



**Asia-Pacific
Economic Cooperation**

APEC PROJECT FINAL REPORT

**Capacity building for policies and monitoring of
cross-border education in the APEC region**

APEC Human Resource Development Working Group (HRDWG)

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PART 1 Project Research Report

Glossary

Cross-border education - refers to the movement of people, programmes, institutions, curricula and services in education across jurisdictional borders. In the report, the cross-border education reflects all levels of education.

Monitoring and management measures - are some special regulations, systems and specific processes established by governments to manage cross-border education, such as approval, accreditation and audit systems for commercial presence adopted by some economies etc.

Education agency - is a non-governmental organization offering related services for cross-border education and not providing specific teaching activities, through cooperation with other institutions to carry out intermediary services.

Abbreviations

APEC	Asia-Pacific Economic Cooperation
ASF	APEC Support Fund
CBE	Cross-Border Education
CHEA	Council for Higher Education Accreditation
DDA	Doha Development Round/Doha Development Agenda
EDNET	Education Network
FTA	Free Trade Agreement
FTAAP	Free Trade Area of the Asia-Pacific
ME	Member Economy
IBC	International Branch Campus
HRDWG	Human Resource Development Working Group
REI	Regional Economic Integration
WTO	World Trade Organization
GATS	General Agreement on Trade in Services
UNESCO	United Nations Educational, Scientific and Cultural Organization
OECD	Organisation for Economic Co-operation and Development

Executive summary

In recent years, cross-border education has grown rapidly and become an important part of development cooperation projects, academic exchange programmes and commercial initiatives in the APEC region. So far, in the APEC region, cross-border education mainly includes student mobility, institution/program mobility and distance education.

Some members implement strategies to attract international students and promote education services export. Other members actively introduce the international institutions and programmes to enrich the local education system and launch initiatives to build regional education hub. As a result, there are more and more programmes/institutions mobility and student mobility in the APEC region.

According to the UNESCO statistics, one-third of the world's international mobile students (in tertiary education) came from the APEC region, with the number around 1 million (UNESCO, 2008). Meanwhile, the APEC region hosted more than 1.42 million international students. In other words, around 50 per cent of the world's mobile students study in the APEC region. Moreover, in recent years, more and more various types of program/institution mobility emerge in the APEC region. Many institutions from USA and Australia have established their international branch campus in Asia. Meanwhile, many types of twinning arrangements, referring to franchise, twinning program, joint degree and double degree, articulation etc. have being established among institutions from different members in the APEC region.

The cross-border education becomes our common concerns in the APEC region, and raises new issues for policy makers and education stakeholders, from providing economies of cross-border education to receiving economies of cross-border education. How to promote sustainable development of cross-border education and how to assure every stakeholder benefited, it is essential to plan effective policies and to do practical monitoring by governments; it is also necessary to strengthen the collaboration among policy makers from APEC member economies.

In the APEC region, all the members implement the unified management for educational market access in the level of economy. Up to now, 9 out of 20 WTO members in APEC region have made commitments on educational services. The management models on cross-border education are different among all the members. It mainly includes three types: (1) Managed by Central Government with special

regulations, such as Australia; China; Singapore; New Zealand; Hong Kong, China etc. (2) Self-management by local government and institution/providers, such as America, Canada etc. (3) Random initiatives model, such as Russia etc. For overseas educational institutions, most members permit them to enter only through cooperation with local institutions, other members permit them enter and operate independently, and some members do not recognize international branch campus but consider them as new local institutions. For overseas programmes and courses, most members permit them enter with some limitations such as through twinning arrangements, and some members permit entry without limitations. For overseas teachers, most members permit entry with some limitations. For overseas distance education providers, some members permit them enter with some limitations, and some members do not allow them to enter. For local agencies, many are managed by government department in some members while some are self managed in some other members.

The monitoring measures for cross-border education are different among members. For international student education onshore, the provider must be approved by government and get license or registrations at first in some members while self-management in some other members. For student studying abroad, most members have no limitations and regulations, but some members validate and recognize the certificate got overseas. For overseas educational institutions running schools onshore, members have various measures for monitoring, such as needs test, approval and license or authorization for opening, accreditation or evaluation or audit and supervision for operating, verification and recognition for certificate. For local institution running schools offshore, most members have no regulations and monitoring measures, and some members require the providers to get approval and license from government at first. For overseas programs/courses bringing in and delivery, most of members have no limitations, and some members ask them to be licensed by local government. For overseas natural person provide educational services onshore, most members have specific measures such as needs test, local institution invitation and employment, professional qualification requirements. For local natural person providing educational services offshore, almost no member has limitations and monitoring measures. For overseas distance education provider deliver services onshore, some members monitor their press announcements, and some members require the provider to get license from local government and cooperate with local partner, most members have no monitoring measures. For local distance education provider delivering services offshore, almost no member has limitations and monitoring measures. For agency, most members have no specific monitoring measures.

In the APEC region, cross-border education exists widely and plays a positive role in propelling the reform of economy and education system, enriching the educational supply, cultivating internationalized talents, promoting multicultural exchange and international understanding and pushing forward the regional economy development and integration. At present, it involves more and more people and attracts a lot of attention. Meanwhile, there is a series of challenges. The main challenges of the cross-border education include: lack of effective quality assurance mechanism and measures, lack of good data collection mechanism and lack of valid and reliable information, lack of effective market supervision mechanism and measures, over-commercialization, lack of education qualification recognition mechanism and credit transfer system, cultural diversity and cultural relevance, unstable and unsustainable operating system of cross-border education, imbalance between inward and outward, brain drain, the relationship between cross-border education and local education system.

In the APEC region, the cross-border education is attracting more and more attention. People pay close attention to the quality, policy changes, investment and return of cross-border education, learning environment and safety, international reputation and position of the education agencies and so on.

According to this research, we strongly advocate to promote well-ordered opening up of the education markets, to strengthen monitoring and ensure the quality, to establish information exchange mechanism and policy cooperation mechanism on cross-border education in the APEC region, to establish mechanism for mutual recognition of educational qualifications, to establish the monitoring and coordination mechanism for distance education in the APEC region, to strengthen the protection on students' interests, to advocate the idea of sustainable development on cross-border education in the APEC region.

1. Introduction

1.1 Background

At the 4th APEC Education Ministers Meeting in 2008, Ministers acknowledge that “quality education for all is our common goal”. “We aim towards ensuring that all our students receive quality education that will allow them to help bridge the economic chasm within our Economies and throughout the Asia-Pacific region and to improve the quality of life of our citizens and enable them to enjoy the benefits of globalization as well as the economic integration of the region”. Ministers identified Systemic Reform in Education as a priority area and in their Joint Statement directed EDNET projects “to focus on the key systemic components of education change [including] research development to learn of educational policies that have contributed to improving the quality of education in the Asia Pacific region”. Ministers also acknowledge that “more efforts should be made to facilitate international educational exchanges among APEC economies. This means working towards increased reciprocal exchanges of talented students, graduates and researchers by strengthening the existing relationships. The exchanges will aim to develop skills in foreign languages and intercultural training, provide internship opportunities and strengthen professional competencies”.

At the 17th APEC ECONOMIC LEADERS' MEETING in 2009, Leaders acknowledge that “We look forward to the progress update from Ministers and officials next year on the outcomes of the exploration of a range of possible pathways to achieve FTAAP”.

In response to the Minister Joint Statement and the Leaders Declaration, People’s Republic of China, as the proposing economy, initiated with the sponsorship of Australia, Chile, Indonesia, Korea, Malaysia, New Zealand, the Philippines, Thailand and the United States, the APEC project “**Capacity Building for Policies and Monitoring of Cross-border Education in the APEC Region**” in March, 2010. The project got the ASF support.

1.2 Objectives

As the proposal described, our project focused on the following purposes:

- to develop common understandings about strengthening management and monitoring for cross-border education;
- to identify the common issues and challenges in this field;
- to share the best practice and successful experiences among APEC members;
- to promote cooperation in the field of policy-making and coordinating the monitoring of cross-border education among APEC economies.

Through the implementation of this project, we look forward to achieving a consensus on strengthening cooperation in management of cross-border education, exploring a cooperative mechanism for policy-making and monitoring among economies, esp. developing a network between and among the APEC economies in sharing information, to contribute to APEC member economies to improve the cross-border education quality assurance network, so as to tackle the problems effectively and contribute to a sound and sustainable development of cross-border education. We also hope to facilitate the exchange of education services across borders in APEC region and promote free flow of human resources, which could also contribute to achieving REI and FTAAP.

2. Methods and findings

2.1 Methods

This project proposal has been approved by APEC in April, 2010. As the proposing economy, we communicated with the APEC secretariat, the EDNET, APEC MEs, co-sponsors and relevant stakeholders in time.

During the implementation of this project, the project team has undertaken a series of stages as conceptualization, desk research, special survey, analysis, holding a capacity building workshop and evaluation, and drawing on the following sources of information:

EDNET contacts, providing insights from the government and/or administrative level in each ME. As a project initiated by the APEC HRDWG, the EDNET representatives of the APEC MEs played a central role and their responses to the scoping study survey are central to the information presented in this report.

Publicly available documents, through a web-based search for information on cross-border education in APEC MEs.

Questionnaire-based survey, through a questionnaire survey for information about policies and monitoring of cross-border education in APEC MEs. The questionnaire was sent to the EDNET contacts in each MEs by email in September 2010, and additionally we handed out the questionnaire papers on the 33rd Human Resource Development Working Group Meeting in March 2011 in Washington D.C. Responses were received from the following 11 member economies: Australia; China; Indonesia; Japan; Republic of Korea; Mexico; New Zealand; Peru; Singapore; Thailand; The United States.

Case study, during the implementation of the project, Australia; Brunei Darussalam; China; Indonesia; Japan; Malaysia; Mexico; New Zealand; Peru; Philippines and the United States provided case study or case presentation.

Project research report, according to our study, we finished the project research report “Capacity Building for Policies and Monitoring of Cross-border Education in the APEC Region”, and delivered on the Shanghai seminar in June 2011.

International seminar, during the implementation of the project plan, the international seminar was held in Shanghai, China from 27-28 June 2011. A total of 60 experts from the APEC Secretariat, OECD and 12 economies (Australia; Brunei Darussalam; the People's Republic of China; Indonesia; Malaysia; Mexico; New Zealand; Peru; the Philippines; Thailand; the United States of America and Viet Nam) participated in the seminar. During the 2-day seminar, there are 2 keynote speeches from China (including the project report), 4 invited speeches from OECD, US Department of Education, RMIT University and East China Normal University, and 14 case presentations from member economies. We discussed on (1) Policies & Monitoring of Cross-Border Education in APEC Region. (2) The Guideline for quality provision in cross-border higher education and its compliance. (3) Cross Border Education in APEC Region: Concerns, Chances and Challenges. (4) How to promote students mobility and improve consumer protection in the APEC region. (5) How to strengthen cooperation on quality assurance and information exchange in cross-border education in the APEC region. (6) How to improve qualification recognition and strengthen cooperation on qualification management in APEC region

The findings from the study are presented in the following sections.

2.2 Outline of Cross-border education in the APEC Region

Outlining the status and perspective of the cross-border education in the APEC region.

2.3 Market Access commitments in the APEC Region

Outlining the status and perspective of market access commitments for educational services in the APEC region.

2.4 Models of cross-border education management in the APEC Region

Comparing the different models of cross-border education management among APEC economies.

2.5 Monitoring measures for cross-border education in some economies

Describing the monitoring measures for cross-border education in some economies who responded to our questionnaire survey.

2.6 Common concerns

Describing the common concerns about policies and monitoring of cross-border education in APEC MEs.

2.2 Outline of Cross-border education in the APEC Region

Cross-border education refers to the movement of people, programmes, institutions, curricula and services in education across jurisdictional borders (OECD, 2007). In recent years, cross-border education has grown rapidly and become an important part of development cooperation projects, academic exchange programmes and commercial initiatives in the APEC region. Currently, in the APEC region, cross-border education mainly includes student mobility, institution/program mobility and distance education.

● Student mobility

At present, the APEC Region is one of the most active areas for student mobility. According to the UNESCO statistics, one-third of the world's international mobile students (in tertiary education) came from the APEC region, with the number around 1 million (UNESCO, 2008). Meanwhile, the APEC region hosted more than 1.42 million international students, in other words, around 50 per cent of the world's mobile students study in the APEC region. Over 70 per cent of cross-border mobile

students from APEC region choose to study in another APEC economies while only about 30 per cent move out of the region. In the APEC region, we have the biggest original member of international students--China, and the biggest hosted member of international students-- the United States. The international students of the APEC region are mainly from China and Korean, to be more specific, China is the major source of the international students among the ten members of APEC.

