



Vision and Current Trends of Student Mobility

By

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The Expanding Landscape of International Student Mobility

Foreign Students

- 1.3 million in 1990* → 4.3 million in 2011*
- > 50% foreign students worldwide from Asia*
- ~ 34% from Northeast Asia**
- ~ 8% from Southeast Asia**
- Increase in % undergrad enrollments***

Data Source:

* OECD (2013)

** calculated from data in OECD (2013)

***UNESCO (2012)





The Expanding Landscape of International Student Mobility

SEA Foreign Students Trends

- Proportions of foreign students from a SEA country study at an OECD country range from 63% -94%**
- ~ 11% of SEA foreign students study at another country in SEA ****

Data Source:

** calculated from data in OECD (2013)

**** UIS (2013)

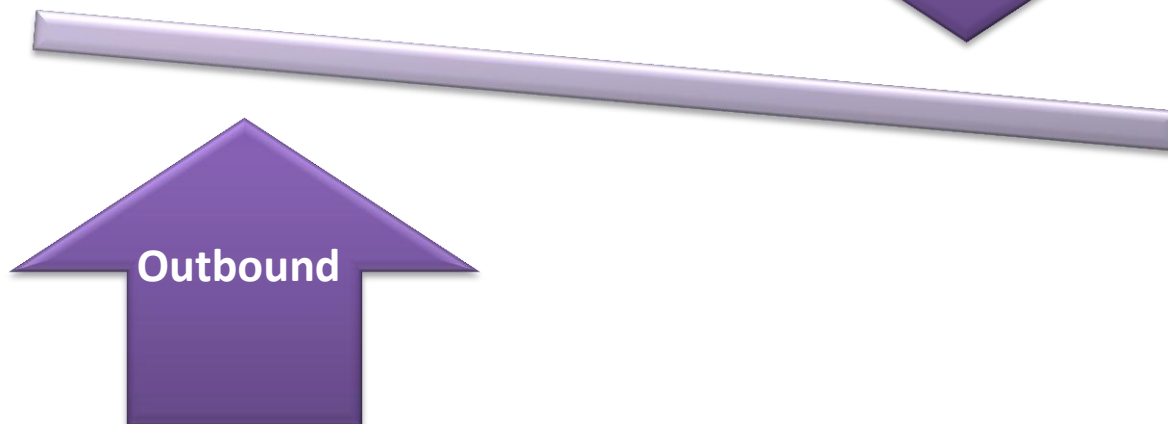
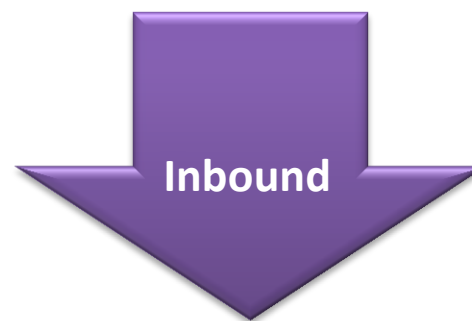




Emerging Trends

Student Mobility

SEA: From sending students abroad to attracting foreign students --Generating income through tuition fees & living of foreign students

