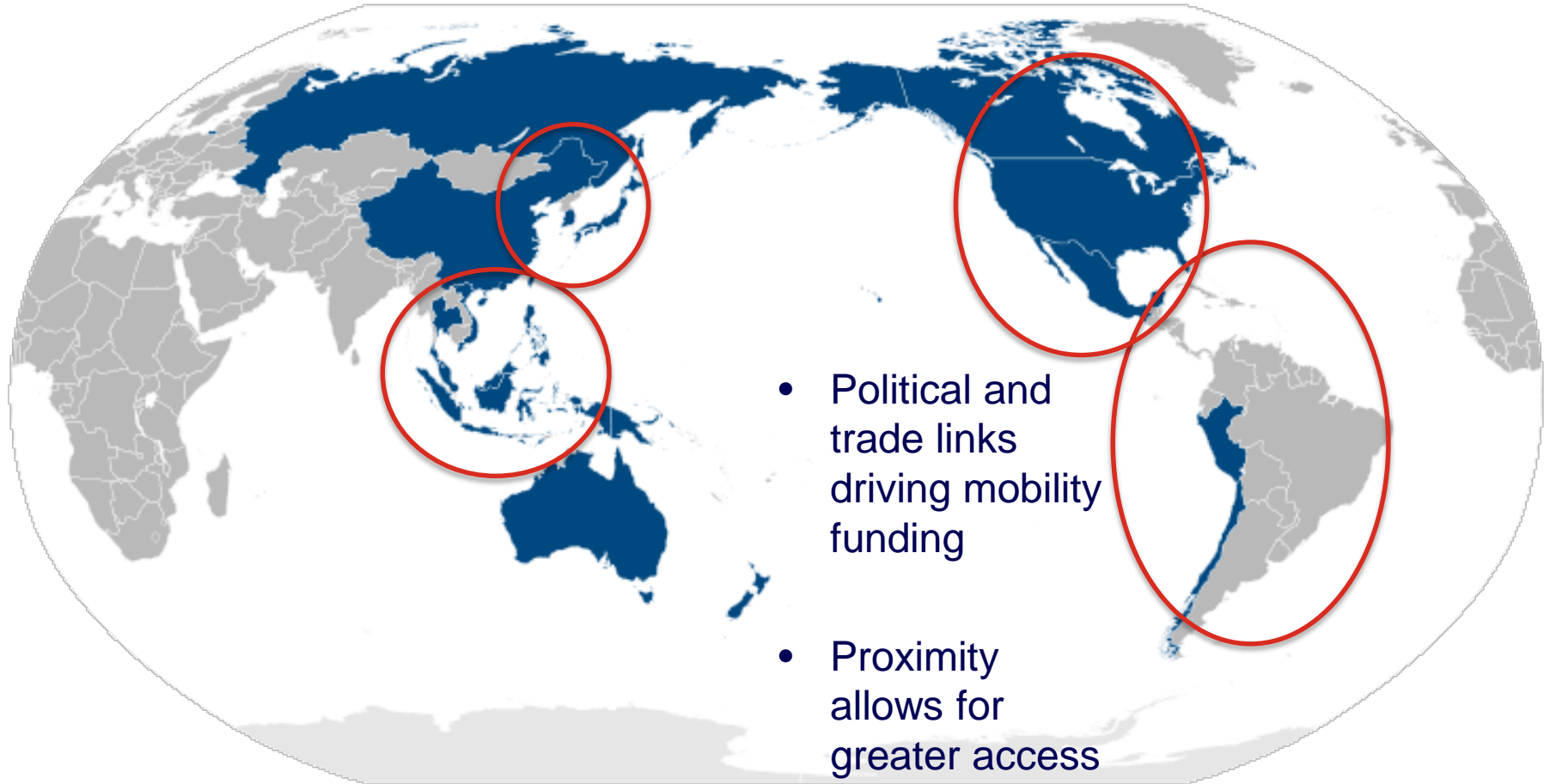
Pre-APEC student mobility



Diversification



Regionalization



- Political and trade links driving mobility funding
- Proximity allows for greater access to mobility and collaboration

