

出國報告（出國類別：國際會議）

參加「第 2 屆 APEC 亞太區域高等教育合作會議」

服務機關：教育部

姓名職稱：邱玉蟾 教育部國際及兩岸教育司副司長

派赴國家：俄羅斯

出國期間：102 年 6 月 26 日 至 6 月 30 日

報告日期：102 年 7 月 30 日

摘 要

一、「第 2 屆 APEC 亞太區域高等教育合作會議」於 2013 年 6 月 29 日在俄羅斯海參崴遠東聯邦大學(Far Eastern Federal University, FEFU)舉行。本次會議計有來自美、俄、日、韓、星、泰、澳、馬、印、越、港、智利、中國大陸及我國等 14 個經濟體教育/貿易事務官員與教育專家(包含法國教育專家)等共 60 多人參與。我國由教育部國際及兩岸教育司邱玉蟾副司長代表與會。這是繼 2013 年 6 月 22 日至 26 日我方出席在印尼棉蘭舉行之第 35 屆 APEC 人力資源發展工作小組(HRDWG)會議之後，再次派遣高階教育官員參與 APEC 相關活動。

二、「第 2 屆 APEC 亞太區域高等教育合作會議」分為 4 個場次：上午場次分別討論「促進學生流動」及「促進教育機構流動」2 個議題；下午場次則討論「促進研究人員流動」及「加強既有雙邊合作協議網絡」2 個議題。會議主題聚焦在探究 APEC 會員體在上述 4 議題方面的現況、問題、執行策略及未來展望。

(一)現況：

泰國高等教育委員會官員 Ms.Luksmon Smansin 報告「ASEAN 國際學生流動計畫(ASEAN International Mobility for Students(AIMS) Program)」。計畫參與國間比照歐盟作法，提供交換學生醫療、住宿、旅費、學費及零用金等補助。未來期望是到 2015 年參與者可達 10 國、7 個學生領域及 500 名學生。

中國大陸代表北京師範大學國際及比較教育研究院滕君博士報告「APEC 區域學生流動狀況」。該國留學生在數量上已經堪稱世界第一，以美國、南韓、日本為該國前三大留學國，而國際學生則以南韓、美國、日本為前三大來源國，但是主要問題為：

1. 64%的中國大陸留學生都留在國外就業，遂造成「人才外流(Brain Drain)」問題，形成失衡(Unbalanced)的移動關係。
2. 缺乏品質保證架構。
3. 文化認同及歸屬感迷失。

報告結論提出中國大陸的留學趨勢為：要積極吸引國際學生赴中國交流留學(如發展漢語水平考試)；要發展 APEC 經濟體間均衡的流動關係；從重量到重質；促進和諧但有差異的移動結果。

澳洲駐日本大使館教育及科學參事 Karen Sanderrock 代表報告「教育機構流動：亞太世紀的機會(Provider Mobility: Opportunities in the Asian Century)」，闡述澳洲現行高等教育品質管理架構及各種支援性機制。泰國高等教育委員會辦公室教育官員 Sunee Churaisin 則就泰國發展自

教育服務業由化的現況及作法提出報告。

印尼教育及文化部高教總司司長 Achmad Jazidie 報告該國在「促進跨境教育合作」方面的作法，包括：建立鼓勵印尼大學辦理雙聯學位課程、學分取得及學分轉換的機制；積極參與 AIMS(ASEAN 的國際學生流動計畫)；每年薦送 800 位大學教師赴境外取得碩士/博士學位；薦送 100 位研究人員從事國際研究合作及出版活動；薦送 200 位博士生從事 4 個月的國際出版活動；設立或提供暑期學分或非學分課程；強化大學國際辦公室功能，以提供國際學生更多服務；建立國家品質保障架構。

(二)問題：

澳洲阿德雷德大學國際事務副校長 Mr. Kent Anderson 發表「UMAP 成立 20 年後 APEC 區域學生流動狀況」。她分析學生流動的問題癥結主要在於以下幾點：

1. 恐懼因素(Fear)：如語言、文化、環境等
2. 家庭因素(Family)：如父母年邁、父母意見
3. 可行性因素(Feasibility)：如工作取捨
4. 接納因素(Flexibility)：如大學的教職員的態度
5. 經費因素(Financial)：如經費來源有困難

(三)策略：

教育部國際及兩岸教育司邱玉蟾副司長報告我國促進教育移動的策略及作法。邱副司長的報告重點有三：第一、為促進學生移動，我國結合 NGO、NPO、學校、社區及政府力量建立「友善臺灣－接待家庭」網絡；突破法規限制讓外國畢業學生得留台實習一年；提供團體來臺研習華語的策略性補助計畫。第二、分享四個成功的獎學金計畫，包括年輕研究學者來臺短期研究獎學金、臺灣獎學金、華語獎學金、UMAP 臺灣獎學金。第三、介紹我國將從 2013 年開始推動之「華語整合服務計畫(Mandarin Integrated Service, 簡稱 MIS)」。該計畫善用我國在華語教育的優勢，建立完整的華語品質保障架構，教育部將提供每個計畫為期 3 年的補助，讓我國的「華語整合服務計畫團隊」以客製化的服務，為境外華語教育提供學習需求為目標的服務。邱副司長之報告歸納結論為：一、對吸引國際學生的 APEC 經濟體而言，促進流動的機制(誘因)、解除法令障礙、推出策略計畫、提升計畫品質等為四個加強教育流動的主要策略。二、對其他 APEC 經濟而言，瞭解本身、區域及國際組織能提供哪些資源，並加以妥善利用則最為重要。

(四)未來展望：

俄羅斯 APEC 研究中心計畫主任 Dr. Natalia Stapan 報告「亞太區域的跨境研究合作：展望與挑戰(Cross-border Research Collaboration in the Asia-Pacific Region: Prospects and Challenges)」，指出幾個未來努力的方向：

1. 找出經濟體最有可能合作的研究領域
2. 評估研究及研究環境活力的真應影響
3. 研究及交流國際研究合作成功機制及作法
4. 透過獎學金及流動基金支持建構跨境科學家網絡
5. 透過雙邊及多邊合作協議減少建構上述網絡所需之成本及簡化相關流程
6. 多元化國際研究夥伴
7. 透過公平的智慧財產權保證機構減少對人才外流之恐懼。

(五)會議討論：

邱副司長就中國大陸代表滕君博士的報告回應表示，滕博士提到 64%的中國大陸留學生留在海外工作定居所導致之「人才外流(Brain Drain)」現象，未必是一個問題。依據近年來一些研究指出，許多海外留學生在海外就業一、二十年後回到母國，並成為母國建設的主要領導人才，故前述現象已轉化成一種「人才循環(Brain Circulation)」的概念。有鑒於此，「人才外流」必須以特定期間為前提來加以論述。邱副司長的意見引起眾多與會代表的呼應與討論，而「人才循環」的概念遂成為與會者的共識。