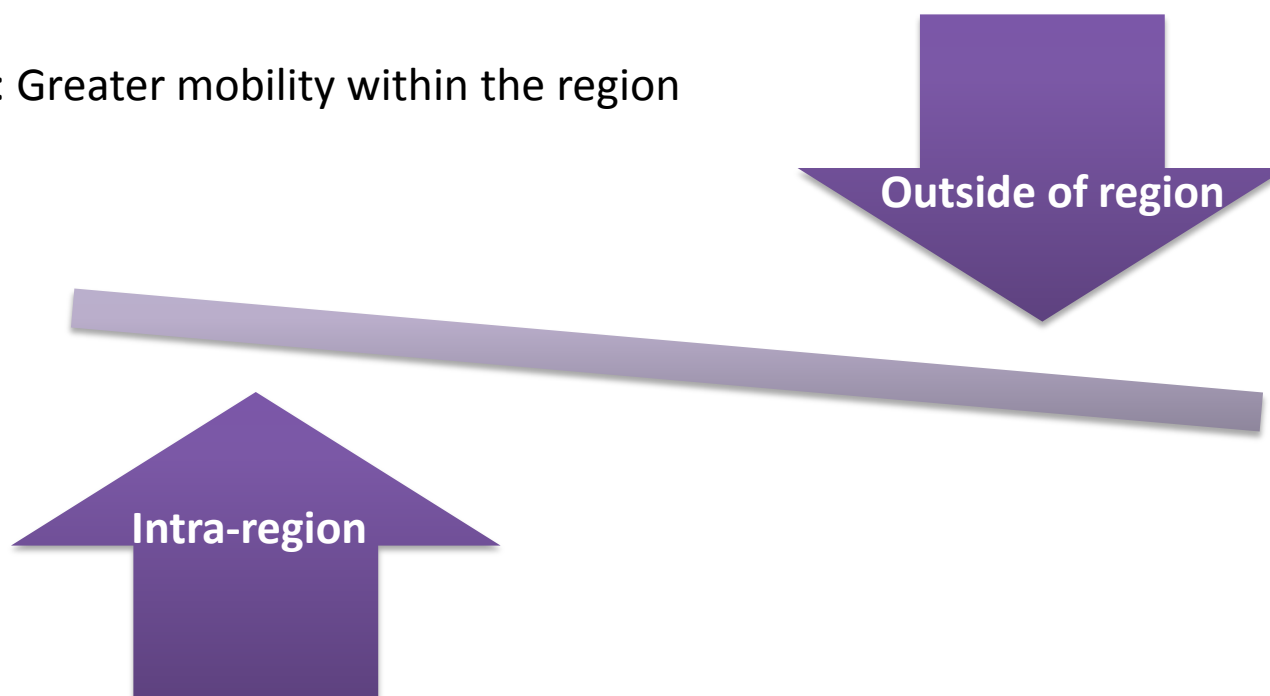




Emerging Trends

Student Mobility

Asia: Greater mobility within the region





Emerging Trends

Student Mobility: Exchange Platforms

More student exchanges based on
multilateral arrangements

Bilateral

Multilateral





Emerging Trends

Program Mobility

- Joint degree program
- Double/Dual degree program
- Twinning/ partnered: “2+1”, “2+2”, “3+0”,etc.
- Franchise program
- Distance/ online program

