

World Bank / OECD / Nuffic Seminar  
« Cross-border higher education for capacity development »  
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# Building capacity through cross-border higher education

Stéphan Vincent-Lancrin

# OECD/CERI work on internationalisation



## Internationalisation and Trade in Higher Education

OPPORTUNITIES AND CHALLENGES



## Quality and Recognition in Higher Education

THE CROSS-BORDER CHALLENGE



POLICY BRIEF



## Internationalisation of Higher Education

August 2004

Introduction  
Higher education has become increasingly international in the past decade as more and more students choose to study abroad, enrol in foreign educational programmes and institutions to take advantage of the Internet to take

## Guidelines for Quality Provision in Cross-border Higher Education

Lignes directrices pour des prestations de qualité dans l'enseignement supérieur transfrontalier

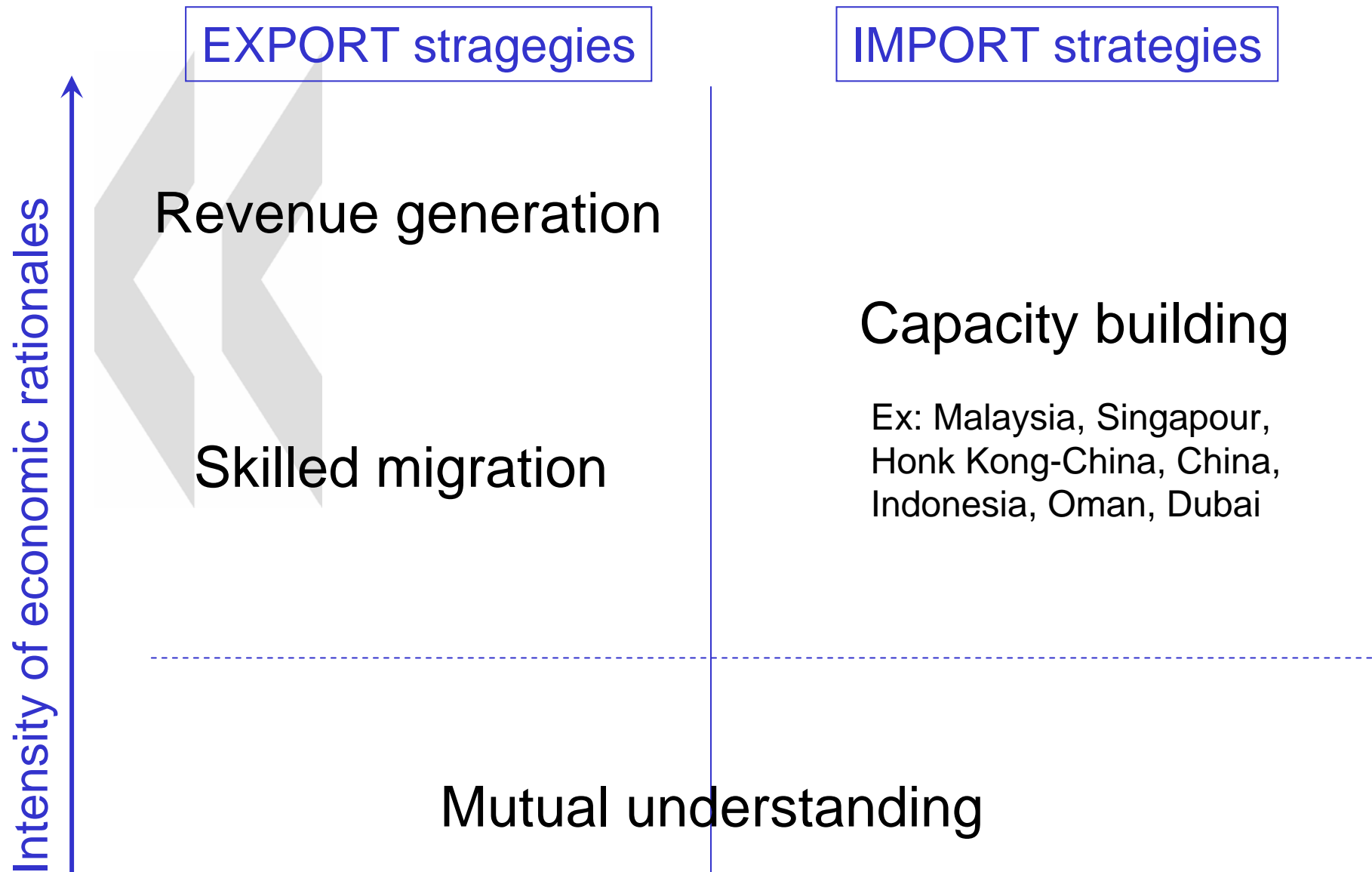


# Objectives

- Raise awareness in the development community and among policymakers in developing countries about the potential of cross-border tertiary education to promote development
- Respond to « capacity building » demands of developing countries expressed at the Guidelines' drafting meetings
- Opening up new prospects for research into economic development and higher education policy

# Structure of the report

- Chapter 1: Building capacity through cross-border tertiary education
- Chapter 2: Building capacity in tertiary education: quality assurance, institutional development and the challenge of context
- Chapter 3: Building capacity through trade agreements and the GATS
- Annexe: Guidelines for quality provision in cross-border higher education

