# Ensuring Quality in Cross-Border Higher Education

## IMPLEMENTING THE UNESCO/OECD GUIDELINES



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Stéphan Vincent-Lancrin, Dara Fisher
and Sebastian Pfotenhauer

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# *Foreword*

*The increasing internationalisation of higher education is one of the most significant trends in higher education in the past decades. International student mobility has more than doubled between 2000 and 2013 – and nearly quadrupled since 1990. Cross-border higher education also increasingly takes different forms, with more and more students choosing to enrol in a foreign tertiary education institution or programme in their home country.*

*In the past decade, many countries have designed explicit internationalisation policies for their higher education systems, acknowledging the benefits of international exposure to prepare students for a globalising economy as well as the many opportunities of cross-border mobility for innovation, improvement and capacity development in higher education and in the economy.*

*Cases of fraud and opportunistic behaviour have shown that these promises come with risks for students and other tertiary education stakeholders though. It is precisely to help all stakeholders to minimise these risks and strengthen the dynamics of openness, collaboration and transparency across countries that UNESCO and OECD jointly developed the Guidelines for Quality Provision in Cross-Border Higher Education.*

*Ten years after their adoption as a Recommendation by the OECD Council, it is encouraging to see that the recommended practices are largely implemented by governments and tertiary education institutions. The guidelines have also been integrated in major policy guidelines and declarations related to the quality assurance of higher education.*

*However, further progress is still required. It is often still too difficult for students and other stakeholders to easily access the information they need to assess the quality of cross-border provision or to understand the process of quality assurance that foreign providers or programmes undergo. Better information systems about the new forms of cross-border mobility also need to be developed, and the implications of new trends such as joint or multiple degrees, to be better understood.*

*The OECD will continue to collaborate with UNESCO and other relevant stakeholders to ensure that students and countries across the world can reap the benefits of quality cross-border higher education.*

*Andreas Schleicher*
*Director for Education and Skills*



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Finally, we would like to thank all those who have contributed to the development of the Guidelines, and all those who support their dissemination and implementation.

# Executive summary

The Recommendation of the Council of the Organisation for Economic Co-operation and Development (OECD) concerning *Guidelines for Quality Provision in Cross-Border Higher Education* and of the United Nations Educational, Scientific and Cultural Organization (UNESCO) Secretariat (hereafter the "Recommendation") was developed to support and encourage international co-operation and enhance the understanding of the importance of quality provision in cross-border higher education. The purpose of the Recommendation is to protect students and other stakeholders from low-quality provision and disreputable providers (that is, degree and accreditation mills) as well as to encourage the development of quality cross-border higher education that meets human, social, economic and cultural needs. Cross-border higher education refers to the international mobility of students, faculty, programmes and institutions. The Recommendation was adopted by the OECD Council on 2 December 2005. OECD and UNESCO members are expected to implement it as appropriate in their national context.

Based on a survey about stakeholders' practices in cross-border higher education, this report monitors the extent to which OECD countries and a few non-members comply with the guidelines of the Recommendation. It expands upon a first monitoring report from 2012 by incorporating revised data from countries included in the 2012 Monitoring Report as well as additional data from 11 new countries (ten OECD members and one non-member economy). With these changes, the 2014 Monitoring Report includes survey responses from 32 members (Australia, Austria, Belgium [Flemish and French Communities], Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Luxembourg, the Netherlands, New Zealand, Norway, Poland, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom and the United States) and 10 non-member economies (Bulgaria, Colombia, Fiji, Indonesia, Jordan, Kyrgyzstan, Lithuania, Malaysia, Oman and Rwanda). Information is reported by government representatives, who were asked to co-ordinate with the other stakeholders covered to answer the survey.

Similarly to the 2012 Monitoring Report, the analysis found, in general, a high level of compliance with the Recommendation. Composite compliance indices were computed to capture the level of compliance by stakeholder and by key objective.

In 2014, OECD members complied on average with 76% of the guidelines from a stakeholder perspective (excluding compliance to guidelines regarding student bodies); including student bodies, for which there is less information, this value decreases to 68%. Governments and tertiary education institutions are the stakeholders that follow the most their respective guidelines, with average compliance indices of 0.77 and 0.75 out of 1, respectively. Quality assurance and accreditation bodies have a lower average compliance of 0.69, even though it increased from 0.63 in 2010. Student bodies conform to 50% of the recommendations – with the caveat that information about their activities was generally scant in the survey answers.

On average, countries also complied with 75% of the Recommendation's key objectives. The key objectives or desirable practices emphasised by the Recommendation are: 1) the inclusion of cross-border higher education in countries' regulatory frameworks; 2) the comprehensive coverage of all forms of cross-border higher education; 3) student and customer protection; 4) transparency in procedures (for providers); 5) information access and dissemination (for potential international students); 6) collaboration. Four of these objectives are largely met on average: countries have regulatory frameworks or arrangements in place, cover different forms of cross-border higher education comprehensively, are transparent in their procedures, and are engaged in national and international collaboration. The current main weaknesses in compliance lie in easy access to information and the level of student and customer protection.

Overall, these compliance values are encouraging. They have increased from 2010 to 2014 so that stakeholder practices in cross-border higher education may increasingly align with the Recommendation. This high compliance level also shows that the non-responding countries in 2010 did not artificially inflate the calculated OECD averages due to response bias. However, many countries still report for a significant share of the provisions of the Recommendation that they do not know whether the responsible stakeholders comply with them, which suggests (again) that the objective of ease of access to information of the Recommendation is largely not met. It also indicates that instead of a survey, the next monitoring should involve an in-depth stock-taking of country practices to ensure quality in all forms of cross-border provision.

Consultations of stakeholders and the overview of recent trends in cross-border higher education lead to the conclusion that the Recommendation is still relevant and does not need a revision. Countries should continue to strengthen the areas in which compliance is the lowest, including in the areas of customer protection and compliance of student bodies, and quality assurance and accreditation groups.

# Chapter 1

# Overview: Monitoring quality in cross-border higher education

*This chapter gives an overview of the main findings of a survey monitoring the extent to which countries' practices are aligned with the UNESCO/OECD Recommendation concerning Guidelines for Quality Provision in Cross-Border Higher Education. After introducing the purpose and rationale of the Recommendation, the chapter presents the methodology and general conclusions of the report.*

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

The Recommendation of the Council of the Organisation for Economic Co-operation and Development (OECD) and of the United Nations Educational, Scientific and Cultural Organization (UNESCO) Secretariat concerning the *Guidelines for Quality Provision in Cross-Border Higher Education* (hereafter "the Recommendation") was developed and adopted to support and encourage international co-operation and enhance the understanding of the importance of quality provision in cross-border higher education. The purposes of the Recommendation is to protect students and other stakeholders from low-quality provision and disreputable providers (that is, degree and accreditation mills) as well as to encourage the development of quality cross-border higher education that meets human, social, economic and cultural needs. This report monitors the extent to which country practices align with the UNESCO/OECD guidelines.

## Rationale for the Recommendation

Since the 1980s, cross-border higher education through the mobility of students, academic staff and professionals has grown considerably. In parallel, new delivery modes and cross-border providers have appeared, with the development of the cross-border mobility of programmes and institutions, such as campuses abroad, electronic delivery of higher education and for-profit providers (OECD, 2004a, 2009, 2014, 2015). This now takes the new form of massive open online courses (MOOCs), even though they still typically not lead to degrees. These new forms of cross-border higher education offer increased opportunities for improving the skills and competencies of individual students, the quality of national higher education systems, and are also an engine for innovation and capacity development, provided they aim at benefiting the human, social, economic and cultural development of the receiving country (OECD/World Bank, 2007; OECD, 2010).

While in some countries the national frameworks for quality assurance, accreditation and the recognition of qualifications take into account cross-border higher education, in many countries they were still not geared to addressing the challenges of cross-border provision when the Recommendation was developed. Furthermore, the lack of comprehensive frameworks for co-ordinating various initiatives at the international level, together with the diversity and unevenness of the quality assurance and accreditation systems at the national level, create gaps in the quality

assurance of cross-border higher education, leaving some cross-border higher education provision outside any framework of quality assurance and accreditation. This makes students and other stakeholders more vulnerable to low-quality provision and disreputable providers (also called "degree mills") of cross-border higher education.

The challenge faced by quality assurance and accreditation systems is to develop appropriate procedures and systems to cover foreign providers and programmes (in addition to national providers and programmes) in order to maximise the benefits and limit the potential drawbacks of the internationalisation of higher education. At the same time, the increase in cross-border student, academic staff, researcher and professional mobility has put the issue of the recognition of academic and professional qualifications high on the international co-operation agenda (OECD, 2004b, 2008).

The Recommendation addressed a need for additional national initiatives, strengthened international co-operation and networking, and more transparent information on procedures and systems of quality assurance, accreditation and recognition of qualifications. These efforts should have a global range and should emphasise supporting the needs of developing countries to establish robust higher education systems. Given that some countries lack comprehensive frameworks for quality assurance, accreditation and the recognition of qualifications, capacity building should form an important part of the overall strengthening and co-ordination of national and international initiatives. In this light, the UNESCO Secretariat and the OECD have worked closely together to develop the guidelines embodied in the Recommendation. Their implementation could serve as a first step in the capacity building process, although other complementary options have been proposed meanwhile (OECD/World Bank, 2007).

The quality of a country's higher education sector, and its assessment and monitoring, is key to its social and economic well-being and it is also a determining factor affecting the status of that higher education system at the international level. The establishment of quality assurance systems has become a necessity, not only for monitoring quality in higher education delivered within the country, but also for engaging in delivery of higher education internationally. As a consequence, there has been an impressive rise in the number of quality assurance and accreditation bodies for higher education in the past two decades. However, existing national quality assurance capacity often focuses exclusively on domestic delivery by domestic institutions.

The increased cross-border mobility of students, academic staff, professionals, programmes and providers presents challenges for existing national quality assurance and accreditation frameworks and bodies as well

as for the systems for recognising foreign qualifications (OECD, 2004b). Some of these challenges are described below:

- National capacity for quality assurance and accreditation often does not cover cross-border higher education. This increases the risk of students falling victim to misleading guidance and information and disreputable providers, dubious quality assurance and accreditation bodies and low quality provision, leading to qualifications of limited validity.
- National systems and bodies for the recognition of qualifications may have limited knowledge and experience in dealing with cross-border higher education. In some cases, the challenge becomes more complicated as cross-border higher education providers may deliver qualifications that are not of comparable quality to those which they offer in their home country.
- The increasing need to obtain national recognition of foreign qualifications has posed challenges to national recognition bodies. This in turn, at times, leads to administrative and legal problems for the individuals concerned.
- The professions depend on trustworthy, high-quality qualifications. It is essential that users of professional services including employers have full confidence in the skills of qualified professionals. The increasing possibility of obtaining low-quality qualifications could harm the professions themselves, and might in the long run undermine confidence in professional qualifications.

## Expanding the scope of the Recommendation compliance analysis

The implementation of OECD recommendations is typically monitored every five years. The first monitoring report on the implementation of the Recommendation (hereafter the "2012 Monitoring Report") was reviewed by the OECD Council in 2012 and published the same year under the title "Guidelines for Quality Provision in Cross-Border Higher Education: Where do we stand?" (Vincent-Lancrin and Pfotenhauer, 2012), providing an overview of educational system compliance with the Recommendation since 2004. The 2012 Monitoring Report drew upon results of a survey administered in June 2010 to all OECD countries, as well as all UNESCO non-OECD countries. In total, responses from 32 educational systems were included in this original report, representing 22 OECD members (Australia, Austria, Belgium [Flemish and French Communities], the Czech Republic, Denmark, Finland, Germany, Hungary, Israel, Italy, Japan, Korea, the Netherlands, New Zealand, Norway, Poland, Slovenia, Spain, Switzerland, Turkey, the United Kingdom and the United States) and 9 non-member ecomonies (Bulgaria, Colombia, Fiji, Indonesia, Jordan, Kyrgyzstan, Lithuania, Oman and Rwanda).

In the 2012 Monitoring Report, data were synthesised into compound indicators measuring compliance in terms of relevant stakeholders

(governments, tertiary education institutions, student bodies, quality assurance and accreditation bodies) and key objectives of the Recommendation (regulatory framework, comprehensiveness, student and consumer protection, transparency, information access and dissemination, collaboration). These compound indicators used weights to map country responses to the survey questions to compliance in terms of a stakeholder group or objective. The methodology used to create these indicators – which was also employed in this updated assessment – is available in Annex 1.A1.

To update the original data for this second monitoring report, requests were sent to all countries included in the 2012 Monitoring Report to update their responses to the original survey. Of the 32 systems included in the 2012 Monitoring Report, 20 provided revisions to the information provided in the original surveys administered in 2010. These respondents included 19 OECD members (Australia, Austria, Belgium [Flemish and French Communities], the Czech Republic, Finland, Hungary, Israel, Italy, Japan, New Zealand, Norway, Poland, Slovenia, Spain, Switzerland, Turkey, the United Kingdom and the United States) and one non-member (Bulgaria). The answers for countries that did not respond with updates to the 2010 survey were assumed to be unchanged from the original responses, as they were told at the time of the update request. However, this assumption can only be sure for the few countries that have explicitly responded to confirm their 2010 answers did not need any update.

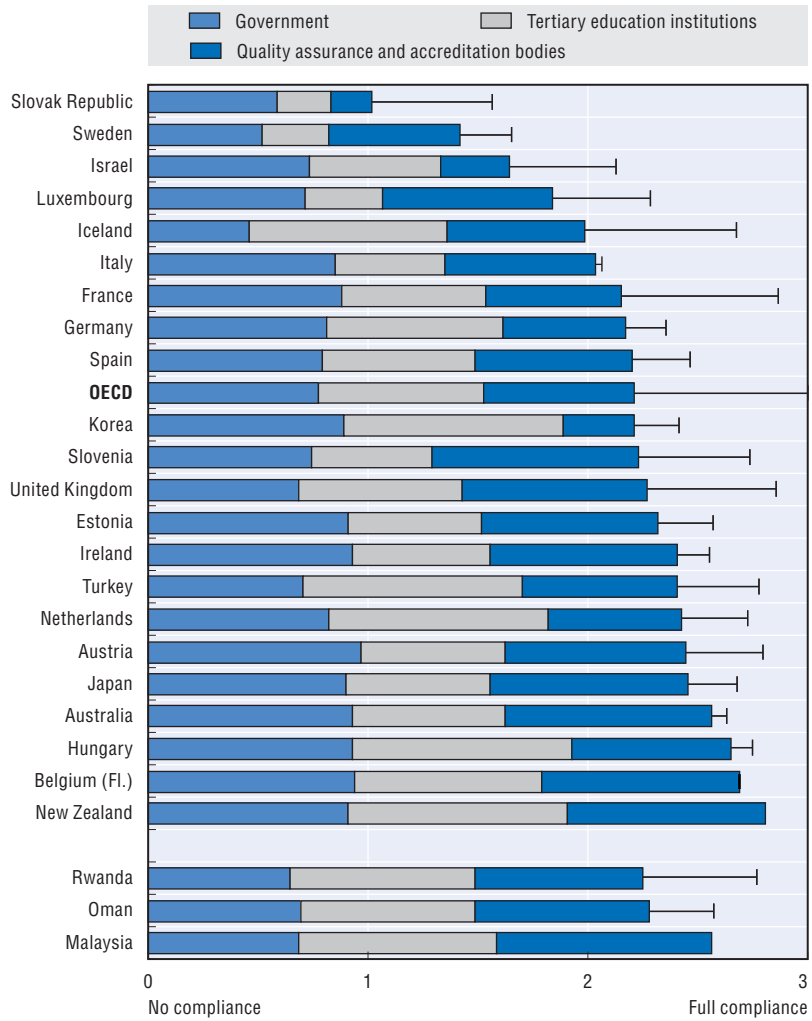
In addition, this report also includes survey data from 11 new countries: 10 OECD members (Canada, Chile, Estonia, France, Iceland, Ireland, Luxembourg, Portugal, the Slovak Republic and Sweden) and one non-member (Malaysia). These survey responses were collected in 2013 and 2014, and countries were also given the opportunity to check and revise their responses before publication of the second monitoring report in the case of missing data or other issues with the original responses. In total, this report includes data from 32 of 34 OECD member countries and 10 UNESCO non-OECD member countries.

As was the case in the 2012 Monitoring Report, all data in this report were self-reported by countries' governmental representatives, who were asked to co-ordinate with other stakeholders – including tertiary education institutions, quality assurance and accreditation organisations and student bodies – to report and update responses for their country, specifically in cases in which responses were inconsistent with one another or incomplete. This report presents the key findings of the revised data analysis regarding compliance to the Recommendation.

## General overview

As was concluded in the 2012 Monitoring Report, this update finds a high level of compliance with the Recommendation for most OECD member and non-member countries. Disregarding compliance by student bodies (for which data were relatively incomplete), OECD members have a compliance index of 2.21 (of a possible 3.0). Of the 32 OECD members responding to the survey, 23 gave sufficient information to be included in Figure 1.1. When information

Figure 1.1. **Compliance with the Recommendation by country and stakeholder (excluding student bodies) (2014)**

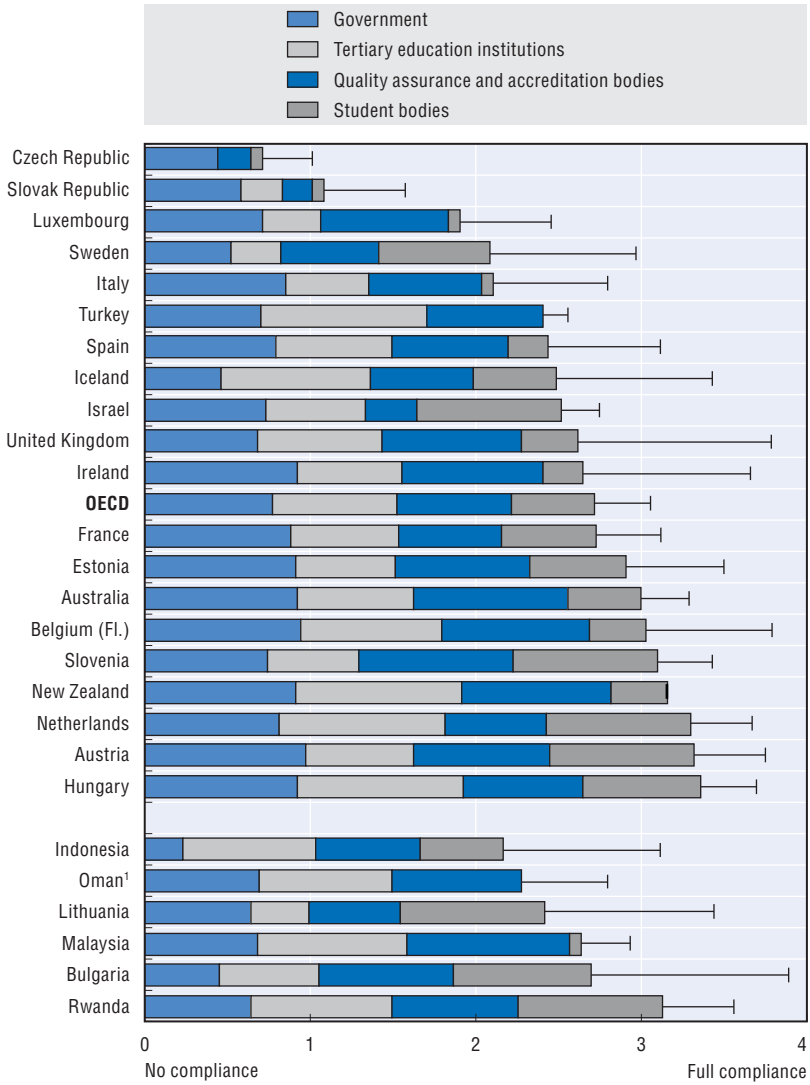



*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

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regarding compliance of student bodies is included in the analysis, average overall compliance was 2.71 (of a possible 4.0) and based on 21 OECD members (Figure 1.2). Figures and average values only include countries for which enough survey questions were applicable and answered (Box 1.1).

Figure 1.2. **Compliance with the Recommendation by country and stakeholder (including student bodies) (2014)**




1. Country with no autonomous student body.

*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

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Box 1.1. **Methodological note about figures and tables**

Computing composite indices on compliance with the Recommendation allows for the comparison of country compliance by stakeholder and objective. Given that the Recommendation is supposed to be implemented as appropriate in country's national context, and given practical limitations in national monitoring exercises, some questions of the survey were considered "not applicable" in some country contexts or were not answered ("do not know"). A government may have no legal responsibility in the area of a given recommendation, in which case its inapplicability should not be interpreted as a lack of compliance. National surveys of stakeholders would have been necessary to know whether a measure is implemented or not, which was beyond the scope of this monitoring exercise, and so in some cases a lack of knowledge about the state of compliance does not imply a lack of compliance.

In order to be able to compare countries with different institutions without penalising countries for which some guidelines do not appear applicable nor countries that were not able to collect all the relevant information, the main compliance indices are based on all questions applicable to the country and with certain answers. The bars in the figures and the main column in the tables present those certain values. The error margin presented in the tables and figures correspond to an additional counterfactual value of the index, had all inapplicable or unanswered questions been positively answered. The addition of the main answer and the error margin indicates what the maximum compliance index could possibly be if all countries had the same institutional framework and were given the benefit of the doubt for all the questions they could not answer.

Figures only display countries for which a sufficient share (66.6%) of questions is either applicable or answered with certainty. Average values in both the figures and tables are computed for these countries only – even though a compliance index is calculated for each country. This methodology avoids giving too much weight to uncertain information, but of course also leads to higher average compliance indices. Indeed, while countries were not expected to undertake a proper survey about compliance in their country, the mere fact that they do not know whether some provisions of the Recommendation are implemented signals that the objectives of easy access to information and transparency are not met. If country officials cannot easily find the relevant information, it should be even more difficult for a foreign student or a foreign institution.

Figure 1.1 indicates the minimum and maximum possible levels of compliance with the Recommendation; Figure 1.2 presents the same information, with the addition of compliance levels for the student bodies stakeholder group. For each of the three stakeholder groups included in Figure 1.1, compliance is measured by a compound indicator between 0 (no compliance) and 1 (full compliance); thus, a country with full compliance with respect to each of the three stakeholders (government, tertiary education institutions, and quality assurance and education agencies) would have a compliance value of 3. For each country and stakeholder group, values represented by the solid bars indicate the minimum level of compliance, with the error bars indicating the maximum possible compliance of each educational system. These error bars exist due to uncertainty in country responses, indicating instances in which the country representative responded to a question with "do not know" or "not applicable". It is worthwhile to note that these error bars may simply demonstrate that the Recommendation is not applicable to the stakeholders tasked with completing the OECD survey; for example, in the United States, the federal government (which responded to the survey) is not responsible for many of the activities covered by the Recommendation, leading this country to report "not applicable" for many of the survey responses (see Box 1.1).

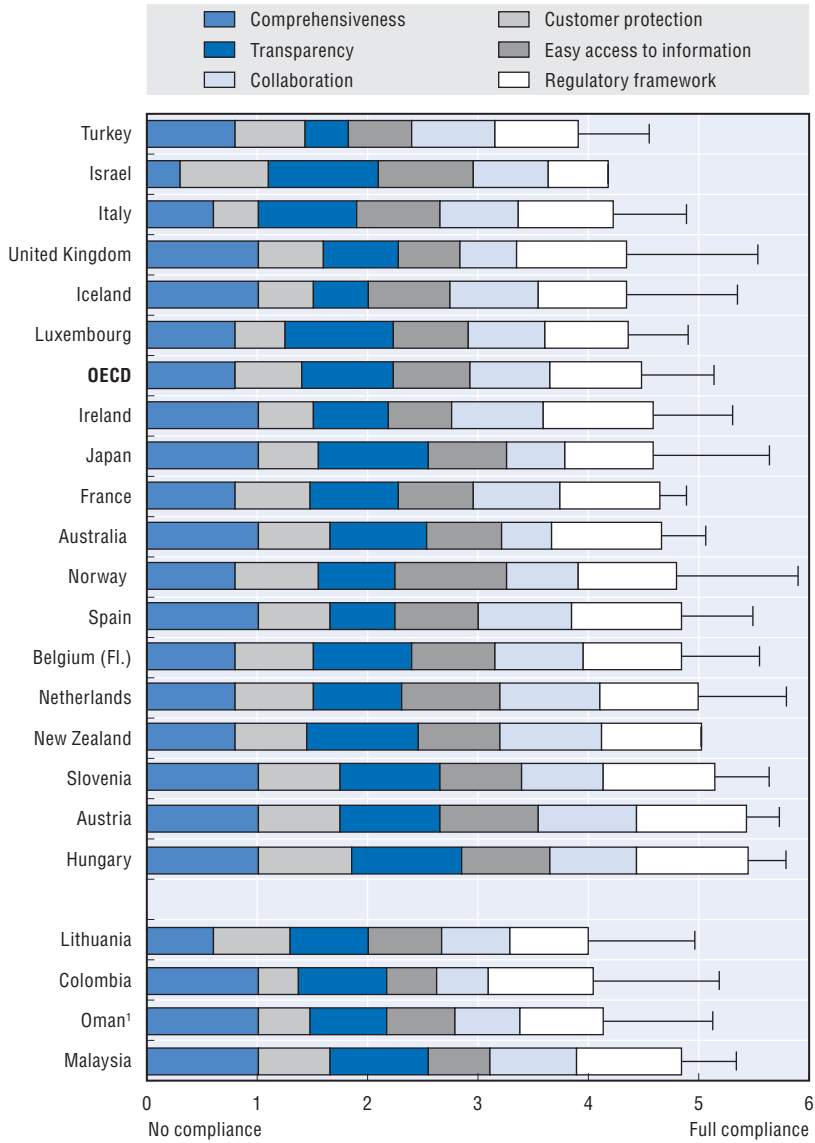
Examining Figure 1.1, there is a wide range of compliance levels across OECD member and non-member educational systems. Of the OECD members, the Slovak Republic demonstrated the lowest level of compliance (1.02), and New Zealand demonstrated the highest level (2.81). On average, OECD members had compliance levels of 2.71 when student bodies were taken into account and 2.21 when they were not taken into account. The numeric values for all country stakeholder compliance indices are presented in Chapter 2, while all survey responses are presented in Annex A.

Of the ten non-member economies who participated in the survey, six warranted inclusion in Figure 1.2. On average, these countries had a compliance level of 2.55 out of 4.00. This compliance average is slightly below that of the OECD members, which was 2.71 of 4.00 for those countries with uncertainty less than 33.3%. Similarly to the OECD members, non-member economies varied widely in their levels of compliance; for example, although most non-member economies underperformed OECD members in compliance, two of them – Oman and Malaysia – performed above the OECD average when student bodies were not taken into consideration.

In addition to a stakeholder-focused analysis using the four main groups identified by the Recommendation, the survey allows performing an objective-based analysis with the intent to determine the extent to which countries comply with the main objectives or action principles of the

Recommendation. Following the model of the 2012 Monitoring Report, this report also includes analysis regarding the extent to which countries comply with each major objective of the Recommendation.

Figure 1.3. **Compliance with the Recommendation by country and objective (2014)**




1. Country with no autonomous student body.

*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

StatLink http://dx.doi.org/10.1787/888933268700

The objectives or desirable practices emphasised by the Recommendation can be grouped as follows: 1) the inclusion of cross-border higher education in countries' regulatory frameworks; 2) the comprehensive coverage of all forms of cross-border higher education (comprehensiveness); 3) student and customer protection; 4) transparency in procedures (for providers); 5) information access and dissemination (for potential international students); 6) collaboration.

Figure 1.3 shows overall compliance with the six objectives of the Recommendation (for countries with total relative uncertainties of less than 33.3%, see Box 1.1). Overall, countries demonstrated a relatively high level of compliance to the objectives of the Recommendation, with an OECD average implementation total of 4.47 of a possible 6.0. Although most non-member economies complied at levels lower than OECD average, Malaysia's compliance is notably high, with a composite indicator value of 4.84.