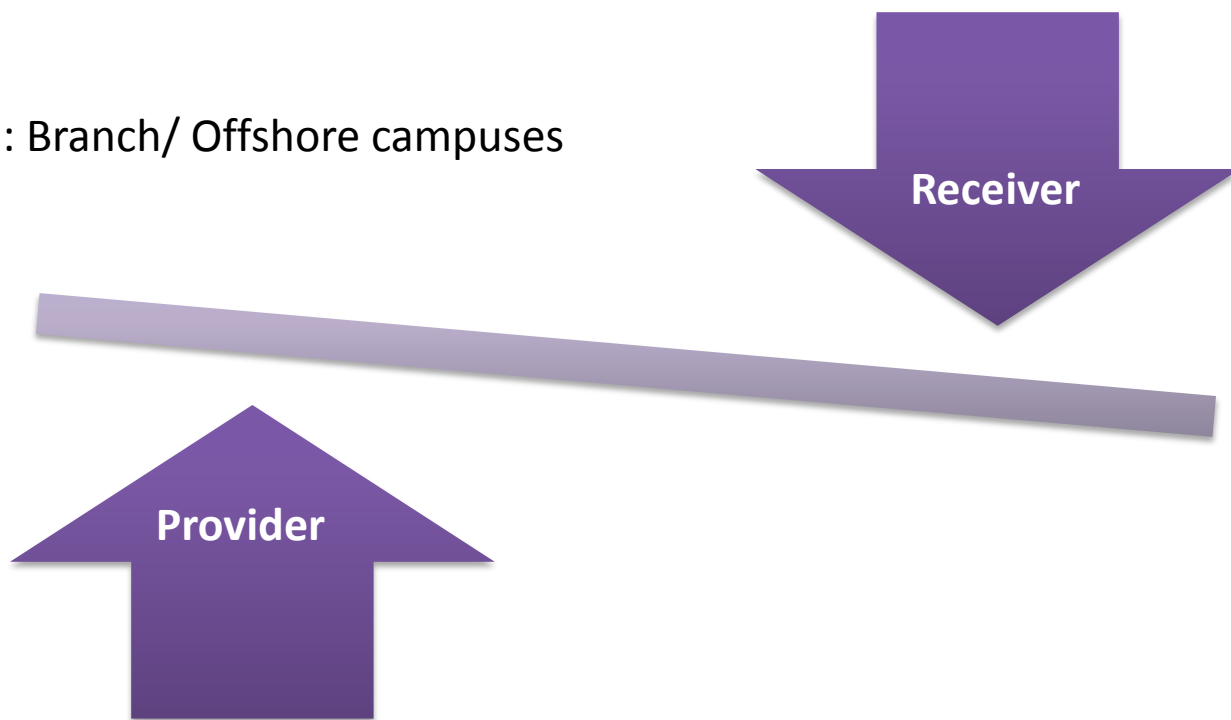




Emerging Trends

Institution Mobility

Asia: Branch/ Offshore campuses





SEA: 3+ Decades of Accelerated Socio-Economic Change

Main driving forces:

- National policies
 - * Economic development → greater wealth, greater demand
 - * Education reform & supports → internationalization, scholarships+
- Globalization
 - * Trade
 - * Technology
 - * Human inquiry
 - * International agreements: GATS
- Regionalization
 - * ASEAN Community





Benefits

- Knowledge and skills
- Employment opportunities
- National and organizational capacity building
- International understanding
- Source of revenues for the economy and HEI





Cultivating globalized human resources

Human resource with trans-system competency

- Know what
- Know how (the system works)
- Know who





Know What

Substantive knowledge and skills

- Cutting-edge knowledge
- Local knowledge

Knowledge Gaps

Skill Gaps



Know How (Context)

- Cultural
- Political
- Societal
- Economic
- Organizational

Cultural Gaps...





