



# Introduction to the Guidelines for quality provision in in cross-border higher education: the context

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## Outline

- Trends in cross-border higher education
  - Student mobility
  - Programme and institution mobility
- Drivers, rationales, country strategies

## Cross-border higher education

- Internationalisation / Globalisation
- Cross-border mobility:
  - Students
  - Academics
  - Programmes
  - Institutions
  - Projects (research, etc.)

## Context of the Guidelines

- Growth and diversification of cross-border higher education
- Emergence of trade in higher education
- Insufficient coverage of cross-border activities by QA arrangements



# Student mobility



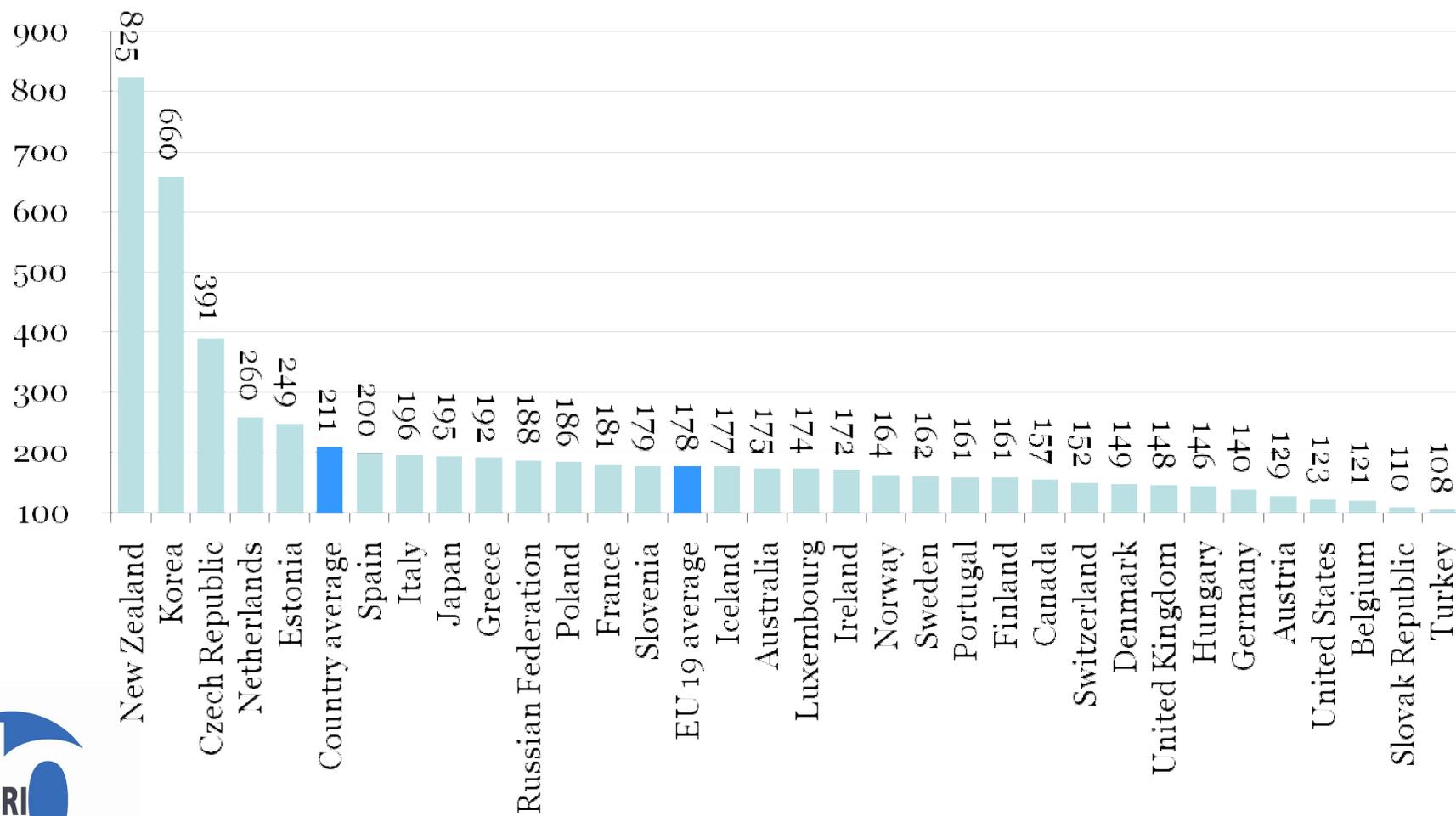
## International mobility of students

- OECD countries receive about 85% of the ca. 3 million foreign students in the world in 2006
- The number of foreign students within OECD has grown quickly over the past decades and years (by 54% between 2000 and 2006)
- Two thirds of foreign students within the OECD area come from non-OECD countries