## Main conclusions

A first conclusion of this report is that, on average, compliance with the Recommendation is high and has slightly increased between 2010 and 2014. However, given the emphasis of the guidelines on easy access to information, too many countries are still unable to report whether their stakeholders implement the recommended practices or not.

In 2014, OECD members complied on average with 76% of the guidelines from a stakeholder perspective (excluding compliance to guidelines regarding student bodies); including student bodies, for which there is less information, this value decreases to 68%. Governments and tertiary education institutions are the stakeholders that follow the most their respective guidelines, with average compliance indices of 0.77 and 0.75, respectively. Quality assurance and accreditation bodies have a lower average compliance of 0.69, even though it increased from 0.63 in 2010. Student bodies conform to 50% of the recommendations – with the caveat that information about their activities was generally scant in the survey answers.

On average, countries also complied with 75% of the Recommendation's key objectives. Four of these objectives are largely met on average: countries have regulatory frameworks or arrangements in place, cover different forms of cross-border higher education comprehensively, are transparent in their procedures, and are engaged in national and international collaboration. The current main weaknesses in compliance lie in easy access to information and the level of student and customer protection.

Overall, these compliance values are encouraging. They have increased from 2010 to 2014 so that stakeholder practices in cross-border higher education may increasingly align with the Recommendation. This high

compliance level also shows that the non-responding countries in 2010 did not artificially inflate the calculated OECD averages due to response bias. However, many countries still report for a significant share of the provisions of the Recommendation that they do not know whether the responsible stakeholders comply with them, which suggests (again) that the objective of ease of access to information of the Recommendation is largely not met. It also indicates that instead of a survey, the next monitoring should involve an in-depth stock-taking of country practices to ensure quality in all forms of cross-border provision.

Consultations of stakeholders and the overview of recent trends in cross-border higher education lead to the conclusion that the Recommendation is still relevant and does not need a revision. Countries should continue to strengthen the areas in which compliance is the lowest, including in the areas of customer protection and compliance of student bodies, and quality assurance and accreditation groups.

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ANNEX 1.A1

# *Methodology*

This report makes repeated use of compound indicators that capture country compliance with the Recommendation across whole stakeholder groups or for specific objectives. The compound indicators were developed by mapping the relevant survey questions on the specific provisions/elements of the Recommendation addressing a stakeholder group or a specific objective. The answers were then weighted according to their importance for the achievement of the recommendation, as some questions were asked to clarify or precise some main questions.

The data are furthermore weighted according to the implementation status reported by the countries. All measures currently in place are weighted with a factor of 1.0, independent of whether they have been established before or after 2004. Measures that are planned within the next 24 months are weighted with a factor of 0.5. No current or planned implementation receives the weight 0.

All compound indicators range between 0 and 1. A value of 0 indicates no compliance, and 1 indicates full compliance with the related provisions/ elements of the Recommendation. This Annex provides the breakdown of the individual indicators, with survey questions given in bold font and numbered in accordance with survey question numbers of the tables in Annex A. Parentheses indicate where several survey questions have been subsumed to match one single recommendation or objective. A conditional operator C has been in traduced that attains the value of a previous question to account for situations where the answer of one question hinges on the answer of another one. For example, $C_{1001} = 1$ if a question **1001** attains a value of 1, and $C_{1001} = 0$ if question **1001** has the value of 0. Moreover, a disjunctive operator *Max* has been introduced that attains the maximum of two sub-sets of questions (separated by a semicolon) to account for situations where it does not matter which stakeholder has implemented a specific recommendation as long as the recommendation is met. For example, *Max* (**1001; 1002 + 1003**) produces

an output that is equal to a maximum of the value of question **1001** and the sum of the values of questions **1002** and **1003**.

*Government*

$$Y_{Gov} = 0.3(0.5 * \mathbf{1001} + 0.1(\mathbf{1002} + \mathbf{1003} + \mathbf{1006} + \mathbf{1007} + \mathbf{1008}) + 0.25 * (1 - C_{1001}) * \mathbf{1010}) + 0.3\big(0.2(\mathbf{2001} + \mathbf{2002} + \mathbf{2003} + \mathbf{2004} + \mathbf{2008})\big) + 0.15\big(0.5(\mathbf{2009} + \mathbf{2010})\big) + 0.15 * \mathbf{2014} + 0.1(0.5(\mathbf{2011} + \mathbf{2012}))$$

*Tertiary education institutions*

$$Y_{TEI} = 0.25(0.8 * \mathbf{3001} + 0.2 * \mathbf{3002}) + 0.3 * \mathbf{3005} + 0.05 * \mathbf{3006} + 0.1 * \mathbf{3007} + 0.25\big(0.2(\mathbf{3008} + \mathbf{3009} + \mathbf{3010} + \mathbf{3011} + \mathbf{3012})\big) + 0.05 * \mathbf{3013} - 0.1 * C_{3003} * (1 - \mathbf{3004})$$

*Quality assurance and accreditation bodies*

$$Y_{QAA} = 0.4\big(0.25(\mathbf{5001} + \mathbf{5002} + \mathbf{5003} + \mathbf{5004})\big) + 0.125\big(0.5 * \mathbf{5005} + 0.5 * (1 - C_{5005}) * \mathbf{5006}\big) + 0.125(0.25 * C_{5005}(\mathbf{5007} + \mathbf{5008})\big) + 0.125 * \mathbf{5009} + 0.125 * 0.5(\mathbf{5010} + \mathbf{5011}) + 0.125 * \mathbf{5012} + 0.05\big(0.34 * \mathbf{5013} + 0.33(\mathbf{5014} + \mathbf{5015})\big) + 0.05(0.34 * \mathbf{5017} + 0.33(\mathbf{5018} + \mathbf{5019}))$$

*Student bodies*

$$Y_{Stud} = C_{4001}(0.34(0.2 * \mathbf{4002} + 0.8 * \mathbf{4003}) + 0.33(0.5 * \mathbf{4004} + 0.5 * \mathbf{4005}) + 0.33(0.6 * \mathbf{4006} + 0.2 * \mathbf{4007} + 0.2 * \mathbf{4008}))$$

*Comprehensiveness*

$$Y_{Compr} = 0.2 * \mathbf{1002} + Max(0.1(\mathbf{2001} + \mathbf{2002} + \mathbf{2003} + \mathbf{2004} + \mathbf{2005} + \mathbf{2006} + \mathbf{2007} + \mathbf{2008}); 0.2(\mathbf{5001} + \mathbf{5002} + \mathbf{5003} + \mathbf{5004}))$$

*Student/customer protection*

$$Y_{Cust} = 0.05(\mathbf{1001} + \mathbf{1002} + \mathbf{2014}) + 0.05 * \mathbf{2012} + 0.05(\mathbf{3001} + \mathbf{3002} + \mathbf{3005} + \mathbf{3009} + \mathbf{3010} + \mathbf{3011} + \mathbf{3013}) + 0.05 * Max(\mathbf{3008}; \mathbf{5011}) + 0.05(\mathbf{4004} + \mathbf{4005} + \mathbf{4006} + \mathbf{4007} + \mathbf{4008}) + 0.05(C_{5005}(\mathbf{5007} + \mathbf{5008}) + \mathbf{5012}) - 0.1 * C_{3003} * (1 - \mathbf{3004})$$

*Transparency (providers)*

$$Y_{Trans} = 0.2(\mathbf{1003} + \mathbf{1008}) + 0.025(\mathbf{3008} + \mathbf{3009} + \mathbf{3010} + \mathbf{3011}) + 0.1 * \mathbf{3013} + 0.2(\mathbf{5010} + \mathbf{5011})$$

*Access to information (students)*

$$Y_{Info} = 0.05 * \mathbf{0001} + 0.05 * \mathbf{2012} + 0.15 * \mathbf{2014} + 0.0625(\mathbf{3008} + \mathbf{3009} + \mathbf{3010} + \mathbf{3011}) + 0.05(\mathbf{4004} + \mathbf{4005} + \mathbf{4006} + \mathbf{4007} + \mathbf{4008}) + 0.125(\mathbf{5010} + \mathbf{5011})$$

*Collaboration*

$$Y_{Coll} = 0.1(\mathbf{2009} + \mathbf{2010}) + 0.05(\mathbf{2011} + \mathbf{2013}) + 0.05 * \mathbf{3005} + 0.1(\mathbf{3006} + \mathbf{3007} + \mathbf{3012}) + 0.1 * \mathbf{4002} + 0.05 * \mathbf{4003} + 0.05 * Max(\mathbf{5005}; \mathbf{5006}) + 0.05 * \mathbf{5009} + 0.02(\mathbf{5013} + \mathbf{5016} + \mathbf{5017} + \mathbf{5018} + \mathbf{5019})$$

*Regulatory framework*

$$Y_{Reg} = 0.2 * \mathbf{1001} + 0.1 * (1 - C_{1001}) * \mathbf{1010} + Max\big(0.05(\mathbf{2001} + \mathbf{2002} + \mathbf{2003} + \mathbf{2004} + \mathbf{2005} + \mathbf{2006} + \mathbf{2007} + \mathbf{2008}); 0.1(\mathbf{5001} + \mathbf{5002} + \mathbf{5003} + \mathbf{5004})\big) + 0.2 * \mathbf{4001} + 0.1(\mathbf{5014} + \mathbf{5015})$$

ANNEX 1.A2

# *Recommendation of the Council Concerning Guidelines for Quality Provision in Cross-Border Higher Education*

THE COUNCIL,

**HAVING REGARD** to Article 5 b) of the Convention on the Organisation for Economic Co-operation and Development of 14 December 1960;

**HAVING REGARD** to Rule 18 b) of the OECD Rules of Procedure;

**RECOGNISING** that cross-border provision of higher education offers students/learners new opportunities, such as increased access to higher education, and improvement and innovations in higher education systems and contributes to the building of international co-operation, which is essential to academic knowledge as well as, more generally, to national social and economic wealth;

**RECOGNISING** that cross-border provision of higher education has to be managed appropriately in order to limit low-quality provision and rogue providers, and that it is increasingly important for students/learners and relevant stakeholders to be better informed of the quality of higher education programmes;

**RECOGNISING** that an international framework is needed in order to minimise the risk of misleading guidance and information, low-quality provision (including rogue providers), degree mills that offer low-quality educational experience and qualifications of limited validity, and accreditation mills;

**RECOGNISING** the importance of national sovereignty over higher education and the unevenness and diversity of stages of development of domestic systems to assure the quality of higher education among countries;

**RECOGNISING** that some member countries have many competent bodies and relevant frameworks – some of which are non-governmental – responsible for quality assurance, accreditation and recognition of

qualifications, and which can take or initiate action in the field of higher education;

**NOTING** that the present text has been elaborated in close collaboration with the UNESCO Secretariat and with the input of UNESCO member countries;

On the proposal of the Education Committee:

**RECOMMENDS** that member countries:

Develop appropriate frameworks for quality provision of higher education across borders, especially focusing on:

a) Providing students/learners with adequate information resources for informed decision-making to protect them from the risks of misleading guidance and information, low-quality provision including rogue providers, degree mills that offer low-quality educational experience and qualifications of limited validity and accreditation mills.

b) Making qualifications readable and transparent in order to increase their international validity and portability and to ease the work of recognition and credential evaluators. This objective should be facilitated by reliable and user-friendly information sources and needs to be combined with the commitment of institutions/providers to provide cross-border higher education of comparable quality to that offered in the home country.

c) Making procedures for the recognition of qualifications more transparent, coherent, fair and reliable, and imposing as little burden as possible on mobile students and professionals.

d) Intensifying international co-operation among national quality assurance and accreditation agencies in order to increase their mutual understanding.

Take the appropriate steps for the implementation of this Recommendation, as set forth in greater detail in the Guidelines on Quality Provision in Cross-Border Higher Education (hereafter *the Guidelines*), which are contained in the Annex to this Recommendation and form an integral part thereof. The Guidelines are not legally binding and member countries are expected to implement the Guidelines as appropriate in their national context;

Assist as appropriate non-member economies to implement the Guidelines and in particular, helping them to strengthen their capacities to that effect;

Widely disseminate the Guidelines to all relevant governmental departments and agencies, to higher education institutions/providers, student bodies, quality assurance and accreditation bodies, academic recognition bodies, professional bodies, and to other relevant stakeholders;

Encourage and support higher education institutions/providers, student bodies, quality assurance and accreditation bodies, academic recognition bodies and professional bodies to take the appropriate actions to implement the Guidelines at international, regional and national levels; and

**INSTRUCTS** the relevant OECD bodies, if and when possible in co-operation with the relevant UNESCO bodies, to survey developments by appropriate stakeholders in countries regarding implementation of the Recommendation and to assess the Guidelines in light of developments in cross-border higher education, and to report to the Council as appropriate.

# *Guidelines*[1] *for Quality Provision in Cross-Border Higher Education*

## I. Introduction

### *Purpose of the Guidelines*

The Guidelines aim to support and encourage international co-operation and enhance the understanding of the importance of quality provision in cross-border higher education.[2] The purposes of the Guidelines are to protect students and other stakeholders from low-quality provision and disreputable providers[3] as well as to encourage the development of quality cross-border higher education that meets human, social, economic and cultural needs.

### *Rationale for the Guidelines*

Since the 1980s, cross-border higher education through the mobility of students, academic staff, programmes/institutions and professionals has grown considerably. In parallel, new delivery modes and cross-border providers have appeared, such as campuses abroad, electronic delivery of higher education and for-profit providers. These new forms of cross-border higher education offer increased opportunities for improving the skills and competencies of individual students and the quality of national higher education systems, provided they aim at benefiting the human, social, economic and cultural development of the receiving country.

While in some countries the national frameworks for quality assurance, accreditation and the recognition of qualifications take into account cross-border higher education, in many countries they are still not geared to addressing the challenges of cross-border provision. Furthermore, the lack of comprehensive frameworks for co-ordinating various initiatives at the international level, together with the diversity and unevenness of the quality assurance and accreditation systems at the national level, create gaps in the quality assurance of cross-border higher education, leaving some cross-border higher education provision outside any framework of quality assurance and accreditation. This makes students and other stakeholders more vulnerable to low-quality provision and disreputable providers[4] of cross-border higher education. The challenge faced by current quality assurance and accreditation systems is to develop appropriate procedures and systems to cover foreign

providers and programmes (in addition to national providers and programmes) in order to maximise the benefits and limit the potential drawbacks of the internationalisation of higher education. At the same time, the increase in cross-border student, academic staff, researcher and professional mobility has put the issue of the recognition of academic and professional qualifications high on the international co-operation agenda.

There is therefore a need for additional national initiatives, strengthened international co-operation and networking, and more transparent information on procedures and systems of quality assurance, accreditation and recognition of qualifications. These efforts should have a global range and should emphasise supporting the needs of developing countries to establish robust higher education systems. Given that some countries lack comprehensive frameworks for quality assurance, accreditation and the recognition of qualifications, capacity building should form an important part of the overall strengthening and co-ordination of national and international initiatives. In this light, UNESCO Secretariat and the OECD have worked closely together in the development of these Guidelines for Quality Provision in Cross-Border Higher Education ("*Guidelines*"). The implementation of these Guidelines could serve as a first step in the capacity building process.

The quality of a country's higher education sector and its assessment and monitoring is not only key to its social and economic well-being, it is also a determining factor affecting the status of that higher education system at the international level. The establishment of quality assurance systems has become a necessity, not only for monitoring quality in higher education delivered within the country, but also for engaging in delivery of higher education internationally. As a consequence, there has been an impressive rise in the number of quality assurance and accreditation bodies for higher education in the past two decades. However, existing national quality assurance capacity often focuses exclusively on domestic delivery by domestic institutions.

The increased cross-border mobility of students, academic staff, professionals, programmes and providers presents challenges for existing national quality assurance and accreditation frameworks and bodies as well as for the systems for recognising foreign qualifications. Some of these challenges are described below:

a) National capacity for quality assurance and accreditation often does not cover cross-border higher education. This increases the risk of students falling victim to misleading guidance and information and disreputable providers, dubious quality assurance and accreditation bodies and low-quality provision, leading to qualifications of limited validity.

b) National systems and bodies for the recognition of qualifications may have limited knowledge and experience in dealing with cross-border higher education. In some cases, the challenge becomes more complicated as cross-border higher education providers may deliver qualifications that are not of comparable quality to those which they offer in their home country.

c) The increasing need to obtain national recognition of foreign qualifications has posed challenges to national recognition bodies. This in turn, at times, leads to administrative and legal problems for the individuals concerned.

d) The professions depend on trustworthy, high-quality qualifications. It is essential that users of professional services including employers have full confidence in the skills of qualified professionals. The increasing possibility of obtaining low-quality qualifications could harm the professions themselves, and might in the long run undermine confidence in professional qualifications.

### *Scope of the Guidelines*

The Guidelines aim to provide an international framework for quality provision in cross-border higher education that responds to the above-mentioned challenges.

The Guidelines are based on the principle of mutual trust and respect among countries and on the recognition of the importance of international collaboration in higher education. They also recognise the importance of national authority and the diversity of higher education systems. Countries attach a high importance to national sovereignty over higher education. Higher education is a vital means for expressing a country's linguistic and cultural diversity and also for nurturing its economic development and social cohesion. It is therefore recognised that policy-making in higher education reflects national priorities. At the same time, it is recognised that in some countries, there are several competent authorities in higher education.

The effectiveness of the Guidelines largely depends on the possibility of strengthening the capacity of national systems to assure the quality of higher education. The development and implementation of the UNESCO regional conventions and further support to the ongoing capacity building initiatives of UNESCO, other multilateral organisations and bilateral donors in this area will sustain and be complementary to the Guidelines. These initiatives should be supported by strong regional and national partners.

The Guidelines acknowledge the important role of non-governmental organisations such as higher education associations, student bodies, academic staff associations, networks of quality assurance and accreditation bodies, recognition and credential evaluation bodies and professional bodies in strengthening international co-operation for quality provision in cross-

border higher education. The Guidelines aim to encourage the strengthening and co-ordination of existing initiatives by enhancing dialogue and collaboration among various bodies.

Cross-border higher education encompasses a wide range of modalities that range from face-to-face (taking various forms such as students travelling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning). In implementing the Guidelines, consideration should be given to the variety of provision and its different demands for quality assurance.

## II. Guidelines for higher education stakeholders

With due regard to the specific division of responsibilities in each country, the Guidelines recommend actions to six stakeholders:[5] governments; higher education institutions/providers including academic staff; student bodies; quality assurance and accreditation bodies; academic recognition bodies;[6] and professional bodies.

### *Guidelines for governments*

Governments can be influential, if not responsible, in promoting adequate quality assurance, accreditation and the recognition of qualifications. They undertake the role of policy co-ordination in most higher education systems. However, it is acknowledged throughout these Guidelines that in some countries, the authority for overseeing quality assurance lies with sub-national government bodies or with non-governmental organisations.

a) In this context, it is recommended that governments:

b) Establish, or encourage the establishment of a comprehensive, fair and transparent system of registration or licensing for cross-border higher education providers wishing to operate in their territory.

c) Establish, or encourage the establishment of a comprehensive capacity for reliable quality assurance and accreditation of cross-border higher education provision, recognising that quality assurance and accreditation of cross-border higher education provision involves both sending and receiving countries.

d) Consult and co-ordinate amongst the various competent bodies for quality assurance and accreditation both nationally and internationally.

e) Provide accurate, reliable and easily accessible information on the criteria and standards for registration, licensure, quality assurance and accreditation of cross-border higher education, their consequences on the

funding of students, institutions or programmes, where applicable and their voluntary or mandatory nature.

f) Consider becoming party to and contribute to the development and/or updating of the appropriate UNESCO regional conventions on recognition of qualifications and establish national information centres as stipulated by the conventions.

g) Where appropriate develop or encourage bilateral or multilateral recognition agreements, facilitating the recognition or equivalence of each country's qualifications based on the procedures and criteria included in mutual agreements.

h) Contribute to efforts to improve the accessibility at the international level of up-to-date, accurate and comprehensive information on recognised higher education institutions/providers.

### *Guidelines for higher education institutions/providers*

Commitment to quality by all higher education institutions/providers is essential.[7] To this end, the active and constructive contributions of academic staff are indispensable. Higher education institutions are responsible for the quality as well as the social, cultural and linguistic relevance of education and the standards of qualifications provided in their name, no matter where or how it is delivered.

In this context, it is recommended that higher education institutions/providers delivering cross-border higher education:

a) Ensure that the programmes they deliver across borders and in their home country are of comparable quality and that they also take into account the cultural and linguistic sensitivities of the receiving country. It is desirable that a commitment to this effect should be made public.

b) Recognise that quality teaching and research is made possible by the quality of faculty and the quality of their working conditions that foster independent and critical inquiry. The UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel[8] and other relevant instruments need to be taken into account by all institutions and providers to support good working conditions and terms of service, collegial governance and academic freedom.

c) Develop, maintain or review current internal quality management systems so that they make full use of the competencies of stakeholders such as academic staff, administrators, students and graduates and take full responsibility for delivering higher education qualifications comparable in standard in their home country and across borders. Furthermore, when promoting their programmes to potential students through agents, they

should take full responsibility to ensure that the information and guidance provided by their agents is accurate reliable and easily accessible.

d) Consult competent quality assurance and accreditation bodies and respect the quality assurance and accreditation systems of the receiving country when delivering higher education across borders, including distance education.

e) Share good practices by participating in sector organisations and inter-institutional networks at national and international levels.

f) Develop and maintain networks and partnerships to facilitate the process of recognition by acknowledging each other's qualifications as equivalent or comparable.

g) Where relevant, use codes of good practice such as the UNESCO/Council of Europe *Code of good practice in the provision of transnational education*[9] and other relevant codes such as the Council of Europe/UNESCO *Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications*.[10]

h) Provide accurate, reliable and easily accessible information on the criteria and procedures of external and internal quality assurance and the academic and professional recognition of qualifications they deliver and provide complete descriptions of programmes and qualifications, preferably with descriptions of the knowledge, understanding and skills that a successful student should acquire. Higher education institutions/providers should collaborate especially with quality assurance and accreditation bodies and with student bodies to facilitate the dissemination of this information.

i) Ensure the transparency of the financial status of the institution and/or educational programme offered.

### *Guidelines for student bodies*

As representatives of the direct recipients of cross-border higher education and as part of the higher education community, student bodies bear the responsibility of helping students and potential students to carefully scrutinise the information available and giving sufficient consideration in their decision making process.

In this context, it is recommended that the emergence of autonomous local, national and international student bodies be encouraged and that the student bodies:

a) Be involved as active partners at international, national and institutional levels in the development, monitoring and maintenance of the quality

provision of cross-border higher education and take the necessary steps to achieve this objective.

b) Take active part in promoting quality provision, by increasing the awareness of the students of the potential risks such as misleading guidance and information, low-quality provision leading to qualifications of limited validity, and disreputable providers. They should also guide them to accurate and reliable information sources on cross-border higher education. This could be done by increasing the awareness of the existence of these guidelines as well as taking an active part in their implementation.

c) Encourage students and potential students to ask appropriate questions when enrolling in cross-border higher education programmes. A list of relevant questions could be established by student bodies, including foreign students where possible, in collaboration with bodies such as higher education institutions, quality assurance and accreditation bodies and academic recognition bodies. Such a list should include the following questions: whether the foreign institution/provider is recognised or accredited by a trustworthy body and whether the qualifications delivered by the foreign institution/provider are recognised in the students' home country for academic and/or professional purposes.

### *Guidelines for quality assurance and accreditation bodies*

In addition to internal quality management of institutions/providers, external quality assurance and accreditation systems have been adopted in more than 60 countries. Quality assurance and accreditation bodies are responsible for assessing the quality of higher education provision. The existing systems of quality assurance and accreditation often vary from country to country and sometimes within the countries themselves. Some have governmental bodies for quality assurance and accreditation, and others have non-governmental bodies. Furthermore, some differences exist in the terminologies used, the definition of "quality", the purpose and function of the system including its link to the funding of students, institutions or programmes, the methodologies used in quality assurance and accreditation, the scope and function of the responsible body or unit, and the voluntary or compulsory nature of participation. While respecting this diversity, a co-ordinated effort among the bodies of both sending and receiving countries is needed at both the regional and global level, in order to tackle the challenges raised by the growth of cross-border provision of higher education, especially in its new forms.[11]

In this context, it is recommended that quality assurance and accreditation bodies:

a) Ensure that their quality assurance and accreditation arrangements include cross-border education provision in its various modes. This can mean giving attention to assessment guidelines, ensuring that standards and processes are transparent, consistent and appropriate to take account of the shape and scope of the national higher education system, and adaptability to changes and developments in cross-border provision.

b) Sustain and strengthen the existing regional and international networks or establish regional networks in regions that do not already have one. These networks can serve as platforms to exchange information and good practice, disseminate knowledge, increase the understanding of international developments and challenges as well as to improve the professional expertise of their staff and quality assessors. These networks could also be used to improve awareness of disreputable providers and dubious quality assurance and accreditation bodies, and to develop monitoring and reporting systems that can lead to their identification.

c) Establish links to strengthen the collaboration between the bodies of the sending country and the receiving country and enhance the mutual understanding of different systems of quality assurance and accreditation. This may facilitate the process of assuring the quality of programmes delivered across borders and institutions operating across borders while respecting the quality assurance and accreditation systems of the receiving countries.

d) Provide accurate and easily accessible information on the assessment standards, procedures, and effects of the quality assurance mechanisms on the funding of students, institutions or programmes where applicable as well as the results of the assessment. Quality assurance and accreditation bodies should collaborate with other actors, especially higher education institutions/providers, academic staff, student bodies and academic recognition bodies to facilitate the dissemination of such information.

e) Apply the principles reflected in current international documents on cross-border higher education such as the UNESCO/Council of Europe "*Code of Good Practice in the Provision of Transnational Education*".[12]

f) Reach mutual recognition agreements with other bodies on the basis of trust in and understanding of each other's professional practice, develop systems of internal quality assurance and regularly undergo external evaluations, making full use of the competencies of stakeholders. Where feasible, consider undertaking experiments in international evaluation or peer reviews of quality assurance and accreditation bodies.

g) Consider adoption of procedures for the international composition of peer review panels, international benchmarking of standards, criteria and assessment procedures and undertake joint assessment projects to increase the comparability of evaluation activities of different quality assurance and accreditation bodies.

### *Guidelines for academic recognition bodies*

The UNESCO regional conventions on recognition of qualifications are important instruments facilitating the fair recognition of higher education qualifications, including the assessment of foreign qualifications resulting from cross-border mobility of students, skilled professionals and cross-border provision of higher education.

There is a need to build on existing initiatives with additional international action to facilitate fair processes of recognition of academic qualifications by making systems more transparent and comparable.

In this context, it is recommended that academic recognition bodies:

a) Establish and maintain regional and international networks that can serve as platforms to exchange information and good practice, disseminate knowledge, increase the understanding of international developments and challenges and improve the professional expertise of their staff.

b) Strengthen their co-operation with quality assurance and accreditation bodies to facilitate the process of determining whether a qualification meets basic quality standards, as well as to engage in cross-border co-operation and networking with quality assurance and accreditation bodies. This co-operation should be pursued both at regional and cross-regional level.

c) Establish and maintain contacts with all stakeholders to share the information and improve the links between academic and professional qualification assessment methodologies.

d) Where appropriate, address the professional recognition of qualifications in the labour market and provide necessary information on professional recognition, both to those who have a foreign qualification and to employers. Given the increasing scope of the international labour markets and growing professional mobility, collaboration and co-ordination with professional associations are recommended for this purpose.

e) Use codes of practice such as the Council of Europe/UNESCO Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications[13] and other relevant codes of practice to increase the public's confidence in their recognition procedures, and to reassure stakeholders

that the processing of requests is conducted in a fair and consistent manner.

f) Provide clear, accurate and accessible information on the criteria for the assessment of qualifications, including qualifications resulting from cross-border provision.