Know Who

- Professors
 - Peers
- Colleagues
 - Networks
- Personal friendship



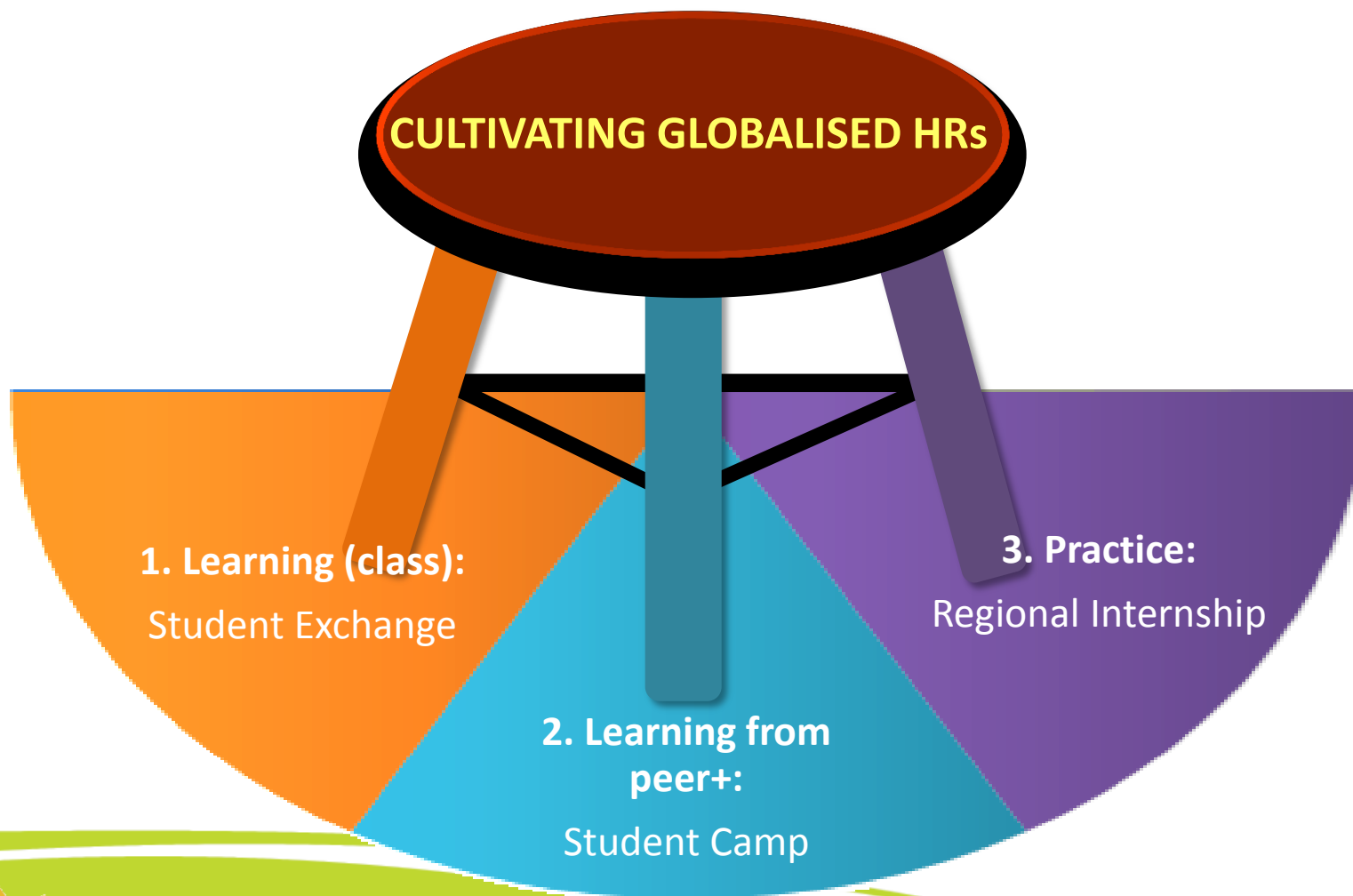


Cost/Benefit of Student Mobility

- **Costs: Addition**
- **Benefits: Multiplication**



Multiple Modes of Mobility





Enabling Mechanisms

National & Regional/Global Levels

Key Policy Instruments

- Funding
- Recognition: institution & academic program -- degree
- Credit transfer

Other Policy Instruments

- Academic calendar
- Visa ...





Supporting Mechanisms

National & Institutional Levels

- Scholarships & loans
- Institution, program, and other information
- Housing facilities
- Health insurance
- Linguistic tutoring
- Administrative and social supports
- Academic & industrial collaboration
- etc