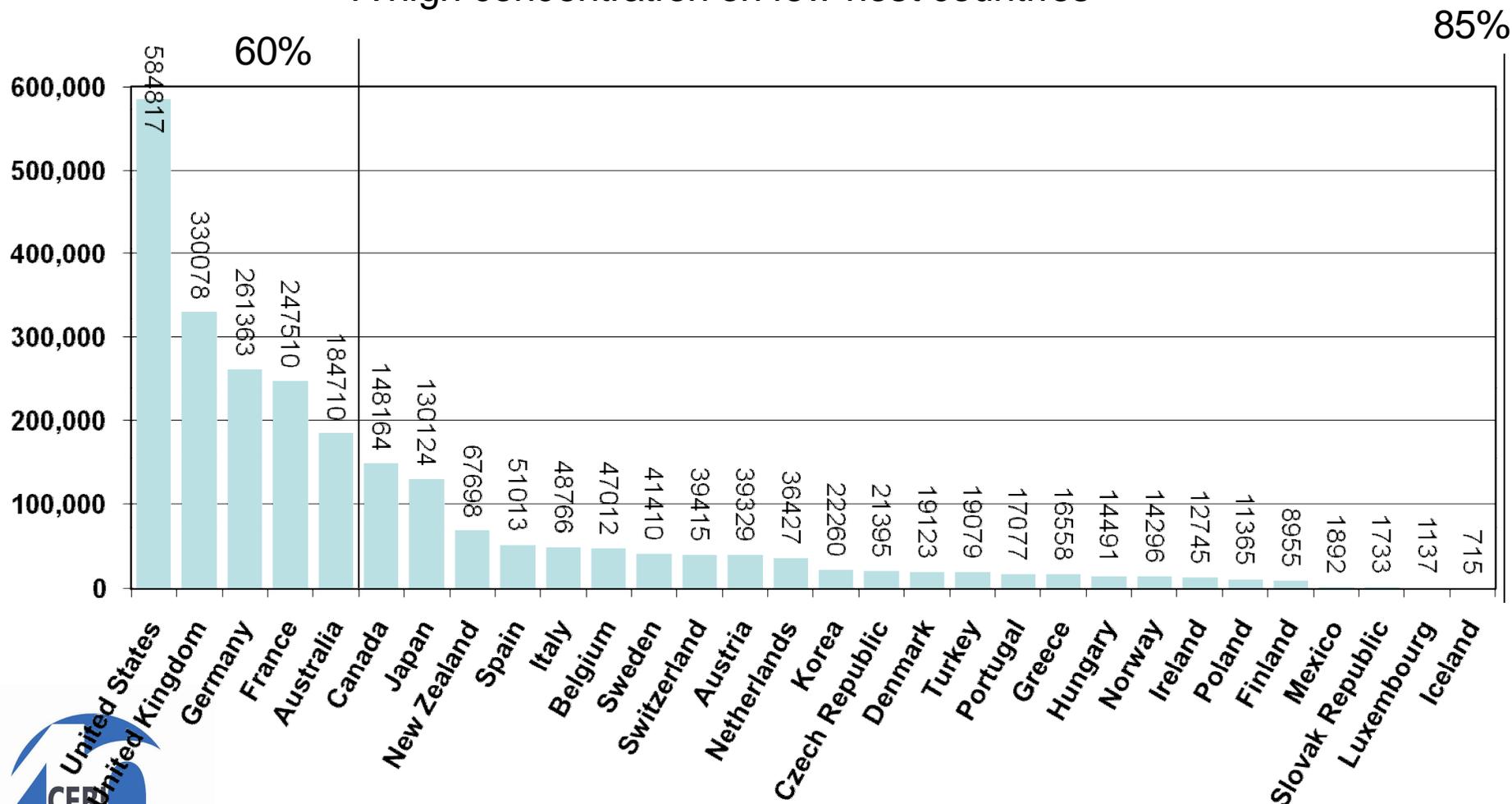
• Some of these foreign students are not mobile students (but the bulk of them are mobile)