### *Guidelines for professional bodies*[14]

Systems of professional recognition differ from country to country and from profession to profession. For example, in some cases, a recognised academic qualification could be sufficient for entry into professional practice, whereas in other cases, additional requirements are imposed on holders of academic qualifications in order to enter the profession. Given the increasing scope of international labour markets and growing professional mobility, the holders of academic qualifications, as well as employers and professional associations are facing many challenges. Increasing transparency – i.e. improving the availability and the quality of the information – is critical for fair recognition processes.

In this context, it is recommended that professional bodies responsible for professional recognition:

a) Develop information channels that are accessible both to national and foreign holders of qualifications to assist them in gaining professional recognition of their qualifications, and to employers who need advice on the professional recognition of foreign qualifications. Information should also be easily accessible to current and potential students.

b) Establish and maintain contacts between the professional bodies of both sending and receiving countries, higher education institutions/providers, quality assurance and accreditation bodies, as well as academic recognition bodies to improve qualification assessment methodologies.

c) Establish, develop and implement assessment criteria and procedures for comparing programmes and qualifications to facilitate the recognition of qualifications and to accommodate learning outcomes and competencies that are culturally appropriate in addition to input and process requirements.

d) Improve the accessibility at the international level of up-to-date, accurate and comprehensive information on mutual recognition agreements for the professions and encourage the development of new agreements.

## *Notes*

1. These Guidelines are not legally binding and member countries are expected to implement the Guidelines as appropriate in their national context.
2. In these Guidelines, cross-border higher education includes higher education that takes place in situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders. Cross-border higher education may include higher education by public/private and not-for-profit/for-profit providers. It encompasses a wide range of modalities, in a continuum from face-to-face (taking various forms such as students travelling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning).
3. In this context "disreputable providers" refers to degree and accreditation mills.
4. See footnote 3.
5. In the Guidelines, the distinctions among these stakeholders are made based on the functions and it is recognised that the different functions do not necessarily belong to separate bodies.
6. Academic recognition bodies include qualification recognition bodies, credential evaluation bodies, and advisory/information centres.
7. An important and relevant initiative for this is the statement "Sharing Quality Higher Education across Borders" by the International Association of Universities, the Association of Universities and Colleges of Canada, the American Council on Education and the Council on Higher Education Accreditation on behalf of higher education institutions worldwide.
8. Available at: *http://portal.unesco.org/en/ev.php-URL_ID=13144&URL_DO=DO_TOPIC&URL_SECTION=201.html*.
9. Available at: *www.coe.int/T/DG4/HigherEducation/Recognition/Code%20of%20good%20practice_EN.asp#TopOfPage*.
10. Available at: *www.coe.int/T/DG4/HigherEducation/Recognition/Criteria%20and%20procedures_EN.asp#TopOfPage*.
11. See footnote 2.
12. Available at: *www.cepes.ro/hed/recogn/groups/transnat/code.htm*.
13. Available at: *www.cepes.ro/hed/recogn/groups/transnat/code.htm*.
14. This section refers to institutions with legal competence in the field of regulated professions and professional recognition. In some countries, these institutions are professional bodies; in other countries, this role is being performed by other competent authorities, such as governmental ministries.

*Chapter 2*

# The need for compliance in providing quality cross-border higher education

*This chapter analyses the compliance to the Recommendation by stakeholder. Information was gathered for four of the six stakeholders addressed by the guidelines of the Recommendation: governments, quality assurance agencies, tertiary education institutions and student bodies. The findings show that government practices align the most with the guidelines, followed by tertiary education institutions and quality assurance agencies. Information concerning student bodies remains limited, where these student bodies exist.*

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Educational systems vary widely in the extent to which they comply with guidelines relevant to different stakeholders, as shown in Table 2.1. For example, Korea demonstrates strong compliance in regard to recommendations of relevance to governments and tertiary education institutions, but has comparatively low compliance in terms of its quality assurance and accreditation bodies. Austria, in contrast, demonstrates strong compliance of quality assurance and accreditation bodies and governments, but low compliance in terms of tertiary education institutions. Other countries – for instance, Japan – demonstrate consistent levels of compliance across all stakeholder groups.

Excluding student body compliance (as well as the indices for countries with high relative uncertainty in their calculations), OECD members comply, on average, with the greatest number from governments (0.77), followed by recommendations to the tertiary education institutions (compliance index of 0.75), and then quality assurance and accreditation bodies (0.69). In contrast, non-member economies demonstrate the highest compliance for quality assurance and accreditation bodies (0.75), followed by tertiary education institutions (0.72) and governments (0.56). For student bodies, OECD members and non-members had average compliance of 0.50 and 0.52 respectively; however, these values should be interpreted with care given the dearth of concrete information regarding student bodies in the countries' survey responses and the non-representativeness of non-OECD respondents.

## Compliance by governments

In many educational systems, governments are the key actors in ensuring quality of cross-border higher education, as well as student and customer protection through regulation or provision of incentives for particular stakeholders.

For this report, compliance with recommendations to governments was assessed using a compound indicator with a range from 0 to 1 including several dimensions of compliance. These dimensions include: 1) whether governments have established or encouraged a comprehensive, fair and transparent system of registration or licensure for cross-border higher education; 2) whether comprehensive capacity for quality assurance and accreditation has been created; 3) whether governments consult and co-ordinate amongst the various competent bodies for quality assurance and

accreditation, both nationally and internationally; 4) whether governments provide accurate, reliable and easily accessible information on the criteria, standards and consequences of registration, licensure, quality assurance and accreditation of cross-border higher education; 5) whether governments participate in the UNESCO regional conventions on the recognition of qualifications and have established national information centres.

Table 2.1. **Compliance with the Recommendation by stakeholder and country (2014)**

| | Government | Δ (Gov) | Tertiary education institutions | Δ (TEI) | Quality assurance and accreditation | Δ (QAA) | Student bodies | Δ (STUD) | Implementation total (excluding student bodies) | Δ (Gov, TEI, QAA) | Implementation total (including student bodies) | Δ (Gov, TEI, QAA, Stud) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **OECD** | | | | | | | | | | | | |
| Australia | 0.93 | 0.08 | 0.70 | 0.15 | 0.93 | 0.00 | 0.44 | 0.07 | 2.56 | 0.23 | 3.00 | 0.29 |
| Austria | 0.97 | 0.00 | 0.65 | 0.30 | 0.83 | 0.00 | 0.87 | 0.13 | 2.45 | 0.30 | 3.31 | 0.43 |
| Belgium (Fl.) | 0.94 | 0.00 | 0.85 | 0.10 | 0.90 | 0.00 | 0.34 | 0.66 | 2.69 | 0.10 | 3.03 | 0.76 |
| Belgium (Fr.) | 0.48 | 0.15 | 0.35 | 0.65 | 0.65 | 0.26 | 0.07 | 0.93 | 1.48 | 1.06 | 1.54 | 1.99 |
| Canada | 0.79 | 0.06 | 0.20 | 0.80 | 0.31 | 0.68 | 0.27 | 0.00 | 1.30 | 1.54 | 1.58 | 1.54 |
| Chile | 0.39 | 0.35 | 0.63 | 0.35 | 0.67 | 0.28 | 0.40 | 0.20 | 1.68 | 0.98 | 2.08 | 1.17 |
| Czech Republic | 0.44 | 0.20 | 0.00 | 0.10 | 0.20 | 0.00 | 0.07 | 0.00 | 0.65 | 0.30 | 0.71 | 0.30 |
| Denmark | 0.67 | 0.18 | 0.40 | 0.60 | 0.22 | 0.65 | 0.43 | 0.57 | 1.29 | 1.43 | 1.72 | 2.00 |
| Estonia | 0.91 | 0.00 | 0.60 | 0.40 | 0.81 | 0.19 | 0.59 | 0.00 | 2.32 | 0.59 | 2.91 | 0.59 |
| Finland | 0.46 | 0.39 | 0.70 | 0.30 | 0.46 | 0.54 | 0.34 | 0.66 | 1.62 | 1.23 | 1.96 | 1.89 |
| France | 0.88 | 0.00 | 0.65 | 0.00 | 0.62 | 0.03 | 0.34 | 0.66 | 2.15 | 0.03 | 2.49 | 0.69 |
| Germany | 0.81 | 0.19 | 0.80 | 0.10 | 0.56 | 0.42 | 0.34 | 0.66 | 2.17 | 0.71 | 2.51 | 1.37 |
| Hungary | 0.93 | 0.08 | 1.00 | 0.00 | 0.72 | 0.00 | 0.70 | 0.26 | 2.65 | 0.08 | 3.35 | 0.34 |
| Iceland | 0.46 | 0.27 | 0.90 | 0.05 | 0.62 | 0.13 | 0.51 | 0.50 | 1.98 | 0.45 | 2.49 | 0.94 |
| Ireland | 0.93 | 0.00 | 0.63 | 0.20 | 0.86 | 0.05 | 0.23 | 0.77 | 2.41 | 0.25 | 2.64 | 1.01 |
| Israel | 0.73 | 0.23 | 0.60 | 0.00 | 0.32 | 0.00 | 0.87 | 0.00 | 1.65 | 0.23 | 2.51 | 0.23 |
| Italy | 0.85 | 0.00 | 0.50 | 0.45 | 0.69 | 0.24 | 0.07 | 0.00 | 2.04 | 0.69 | 2.10 | 0.69 |
| Japan | 0.90 | 0.00 | 0.65 | 0.35 | 0.90 | 0.00 | 0.00 | 1.00 | 2.45 | 0.35 | 2.45 | 1.35 |
| Korea | 0.89 | 0.11 | 1.00 | 0.00 | 0.32 | 0.75 | 0.00 | 0.73 | 2.21 | 0.86 | 2.21 | 1.59 |
| Luxembourg | 0.71 | 0.00 | 0.35 | 0.45 | 0.78 | 0.03 | 0.07 | 0.07 | 1.84 | 0.48 | 1.91 | 0.55 |
| Netherlands | 0.82 | 0.19 | 1.00 | 0.00 | 0.61 | 0.19 | 0.87 | 0.00 | 2.43 | 0.37 | 3.29 | 0.37 |
| New Zealand | 0.91 | 0.00 | 1.00 | 0.00 | 0.90 | 0.00 | 0.34 | 0.00 | 2.81 | 0.00 | 3.15 | 0.00 |
| Norway | 0.76 | 0.24 | 0.35 | 0.60 | 0.57 | 0.43 | 1.00 | 0.00 | 1.68 | 1.27 | 2.68 | 1.27 |
| Poland | 0.83 | 0.06 | 0.60 | 0.40 | 0.54 | 0.45 | 0.00 | 0.73 | 1.97 | 0.91 | 1.97 | 1.64 |
| Portugal | 0.77 | 0.21 | 0.25 | 0.75 | 0.44 | 0.40 | 0.87 | 0.13 | 1.46 | 1.36 | 2.32 | 1.49 |
| Slovak Republic | 0.58 | 0.03 | 0.25 | 0.40 | 0.19 | 0.06 | 0.07 | 0.00 | 1.02 | 0.49 | 1.09 | 0.49 |
| Slovenia | 0.74 | 0.05 | 0.55 | 0.15 | 0.94 | 0.00 | 0.87 | 0.13 | 2.23 | 0.20 | 3.09 | 0.33 |
| Spain | 0.79 | 0.06 | 0.70 | 0.00 | 0.71 | 0.13 | 0.23 | 0.50 | 2.20 | 0.19 | 2.43 | 0.68 |
| Sweden | 0.52 | 0.15 | 0.30 | 0.40 | 0.60 | 0.00 | 0.67 | 0.33 | 1.42 | 0.55 | 2.09 | 0.88 |

Table 2.1. **Compliance with the Recommendation by stakeholder and country (2014)** *(cont.)*

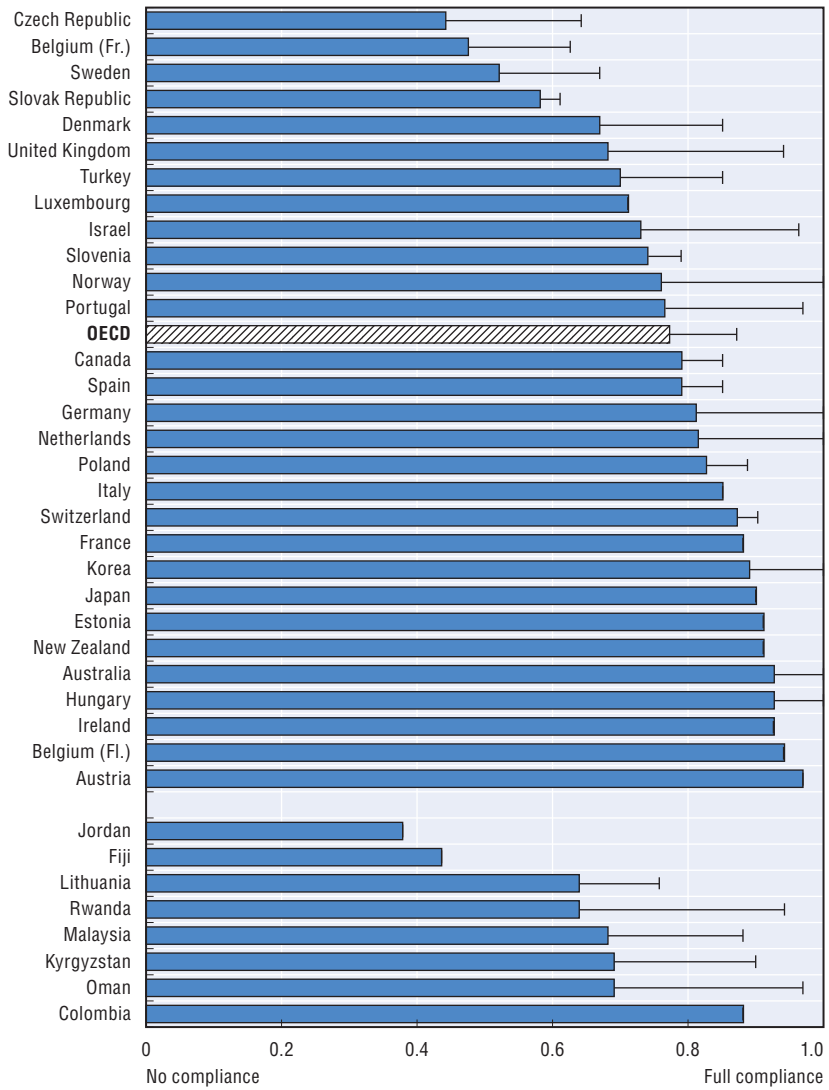
| | Government | Δ (Gov) | Tertiary education institutions | Δ (TEI) | Quality assurance and accreditation | Δ (QAA) | Student bodies | Δ (STUD) | Implementation total (excluding student bodies) | Δ (Gov, TEI, QAA) | Implementation total (including student bodies) | Δ (Gov, TEI, QAA, Stud) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Switzerland | 0.87 | 0.03 | 0.00 | 1.00 | 0.61 | 0.16 | 0.07 | 0.93 | 1.48 | 1.19 | 1.55 | 2.12 |
| Turkey | 0.70 | 0.15 | 1.00 | 0.00 | 0.71 | 0.00 | 0.00 | 0.00 | 2.41 | 0.15 | 2.41 | 0.15 |
| United Kingdom | 0.68 | 0.26 | 0.75 | 0.25 | 0.84 | 0.00 | 0.34 | 0.66 | 2.27 | 0.51 | 2.61 | 1.17 |
| United States | 0.58 | 0.42 | 0.40 | 0.60 | 0.25 | 0.75 | 0.17 | 0.84 | 1.23 | 1.77 | 1.40 | 2.60 |
| **OECD average** | 0.77 | 0.10 | 0.75 | 0.09 | 0.69 | 0.07 | 0.50 | 0.07 | 2.27 | 0.27 | 2.71 | 0.34 |
| **Non-OECD** | | | | | | | | | | | | |
| Bulgaria | 0.45 | 0.55 | 0.60 | 0.35 | 0.81 | 0.13 | 0.84 | 0.17 | 1.86 | 1.03 | 2.70 | 1.19 |
| Colombia | 0.88 | 0.00 | 0.00 | 1.00 | 0.90 | 0.00 | 0.00 | 0.00 | 1.78 | 1.00 | 1.78 | 1.00 |
| Fiji | 0.44 | 0.00 | 0.00 | 1.00 | 0.38 | 0.56 | 0.00 | 1.00 | 0.81 | 1.56 | 0.81 | 2.56 |
| Indonesia | 0.24 | 0.53 | 0.80 | 0.05 | 0.62 | 0.38 | 0.50 | 0.00 | 1.66 | 0.95 | 2.16 | 0.95 |
| Jordan[1] | 0.38 | 0.00 | 0.00 | 0.30 | 0.27 | 0.23 | 0.00 | 0.00 | 0.65 | 0.53 | 0.65 | 0.53 |
| Kyrgyzstan[1] | 0.69 | 0.21 | 0.00 | 0.25 | 0.00 | 1.00 | 0.00 | 0.00 | 0.69 | 1.46 | 0.69 | 1.46 |
| Lithuania | 0.64 | 0.12 | 0.35 | 0.55 | 0.56 | 0.29 | 0.87 | 0.07 | 1.55 | 0.96 | 2.41 | 1.02 |
| Malaysia | 0.68 | 0.20 | 0.90 | 0.10 | 0.98 | 0.00 | 0.07 | 0.00 | 2.56 | 0.30 | 2.63 | 0.30 |
| Oman[1] | 0.69 | 0.28 | 0.80 | 0.05 | 0.79 | 0.19 | 0.00 | 0.00 | 2.28 | 0.52 | 2.28 | 0.52 |
| Rwanda | 0.64 | 0.31 | 0.85 | 0.15 | 0.76 | -0.15 | 0.87 | 0.13 | 2.25 | 0.30 | 3.12 | 0.44 |

1. Country with no autonomous student body.
*Note:* The Δ column presents the error margin, that is, the value that would have been added to the compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.
StatLink http://dx.doi.org/10.1787/888933268940

Figure 2.1 illustrates that, in general, governmental structures for quality provision in cross-border higher education align with the Recommendation. All but six governmental systems (four OECD members and two non-member economies) had governmental compliance of at least 0.60, with an average OECD compliance of 0.77. Although most non-member economies complied at a rate lower than the OECD average, Colombia's compliance index was 0.88, similar to that of Switzerland, France, the Netherlands and Korea.

Of the countries surveyed for this report, all but 14 have established systems of registration or licensing for cross-border higher education providers wishing to operate in their territory. Of those that have not established such a system, one country responded "do not know" to the survey (Bulgaria), two responded "not applicable" (the Netherlands and the United States), one responded that they planned to establish such a system within the next 24 months (Switzerland), and the others responded that they did not have such a system (Belgium [French Community], Chile, the Czech Republic,

Figure 2.1. **Compliance with guidelines for governments (2014)**




*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

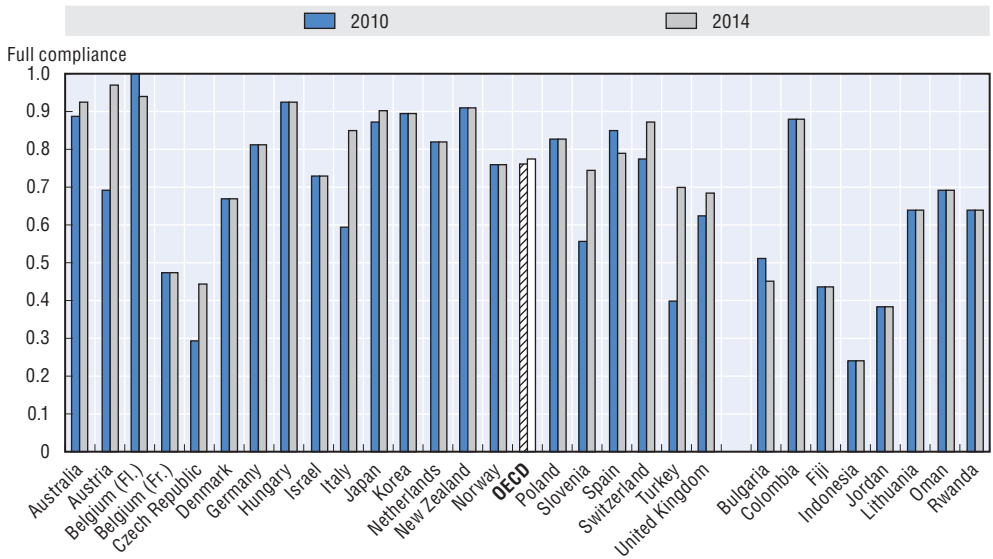
StatLink http://dx.doi.org/10.1787/888933268711

Denmark, Finland, Iceland, Sweden, Turkey, Indonesia, Jordan). Of those countries that have established such a system, remaining gaps for improvement in compliance exist in terms of providing better public information about criteria and standards that have consequences on the

funding of students, institutions or programmes as well as quality assurance mechanisms for private, for-profit and not-for-profit cross-border activities.

Since the release of the 2012 Monitoring Report, ten OECD members have increased their compliance with respect to government stakeholders, while one non-member economy and two OECD members have decreased their levels of compliance (Figure 2.2). In 2010, the OECD average compliance from government institution for countries without high uncertainty was 0.76; in 2014, this value had increased slightly (to 0.77). Of the countries with changes in governmental compliance, Turkey had the largest change since the 2012 report (a 0.30 difference), followed by Austria (0.28) and Italy (0.25). All three of the countries that demonstrated decreases in governmental compliance – Belgium (Flemish Community), Spain and Bulgaria – decreased their compliance by 0.06. This decrease may be due to more accurate reporting and not necessarily to a change in regulation.

Figure 2.2. **Change in compliance with guidelines for governments (minima)**



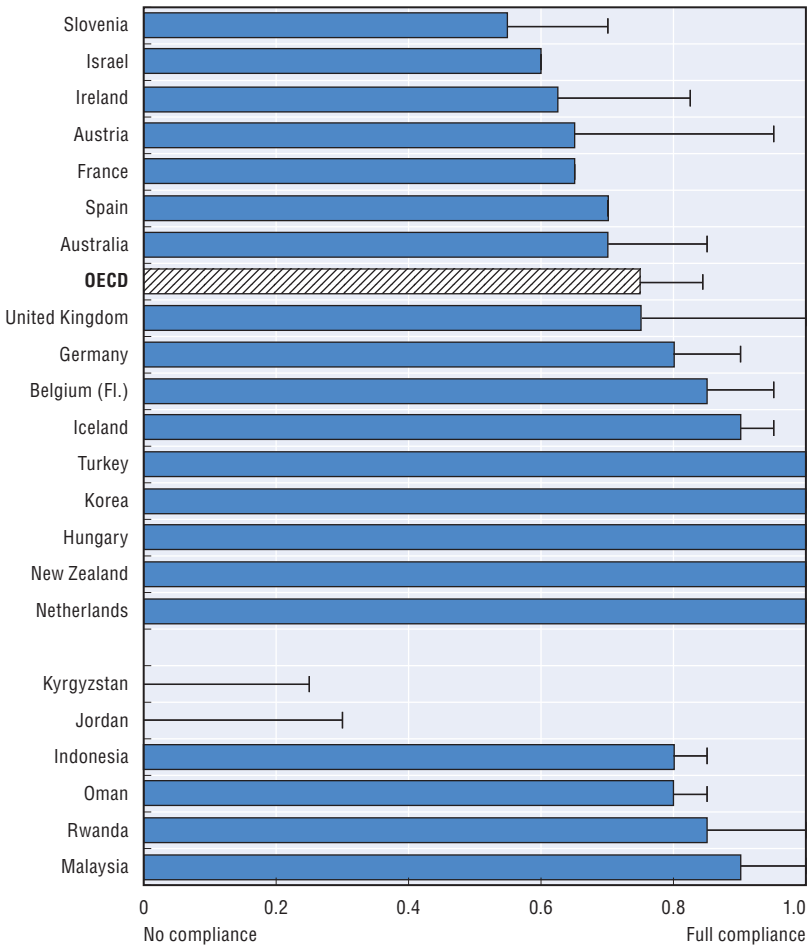

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## Compliance by tertiary education institutions

As the organisations that often administer cross-border higher education, tertiary education institutions have numerous means by which they may achieve compliance to the Recommendation. For the purposes of this report, compliance for tertiary education institutions is measured through a composite indicator with possible values between 0 and 1. This

indicator includes three dimensions of compliance: 1) whether programmes delivered abroad are of comparable quality and degree status as in the institution's home country; 2) whether provision of quality assurance and accreditation bodies of the receiving country are respected and consulted; 3) whether institutions provide complete description of programmes and qualifications, as well as accurate, reliable and accessible information on external/internal quality assurance and the academic/professional recognition of their offers. Other survey responses included in calculating this

Figure 2.3. **Compliance with guidelines for tertiary education institutions (2014)**

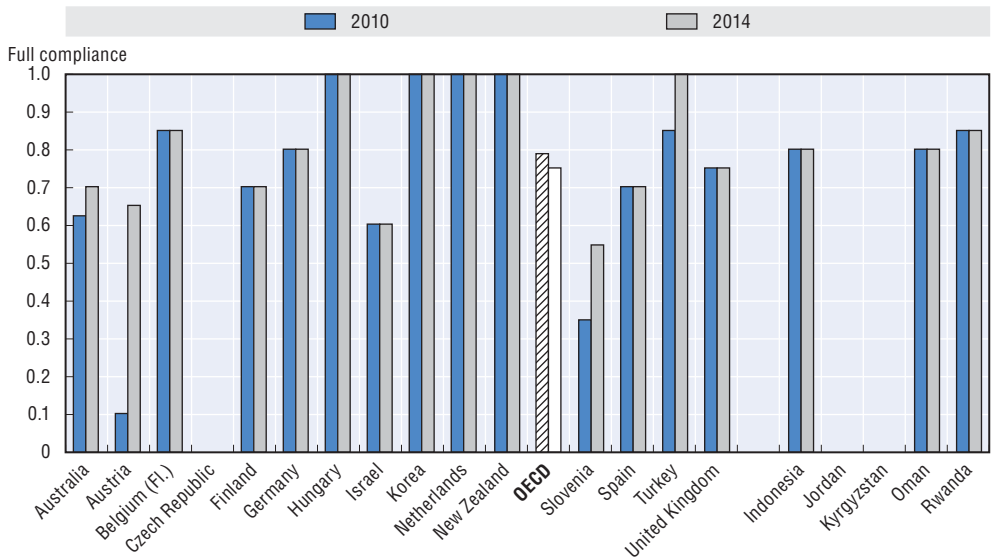



*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

StatLink http://dx.doi.org/10.1787/888933268732

metric encompassed the customer protection in use of recruitment agents, the maintenance of inter-institutional networks and their utilisation for sharing good practices, and the financial transparency of educational programmes. In examining the values for these composite indicators, it is worthwhile to note that the individuals filling out the survey responses were, in general, representatives of governments asked to provide an average picture of the practices of their institutions or to request the data from their higher education institutions and organisations.

Figure 2.4. **Change in compliance with guidelines for tertiary education institutions (minima)**




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Of the countries included in this report, 16 OECD members and 6 non-member adherents could be taken into account to calculate the compliance index of tertiary education institutions. For those countries included in the Figure 2.3, the OECD average rate of compliance was 0.75 and the non-member economy average was 0.56. While most OECD members showed a relatively high level of compliance, non-member economies varied widely in this regard; Jordan and Kyrgyzstan both had minimum compliance values of 0.0, while Malaysia, the non-member economy with the highest compliance level, had a tertiary education institution compliance level of 0.90.

Of the OECD systems included in this figure, all but one responded that higher education institutions and providers delivering cross-border higher

education in their country are explicitly committed to a comparable quality of educational delivery across borders and in their home country; Ireland, the remaining country, planned for this to be the case by 2016. All OECD members above indicated that tertiary education institutions deliver the same degrees irrespective of where the programme is delivered.