Recent regulatory developments

- Gradual harmonization of educational systems (impact of PISA, Bologna)
- National qualification frameworks
- National accreditation and quality assurance frameworks
- Growing ease of recognition of foreign qualifications (eg. MRAs, *Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education 2011*)
- Almost zero regulation of non-formal education

Vladivostok Declaration, 2012, Annex D: “Educational cooperation and promoting cross-border exchange in education services

1. Enhancing the mobility of students
2. Enhancing the mobility of researchers
3. Enhancing the mobility of education providers
4. Increasing the interaction between higher education institutions
5. Increasing data collection on trade in education services



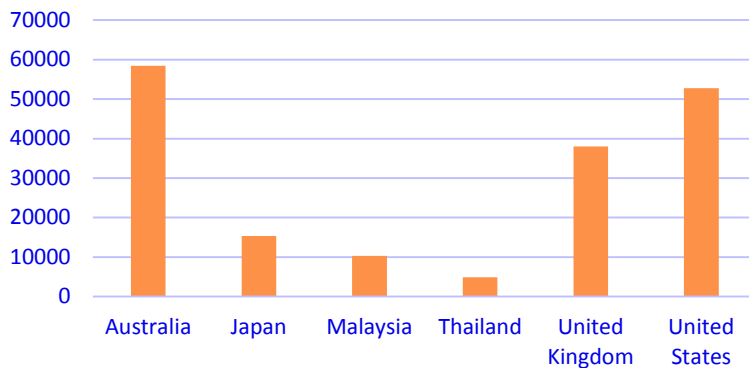
Models

ASEAN students undertaking HE programs abroad

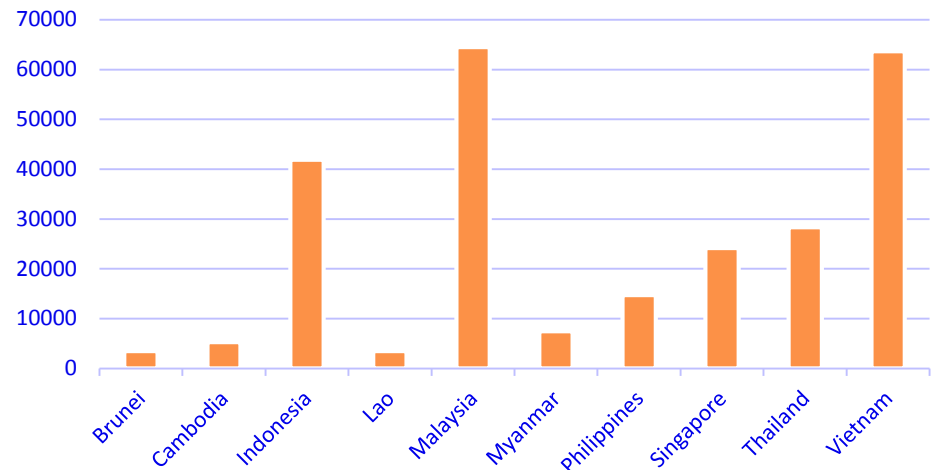
Over 250,000 ASEAN students are taking degrees outside their home country (UNESCO 2015 data)

Intra-ASEAN mobility is mostly to neighbouring countries with a higher GDP per capita