**Student mobility by tertiary education in the APEC region
(Statistics by hosting and origin, 2008)**

Global rankings	By hosting	Numbers of international student	Global rankings	By origin	Numbers of student study abroad
4	Australia	230635	66	Australia	9251
n/a	Brunei Darussalam	n/a	136	Brunei Darussalam	2467
9	Canada	68000	8	Canada	43982
34	Chile	12159	91	Chile	5714
12	China	51038	1	China	432558
41	Hong Kong, China	7362	16	Hong Kong, China	31865
44	Indonesia	3023	25	Indonesia	24015
7	Japan	126568	6	Japan	49039
13	Republic of Korea	40322	3	Republic of Korea	112153
20	Malaysia	30000	5	Malaysia	49383
n/a	Mexico	n/a	24	Mexico	24253
18	New Zealand	31565	111	New Zealand	4016
n/a	Papua New Guinea	n/a	170	Papua New Guinea	851
n/a	Peru	n/a	47	Peru	13944
45	Philippines	2665	76	Philippines	8009
6	The Russian Federation	136791	9	The Russian Federation	43239
14	Singapore	40000	39	Singapore	17414
n/a	Chinese Taipei	n/a	n/a	Chinese Taipei	n/a
39	Thailand	10915	28	Thailand	22780
1	The United states	624474	13	The United States	37712
43	Viet Nam	3362	14	Viet Nam	35184

(Source: UNSCO)

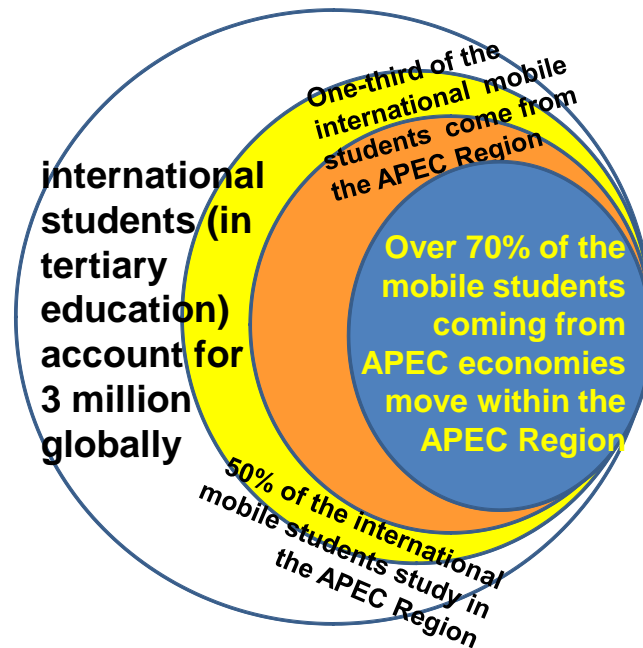
More than 70% of the mobile students coming from APEC economies prefer to be active in the APEC region. For example, most of the international students from China, Korean, Malaysia, Indonesia, Thailand, Singapore and Philippines prefer to study in Japan, USA and Australia.

Student mobility by tertiary education in the APEC region (2007)

MEs	Students study abroad(person)	Major destination	Hosting international students (person)	Major origin
China	421148	Japan	42138	Korea
Korea	105327	Japan	31943	China
Japan	54506	England	125877	China
The United States	50265	England	595874	China
Malaysia	46473	Australia	24404	China
Canada	43918	England	68520	China
Russia	42881	Germany	60288	Kazakhstan
Hong Kong, China	32726	Australia	6274	China
Indonesia	29580	Australia	3023	Timor-Leste
Viet Nam	27865	France	3230	Lao
Mexico	24950	Spanish	n/a	
Thailand	24485	Australia	10915	China
Singapore	18207	Australia	n/a	China
Peru	13130	Chile	n/a	
Australia	9968	New Zealand	211526	China
The Philippines	7843	Australia	5136	Korea(DPR)
Chile	5815	Germany	7946	Peru
New Zealand	4104	Australia	33047	China
Brunei Darussalam	n/a		n/a	
Chinese Taipei	n/a		n/a	
Papua New Guinea	n/a		n/a	

(Source: UNSCO)

Student mobility by tertiary education in the APEC region (2008)



According to a joint forecast by British Council, Universities UK and IDP Education Australia (Vision 2020: Forecasting International Student Mobility), by the end of 2020 the number of international students will mount up to 5,815,000, more than 2,113,000 in 2003. Among them, students from the APEC region will increase to 3,200,000 in 2020, more than 880,000 in 2003.

● Program/institution mobility

The forms of program/institution mobility include many types (Jane Knight, 2005). In the APEC region, the types mainly include Branch Campus and Twinning Arrangements. In recent years, many institutions from USA and Australia have established their international branch campus in Asia. Some branch campuses were established independently by their Home Institutions (Parent Institutions), while the other branch campus did so through cooperating with local institutions. Some branch campuses run as an independent legal entity which could offer their own courses/programmes and awards, while the other branch campuses run as a satellite which offer courses/programmes and awards from the Home Institution (Parent Institution). According to a report published in 2009 by the Observatory on Borderless Higher Education (OBHE), there were 162 international branch campuses in the world, 45 of which were founded in the APEC region. There were 15 international branch campuses in China, 12 in Singapore, six in Canada, 5 in Malaysia, 4 in Mexico, and 3 in Australia (OBHE, 2009). Meanwhile, there were 106 international branch campuses operated by APEC Member's universities, 78 operated by United States universities, 14 operated by Australia universities, 7 operated by Mexico, 4 operated by Canada and 3 operated by Malaysia institutions.

The twinning arrangement is the cooperative partnership which is established by different institutions from deferent members to deliver courses/programmes. There are many types of twinning arrangements in the APEC region, referring to franchise, twinning program, joint degree and double degree, articulation etc. The twinning agreements exist mainly between private institutions and in professions related to the business administration. According to the study schedule and partners, the twinning arrangements can be described as M+0, M+N and M+N+X etc. M+0 is the form of cross-border cooperation among the different member institutions. To be more precise, it can directly deliver the courses/programmes of overseas school, on the other hand, it can develop the courses/programmes by cooperation, deliver lessons within the borders and grant the diploma of local school or overseas school. M+N implies the way of introducing some courses/programmes of overseas school, in which students can spend some time (M) to study onshore as well as some time (N) offshore, at last, they could get the diploma granted by overseas school or by both sides. M+N+X is another twinning arrangement model which implies the student at first spend some time (M) to study onshore as well as some time (N) offshore, then they should spend some time (X) going to the third school or return to the local school to continue their study. Finally, they get the diploma issued by the overseas school or get both diplomas issued by two sides. When the courses/programmes are introduced in local school, the overseas teachers also need to move to the local school to provide some service of teaching.

In the APEC region, some members implement strategies to attract international students and promote education services export. Other members actively introduce the international institutions and programmes to enrich the local education system and launch initiatives to build regional education hub. As a result, there are more and more programmes/institutions mobility in the APEC region. At present, the programmes/institutions mobility mainly exists by the way that the institutions from USA, Canada and Australia establish cooperation programmes/institutions in China and Malaysia etc. According to the statistics from related departments of Australia, now more than 100,000 students in the APEC region registered for the off-shore programs provided by Australian educational institutions.

In 2003, Singapore launched Global schoolhouse initiative, and now it has already introduced at least 16 branch schools of foreign universities including Yale, MIT, Stanford, Chicago Booth Graduate School of Business, NYU etc. Besides, Hong Kong, China; Malaysia; Thailand; Korea and Chinese Taipei have announced the plan to build the regional education hub.

In Malaysia, from the early 1980s, there are various higher educational institutions from APEC members such as USA, Australia, Canada and New Zealand which offer twinning and ‘3+0’ degree programmes through partnerships with local private colleges and universities. Meanwhile, six foreign university branch campuses have been established in Malaysia, including Monash University Malaysia (1998), Curtin University of Technology Sarawak Campus Malaysia (1999), Swinburne University of Technology Sarawak Campus (2004) etc. Moreover, in Malaysia, the local private higher education institutions (PHEI) have actively developed the overseas market in recent years. For instance, they opened a series of branch campuses in Indonesia, Thailand, China and Australia (PICC, 2010) .

Malaysia PHEIs abroad

PHEI	Branch campus
Al-Madinah International University (MEDIU)	1.Yogyakarta, Indonesia 2.Makassar,Indonesia 3.Singapore 4.Bangkok, Thailand 5.Hawally, Kuwait 6.MadinahAl Munawwarah 7.Marrakesh, Morocco 8.United Kingdom
Limkokwing University	1.United Kingdom 2.Kemboja 3.Lesotho 4.Botswana 5.Jakarta Indonesia 6.Kota Denpasar, Indonesia
Asia Pacific Institute of Information Technology	1.Perth, Australia 2.Sri Lanka 3.Haryana, India 4.Bangalore, India 5.Karachi, Pakistan
Asia e University	Chennai, India
International University of Technology Twintech	Yaman
INTI International University College	Fangshan, China
Management and Science University (MSU)	Bangalore, India
UCSI University	GuishanDhaka, Bangladesh
total	24

(Source: Putrajaya International Convention Centre, PICC,2010)

In Korea, the Ministry of Education, Science and Technology and the Incheon Free Economic Zone Authority launched a Global University Campus Initiative to build a

Global University Campus in the Songdo FEZ. The total budget of 650 billion KRW is composed of central government funds (25%, 162.5 billion KRW), local government funds (25%) and private investment (50%). By 2012, when the campus construction is due to be completed, about ten foreign educational institutions (accommodating 12,000 students) are expected to establish their physical presence in Songdo. State University of New York, North Carolina State University, University of Southern California, University of Delaware, George Mason University, University of Missouri will be the first comers.

Some members seek to build regional education hub

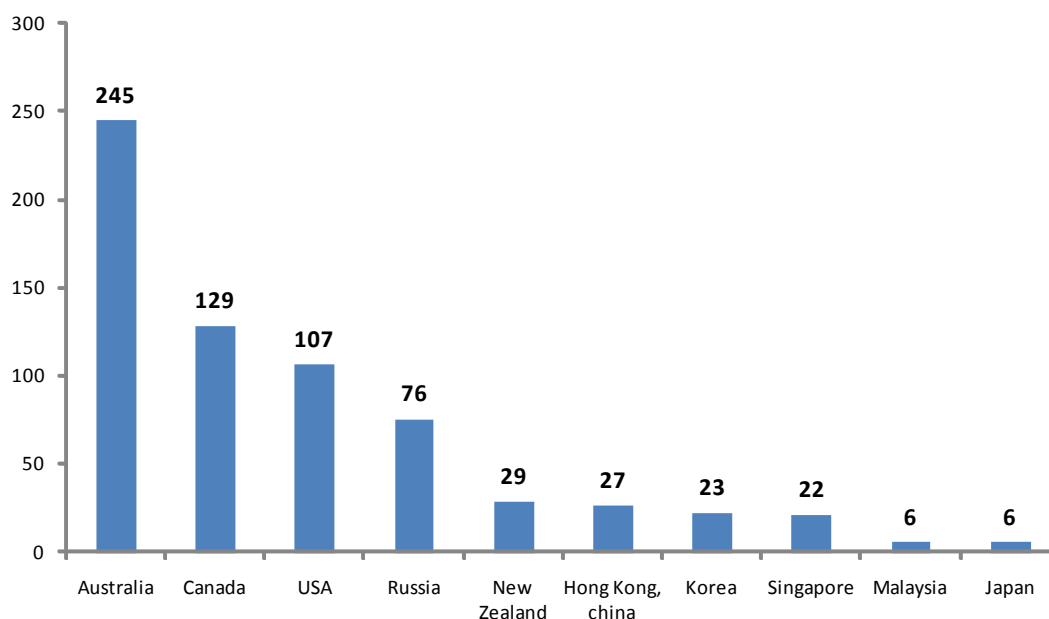
Members	Hong Kong, China	Singapore	Malaysia	Korea
Name	Regional education hub	Global school house	Regional education hub	Global university campus
Announce date	2004	2002	2007	2009
Sponsor/organizer	Hong Kong trade development council	Singapore economic development board	KLEC ventures; Iskandar investments	Ministry of education, science and technology
Number of foreign university branch campus	5 branch campus	16 branch campus	6 branch campus	6 branch campus
Number of cross-border programmes	1251	1120	3218	
Rationales				
Skilled workforce	●●●	●●●	●●	
Grow knowledge economy		●●	●●	
Foreign direct investment	●	●●	●●	
Improve domestic HE	●●	●	●●	
Regional status/competitiveness	●●●	●●●	●●●	
Legend: ●●●-very important ●●-medium importance ●-low importance				

(source: Knight, Morshidi, MEST, 2009)

In China, the central government has issued “Regulations of the People’s Republic of China on Chinese – Foreign Cooperation in Running School” in 2003, and encouraged the cooperation between foreign educational institutions and Chinese educational institutions in establishing non-profit making educational institutions within the territory of China to provide education services mainly to Chinese citizens. Up to 2009, the number of Chinese – Foreign cooperation in running school which are approved by Education authorities has been up to 1099 so far with 951 joint programs and more than 300 thousand registered students in China. 70 per cent of the joint programs are established by the institutions from the APEC members, the leading

source members are Australia (26%); Canada (16%) and USA (11%), and the majority is business/related programmes (63%) , followed by IT (14%) (2009, MOE). In addition, NYU has reached an agreement to create NYU Shanghai, a comprehensive, degree-granting, liberal arts campus in China’s financial capital.

The joint programs set by APEC members in China (2009, MOE)



- **Distance education/e-learning**

With the rapid development and extensive use of information technology, the distance education technique is becoming more advanced day by day. Thus the distance education/e-learning, as an effective way of learning, has aroused wide concern. On one hand, the distance education is convenient and low-cost; on the other hand, it can bring huge market profits. At present, more and more colleges attempt to combine the on-line education with the classroom education so as to obtain great teaching and researching achievements. Meanwhile, making full use of network technique, many colleges share their teaching resources on line. In recent years, for instance, MIT, Yale, Harvard, UC-Berkeley and other universities have launched an on-line program, Open Educational Resources (O.E.R), including thousands of coursewares and handouts, and it is well delivered and received.

It is undeniable that there is an enormous amount of controversy about the Cross border education conducted through distance education/e-learning. Because a lot of uncertainty still exists in such aspects as quality assurance, student support services, student exchange, teaching language and cultural adaptability etc, it is meaningful to

continue the discussion on distance education/e-learning in APEC region.