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壹、目的

- 一、APEC 為我國參加之重要國際組織之一，其中人力資源發展工作小組(Human Resources Development Working Group, HRDWG)下設教育發展分組(Education Network, EDNET)由本部主政。本部自 1990 年以來每年固定參與 APEC 人力資源發展工作小組會議、教育發展分組會議及相關活動。2012 年 APEC 經濟領袖會議採認俄羅斯「促進跨境教育合作(Promote Cross-border Education Cooperation)」倡議，並納為經濟領袖會議聯合宣言附件 D，旨在加強會員體間學生、研究人員及教育機構之交流。為落實該倡議，俄方遂於同年 7 月在俄羅斯海參崴舉行「第 1 屆 APEC 亞太區域高等教育合作會議(APEC Conference on Cooperation in Higher Education in the Asia-Pacific Region, APEC CCHE APR 2012)」，原名「形塑 APEC 教育研討會(Shaping Education within APEC)」。與會各會員體之教育及貿易官員代表、私部門代表均呼應於 2012 年 5 月發表之第 5 屆 APEC 教育部長會議(AEMM)聯合聲明，該聲明提到各會員體應持續研擬可促進人的合作、資源共享及建構教育機構交流網絡之策略，並敦促資深官員們應致力探究在教育服務業領域有關能力建構和知識分享之相關提議；另與會代表們同時也討論到 2012 年 6 月 APEC 貿易部長會議(MRT)聯合聲明，該聲明承認跨境教育服務業貿易的重要性，並要求資深官員們在考量個別會員體處境的情況下，檢視可加速促進學生、研究人員及教育機構移動之各種方式。為延續「第 1 屆 APEC 亞太區域高等教育合作會議(APEC Conference on Cooperation in Higher Education in the Asia-Pacific Region, APEC CCHE APR 2012)」之成果，俄方再於 2013 年 6 月 29 日在俄羅斯海參崴遠東聯邦大學(Far Eastern Federal University, FEFU)舉行「第 2 屆 APEC 亞太區域高等教育合作會議」，並就教育流動(包括學生、研究人員及教育機構)、大學校院締結夥伴關係及 APEC 地區教育合作及研究之最佳實例等合作議題進行討論。
- 二、我國出席 APEC 會議及相關活動，旨在提升國際知名度和曝光率，更可進一步拓展高等教育、資訊教育及技職教育跨國合作，並分享我國優質教育成果。

貳、出國行程及議程

6月26日：

下午 15 時 15 分本部出席代表國際及兩岸教育司邱玉蟾副司長在桃園國際機場搭乘長榮航空 BR-160 號班機離臺赴韓國首爾，並於本日當地時間傍晚 18 時 45 分抵達韓國首爾仁川國際機場，並在仁川機場轉機酒店(Incheon Airport Transit Hotel)住宿一晚。

6月27日：

當地時間上午 9 時 20 分邱副司長在韓國首爾仁川國際機場搭乘韓亞航空 OZ-570 號班機離韓赴俄羅斯海參崴，並於本日當地時間下午 13 時 40 分抵達俄羅斯海參崴國際機場，再搭乘 APEC 機場專車至會議地點暨下榻旅館—俄羅斯遠東聯邦大學島嶼酒店(FEFU Russky Island Hotel)，並完成註冊報到。

6月28日：

邱副司長由俄羅斯聯邦科學院遠東分院(Far Eastern Branch Russian Academy of Sciences, FEB RAS)歷史、考古學及民族學研究所副所長 Sergei Yurievich Vradiy 陪同拜會該院。俄羅斯聯邦科學院(Russian Academy of Sciences)建於 1724 年，係俄羅斯最高國家級學術殿堂，位階等同我國中央研究院，為目前世界上最具領導地位研究機構之一，從事符合國際趨勢之基礎研究，並執行各項科技研發計畫，以配合政府為促進社會經濟發展所制定之科技研究優先項目。科學院為獨立自治法人機構，全體大會(General Assembly)、主席團(Presidium，由大會投票選出)及院長(President，任期 5 年，由大會投票選出)負責管理運作。該院目前設有 1 位院長、10 位副院長、1 位學術秘書、501 位院士、746 位通訊院士、3 個分院、11 個學科部門、15 個區域研究中心及近 500 個學術單位，全院超過 55,000 位研究人員。

俄羅斯聯邦科學院遠東分院為組織明確之學術研究綜合體，包括研究中心(6 個)、研究所、各類性質常設機關、觀測站及保護區(1 個)，主要分佈於伯力、海參崴、堪察加-彼得巴甫洛夫斯克、馬加丹、布拉戈維申斯克、南薩哈林斯克等城，地域涵蓋總面積 616 萬 9,329 平方公尺、總人口 625 萬 1,496 人之遠東聯邦區。設有 1 位主席、7 位副主席、1 位學務秘書、15 位院士、18 位通訊院士、超過 300 位全博士及 1150 位博士。

該院由副院長 Grigoriy Ivanovich Dolgikh 院士、國際關係處處長 Aleksandr Ivanovich Cherednichenko 博士及院長國際事務顧問 Aleksandr Evgenievich Gribov 接待。雙方就近年來臺

俄教育交流(臺俄大學校院簽署教育合作協議、獎學金生、華語文教學等議題)交換意見。

6月29日：

為「第2屆 APEC 亞太區域高等教育合作會議」會議日。開幕式由濱海區副區長 (Vice-Governor of Primorsky Territory) Ms. Irina V. Vasilkova、濱海區議會議長 Mr. Viktor V. Gorchakov、俄羅斯聯邦教育科學部高等教育司副司長 Mr. Valeriy V. Dubitskiy、環太平洋大學聯盟 (Association of Pacific Rim Universities, APRU) 秘書長 Mr. Christopher Tremewan 及俄羅斯遠東聯邦大學國際事務副校長 Mr. Vladimir I. Kurilov 共同主持。重要會議內容臚列如下：

一、俄羅斯聯邦教育科學部高等教育司副司長 Mr. Valeriy V. Dubitskiy 報告「高等教育學業流動的發展：俄羅斯聯邦教育科學部的經驗」。他指出在俄羅斯留學之前五大外國留學生來自 APEC 經濟體者係中國大陸、越南、馬來西亞、美國、韓國及日本，並提出放寬核發學生簽證、提供區域認可的國際化教學計畫及個別課程、APEC 經濟體間相互課程認證及品質保證機制、引進 APEC 經濟體在學歷及課程認證領域之最佳實例及作法，以建構一個 APEC 通用認證系統及強化對外國學生之支援機制等建議以加速 APEC 經濟體間學生流動。

二、澳洲阿德雷德大學國際事務副校長 Mr. Kent Anderson 報告「UMAP 成立 20 年後 APEC 區域學生流動狀況」。她分析學生流動的問題癥結主要在於以下幾點：

- (一) 恐懼因素 (Fear)：如語言、文化、環境等
- (二) 家庭因素 (Family)：如父母年邁、父母意見
- (三) 可行性因素 (Feasibility)：如工作取捨
- (四) 接納因素 (Flexibility)：如大學的教職員的態度
- (五) 經費因素 (Financial)：如經費來源有困難