Major destinations of ASEAN students



ASEAN students undertaking HE programs abroad

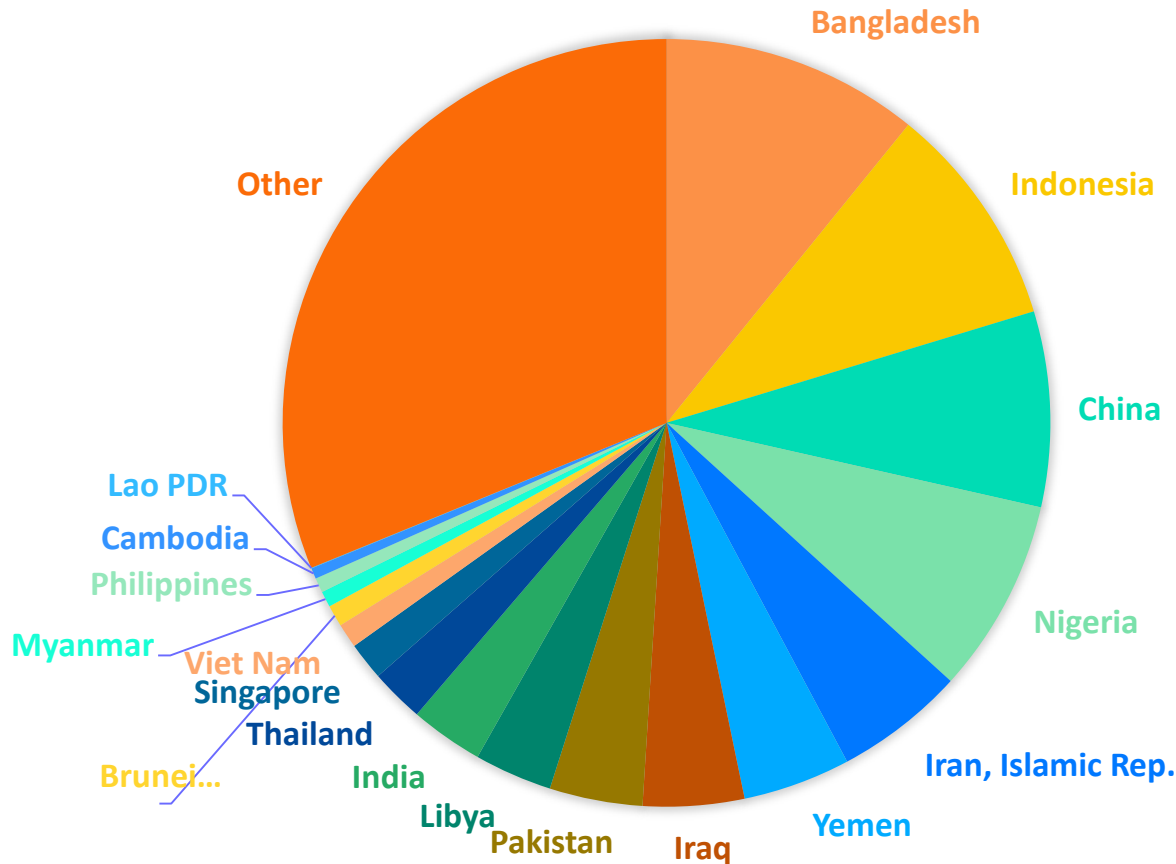


Mobility out of the region is predominantly to major English language destinations

Japan and Malaysia are the largest Asian destinations

Singapore and China are likely major destinations too, but don't provide data

International degree students in Malaysia



60,244 international degree students in 2015 (UNESCO)