# Growth in the number of foreign students within the OECD (2000-2006, 2000=100)



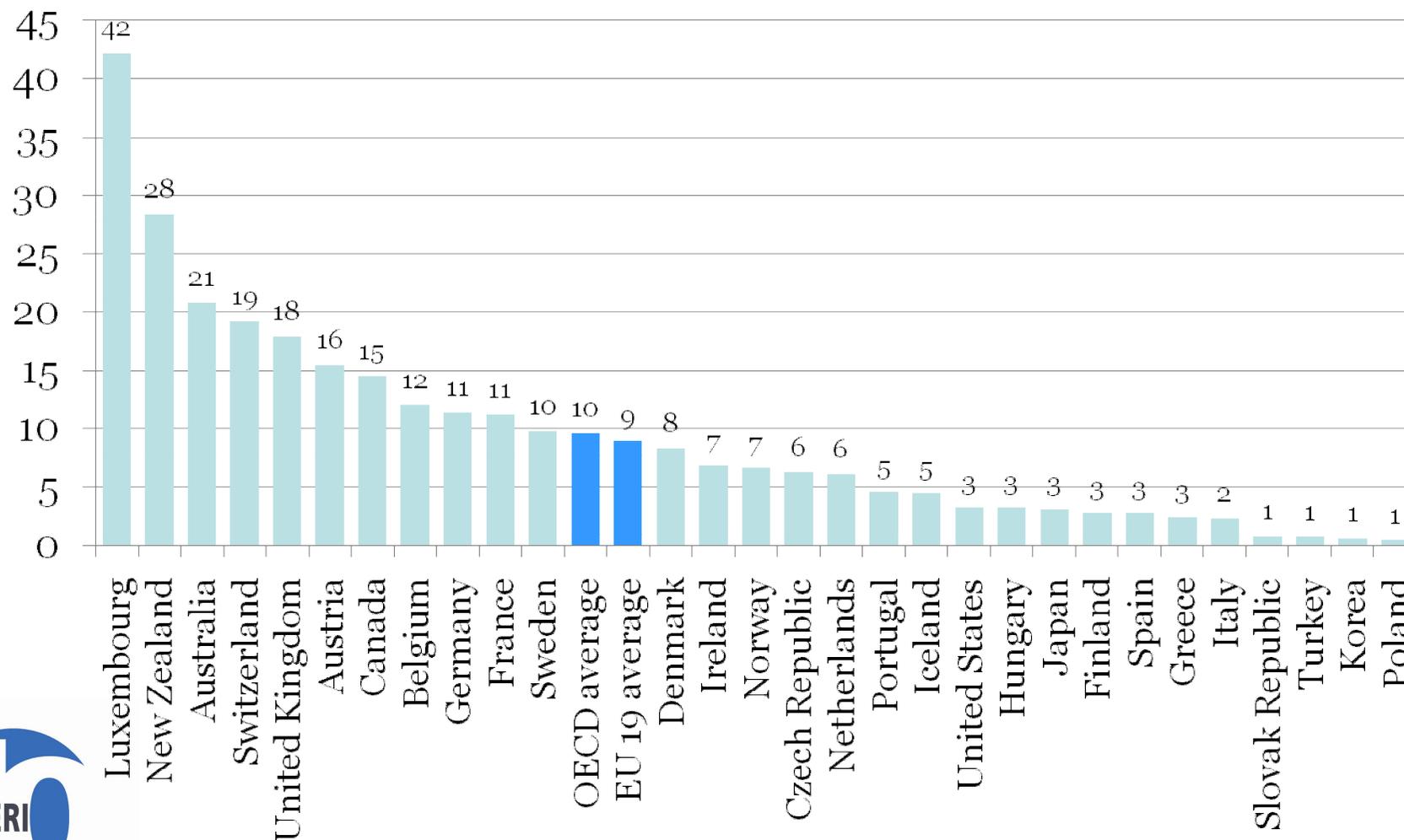
# Number of foreign students in OECD countries (2006)

