

# Regulating cross-border institution mobility in APEC economies – an analysis of policy in eight contexts

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# What does your institution do best?

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- Research student mobility - 79525
- Academic staff mobility - 79526
- Student outbound mobility - 79527
- Joint programmes - 79528
- Research collaborations - 79529

**Enhancing cross-border  
higher education institution  
mobility in the APEC region**

APEC Group on Services  
Research report



# Objective

- To improve understanding of the policy contexts in a number of APEC economies around the cross-border mobility of HEIs
- To identify any policy or regulatory contexts in those economies which limit the cross-border mobility of HEIs
- To identify opportunities for APEC economies to collaborate and provide mutual support to reduce barriers to the cross-border mobility of HEIs

Interviews - 68 stakeholders, 4 weeks  
China, Indonesia, Malaysia, Mexico, Peru,  
The Philippines, Singapore and Viet Nam



Policy analysis

Australian Council *for* Educational Research



# Methodology

Policy analysis and interviews with key stakeholders + case studies of HEI mobility

Date (August 2014)	APEC economy	Interviews	Participants
4–8	China	8	14
11–12	Viet Nam	6	14
14–15	The Philippines	5	7
18–19	Malaysia	5	7
20–21	Indonesia	4	5
22	Singapore	3	4
25–27	Mexico	6	10
28–29	Peru	4	7
		<b>41</b>	<b>68</b>

# Limitations

- Generalisability
- Representation of policy contexts
- Permanence

# Key similarities and differences

## COMMON OBJECTIVES

- Communication skills – English
- Global and local graduates – avoid brain drain
- Boosting capacity to meet demand
- Parental reassurance
- Diffusion of teaching and research expertise
- Reinforcement / enhancement of HE quality
- Institutional revenue

## DIFFERENCES

- Huge variation in policy and context
- Catalyst for change



# Key forms

## Collaborative programmes

- Prevalent form of HEI mobility - dual and joint degrees +
- Potential for knowledge transfer and student access
- Enhance teaching and learning
- Can lead to research collaboration

## Campuses

- Valuable role to play in educating future leaders
- Limited knowledge transfer
- Growth in in coming years

## Online

- Largely under-developed

# Policy dynamics

- Foreign HEIs encouraged to form partnerships with local providers – highly regulated or laissez faire
- Starts from relationship between a foreign HEI and a local equivalent
- Only interested in recognised, quality assured and accredited HEIs (UK & AUS popular)
- Long term, sustained engagement

## **BUT**

- Policy and implementation not necessarily equivalent
  - policy welcoming – implementation onerous

# Policy context

## What policies shape the ...

Establishment of foreign provider activities?

Management and functioning of foreign provider activities?

Resourcing of foreign provider activities?

Quality assurance of foreign provider activities?

Enrolment of students into foreign provider activities?

... Recognition of qualifications obtained from foreign institutions?

... Staffing of activities conducted by foreign institutions?

... Ability of foreign institutions to engage in research?

# Discussion questions

What do you know about Higher education in .....?

What do you know about international education in .....?

What do you know about provider mobility in .....?

# China

- Aim = Global HE power, graduates with global vision and communication skills
- Strong encouragement for collaboration with international partners – dual and joint degrees, in and out mobility of HEIs
- Stringent controls – quality provision only – accreditation and recognised QA – equal or better than Chinese institutions
- Local partner and detailed application – rigorous process - 5 year license initially

# Indonesia

- Aim = increase capacity, achieve affordability, ensure quality, international competitiveness
- Focus on reciprocity
- Category A and B HEIs - collaborative programmes common – submit proposal to ministry for approval
- Moratorium on campuses since 2012 – foreign representative offices more common

# Malaysia

- Aim = international hub of excellence for higher education, intensification of internationalisation
- Welcoming yet rigorous policy environment to encourage in and out mobility of HEIs
- Need to meet local requirements and be accredited in home country and locally – stringent QA
- Moratorium on establishment of new HEIs since 2012 and focus on supply and demand of graduates in certain disciplines

# Mexico

- Aim = move to knowledge economy and need skilled and global graduates (English)
- Open and welcoming policy context but limited mobility – foreign HEI concern about quality of local institutions
- Strong push towards local accreditation
- High quality institutions (especially autonomous) active internationally but focus on student mobility
- Cost differences and English skills problematic



# Peru

- HEIs outside of ministry – 1983 – 2014 – instead National Assembly of Rectors
- No government policies on international HE
- HEIs can establish own collaborations – half have student mobility
- Little HEI mobility activity but growing interest
- English, limited internationalised faculty, concern about institutional quality, cost differences, research infrastructure

# The Philippines

- Aim = Internationalise higher education to facilitate development of human resources
- Cross-border mobility – concern to ensure quality and protect local providers
- Focus on internationalisation at home
- Only high quality local providers can collaborate with international partners
- No foreign campuses – need constitutional amendment

# Singapore

- Aim = building industry-relevant manpower capabilities and helping to attract, develop and retain talent for economy
- Regional and international hub – less focus on recruitment
- Global Schoolhouse, campuses, multiple collaborative programmes
- Strict regulation and quality assurance
- New focus on Liberal Arts

# Viet Nam

- Aim = use HEI mobility to help achieve national objectives
- Many collaborative programmes, few campuses
- Ministerial approval for all activities other than for five institutions – need accreditation in home country – license for 5 years
- Encourage focus away from business and finance towards technology, engineering, medicine
- New Model Universities e.g. Vietnamese-German University

# Step by step approach

Start with individuals and then becomes institutionalised

**Research students** - Scholarships fund overseas study



**Faculty** - Researchers return to home economy



**Students** - Faculty establish student exchange



**Programmes** - Faculty collaborate with colleagues



**Research** - Connections lead to research collaborations



**Campus** - Some institutions establish a foreign campus



**Additional campuses** - One campus may lead to others

# What does your institution most need to make more effort in?

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Thank you

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