17% are from other ASEAN countries

Chart shows top 10 countries plus ASEAN >5

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Japanese student mobility

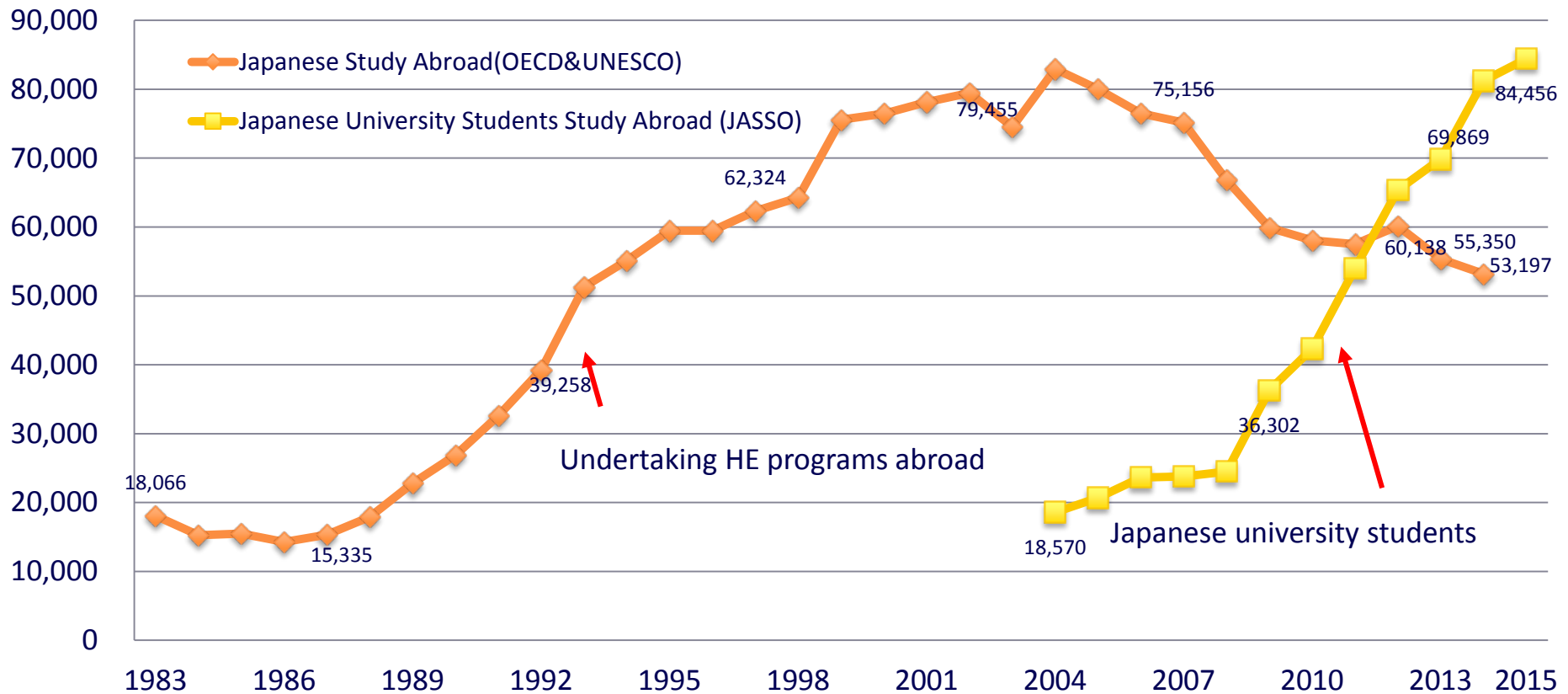
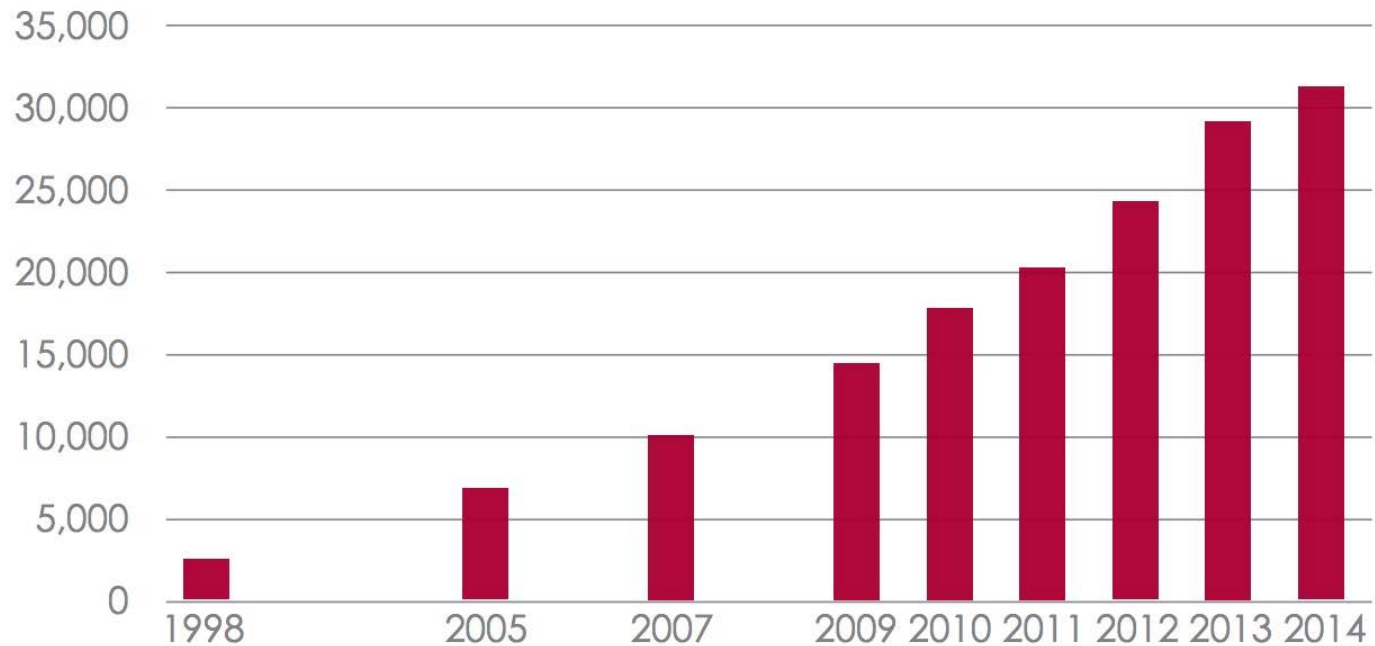