A high concentration on few host countries

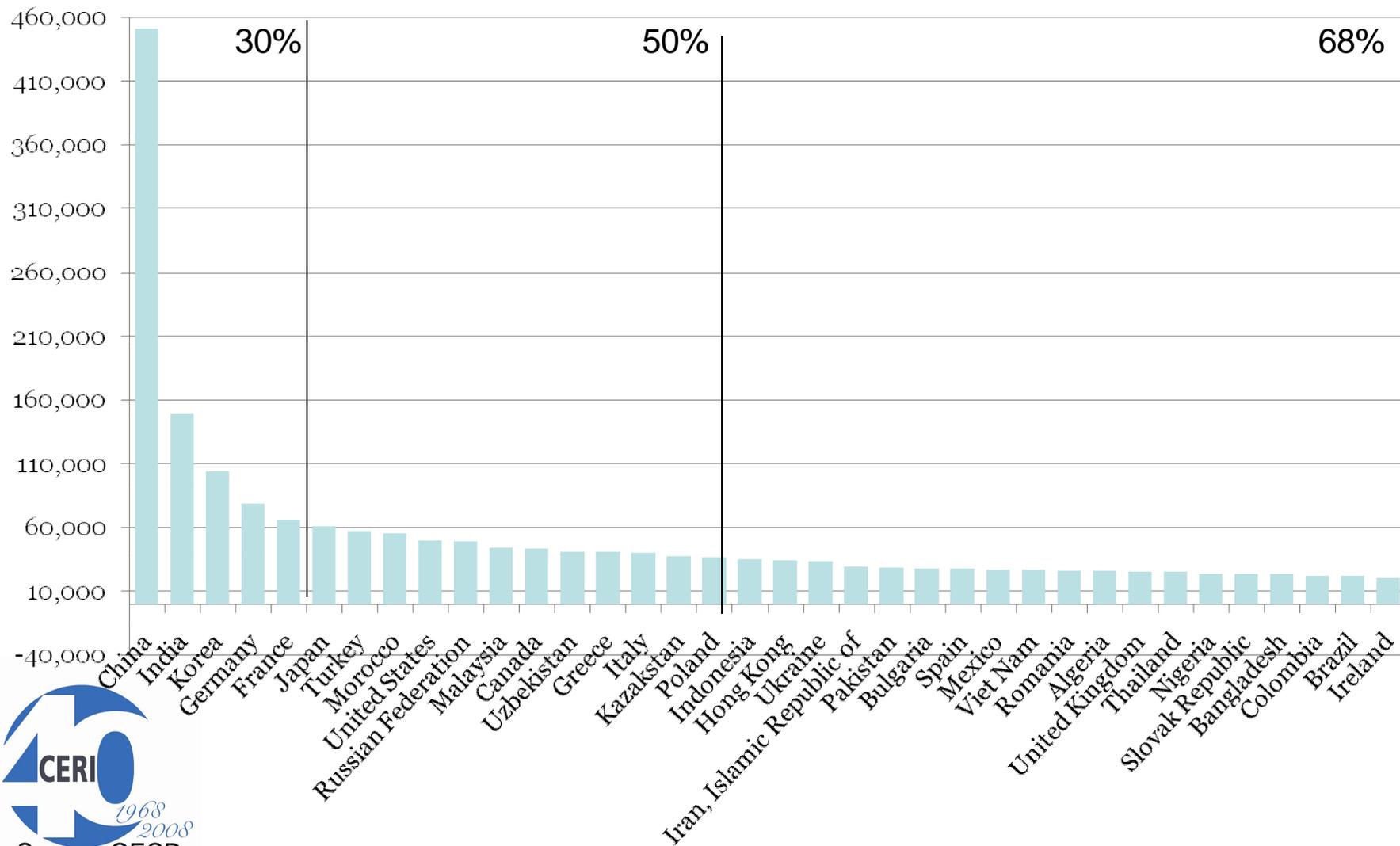




# Percentage of foreign students in total tertiary enrolments in OECD countries (2006)



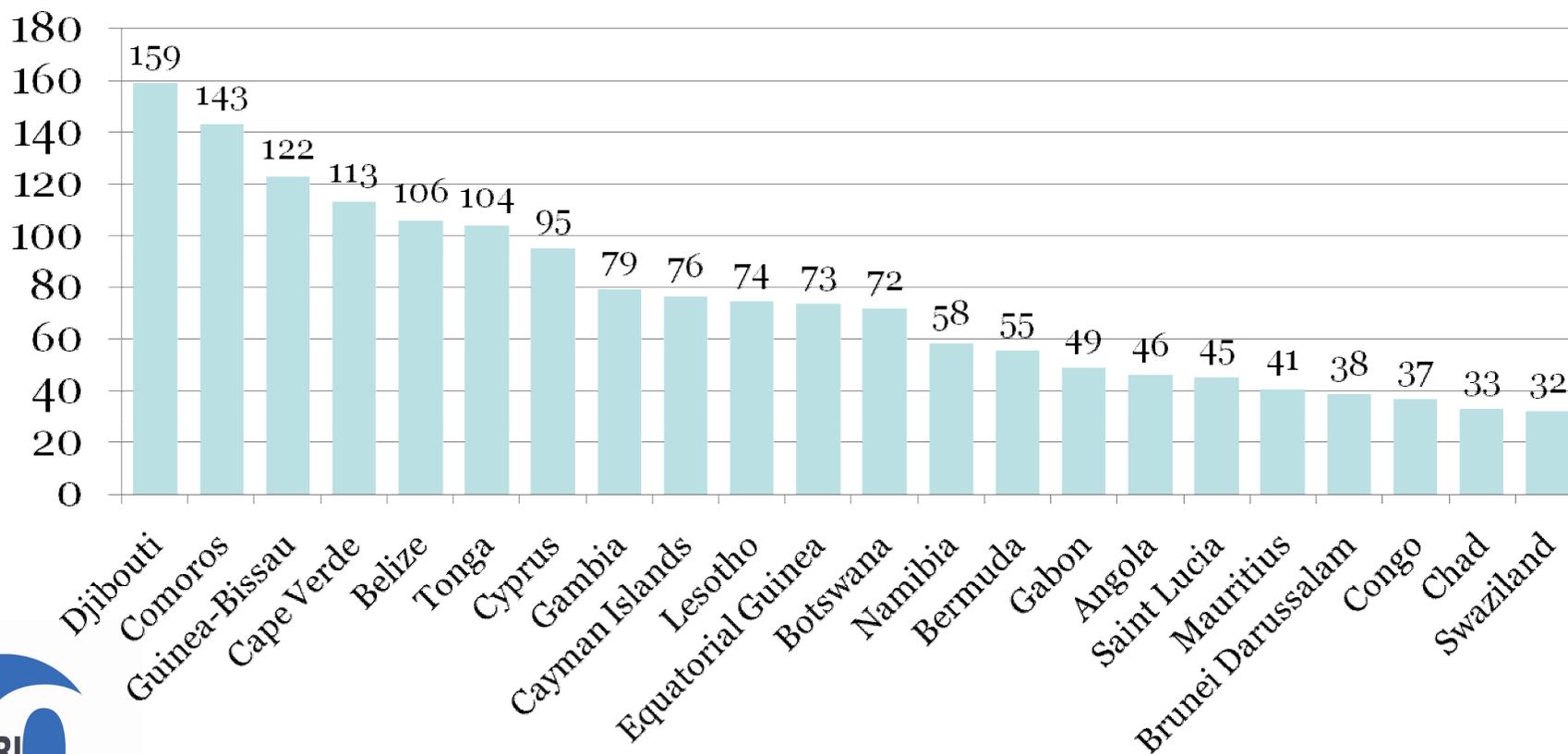
# Number of foreign students from top sending countries (2006)





# Some examples of access widening thanks to cross-border higher education

## Outbound mobility as a percentage of total enrolments (2004)



Source: UNESCO

Where do students from different continents go (%)?  
(within the OECD area) (2006)

Source	OECD destination			
	North America	Europe	Asia-Pacific	Total
Africa	21	77	3	100
Asia	39	32	29	100
Europe	15	82	3	100
North America	44	42	13	100
Oceania	31	23	46	100
South America	53	45	2	100
World	31	53	16	100