The ASEAN International Mobility for Students (AIMS) Programme





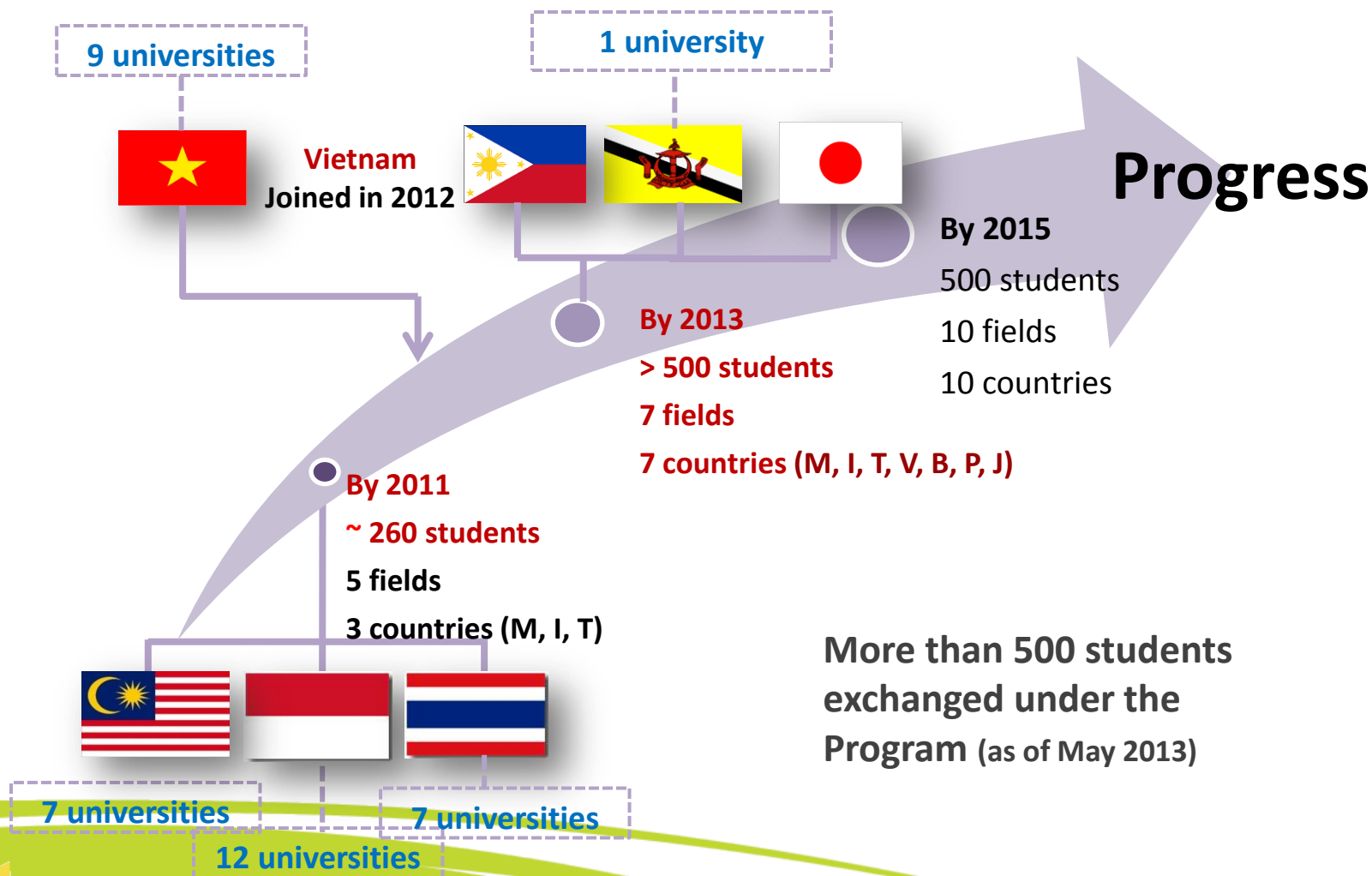
AIMS: Programme Overview

- Multilateral student exchange program
- Launched in 2010 as the Malaysia-Indonesia-Thailand (M-I-T) Student Mobility Pilot Project
- With expansion, name changed to **ASEAN International Mobility for Students Programme (AIMS)**





AIMS: Members and Numbers





AIMS: Study Fields

5 Initial Study Fields

Hospitality and Tourism

Agriculture

Language and Culture

International Business

Food Science and Technology



2 New Study Fields

Engineering

Economics



AIMS: Current Arrangements



undergraduate



International academic program



Fields of study

- determined collectively by participating countries

Multi-lateral Framework
Ministries & HEIs

HEIs nominated by Ministries

Government scholarships

* Additional funding from other sources encouraged

- **Specific # of students exchange and arrangements based on HEIs bi-lateral agreements**
- **HEIs to share curricula and syllabi**





AIMS: Agreed Flexibilities

- Principle of reciprocity on # of exchanged students
- # of Government-sponsored scholarships for new countries
- Financing student exchanges






ACTFA

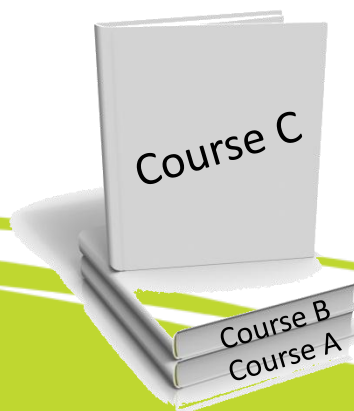
Academic Credit Transfer Framework for Asia



