



United Nations
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Cultural Organization

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for Education

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Cross-Border Higher Education in Asia and the Pacific: *Challenges and Opportunities*

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UNESCO: Cross-border higher education

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Cross-border higher education (CBHE) is a term used by **UNESCO** to include the mobility of

- students
- programmes/institutions
- teachers/professionals

across national/regional jurisdictional or geographic borders

- **UNESCO/OECD: *Guidelines for Quality Provision in Cross-border Higher Education* (2005)**

UNESCO and Council of Europe: Transnational education

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The Council of Europe and UNESCO definition:

- ❑ **Transnational education** includes all types and modes of delivery of higher education study programs, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based.
- ❑ Such programs may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system.
- ❑ **UNESCO/ CoE:** *Code of Good Practice in the Provision of Transnational Education (2001)*

WTO/GATS and higher education

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- **General Agreement on Trade in Services (GATS, 1995)**
- Higher education is regarded as a tradable **service** that is subject to negotiations for market entry of foreign providers
- International students become a **major industry** in traditional receiving countries such as United States, United Kingdom and Australia
- The quest for becoming a **regional higher education hub** in many emerging systems

GATS 12 service sectors

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- Business Services
- Communication Services
- Construction and Related Engineering Services
- Distribution Services
- **Educational Services**
- Environmental Services
- Financial Services
- Health Related and Social Services
- Tourism and Travel Related Services
- Recreational, Cultural and Sporting Services
- Transport Services
- Other Services not Included Elsewhere

GATS: Four modes of supplying services

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	Criteria	Supplier Presence
Mode 1: Cross-border supply	Service delivered within the territory of the Member, from the territory of another Member	Service supplier not present within the territory of the member
Mode 2: Consumption abroad	Service delivered outside the territory of the Member, in the territory of another Member, to a service consumer of the Member	
Mode 3: Commercial presence	Service delivered within the territory of the Member, through the commercial presence of the supplier	Service supplier present within the territory of the Member
Mode 4: Presence of a natural person	Service delivered within the territory of the Member, with supplier present as a <u>natural person</u>	

Note: From the document MTN.GNS/W/124, available on the [World Trade Organization Website](#), posted courtesy of ISTIA

ASEAN Framework Agreement on Trade in Services (AFAS)

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- AFAS adopted in Bangkok in 1995, resulting in commitments in service sectors liberalization after 6 rounds of negotiations

<u>Limitation on market access</u>	Cross-border supply	Consumption abroad	Commercial presence	Presence of natural persons
Cambodia	None	None	None	Unbound, except as indicated in the horizontal section
Myanmar	None	None	As indicated in the horizontal commitments	
Brunei	None	None	Only through a joint venture with foreign equity not exceeding 49%	Unbound, except as indicated in the horizontal section
Indonesia	None	None	As indicated in the horizontal commitments	Unbound, except as indicated in the horizontal section
Lao PDR	None	None	As indicated in the horizontal commitments	Unbound, except as indicated in the horizontal section
Thailand	None	None	At least half of its director(s), and if applicable its managing director, must be the person of Thai nationality	Unbound