Of the 15 OECD members included in the 2012 Monitoring Report, four (Australia, Austria, Slovenia, and Turkey) saw changes – increases – in the level of compliance to the Recommendation of tertiary education institutions (Figure 2.4). Of the non-member economies, Bulgaria experienced a large increase in compliance, increasing from 0.0 compliance to 0.6 compliance (albeit with 35% uncertain or "not applicable" answers, and therefore not included in Figure 2.4).

Similarly as in the 2012 Monitoring Report, information gaps remain regarding the use of agents in recruiting foreign students and, in such cases where agents are used, whether these tertiary education institutions take full responsibility to ensure that the information and guidance provided by their agents is accurate. To increase compliance by tertiary education institutions, these gaps should be addressed.

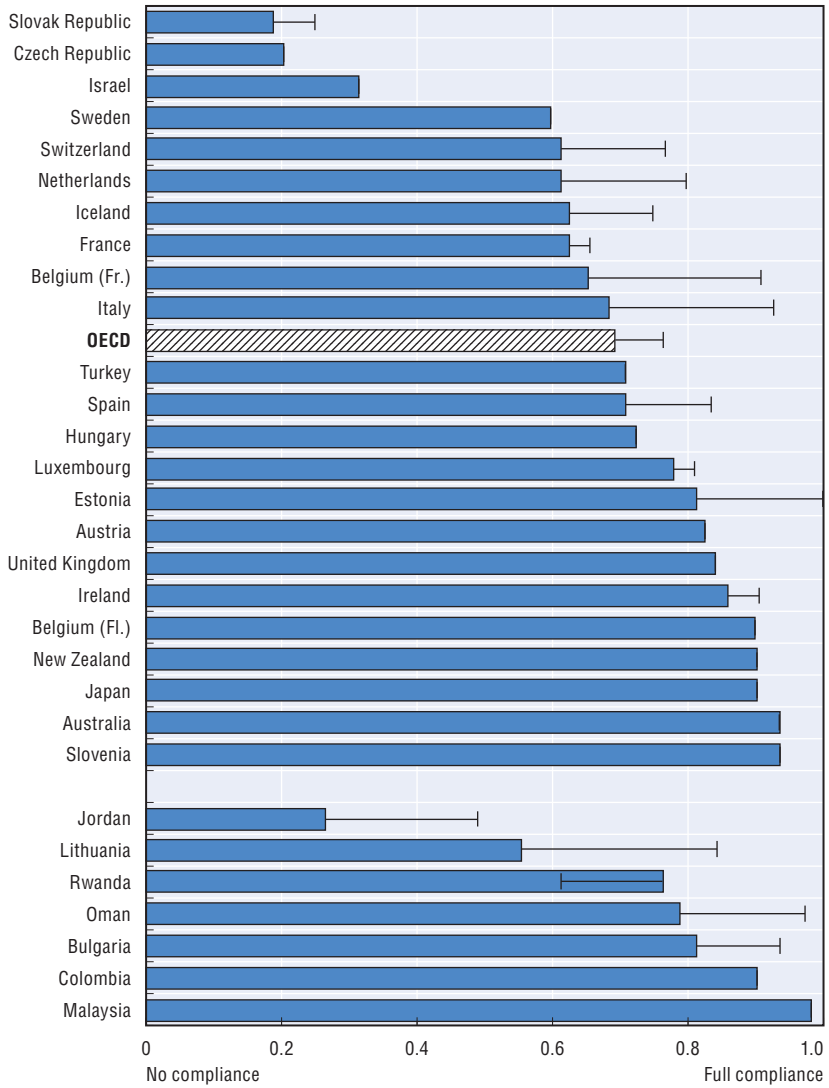
## Compliance by quality assurance and accreditation bodies

Under the Recommendation, quality assurance and accreditation bodies, which assess the quality of higher education provision within a country or educational system, shall also assume oversight for provision of cross-border higher education.

To compose a compliance indicator for quality assurance and accreditation bodies, several dimensions were taken into account, including: 1) the extent to which quality assurance and accreditation arrangements include cross-border education provision in its various modes (student mobility, programme mobility, institutional mobility, distance and e-learning); 2) if and to what extent regional and international networks are being built, sustained, or strengthened, and if collaborations between the bodies of the sending country and the receiving country are underway; 3) whether accurate and easily accessible information on the assessment standards, procedures, and consequences of quality assessment and its results is provided; 4) compliance with current international documents on cross-border higher education (such as the UNESCO/Council of Europe *Code of Good Practice in the Provision of Transnational Education*); 5) existence of mutual recognition agreements with other quality assurance bodies, internal and external quality assurance mechanisms, and the use of international peer review panels and benchmarking procedures.

On average, OECD members had a compliance level of 0.69 provisions pertaining to quality assurance and education bodies, while non-member adherents had a compliance level of 0.72, on average. As can be seen in Figure 2.5, all but three of the OECD systems included in this report had

Figure 2.5. **Compliance with guidelines for quality assurance and accreditation bodies (2014)**




*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

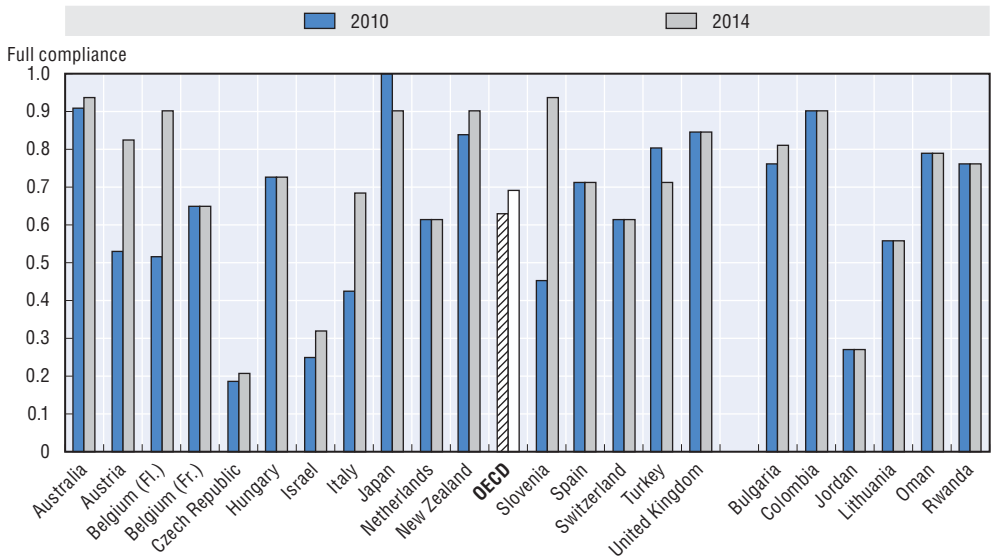
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quality assurance and accreditation compliance at or above 0.60; countries with notably low compliance include the Slovak Republic (0.19), the Czech Republic (0.20) and Israel (0.32). Of the countries with low uncertainty in their responses, seven illustrated compliance of 0.90 or above, including five OECD members (Australia, Belgium [Flemish Community], New Zealand, Slovenia, Japan) and two non-member adherents (Colombia, Malaysia).

Of the low compliance countries, major gaps exist in the extent to which quality assurance and accreditation bodies include cross-border education provision in their various modes, including for student mobility, programme mobility, institutional mobility, and distance and e-learning. For all countries, information and compliance gaps also exist in terms of collaboration between bodies of sending and receiving countries, as well as experimentation or adoption of procedures for the international benchmarking of standards, criteria and assessment procedures. In general, countries demonstrated strong compliance in participation in regional and international networks for quality assurance and accreditation as well as information provision regarding assessment standards, procedures and effects of quality assurance mechanisms.

Of the countries included in the 2012 Monitoring Report, 11 reported changes in the extent to which quality assurance and accreditation bodies complies with the Recommendation (Figure 2.6). Of these countries with

Figure 2.6. **Change in compliance with guidelines for quality assurance and accreditation bodies (minima)**




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changes in their compliance, nine increased their compliance level (Australia, Austria, Belgium [Flemish Community], Bulgaria, the Czech Republic, Israel, Italy, New Zealand, Slovenia) and two experienced a decrease in compliance (Japan and Turkey) – or at least self-assessed their compliance differently in 2010 and 2014. Slovenia, the country with the largest change in this metric, increased its quality assurance and accreditation compliance index by 0.49, rising from a value of 0.45 in 2010 to 0.94 in 2014. Over this same period, the OECD average compliance rose by 0.06, from 0.63 to 0.69.

## Compliance by student bodies

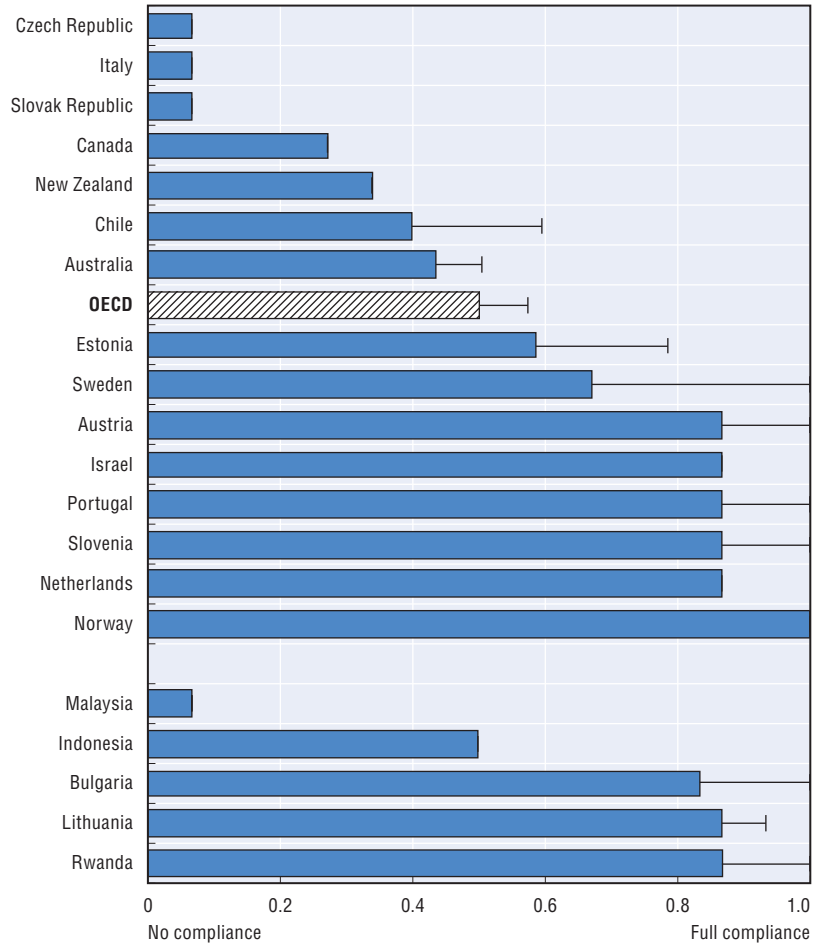
Student bodies, the final stakeholder group identified by the Recommendation for which information was requested, have a unique opportunity to affect quality provision in cross-border higher education given their role as direct recipients of cross-border higher education programs and initiatives.

Similarly to the case of the other stakeholder groups, a compound indicator assessing compliance by student bodies was created, with possible indicator values between 0 and 1. This indicator captured three distinct dimensions included in the Recommendation: 1) whether students are involved as active partners at the international, national and institutional levels in the development, monitoring and maintenance of quality provision for cross-border higher education; 2) whether they are actively raising the awareness of students of the potential risks of misleading information, low-quality provision and disreputable providers, e.g. by guiding students to accurate and reliable information sources; 3) whether they empower students to ask appropriate questions when enrolling in cross-border higher education programmes, including through the supply of a list of relevant questions.

Of the stakeholder groups, data involving the compliance of student bodies was the least available in the system survey responses (Figure 2.7). As such, only 20 countries (15 OECD members and 5 member economies) were able to provide sufficiently certain data regarding student body compliance to merit analysis. Of these countries, six OECD members and three non-member economies demonstrated high compliance (with indicator values above 0.80), including Austria, Israel, Portugal, Slovenia, the Netherlands and Norway. The OECD and non-member country averages for this metric were 0.50 and 0.35, respectively; omitting countries without autonomous student bodies, the non-member economy average rises to 0.63.

Countries varied widely in the extent to which these student bodies participate in activities promoting quality provision in cross-border higher education. Each of the countries with the lowest compliance levels reported that their student bodies participated in no type of activities consistent with

Figure 2.7. **Compliance with guidelines to student bodies (2014)**



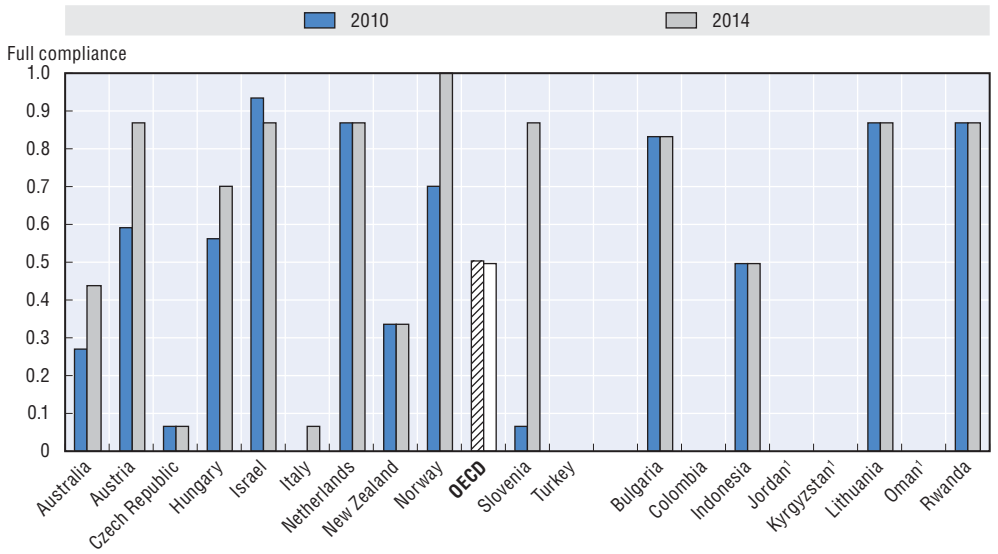

*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

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the Recommendation; in contrast, Norway, the top performing country in student body compliance, reported that students engaged in all types of activities of relevance to the Recommendation. To increase overall compliance, countries should encourage their student bodies to establish lists of relevant questions for students willing to participate in cross-border higher education, as this area represents a major gap in compliance to the Recommendation.

Of the countries reporting sufficiently certain data regarding the compliance of student bodies, five (Australia, Austria, Hungary, Norway,

Figure 2.8. **Change in compliance with guidelines to student bodies (minima)**




1. Country with no autonomous student body.

StatLink http://dx.doi.org/10.1787/888933268783

Slovenia) experienced increases in compliance between 2010 and 2014, while one (Israel) experienced a decrease in this metric (Figure 2.8). Norway, the country with the largest positive change in this period, increased from a compliance level of 0.70 to 1.00, indicating full compliance with the Recommendation. In contrast, Israel experienced a small decline in compliance (from 0.93 to 0.87). On average, OECD members experienced a small decrease of 0.01 from 2010 to 2014.

## *References*

Vincent-Lancrin, S. and S. Pfotenhauer (2012), "Guidelines for Quality Provision in Cross-Border Higher Education: Where do we stand?", OECD Education Working Papers, No. 70, OECD Publishing, Paris, *http://dx.doi.org/10.1787/5k9fd0kz0j6b-en*.

ANNEX 2.A1

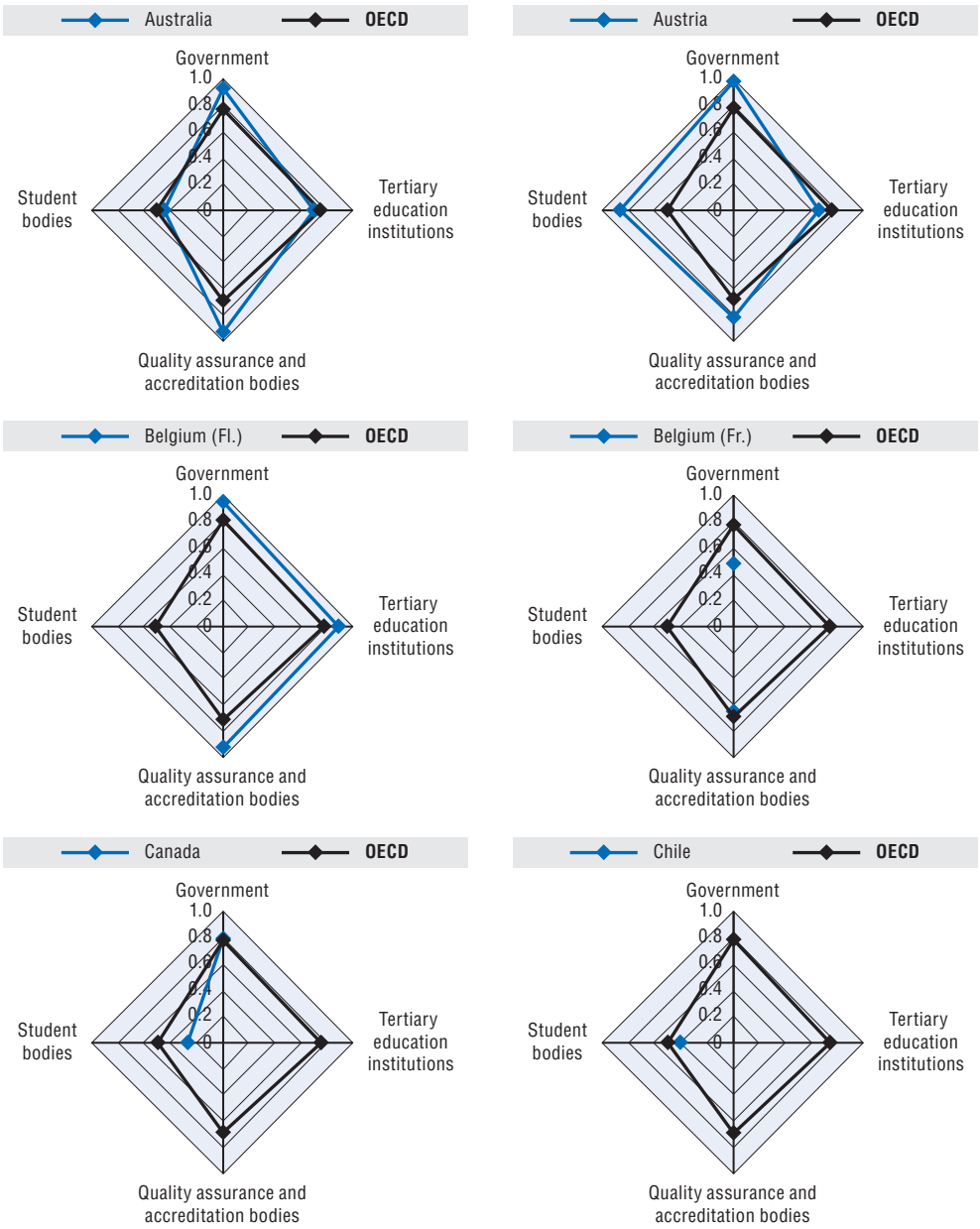
# *Country overview of compliance levels with the recommendation for different stakeholders*

The figures in this Annex show how each group of stakeholders compare with the OECD average in each country. For the sake of readability, only the minimum assured levels of implementation are displayed in this configuration: error bars have been omitted. If stakeholder groups have been excluded from the analysis due to missing data, the data point is also missing in the corresponding radar chart.

While some countries show uniformly high or low levels of compliance with the Recommendation, this country focus also demonstrates heterogeneity in compliance. Israel, for example, follows relatively few provisions/elements pertaining to quality assurance and accreditation bodies; however, its student unions stand out as a positive hallmark. In Austria, the Netherlands and New Zealand, for example, only one stakeholder group shows sub-OECD average compliance (tertiary education institutions, student bodies, and quality assurance and accreditation bodies, respectively). On the other hand, some countries – for example, Australia – score well above OECD average for two stakeholder groups and below average for the other institutions.

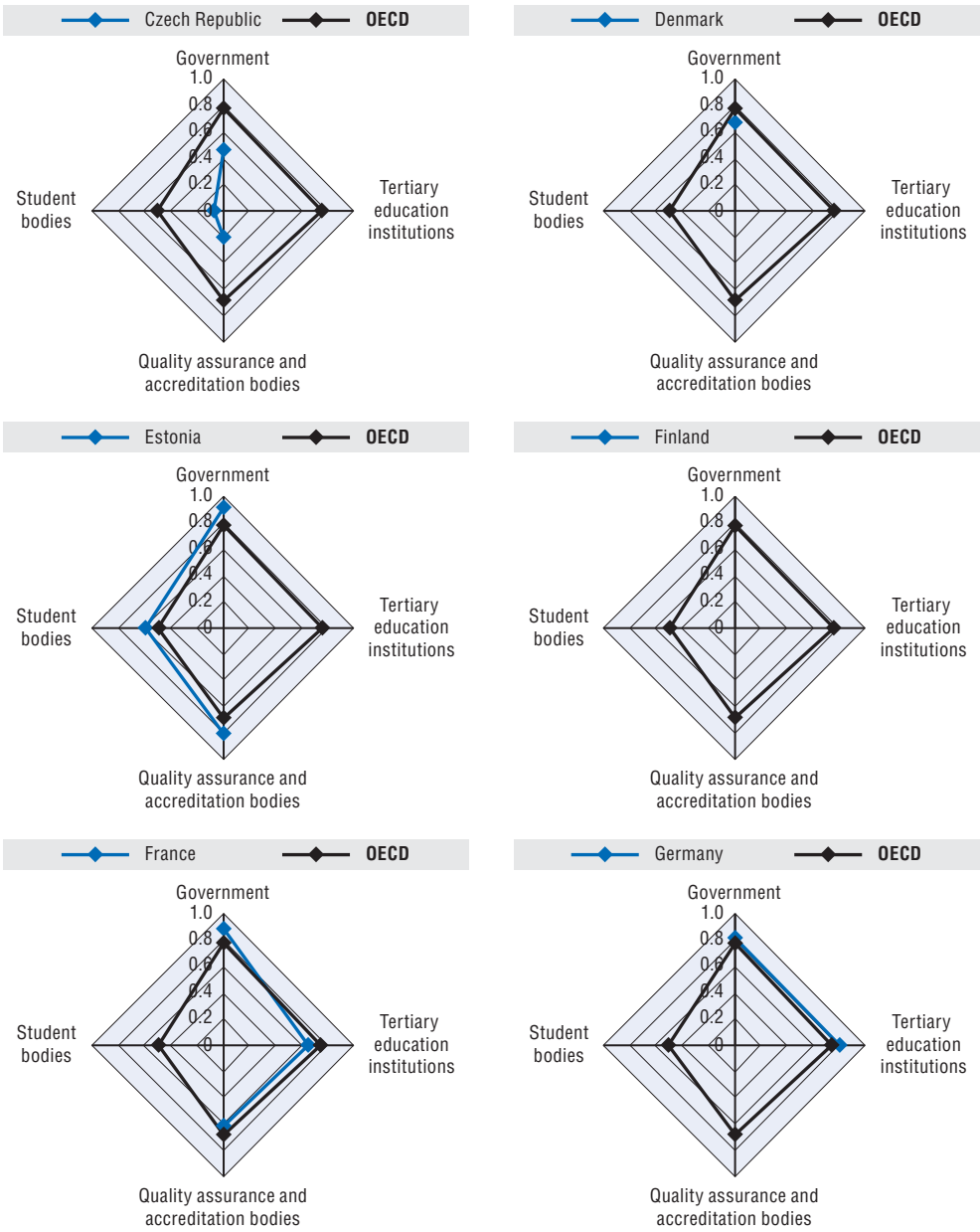
The figures display the same information as Figures 2.1, 2.3, 2.5 and 2.7, but from a country (or system) perspective. Note that the data points have been omitted in the radar chart if the uncertainty arising through missing data exceeds 33.3%.