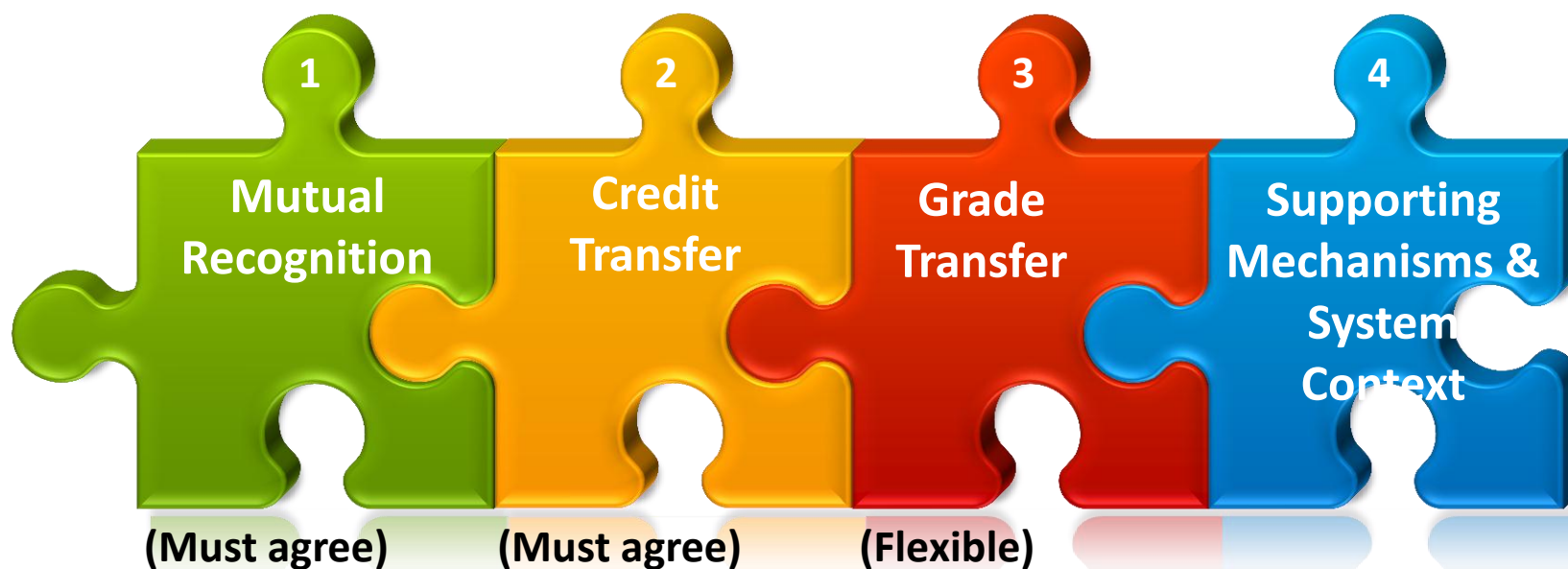


ACTFA

- Developed from a policy action research funded by 
- Focus on building blocks: *Courses* → Applicable to courses in module, semester, and quarter
- Manage at the level of system components



ACTFA's 4 Key Components



Academic Credit Transfer Framework for Asia (ACTFA)

I. Recognition

- Level of recognition
 - institutional
 - academic program

(must agree)

II. Credit

- Type of courses (core & elective)
- # of teaching hours

(must agree)

III. Grade

- Letter grade (included in GPA calculation)
- S/U grade (excluded in GPA calculation)

(flexible)

IV. Information Infrastructure

- Accreditation documents by authorized organizations
 - Course description
- Workload & # of credits
- Agreed study plan
 - etc



Fostering Student Mobility: A Call for **Collective Actions**

Establishing and Enriching Multilateral Platforms for Student Exchange

- Scholarships: from various sources
- Scholarships: access based on merit
- Agreement on common principles, allowing flexibility to accommodate diversities
- Active roles of governments and HEIs
- Broad base





Fostering Student Mobility: A Call for **Collective Actions**

Programs and Format

- Academic programs based on regional strengths
- Diversified collaborative formats: joint programs, etc
- Research collaboration with graduate students involvement
- Cross-border internship programs
- Cross-border community service programs





Fostering Student Mobility: A Call for **Collective Actions**

Harmonization

- Recognition
- Academic credit transfer
- Diploma supplement
- Academic calendar





Fostering Student Mobility: A Call for **Collective Actions**

Quality Assurance

- **National & institutional QA**
- **Regional framework**
 - QA framework
 - Qualification framework
- **Needs to ensure quality in a rapidly changing HE environment:**
 - Increase in # of HEIs—public and private
 - Highly diversified, non-traditional program forms
 - Non-traditional institution arrangements--offshore





QA

Input- & Process-Based → Output- & Outcome-Based





Fostering Student Mobility: A Call for **Collective Actions**

Harmonization

- Comparability
- Compatibility

&

Diversity

Meeting

- Needs
- Preferences





Regional collaboration to cultivate globalized human resources for long lasting prosperity and peace





Thank You

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