2.3 Market Access commitments in the APEC Region

The appearance and development of the Cross-border education are based on the market access among the members. Without market access the Cross-border education will not make any progress. There are two types of Cross-border education: profit making and non-profit making. The profit making Cross-border education refers to the trade on educational services discussed in GATS. Up to now, 9 of 20 WTO members in APEC region have made commitments on educational services. These members are Australia, China, Chinese Taipei, Japan, Mexico, New Zealand, Thailand, USA and Viet Nam. But the other 11 members have not made any commitment on this sector so far. In addition, Russia is still the WTO observer now.

Among the 9 APEC members, only China has made commitments on all the five sub-sectors. Chinese Taipei, Japan, Mexico and Viet Nam have made commitments on four sub-sectors. Meanwhile, Australia, New Zealand and Thailand have made commitments on three, and USA on two.

Summary of specific commitments in the APEC region– educational services

Member	5A	5B	5C	5D	5E	Sum of sub-sector	score
Australia		x	x		x	3	18
China	x	x	x	x	x	5	17.5
Chinese Taipei		x	x	x	x	4	23.5
Japan	x	x	x	x		4	7.5
Mexico	x	x	x		x	4	26
New Zealand	x	x	x			3	21
Thailand	x	x		x		3	9
USA				x	x	2	10.5
Viet Nam		x	x	x	x	4	15
Total number	5	8	7	6	6		

Notes: 5A.Primary education services (921); 5B.Secondary education services (922); 5C.Higher education services (923); 5D.Adult education services (924); 5E. Other education services (929)

There are 8 members who have made commitments on secondary education services, 7 members on higher education services, and 6 members on adult education services and other education services.

Summary of specific commitments in the APEC region– educational services

Sector	Members of making commitments on educational services
Primary education services	China; Japan; Mexico; New Zealand; Thailand;
Secondary education services	Australia; China; Chinese Taipei; Japan; Mexico; New Zealand; Thailand; Viet Nam;
Higher education services	Australia; China; Chinese Taipei; Japan; Mexico; New Zealand; Viet Nam;
Adult education services	China; Chinese Taipei; Japan; Thailand; Thailand; the United States; Viet Nam;
Other education services	Australia; China; Chinese Taipei; Mexico; the United States; Viet Nam;

For model 1, nearly half of members have made full commitments or are unbound. For model 2, the limitations are the least, and most of the members have made full commitments. And for model 3, most of them have made commitments with listing limitations.

Summary of specific commitments in the APEC region– educational services

Sector	Total number of members	Cross-border supply (model 1)			Consumption abroad (model 2)			Commercial presence (model 3)		
		full	partial	no	full	partial	no	full	partial	no
5a.Primary education services(921)	5	2	0	3	4	0	1	1	4	0
5b.Secondary education services(922)	8	4	0	4	7	0	1	2	5	1
5c.Higher education services(923)	7	4	0	3	6	0	1	2	5	0
5d.Adult education(924)	6	2	1	3	5	1	0	0	6	0
5e. Other education services(929)	6	3	1	2	5	1	0	0	6	0

Full: full commitments. None. No limitations listed, without considering Horizontal Limitations.

Partial: partial commitments. Limitations listed.

No: unbound. This category may nevertheless provide for some form of national treatment.

In the Doha Development Round/Doha Development Agenda (DDA), 8 APEC members made a new offer on the educational services, including 5 members who have not made any commitments so far. These 5 members are Republic of Korea,

Peru, Indonesia, Malaysia and Singapore.

Summary of specific commitments in the APEC region– educational services

APEC Member	WTO Member	Make commitments on educational services
Australia	×	×
China	×	×
Japan	×	×
Mexico	×	×
New Zealand	×	×
Chinese Taipei	×	×
Thailand	×	×
USA	×	×
Viet Nam	×	×
Republic of Korea	×	New offer in DDA
Peru	×	New offer in DDA
Indonesia	×	New offer in DDA
Malaysia	×	New offer in DDA
Singapore	×	New offer in DDA
Brunei Darussalam	×	
Canada	×	
Chile	×	
Hong Kong, China	×	
Papua New Guinea	×	
Philippines	×	
Russia	observer	

Furthermore, in recent years, a series of Free Trade Agreements (FTA) have been set up among some members in the APEC region, and most of them have made commitments on educational services.

2.4 Models of cross-border education management in the APEC Region

Cross-border education has both providing and receiving types in many member economies in the APEC region. The strategies and rationales vary among the member economies. Some members give priority to the revenue generation of providing, such

as Australia and New Zealand; some treat the capacity building of receiving as a main task, such as China and Hong Kong, China; some members gradually shift the receiving-oriented into both capacity building in receiving-oriented and revenue generation in providing-oriented, such as Singapore and Malaysia; some aim at introducing skilled migration and enhancing mutual understanding.

In the APEC region, all the members implement the unified management for educational market access in the level of economy. Some members have already made a promise in market access, but others haven't. The management models on cross-border education are different among all members. It mainly includes the following types.

- *Managed by Central Government with special regulations:* In the government level of economy, this type of management has special regulations, management system, unified management institutions, specialized institutions and developmental strategies. Most members in the APEC region have adopted this type of management model, such as Australia; China; Singapore; New Zealand; Hong Kong, China etc. Some of them take restrictive management methods, and some take loose ones. Some members are gradually moving from restrictive methods to more liberal methods, such as Japan and Korea. In order to internationalize the higher education, Japan, in recent years, has already implemented a series of new policies and reduced the management limitations step by step. Such deregulation measures include the approval for stock incorporated companies to establish schools in special deregulated business zones according to the local needs for education and research. It is a remarkable change in Japanese HE that for-profit organizations without school juridical persons are allowed to establish and run schools. MEXT has also relaxed the regulations concerning the provision of education through e-learning and off-shore branch campuses so that institutions can further develop distinctive activities.

For another instance, in China, the Ministry of Education is responsible for managing international students, making policies for foreign students and cross-border education quality assessment. Governments at the central, provincial, prefecture, municipal and county levels have bureaus of education responsible for the administration of education. According to the Education Law, the State Council and local governments at all levels shall guide and administer education according to the principles of management at different levels and with a suitable division of responsibilities.

- *Self-management by local government and institution/providers:* Without the unified regulations and management system in the government layer of economy, it is self-managed by local government, specialized regional institutions and

relevant educational institutions. Some members, such as America, Canada have adopted this sort of model which usually has a relatively loose management with more freedom. In the USA, there is no policy on federal government level. The United States has a large, diverse, and decentralized education system. The federal government has a very limited role in administering education at any level. It is the state governments, local and institutional authorities, and non-governmental organizations that play major roles in U.S. education.

- *Random initiatives model:* It has neither unified regulations and management system in the government layer of economy nor self-management by local government and educational institutions, and it is managed randomly by relevant departments. Russia, for example, has adopted this kind of model.

Models of cross-border education management in the APEC region

MEs	Model of cross-border education management	Organizations of cross-border education management	Regulations relevant to cross-border education
Australia	Managed by central government with special regulations	Department of education, employment, and workplace relations. Australian universities quality agency. National audit and registration agency. States/Territory	Education services for overseas students act. Education services for overseas students regulations. The national code.
Brunei Darussalam	n.a		
Canada	Managed by state governments/ self-management by institution/providers	States; Providers	
Chile	n.a.	Universidad de Chile	
China	Managed by central government with special regulations	Ministry of education. Provinces. China academic degrees & graduate education development center. Chinese service center for scholarly exchange	The law on promotion of privately-run schools. Regulations of the People's Republic of China on Chinese – Foreign cooperation in running school.
Hong Kong, China	Managed by economy government with special regulations	SAR education bureau; Trade development council	Non-local higher and professional education (regulation) ordinance.
Indonesia	Self-management by institution/providers	Ministry of national education. Provinces. International center of universitas Indonesia	
Japan	Transitional (moving from restrictive to more liberal)	Ministry of education, culture, sport, science and technology.	
Republic of Korea	Transitional (moving from restrictive to more liberal)	Ministry of education, science and technology. Ministry of education & human resources development. Ministry of knowledge economy	Higher education act;
Malaysia	Managed by central government with special regulations	Ministry of higher education. Malaysian qualifications agency. KLEC ventures. Iskandar investments.	Private higher education act. National higher education council act. National accreditation board act.
Mexico	Managed by central government with special regulations	Ministry of education. Padrón Nacional de Posgrado. Comités Interinstitucionales para la Evaluación de la Educación Superior. Consejo para la Acreditación de la Educación Superior	286 Resolution
New Zealand	Self-management by institution/providers	Ministry of education; The New Zealand Qualifications Authority	
Papua New Guinea	n.a.		
Peru	Self-management by institution/providers	Ministry of Foreign Affairs; Peruvian agency for international cooperation. National council for science and technology. National institute for scholarships and education credit	General law on education

Philippines	Managed by central government with special regulations	Commission on higher education. Technical education and skills development authority; Educational associations federation of accrediting agencies of the Philippines	Commission on Higher Education Memorandum Orders
Russia	Random initiatives model (on regulations)	Ministry of education and science; Department of licensing, attestation and accreditation, federal service for supervision in education and science	
Singapore	Managed by central government with special regulations	Ministry of education. Economic development board. Council for private education. Tourism board. SPRING Singapore. International Enterprise	Regulation of private education
Chinese Taipei	Managed by economy government		
Thailand	Managed by central government without special regulations	Ministry of education	
USA	Managed by state governments/ self-management by institution/providers	States; regional accrediting organizations; Providers	
Viet Nam	Managed by central government	Ministry of Education and Training International Education Development	

Management models for overseas educational institutions: For the overseas educational institutions’ market access and deliver services, some members allow overseas educational institutions to operate independently in line with the local regulations, such as Australia, Malaysia and Viet Nam. Some members only allow them to cooperate with the local educational institutions, and the educational services are offered through the joint schools, such as China, Indonesia, Mexico and Singapore. Some members do not allow overseas educational institutions to set up the branch schools, but they accept them as newly established local educational institutions and allow them to purchase local private education institutions, such as Chile. In Australia, overseas educational institutions are allowed to enter and run schools independently. Under Australia’s WTO Market Access commitments, there are no limits for the entry of private overseas educational institutions – across all sectors except the primary school sector. Under China’s WTO Market Access commitments, joint schools will be established, with foreign majority ownership permitted. The joint school can be named as “Chinese – Foreign Cooperation in Running School or Program”, and must be authorized by the Government. The Chinese government encourages introducing the high-quality educational resources, establishing joint laboratories and launching joint research. In Chile, law does not recognize branches of foreign institutions as such, but considers them always as new institutions, subject to the same regulations applicable to new national institutions. Therefore, if a foreign provider wants to start operating in Chile, it must submit to licensing procedures, and to the supervision of the Consejo Superior de Educación (CSE) for a period of no less than six and no more than 11 years. If the institution fails to perform satisfactorily, the Consejo is entitled to withdraw recognition and to close down the institution. In Indonesia, the government has made legal provision for locally based cooperation with foreign universities to “improve and enhance the performance of higher education” and to “maintain, develop, empower and expand science, technology and/or arts” (DGHEI, 2000).

Management models for overseas teachers: Most of the members allow the foreign teachers to enter and deliver services under explicit and specific requirements. Such

as Australia, overseas teachers are allowed to teach in Australia so long as they meet the set registration requirements. Visa restrictions (including needs tests) may apply. In China, foreign individual education service suppliers are allowed to teach in China when invited or employed by Chinese schools and other education institutions. In USA, for postsecondary education, it must comply with institutional policies and accreditation standards; and for primary and secondary, it depends on the laws of individual states. In Viet Nam, foreign teachers who wish to work in foreign-invested schools shall have at least 5 years of teaching experience, and their qualifications shall be recognized by competent authorities.

Management models for programs and courses: In the APEC region, most of the Asian members, out of enhancing the local education system, enriching the local education supply, building the regional education hub and other reasons, encourage the local institutions to introduce the European or American programs and courses and to establish variety of twinning programs and joint degrees, such as N+0, X+Y, X+Y+Z. The main source members of these programs are America, Britain and Australia. In the twinning arrangement, the last phase of the study is mostly done abroad and ended by the award of overseas diploma. As for the award of overseas diploma, it must have the recognition and verification of the special institution authorized by the government, such as in China and Chile.

Management models for overseas distance education providers: At present, it has no effective model for distance education management. On the introducing of the overseas distance education, the attitudes of most members are cautious, and some members even refuse this kind of education service. Even the members with developed education services are prudent on the overseas distance education service. Such as Australia, overseas distance education providers are allowed to provide education service for local students, but they must meet certain conditions. They must conform to quality assurance standards, including in relation to recognition of qualifications. Any person in Australia can apply to study at an overseas university, distance or face to face, without any involvement from the Australian Government. However, if a foreign university wants to open its doors in Australia to offer distance education then it must meet conditions as following details here.

Management models for local agencies: Agency as the intermediary has important functions, through deliver consultant and marketing services, to promote the development of cross-border education. As the private commercial institutions, the agencies are operated and managed by their owners in most member economies. Some members take strict measures on license and approval of agencies, such as China. In China, the establishment of local agencies which deliver consultant services for study abroad should be approved and licensed by the Ministry of Education, the Ministry of Public Security and the State Administration for Industry and Commerce at the same time.