她另提出三種模式以促進學生流動：學生交換 (Student Exchange Model)、學分抵免 (Credit Transfer Model) 及短期課程 (Short-term Mobility Program Model)。

三、泰國高等教育委員會官員 Ms. Luksmon Smansin 報告「ASEAN 國際學生流動計畫 (ASEAN International Mobility for Students (AIMS) Program)」。該計畫由馬來西亞、印尼、泰國自 2011 年開始試辦以來，至 2013 年參與者已包含東協 6 國及日本，內容涉及 7 個學生領域、36 所高等教育機構及超過 450 名學生參與。計畫參與國間比照歐盟作法，提供交換學生醫療、住宿、旅費、學費及零用金等補助。未來期望是到 2015 年參與者可達 10 國、7 個學生領域及 500 名學生。

四、中國大陸代表北京師範大學國際及比較教育研究院滕君博士報告「APEC 區域學生流動狀況」。報告首先簡述中國留學生的簡單歷史，提到從清代第一個公費生容闈開始，到現在每年 30 多萬人，該國留學生在數量上已經堪稱世界第一；以美國、南韓、日本為該國前三大留學國，而國際學生則以南韓、美國、日本為前三大來源國，但是主要問題為：

- (一)64%的中國大陸留學生都留在國外就業，遂造成「人才外流(Brain Drain)」問題，形成失衡(Unbalanced)的移動關係。
- (二)缺乏品質保證架構。
- (三)文化認同及歸屬感迷失。

報告結論提出中國大陸的留學趨勢為：要積極吸引國際學生赴中國交流留學(如發展漢語水平考試)；要發展 APEC 經濟體間均衡的流動關係；從重量到重質；促進和諧但有差異的移動結果。

五、教育部國際及兩岸教育司邱玉蟾副司長代表我國報告「加強 APEC 區域內教育流動：中華臺北的經驗(Enhancing Educational Mobility within the APEC Region-Chinese Taipei)」。邱副司長從 3 個方面闡述我國為促進教育流動所採取的舉措：

- (一)提升學生流動計畫：我國結合 NGO、NPO、學校、社區及政府力量建立「友善臺灣—接待家庭」網絡(Taiwan Host-family Program)、突破法規限制讓外國畢業學生得留臺實習一年、提供團體來臺研習華語的策略性補助計畫。
- (二)4 個成功的教育交流獎學金計畫：年輕研究學者來臺短期研究獎學金、臺灣獎學金、華語文獎學金、UMAP(亞太大學交流會)臺灣獎學金。
- (三)介紹我國將從 2013 年開始推動之「華語整合服務計畫(Mandarin Integrated Service, MIS)：包含華語教學機構評鑑、華語對外教學能力測驗及華語文能力測驗。該計畫善用我國在華語教育的優勢，建立完整的華語品質保障架構，教育部將提供每個計畫為期 3 年的補助，讓我國的「華語整合服務計畫團隊」以客製化的服務，為境外華語教育提供學習需求為目標的服務。

邱副司長之報告歸納結論為：

- (一)對吸引國際學生的 APEC 經濟體而言，促進流動的機制(誘因)、解除法令障礙、推出策略計畫、提升計畫品質等為四個加強教育流動的主要策略。
- (二)對其他 APEC 經濟體而言，瞭解本身、區域及國際組織能提供哪些資源，並加以妥善利用則最為重要。

- 六、日本明治大學國際合作總部副教授 Takashi SEKIYAMA 報告「鼓勵日本與東南亞間的學生流動—以明治大學為例(Encouragement of Student Mobility between Japan and Southeast Asia - A Case of Meiji University)」。他指出造成國際學生流動的障礙有語言障礙、經濟負擔、學分系統及教學行事曆的歧異。日本政府已選定境內 13 所大學校院作為該國主要的國際化中心，並補助其開設英語授課課程。
- 七、澳洲駐日本大使館教育及科學參事 Karen Sanderrock 代表報告「教育機構流動：亞太世紀的機會(Provider Mobility: Opportunities in the Asian Century)」，闡述澳洲現行高等教育品質管理架構及各種支援性機制，如高等教育品質標準機構(Tertiary Education Quality and Standards Agency, TEQSA)、澳洲技能品質權威機構(Australian Skills Quality Authority, ASQA)及「APEC 高等教育補充文憑(APEC Higher Education Diploma Supplements)」研究計畫案及 APEC STAR Database(法規資料庫)等措施，其中「APEC 高等教育補充文憑(APEC Higher Education Diploma Supplements)」研究計畫案所倡導之「Diploma Supplement(補充文憑，簡稱 DS)」係學生成績單之附加文件，說明成績單之內容、架構及脈絡。補充文憑是一個半標準化、詳盡且被認可的有關畢業生學業成就之聲明。
- 八、俄羅斯海軍上將 Nevelskoy 海洋國立大學太平洋研究中心主任 Vladimir Lazarev 報告「俄羅斯教育服務業輸出(Export Aspects of Russian Educational Service)」並分析俄羅斯濱海區教育服務業市場的優劣勢及未來的機會與威脅。
- 九、俄羅斯 APEC 研究中心計畫主任 Dr. Natalia Stapan 報告「亞太區域的跨境研究合作：展望與挑戰(Cross-border Research Collaboration in the Asia-Pacific Region: Prospects and Challenges)」，指出幾個未來努力的方向：
- (一)找出經濟體最有可能合作的研究領域
 - (二)評估研究及研究環境活力的真應影響
 - (三)研究及交流國際研究合作成功機制及作法
 - (四)透過獎學金及流動基金支持建構跨境科學家網絡
 - (五)透過雙邊及多邊合作協議減少建構上述網絡所需之成本及簡化相關流程
 - (六)多元化國際研究夥伴
 - (七)透過公平的智慧財產權保證機構減少對人才外流之恐懼
- 十、俄羅斯遠東聯邦大學科科研及創新副校長 Dr. Igor G. Protsenko 報告「APEC 區域研究合作：遠東聯邦大學的建議(Research Collaboration in the Asia-Pacific Region: Offers of FEFU)」並提

到優質發展研究人員流動的必要條件為：

- (一) 優先發展合作研究
- (二) 在合作研究架構下推廣研究人員流動
- (三) 鼓勵年輕人多涉入流動計畫
- (四) 在研究合作領域發展公私立部門夥伴關係(Public-Private Partnership, PPP)

十一、澳洲麥覺理大學(Macquarie University)專案經理 Ms. Katherine Roth 報告「虛擬流動(Virtual Mobility)」並提到「虛擬大學」及「虛擬流動」的概念；前者可取代實體的基礎建設，如瑞士虛擬大學、聯合國教科文組織(UNESCO)虛擬大學，而後者是用來指涉某些活動，包括學習模組、在多種族團體內工作等。