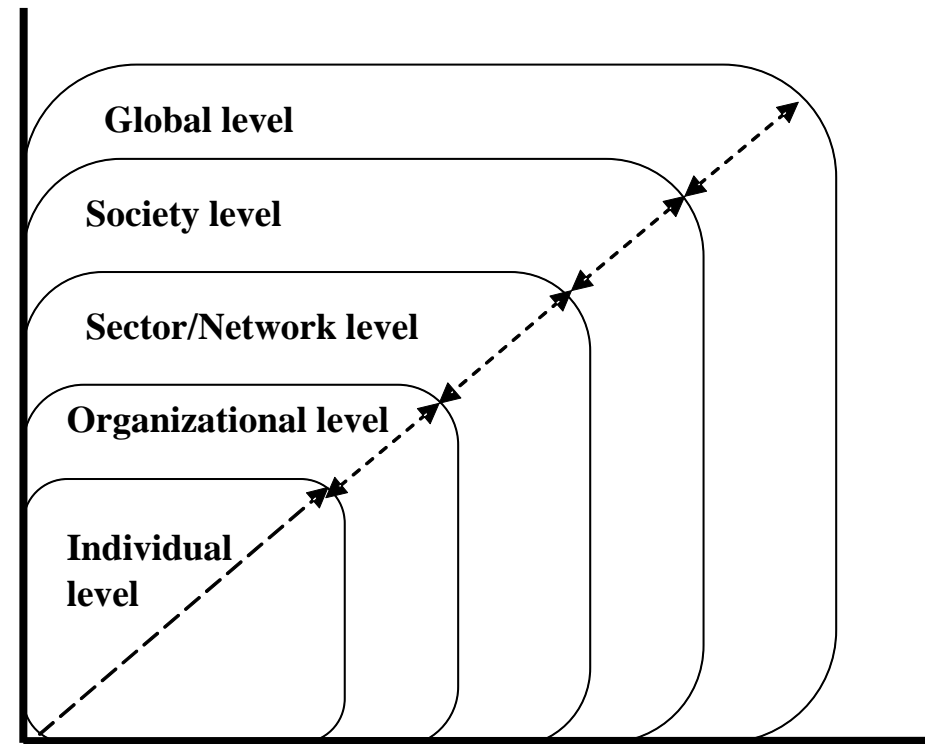


# Could the 'capacity building' strategy be a role model for the developing world?

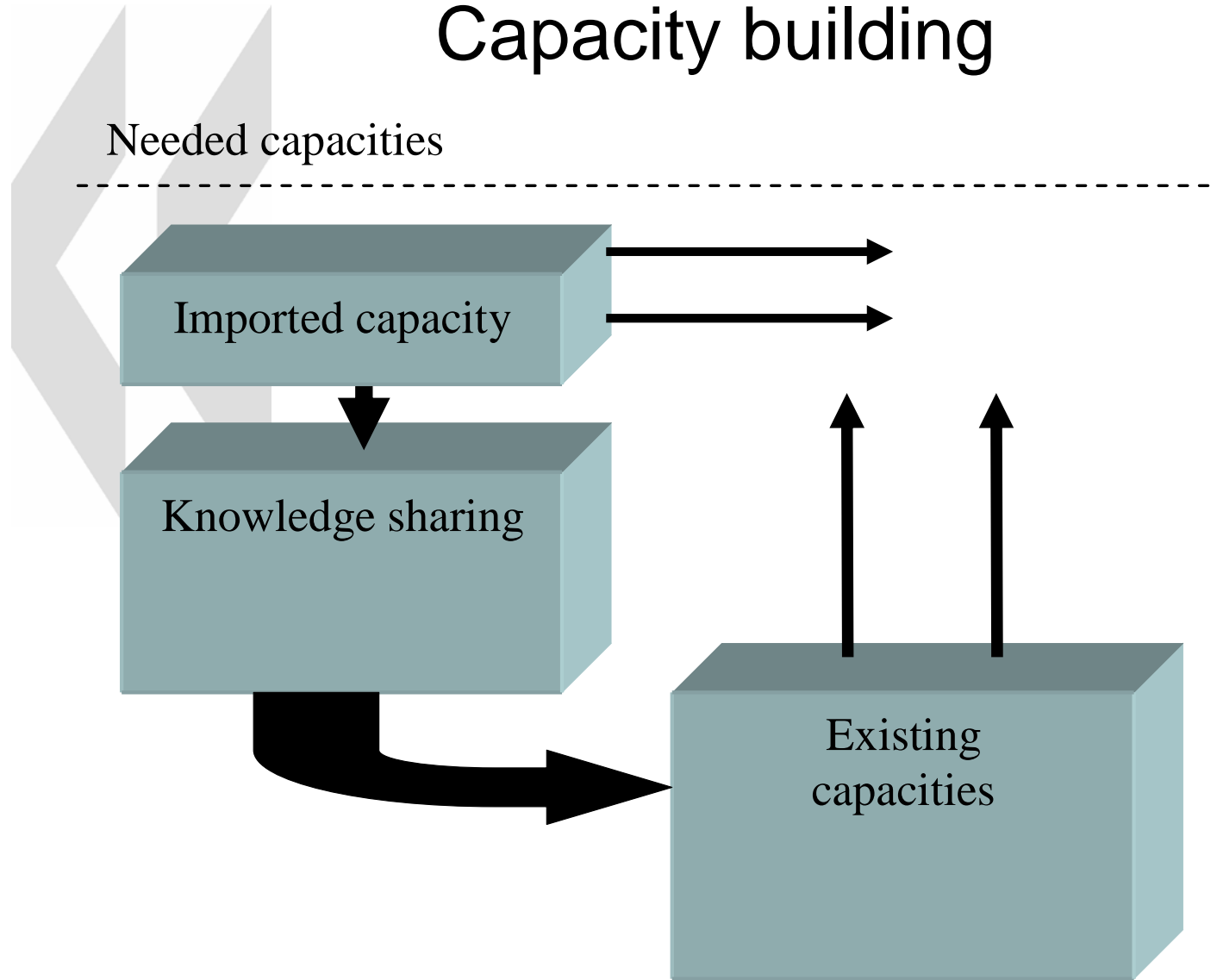
- Little empirical data exist to evaluate the effectiveness of new forms of cross-border higher education as an economic development tool – and some pieces of evidence seem to downplay this possibility.
- The commercial model works in emerging economies because of a large enough middle class (ability to pay) and of the educational culture (willingness to pay): under what conditions could it work in poorer developing countries?
- Could it be complemented by development assistance following « capacity development » (or aid effectiveness) principles?
- Would the regulatory frameworks used in these countries work in others? And what would be « good » regulatory frameworks in this area?