Management models for cross-border education in the APEC region

MEs	for overseas educational institutions	for overseas teachers	for overseas programs and courses	for overseas distance education providers	for local agencies
Australia	permitted to entry and operating independently	permitted to entry with some limitations Needs tests		permitted to entry with some limitations	self-management
Brunei Darussalam	n.a.				
Canada	n.a.				
Chile	does not recognize branch campus, but consider them as new national institutions		twinning arrangement; joint degree	permitted to entry with some limitations	
China	permitted to entry only through educational institutions which is registered in China and must establish partnership with local partner	permitted to entry with some limitations	permitted to entry with some limitations	not allowed	by the government department
Hong Kong, China			permitted to entry with some limitations		
Indonesia	permitted to entry only through educational institutions which is registered in Indonesia and must establish partnership with local partner	permitted to entry with some limitations	twinning arrangement; joint degree		
Japan	permitted to entry and operating independently	permitted to entry with some limitations		permitted to entry with no limits	self-management
Republic of Korea	permitted to entry and operating independently	permitted to entry with some limitations			
Malaysia	permitted to entry by invitation and operating independently	permitted to entry with some limitations	twinning arrangement; joint degree		
Mexico	permitted to entry but operating with local partner; foreign investment only up to 49 per cent of the registered capital of enterprises.	permitted to entry with some limitations	permitted to entry with some limitations	not allowed	by the government department
New Zealand	permitted to entry and operating independently	permitted to entry with some limitations	permitted to entry with no limits	permitted to entry with some limitations	self-management
Papua New Guinea	n.a.				
Peru	permitted to entry but operating with local partner	permitted to entry with some limitations	permitted to entry with some limitations	permitted to entry with some limitations	by the government department
Philippines	permitted to entry with some limitations; Need local partner	permitted to entry with some limitations	twinning arrangement; joint degree	permitted to entry with some limitations	
Russia	n.a.				
Singapore	permitted to entry with some limitations	permitted to entry with some limitations			
Chinese Taipei	n.a.				
Thailand	permitted to entry but operating with local partner	permitted to entry with some limitations	twinning arrangement; joint degree	permitted to entry with some limitations	by the government department
USA	depending on laws in the state	permitted to entry with some limitations	permitted to entry with some limitations	depending on individual states	by individual states
Viet Nam	permitted to entry and operating independently	permitted to entry with some limitations			

2.5 Monitoring measures for cross-border education in some economies

■ Specific management measures for international student education

The basic policy is implemented widely by the APEC members to attract the international students. In terms of the management for international student education, each member has its specific way, and the main purpose is to attract international students, to protect the interest of students and to guarantee the quality of education. Some members formulate specialized regulations and carry out technical supervision measures for the international student education, such as Australia and New Zealand. Some members do not take such measures, like Peru. In some members it is managed by the schools themselves, such as the United States and Canada. Some of the members bring the international student education into the local student education system, like Japan. Some schools establish the specialized institution and open a specialized program for international students, like in China. As for the management of international student education, each member provides certain specific measures, including the qualification management and access management of education providers, program accreditation, student admissions, and administration of students' enrollment status, evaluation, tuition assurance, students' complaints mechanism and recognition of degrees.

In Australia, the provision of education and training services to overseas students in Australia is regulated by the Education Services for Overseas Students (ESOS) Act 2000 and its relative legislation including the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (the National Code 2007). The ESOS framework is administered by the Australian Department of Education, Employment and Workplace Relations (DEEWR) in conjunction with State/Territory Governments. The legislation requires institutions to meet the needs in specific registration conditions before they can deliver courses to overseas students and also provides strong tuition and financial assurance protections to overseas students (on a student visa) who study in Australia. Providers wishing to register under ESOS must seek registration for each course in each State/Territory where it will be delivered. According to the ESOS Act, Australia government established CRICOS, PRISMS and the ESOS Assurance Fund. The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) lists all providers registered to offer courses to people studying in Australia on student visas and the courses offered. The Provider Registration and International Students Management System (PRISMS) allow registered users to generate Confirmations of Enrolment (CoEs) for overseas students. Providers are also required to use PRISMS to report prescribed variations to students' enrolments. All providers on CRICOS are required to comply with the National Code's (the National Code of Practice for

Registration Authorities and Providers of Education and Training to Overseas Students) requirements. This obligation applies to all provisions of the Code. All providers who are not exempt from the requirement to pay annual Assurance Fund contributions to be a member of a Tuition Assurance Scheme (TAS), must pay a certain proportion of tuition to protect the interests of current and intending overseas students.

In New Zealand, the Ministry of Education administers regulatory standards for the provision of pastoral care for international students by education institutions, through the Code of Practice for the Pastoral Care of International Students. The Ministry also administers an Export Education Levy for all education providers which enroll international students. This levy was introduced in 2003, and is charged at the rate of 0.45% of tuition revenues from international students, and a flat fee of NZ\$185 per provider. The Levy is used to fund a work programme to support the international education sector in New Zealand, including the administration of the Code of Practice, strategic promotions, research, and professional development for the staff of education providers. The New Zealand Qualifications Authority (NZQA) administers the registration and accreditation standards in place for education providers seeking to operate in New Zealand. A Private Training Establishment (PTE) may enroll international students, providing it has NZQA approval for its courses (section 258 of the Education Act 1989) and accreditation to provide the approved courses (section 259 of the Education Act). Please note that to enroll international students, a PTE also needs to be a signatory to the Code of Practice for the Pastoral Care of International Students.

China sets up a strict licensing system for the international student education. The schools which accept international student and the courses which are going to be delivered to international students must be permitted by the educational administration department. The institutions which got the permission are qualified to recruit the international students. Up to now, there are about 610 higher education institutions that are entitled to accept international students all over the member. Among them, some bring the teaching, supervision and service of the international students into the local students' system, and great parts of schools establish exclusively the institutions for international students, like international colleges etc.

In Japan higher education institutions, international students are able to take the same educational programs as Japanese students. The quality of academic degree and credits, etc. has been ensured based on Standards for the Establishment of Universities, etc. Also, Japan has undertaken efforts such as supports for foreign students including scholarships and establishment of systems in higher education institutions to accept international students, so that those institutions manage the enrollment of international students in the same way of Japanese students. Japanese higher education institutions don't require more tuition from international students than native students.

In USA, management measures for international student education vary depending on local government, accrediting agency requirements (in cases where there are relationships established between domestic and foreign institutions) and individual institution.

- **Specific management measures for students studying abroad**

Studying abroad is based on students' own will. In many member economies, the local students who want to study abroad can go abroad without limitations. Some members encourage local students to go abroad to study with financial support, like China, Japan and Thailand. Some members verify and recognise the certificates which students get from overseas, like China and Chile.

In China, Chinese government has taken a range of measures to support students to study abroad, and encourage them to return after completion of their study and guarantee the freedom of going back and forth. China is the biggest source member of international students in the world, with the number of above 200,000 students going abroad annually. In recent years, Chinese students studying abroad or planning to study abroad have constantly suffered from the college closure or the agencies' false advertisement. In order to protect the students' interests and help students to select study destinations, the Ministry of Education created the alarm system. Through information disclosure, it can remind in time the students and their parents of the policy changes and the operation risks of some schools and the agencies.

In Japan, Japanese government has been supporting Japanese students who study at foreign universities, etc. including financial supports. Mutual recognition of credits attained at foreign universities is available at the discretion of each university. It also available to count educational courses which students have completed in other members in as the number of years for curriculum which the students complete in Japan.

In USA, management measures for students studying abroad vary depending on local government, accrediting agency requirements, and individual institution.

- **Monitoring measures for overseas educational institutions running schools onshore**

Institution/Program mobility is a very active model of cross-border education in the APEC region. Many members like China; Hong Kong, China; Indonesia; Malaysia; Singapore and Viet Nam encourage overseas educational institutions to run schools and programs onshore. In recent years, more and more institutions/programs are flowing from Europe into Asian, and at the same time there are more and more institutions/programs mobility among Asian members. As for the overseas educational institutions running schools onshore, all members take a series of supervision

measures in many aspects, such as market access, monitoring and results assurance. In general, most members bring the overseas educational institutions running schools onshore into the local private education realm to carry on the supervision.

In Australia, all institutions (Australian and from overseas) seeking to provide Australian Qualifications Framework (AQF) tertiary qualifications need to satisfy the requirements of relevant Government accreditation authorities. Foreign institutions that offer higher education qualifications under the AQF must meet the same requirements as Australian institutions do. Foreign institutions offering qualifications that are recognized qualifications in Australia must only meet the same requirements as Australian institutions do. There are special requirements for a foreign institution that offers non-Australian higher education qualifications. States and Territories manage individual registers. The information contained on these registers is managed by the higher education accreditation authorities and they can be found on their respective websites.

In China, overseas educational institutions are allowed to enter only through educational institutions which are registered in China and must establish partnership with local partner. The joint school or joint program (Chinese – Foreign Cooperation in Running School or Program) is regulated by the Regulations of the People’s Republic of China on Chinese – Foreign Cooperation in Running School 2003 (RCRS) and its associated legislations. The RCRS framework is administered by the Chinese Ministry of Education (MOE) in conjunction with Provincial Governments. According to the laws and regulations, the Chinese local education institutions should submit the application of the establishment of joint institutions/programs to education administrators. The institutions/programs can only be formally established on the permission of the education administrators. Specifically, the permission may cover names of the majors, enrollment, teaching forms, fees, expiration date, issue of certificates etc. When the joint institutions/programs are established, the running reports should be submitted regularly to the education administrator each year. Professional assessment organizations should evaluate institutions/programs regularly. Chinese – Foreign cooperative institutions/programs can apply for the accreditation of the relevant professional institutions voluntarily. The foreign certificates should get the recognition and verification from the appointed organizations. In addition, the foreign partners need to supply certain amount of teachers to provide on-site teaching for Chinese students.

In Indonesia, overseas educational institution is permitted only through educational institution which is registered in Indonesia and must meet the following conditions:

- mutual recognition requirement between relevant institutions on credits, programs and certifications.
- foreign education institution providing services must establish partnership with local partner. Foreign language instructors must be native speakers.

- foreign education institution and its local partner must be accredited by the Ministry of Education.
- provision of jointly operated higher education services is allowed in Medan, Jakarta, Bogor, Bandung and Yogyakarta.
- temporary entry of natural persons engaged in educational activities is subject to approval by the Ministry of Education and other related agencies.

In Philippines, overseas educational institution is permitted to operate onshore. But all private HEIs must be authorized by the government before they can operate in the Philippines. In order to be authorized to operate, a private institution's education programmes and operations should be recognized. The permit provides the school with approval to operate a particular course or study courses for a specified period. The operation of foreign HEIs is governed by the policies, rules and standards prescribed by CHED pursuant to law. (Jean Tayag , 2007)

In New Zealand, the importation of overseas programs and courses is at the discretion of education providers, subject to the quality assurance measures administered by the New Zealand Qualifications Authority.

In USA, management measures for overseas educational institutions running schools onshore vary depending on local government, accrediting agency requirements, and individual institution.

■ **Monitoring measures for local institutions running schools offshore**

Concerning the local institutions running schools offshore, the majority of members don't have specific supervision measures except Australia and China.

In Australia, the Australian Government has established AusLIST (an online directory of institutions delivering courses offshore that meet Australia's registration), accreditation and quality assurance standards. Institutions on AusLIST must:

- be approved education and training providers;
- agree to deliver courses in other members to a standard that is comparable to courses delivered in Australia; and
- sign a Provider Declaration to that effect.

All courses listed in AusLIST must contain a face-to-face component offshore. Under the Transnational Quality Strategy (TQS), a framework agreed by Education Ministers nationally to assure the quality of Australia's transnational education and training, quality arrangements also include a range of projects to support good practice in offshore provision of education and training.

The Australian Universities Quality Agency (AUQA) has the responsibility of

auditing all Australian universities. Audits are conducted on a rolling cycle with cycle two audits currently underway for publicly funded universities and cycle one audits continuing for private providers. The second cycle focuses on two themes specific to each institution. For most universities this includes the theme of ‘internationalization’. All audits, regardless of chosen theme, include visits to overseas campuses where auditors examine all aspects of operations at the campus including talking to staff and students to obtain an overall picture of the campus.

In China, the local education institutions delivering courses offshore must be approved by MOE and get the license. Applying materials include the follows: the purpose of running school offshore, the condition and cooperative mode, the length of teaching and the way of granting academic degrees, teachers and the forecast of students' resources, financial support, the basic conditions of foreign cooperators which should be elaborated to make sure whether they conform to the relevant legal regulations of the nation(region); and the basic documents such as the teaching schedule and teaching model, the target of human resource development, course design; the foreign cooperators' effective qualifications and verification of running school; the specific agreement signed by Chinese and foreign cooperators including the name and nature of the institution, course design, admission standards, teachers' resources and teaching materials, cooperative deadline, the rights and duties, academic degree, management style, financial arrangement, the solution of dispute etc. The agreements can only be carried out after receiving the approval of the application on running school offshore.

■ **Management measures for programs and courses mobility**

Program/course mobility is one of the important forms of cross-border education. The local schools can bring in overseas programs and courses and then combine them with the local courses or offer alone; and the local institutions can deliver local programs and courses offshore according to the arrangement of the agreements. Program/course mobility bring obvious convenience for students mobility. Through program/course mobility, various types of articulation arrangements have been established between different schools from different members, and the credits which gained from different schools are permitted to transfer each other. It is the main duty for the institute to introduce overseas courses or offer programs offshore, which is usually managed by the institute independently. The issue of the relative certificates based on the delivery of these programs/courses should comply with the local regulations of certain departments.

In Australia, foreign institutions that offer higher education qualifications under the AQF must meet the same requirements as Australian institutions. Under the National Protocols for Higher Educational Approval Processes, provides for the approval of overseas institutions that wish to offer qualifications of their member of origin rather than Australian qualifications.

In New Zealand, the importation of overseas programs and courses is at the discretion of education providers, subject to the quality assurance measures administered by the New Zealand Qualifications Authority.

In Japan, one of the offshore provisions of local programs is “REX Program”. This program is designed for young teachers working at upper and lower secondary schools in Japan to serve as Japanese language teachers at secondary schools abroad for two years. They not only teach Japanese language but also introduce Japanese society, history and culture to secondary school students. When there is a recommendation of applying teachers from Boards of Education, MEXT select a person who meets the requirements including number of years with school, language skill etc., and participants will be dispatched after taking training courses.