十二、俄羅斯海關學院海參崴分院科學事務副司長 Mr. Vladimir Dyakov 報告「環太平洋海關大學校院國際網絡：訓練特色及加強網絡合作展望(International Network of Customs Universities(INCU) in Pacific Rim: Characteristics of Training and Prospects for Enhancing Network Cooperation)」並指出 INCU 包含 17 個海關訓練機構，可作為一個強化既有雙邊合作協議網絡之成功範例。

十三、印尼教育及文化部高教總司司長 Achmad Jazidie 報告「促進跨境教育合作(Promoting Cross-border Education Cooperation)」，該報告勾勒 APEC 在推動促進學生、教育機構、研究人員流動及加強既有雙邊合作協議網絡之目標及建議活動，並提到在 APEC 資深官員會議(SOM)所討論之具體工作計畫草案。另澳洲於 SOM 2 提議設立「特別協調委員會(Ad Hoc Coordinating Committee)」以協助研擬「促進跨境教育合作」工作計畫，並請各經濟體就該國所撰擬之有關該委員會功能、角色與責任之專案報告，以及是否支持加入該委員會兩事表達意見。設立上述委員會之提案業於 2013 年 APEC SOM 2 會議期間獲得通過，迄今已知有印尼、澳洲、菲律賓、我國及 APEC CTI、EC、SCE 論壇主席、HRDWG-EDNET 協調人等確認加入該委員會。韓國亦提出「APEC 教育合作研究計畫(APEC Education Cooperation Project(ECP) - Phase I)」。報告並指出擬定前階計畫以執行相關活動為當務之急。

A 司長另報告該國在「促進跨境教育合作」方面的經驗分享，包括：建立鼓勵印尼大學辦理雙聯學位課程、學分取得及學分轉換的機制；積極參與 AIMS(ASEAN 的國際學生流動計畫)；每年薦送 800 位大學教師赴境外取得碩士/博士學位；薦送 100 位研究人員從事國際研究合作及出版活動；薦送 200 位博士生從事 4 個月的國際出版活動；設立或提供暑期學分或非學分課程；

強化大學國際辦公室功能，以提供國際學生更多服務；建立國家品質保障架構。

6月30日：

上午9時30分本部出席代表國際及兩岸教育司邱玉蟾副司長搭乘韓亞航空第OZ-569號班機離開俄羅斯海參崴前往韓國首爾轉機，於本日當地時間下午19時45分再轉乘長榮航空第BR-159號班機離開韓國首爾，並於本日晚間21時20分返國。

參、心得與建議

- 一、 跨境教育合作成爲近兩年來APEC HRDWG會議及相關活動重點：從2012年第5屆APEC教育部長會議聯合聲明、2012年APEC經濟領袖會議聯合聲明及2013年APEC會議主辦經濟體印尼所提之「促進連結性」均強調「跨境教育合作」以促進APEC區域經濟及貿易發展的重要性，而我國當可利用加入APEC跨境教育合作「特別協調委員會」之契機，協助研擬工作計畫，以輸出及分享我國成功經驗及作法，成爲促進跨境教育合作之典範。
- 二、 持續參與APEC會議及活動，以凸顯我國軟實力外交：APEC係我國參與之國際組織中最重要者之一。我國在技職教育、對外華語文教育及資訊教育之成就舉世共睹，爰應積極利用該場域宣揚我教育政策成果及教育國際化理念，以強化國際教育合作，提升我國國際能見度。

肆、附錄

一、議程

Draft 19.06.2013

**APEC AND APRU:
A DIALOGUE ON POSSIBLE COLLABORATIONS
(JOINT SESSIONS OF THE 2ND APEC CONFERENCE ON COOPERATION IN HIGHER
EDUCATION IN THE ASIA-PACIFIC REGION AND THE 17TH APRU ANNUAL
PRESIDENTS MEETING)**

| 28 June, Friday | |
|-----------------|--------------------------|
| All day | Arrival and registration |
| 18:30-20:30 | APRU - APEC Dinner |

**2ND APEC CONFERENCE
ON COOPERATION IN HIGHER EDUCATION IN THE ASIA-PACIFIC REGION
PRELIMINARY PROGRAM
«Mobility of Higher Education in the APEC Region»
(DETAILS SUBJECT TO CHANGE)**

| 29 June, Saturday Opening of 2 nd APEC Conference on Cooperation in Higher Education in the Asia-Pacific Region Preliminary Program | |
|--|---|
| 08:00-08:45 | Networking breakfast |
| 9:00 | Welcome speeches |
| 09:20 | Session (I): Enhancing the mobility of students Speakers: Supriadi Rustad , Director for Human Resources, Directorate General of Higher Education, Ministry of Education and Culture , Indonesia <i>Academic Mobility in Higher Education The Indonesian Experience</i> (or presentation “Work Plan on Cross-Border Education Cooperation”) Karen Sandercock , Counsellor (Education and Science), Australian Embassy to Japan Australian Government Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education <i>Frameworks and mechanisms necessary to underpin student mobility – inbound and outbound.</i> Luksmon Smansin , Educational Officer , Office of Higher Education Commission, Thailand |

| | |
|-------|--|
| | <p><i>AIMS educational model</i></p> <p>Jun Teng, Assistant Professor, Institute of International and Comparative Education, Beijing Normal University, China <i>Student mobility. Trends in China</i></p> <p>Yu-Chan Chiu, Deputy Director-General, Department of International and Cross-strait Education, Ministry of Education, Chinese Taipei <i>Enhancing Educational Mobility within the APEC Region</i></p> <p>Takashi Sekiyama, Associate Professor, Meiji University, Japan <i>Encouragement of Student Mobility between Japan and Southeast Asia – A Case of Meiji University</i></p> <p>Mino Miyamoto, Associate Professor, Tohoku University, Japan <i>Tohoku University's Research Activities and Internationalization towards a Better Future</i></p> |
| 12:00 | Break |
| 12:15 | <p>Session (II): Enhancing the mobility of education providers</p> <p>Speakers:</p> <p>Kent Anderson, Pro Vice Chancellor (International), University of Adelaide, Australia <i>Overview of experience with provider mobility to and from Australia. Regulatory barriers</i></p> <p>Sunee Churaisin, Educational Officer, Office of Higher Education Commission, Thailand <i>Liberalization in Education Services</i></p> <p>Vladimir Lazarev, Head of Center, Pacific Research Center, Maritime State University n.a. G.I. Nevelskoy <i>Export Aspects of Russian Educational Service</i></p> |
| 13:30 | Lunch |
| 14:30 | <p>Session (III): Enhancing the mobility of researchers</p> <p>Speakers:</p> <p>Sergey Smirnov, Director, Center for Maritime International Studies Admiral Nevelskoy Maritime State University, Russia <i>The Concept of the Arctic Research & Educational Center at MSU(N)</i></p> <p>Vladimir Dyakov, Deputy Director on Science, Vladivostok Branch of the Russian Customs Academy, Russia <i>International Network of Customs Universities (INCU) in Pacific Rim: characteristics of training and</i></p> |

| | |
|--|--|
| | prospects for enhancing network cooperation |
| 15:30 | Break |
| 15:45 | <p>Session (IV): Enhancing the existing network of bilateral agreements</p> <p>Speakers:</p> <p>Illah Sailah, Director of Learning and Student Affair, Directorate General of Higher Education, Ministry of Education and Culture , Indonesia <i>Promoting Cross Border Education Cooperation</i></p> <p>Kathryn Atchison, Vice-Provost, University of California LA <i>International engagement as a Strategic Academic goal</i></p> <p>Mark Gabbott, Pro Vice-Chancellor (International) and Executive Dean (Faculty of Business & Economics), Macquarie University, Australia <i>Macquarie University International Partnerships Network</i></p> <p>Katherine Roth, Special Projects Manager, Macquarie University, Australia <i>Virtual Mobility</i></p> |
| 17:30 | End of 2nd APEC Conference: short summary/conclusion |
| | |
| <p>30 June, Sunday Optional Tours (Details to be advised)</p> | |