Figure 2.A1.1. **Country compliance levels by stakeholder compared with the OECD average**



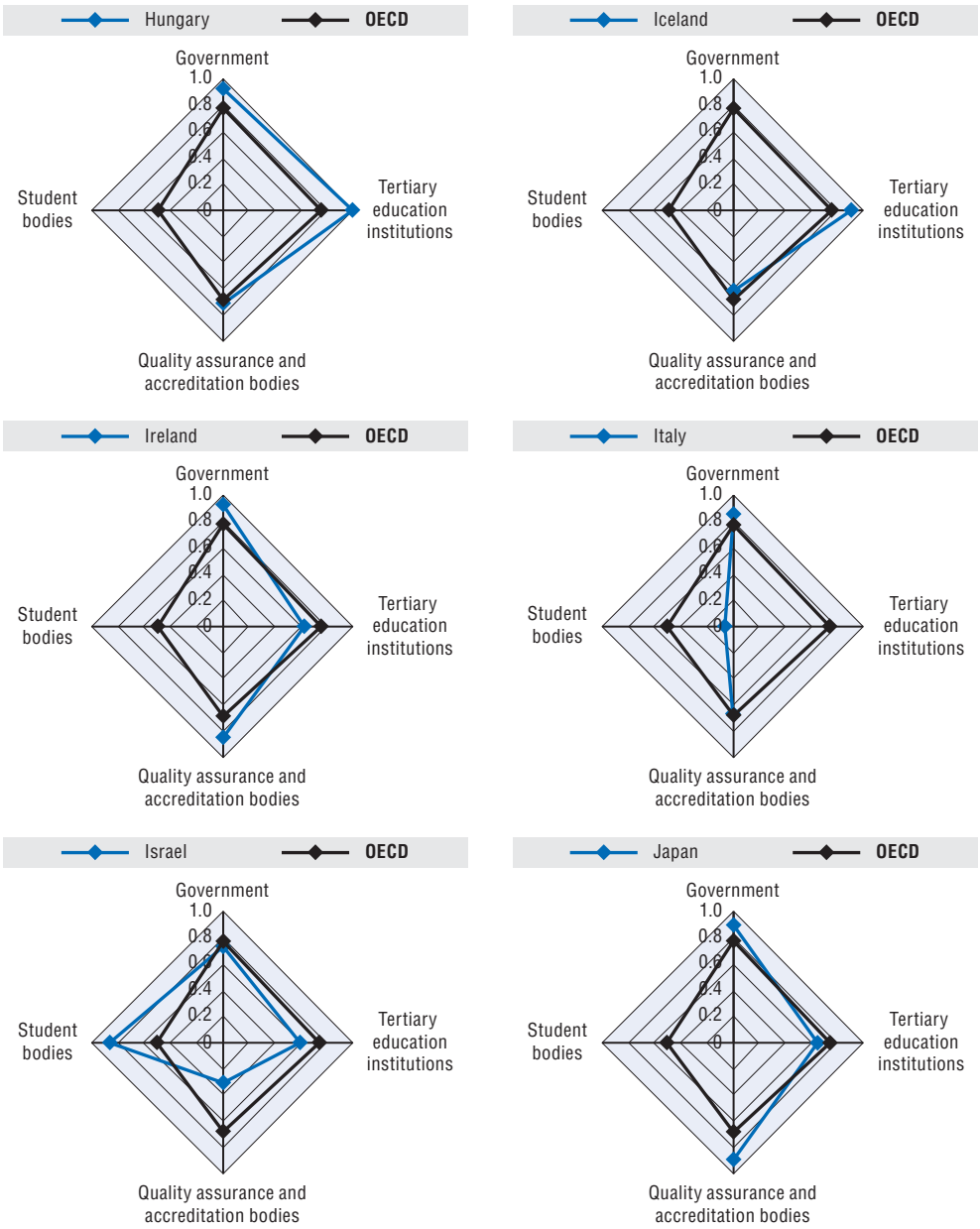

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Figure 2.A1.1. **Country compliance levels by stakeholder compared with the OECD average** *(cont.)*



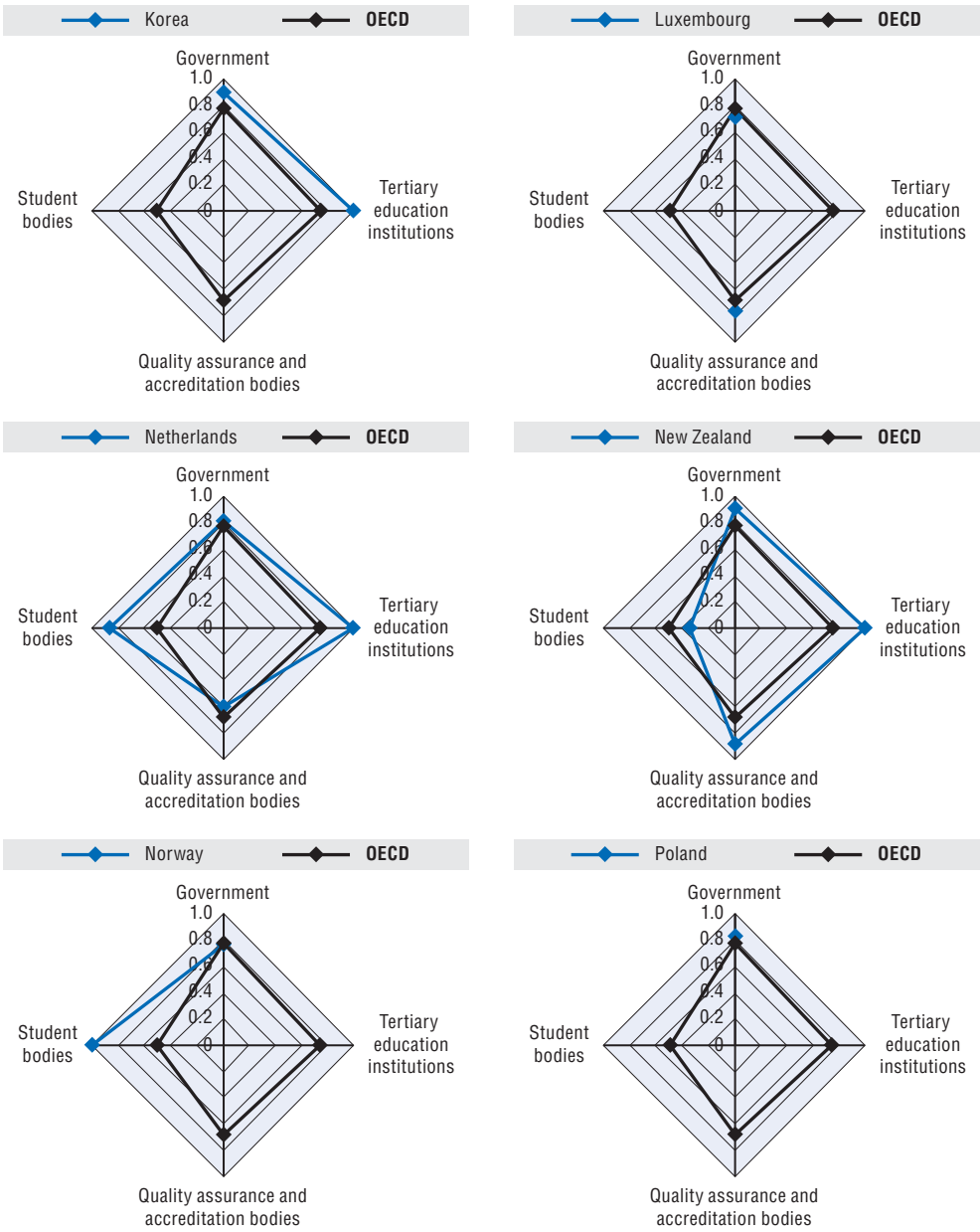

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Figure 2.A1.1. **Country compliance levels by stakeholder compared with the OECD average** *(cont.)*



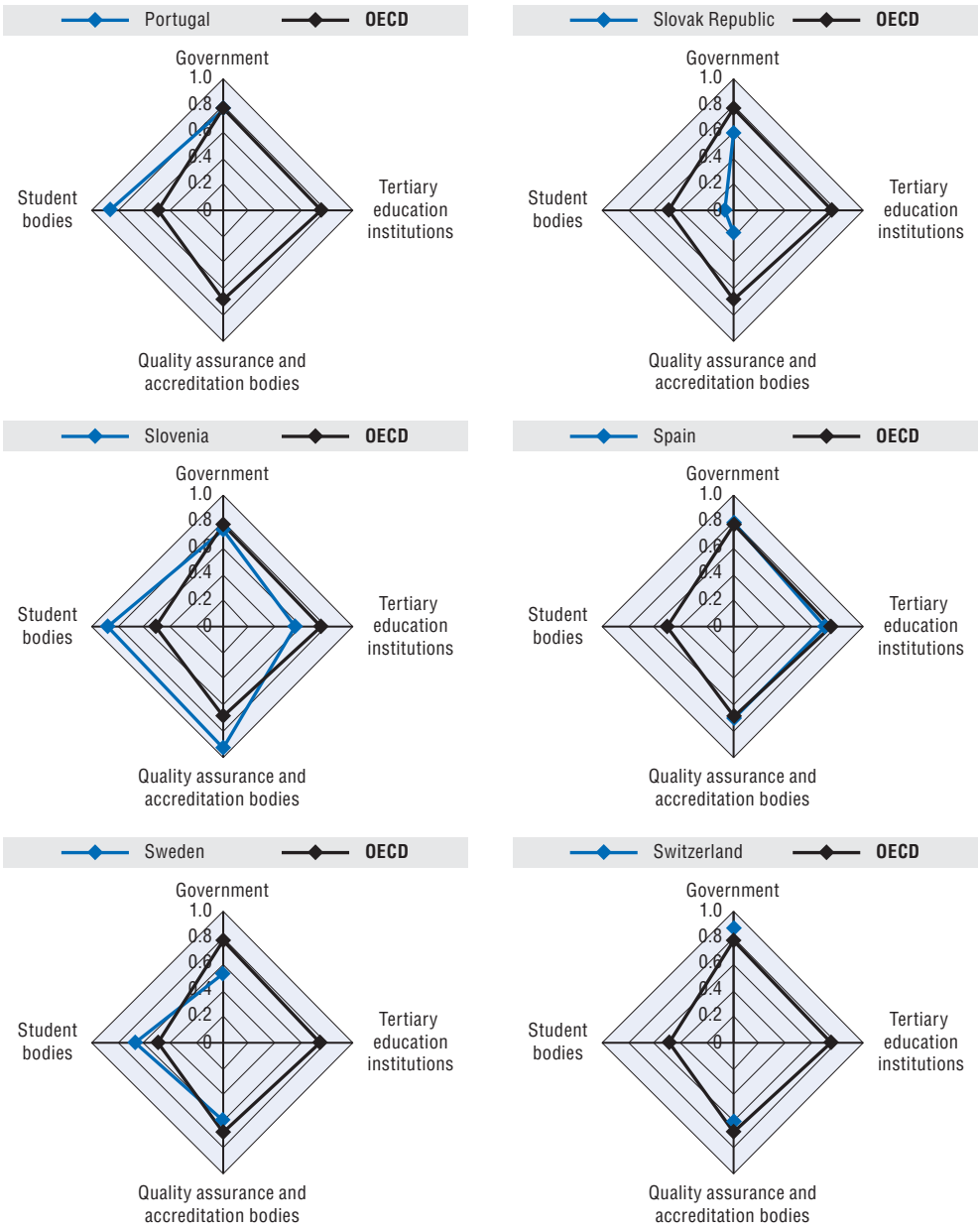

StatLink http://dx.doi.org/10.1787/888933268795

Figure 2.A1.1. **Country compliance levels by stakeholder compared with the OECD average** *(cont.)*



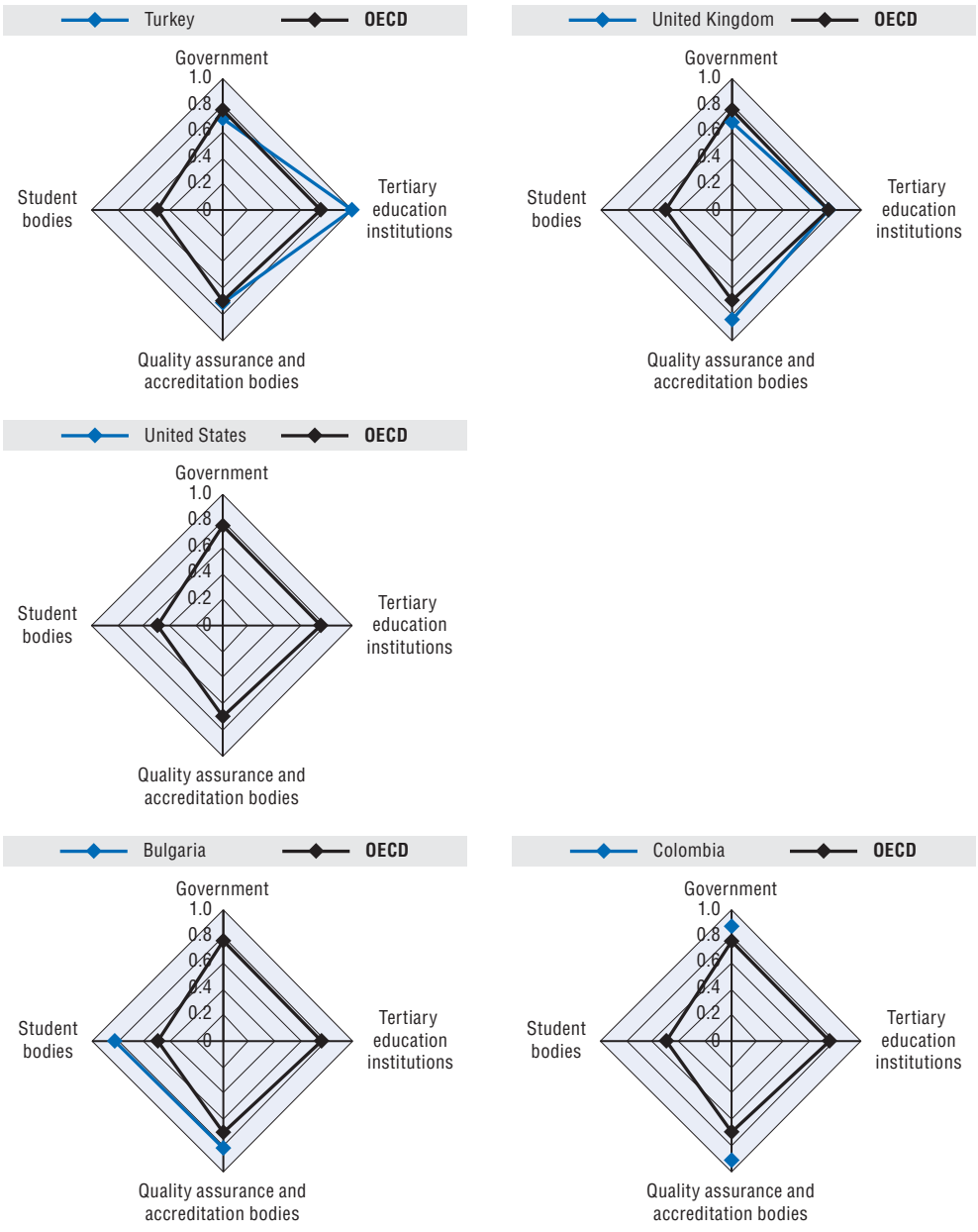

StatLink http://dx.doi.org/10.1787/888933268795

Figure 2.A1.1. **Country compliance levels by stakeholder compared with the OECD average** *(cont.)*



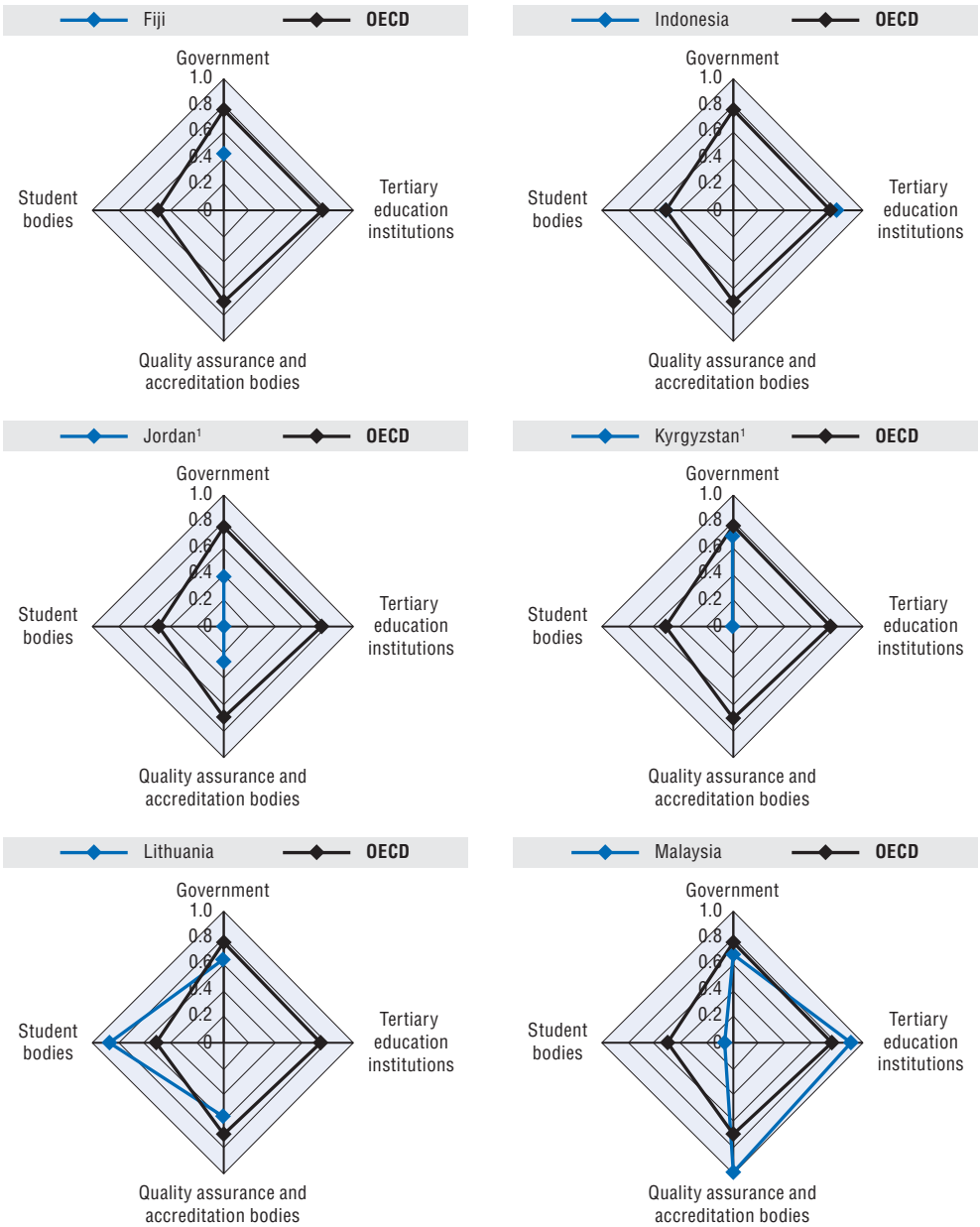

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Figure 2.A1.1. **Country compliance levels by stakeholder compared with the OECD average** *(cont.)*




StatLink http://dx.doi.org/10.1787/888933268795

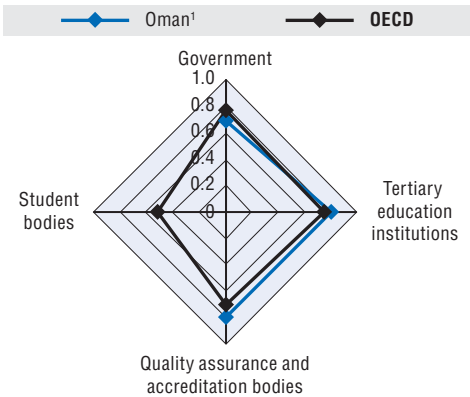
Figure 2.A1.1. **Country compliance levels by stakeholder compared with the OECD average** *(cont.)*

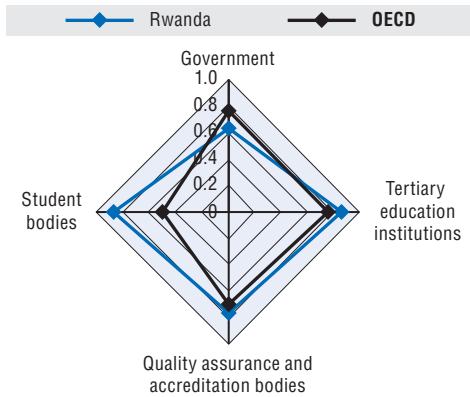



1. Country with no autonomous student body.

StatLink http://dx.doi.org/10.1787/888933268795

Figure 2.A1.1. **Country compliance levels by stakeholder compared with the OECD average** *(cont.)*




1. Country with no autonomous student body.

StatLink http://dx.doi.org/10.1787/888933268795

ANNEX 2.A2

# *Methodology*

This report makes repeated use of compound indicators that capture country compliance with the Recommendation across whole stakeholder groups or for specific objectives. The compound indicators were developed by mapping the relevant survey questions on the specific provisions/elements of the Recommendation addressing a stakeholder group or a specific objective. The answers were then weighted according to their importance for the achievement of the recommendation, as some questions were asked to clarify or precise some main questions.

The data are furthermore weighted according to the implementation status reported by the countries. All measures currently in place are weighted with a factor of 1.0, independent of whether they have been established before or after 2004. Measures that are planned within the next 24 months are weighted with a factor of 0.5. No current or planned implementation receives the weight 0.

All compound indicators range between 0 and 1. A value of 0 indicates no compliance, and 1 indicates full compliance with the related provisions/elements of the Recommendation. This Annex provides the breakdown of the individual indicators, with survey questions given in bold font and numbered in accordance with survey question numbers of the Tables in Annex A. Parentheses indicate where several survey questions have been subsumed to match one single recommendation or objective. A conditional operator C has been in traduced that attains the value of a previous question to account for situations where the answer of one question hinges on the answer of another one. For example, $C_{1001} = 1$ if a question **1001** attains a value of 1, and $C_{1001} = 0$ if question **1001** has the value of 0. Moreover, a disjunctive operator *Max* has been introduced that attains the maximum of two sub-sets of questions (separated by a semicolon) to account for situations where it does not matter which stakeholder has implemented a specific recommendation as long as the recommendation is met. For example, *Max* (**1001; 1002 + 1003**) produces

an output that is equal to a maximum of the value of question **1001** and the sum of the values of questions **1002** and **1003**.

*Government*

$$Y_{Gov} = 0.3(0.5 * \mathbf{1001} + 0.1(\mathbf{1002} + \mathbf{1003} + \mathbf{1006} + \mathbf{1007} + \mathbf{1008}) + 0.25 * (1 - C_{1001}) * \mathbf{1010}) + 0.3\big(0.2(\mathbf{2001} + \mathbf{2002} + \mathbf{2003} + \mathbf{2004} + \mathbf{2008})\big) + 0.15\big(0.5(\mathbf{2009} + \mathbf{2010})\big) + 0.15 * \mathbf{2014} + 0.1(0.5(\mathbf{2011} + \mathbf{2012}))$$

*Tertiary education institutions*

$$Y_{TEI} = 0.25(0.8 * \mathbf{3001} + 0.2 * \mathbf{3002}) + 0.3 * \mathbf{3005} + 0.05 * \mathbf{3006} + 0.1 * \mathbf{3007} + 0.25\big(0.2(\mathbf{3008} + \mathbf{3009} + \mathbf{3010} + \mathbf{3011} + \mathbf{3012})\big) + 0.05 * \mathbf{3013} - 0.1 * C_{3003} * (1 - \mathbf{3004})$$

*Quality assurance and accreditation bodies*

$$Y_{QAA} = 0.4\big(0.25(\mathbf{5001} + \mathbf{5002} + \mathbf{5003} + \mathbf{5004})\big) + 0.125\big(0.5 * \mathbf{5005} + 0.5 * (1 - C_{5005}) * \mathbf{5006}) + 0.125(0.25 * C_{5005}(\mathbf{5007} + \mathbf{5008})\big) + 0.125 * \mathbf{5009} + 0.125 * 0.5(\mathbf{5010} + \mathbf{5011}) + 0.125 * \mathbf{5012} + 0.05\big(0.34 * \mathbf{5013} + 0.33(\mathbf{5014} + \mathbf{5015})\big) + 0.05(0.34 * \mathbf{5017} + 0.33(\mathbf{5018} + \mathbf{5019}))$$

*Student bodies*

$$Y_{Stud} = C_{4001}(0.34(0.2 * \mathbf{4002} + 0.8 * \mathbf{4003}) + 0.33(0.5 * \mathbf{4004} + 0.5 * \mathbf{4005}) + 0.33(0.6 * \mathbf{4006} + 0.2 * \mathbf{4007} + 0.2 * \mathbf{4008}))$$

*Chapter 3*

# Compliance by stakeholders in providing quality cross-border higher education

*This chapter looks at the implementation of the Recommendation from another perspective. The guidelines' objectives were grouped in six headings to see which ones were best met by current country practices. A same objective, for example collaboration, can indeed be common to all stakeholder guidelines. Among the different broad objectives promoted by the guidelines, countries' practices are aligned the most with the explicit inclusion of cross-border higher education in countries' regulatory framework and the transparency in procedures for foreign providers willing to operate in their country.*

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

The objectives or desirable practices emphasised by the Recommendation are: 1) the inclusion of cross-border higher education in countries' regulatory frameworks; 2) the comprehensive coverage of all forms of cross-border higher education; 3) student and customer protection; 4) transparency in procedures (for providers); 5) information access and dissemination (for potential international students); 6) collaboration. Table 3.1 presents the compliance indices by objectives and country.

Table 3.1. **Compliance with the Recommendation by objective and country (2014)**

| | Comprehensiveness | Δ (Com) | Customer protection | Δ (CP) | Transparency (providers) | Δ (TRA) | Easy access to information (students) | Δ (EAI) | Collaboration | Δ (Coll) | Regulatory framework | Δ (RF) | Implementation total | Δ (implementation) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **OECD** | | | | | | | | | | | | | | |
| Australia | 1.00 | 0.00 | 0.65 | 0.00 | 0.88 | 0.00 | 0.69 | 0.00 | 0.45 | 0.40 | 1.00 | 0.00 | 4.66 | 0.40 |
| Austria | 1.00 | 0.00 | 0.75 | 0.15 | 0.90 | 0.00 | 0.90 | 0.10 | 0.88 | 0.05 | 1.00 | 0.00 | 5.43 | 0.30 |
| Belgium (Fl.) | 0.80 | 0.00 | 0.70 | 0.25 | 0.90 | 0.00 | 0.75 | 0.25 | 0.80 | 0.20 | 0.90 | 0.00 | 4.85 | 0.70 |
| Belgium (Fr.) | 0.50 | 0.40 | 0.40 | 0.55 | 0.50 | 0.50 | 0.70 | 0.25 | 0.68 | 0.25 | 0.75 | 0.10 | 3.53 | 2.05 |
| Canada | 0.30 | 0.70 | 0.30 | 0.45 | 0.58 | 0.43 | 0.56 | 0.19 | 0.57 | 0.33 | 0.65 | 0.35 | 2.96 | 2.44 |
| Chile | 0.80 | 0.20 | 0.55 | 0.30 | 0.58 | 0.43 | 0.74 | 0.11 | 0.57 | 0.15 | 0.80 | 0.10 | 4.03 | 1.29 |
| Czech Republic | 0.30 | 0.20 | 0.15 | 0.15 | 0.20 | 0.43 | 0.28 | 0.06 | 0.37 | 0.05 | 0.35 | 0.00 | 1.65 | 0.89 |
| Denmark | 0.40 | 0.60 | 0.40 | 0.55 | 0.35 | 0.25 | 0.48 | 0.28 | 0.57 | 0.43 | 0.60 | 0.20 | 2.80 | 2.31 |
| Estonia | 0.10 | 0.90 | 0.63 | 0.20 | 0.68 | 0.13 | 0.76 | 0.06 | 0.90 | 0.10 | 1.00 | 0.00 | 4.06 | 1.39 |
| Finland | 0.10 | 0.90 | 0.60 | 0.35 | 0.60 | 0.40 | 0.70 | 0.30 | 0.83 | 0.12 | 0.45 | 0.35 | 3.28 | 2.42 |
| France | 0.80 | 0.00 | 0.68 | 0.15 | 0.80 | 0.00 | 0.68 | 0.10 | 0.80 | 0.00 | 0.90 | 0.00 | 4.65 | 0.25 |
| Germany | 1.00 | 0.00 | 0.50 | 0.40 | 0.28 | 0.60 | 0.34 | 0.55 | 0.66 | 0.32 | 1.00 | 0.00 | 3.77 | 1.87 |
| Hungary | 1.00 | 0.00 | 0.85 | 0.13 | 1.00 | 0.00 | 0.80 | 0.13 | 0.79 | 0.10 | 1.00 | 0.00 | 5.44 | 0.35 |
| Iceland | 1.00 | 0.00 | 0.50 | 0.25 | 0.50 | 0.40 | 0.75 | 0.20 | 0.80 | 0.15 | 0.80 | 0.00 | 4.35 | 1.00 |
| Ireland | 1.00 | 0.00 | 0.50 | 0.35 | 0.69 | 0.00 | 0.57 | 0.20 | 0.83 | 0.17 | 1.00 | 0.00 | 4.59 | 0.72 |
| Israel | 0.30 | 0.00 | 0.80 | 0.00 | 1.00 | 0.00 | 0.85 | 0.00 | 0.68 | 0.00 | 0.55 | 0.00 | 4.18 | 0.00 |
| Italy | 0.60 | 0.20 | 0.40 | 0.20 | 0.90 | 0.00 | 0.75 | 0.00 | 0.72 | 0.17 | 0.85 | 0.10 | 4.22 | 0.67 |
| Japan | 1.00 | 0.00 | 0.55 | 0.30 | 1.00 | 0.00 | 0.70 | 0.25 | 0.54 | 0.30 | 0.80 | 0.20 | 4.59 | 1.05 |
| Korea | 0.60 | 0.40 | 0.55 | 0.35 | 1.00 | 0.00 | 0.70 | 0.30 | 0.75 | 0.20 | 0.80 | 0.20 | 4.40 | 1.45 |
| Luxembourg | 0.80 | 0.00 | 0.45 | 0.25 | 0.98 | 0.02 | 0.69 | 0.11 | 0.69 | 0.17 | 0.75 | 0.00 | 4.35 | 0.56 |
| Netherlands | 0.80 | 0.20 | 0.70 | 0.20 | 0.80 | 0.20 | 0.90 | 0.00 | 0.90 | 0.10 | 0.90 | 0.10 | 5.00 | 0.80 |
| New Zealand | 0.80 | 0.00 | 0.65 | 0.00 | 1.00 | 0.00 | 0.75 | 0.00 | 0.92 | 0.00 | 0.90 | 0.00 | 5.02 | 0.00 |
| Norway | 0.80 | 0.20 | 0.75 | 0.25 | 0.70 | 0.30 | 1.00 | 0.00 | 0.65 | 0.25 | 0.90 | 0.10 | 4.80 | 1.10 |
| Poland | 0.60 | 0.40 | 0.60 | 0.40 | 0.80 | 0.20 | 0.70 | 0.25 | 0.39 | 0.40 | 0.90 | 0.10 | 3.99 | 1.75 |