In USA, management measures for bringing in overseas programs and courses vary depending on local government, accrediting agency requirements (in cases where there are relationships established between domestic and foreign institutions), and individual institution.

Management measures for cross-border education

MEs	for international student education onshore	for students studying abroad	for overseas educational institutions running schools onshore	for local institutions running schools offshore	for programs/courses bringing in and delivery
Australia	marketing; provider registration; accreditation; audit; tuition assurance; CRICOS; PRISMS;	none	approval; qualification manage	AusLIST	none
Brunei Darussalam					
Canada					
Chile		degree validating, recognizing	licence, supervision, recognition accreditation 6month-11year		
China	approval; licence;	institution listing; degree validating; recognizing; alarm	licence, evaluation, verification, accreditation, supervision,	approval; licence;	licence
Hong Kong, China					

Indonesia			local partnership ; mutual recognition on credits, programs and certifications; Foreign language instructors must be native speakers. accredited by the MOE; region restriction.		
Japan					
Republic of Korea					
Malaysia	approved and registered institution and courses by MOHE				
Mexico			none	none	none
New Zealand	registration, approval, accreditation, evaluation, review, levy	none	quality administer	none	none
Papua New Guinea					
Peru	none	none	none	none	none
Philippines			authorized; license; certificate recognition; monitoring and evaluation; voluntary accreditation; professional licensure examination; civil-service requirement; tax regimes;		
Russia					
Singapore			fund		
Chinese Taipei					
Thailand	none	none			
USA	self-manage	self-manage	accreditation	none	self-manage
Viet Nam					

■ **Management measures for teacher/trainer mobility**

Teacher/trainer mobility is one of the important forms of cross-border education, which includes overseas teacher/trainer entering and providing education services onshore, and local teacher/trainer providing educational services offshore. For the former, the members generally have very clear management measures including demand tests, teacher qualification request, permitted pathway management such as local educational institutions' invitation, limitation for stay etc. For the latter, most

members generally have no specific supervision measures except that some members establish the working mechanism for teaching overseas voluntarily.

In Australia, overseas teachers are allowed to teach in Australia so long as they meet the set registration requirements. Visa restrictions (including needs tests) may apply. The Australian Quality Training Framework (AQTF) Essential Standards for Registration specify certain requirements for the Post secondary technical and vocational education (PSTVE) trainers and assessors. The National Protocols for Higher Education Approvals Processes and their guidelines require higher education institutions (universities and other non-vocational tertiary institutions) to have a staffing profile appropriate to their goals and education purposes.

In China, Chinese government encourages education institutions to introduce excellent foreign teachers, and foreign individual education service suppliers are allowed to teach in China when invited or employed by Chinese schools or other education institutions. Their qualifications are as follows: possession of Bachelor's degree or above; and an appropriate professional title or certificate with two years' professional experiences. Moreover, Chinese government requires that along with the entering of the offshore programs and the institutions, it is necessary to bring in certain number of overseas teachers to ensure the quality of education.

In Japan , one of the educational services provided by foreign education service suppliers is “The Japan Exchange and Teaching Programme”, which, local governments conduct as operating body with the cooperation of MIC, MOFA and MEXT. This programme is aimed at promoting grass-roots international exchange and foreign language education by inviting the youth from other members. In this programme, MEXT conducts training courses of school education and gives instructions to assistant language teachers who are engaged in the language teaching at elementary schools, lower secondary schools and upper secondary schools. Meanwhile, in Japan , one of the educational services provided in other members by local education service suppliers is “Special Participation System for In-Service Teachers” for Japan Overseas Cooperation Volunteers. This system dispatches school teachers to developing members and promotes international cooperation. MEXT selects teachers who are recommended by Boards of Education, etc. based on their application forms and recommend them to Japan International Cooperation Agency (JICA). Teachers who are selected through JICA's selection will take the training course and interior training before dispatch to appointed member. Besides, there is “Special Participation System for In-Service Teachers” for Nikkei Society Youth Volunteers which limits the target region of activity to Japanese descendants or Nikkei communities in the Latin American region(now only Brazil).

In Mexico, the specific agreements between educational institutions (foreign – local) are needed. Specific management measures are needed when the foreign supplier enables a real state property in which the educational service is provided.

In USA, for postsecondary education, it would be in accordance with institutional policies and accreditation standards; and for primary and secondary, it would depend on the laws of individual states.

In Viet Nam, foreign teachers who wish to work in foreign-invested schools shall have at least 5 years of teaching experience, and their qualifications shall be recognized by the competent authority.

■ **Monitoring measures for distance education /virtual universities**

There is an apparent divergence on distance education/virtual universities in the WTO commitments of some members. Among them, China, Japan, Thailand and Viet Nam etc. have made the unbound commitments. While Australia, Chinese Taipei, Mexico, New Zealand and USA etc. have made full commitments with no limitations listed under their access sub-sector. However, no members have made partial commitments with limitations. Because no members know how to take an effective management, they cannot provide the specific limitations. Almost no member economy have the specific management measures, policies and regulations on distance education offered by overseas institutions to domestic students or by local institutions to overseas students. According to the feedback of Australia, Japan, Mexico, New Zealand, Peru and other members, there are no specific government monitoring measures at this time for local students receiving distance educational courses delivered by an overseas providers and for local providers offering distance educational course offshore.

In Chile, the Consejo Superior de Educación is responsible for institution accreditation and registration which are seeking for offering distance education onshore, but there are no quality assurance processes in place for these programmes. The only regulation provided is that of monitoring press announcements and at least making sure that they are not a source of gross misrepresentation.

In Philippines, local HEIs wanting to offer open-learning and distance-education programmes are also required to go through the procedure of securing a permit. Only CHED-identified centres of excellence/development and/or recognized HEIs with Level III accreditation or CHED equivalent in the programme applied for are allowed to offer open learning (OL) or distance education (DE) programmes (CMO No. 35, s. 2000). CMO No.35, s. 2000 further requires that the curriculum for the proposed open and distance-learning programme, together with self-instructional materials to be used, evaluated and approved by the concerned TP and/or technical committee. The CMO also provides guidelines for student assessment, student support services, programme management and administration. These requirements are obviously not applicable to TNHE providers offering programmes online and directly with no local representative or partner. The commission, however, intends to monitor these operations in order to give information to the public on their programme offerings and accreditation status

in their member of origin (CMO No. 6, s. 2003). In case a local representative or partner is involved, the representative or partner is required to seek appropriate registration upon recommendation of the CHED Central office. The operations of the provider and its partner shall be monitored and the public shall be informed on their programme offerings and accreditation status. In the case of distance-education programmes offered jointly by a foreign provider and a Philippine HEI, or by a Philippine HEI under a franchise agreement, the foreign providers and local partners shall comply with CMO No. 35, s. 2000. (Jean Tayag, 2007)

In Peru, by General Law on Education (art. 27), distance education is applicable to all education levels and its objective is to complement, enhance or replace face-to-face education in order to expand the coverage and learning opportunities. Universities have developed their own schemes, enabling them to provide these systems through agreements with universities abroad.

In USA, monitoring measures for distance education depends on individual state laws, some states have requirements that an online provider must meet, even if there is no physical presence in the state.

■ **Monitoring measures for agencies**

As profit-oriented commercial companies, agencies permeate in the markets of the member economies and play multiple roles in the development of cross-border education. Some agencies, as the market promoters of schools, offer information to students and parents, while some of them provide various kinds of preparatory courses and language training projects. Admittedly, some agencies make profits at the expense of educatees' rights by providing with false information and charging unreasonable fees. This is a common phenomenon existing in the development of cross-border education. According to the feedback of every economy, most members have no specific measures on the management of education agencies, and only a few members, like China, have established a rigid management framework.

In China, the agencies which deliver consultant services are an industry with special permission and licensing. Its licensing process is implemented by the Ministry of Education together with the Public Security Department and Industry and Commerce Administration Department. Only educational institutions are qualified to apply for the establishment of agencies delivering consultant services, and they can only enter the market on the condition that they obtain the licenses jointly issued by the Ministry of Education, the Ministry of Public Security and the State Administration for Industry and Commerce. In addition, they have to regularly submit the operation reports to education department each year. Besides, each agency must pay a certain amount of deposit (such as 2 million RMB) before conducting their business in order to safeguard the rights and interests of consumers. If the agencies are operated

illegally, they will receive a warning of punishment from relevant departments.

■ **Specific measures of quality assurance for Cross-border Education**

Quality assurance is a hot topic and a focus issue in cross-border education. The main purposes of reinforcing the quality assurance in cross-border education are to enhance student protection, to improve transparent and readable qualifications facilitated by reliable and user-friendly information sources, to improve transparent, fair, coherent and reliable accreditation and recognition procedures for qualifications, and to promote international cooperation and mutual understanding amongst national QA bodies and accreditation agencies. In recent years, all members have explored a lot on the formulation of a standard, the set-up of a system, the specific measures and other aspects of how to guarantee the quality of cross-border education. In some member economies, the quality assurance of cross-border education has been subsumed into the local system for unified management. While, some members have made special quality assurance standards, established system and adopted special measures for the cross-border education.

In Australia , responsibilities for quality assurance for educational agencies (institutions) are shared among the Federal, State and Territory governments through the Federal Government department of education and through State and Territory Government departments of education. In addition, all institutions are monitored and quality checked by a number of key national bodies including: (1)The National Audit and Registration Agency (NARA) provides audit and registration services for Registered Training Organizations engaged in the Post Secondary Technical and Vocational Education (PSTVE) sector that are multi-jurisdictional, that is operate in more than one State or Territory. (2)The Australian Universities Quality Agency (AUQA), the national quality audit body, is responsible for auditing all universities, other self-accrediting Other Higher Education (OHE) institutions, some non self-accrediting OHE institutions and Government Accreditation Authorities in the OHE sector. In addition to institutional quality assurance testing, programs in professional discipline areas are accredited by the relevant professional body.

Foreign institutions offering overseas qualifications are subject to the quality assurance requirements of their overseas accrediting authority. Professional associations and government agencies have quality assurance processes in some fields such as health and engineering. PSTVE institutions offering AQF qualifications, and their programs and courses, are also subjected to quality assurance processes, set out in the Australian Quality Training Framework (AQTF). Other higher education institutions offering Australian qualifications are subject to quality audits and/or accreditation every five to seven years. Quality audits are done by the Australian Universities Quality Agency (AUQA) and accreditation is done by government accreditation authorities. The programs and courses offered by non self-accrediting institutions are subject to re-accreditation every five years. The programs and

courses offered by institutions with self-accrediting authority are assessed through internal quality assurance processes that are subject to external quality audits every five years.

In China, central and provincial education department undertake the management function of the quality assurance in cross-border education. The function includes: (1) through the approval and license, the government choose to introduce the high-quality international education resources, to deliver high-quality education services for international market, and to establish high-quality agencies. Meanwhile, they should carefully examine the quality of the cross-border education from the beginning. The establishment of programs/institutions of joint schools must be strictly chosen, examined and approved by school, province and MOE; the local education institutions/programs offering the education services offshore must be seriously chosen, examined and approved by MOE; the set-up of agencies should be jointly permitted by MOE together with other two departments or committees. (2) through the supervision on the process of running, the government seek to make sure the proper operation and sustainable development of cross-border education. The joint school programs/institutions need to regularly submit the operation reports to the education department each year and receive the regular evaluation from CDGDC (China Academic Degrees and Graduate Education Development Center); the award of the overseas diploma should be under the recognition and verification of CSCSE (Chinese Service Center for Scholarly Exchange); they should voluntarily accept the accreditation of CEAIE (China Education Association for International Exchange) and other bodies in the process of running school.

In Japan, based on “Guidelines for Quality Provision in Cross-border Higher Education”, which is provided by UNESCO and OECD, the Japanese government has been actively participating in the discussions about the quality assurance of international higher education.

In New Zealand, a Private Training Establishment (PTE) may enrol international students, providing it has NZQA approval for its courses (section 258 of the Education Act 1989) and accreditation to provide the approved courses (section 259 of the Education Act). Please note that to enrol international students, a PTE also needs to be a signatory to the Code of Practice for the Pastoral Care of International Students. The New Zealand Qualifications Authority (NZQA) administers the registration and accreditation standards in place for education providers seeking to operate in New Zealand.

In USA, Management measures of quality assurance for Cross-border Education vary depending on local government, accrediting organization and individual institution. The United States government considers accreditation to be a reliable authority on academic quality. The recognized accrediting organization, including 61 programmatic accrediting organizations and 19 institutional accrediting organizations,

plays a significant role in quality assurance for cross-border education. (CHEA, 2007)

Management measures for cross-border education (continue)

MEs	for overseas natural person	for local natural person	for overseas distance education providers	for local distance education providers	for agencies	for quality assurance
Australia	needs tests	none	none	none	none	
Brunei Darussalam						
Canada						
Chile			monitoring press announcements	none		
China	invitation; qualification; time limits	none	none	none	approval; license; supervision	accreditation, evaluation, verification
Hong Kong, China						
Indonesia						
Japan		volunteer	none	none	none	OECD guideline
Republic of Korea						
Malaysia						
Mexico	agreement	none	none	none	none	none
New Zealand			none	none		
Papua New Guinea						
Peru	none	none	none	none	none	none
Philippines			license; local partner			
Russia						
Singapore						
Chinese Taipei						
Thailand			none	none		
USA	by States	none	by States	none	by States	self-manage
Viet Nam			none			

2.6 Common concerns

Cross-border education is a result of globalization. It has proved that it needs not only to open markets but also to enhance supervision and cooperation in this age of

globalization. Otherwise, it will render a global crisis. Through the project research, it is discovered that, in the APEC region, cross-border education exists widely and plays a positive role in propelling the reform of economy and education system, enriching the educational supply, cultivating internationalized talents, promoting multicultural exchange and international understanding and pushing forward the regional economy development and integration. At present, it involves more and more people and attracts a lot of attention. Meanwhile, there is a series of challenges.