Note: All sessions include the opportunity for dialogue between panel speakers and conference participants

二、活動照片



APEC 研討會會場全景



教育部國際及兩岸教育司邱玉蟾副司長(第二排右 2)與所有出席代表於會場合影留念

Enhancing Educational Mobility within the APEC Region

-Chinese Taipei-



Julie Y. C. Chiu

Deputy Director General

**Department of International and Cross-strait
Education**

Ministry of Education, Chinese Taipei

June 29, 2013



Contents

I .Programs for Enhancing Student Mobility

II .Scholarships for Educational Exchange

III .Introducing Mandarin Integrated Service (MIS)

I. Programs for Enhancing Student Mobility

Taiwan Host-family Program

➤ To meet the needs of international students coming to Taiwan for short-term or long-term visit, the MOE formally launched the **Taiwan Host-family Program** in December 2008.



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I. Programs for Enhancing Student Mobility

Post-graduation Internship and Employment for Global Students

Measure: Allowing excellent global students to apply for a maximum of a **1-year post-graduation** internship in Chinese Taipei.

Qualification: Since 2012, the MOE has revised its qualification limits, to allow global **graduates with master/doctoral degree** to apply.

I. Programs for Enhancing Student Mobility

Mandarin Study Tour Scholarship for Overseas Students / Teachers in the APEC Region for 2012

- **Purpose:** To encourage overseas college teachers and students to study Mandarin Chinese and Chinese culture in Chinese Taipei.
- **Tour Duration:** A maximum of 4 weeks.
- **Grants:**
 - For Groups from Asia: US\$57 per person per week.
 - For Groups from Other Continents: US\$90 per person per week.

| 2012 | Economy | The Number of Visited Students | Participants of Home Teachers |
|--------------|---------|--------------------------------|-------------------------------|
| 1 | Canada | 28 | 33 |
| 2 | Japan | 78 | 78 |
| 2 | Korea | 35 | 87 |
| 3 | Russia | 23 | 37 |
| 4 | U.S. | 34 | 209 |
| 5 | Vietnam | N/A | 24 |
| Total | | 198 | 468 |

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II. Scholarships for Educational Exchange

Short-term Study Tours for Global Doctoral Students

- **Purpose:** For individuals holding a doctoral degree or currently pursuing their doctoral degree studies or research, they can have better understanding of Chinese Taipei's culture and society and help promote bilateral academic exchange in the future.
- **Duration:** 2-6 months.
- **Grants:**
 - US\$ **830** /Month for doctoral students.
 - US\$ **1,330** /Month for post-doctoral researchers.
 - **Round-trip** flight tickets from their economy to Chinese Taipei

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II. Scholarships for Educational Exchange

The Chinese Taipei MOE Scholarship

- **Purpose:** To encourage outstanding overseas students to undertake degree program studies in Chinese Taipei.
- **Duration**(the accumulative duration should not exceed 5 years):
 - 4 years for undergraduate degree program students.
 - 2-4 years for postgraduate students.
- **Grants:** _____
- **Tuition and Miscellaneous Fees:** The maximum for recipients is US\$ 1,330 to be subsidized by the Chinese Taipei MOE.
- **Subsistence Allowance:**
 - US\$ 500/Month for undergraduate program students.
 - US\$ 660/Month for postgraduate students.

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II. Scholarships for Educational Exchange

The Chinese Taipei MOE Scholarship

2013 Grant to Asia-Pacific (APEC)

| APEC Economy | Number of Recipients |
|-------------------|----------------------|
| Australia | 1 |
| Brunei Darussalam | 2 |
| Canada | 1 |
| Chile | 3 |
| Indonesia | 10 |
| Japan | 19 |
| Republic of Korea | 6 |
| Malaysia | 10 |
| Mexico | 4 |
| New Zealand | 2 |
| Papua New Guinea | 1 |
| Peru | 7 |
| Russia | 18 |
| Singapore | 2 |
| Thailand | 11 |
| The Philippines | 10 |
| U.S. | 25 |
| Vietnam | 20 |

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II. Scholarships for Educational Exchange

The Chinese Taipei Huayu Enrichment Scholarship (HES)

- **Purpose**: To encourage overseas students to study Mandarin in Chinese Taipei.
- **Duration**: 2-month summer term or 3, 6, 9 months up to 1 year.
- **Grant**: A monthly stipend of US\$830.

II. Scholarships for Educational Exchange

The Chinese Taipei Huayu Enrichment Scholarship (HES)

2012 Grant to Asia-Pacific (APEC)

| APEC Economy | Number of Recipients |
|-------------------|----------------------|
| Australia | 20 |
| Canada | 28 |
| Indonesia | 5 |
| Japan | 12 |
| Republic of Korea | 10 |
| Malaysia | 2 |
| Mexico | 8 |
| New Zealand | 4 |
| The Philippines | 5 |
| Peru | 3 |
| Russia | 18 |
| Thailand | 5 |
| U.S. | 147 |
| Vietnam | 21 |

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II. Scholarships for Educational Exchange

UMAP Chinese Taipei Exchange Student Program Scholarship

- **Purpose:** To encourage university student exchange among UMAP member economies.
- **Duration:** 1 -2 semesters.
- **Grant:** US\$ 670 / Month