## Make-up of foreign students in the OECD (2006)

Origin	OECD			
	North America	Europe	Asia-Pacific	Total
Africa	8%	17%	2%	12%
N. America	5%	3%	3%	4%
S. America	11%	5%	1%	6%
Asia	62%	29%	86%	49%
Europe	14%	45%	6%	29%
Oceania	1%	0%	2%	1%
	100%	100%	100%	100%



# Programme and institution mobility

# International mobility of programmes and institutions

- Educational programme and institution mobility is still limited in scale but grows rapidly, especially in the Asia-Pacific region
  - About 300 000 students enrolled in UK and Australian foreign programmes
  - 30% of all international students enrolled in Australian institutions studied from their country in 2007 (against 24% in 1996 and 37% in 2001); all Australian universities engaged in cross-border operations
  - Singapore: more undergraduate students accessed a foreign programme from Singapore than studied abroad in 2000
  - China: 9-fold increase in foreign programmes between 1995 and 2004: 831 joint schools (126) and programmes (705) – only 4 more in 2007

# Examples of « exporters »

- Australia
  - Monash, RMIT
- UK
  - Liverpool (China), Nottingham (Malaysia, China), New Castle (Malaysia)
- US
  - Apollo, Laureate
  - NYU, Carnegie Mellon, MIT, etc.
- Germany
  - German University in Egypt
- France
  - Sorbonne (Abu Dhabi), Egypt
- Sweden
  - Karolinska Institute (China)

# Examples of « importers »

- Dubai
  - Knowledge village
- Qatar
  - Education city
- Korea
  - IFEZ: global academic cluster (2005-2010)
- Malaysia
  - Kuala Lumpur Education City
- Abu Dhabi
  - Sorbonne, NYU, etc.
- China
  - Innovation China UK
- Singapore
- Vietnam
- Portugal
- Etc.



# Example: Singapore

## Branch campuses

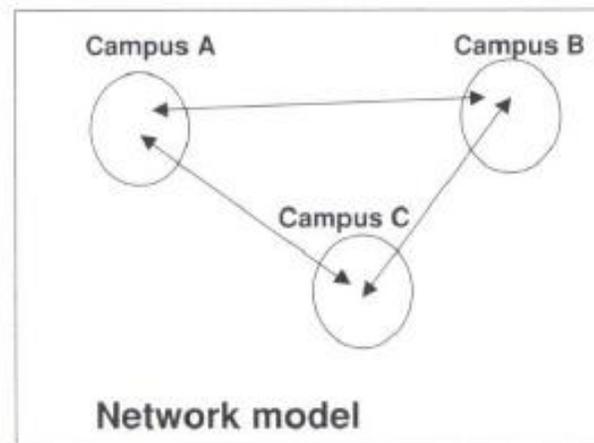
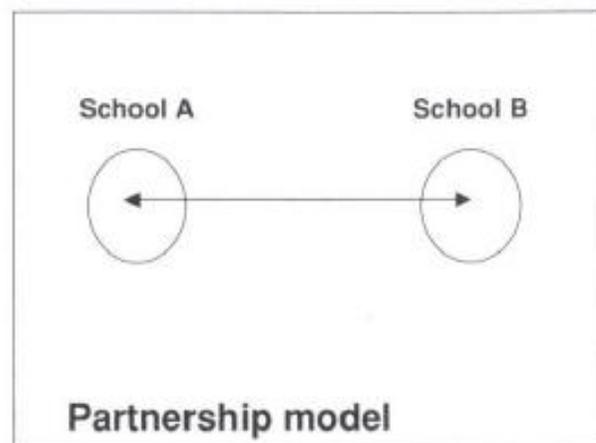
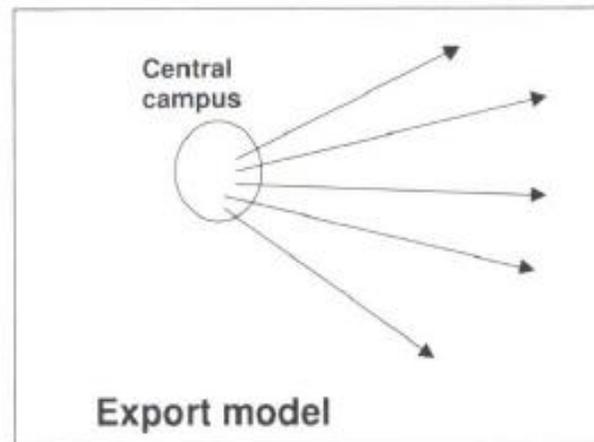
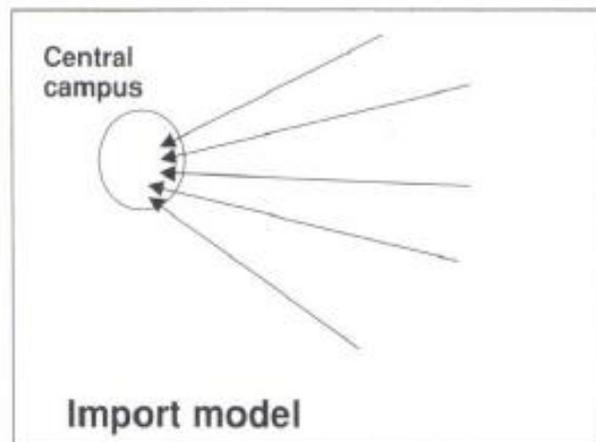
- INSEAD
- University of Chicago Graduate School of Business
- Duke
- ESSEC
- SP Jain Centre of Management
- Digipen Institute of Technology
- University of Nevada, Las Vegas (UNLV)