At the moment, in the APEC region the main challenges and issues of the cross-border education include:

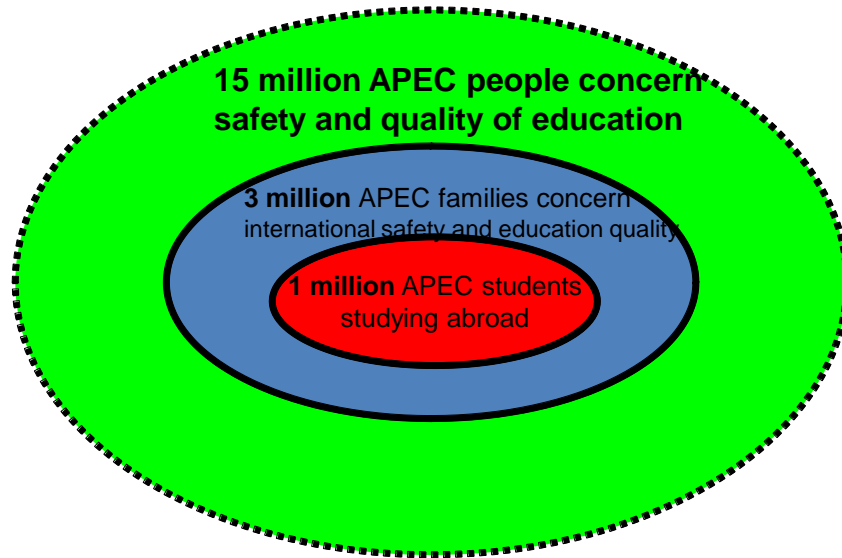
- It lacks effective quality assurance mechanism and measures, and it has the risk of inferior quality.
- It lacks effective market supervision mechanism and measures for cross-border education, esp. for private providers and self-management institutions, and it has a mass of rogue providers, rogue agencies and diploma mills which running freely and damages the students' interests.
- It lacks education qualification recognition mechanism and credit transfer system. In the APEC region, the education systems are totally different among all the members, thus the education diversity is apparent. There is a lack of education qualification recognition mechanism and credit transfer system goes against the sustainable development of cross-border education.
- It lacks good data collection mechanisms and lacks valid and reliable information. It lacks transparency for cross-border education, and there is information asymmetry between providers and consumers. In addition, misinformation and information fraud exist.
- It has a prominent tendency of over-commercialization. Some institutions aspire to make money and chase after the high economic interests, they concentrate on how to deliver low-cost programmes and how to charge fees excessive which damage the students' rights, break equal access to education and affect human resources development.
- It has the challenges of cultural diversity and cultural relevance. The development of cross-border education bases on the mutual understanding among different cultures and learning different languages. The culture in the APEC region is full of variety and quite different from each other. The market access limitations existing among all the members cannot be eliminated, and the cross-border education cannot develop smoothly, if the problem of multicultural collaborative development cannot be handled properly.
- The operation system of the cross-border education is unstable and unsustainable, thus it affects the education development and human resources development. It lacks systematic and concrete cross-border education regulations in a lot of members, so the operators of the cross-border education

face the risk of policy adjustment at any time. Lots of education providers pay excessive attention on short-term economic benefits with no long-term operating education plan.

- It has the imbalance of development, imbalance of exchange, imbalance between inward and outward cross-border motilities with the students moving from the developing members to the developed members and institutions/programs flowing from the developed members to the developing members. Thus, the purpose of exchange can never be achieved.
- The brain drain of the developing members is serious. Excellent students with huge education funds (compared with the local education costs) flow from the developing member into the developed members without return, thus the developing members lose both students and money. Some members report that excellent teachers of local schools are tempted away from their present job with the entrance of the overseas institutions, so the teacher drain also appeared.
- The relationship between cross-border education and local education system is unclear. Some members report that competitive relationship and substitutive relationship exist in them, and others report they have supplementary relation and promoting relations, so there is a great divergence on it at present. For instance, the Philippine Association of Colleges and Universities (PACU) opined that such encroachment of foreign schools, if unchecked, would adversely affect Philippine private education. “like a big hungry shark, the foreign schools entering our market will eat up little by little small Philippine private schools” (PACU, 2002).

In the APEC region, the cross-border education is attracting more and more attention. People pay close attention to the quality, policy changes, investment and return of cross-border education, to the learning environment and safety, to the international reputation and position of the education and so on. For instance, there are one million students who choose to study abroad in the APEC region at present, and it means that at least three million families and fifteen million individuals will give close attention to the education quality and learning environment and safety of overseas study.

**People pay great attention to cross-border education
in the APEC Region.**



The specific concerns of each member economy on cross-border education include:

- How to monitor cross-border education effectively while promote education services market access?
- How to create an effective mechanism and adopt what kinds of measures to ensure the quality of cross-border education?
- How to create an effective mechanism to intensify information exchange on cross-border education among the members?
- How to create an effective mechanism to intensify the cooperation of policy and monitoring on cross-border education among the members?
- How to increase transparency and create an effective mechanism to intensify the data acquisition of cross-border education?
- How to promote the mutual recognition of educational qualifications and credits transfer among APEC members?
- How to intensify the effective monitoring of the distance education to ensure the quality?
- How to promote the combination of cross-border education with local education system and impel the development of local education at the same time?
- How to make cross-border education "price to value ", so that both the providers and recipients can obtain ideal repays? A reasonable repay is the impetus of the in-depth development of cross-border education. The providers highly concern the control of costs and school fees. Meanwhile, the recipients concern school fees, job opportunity and income after graduation. How to balance the both?

- How to take effective measures to protect the student's rights and interests?
- How to increase the stability and sustainability for the cross-border education in the APEC region?

3. Discussion and Recommendations

All member economies strongly support the project, and at the same time, some members propose some concrete suggestions to strengthen the monitoring and cooperation of cross-border education in the APEC region.

Australia: Cross border exchange of education services is an increasingly important means of delivering the quality and diversity of education services that meet the needs for modern growing economies. There are significant benefits from cross border education – including the rapid transfer of knowledge and new ideas; additional resources to complement the domestic resources devoted to improving quality education; mobility of students, academics and professionals; and increased social and cultural understanding. Government policies of various kinds – particularly those related to quality assurance, accreditation of providers and recognition of qualifications – can have a major influence on cross border exchange. All APEC economies are involved in cross border exchange to varying degrees. All member economies can work together in order to maximize the benefits from cross border education. Better understanding of these policies will be beneficial to cross border education cooperation among APEC economies to enhance policy development in relation to systems for quality assurance, accreditation and qualifications recognition.

Japan: As for cross-border education, although international discussions have been undertaken including the guidelines mentioned above which was formulated with the collaboration between UNESCO and OECD, “cross-border education” has not been defined specifically and uniformly. Concerning the internal, on the border and cross-border provision of education in each member, the way of being and thinking of regulations varies and information is not shared enough among members. Therefore, even if this survey seems efficient, it is important to conduct information sharing and discussions based on this sharing at first, including this kind of survey, in sufficient respect of each member’s system.

Peru: The Peruvian National Education System considers all schools in our territory to be Peruvian, so the many bilingual and bicultural schools in the member respond to our national policies that indicate that our National Curricular Design sets the teaching parameters for all schools nationwide and is flexible enough to allow for foreign initiatives to be developed alongside this main document. For instance, students in all schools must study core courses like Historia del Perú (Peruvian History), Geografía del Perú (Peruvian Geography), Civics, Literature and Spanish,

but a foreign initiative can include courses taught in different languages like English or French, and generally speaking, the initiative will carry the main courses of the foreign member's education system. Evaluations and assessment for both teachers and students are double: the Peruvian Ministry of Education assesses their performance and the other member's Ministry of Education sends an evaluation committee or jury to assess their performance and validate their exams. This system, makes it possible for foreign initiatives to be developed in an inclusive manner instead of apart from the Peruvian Education system. This perspective of integration of two different education parameters is also the way to integrate two cultures.

Thailand: We should have matured recognition of qualifications and credit transfer about the international cooperation of cross-border education management in the APEC region.

United States: It may be helpful to better understand the situations of different APEC economies including how centralized and decentralized economies address the issues of cross-border education.

According to the above-mentioned research, we acknowledged that,

- CBE could make contribution to social and economic development and enhance cultural understanding.
- CBE could facilitate the exchange of education services across borders in APEC region and promote free flow of human resources, which could also contribute to achieving Regional Economic Integration (REI) and Free Trade Area of the Asia-Pacific (FTAAP).
- CBE increases the productivity and growth benefits of education.
- Quality assurance and consumer protection are important issues to be addressed in CBE.
- The development of the CBE is based on two important elements: market access and qualification recognition. The flow of education resources and students and recognition of qualifications are the base and guarantee of further development of CBE
- Education services market should be opened orderly in the APEC region.

So, our main policy recommendation for CBE as follows,

- To advocate the idea of sustainable development on cross-border education in the APEC region. We should focus on building a high-quality and sustainable developing cross-border education so as to promote the harmonious multi-cultural development and to accelerate human resource development in the APEC region.

- To promote education services market open orderly in the APEC region. We agree and support the further opening of the educational services markets, but we oppose opening with low-quality or without regulations. After the opening of educational services markets, the effective monitoring is our common concerns.
- To improve management system of CBE; while education service market access is widely available, the regulation of CBE should be strengthened.
- In the APEC region, member economies make policies and adopt monitoring measures for cross-border education independently. Each economy has the sovereignty on educational management and adheres to its own principle on the management of cross-border education.
- To strengthen monitoring and ensure the quality. It is suggested that each economy should strengthen monitoring and supervision, especially on local private education, to ensure the quality of cross-border education. And each member should put cross-border education under the government regulation and take measures to ensure the provision of equivalent education services as the local education. It should be avoided the unscrupulous traders offering diploma mills and providing low-quality cross-border education due to the self-management of educational institutions. We strongly recommend that the recognition of CBE providers must be based on high-quality.
- To strengthen the international student's interests protection in every member. To cultivate students is the fundamental purpose of cross-border education. To protect students' interests is the central task of the monitoring on cross-border education. Members should take more effective measures to protect student's interests, to improve services for students, in particular, to protect the personal safety of students.
- To establish information exchange mechanism of cross-border education to share information timely. Cross-border education means educational resources flow among the members with the characteristics of mobility and globalization. As a result, the effective collaboration among partners, particularly the information exchanges and policy cooperation, needs to be strengthened.
- To establish policy cooperation mechanisms on cross-border education in the APEC region. To strengthen international cooperation and policy dialogue on regulation of cross-border education.
- To establish mechanism for qualification recognition in the APEC region. Each economy needs to strengthen the mutual recognition of educational qualifications and promote mutual recognition and credits transfer in order to facilitate the smooth development of cross-border education. Meanwhile, each member should strengthen the management of local certificates and eliminate diploma mills.
- To establish the coordination mechanism for monitoring distance education in the APEC region. Distance education or e-learning is a new way of education and

learning tool, and it develops very rapidly. While members in this area currently have no specific monitoring measures, which is a great risk, it is suggested that coordination mechanism should be established to strengthen the supervision, enhance the cooperation and promote the development of distance education. Each member should formulate laws and regulations and improve measures to reinforce the management of distance education.

- To develop APEC work program for cooperation on policy.
- Putting forward APEC funded follow-up project to promote cooperation and coordination on CBE.
- To encourage regional collaboration in research on cross-border higher education.
- Frequent and regular dialogue on Quality assurance of CBE in the APEC region.
- Establishment of Asia-Pacific Association for Qualification to strengthen information sharing.

PART 2 Project Completion Report

Project Completion Report

(as of July 8, 2011)

Please submit through your APEC Secretariat Program Director within 2 months of project completion.

SECTION A: Project profile

Project number & title :	HRD 01/2010A: Capacity Building for Policies and Monitoring of Cross-border Education in the APEC Region		
Time period covered in report:	April, 2010—July, 2011	Date submitted:	July 12, 2011
Committee / WG / Fora:	Human Resource Working Group (HRDWG)		
Project Overseer Name / Organization / Economy:	ZHANG Yun Department for international cooperation & exchanges, Ministry of education, P.R. China		

SECTION B: Project report and reflection

Briefly answer each of the questions below. Section B should be a maximum of 2-3 pages, inclusive of the questions and tables provided.

1. Project description: In 3-4 sentences, describe the project and its main objectives.

This project is an ASF supported project launched in April 2010, proposed by China and responded to APEC Education Minister Joint Statement and the Leaders Declaration. Its main objectives include, to develop common understandings about strengthening management and monitoring for cross-border education, to identify the common issues and challenges in this field, to share the best practice and successful experiences among APEC members, and to promote cooperation in the field of policy-making and coordinating the monitoring of cross-border education among APEC economies.

2. Meeting your objectives: Describe how the project went, with reference to the objectives laid out in your project proposal. Include any major changes to your project as proposed and any problems or obstacles that you encountered and how you overcame them.

During the implementation of this project, the project team has undertaken a series of stages as conceptualization, desk research, special survey, case study, analysis, project research report, a capacity building seminar and evaluation:

EDNET contacts, providing insights from the government and/or administrative level in each ME. As a project initiated by the APEC HRDWG, the EDNET representatives of the APEC MEs played a central role and their response to the scoping study survey are central to the information presented in this report.

Publicly available documents, through a web-based search for information on cross-border education in APEC MEs.