Chart source: Akinari Hoshino & Nami Iwaki (2017) Expansion of Outbound Study Abroad in ASEAN Countries: Focusing on Historical Transformation and Case Studies of Nagoya University, UMAP and JAISE International Forum 2017: Trends and Prospects of Mobility: Student Mobility and Support in the Asia-Pacific Region, Toyo University, Tokyo, 18-19 August (slightly adapted)

Australian student mobility

38,144 students in Australian higher education studied abroad in 2015, equal to nearly 20% of completing undergraduates

CHART 1: PARTICIPATION IN LEARNING ABROAD
(by Headcount) 1998, 2005, 2007 and 2009–2014



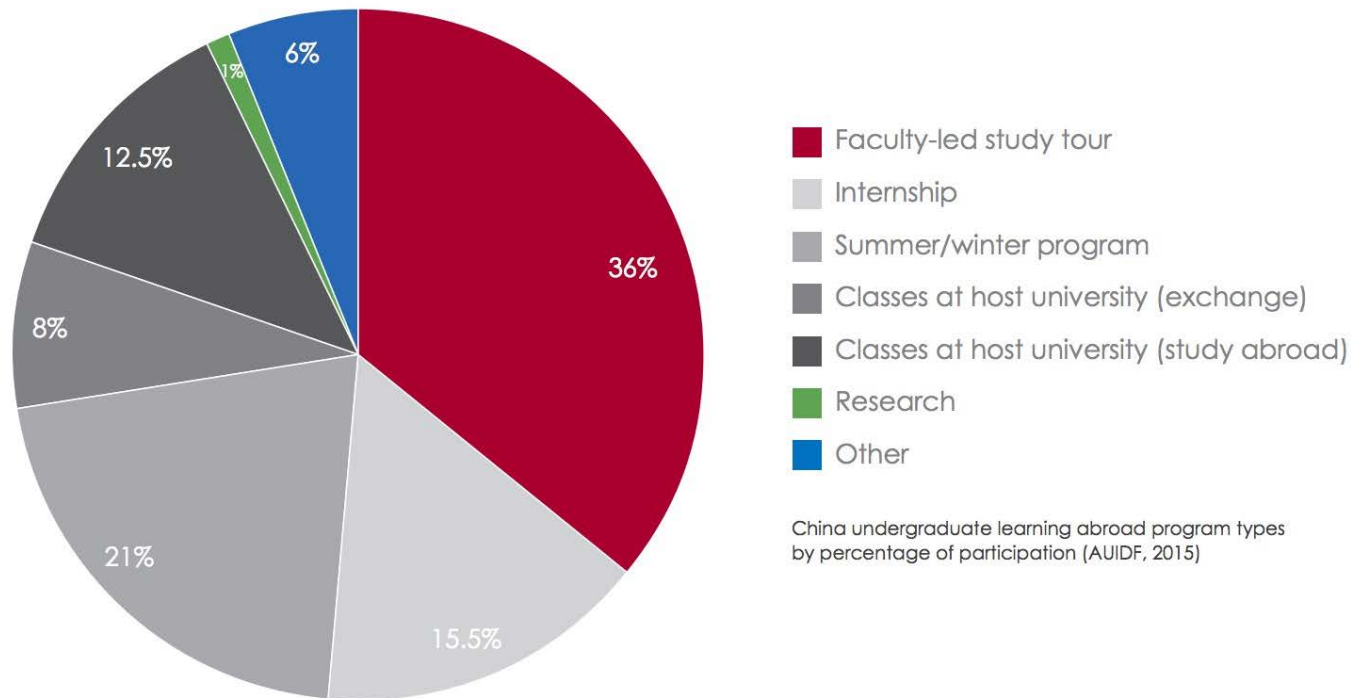
Australian learning abroad destinations

TABLE 1: TOP DESTINATION COUNTRIES 2014		% OF STUDENTS	RANK 2013	RANK 2012
1	USA	15.4%	1 (15.5%)	1 (14.3%)
2	China	9.2%	2 (9.1%)	3 (8.9%)
3	UK	8.8%	3 (8.9%)	2 (9.0%)
4	Canada	4.8%	4 (5.4%)	4 (4.7%)
5	Japan	3.8%	9 (3.4%)	8 (3.5%)
6	Indonesia	3.4%	13 (2.3%)	n/a (1.8%)
7	India	3.3%	11 (2.6%)	9 (3.0%)
8	Germany	3.3%	7 (3.9%)	5 (4.0%)
9	Italy	3.1%	5 (4.2%)	7 (3.8%)
10	France	3.0%	6 (4.1%)	6 (3.9%)

Source: AUIDF, 2015; Olsen, 2014; Olsen, 2013

New modes of short term student mobility are growing rapidly

CHART 3: LEARNING ABROAD – CHINA PROGRAMS



Our Universities



Host Universities



Atma Jaya University



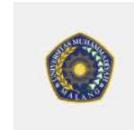
Bogor
Agricultural University



Gadjah Mada University



Indonesian Islamic
University



Muhammadiyah
University



Parahyangan Catholic
University



Sanata Dharma
University



Satya Wacana University



University of Indonesia