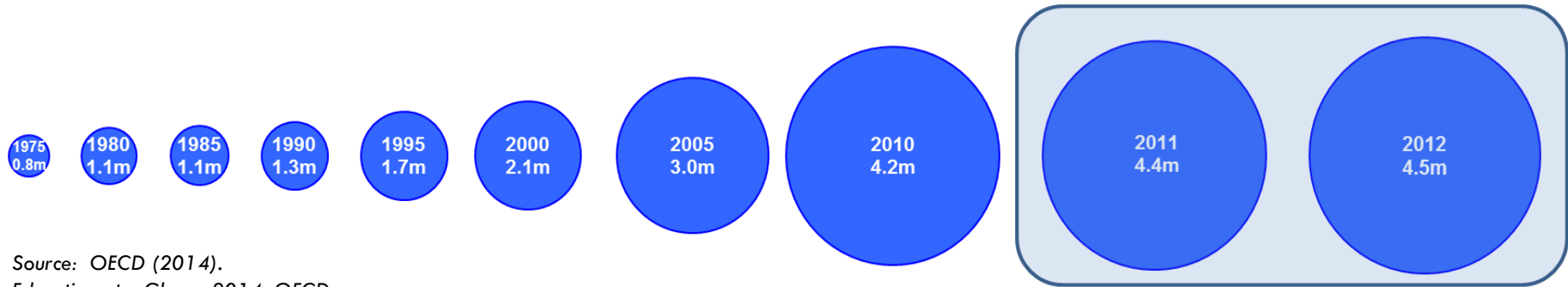
Two platforms, different approaches

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	UNESCO	WTO
Nature	Ideological and ethical organization pursuing for a culture of peace and international understanding	Global multilateral trade organization
Conception of HE	Public good	Commercial service
Principles	Humanism, academic freedom and autonomy	Market-driven
Main instruments	Regional Conventions on the Recognition of HE Qualifications	General Agreement on Trade in Services
National partners	MOE, HEIs and NGOs, etc.	Trade Ministry, etc.
Status of developing countries	Main cooperation partners for capacity building and institutional reforms	Likely to be marginalized

Growth in students enrolled outside their country of citizenship

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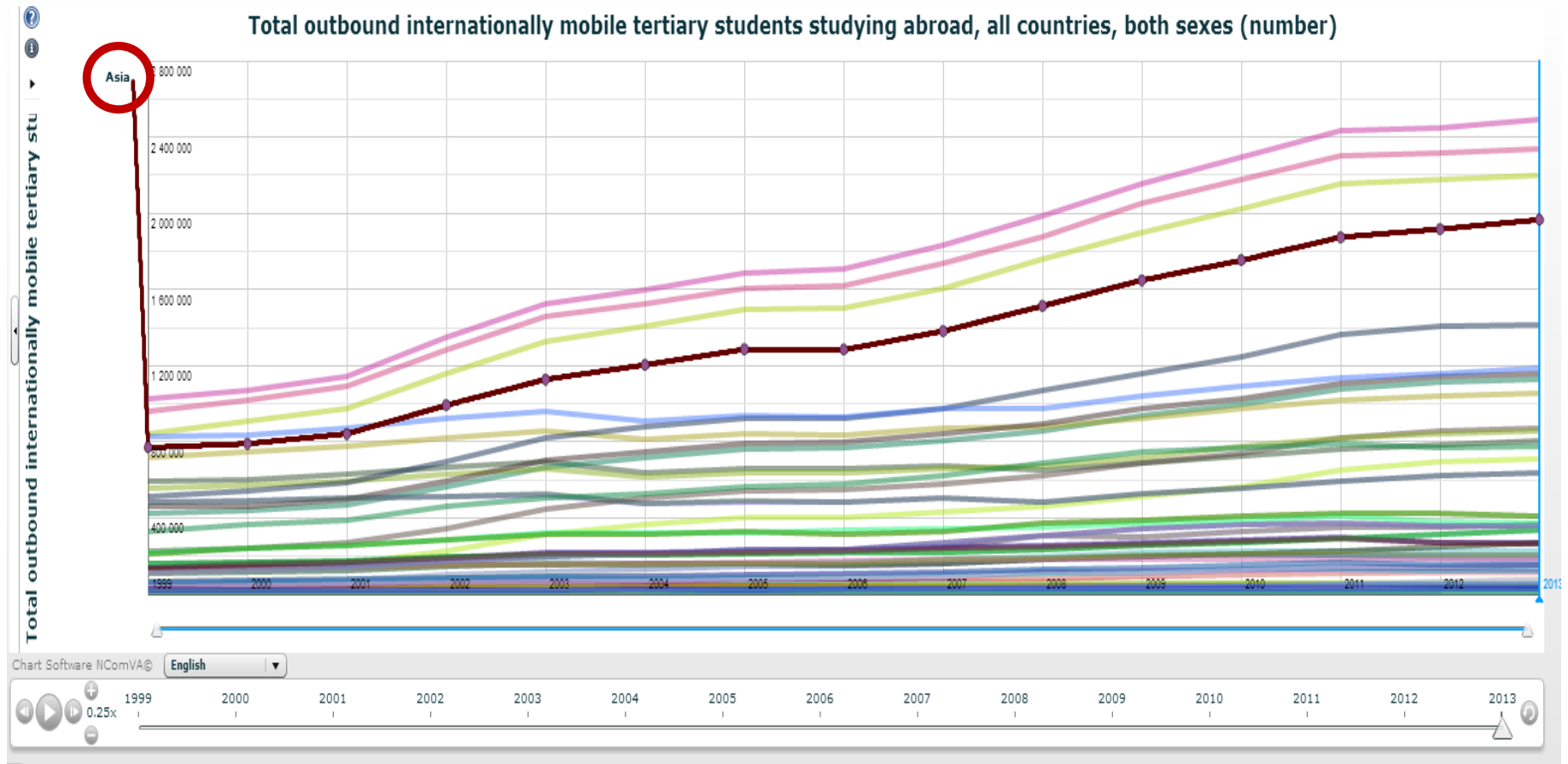