Questionnaire-based survey, through a questionnaire survey for information about policies and monitoring of cross-border education in APEC MEs. The questionnaire was sent to the EDNET contacts in each MEs by email in September 2010, and additionally we handed out the questionnaire papers on the 33rd Human Resource Development Working Group Meeting in March 2011 in Washington D.C. Responses were received from the following 11 member economies: Australia; China; Indonesia; Japan; Republic of Korea; Mexico; New Zealand; Peru; Singapore; Thailand; The United States.

Case study, during the implementation of the project, Australia; Brunei Darussalam; China; Indonesia; Japan; Malaysia; Mexico; New Zealand; Peru; Philippines and the United States provided case study or case presentation.

Project research report, according to our study, we finished the project research report "Capacity Building for Policies and Monitoring of Cross-border Education in the APEC Region", and delivered it on the Shanghai seminar in June 2011.

Seminar on Capacity building for policies and monitoring of cross-border education in the APEC region, held in Shanghai, China from 27-28 June 2011. 60 officials and experts from the APEC Secretariat, OECD and 12 economies (Australia; Brunei Darussalam; the People's Republic of China; Indonesia; Malaysia; Mexico; New Zealand; Peru; the Philippines; Thailand; the United States of America and Viet Nam) participated in the seminar. During the 2-day seminar, there are 2 keynote speeches from China (including a project report), 4 invited speeches from OECD, US Department of Education, RMIT University and East China Normal University, and 14 case presentations from members.

3. **Project evaluation: Describe how you evaluated the project and provide some details on the results of the evaluation (e.g. participant evaluation, peer review of publication, measurement of indicators, statistics demonstrating use of outputs etc.).**

We evaluated the project mainly by Participant evaluation and Peer review of publication. During 2-day seminar in Shanghai, we delivered project research report to 60 participants and made special presentations. Meanwhile we delivered evaluation form to every participant and asked them to rate the seminar presentations and our project research report (the statistics indicators for rate include very good, good, medium, poor, and very poor).

According to 60 participants' evaluation, the project research report and the seminar presentation were rated as "very good" or "good". Some participants described: "the research project Policies and monitoring of CBE in the APEC region gave us the newly result". "More than 10 members showed their good practice and experience." "This seminar got its main results. It is really a success one." "Very good seminar on CBE in APEC, covered the major issues of CBE, had an extensive discussion and communication on CBE issues in APEC." "The exchange of information is so good." "The speakers are all credible and they made very good presentations." And so on.

Participants' evaluation on the project report and seminar presentations
(Percent, %)

	very good	good	medium	poor	very poor	total
overall basis	52	48	0	0	0	100
project report/ keynote speech/ invited speech	54	46	0	0	0	100
plenary session-1	54	42	4	0	0	100
plenary session-2	50	45	5	0	0	100
plenary session-3	54	42	4	0	0	100
plenary session-4	50	45	5	0	0	100

4. Key findings: Describe one or two examples of important findings arising from the project (e.g. results from surveys or case studies, insights provided by participants or experts, policy recommendations, roadblocks to progress on an issue etc.).

In our project research report, the key findings include: (1) Outline of cross-border education in the APEC region; (2) Market access commitments on education services in the APEC region; (3) Models of cross-border education management in the APEC region; (4) Monitoring measures for cross-border education in the APEC region; (5) The main challenges and issues of cross-border education in the APEC region; (6) Common concerns on cross-border education in APEC region; (7) Our recommendations.

For example, through our study and expert's discussion, we acknowledged that (1) the CBE could facilitate the exchange of education services across borders in APEC region and promote free flow of human resources, which could also contribute to achieving Regional Economic Integration (REI) and Free Trade Area of the Asia-Pacific (FTAAP). (2) Quality assurance and consumer protection are important issues to be addressed in CBE. (3) The development of the CBE is based on two important elements: market access and qualification recognition. (4) Education services market should be opened orderly in the APEC region.

Our main policy recommendations for CBE include (1) Improving management system of CBE; while education service market access is widely available, the regulation of CBE should be strengthened. (2) Strengthening quality assurance and consumer protection; the recognition of CBE providers must be based on high-quality. (3) Strengthening international cooperation and policy dialogue on regulation of cross-border education. (4)

Establishing information exchange mechanism of cross-border education to share information timely. (5) Developing APEC work program for cooperation on policy. (6) Putting forward APEC funded follow-up project to promote cooperation and coordination on CBE. (7) Encouraging Regional Collaboration in Research on Cross-Border Higher Education. (8) Frequent and regular dialogue on Quality assurance of CBE. (9) Establishment of Asia-Pacific Association for Qualification to strengthen information sharing.

According to the Participants' evaluation, the project research report and the seminar presentation will benefit for policy-making and improving management on cross-border education in the APEC region. Some member mentioned that the project research report and the seminar presentation will "benefit for future planning of CBE in APEC region; for joint effort on regulate the CBE activities in APEC; and for common standards for Quality Assurance in CBE and qualification recognition in APEC region." Some member mentioned that "Keeping abreast of development of cross-border education in APEC, so as not to be left behind. Taking advantage of relationship/arrangement provided by different members, especially on OECD & UNESCO current initiative." Another member mentioned that "We have obtained a great account of information which is very important for us because we just started an accreditation system at universities level, technical vocational education training."

5. Next steps: Describe any follow-up steps or projects that you recommend. Have you already planned or begun these? What role could APEC play in any follow-up?

As the proposing economy, China has also planned several follow-up activities to better ensue the sustainability of this project. We recommend and plan to began next steps,

- (1) post the project research report and the seminar presentations on the APEC HRDWG wiki.
- (2) publish the project research report complied with the APEC Publications Guidelines and copyrights.
- (3) strengthen international cooperation and policy dialogue on regulation of cross-border education among members. As a major receiving economy of cross-border education in this region, the Chinese government will continue to emphasize and engage in international cooperation in monitoring cross-border education.
- (4) seek the possibility of establishing information exchange mechanism on quality assurance of cross-border education to share information timely in the APEC region.
- (5) seek the possibility of proposing a follow-up project to promote cooperation and coordination on cross-border education.

Step 1 and step 2 have already begun.

6. Feedback for the Secretariat: Do you have any suggestions for more effective management of projects in the future? Any assessment of consultants, experts or participants that you would like to share? (The Secretariat collates and examines feedback to identify trends for ongoing evaluation of our project management and/or communications systems.)

None.

7. Participant information: *Please provide details, where applicable. Insert rows as needed.*

List of participants on Shanghai seminar 27-28 JUNE 2011

Economy	# male	# female	Details
Australia	2	3	Tulip Chaudhury; Christopher Ziguras; Iain Watt; LEI Xiaofeng; XU Jianwen
Brunei Darussalam	2	2	Amsadi MD Tuah; Haji Mohamad Yunus Bin Haji Metusin; Teo Siew Yean; Mahani Hj Hamdan
China	18	6	LIU Baoli; XU Yongji; ZHANG Yun; LIU Jiaming; TAO Hongjian; FANG Qingchao; ZHOU Nanzhao; ZHU Yiming; ZHAO Li; CHE Weimin; MING Tingxi; WANG lisheng; LIN Mengquan; LI Ping; LU Chenguang; PENG Xiaohan; JI Ping; LI Yadong; BU Huanfang; ZHAO Ye; JIANG Yanqiao; ZHANG Minxuan; YANG Weiren; ZHU Xingde
Indonesia	2		Purwanto Subroto; MAHDIANSYAH
Malaysia	1	1	MUHAMAD AMRAN ZAINAL ABIDIN; NURUL MARHA MOHAMED
Mexico	2		JUAN RAMÓN NIETO QUEZADA; GUILLERMO P. LÓPEZ ANDRADE
New Zealand		1	Judith Brown
Peru	1	1	Manuel Solís; Maria Gisela Urday Larrea
Philippines	1	1	JESUS L.R. MATEO; MARTA M.HERNANDEZ
Thailand		3	Sunee Churaisin; Achara Pattamavipak; Noparat Prasartkhetkarn
USA	1	1	Eduardo Ochoa; Joanne Y. Taira
Viet Nam	1	1	Pham Thu Hien; Pham Kim Thanh
Other: OECD	1		Bernard Hugonnier
The APEC Secretariat	1		LU Zhiwei
APEC EDNET Coordinator		1	Adriana de Kanter
Project's secretary & staff	3	3	From Center for International Education Study, MOE; and Shanghai Academy of Educational Sciences

8. Outputs: *Please provide details, where applicable. Change headings or insert rows as needed.*

	# planned	# actual	Details
# of workshops / events	Seminar on Capacity building for policies and monitoring of cross-border education in APEC region	finished	June 27-28, 2011 in Shanghai, China

# of publications distributed	Not applicable	publishing	project research report would be distributed
# of CDs distributed	Not applicable	post on wiki	post the project research report & the seminar presentations on the APEC HRDWG wiki.
# of websites created	Not applicable		
Other:	Not applicable		

SECTION C: Budget

Attach a detailed breakdown of the APEC- provided project budget, including:

- **Planned costs** (using most recently approved budget figures)
- **Actual expenditures**
- **Variance notes:** An explanation of any budget line under- or over-spent by 20% or more.

Items	APEC Funding/ Planned Costs (US\$)	Actual Expenditure (US\$)
Honorarium	4,000	4,000
Travel (all per diem & airfares)	88,872	
Equipment / Materials	2,000	2,000
Photocopying	800	800
Communications (Phone/Fax/Mail/Courier)	500	500
Hosting & Materials for the registration and kits	5,000	5,000
Consultant (including researcher) Fee & Consultant's Support Staff	37,200	37,200
Total :	138,372	

SECTION D: Appendices or additions

Please attach any of the following. This information will help us better understand your project, support overseers of similar projects and plan for future projects.

- List of **experts or consultants** utilised, with job titles and contact details
- List of **participants**, with job titles and contact details
- Event **agendas**
- Links to any relevant **websites or online material** (e.g. reports, resources created)
- Results of participant feedback or other **project evaluation** (raw and/or analysed)
- Any **other relevant information or resources** that would help us learn more about your project

● **List of Experts or consultants**

	Name	Designation/Title	Organization	Address	E-mail	Tele. Number Fax Number
The lead project expert/Consultant						
1	Mr. ZHU Xingde	Professor; Director	Center for International Education Study, MOE; Shanghai Academy of Educational Sciences	21, North Chaling Road, Shanghai 200032	ZXD0001@yahoo.com	+86+21+64188501
Consultant						
1	Mr. ZHU Yiming	Professor	East China Normal University	No. 3663, Zhongshan Beilu, Shanghai, 200062, P.R. China	zhuww@hotmail.com	+86+21+ 62233197
Invited Speakers/Experts on Shanghai Seminar						
1	Mr. XU Yongji	Deputy Director General	Department for international cooperation & exchanges, Ministry of education	No. 37, Damucang Hutong, Xidan, Beijing 100816		
2	Mr. Bernard Hugonnier	Deputy Director for Education	OECD	2, rue André Pascal 75016- Paris France	bernard.hugonnier@oecd.org	+33 1 45 24 16 20
3	Mr. Eduardo Ochoa	Assistant Secretary for Post Secondary Education	US Department of Education		Eduardo.Ochoa@ed.gov; Mary.Wall@ed.gov;	
4	Mr. ZHOU Nanzhao	Director and Professor of International Center of Teacher Education	East China Normal University	No. 3663, Zhongshan Beilu, Shanghai, 200062, P.R. China	zhounz@hotmail.com	86+135-0102-1432 86+10+65181168
5	Mr. Christopher Ziguas	Associate Professor, Deputy Dean, Learning & Teaching, International	RMIT University, School of Global Studies, Social Science and Planning	RMIT Building 37, GPO Box 2476, Melbourne, 3001	christopher.ziguas@rmit.edu.au	+613 9925 2501
6	Mr. ZHU Xingde	Professor; Director	Center for International Education Study, MOE; Shanghai Academy of Educational Sciences	21, North Chaling Road, Shanghai 200032	ZXD0001@yahoo.com	+86+21+64188501

● **List of participants on Shanghai seminar 27-28 JUNE 2011**

	Economy	Name	Designation/Title	Organization	Address	E-mail	Tele. Number Fax Number
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10	China	Mr. LIU Baoli	Deputy Director General	Department for international cooperation & exchanges,	No. 37, Damucang Hutong, Xidan, Beijing 100816		

				Ministry of education			
11	China	Mr. XU Yongji	Deputy Director General	Department for international cooperation & exchanges, Ministry of education	No. 37, Damucang Hutong, Xidan, Beijing 100816		
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18	China	Mr. ZHU Yiming	Professor	East China Normal University	No. 3663, Zhongshan Beilu, Shanghai, 200062, P.R. China	zhuww@hotmail.com	+86+21+ 62233197
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33	China	Mr. YANG Weiren		Shanghai Municipal Education Commission			
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					Museo de la Nación) San Borja - Lima 41		
44	Philippines	Mr. JESUS L.R. MATEO	Assistant Secretary	Department of Education	Department of Education, DepEd Complex, Meralco Avenue, Pasig City, Metro Manila	apecphil@yahoo.com; volkschickay@gmail.com	633 7206 631 8494
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49	USA	Mr. Eduardo Ochoa	Assistant Secretary for Post Secondary Education	US Department of Education		Eduardo.Ochoa@ed.gov; Mary.Wall@ed.gov;	
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54	OECD	Mr. Bernard Hugonnier	Deputy Director for Education	OECD	2, rue André Pascal 75016- Paris France	bernard.hugonnier@oecd.org	+33 1 45 24 16 20

● **Shanghai seminar Agenda**

**Seminar on Capacity Building for Policies & Monitoring of
Cross-Border Education in the APEC Region**

Agenda

(26-28, June, 2011)

(Shanghai Hengshan Picadie Hotel, China)