II. Scholarships for Educational Exchange

UMAP Chinese Taipei Exchange Student Program Scholarship

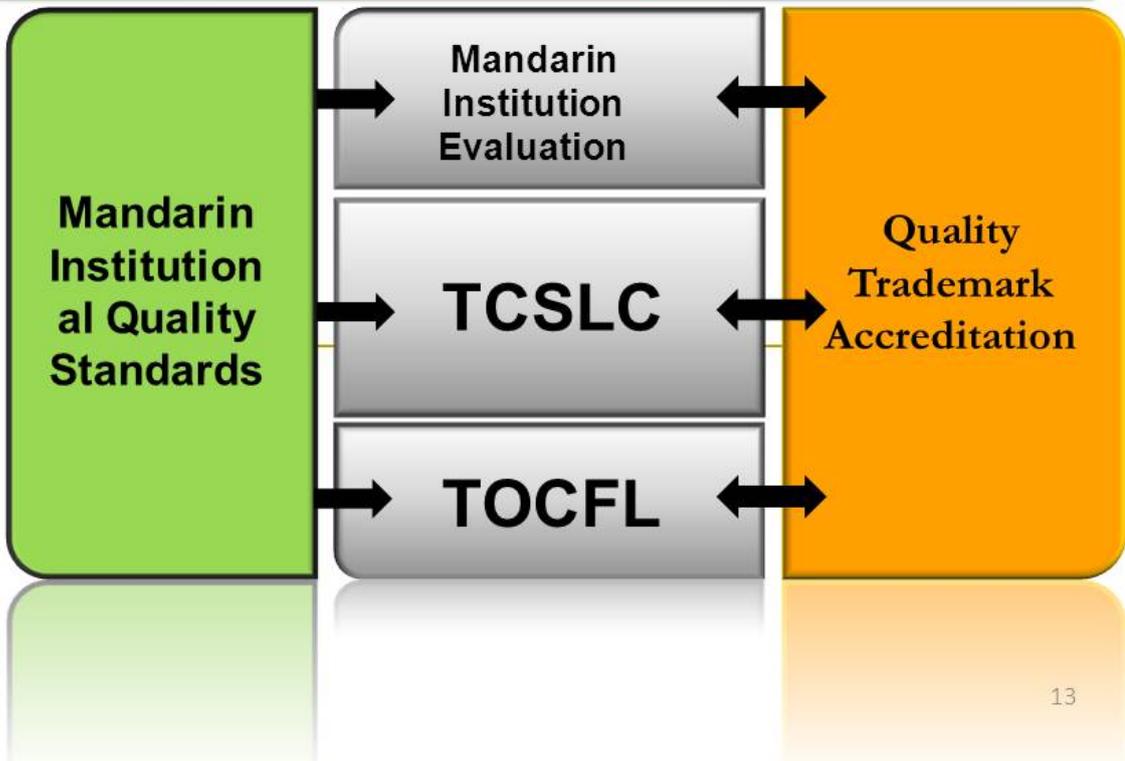
- **University Mobility in Asia and the Pacific (UMAP) - UMAP Chinese Taipei Exchange Student Program Scholarship Awardees for 2012:**

| APEC Economy | Number of Recipients |
|-------------------|----------------------|
| Brunei Darussalam | 1 |
| Chinese Taipei | 2 |
| Japan | 4 |
| Mexico | 1 |
| The Philippines | 1 |



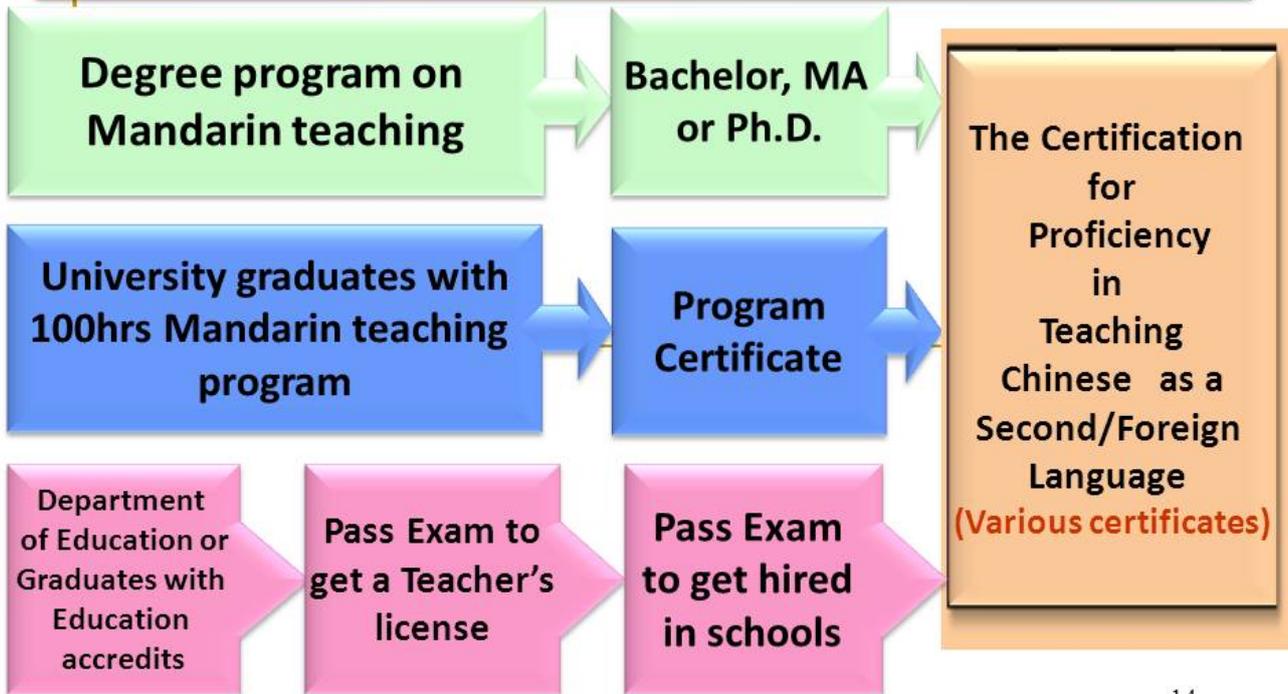
III . Introducing Mandarin Integrated Service (MIS)

Mandarin Quality Assurance



III . Introducing Mandarin Integrated Service (MIS)

Mandarin Teacher Quality Control



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III . Introducing Mandarin Integrated Service (MIS)

MTI Quality Assurance



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III. Introducing Mandarin Integrated Service (MIS)