Table 3.1. **Compliance with the Recommendation by objective and country (2014)** *(cont.)*

| | Comprehensiveness | Δ (Com) | Customer protection | Δ (CP) | Transparency (providers) | Δ (TRA) | Easy access to information (students) | Δ (EAI) | Collaboration | Δ (Coll) | Regulatory framework | Δ (RF) | Implementation total | Δ (implementation) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Portugal | 0.95 | 0.05 | 0.45 | 0.50 | 0.60 | 0.40 | 0.55 | 0.45 | 0.61 | 0.35 | 0.98 | 0.03 | 4.14 | 1.78 |
| Slovak Republic | 0.30 | 0.00 | 0.35 | 0.30 | 0.80 | 0.20 | 0.45 | 0.30 | 0.25 | 0.20 | 0.45 | 0.00 | 2.60 | 1.00 |
| Slovenia | 1.00 | 0.00 | 0.75 | 0.15 | 0.90 | 0.00 | 0.74 | 0.15 | 0.75 | 0.20 | 1.00 | 0.00 | 5.14 | 0.50 |
| Spain | 1.00 | 0.00 | 0.65 | 0.25 | 0.60 | 0.20 | 0.75 | 0.20 | 0.84 | 0.00 | 1.00 | 0.00 | 4.84 | 0.65 |
| Sweden | 0.20 | 0.20 | 0.50 | 0.40 | 0.55 | 0.45 | 0.68 | 0.33 | 0.95 | 0.00 | 0.50 | 0.00 | 3.38 | 1.38 |
| Switzerland | 0.80 | 0.10 | 0.20 | 0.70 | 0.50 | 0.40 | 0.45 | 0.50 | 0.60 | 0.40 | 0.90 | 0.05 | 3.45 | 2.15 |
| Turkey | 0.80 | 0.20 | 0.63 | 0.05 | 0.40 | 0.40 | 0.58 | 0.00 | 0.75 | 0.00 | 0.75 | 0.00 | 3.90 | 0.65 |
| United Kingdom | 1.00 | 0.00 | 0.60 | 0.30 | 0.68 | 0.13 | 0.56 | 0.31 | 0.51 | 0.45 | 1.00 | 0.00 | 4.35 | 1.19 |
| United States | 0.60 | 0.40 | 0.40 | 0.60 | 0.50 | 0.50 | 0.50 | 0.45 | 0.42 | 0.58 | 0.70 | 0.30 | 3.12 | 2.83 |
| **OECD average** | 0.79 | 0.06 | 0.61 | 0.18 | 0.83 | 0.08 | 0.69 | 0.15 | 0.73 | 0.14 | 0.83 | 0.05 | 4.47 | 0.66 |
| **Non-OECD** | | | | | | | | | | | | | | |
| Bulgaria | 0.80 | 0.20 | 0.60 | 0.30 | 0.58 | 0.40 | 0.79 | 0.10 | 0.60 | 0.40 | 0.80 | 0.20 | 4.16 | 1.60 |
| Colombia | 1.00 | 0.00 | 0.38 | 0.35 | 0.80 | 0.20 | 0.45 | 0.25 | 0.46 | 0.35 | 0.95 | 0.00 | 4.04 | 1.15 |
| Fiji | 0.50 | 0.50 | 0.20 | 0.70 | 0.60 | 0.20 | 0.33 | 0.50 | 0.10 | 0.60 | 0.55 | 0.45 | 2.28 | 2.95 |
| Indonesia | 0.80 | 0.20 | 0.50 | 0.20 | 0.04 | 0.90 | 0.32 | 0.25 | 0.63 | 0.15 | 0.90 | 0.00 | 3.18 | 1.70 |
| Jordan[1] | 0.00 | 0.20 | 0.20 | 0.45 | 0.60 | 0.20 | 0.40 | 0.50 | 0.37 | 0.30 | 0.00 | 0.10 | 1.57 | 1.75 |
| Kyrgyzstan[1] | 0.50 | 0.50 | 0.15 | 0.55 | 0.20 | 0.60 | 0.15 | 0.55 | 0.25 | 0.35 | 0.35 | 0.45 | 1.60 | 3.00 |
| Lithuania | 0.60 | 0.20 | 0.70 | 0.25 | 0.70 | 0.20 | 0.66 | 0.18 | 0.63 | 0.05 | 0.70 | 0.10 | 3.99 | 0.98 |
| Malaysia | 1.00 | 0.00 | 0.65 | 0.10 | 0.90 | 0.10 | 0.55 | 0.15 | 0.79 | 0.15 | 0.95 | 0.00 | 4.84 | 0.50 |
| Oman[1] | 1.00 | 0.00 | 0.48 | 0.45 | 0.69 | 0.00 | 0.62 | 0.30 | 0.60 | 0.25 | 0.75 | 0.00 | 4.13 | 1.00 |
| Rwanda | 0.60 | 0.35 | 0.65 | 0.33 | 0.75 | 0.05 | 0.58 | 0.23 | 0.55 | 0.40 | 0.60 | 0.38 | 3.73 | 1.73 |

1. Country with no autonomous student body.

*Note:* The Δ column presents the error margin, that is, the value that would have been added to the compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

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## Regulatory framework

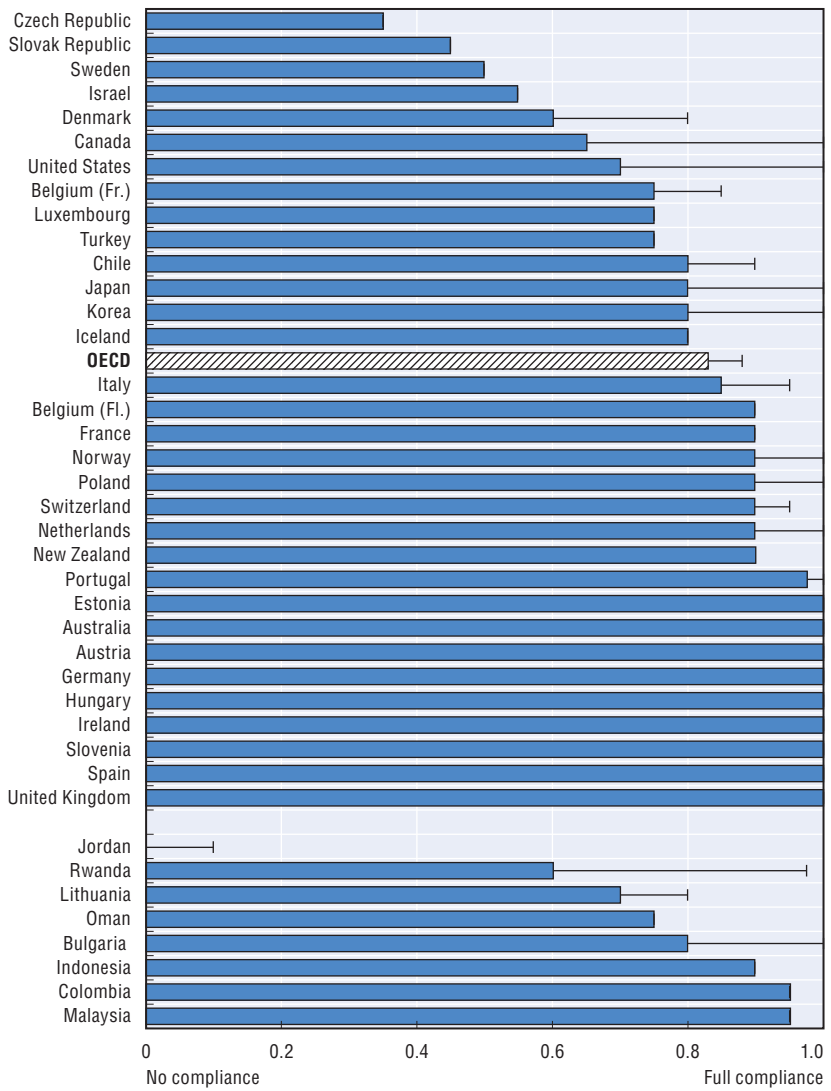
As specified by the Recommendation, governments and quality assurance and accreditation bodies should work in tandem to generate a regulatory framework for quality provision in cross-border higher education. This framework should clearly indicate under which conditions, if any, foreign educational providers and programmes can operate within a country.

The compliance index for regulatory framework measures whether a system of registration and licensing for cross-border higher education providers is in place, and which types of cross-border activity are covered by the system – irrespective of which part of the system is covering which function (i.e. government or quality assurance bodies). It also takes into account whether internal quality assurance and external evaluation procedures are enforced in national quality assurance and accreditation

bodies, and whether autonomous student bodies are established as recommended.

As can be seen in Figure 3.1, guidelines regarding regulatory frameworks have, on average, a high compliance rate in both OECD members and non-

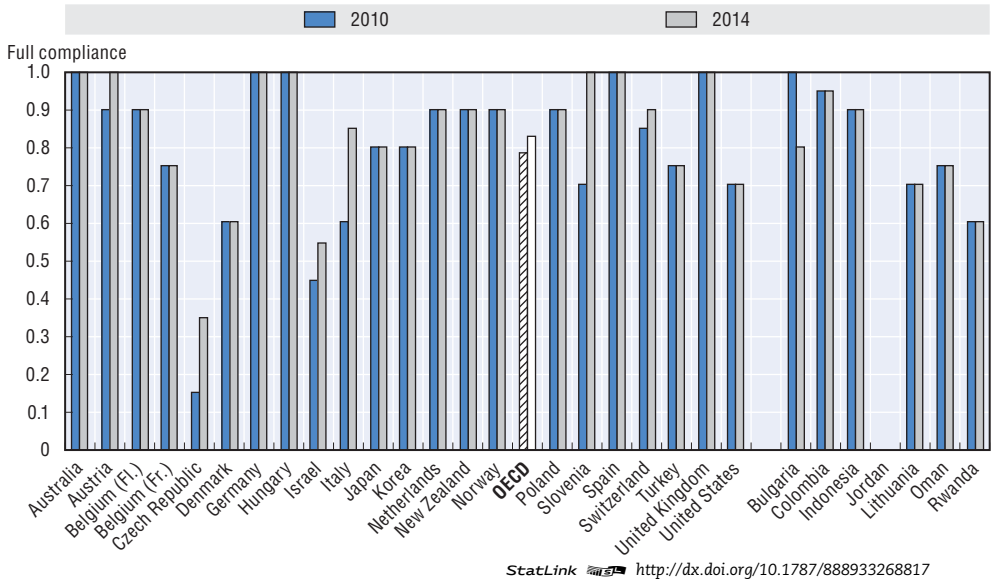
Figure 3.1. **Development of regulatory framework for quality provision in cross-border higher education (2014)**




*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

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Figure 3.2. **Change in development of regulatory framework for quality provision in cross-border higher education (minima)**




StatLink http://dx.doi.org/10.1787/888933268817

member economies; in addition, countries – in general – responded to questions concerning regulatory frameworks with high levels of certainty. Ten OECD members and two non-member economies reported near-perfect compliance with regulatory frameworks recommendations, including Australia, Austria, Estonia, Germany, Hungary, Ireland, Portugal, Slovenia, Spain, the United Kingdom, Colombia and Malaysia (Figure 3.2). In 2014, the average OECD compliance was 0.83, while non-member economies complied at an average level of 0.67.

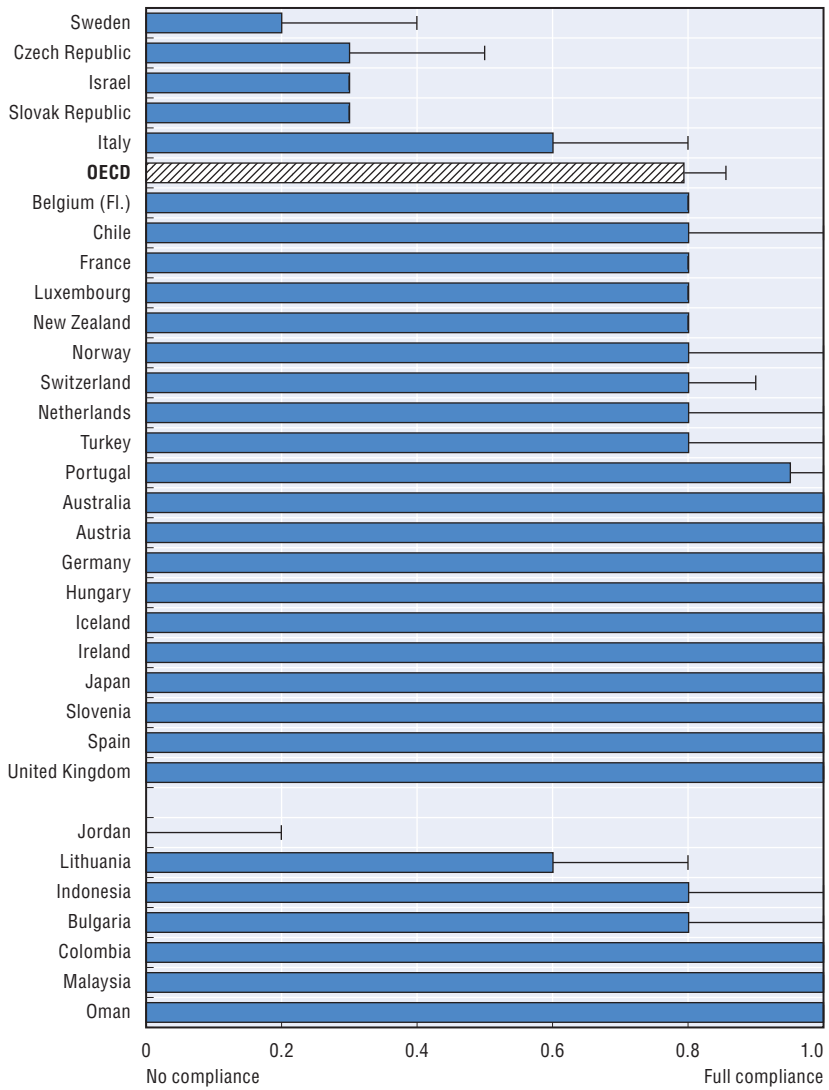
Countries with lower compliance regarding regulatory frameworks often lacked systems of registration or licencing for cross-border higher education operators in their territory, either for all providers or specific types of cross-border activities (e.g. the Czech Republic, Denmark, Sweden). Other countries developed licensing systems but did not include cross-border activities in their quality assurance and accreditation arrangements (e.g. Israel, the Slovak Republic). Jordan, a notable outlier, had established neither a licensing system nor a quality assurance and accreditation arrangement.

The OECD member mean for the regulatory framework indicator increased by 0.05 from 2010 to 2014 (Vincent-Lancrin and Pfotenhauer, 2012). Of OECD members, Slovenia experienced the largest positive change in compliance to this objective over the period of interest, with a gain from 0.70 to 1.00 from 2010 to 2014. Bulgaria, the only country to report a negative change in compliance with this objective, decreased from 1.00 to 0.80 compliance over the same period.

## Comprehensiveness

Cross-border higher education can exist in a variety of forms, including people mobility, programme and institution mobility and distance and e-learning. According to the Recommendation, frameworks and arrangements

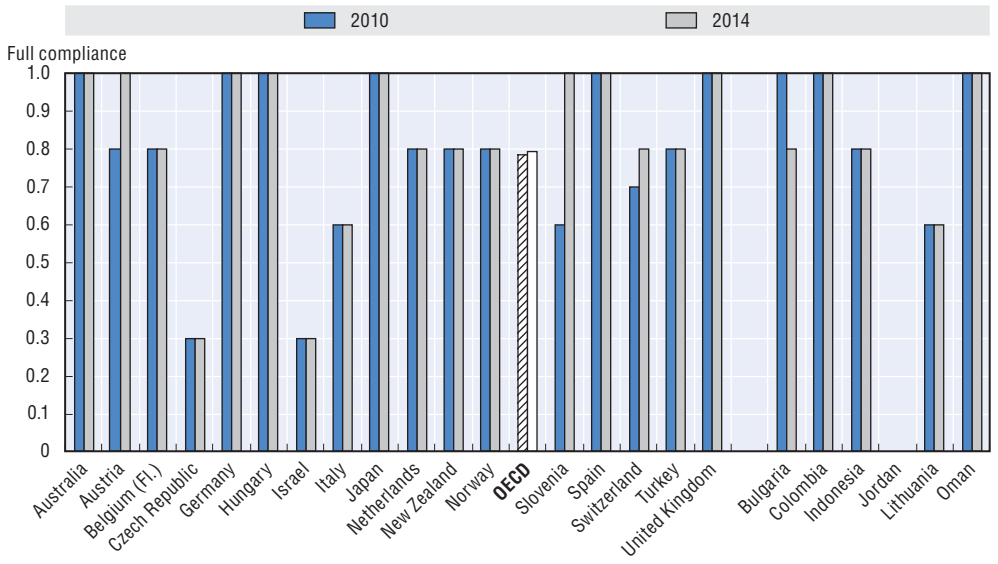
Figure 3.3. **Comprehensiveness of cross-border quality assurance systems in place (2014)**




*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

StatLink http://dx.doi.org/10.1787/888933268823

Figure 3.4. **Change in comprehensiveness of cross-border quality assurance systems in place**




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for quality provision in cross-border higher education should address all of these educational forms.

The index of comprehensiveness measures the scope of the system put in place by governments and quality assurance and accreditation bodies. It measures the extent to which different types of cross-border educational provision are covered by this system (e.g. incoming or outgoing programs, institutions, or distance learning), allowing for complementarities between stakeholders for the coverage.

Similarly to the regulatory framework objective outlined above, countries demonstrated a high overall compliance regarding comprehensiveness of quality provision activities. Of the countries with low uncertainty in this metric, 13 were fully compliant: 10 OECD members (Australia, Austria, Germany, Hungary, Iceland, Ireland, Japan, Slovenia, Spain, the United Kingdom) and 3 non-member economies (Colombia, Malaysia, Oman) (Figure 3.3). For this index, Jordan serves as an outlier, demonstrating 0% compliance with provisions included in this objective.

The primary reason for low compliance levels in regards to this metric was the lack of either registration programmes for specific types of cross-border higher education activities (specifically private for-profit and not-for-profit activities), or quality assurance and accreditation schemes for different

categories of cross-border higher education. Jordan, the country with the lowest compliance, had neither registration systems nor quality assurance schemes for any type of cross-border higher education.

Countries demonstrated few changes in their level of compliance to comprehensiveness, and the overall OECD average saw no change in this metric between 2010 and 2014 (Figure 3.4). In total, only four countries saw changes in this indicator over the period of interest; three OECD members (Austria, Slovenia, Switzerland) experienced small-to-moderate increases in compliance, while one non-member adherent (Bulgaria) experienced a moderate decrease in compliance. Between 2010 and 2014, the OECD average for this index remained constant, at about 0.79.

## Student and consumer protection

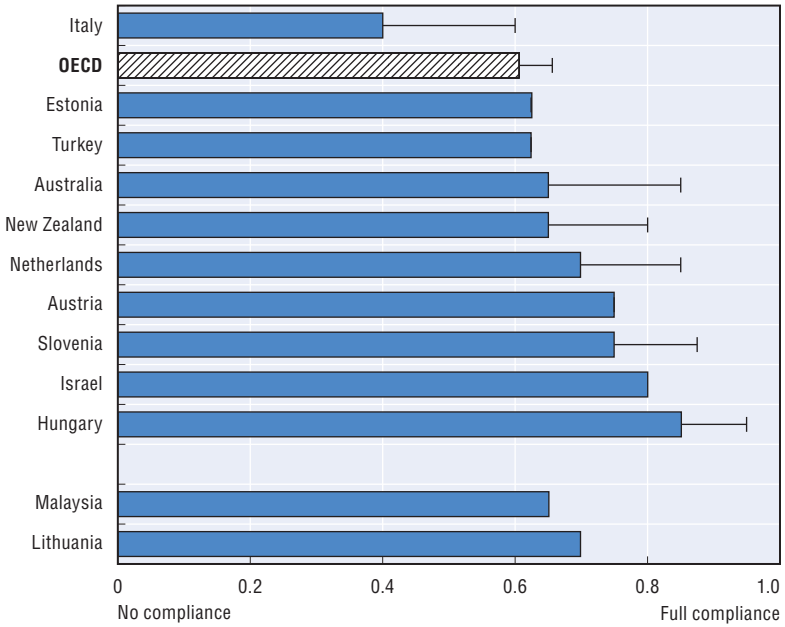
As students are the main consumers of cross-border higher education programmes, the Recommendation seeks to ensure that they (and other relevant stakeholders such as parents, employers or consumers of professional services) are protected when participating in these initiatives.

The student and customer protection index takes into account answers from all four stakeholder groups, with particular emphasis on the activities of tertiary education institutions. It measures whether institutions provide comparable education at home and abroad, whether they acknowledge local quality assurance systems, whether they use agents responsibly, and whether they provide complete and easily accessible information about their programmes, their qualifications, the academic and professional recognition of their qualifications, and their internal quality assurance processes. For government, quality assurance bodies and student bodies, the covered items relate to the ease of access to information on existing providers.

Only 12 countries were able to provide data of sufficient certainty to have their student and consumer protection index presented graphically (Figure 3.5). For OECD members, the average value of this index was 0.61, with two countries (Israel and Hungary) with compliance indices above 0.80. The two non-member economies with complete indices both performed above OECD average; Malaysia demonstrated a compliance index of 0.65, while Lithuania demonstrated a compliance level of 0.70.

Several countries experienced changes in compliance with provisions related to student and consumer protection (Figure 3.6); however, the majority of these countries had 2014 indicator values with relative uncertainty above 33.3% and are not included in Figure 3.6. The overall OECD mean for this index shifted slightly over the period of interest, from 0.60 in 2012 to 0.61 in 2014. Of the seven countries that experienced gains in this metric, Slovenia experienced the largest change, from 0.28 in 2010 to 0.75 in 2014.

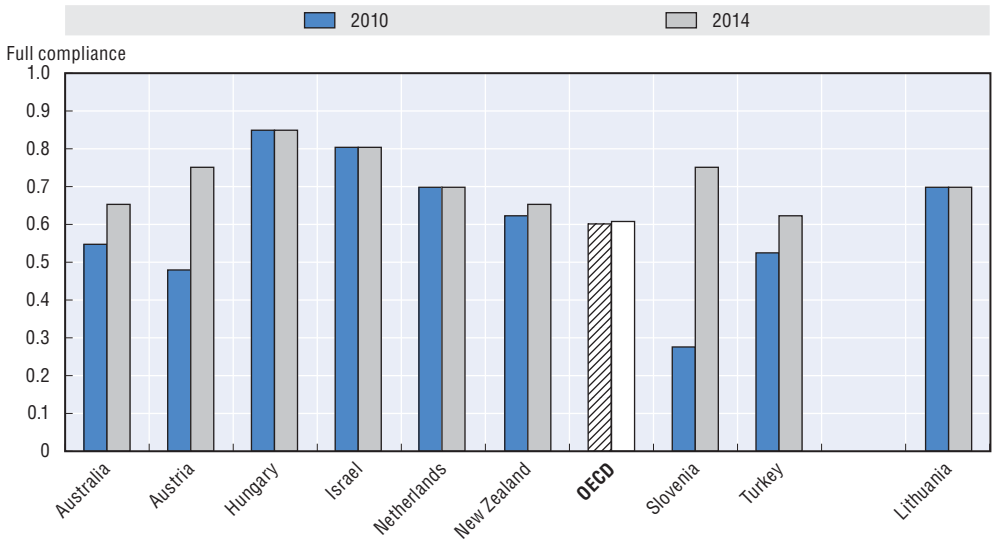
Figure 3.5. **Student and consumer protection (2014)**




*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

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Figure 3.6. **Change in student and consumer protection (minima)**

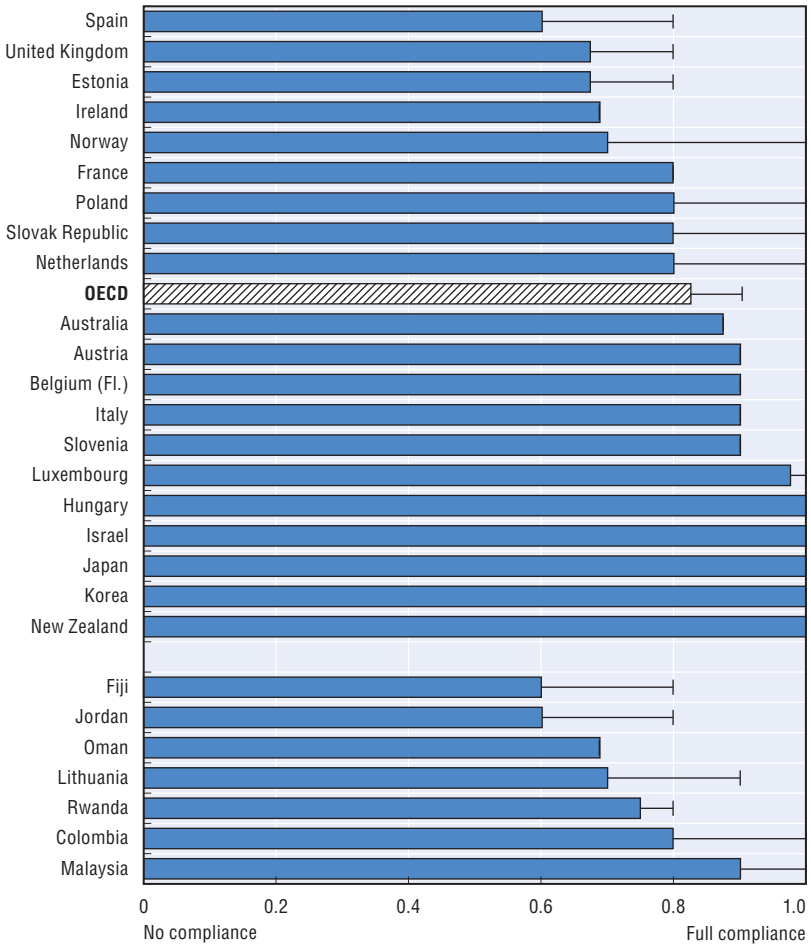



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## Transparency

Another major objective of the Recommendation is transparency in the provision of cross-border higher education. In cross-border higher education, this transparency concerns publication or ease of access to information for foreign providers interested in delivering cross-border higher education in a country, and, to a lesser extent, the predictability of the outcomes of the framework.

Figure 3.7. **Transparency of procedure in place (2014)**




*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

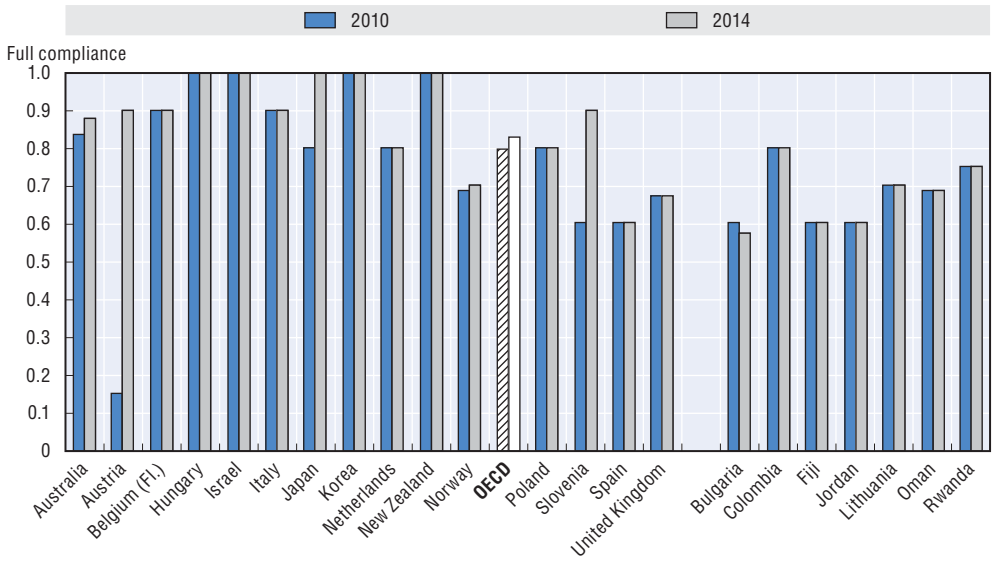
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The transparency index is based on answers to questions about the consistency and fairness in procedure for providers who wish to operate under a foreign system. The provisions mainly address governments and quality assurance agencies. The index measures public availability of information on the conditions for registration and licensure, the discretionary character (or not) of these conditions, the availability of information on assessment standards and procedures, on the consequences of quality assurance mechanisms on the funding of students, as well as on the results of the assessment. To a minor extent, the indicator also measures information provision by tertiary education institutions and their external and internal quality assurance mechanisms.