Time	Details	Venue
Sunday 26 June 2011		
All day	Arrival/Registration (dinner on your own)	Lobby
Monday 27 June 2011		
9:00—9:30	<p>Opening Remarks <u>Mr. LIU Baoli</u> (1) (Deputy Director General, Department of International Cooperation & Exchanges, Ministry of Education, China)</p> <p>Ms. Adriana De Kanter (2) (APEC EDNET Coordinator)</p> <p>Mr. LU Zhiwei (APEC Secretariat)</p> <p>Chair: Mr. ZHANG Yun (Director, Division of International Organizations, Department for International Cooperation & Exchanges, Ministry of Education, China)</p>	4th floor Hengshan Hall
9:30—10:00	<p>Keynote Speech <i>Cross-Border Education in China: Status Quo, Practices and Future Prospects</i> <u>Mr. XU Yongji</u> (3) (Deputy Director General, Department of International Cooperation & Exchanges, Ministry of Education, China)</p>	
10:00—10:30	<p>Project Report <i>Polices & Monitoring of Cross-Border Education in the APEC Region</i></p>	

	Mr. ZHU Xingde (4) (Professor/Lead project expert; Shanghai Academy of Educational Sciences; Center for International Education Study, MOE)	
10:30—10:45	Tea Break	4th floor
10:45—11:10	Chair: Mr. JIANG Yanqiao (Executive Vice President, Shanghai Academy of Educational Sciences) Invited Speech <i>The Guidelines for quality provision in cross-border higher education</i> Mr. Bernard Hugonnier (5) (Deputy Director for Education, OECD)	4th floor Hengshan Hall
11:10—11:25	Q&A	
11:25—11:50	Invited Speech <i>Quality assurance in higher education in the U.S. and its cross-border implications</i> Mr. Eduardo Ochoa (6) (Assistant Secretary for Post Secondary Education, US Department of Education)	
11:50—12:05	Q&A	
12:05—14:00	LUNCH (Buffet)	1st floor Picardie Cafe
14:00—15:25	Plenary Session 1 <i>Cross-border education in the APEC region: Major Concerns, Chances and Challenges</i> Chair: Mr. CHE Weimin (Director, Division of International Cooperation & Exchange, Chinese Service Center for Scholarly Exchange) Presentation 1 (14:00—14:20) <i>Cross Border Education in the APEC Region: Concerns, Chances and Challenges (An Australian perspective)</i> Ms. Tulip Chaudhury (7) (Manager of International Quality Branch, Department of Education, Employment and Workplace Relations, Australia) Presentation 2 (14:20—14:40) <i>Quality Assurance of Cross-border Higher Education: The actions of China, Japan and Korea</i>	4th floor Hengshan Hall

	<p><u>Mr. LI Yadong</u> (8) (Director of General Affairs Division , Higher Education Evaluation Center of the Ministry of Education, P. R. China)</p> <p>Presentation 3 (14:40—15:00) <i>Graduate students from Peru studying abroad</i></p> <p><u>Mr. Manuel Solís</u> (9) (Director of the General Bureau of Tertiary and Technical Education, the General Bureau of Tertiary and Technical Education, Peru)</p> <p>Q & A & Comments (15:00—15:25)</p>	
15:25—15:45	Tea Break	4 th floor
15:45—17:10	<p>Plenary Session 2 <i>Promote students mobility and improve consumer protection in the APEC region</i></p> <p>Chair: <u>Ms. Tulip Chaudhury</u> (Manager of International Quality Branch, Department of Education, Employment and Workplace Relations, Australia)</p> <p>Presentation 1 (15:45—16:05) <i>Student mobility and customer protection on Indonesian higher institutions</i></p> <p><u>Dr. Purwanto Subroto</u> (10) (Deputy Director of Directorate of Institutional & Collaboration Affairs, Ministry of National Education of Republic Indonesia)</p> <p>Presentation 2 (16:05—16:25) <i>Protect students interests while facilitate the mobility--China's practice and experience from Study-abroad and Sino-foreign Joint Schools</i></p> <p><u>Mr. PENG Xiaohan</u> (11) (Assistant to Chief Editor, International Education Regulatory Information Network, China)</p> <p>Presentation 3 (16:25—16:45) <i>Accreditation of Chinese-foreign Cooperatively-run Schools and Programs: An Alternative Approach to Promote Cross-border Education Quality Assurance in China</i></p>	4 th floor Hengshan Hall

	<p><u>Ms. Bu Huanfang</u> (12) (China Education Association for International Exchange)</p> <p>Q & A & Comments (16:45—17:10)</p>	
18:00	Welcome Reception	3 rd floor Blossom Hall
Tuesday 28 June 2011		
9:00—10:30	<p>Plenary Session 3 <i>Strengthen cooperation on quality assurance and information exchange in cross-border education in the APEC region</i></p> <p>Chair: <u>Mr. JIANG Yanqiao</u> (Executive Vice President, Shanghai Academy of Educational Sciences)</p> <p>Invited Speech (9:00-9:25) <i>Strengthening Cooperation on Quality Assurance and Information Exchange in Cross-Border Education in the APEC Region</i></p> <p><u>Mr. Christopher Ziguas</u> (13) (Deputy Dean, Learning & Teaching, International, RMIT University)</p> <p>Presentation 1 (9:25—9:45) <i>Cross Border Education in the Philippines: The Crossing Over to the Basic Education Sector</i></p> <p><u>Mr. JESUS L.R. MATEO</u> (14) (Assistant Secretary, Department of Education, the Philippines)</p> <p>Presentation 2 (9:45—10:05) <i>Cross Border Education The New Zealand case</i></p> <p><u>Ms. Judith Brown</u> (15) (Deputy Quality Assurance (acting), Quality Assurance Division, New Zealand Qualifications Authority)</p> <p>Q & A & Comments (10:05—10:30)</p>	4 th floor Hengshan Hall
10:30—10:45	Tea Break	4 th floor
10:45—12:05	<p>Presentation 3 (10:45—11:05) <i>Cross Border Education and Quality Assurance</i></p>	4 th floor Hengshan

	<p><i>System in Malaysia</i></p> <p>Mr. MUHAMAD AMRAN ZAINAL ABIDIN (16) (PRINCIPAL ASSISTANT DIRECTOR, Malaysian Qualifications Agency)</p> <p>Presentation 4 (11:05—11:25) <i>Strengthen Cooperation on Quality Assurance and Information Exchange in Cross-Border Education in the APEC Region</i></p> <p>Mr. GUILLERMO P. LÓPEZ ANDRADE (17) (General Director of Accreditation, Incorporation and Revalidation (DGAIR), Ministry of Public education, Mexico)</p> <p>Presentation 5 (11:25—11:45) <i>Research and Practice on Quality Assurance of China's Cross-border Education: A Focus on Chinese-Foreign Cooperation in Running Schools</i></p> <p>Mr. LIN Mengquan (18) (Direct of Evaluation Department, China Academic Degrees & Graduate Education Development Center)</p> <p>Q & A & Comments (11:45—12:05)</p>	Hall
12:05—14:00	LUNCH (Buffet)	1st floor Picardie Cafe
14:00—15:30	<p>Plenary Session 4 <i>Improve qualification recognition and strengthen cooperation on qualification management in APEC region</i></p> <p>Chair: Mr. WANG Lisheng (Deputy Director General, China Academic Degrees & Graduate Education Development Center)</p> <p>Invited Speech (14:00—14:25) <i>Promoting Qualifications Recognition: Emerging Issues and Challenges in Asia-Pacific Region</i></p> <p>Mr. ZHOU Nanzhao (19) (President of UNESCO Asia-pacific network for international education and value education (APNIEVE); Director and Professor of International Center of Teacher Education, East China Normal University)</p>	4th floor Hengshan Hall

	<p>Presentation 1 (14:25—14:45) <i>Providing overseas credential evaluation service and promoting quality development in cross-border education</i> <u>Mr. MING Tingxi</u> (20) (Director for verification, Chinese Service Center for Scholarly Exchange)</p> <p>Presentation 2 (14:45—15:05) <i>China Qualifications Verification: Serving Cross-Border Education</i> <u>Ms. LI Ping</u> (21) (Director for verification, China Academic Degrees & Graduate Education Development Center)</p> <p>Presentation 3 (15:05—15:20) <i>Case of Universiti Brunei Darussalam</i> <u>Dr Joyce Teo Siew Year</u> (22) (Director, International and Public Relations Office; Universiti Brunei Darussalam)</p> <p>Q & A & Comments (15:20—15:40)</p>	
15:40—15:50	Tea Break	4 th floor
15:50—16:30	<p>Way forward and Seminar conclusion</p> <p>Chair: <u>Mr. ZHANG Yun (PO)</u> (PO/Director, Division of International Organizations, Department for International Cooperation & Exchanges, Ministry of Education, China)</p> <p><i>Way forward and conclusion</i> <u>Mr. ZHU Xingde</u> (23) (Professor/Lead project expert; Shanghai Academy of Educational Sciences; Center for International Education Study, MOE)</p> <p><u>Ms. Adriana De Kanter</u> (APEC EDNET Coordinator)</p>	4 th floor Hengshan Hall
Adjournment		

- **Links to any relevant websites or online material**
(e.g. reports, resources created)

1. <http://hrd.apec.org>
2. <http://www.moe.edu.cn>
3. <http://www.cnsaes.org>
4. http://www.cnsaes.org/homepage/saes_jybgjyyjyzxz/

● **Results of participant feedback or other project evaluation**

(raw and/or analysed)

We evaluated the project mainly by Participant evaluation and Peer review of publication. During 2-day seminar in Shanghai, we delivered project research report to 60 participants and made special presentations. Meanwhile we delivered evaluation form to every participant and ask them to rate the seminar presentations and our project research report (the statistics indicators for rate include very good, good, medium, poor, and very poor).

According to 60 participants evaluation, the project research and seminar presentation were rated as “very good” or “good”.

Participants’ evaluation on the project report and seminar presentations
(Percent, %)

	very good	good	medium	poor	very poor	total
overall basis	52	48	0	0	0	100
project report/ keynote speech/ invited speech	54	46	0	0	0	100
plenary session-1	54	42	4	0	0	100
plenary session-2	50	45	5	0	0	100
plenary session-3	54	42	4	0	0	100
plenary session-4	50	45	5	0	0	100

The participants’ evaluation details as follows,

- For this seminar, 2 keynote speeches, 4 invited speeches and 14 presentations, the research project “Policies and monitoring of CBE in the APEC region” gave us the new result. More than 10 members showed their good practice and experience. This seminar attained its goal. It is really a successful one.
- Very good seminar on CBE in APEC, covered the major issues of CBE, had an extensive discussion and communication on CBE issues in APEC.
- The exchange of information is so good. The speakers are all credible and they made very good presentations.
- It was a full packed seminar where we learned a lot about the current policies, practices and experiences on cross-border education. In particular, we were amazed by the importance given by the Chinese government on this program. This is definitely one of the major reasons for the very fast growth of your economy.

- This seminar has provided participants with useful information on cross-border education. The main results and achievement include: mutual understanding, information sharing, collective concerns and possibly common action.
- This seminar provided a platform to share information on issues, challenges and solutions concerning cross-border education concerns. We shared our experiences in order to improve our system. We have to work hard on these issues, especially in education qualification.
- Better understanding of other economies issues and challenges. These learning will contribute to future policy development and give advice to educational providers.
- To develop a possibility for further collaboration, especially among the official governments, to recognize the members' system and assure the quality maintained well.
- Good practices can give insights to the policy makers to set up an applicable QA system/ mechanism of CBE.
- From this seminar, we benefit for future planning of CBE in APEC; joint effort on regulating the CBE activities in APEC; common standards for Quality Assurance in APEC and qualification recognition in APEC.
- We have obtained a great account of information which is very important for us because we just started an accreditation system at universities level, technical vocational education training.
- The concept of quality assurance and accreditation is quite useful for my economy because we haven't made quality assurance and accreditation on international cooperation.
- For the next steps: further study the experience we got from the seminar. Learn from the others. Build up our own capacity for the regulation and quality assurance for CBE, keep pace with the development in the APEC region.
- We are planning to promote information sharing among different QA agencies in APEC region.
- We will share our experience with our colleges and give them a copy of the papers presented in this seminar. We will keep in touch with the speakers at this seminar.
- The next step is to apply the measures we got from the seminar, then we can exchange information on our experiences among all the other participants.
- Keep in touch with representatives from other members in sharing policy development and practice.
- Continue dialogue.
- The next step is to deliver and expand the information got from this seminar.
- To provide more case studies on good practices and bad practices of CBE in APEC region.
- What China has been doing & achieved in CBE really impressed me.
- It was a full packed seminar where we learned a lot about the current policies, practices and experiences on cross-border education. In particular, we were amazed by the importance given by the Chinese government on this program. This is definitely one of the major reasons for the very fast growth of your economy.
- The seminar is well organized. The speeches are all very good.

In participants' opinion, the project and seminar's main results and achievement include:

- mutual understanding;
- information sharing; The project report and the seminar has provided participants with useful information on cross-border education. Knowledge and expertises on CBE are extensively shared.
- collective concerns and possibly common action;
- improving understanding of issues and challenges in relation to cross borders education;
- networking with professionals involved in cross-border education;
- recognizing the education system especially in higher education at each member, and understanding to have the same concept/perception to face the growing situation of student mobility across border.
- challenges and issues existed in APEC region are analyzed and discussed among different stakeholders and protection of student's interests are strengthened.
- sharing of experiences on best practices of quality assurance in cross-border experience.

<p>FOR APEC SECRETARIAT USE ONLY <i>APEC comments: Were APEC project guidelines followed? Could the project have been managed more effectively or easily by the PO?</i></p>
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