# Capacity building (or development)

- Capacity = ability of people, organisations and society as a whole to manage their affairs successfully
- Capacity development = process whereby people, organisations and society as a whole unleash, strengthen, adapt and maintain capacity over time



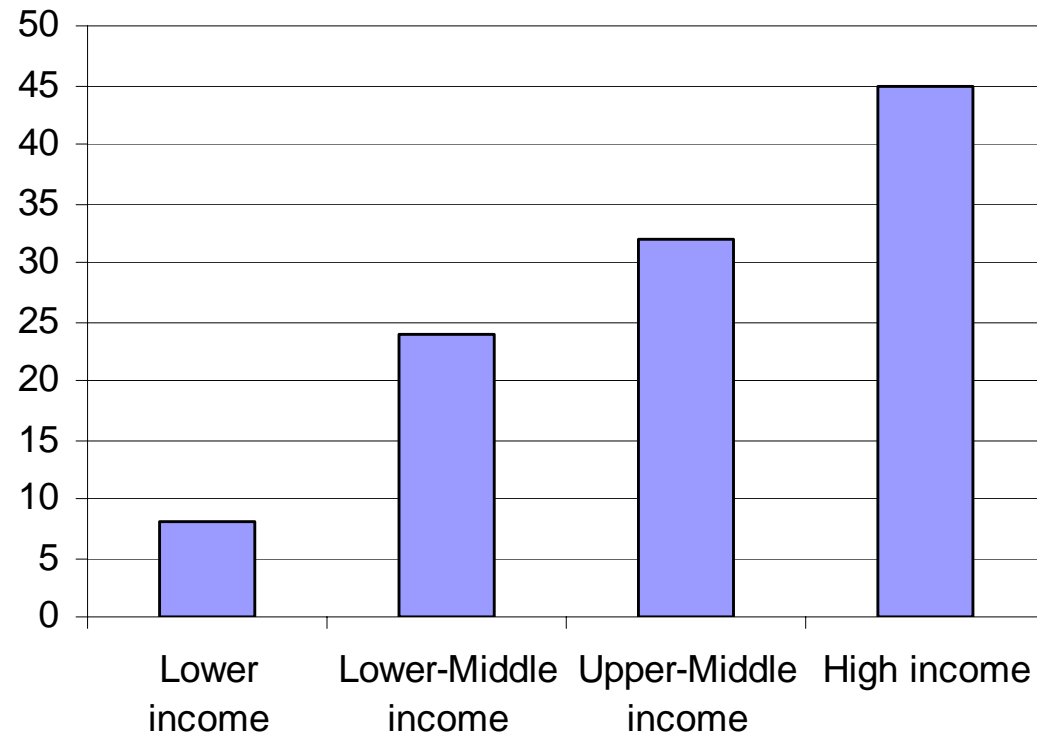
# Capacity building



# Capacity building requires tertiary education

- Human capital leads to growth
  - Productivity
  - Innovation
  - Health
- It takes human capital to train human capital
  - Tertiary education is important for primary and secondary education
- Monitoring and evaluation are essential to capacity building and require highly trained people

**Gross Participation Rates in tertiary education (2001)**



Source: Unesco Institute for Statistics

# Building capacity (in tertiary education) through cross-border education

- Expand access to tertiary education rapidly by supplementing domestic provision
- Increase the variety and relevance of tertiary education
- Improve the quality of tertiary education through spillovers and participation in international networks of knowledge



# Challenges of student and academic mobility

- Cost of studying abroad
- Recognition of degrees and qualification
- Brain drain
- Inequity

# Challenges of programme and institution mobility

- Quality of provision
- Absence of spillover on the local system
- Cultural relevance
- Stability of the system

# Questions

- Which objectives might cross-border education be able to address?
- Would certain types of cross-border education be more suitable for the achievement of these objectives
- Are some contractual arrangements for the delivery of cross-border education more effective than others? For which objectives and in what circumstances?
- Which policies can maximise the capacity building effects of cross-border education and minimise its (possible) risks?
- Which are the most appropriate in some specific local contexts?