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
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The impact of CBE
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 asymmetries
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