## Partnerships

- Georgia Institute of Technology
- Massachusetts Institute of Technology (MIT)
- The Wharton School of the University of Pennsylvania
- Design Technology Institute
- German Institute of Science & Technology
- Shanghai Jiao Tong University
- Stanford University
- Waseda University
- Indian Institute of Technology, Bombay
- New York University School of Law
- Cornell University



# A variety of models



## A variety of arrangements and objectives

- Multiplication of commercial arrangements in Asia – but non-commercial academic partnerships remain the norm in Europe
- Public (or private not-for-profit) institutions have been the main drivers of commercial programme and institution mobility
- A multiplicity of business models
  - Partnerships: franchise, twinning arrangement
  - Branch campuses, multi-campus institutions
  - Buying foreign institutions
  - Invited or not by country



# Drivers, rationales, strategies



## Rationales and drivers of cross-border higher education

- Decrease in travel and communication costs
- Globalisation, migration and labour market opportunities
- More demand from students and their families (and unmet demand in some emerging countries)
- Policies at country and/or regional level
- Source of funding for educational institutions and economic strategy for some countries



Institutional strategies for prestige



## Benefits of cross-border higher education

- Cultural, political and geo-strategic
- Academic
  - Quality through benchmarking
  - More rapid awareness and adoption of new knowledge
  - Better trained staff
  - Maintaining capacity in some fields, for now and the future (ageing society, declining interest from students)
- Economic
  - More educated (and thus productive) human resources
  - Attracting highly skilled workers (knowledge economy)
  - Generating export revenues



## Some challenges

- Quality and recognition, hence the Guidelines

But also:

- Equity of access and financing
- Brain drain
- Decrease of aid to developing countries
- Culture and language



## EXPORT strategies

## IMPORT strategies

### Revenue generation

Ex: Australia, New Zealand, UK (non-EU), US (undergraduates), Malaysia

### Skilled migration

Ex: Germany, France, UK (EU), US (postgraduates)

### Capacity building

Ex: Malaysia, Singapour, Honk Kong-China, China, Indonesia, Oman, Dubai

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### Mutual understanding

Intensity of economic rationales





Next week: 8-9 December 2008

- OECD/France international conference:  
« Higher education to 2030: what futures for quality access in the era of globalisation? », CNAM, Paris, including sessions on the future of quality assurance and the future of TNE:

[www.oecd.org/edu/universityfutures/2008conference](http://www.oecd.org/edu/universityfutures/2008conference)





# OECD work on internationalisation



## Internationalisation and Trade in Higher Education

OPPORTUNITIES



## Quality and Recognition in Higher Education

THE CROSS-BORDER CHALLENGE

Guidelines for Quality Provision in Cross-border Higher Education  
Lignes directrices pour la prestation de qualité de l'enseignement supérieur transfrontalier



## Cross-border Tertiary Education

A WAY TOWARDS CAPACITY DEVELOPMENT



THE WORLD BANK



Thank you

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