Overall, countries demonstrated a high level of compliance regarding transparency in provision of cross-border higher education (Figure 3.7). On average, OECD members had compliance levels of 0.83, with five OECD members (Hungary, Israel, Japan, Korea and New Zealand) demonstrating compliance of 1.00. Of the seven non-member economies included in Figure 3.7, only one (Malaysia) complied at or above OECD average, while the other six countries had indices between 0.60 and 0.80.

For the countries with low levels of compliance, transparency could be raised by increasing the amount of information provided by tertiary education institutions, a major gap for many of the lower-compliance countries in

Figure 3.8. **Change in transparency of procedure in place (minima)**




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Figure 3.7. Encouragingly, information from quality assurance and accreditation bodies is easily accessible in the majority of countries; the remaining countries should adopt this practice if they wish to increase compliance with the transparency-relevant provisions of the Recommendation.

Similarly to the other objective indicators, the OECD average value of this metric experienced relatively little change over the period of interest, rising from 0.80 in 2010 to 0.83 in 2014 (Figure 3.8). During this time, five OECD countries increased their compliance regarding transparency, while one non-member economies decreased its compliance. Of the countries with increases in this metric, the largest gains were for Austria (from 0.15 to 0.90), Slovenia (from 0.60 to 0.90) and Japan (from 0.80 to 1.0).

## Information access and dissemination

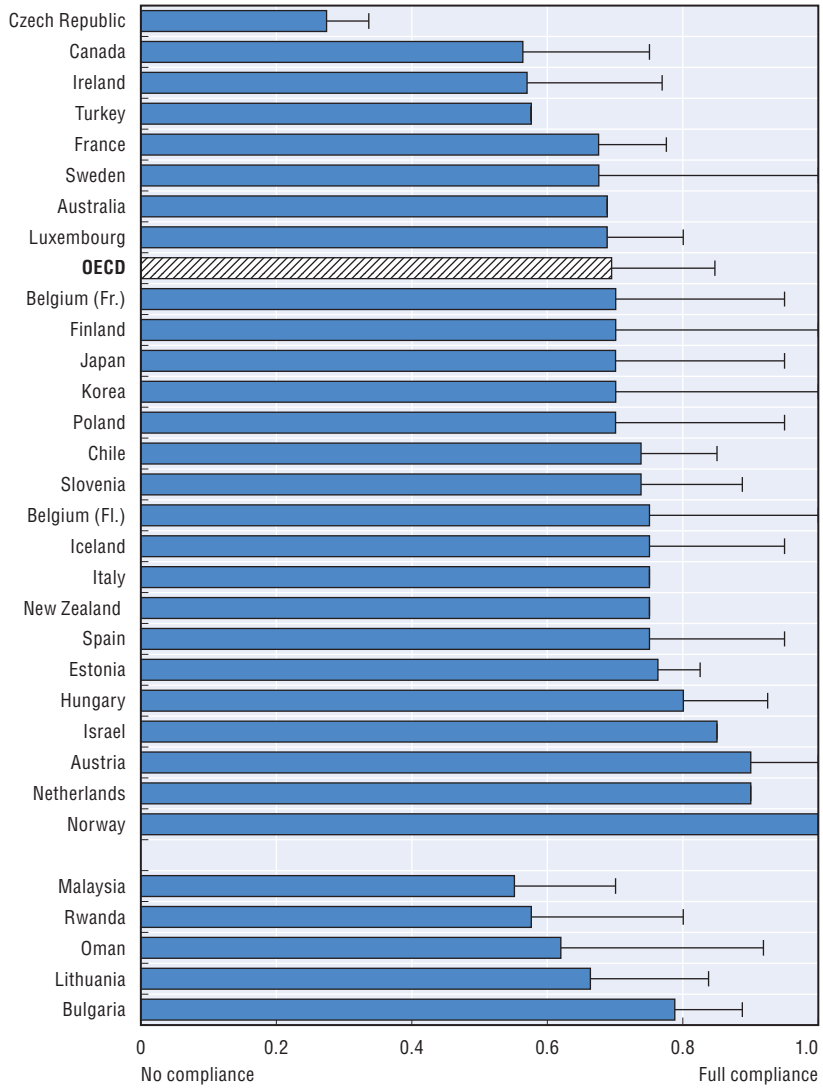
A key component of many of the objectives described above, information access and dissemination in provision of cross-border higher education, is also an important component of the Recommendation. This objective specifically concerns information access for potential international students regarding tertiary education institutions, accreditation procedures and quality assurance bodies.

The index for information access measures how much and how easily information is available to students seeking to enrol in a cross-border education programme, at home or abroad. The indicator covers equally all four stakeholders, and particularly scrutinises practices that could lead to the easier identification of disreputable providers. It furthermore takes into account whether national contact points or information centres have been established as stipulated by the 77th session of the Education Committee and by the UNESCO conventions, which aim at making information easily available in a central place.

The average level of compliance regarding information access and dissemination was 0.69 for OECD members and 0.64 for non-member economies (Figure 3.9). All but one of the countries had a compliance index above 0.55; the Czech Republic complied at a far lower level than all other systems, with an index value of 0.28. In total, five countries (all OECD members) had compliance levels at or above 0.80, with Norway – the top complier – demonstrating a compliance index of 1.0.

Existing gaps in information access compliance are those of relevance to the actions of student bodies, as these responses have high uncertainty for most countries (as described in the sections above). Promisingly, most countries included in Figure 3.9 have established systems of registration for cross-border higher education; however, the countries that have yet to develop

Figure 3.9. **Access to information for students (2014)**

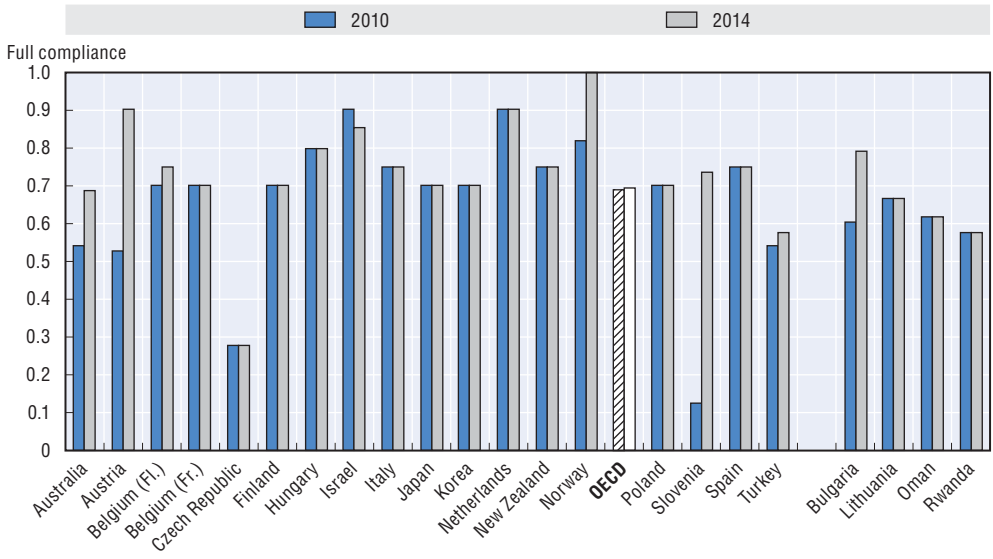



*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

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such a system could improve their compliance to this objective by doing so. Finally, the information provision of both tertiary education institutions and quality assurance and accreditation bodies is also widespread among most OECD members and non-member economies.

Figure 3.10. **Change in access to information for students (minima)**




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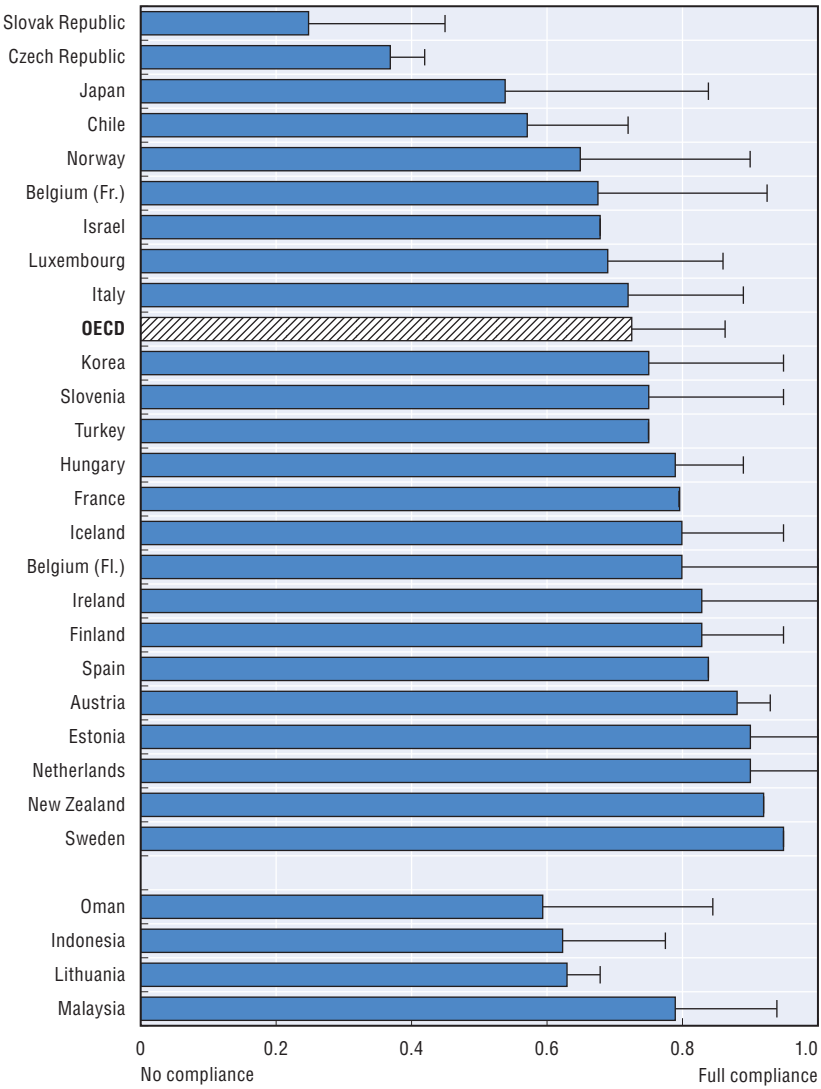
Between 2010 and 2014, seven countries saw growth in compliance regarding information access for students, while one country saw a small decrease (Figure 3.10). Slovenia, the country with the largest change during this period, rose from a compliance of 0.13 to 0.74; Austria, the country with the next-largest increase, rose from 0.53 to 0.90. Despite these large changes, the OECD average remained consistent at 0.69 over this period.

## Collaboration

Finally, the Recommendation encourages co-ordination and co-operation in provision of cross-border higher education among all stakeholders, both at the national and international levels. This collaboration is meant to foster better mutual understanding, trust, capacity development and, ultimately, a better recognition of qualifications.

The collaboration index synthesises the level of interaction and networking between the various bodies and stakeholder groups. The indicator includes measures of whether governments facilitate consultation between the various existing bodies (both nationally and internationally), whether they contribute to the development and/or updating of the UNESCO regional conventions on recognition of qualifications, or whether they entertain bilateral recognition agreements. It takes into account answers to questions about whether tertiary education institutions account for quality assurance

Figure 3.11. **Collaboration among stakeholders and competent bodies (national and international) (2014)**

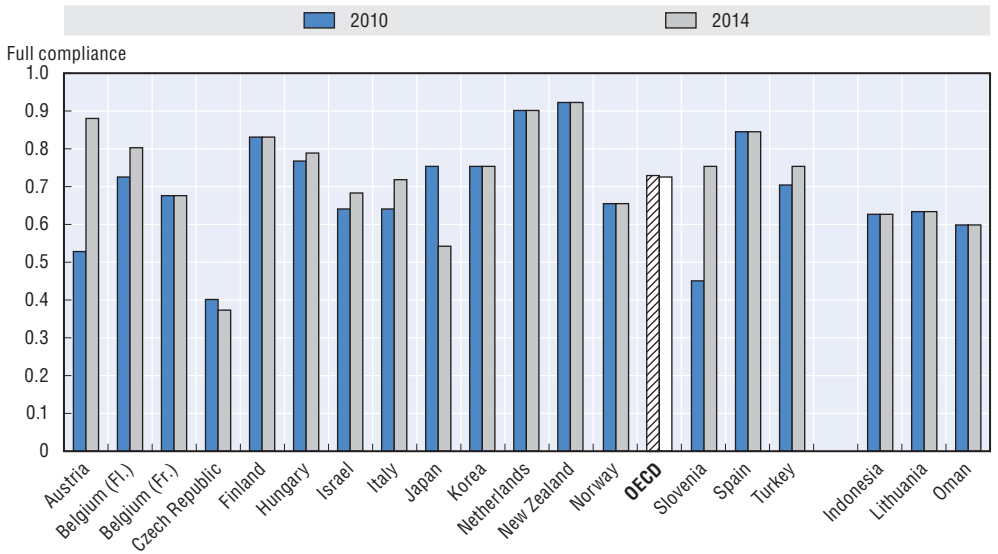



*Note:* The error bar corresponds to the value that would have been added to compliance index if questions that were answered "do not know" or "not applicable" had received a positive response.

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and accreditation systems of the receiving country, participate in sector organisations and inter-institutional networks (nationally and internationally), and maintain partnerships with other institutions to facilitate processes of mutual recognition. The indicator covers also the

Figure 3.12. **Change in collaboration among stakeholders and competent bodies (national and international) (minima)**




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organisation of student bodies both at a national and international level. Finally, it comprises answers to questions about whether quality assurance bodies are organised in regional or international networks, whether there is collaboration between these bodies in sending and receiving country (e.g. through mutual recognition agreements), and if these bodies have engaged in various collaborative modes of types of quality assurance, such as international peer review, international benchmarking, or the use of peer review panels.

In general, both OECD members and non-member economies demonstrated a relatively high level of compliance to recommendations concerning collaboration in provision of cross-border higher education. The average compliance index for OECD countries was 0.73, while non-member economies had an average compliance of 0.66. Of the OECD members with relative uncertainty lower than 33.3%, more than half had indices at or above 0.80 (Austria, Belgium [Flemish Community], Estonia, Finland, France, Hungary, Iceland, Ireland, the Netherlands, New Zealand, Spain and Sweden). The Czech Republic and the Slovak Republic are notable outliers in compliance to this objective, with index values of 0.37 and 0.25, respectively.

For the lowest-compliance countries, major gaps in this indicator exist in terms of policies of tertiary education systems (specifically their collaboration with foreign governments and institutional networks) as well as practices of

quality assurance and accreditation bodies. The highest compliance countries also demonstrate some gaps in collaboration of quality assurance and accreditation bodies as well, specifically in terms of the adoption of mutual recognition agreements, peer review panels, international benchmarking, and collaborative assessment projects with foreign assessment and accreditation bodies.

Between 2010 and 2014, seven countries (all OECD members) increased their compliance regarding collaboration, while two countries (the Czech Republic and Japan) decreased theirs. Of the countries with gains in this index, the countries experiencing the largest positive change were Austria (0.35 change) and Slovenia (0.30 change). Overall, the OECD average remained at the level of 0.73 (Figure 3.12).

ANNEX 3.A1

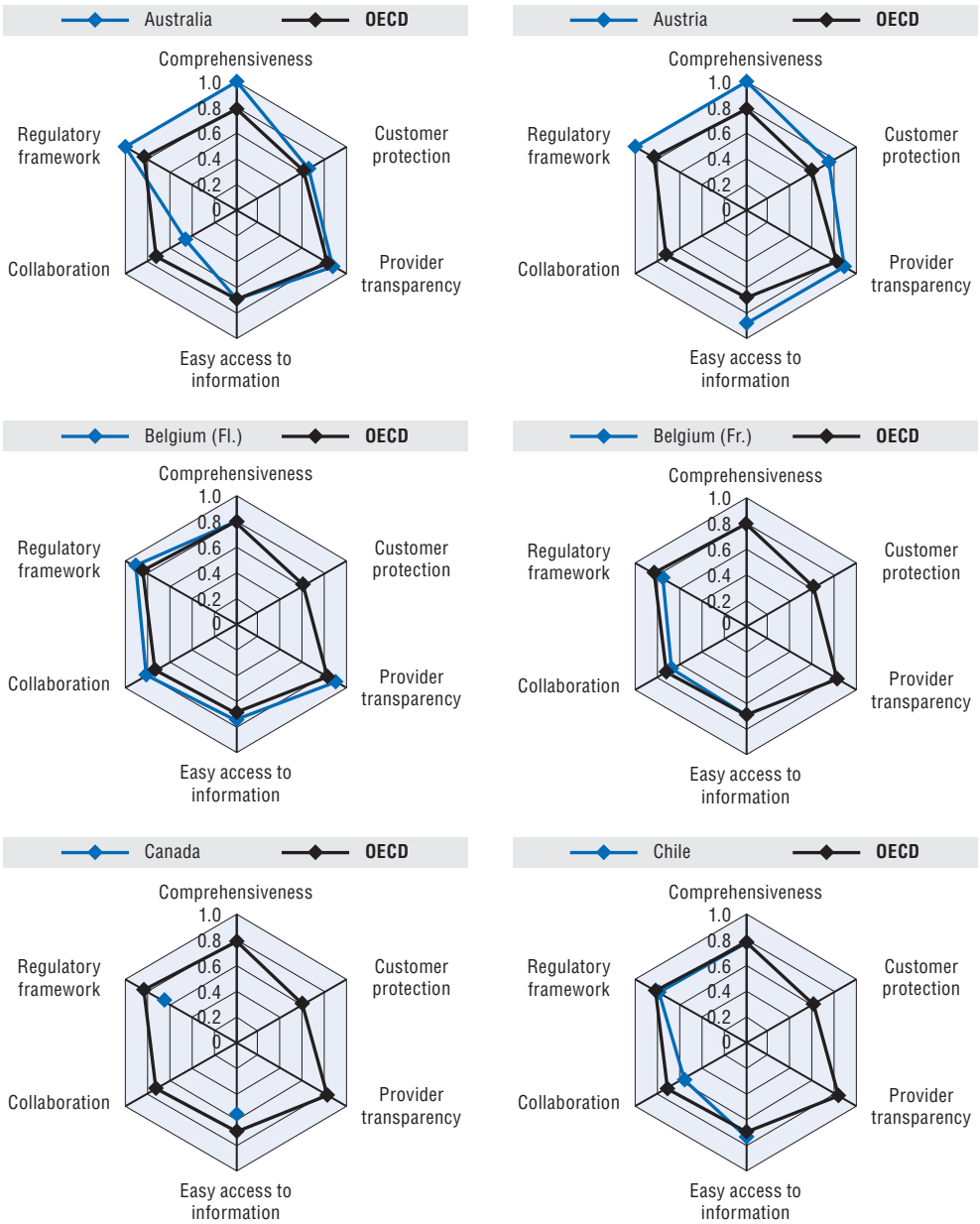
# *Country overview of compliance levels with six key objectives of the recommendation*

The figures in this Appendix compare, for each country, the levels of compliance with the six analysed objectives and the OECD average for each: 1) the development of the country's regulatory framework; 2) its comprehensiveness in coverage of cross-border higher education; 3) student/customer protection; 4) transparency (mainly for providers); 5) information access and dissemination (mainly for students); 6) collaboration; and 7) regulatory framework exchange and collaboration.

For the sake of readability, only the minimum assured levels of implementation are displayed in this presentation; error bars have been omitted. If stakeholder groups have been excluded from the analysis due to missing data, the data point is also missing in the corresponding radar chart.

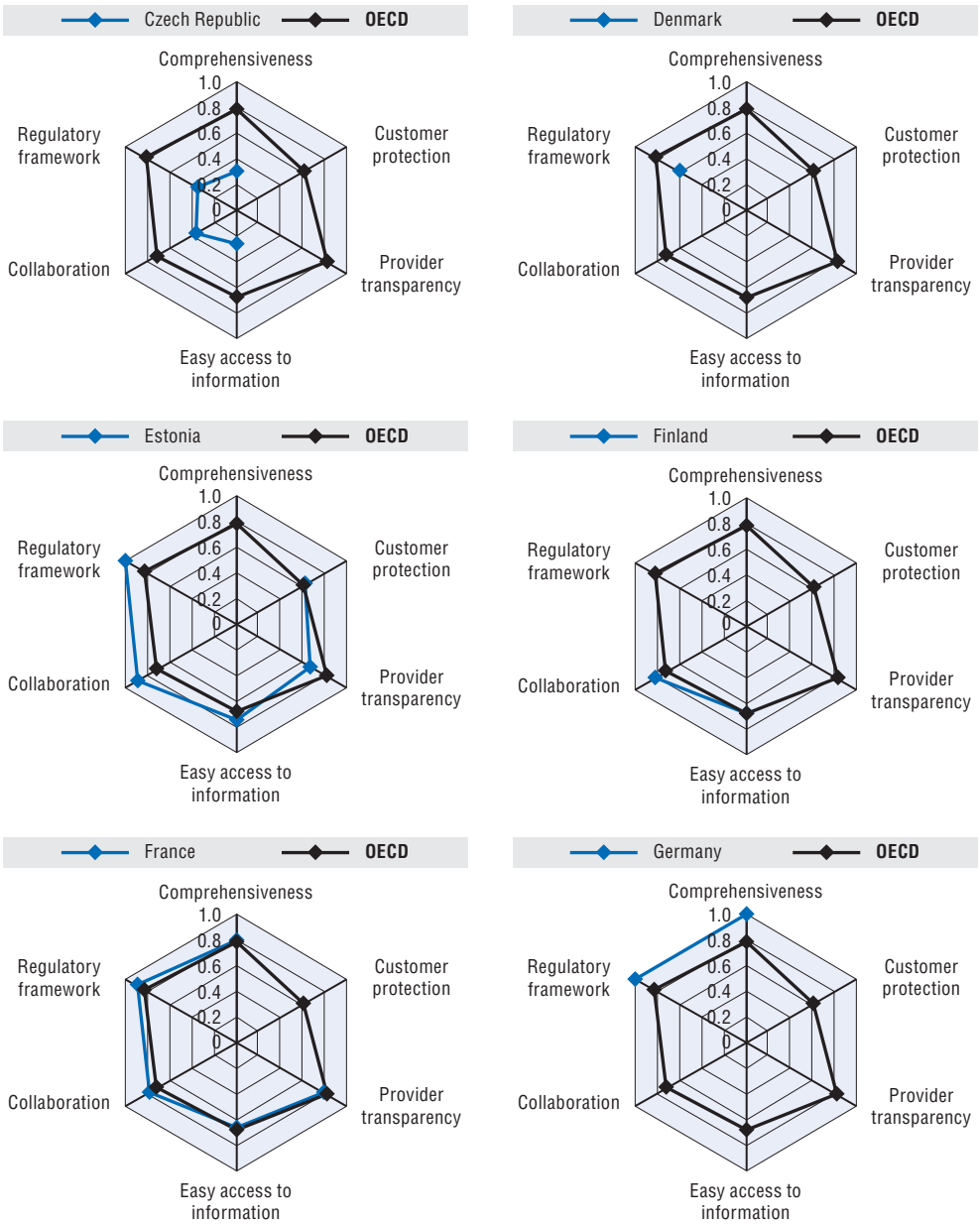
The Figures display the same information as Figures 3.2, 3.4, 3.6, 3.8, 3.10 and 3.12, but from a country (or system) perspective. Note that data points have been omitted in the radar chart if the uncertainty arising through missing data exceeds 33.3%.