Source: OECD (2014).
Education at a Glance 2014: OECD

- **More than fivefold increase from 0.8m in 1975 to 4.5m in 2012**
- Academic credentials earned from top universities abroad may give students a better chance for employment in their home countries or even overseas (internationalisation of labour markets for highly skilled people)

Student mobility: Asia-Pacific in the Spotlight

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Source: UNESCO Institute for Statistics
<http://data.uis.unesco.org/index.aspx?queryid=172>

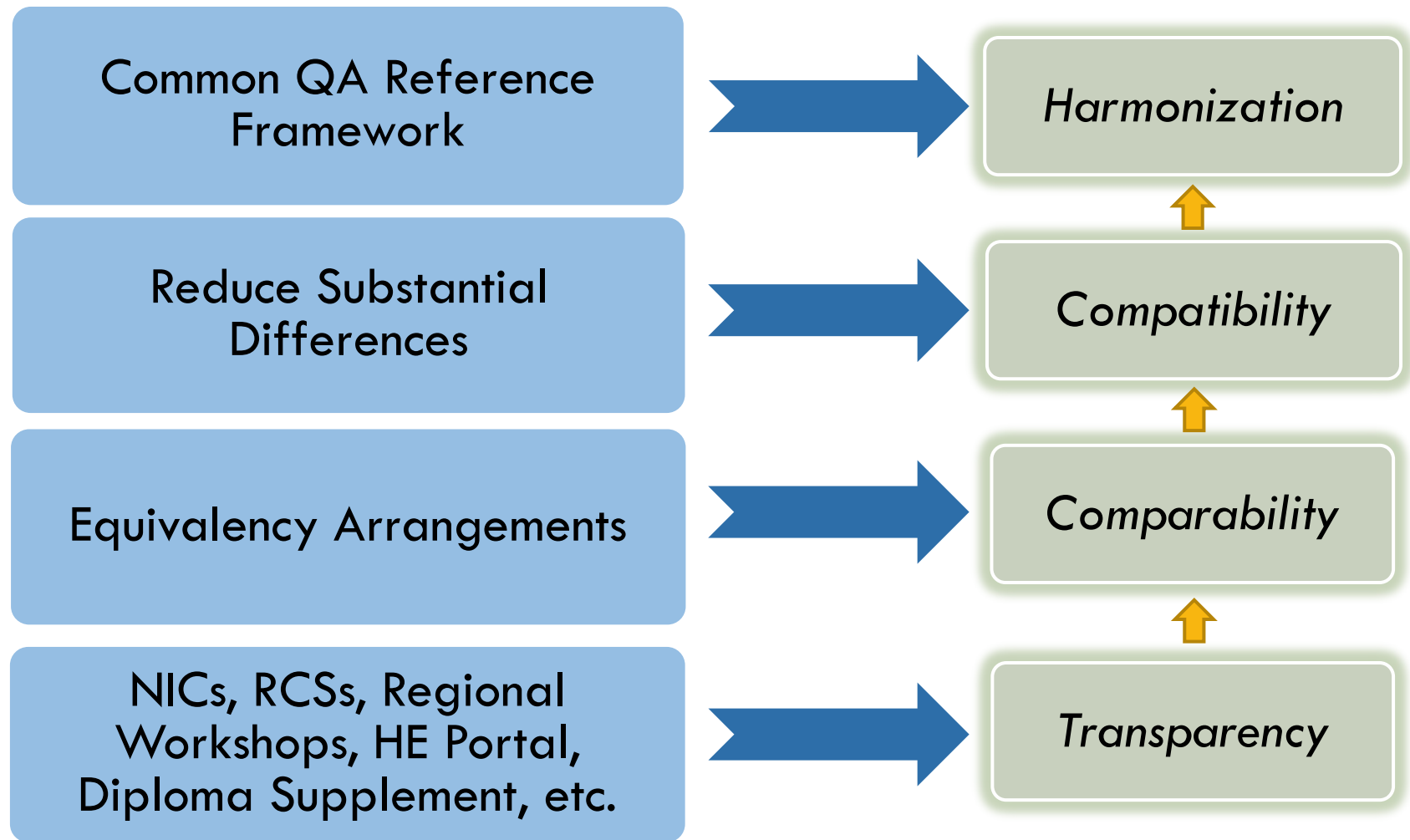
Cross-border mobility of students: a big issue with the support of a UNESCO Convention

