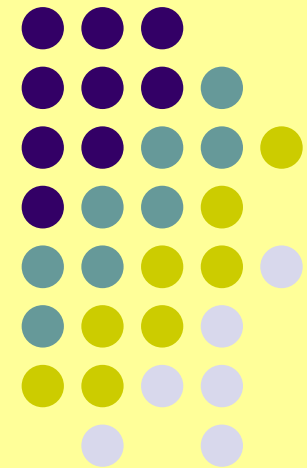


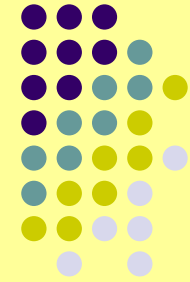
UNESCO/OECD Guidelines on Quality Provision in Cross-Border Higher Education

INQAAHE, Wellington,
29 March – 1 April 2005

Mala Singh, CHE, South Africa
Stamenka Uvalic-Trumbic,
UNESCO



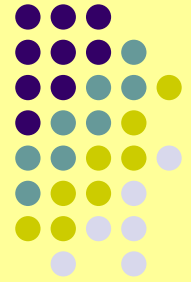
WHY THE GUIDELINES?



Context

- Growth of cross-border higher education: DE, franchises, branch campuses, IT academies, trade in education (GATS);
- Growing commercialization of (higher) education
- Need to provide an EDUCATIONAL response
- Maximize opportunities, minimize threats, based on UN principles and instruments

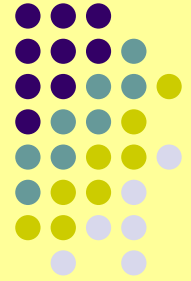
Why UNESCO?



Existing frameworks:

- 1998 WCHE and WCHE + 5: identified the challenges of higher education and globalization and HE's role in the knowledge society as an element of sustainable development;

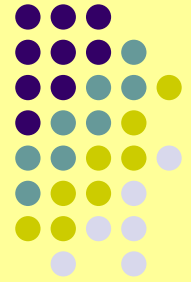
Why UNESCO?



Existing frameworks

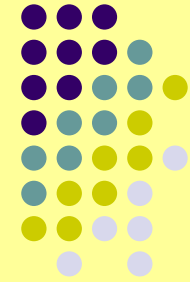
- The 6 regional conventions on the recognition of qualifications
- The Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications: new dimensions in quality assurance and qualifications recognition;

Why UNESCO?



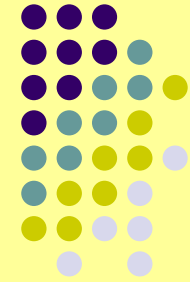
- The 32 GC/10 Resolution “Globalization and Higher Education” that called for UNESCO to work with other partners and to develop principles and guidelines on cross-border higher education;
- Hence, the UNESCO-OECD initiative to jointly elaborate guidelines on quality provision in cross-border higher education.

Guidelines: the Process



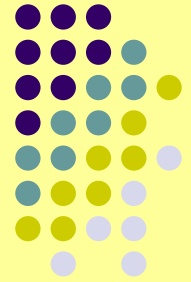
- Three drafting meetings, April 2004, UNESCO, Paris; October 2004, MEXT, Tokyo, Japan; January 2005, OECD, Paris;
- Inclusive Process: all 190 Member States invited as well as stakeholder groups both at IGO and NGO level;
- Participated: official representatives from 94 Member States, 28 observers from MS; 22 NGOs; experts...
- Final draft presented to UNESCO and the OECD decision-making bodies for adoption – April 2005

Objectives



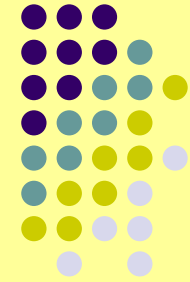
- support and encourage international cooperation and understanding of the importance of quality provision in cross-border higher education
- protect students and other stakeholders from low-quality provision and disreputable providers
- encourage the development of quality cross-border higher education that meets human, social, economic and cultural needs

The scope



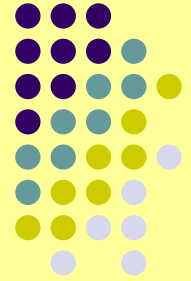
- Voluntary and non-binding BUT
- Stamp of two IGOs: UNESCO and the OECD
- Addressing Governments but recognizing the role of NGOs and Student Organizations.

The stakeholders



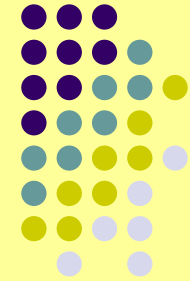
- Governments;
- Higher Education Institutions/academic staff;
- Students bodies;
- Quality Assurance and accreditation bodies;
- Academic Recognition Bodies;
- Professional Bodies;

Importance of Guidelines for Developing Countries



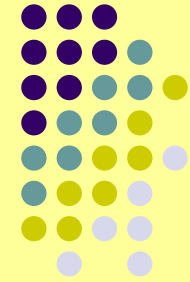
- Resource for Developing Countries to Use;
- Value of the Guidelines in the follow-up: a framework for capacity-building;
- Responsibility for partnerships, sharing, dialogue and mutual trust between sending and receiving countries in assuring quality and relevance in cross-border higher education.

UNESCO – INQAAHE



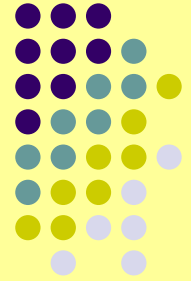
- Awareness raising about the guidelines among its members – as one of the 6 stakeholder groups addressed
- Support capacity-building and clearinghouse functions: info-tool on cross-border HE; glossaries; manuals....
- Support co-operation with existing and emerging regional networks and trends

Regional Networks and Trends



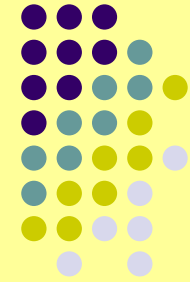
- RIACES (Latin America + Spain)
- The Caribbean: CANQATE
- Asia Pacific Quality Network (APQN): Partnership with World Bank
- ENQA and ECA: Role in the Bologna Process
- The Mediterranean (TEMPUS-MEDA): Partnership with EU

Regional Networks and Trends



- Africa: Launch of AQUAnet (partnership with AAU)
- Gulf Cooperation Council (GCC) Network for Quality Assurance in HE
- Arab States: Regional Accreditation (Egypt)

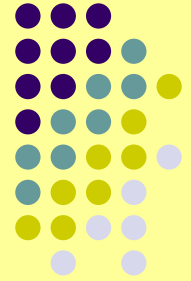
Implementation Challenges



Effective only if implemented:

- Build foundations for CBHE: increase equity and access;
- Increase educational opportunities
- Responsibility of governments and other stakeholders in the implementation process

Implementation Challenges



Emphasis:

- Capacity Building;
- Role of receiving countries;
- Partnerships and Dialogue;
- Collaboration and Exchange – internal and external
- Accessibility, Clarity and Transparency of Information
- UNESCO Info-Tool on recognized HE institutions