

DRAFT

OECD/CERI

May 13, 2002

OECD/US Forum on Trade in Educational Services National Policies to Promote Trade in Educational Services Workshop II

Discussion Paper

There is a growing world-wide demand for post-secondary education which cannot always be met by domestic education providers, especially in developing countries. There is, at the same time, growing awareness that studies abroad have specific value. Students increasingly perceive that they can gain particular advantages from studying in another country: cultural enrichment and language skill; high- status qualifications; and access to better jobs. The rapidly falling costs of international travel and communications make it easier for students to study abroad, and to access international education services while living in their home country.

Governments are more actively promoting students' international mobility for a mix of cultural, political, labour market and trade reasons. At the institutional level, both public and private providers increasingly see foreign students as an academic necessity and partly also as sources of revenue, and strongly compete for them. The purpose of this workshop is to discuss national policies to promote trade/internationalisation in educational services.

Discussion Themes

1. Numbers and comparison:

- How many foreigners are studying in your country at post-secondary education institutions? How many post-secondary education students of your country are studying, or have done part of their studies abroad? What percentages of the entire student population do these students represent?
- What is the share of private education providers in post-secondary education in your country?
- Have your government and/or education providers set specific goals for how many foreign students your country should seek to attract and/or a specific share of the global market of educational services?

2. Financing

- What do foreign students have to pay (fees, living expenses)?
- What amount of money is invested to attract students to your country (grants, fee waivers, organisational costs)?

- Has revenue from foreign students been assessed in your country? To what does it amount?

3. Actors and Programmes

- What are the roles (division of labour) of the government, governmental and non-governmental associations, and public and private education providers in attracting foreign students to your country?
- Who are the main public and private actors in promoting international education in your country in terms of facilitating and providing international education programs?
- Which programmes do your country have in place to support foreign students studying in your country and for your country's students studying abroad?
- Are there any programmes for exporting post-secondary education courses via campuses abroad or via distance learning schemes?

4. Position towards GATS

- What is the role and function of GATS in your country in relation to the increasing internationalisation of post-secondary education and training?
- What are the main barriers to trade in educational services that educational providers face in relation to e.g. attracting foreign students, establishing a branch campus abroad, or providing cross-border e-learning? Have your government initiated specific measures to overcome these barriers?
- Which are the major trends in the international education market seen from your country's perspective? What are the forms of trade in education services that are most likely to grow fastest over the coming years?

References

OECD (2002), Indicators on Internationalisation and Trade of Post-secondary Education, Paris.

OECD (2002), Trade in Educational Services: Trends and Emerging Issues, Working Paper, Paris.