What kind of institutional and political framework do we need to create a win-win-situation in cross-border education?
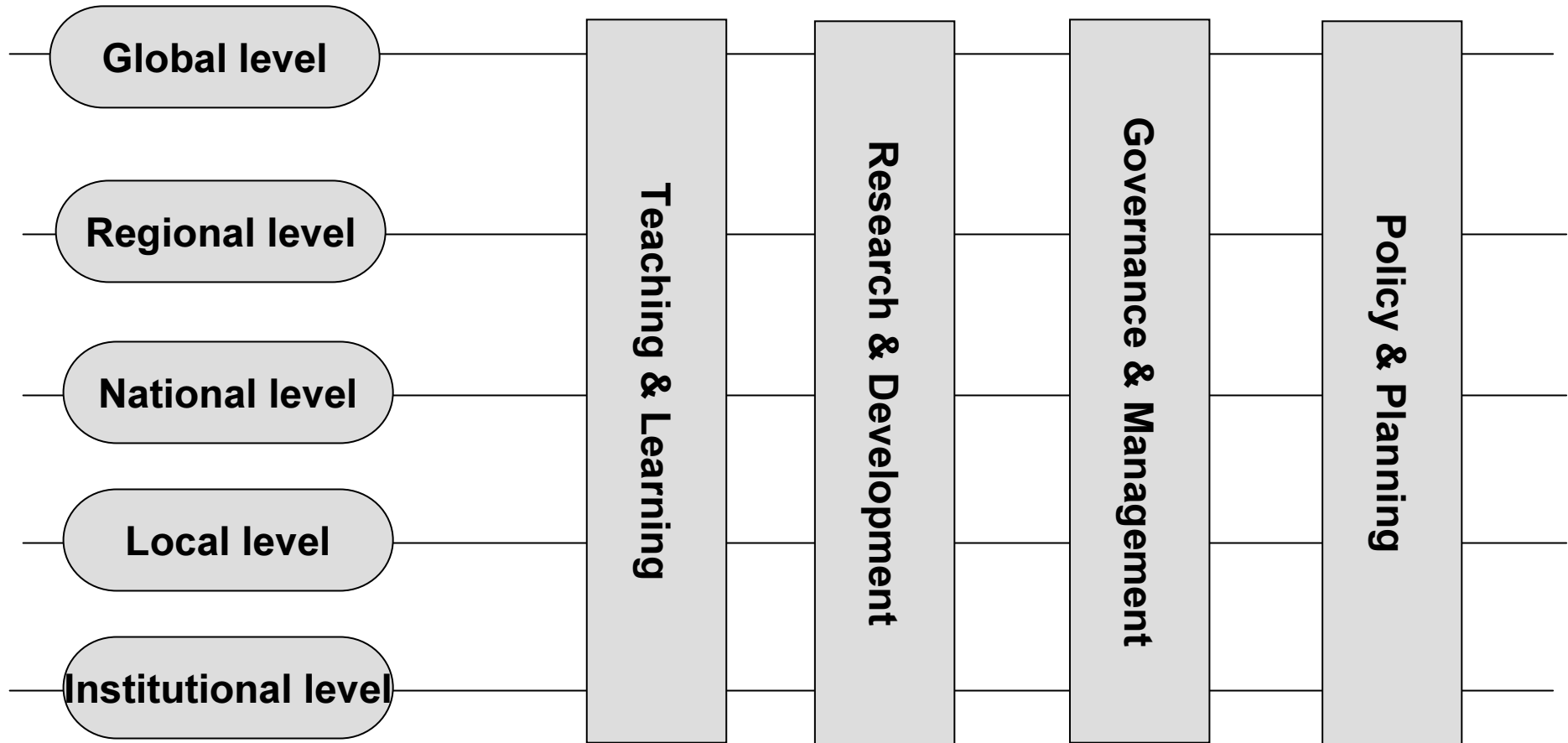
Plenary discussion
Cross-Border Education and Development Cooperation
DIES V DAAD/HRK 17.2005

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The impact of CBE

Global level

Regional level

National level

Local level

Institutional level

Teaching & Learning

Research & Development

Governance & Management

Policy & Planning

Analysing CBE

- CBE is a given fact and will increase
- CBE takes place in a highly complex environment
  - Multi-actor, multi-level and multi-arena (transnational) environment
- Diversity of CBE ‚products'
- Diversity of modes of delivery and ‚consumption'
- Limited steerability

Some measures...

- Defining national policy for internationalisation as well as towards CBE and educational trade
- Sector-crossing and regional coordination
- New sectoral actors (i.e. regional rectors conferences, regional accreditation agencies, regional centers of excellence, regional research training)

Focus groups of advisors

- Inter-govermental agreements determine parameters of development aid
- Funding partners should therefore establish focus groups of individuals from North and South to advise in respect of priorities (before) modalities (during) projects.
- Alumni could play an important role here.

Cross-Border Education is ...

- An effective instrument against the ‚globalisation apartheid'?

- The continuation of historical dominance?

- The hidden dictation of imitative modernisation?

- Consolidating inequalities?

Resources of the South

- Set up task teams of 10-12 persons (from N+S, 2 from each continent) to examine feasible approaches to/guidelines in terms of which ‚Southern‘ countries and clusters of countries can tap into indigenous, especially private, financial resources

Conflicting processes and dilemmas

- Internationalisation versus Indigenisation (Africanisation, arabisation etc.)
- Modernisation versus tradition
- Cultural identity and diversity versus Mc Donaldisation

The curricula in CBE

- No ‚one size fits all' model, no magic formula
- Core curriculum + contextualised, relevant and adapted modules as electives
- Flexibility with regard to local needs and target groups

Language

- Anglophonisation versus diversity of languages
- TS in institutionalised CBE must have host country language competencies
- Essential that knowledge become the possession of the ‚masses' in their own languages
- This has programmatic implications

Quality assurance and accreditation

- Standards are not universal
- Inclusion of relevant stakeholders in defining quality standards and accreditation criteria and processes
- Quality is based on negotiated consensus and is relative to its context and purpose

What can the stakeholders do with regard to

- Relevance of content, responsiveness to societal needs
- Contextualisation of the programmes
- Adequacy of teaching and learning methods
- Compatibility with local and institutional culture

New modes of interaction and relationships

- From eurocentric bilateral relations to polycentric multilateral relations
- Networks of equal partners are an illusion
- Cooperation networks always have assymmetries

Regional cooperation as response to globalisation

- Often part of encompassing integration process
- Common regional goals (HRD, growth, partnership, relevance, eradicate poverty, better living standards)
- Common sector goals: Creation of synergies, capacity building, equivalences, harmonisation and standardisation, maintaining cultural identity
- Cooperation based on trust and confidence, heading for mutual benefits
- Reform and innovation on all system levels possible

What is needed?

- Common data and reporting system
- Mechanisms and institutional arrangements for pooling resources
- Coordinated policies, strategies and programmes (strategic plans, priority issues)
- Reduction of mobility barriers
- Regional Qualifications Framework