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- ❑ In line with UNESCO's **mandate** to promote global intellectual and moral solidarity
- ❑ The first Asia-Pacific Convention adopted in 1983 in Bangkok, Thailand
- ❑ **New developments** in higher education had led to the **revision** of the convention in 2011 in Tokyo, Japan
 - Internationalization of higher education
 - The accelerating cross-border mobility of students, professionals, institutions and programmes
 - The diversification of higher education providers
 - The increasing use of ICT in the delivery of HE programmes

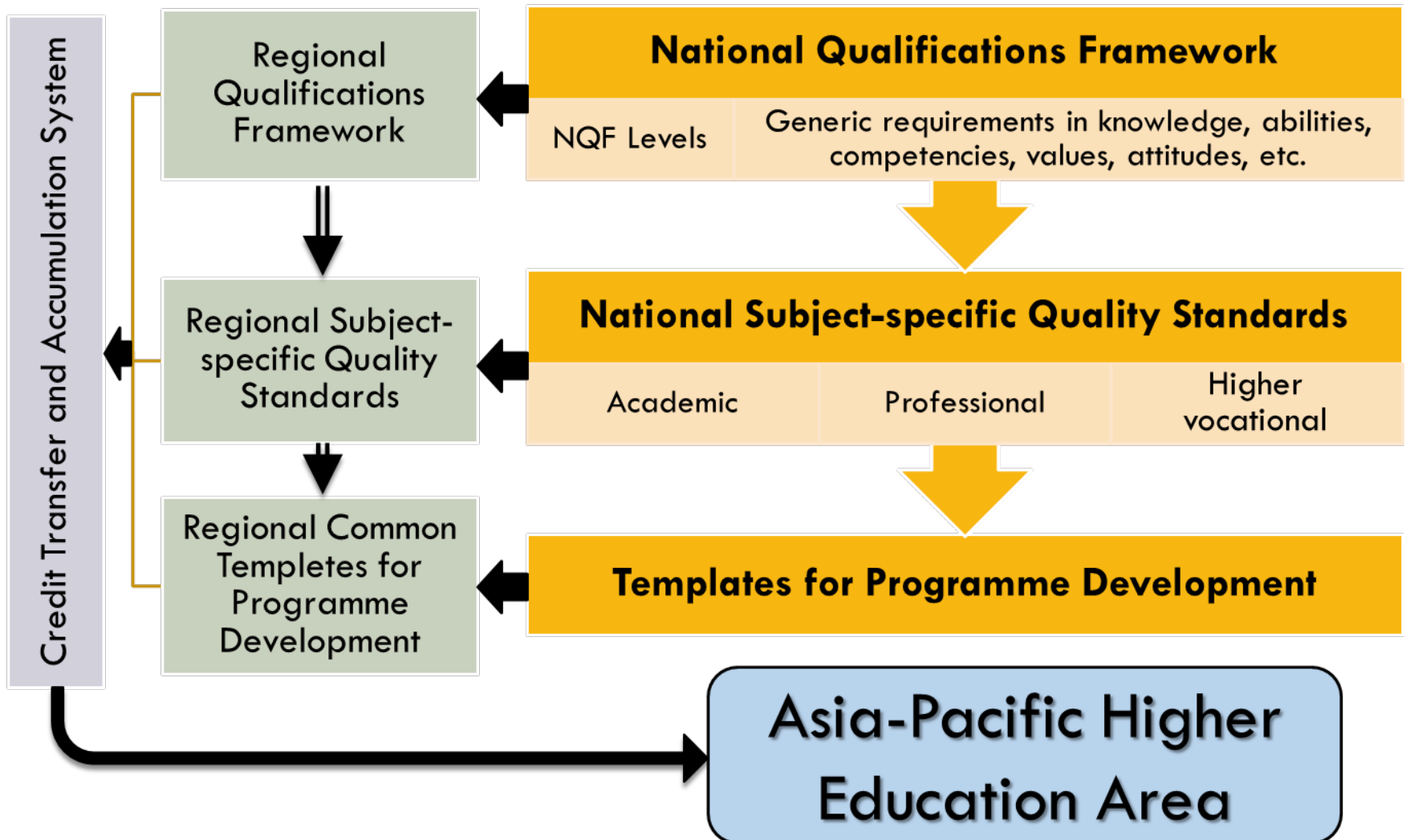
Towards harmonization-based academic recognition