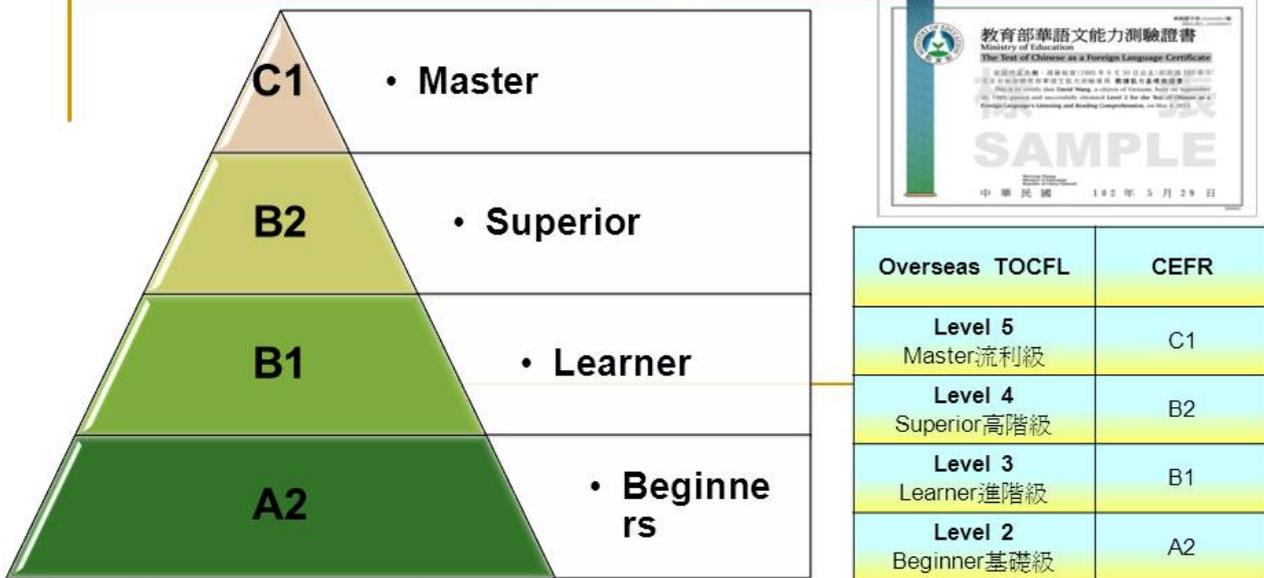
TCSLC Quality Assurance



- ◆ The Ministry of Education issues TCSLC (Certification of Proficiency in Teaching Chinese as a Second Language) and expects it to be recognized internationally.
- ◆ The examination will be held once a year (usually on July).
- ◆ The standards of TCSLC is successful passing of 5 subjects in 3 years.

III . Introducing Mandarin Integrated Service (MIS)

TOCFL Quality Assurance



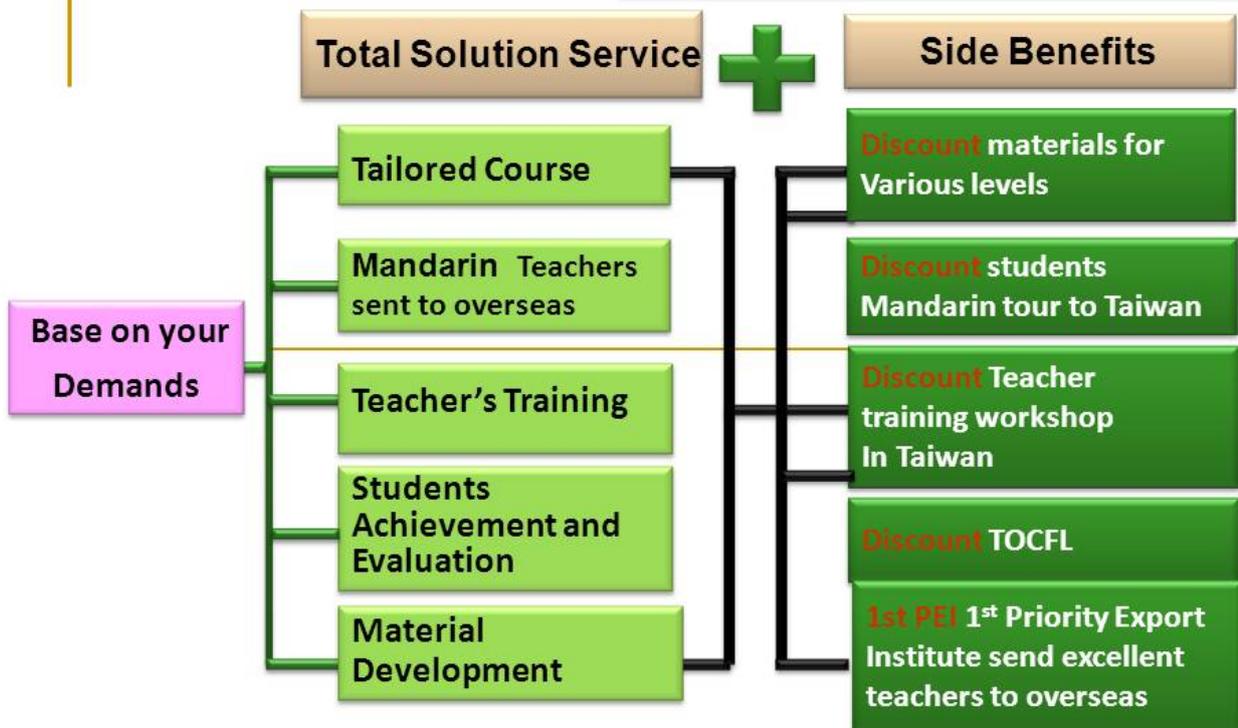
TOCFL Worldwide – Aim at 26 Countries, 49 Cities (2013)

Domestic tests are held twice a year in Taiwan.
Overseas tests vary in different regions.

III . Introducing Mandarin Integrated Service (MIS)

What is MIS?

MOE Provides 3 years Funding



Conclusion-useful strategies

■ From host country's perspective:

1. Mechanism to active the mobility
2. Regulatory barriers have to be removed
3. Strategic programs are necessary
4. Upgrade the quality of the programs

■ From other country's perspective:

1. the host country's resources
2. the regional resources
3. international organizational resources

Thank You !



Ministry of Education, Chinese Taipei

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E-mail: juile@mail.moe.gov.tw

**No. 5, ZhongShan S. Rd., ZhongZheng District,
Taipei City 10051, Chinese Taipei**

四、印尼教育及文化部高教總司司長 Achmad Jazidie 專題報告

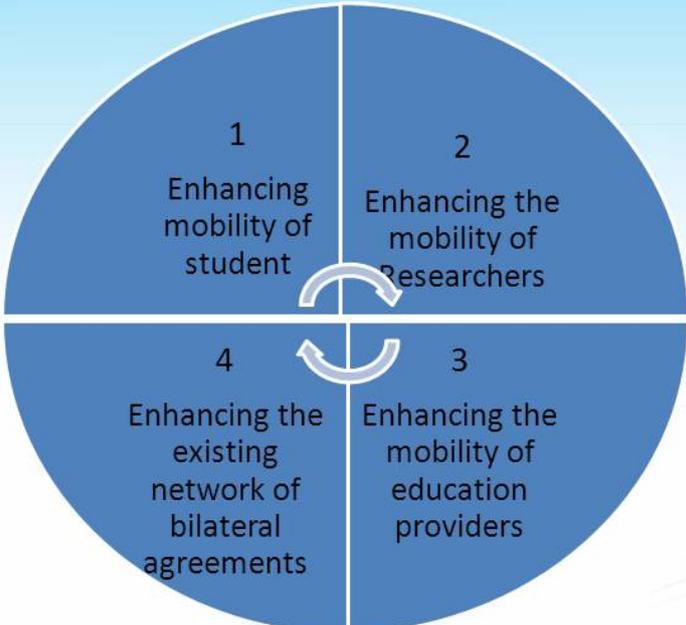


Asia-Pacific Economic Cooperation
Promoting Cross-Border Education Cooperation

Directorate General of Higher Education
Ministry of Education and Culture
Indonesia



Work Plan on
Cross Border Education



- 1 Enhancing mobility of student
- 2 Enhancing the mobility of Researchers
- 3 Enhancing the mobility of education providers
- 4 Enhancing the existing network of bilateral agreements

I. Enhancing the mobility of student

Proposed goals:

1. Encourage participation from APEC Economies on the student mobility such as AIMS (ASEAN International Mobility for Students) model
2. Encourage the internationalization of higher education curricula in universities across APEC
3. Build the capacity of higher education institutions to support academic and non-academic aspects of foreign students
4. Development of seamless education scheme
5. Encourage universities in the APEC region to provide students with the opportunity to engage in science and technology collaborations with students from other Economies either in person or virtually.
6. APEC to provide agreed regulations of students' mobility and exchanges across APEC economies

I. Enhancing the mobility of student

Proposed Activities :

- Online courses offering for credit earning and credit transfer
- Joint degree collaboration between/among HEIs
- Collaborative curriculum reform
- Development of guidelines for students mobility and exchanges.