Member Universities



Australian
National
University



Curtin University



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DARWIN
UNIVERSITY



AUSTRALIA
ECU
EDITH COWAN
UNIVERSITY



Flinders
UNIVERSITY



Griffith
UNIVERSITY



LATROBE
UNIVERSITY AUSTRALIA



Universiteit
Leiden
The Netherlands



MACQUARIE
UNIVERSITY



MONASH
UNIVERSITY



MURDOCH
UNIVERSITY
PERTH, WESTERN AUSTRALIA



QUT
Queensland University of Technology
Queensland Australia



RMIT
UNIVERSITY



SOAS
UNIVERSITY OF LONDON



SWINBURNE
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- [Indonesian Language Teacher Immersion \(ILTI\)](#)
- [International Relations \(IRP\)](#)
- [Indonesian Business, Law & Society \(IBLS\)](#)
- [West Java Field Study \(WJFS\)](#)
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Are You Ready?

61

Ratios

100

Equivalent Ratios

20

Ratio Word Problems

50

Rates

70

Rate Word Problems

60

Converting Rates

50

Solve Proportions

70

Pattern Rules and Tables

90

Graphing from a Table of Values 2

90

Find the Pattern Rule

80



Live Mathletics



Activities



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Common persistent barriers

- Cross-border supply – restriction on local providers partnering with foreign institutions, non-recognition of international online education
- Consumption abroad – student visa restrictions (processing time, restrictions on work rights)
- Commercial presence – institutional ranking, disciplines, cumbersome regulation of ‘inputs’
- Presence of natural persons – restrictions on foreign teaching and professional staff