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Potential Framework for Regional HE Harmonization

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Managing student mobility at national level

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- ❑ Plan and support both outbound and inbound student mobility with **government scholarships** and priority areas of studies
- ❑ Identify **competitive areas** of study to attract more inbound students
- ❑ Brain drain, brain gain, and brain circulation
- ❑ Create a **national information portal** to get students and parents well informed
- ❑ Regulation of **Overseas Study Agencies**
- ❑ **Recognition** service of foreign and domestic qualifications

Align national quality standards with regional qualifications framework

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**Higher Education
TVET**

**TVET
Senior Secondary E**

Junior Secondary E

Primary Education

ECCE

Level 8

Level 7

Level 6

Level 5

Level 4

Level 3

Level 2

Level 1

NQF levels
and level
descriptors

Vertically and
horizontally coherent

Engage all stakeholders
to ensure internal and
external coherence in
terms of content

All types and forms of
learning recognizable
and contribute to the
establishment of lifelong
learning society

Programme mobility

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- **Franchise:** e.g. “London External Degrees” in many countries, “Stanford Executive MBA” in Singapore
- **Twining:** e.g. “2+1 Programme” in many of the private colleges in Malaysia and “2+2 Programme” in Korea
- **Double or joint degrees:** e.g. many MBA degrees in private universities in Malaysia
- **E-learning or distance learning:** e.g. “U21 Global” by Universitas 21

Provider/institution mobility

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- **Branch campus:** Provider in Country A establishes a satellite campus in Country B to deliver courses and programs to mainly local students in Country B / qualification awarded is from provider in Country A
E.g. Monash University in Malaysia, RMIT University in Vietnam, Nottingham University in China, Xiamen University in Malaysia
- **Independent institution:** Foreign provider A (a traditional university, a network or commercial company) establishes in Country B a stand-alone HEI to offer courses/ programmes and awards
E.g. Bright University in Cambodia

Managing Programme/institution mobility at national level

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- ❑ **National legislation or regulation** is needed to institutionalize programme/institution mobility
- ❑ **Protective measures** might be considered depending on the readiness of the system
- ❑ **Joint ventures** to provide higher education services might be the solution
- ❑ **Alignment of quality assurance systems** of both sending and receiving countries are needed
- ❑ **Regional harmonization** of quality assurance system is the future direction for P/I mobility

Mobility of professionals (and teachers)

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- ❑ A topic that has been discussed less, and is **not only a higher education issue**
- ❑ It is more related to the mutual recognition of **professional qualifications**
- ❑ It is also subject to the **immigration policy** of a specific country
- ❑ As ASEAN Economic Community (AEC) is taking shape, **ASEAN Mutual Recognition Arrangement Framework** could facilitate the mobility of teachers/professionals within the sub-region

Challenges and opportunities

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- Very **diverse** systems in the region: How to **harmonize** different systems without compromising diversity?
- **Lack of trust/information sharing** among countries and institutions: How to promote information-sharing and to build trust by establishing QA systems and other recognition tools?
- Students tend to study in English-speaking/western countries: How to facilitate mobility **within the region**?



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*Thank you very much for
your attention!*