II. Enhancing the mobility of Researchers

Proposed goals:

1. Encourage collaborative science and technology research and development among researchers across APEC economies
2. Encourage exchanges of academics in the form of physical presence in foreign economies and/or via sharing of open educational resources for research, teaching, and other academic purposes

II. Enhancing the mobility of Researchers

Proposed Activities :

- joint research and development and publication among researchers across APEC economies
- reward and incentives for creation of open educational resources.

III. Enhancing the mobility of Education Providers

Proposed goals:

- 1.APEC to provide agreed regulations of education providers' mobility and exchanges across APEC economies
- 2.APEC to provide agreed regulations of development of educational hub across APEC economies in compliance with domestic regulations.
- 3.APEC to map regulations of educational providers mobility and development of educational hub across APEC economies
- 4.Enhance research and information sharing on quality assurance in higher education.

III. Enhancing the mobility of Education providers

Proposed Activities :

- develop guidelines for education providers' mobility and exchanges across APEC countries
- Joint research group to map regulations across APEC countries and to conduct needs analysis, started by each country
- Joint working group to map QA systems across APEC countries

IV. Enhancing the existing Network of Bilateral Agreements

Proposed goals:

1. Expand the development and sharing of multilingual OER resources
2. Share information on and develop regulations affecting cross-border distance (e-learning)
3. Encourage consortia of HEIs in the APEC region in two or more Economies to deliver credit bearing courses (APEC Cyber University)
4. APEC to map availability of OER repositories and regulations for distance education across APEC economies
5. Mapping of Existing Bilateral Agreements on Mutual Recognition of Higher Education and Professional Services.

IV. Enhancing the Existing Network of Bilateral Agreement

Proposed Activities :

- joint working group across APEC economies for Cyber University management and offerings via cloud
- joint working group to map OER repositories and regulations for distance education across APEC countries
- joint working group to map bilateral agreement on Mutual Recognition of Higher Education and Professional Services

Work Plan for APEC – Indonesia

Based on the inputs provided by more than 8 APEC economies, there should be strategies taken to ensure the implementation of this work plan.

- The work plan has been presented at SOM3
- Strategic plan for implementation of activities is the first priority
 - Priority setting of the work plan to ensure viability of activities. Which activities should be implemented prior than the others.
 - Recommendation of each economies representative or contact person and establishment of **coordinating committee**
 - Establishment of a number of joint working groups among economies for specific actions (membership based on interest)
 - Collective agreement on resources for activities
 - Data exchanges among APEC economies for the purpose of mapping

The Experience of Indonesia in implementing Cross Border Education

- Establishing a system to encourage Indonesian universities to run double/joint degree programs, credit earning/credit transfers
- Actively participate in AIMS (ASEAN International Mobility for Students)
- Sending 800 faculty members to study abroad for master/PhD annually
- Sending 100 Indonesian researchers to do research collaboration and international publication (SAME program)

The Experience of Indonesia in implementing Cross Border Education

- Sending 200 Indonesian PhD Students for 4-month overseas program to develop international publication (Promoting International Publication Program)
- Establishing and offering summer course programs either as credit earning or non-credit earning at Indonesian universities
- Strengthening the International Office at Indonesian universities to give good services for international students
- Establishing National Qualification Framework

THANK YOU

ANNEX D - Promoting Cross-Border Education Cooperation

Vladivostok, Russia, 8 - 9 Sep 2012

Education is the pre-eminent source of economic development in the 21st century, creating more and higher quality jobs and bolstering productivity growth. Education is also a fundamental component of economic activity. Cooperation in the education sectors of APEC economies fosters innovative growth as students, researchers and education providers build scientific, technological and linguistic communities.

All APEC economies stand to gain from enhancing collaboration on cross-border education. Many developing economies in the Asia-Pacific region are rapidly moving into higher value-added manufacturing and knowledge intensive industries driven by innovation. Access to a wide range of quality higher education services is critical for sustainable growth on this development pathway. The APEC region also contains some of the world's largest exporters and consumers of education services. Facilitating the flow of students, researchers and education providers, and reducing the transaction costs involved provides opportunities for a significant expansion of cross border education services to the benefit of all economies.

Increasing cross-border student flows will strengthen regional ties, build people to people exchanges, and promote economic development through knowledge and skills transfer. High quality cross-border education equips students with the 21st century competencies they need for their full participation in a globalized and knowledge based society.

Therefore, we, the APEC Leaders, agree that strengthening collaboration among APEC economies is crucial for facilitation of the work on specific policies, including those relating to quality assurance, accreditation, cross-border exchange and data collection. Such work will have a significant impact on the education sector in APEC economies. Important steps were made by economies in 2012 to enhance practical and sustainable educational cooperation, exploring a number of proposals for cross border education within the region as well as research, information, and knowledge sharing. We encourage further development, on a voluntary basis, consistent with individual economies' circumstances, of cross-border education cooperation and facilitation of exchange in education services within APEC in the following areas:

a) Enhancing ***the mobility of students***. This may be achieved, but not limited by the following:

- identifying, comparing and implementing best practices among APEC economies for course accreditation and quality assurance systems, as well as targeted capacity building projects;
- developing models to guide reform and implementation of good regulatory practices, drawing on case studies of domestic education providers;
- exploring ways to increase the transparency of student visa requirements.

b) Enhancing ***the mobility of researchers***. This may be achieved, but not limited by the following:

- developing existing academic exchanges and joint research activities between and among universities in APEC economies;
- exploring ways to improve the mobility of the academic workforce.

c) Enhancing ***the mobility of education providers***. This may be achieved, but not limited by the following:

- exploring ways to enhance transparency of regulation of foreign providers and to remove unnecessary barriers to market access;
- mapping of existing regulations for the establishment of foreign providers;
- benchmarking and identifying best practices in APEC on quality assurance systems.

d) Enhancing ***the existing network of bilateral agreements***. This may be achieved by, but is not limited by the following:

- examining issues related to the flexible design and delivery of educational content (such as online courses) among APEC economies;
- enhancing availability of data on educational programs in APEC economies.

We instruct Ministers and officials to take forward these priorities on cross-border student, researcher and education provider mobility to develop cross-border educational cooperation in the APEC region while taking into consideration the circumstances of individual economies.