Figure 3.A1.1. **Country compliance levels by objective compared with the OECD average**



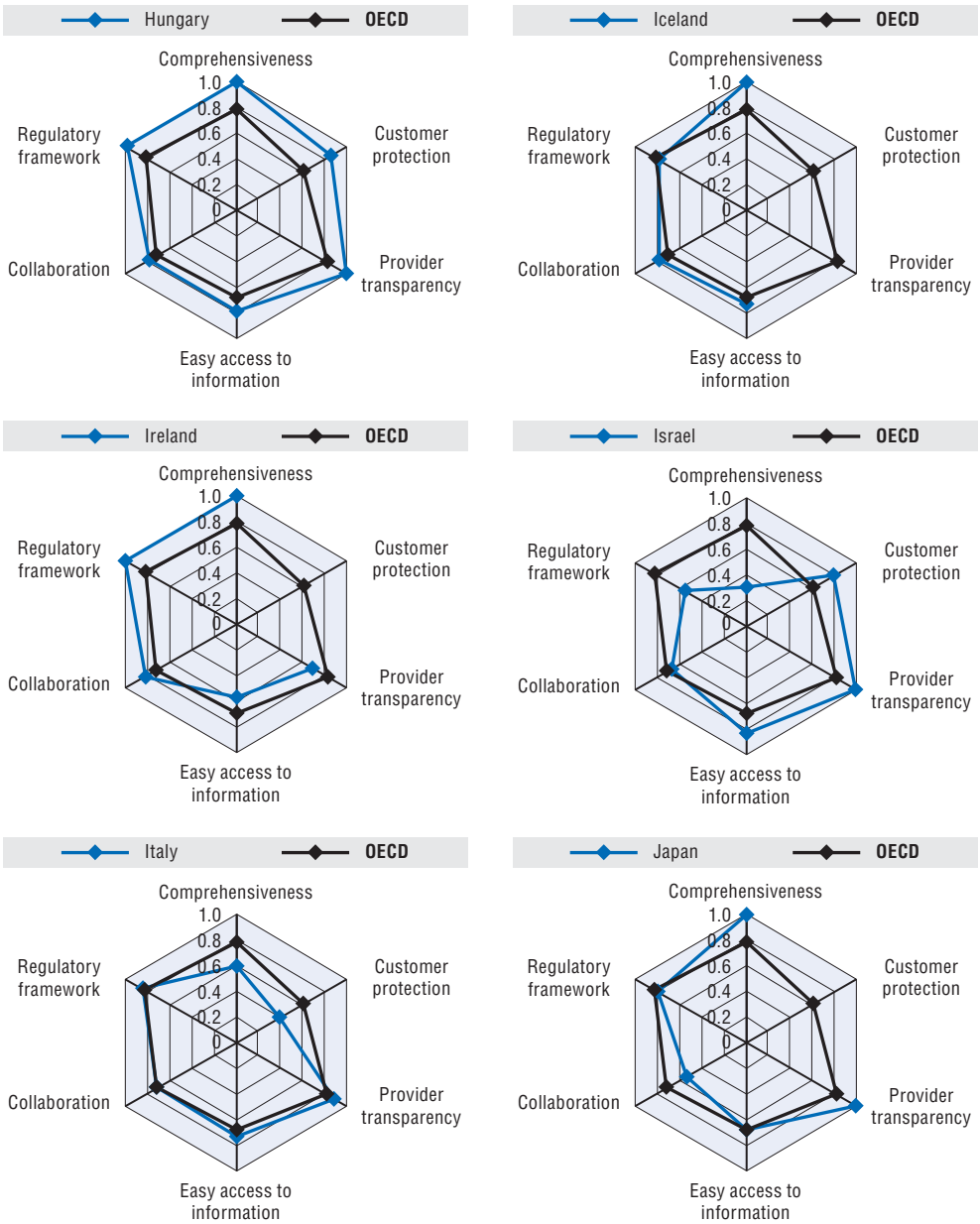

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Figure 3.A1.1. **Country compliance levels by objective compared with the OECD average** *(cont.)*



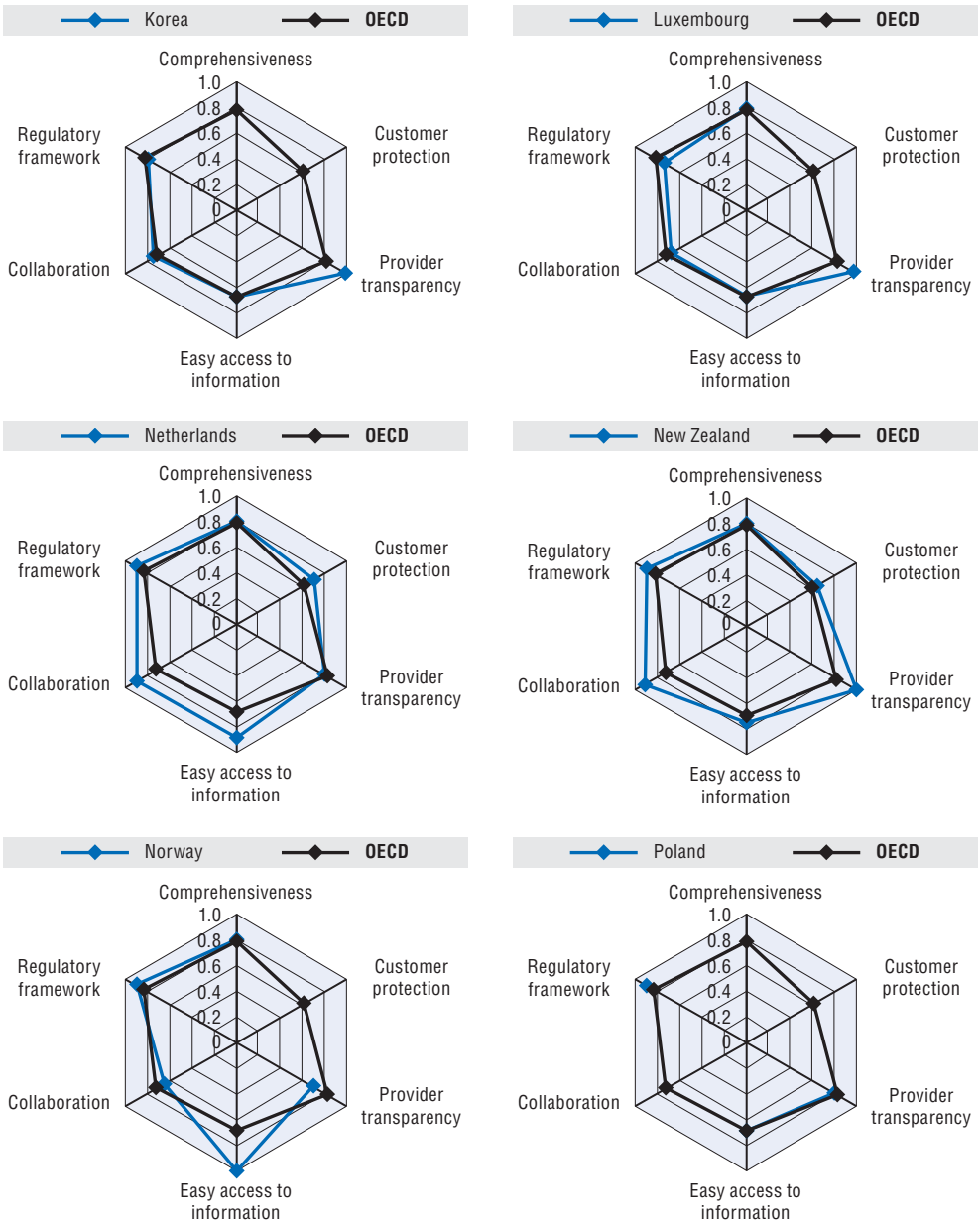

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Figure 3.A1.1. **Country compliance levels by objective compared with the OECD average** *(cont.)*



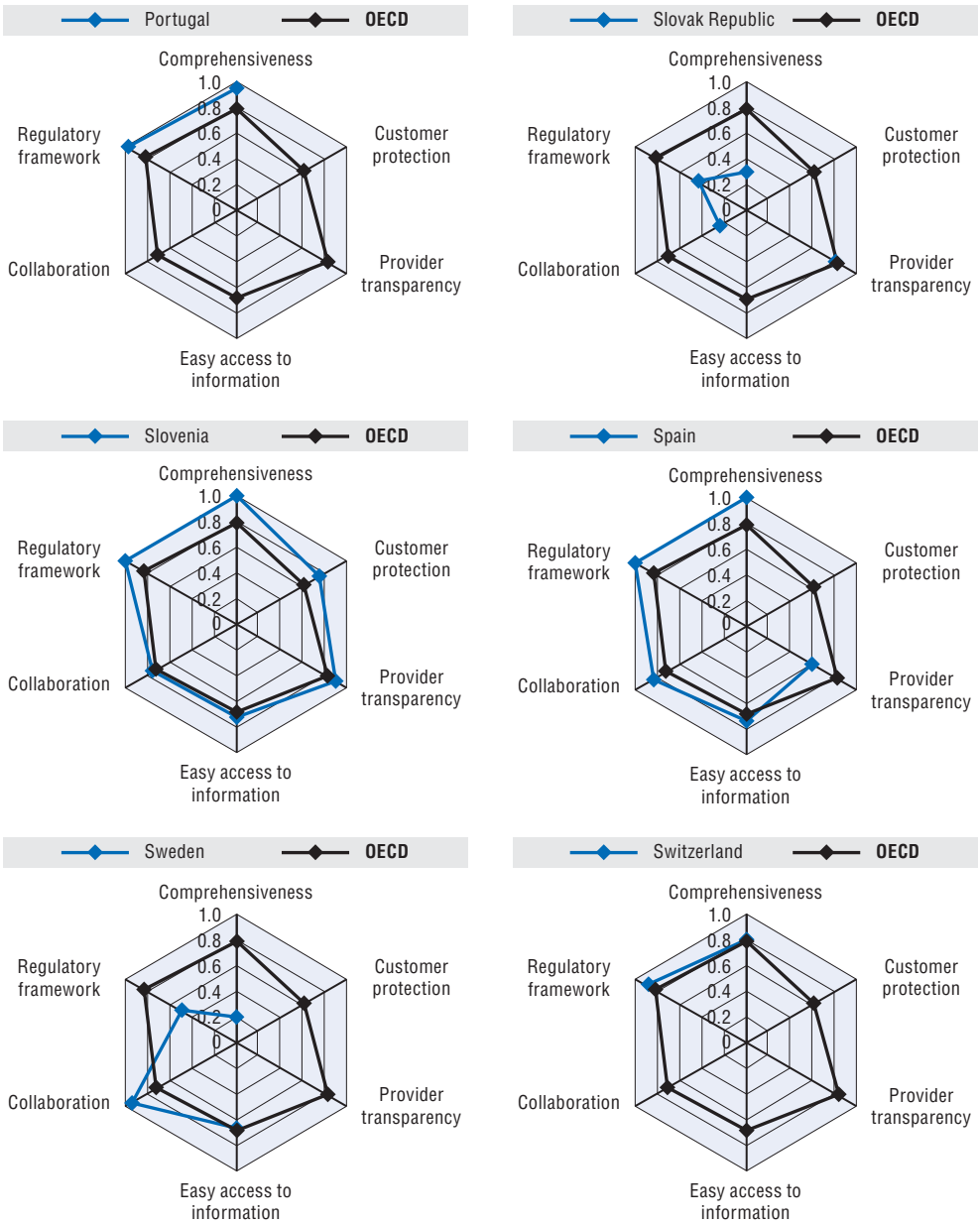

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Figure 3.A1.1. **Country compliance levels by objective compared with the OECD average** *(cont.)*



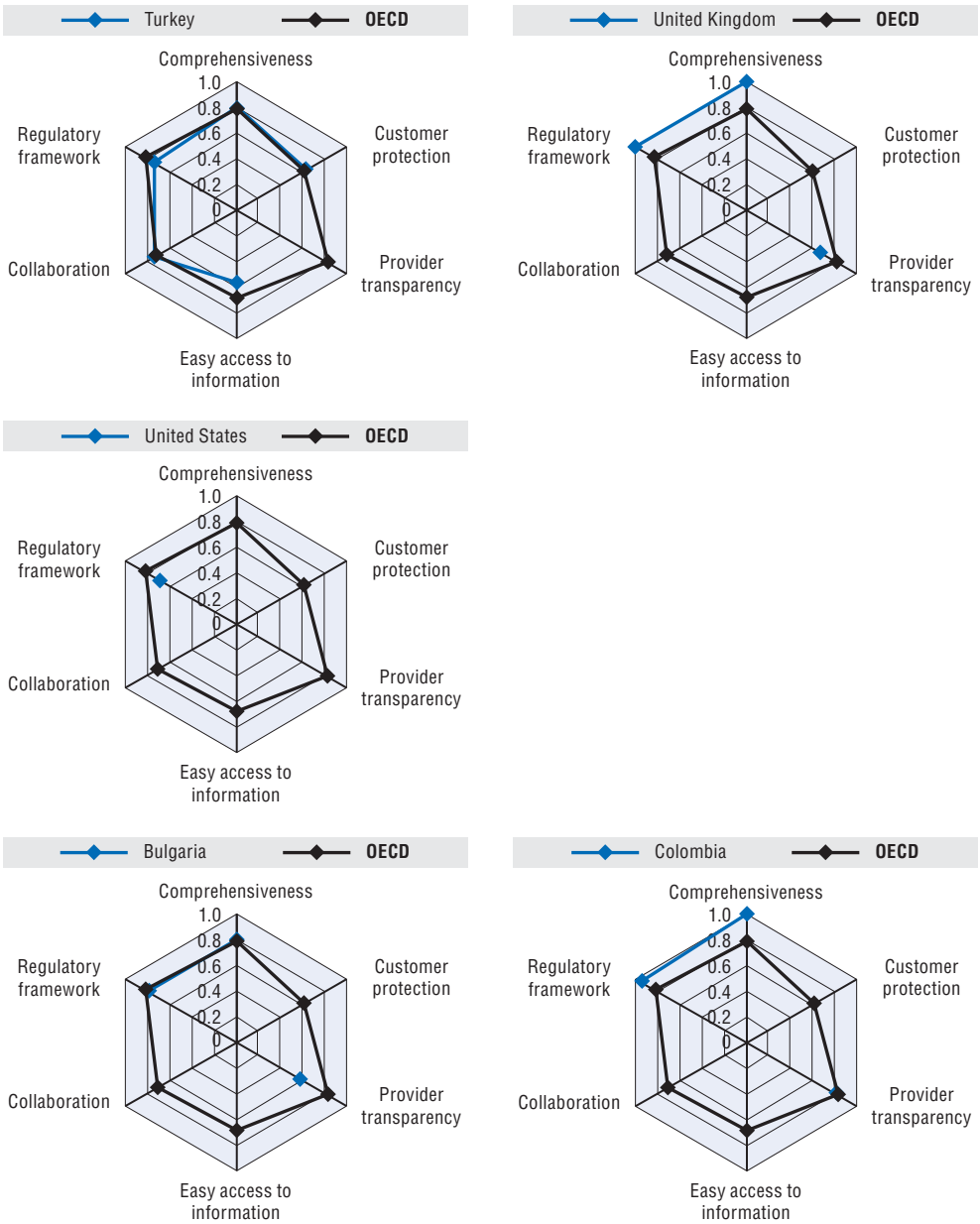

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Figure 3.A1.1. **Country compliance levels by objective compared with the OECD average** *(cont.)*



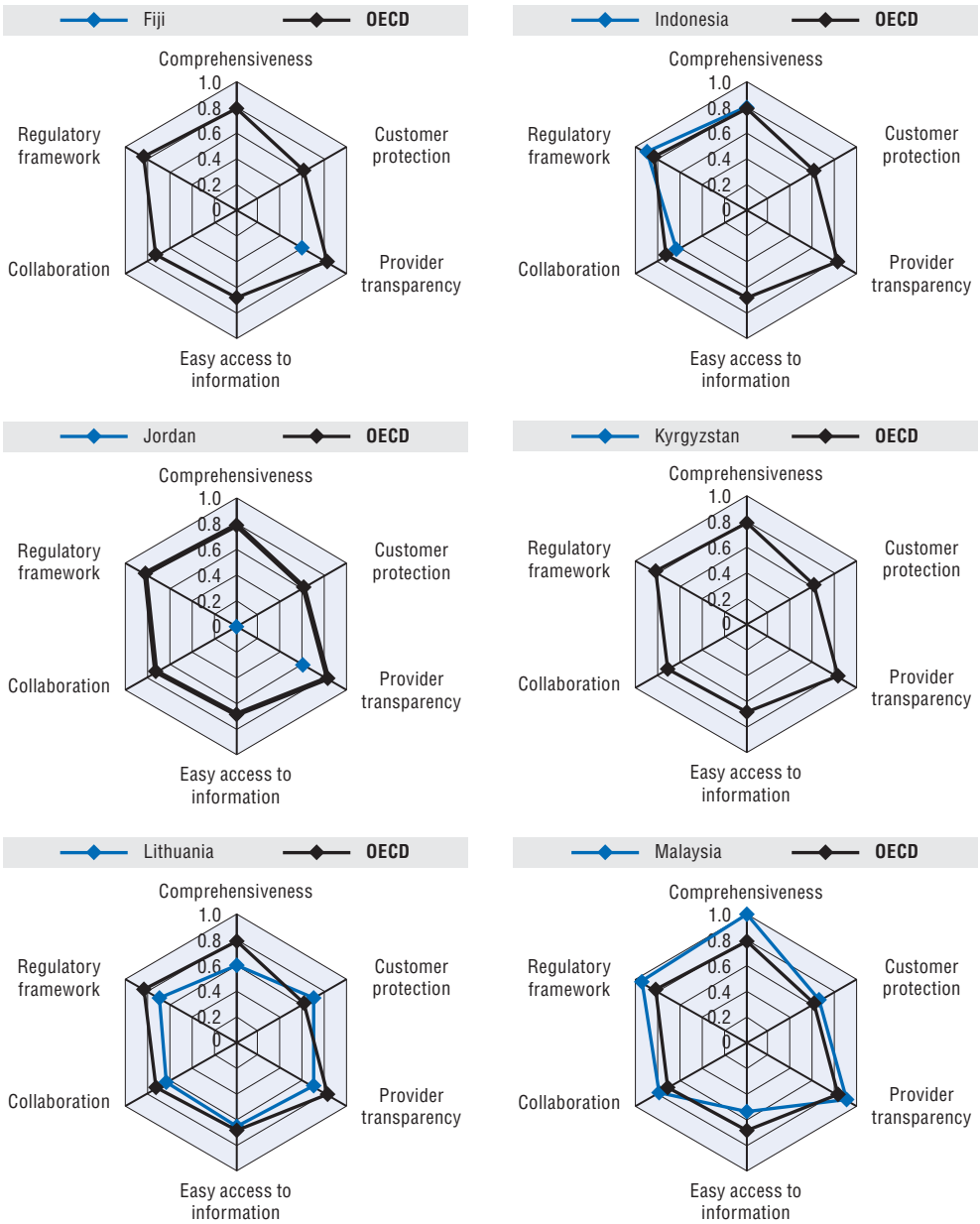

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Figure 3.A1.1. **Country compliance levels by objective compared with the OECD average** *(cont.)*



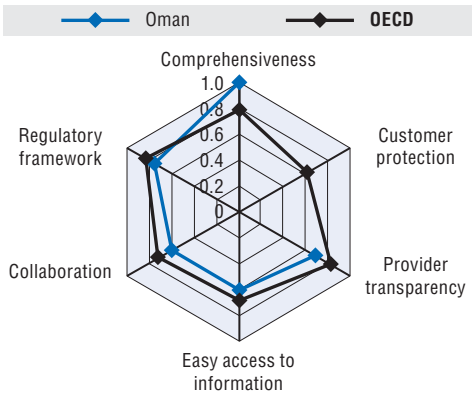

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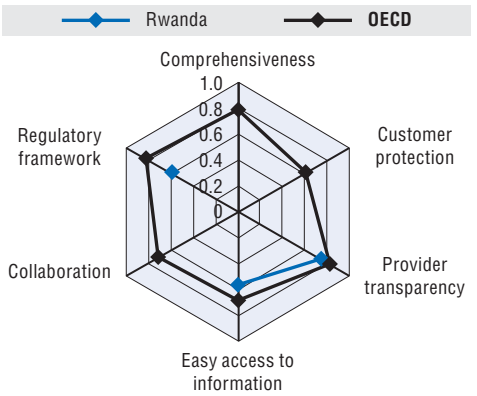
Figure 3.A1.1. **Country compliance levels by objective compared with the OECD average** *(cont.)*




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Figure 3.A1.1. **Country compliance levels by objective compared with the OECD average** *(cont.)*




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ANNEX 3.A2

# *Methodology*

This report makes repeated use of compound indicators that capture country compliance with the Recommendation across whole stakeholder groups or for specific objectives. The compound indicators were developed by mapping the relevant survey questions on the specific provisions/elements of the Recommendation addressing a stakeholder group or a specific objective. The answers were then weighted according to their importance for the achievement of the recommendation, as some questions were asked to clarify or precise some main questions.

The data are furthermore weighted according to the implementation status reported by the countries. All measures currently in place are weighted with a factor of 1.0, independent of whether they have been established before or after 2004. Measures that are planned within the next 24 months are weighted with a factor of 0.5. No current or planned implementation receives the weight 0.

All compound indicators range between 0 and 1. A value of 0 indicates no compliance, and 1 indicates full compliance with the related provisions/elements of the Recommendation. This annex provides the breakdown of the individual indicators, with survey questions given in bold font and numbered in accordance with survey question numbers of the Tables in Annex A. Parentheses indicate where several survey questions have been subsumed to match one single recommendation or objective. A conditional operator C has been in traduced that attains the value of a previous question to account for situations where the answer of one question hinges on the answer of another one. For example, $C_{1001}$ = 1if a question **1001** attains a value of 1, and $C_{1001}$ = 0 if question **1001** has the value of 0. Moreover, a disjunctive operator *Max* has been introduced that attains the maximum of two sub-sets of questions (separated by a semicolon) to account for situations where it does not matter which stakeholder has implemented a specific recommendation as long as the recommendation is met. For example, *Max*(**1001; 1002 + 1003**) produces an

output that is equal to a maximum of the value of question **1001** and the sum of the values of questions **1002** and **1003**.

*Comprehensiveness*

$$Y_{Compr} = 0.2 * \mathbf{1002} + Max(0.1(\mathbf{2001} + \mathbf{2002} + \mathbf{2003} + \mathbf{2004} + \mathbf{2005} + \mathbf{2006} + \mathbf{2007} + \mathbf{2008}); 0.2(\mathbf{5001} + \mathbf{5002} + \mathbf{5003} + \mathbf{5004}))$$

*Student/customer protection*

$$Y_{Cust} = 0.05(\mathbf{1001} + \mathbf{1002} + \mathbf{2014}) + 0.05 * \mathbf{2012} + 0.05(\mathbf{3001} + \mathbf{3002} + \mathbf{3005} + \mathbf{3009} + \mathbf{3010} + \mathbf{3011} + \mathbf{3013}) + 0.05 * Max(\mathbf{3008}; \mathbf{5011}) + 0.05(\mathbf{4004} + \mathbf{4005} + \mathbf{4006} + \mathbf{4007} + \mathbf{4008}) + 0.05(C_{5005}(\mathbf{5007} + \mathbf{5008}) + \mathbf{5012}) - 0.1 * C_{3003} * (1 - \mathbf{3004})$$

*Transparency (providers)*

$$Y_{Trans} = 0.2(\mathbf{1003} + \mathbf{1008}) + 0.025(\mathbf{3008} + \mathbf{3009} + \mathbf{3010} + \mathbf{3011}) + 0.1 * \mathbf{3013} + 0.2(\mathbf{5010} + \mathbf{5011})$$

*Access to information (students)*

$$Y_{Info} = 0.05 * \mathbf{0001} + 0.05 * \mathbf{2012} + 0.15 * \mathbf{2014} + 0.0625(\mathbf{3008} + \mathbf{3009} + \mathbf{3010} + \mathbf{3011}) + 0.05(\mathbf{4004} + \mathbf{4005} + \mathbf{4006} + \mathbf{4007} + \mathbf{4008}) + 0.125(\mathbf{5010} + \mathbf{5011})$$

*Collaboration*

$$Y_{Coll} = 0.1(\mathbf{2009} + \mathbf{2010}) + 0.05(\mathbf{2011} + \mathbf{2013}) + 0.05 * \mathbf{3005} + 0.1(\mathbf{3006} + \mathbf{3007} + \mathbf{3012}) + 0.1 * \mathbf{4002} + 0.05 * \mathbf{4003} + 0.05 * Max(\mathbf{5005}; \mathbf{5006}) + 0.05 * \mathbf{5009} + 0.02(\mathbf{5013} + \mathbf{5016} + \mathbf{5017} + \mathbf{5018} + \mathbf{5019})$$

*Regulatory framework*

$$Y_{Reg} = 0.2 * \mathbf{1001} + 0.1 * (1 - C_{1001}) * \mathbf{1010} + Max\big(0.05(\mathbf{2001} + \mathbf{2002} + \mathbf{2003} + \mathbf{2004} + \mathbf{2005} + \mathbf{2006} + \mathbf{2007} + \mathbf{2008}); 0.1(\mathbf{5001} + \mathbf{5002} + \mathbf{5003} + \mathbf{5004})\big) + 0.2 * \mathbf{4001} + 0.1(\mathbf{5014} + \mathbf{5015})$$

*Chapter 4*

# Compliance with the objectives of providing quality cross-border higher education

*This concluding chapter analyses the progress of implementation of the Recommendation since 2014, and between 2010 and 2014, showing that practices have become more aligned with the guidelines over the past decade. It then argues that, in spite of new trends in cross-border higher education since the adoption of the Recommendation, the Recommendation remains relevant and countries should continue their efforts to comply with the good practices it highlights.*

## Continuing progress

The survey was not designed to measure the impact of the adoption of the Recommendation; however, it asks respondents whether their practices were already in place in 2004, that is, when the development of the Recommendation was more or less completed, as well as the countries' implementation plans over the next 24 months. Thus, it grants some (limited) insight about the dynamics of the adoption of quality assurance measures in cross-border higher education.

The OECD activity on the internationalisation of higher education carried out by the Centre for Educational Research and Innovation (CERI) started in 2001, and included a range of activities, including the provision of an international discussion platform for different stakeholders, notably through international *Fora* on trade in education services (see *www.oecd.org/edu/internationalisation*). Arguably, the development of the Recommendation and the overall activity was an integral part of the project's impact, and the related rise in awareness possibly led to changes in internationalisation policies even before the Recommendation was actually adopted. A better cut-off point to assess "impact" would thus have been to ask whether practices dated back from before 2000 (and even then, one would miss the counterfactual). Many other related guidelines and codes of good practice were released over this period, such as the *Code of Good Practice* (2003) of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) or the policy statement by the International Association of Universities (IAU) on "Sharing Quality Higher Education Across Borders" (2005).

In the 2012 Monitoring Report, countries demonstrated diversity in their timelines for adoption of the Recommendation. With the exception of the student bodies group, each stakeholder saw implementation of a wide range of measures after 2004; this was especially the case for quality assurance and accreditation bodies. In their 2010 survey responses, OECD members also indicated that they planned to implement, on average, slightly fewer than three new provisions/elements of the Recommendation within the next 24 months, while non-member economies planned to implement an average of six provisions/elements within the next 24 months.

In 2014, OECD members had implemented, on average, 13.5 new provisions/elements after 2004 related to governments, tertiary education institutions and quality assurance and accreditation bodies (of the

62 surveyed items of relevance to these groups). This figure is slightly higher than in the 2012 Monitoring Report, when OECD members had implemented an average of slightly less than 10 new provisions/elements of relevance to these stakeholder groups since 2004. Of the OECD countries surveyed, the systems with the greatest number of implemented provisions/elements since 2004 were Spain (30 implemented), Belgium (Flemish Community) (27 implemented) and Slovenia (27 implemented). Of non-member economies, Bulgaria has implemented the largest number of provisions/elements since 2004 (23).

Similarly as to the 2012 Monitoring Report, the stakeholder group for which the most implementation was seen since 2004 was that of quality assurance and accreditation organisations. On average, OECD members implemented slightly lower than 6 new provisions/elements since 2004 in this area, while non-member economies reported an average of 7 new provisions/elements. The OECD countries reporting the largest number of changes in this area since 2004 were Slovenia (16 changes), Belgium (Flemish Community) (15 changes), Austria (14 changes) and Spain (14 changes). For non-member economies , Bulgaria and Malaysia both reported 15 changes since 2004, while Indonesia reported 14 changes.

It is worthwhile to note, however, that a lack of progress since 2004 does not necessarily mean low compliance with the Recommendation. As of 2014, OECD members report compliance with 19.1 provisions/elements, on average, of the 56 provisions/elements pertaining to governments, tertiary education institutions, and quality assurance and accreditation organisations. In total, seven OECD members complied with at least 50% of provisions/elements to these groups before 2004, including Australia, Hungary, Japan, the Netherlands, New Zealand, Norway and the United Kingdom. No non-member economy had complied with this proportion of provisions/elements before 2004; Lithuania, the country with the greatest pre-2004 compliance, had complied with 29% of provisions/elements before the Recommendation was adopted.

In 2014, OECD members report that they plan to implement, on average, 1.36 changes in the next 24 months, while non-member economies report an average of 5.5 planned changes within that period. Of the 120 provisions/elements with planned implementation identified by countries included in the 2012 Monitoring Report, 38 had been implemented in 2014. In addition, eight of these planned changes had not been implemented, and three "planned" responses were adjusted to "not applicable". The remaining 48 provisions/elements were still "planned" as of 2014. Although these results appear to indicate that few planned implementations have been realised since 2010, it is worthwhile to note that the majority of the unchanged planned responses represent non-member economies that did not provide updated data in 2014 (nor the confirmation that the data needed no update).

## National contact points

In the 2012 Monitoring Report, 9 of 23 OECD respondents had designated a national contact or co-ordination point to aid in implementation of the Recommendation. As of 2014, each of these nine countries (Austria, Denmark, Italy, Japan, Korea, the Netherlands, New Zealand, Norway, the United Kingdom) continues to have such a contact point; in addition, three other countries included in the 2012 Monitoring Report (Belgium [Flemish and French Communities], Finland and the United States) have established such a contact point since 2012. Three of the seven new OECD countries included also had established national contact points: Canada, Ireland and Luxembourg. As was the case in 2010, no non-member economy has established a national contact point to date.

National contact points are listed in Annex C.

## Areas for improvement

A first conclusion of this report is that, on average, compliance with the Recommendation is high and has slightly increased between 2010 and 2014. The lack of responses of some countries in 2010 did thus not artificially inflate the compliance level due to response bias.

In the 2012 Monitoring Report, the average compliance level was the highest for guidelines to governments, followed by tertiary education institutions, quality assurance and accreditation agencies, and student bodies. Despite high compliance, the 2012 report identified several key areas for improvement, including the development of measures to improve student and customer protection; increased transparency in procedures of assessment, registration and licensing for providers; and progress in the ease of access to quality information for students.

Although the OECD average compliance increased for all stakeholder groups between 2010 and 2014, there are still some areas in which country compliance with the Recommendation could be improved. Given the uncertainty regarding the compliance of student bodies in many countries' responses, the compliance level for this stakeholder group remains relatively low (at 0.55). To further increase compliance in this regard, countries must improve data collection and reporting strategies for their student bodies in an effort to provide more complete information for future iterations of this survey. Additionally, although compliance in regards to quality assurance and accreditation bodies did experience a large increase between 2010 and 2014 (rising from 0.63 to 0.70), compliance to guidelines concerning this stakeholder group still lags behind that of governments and tertiary education institutions (0.78 and 0.81, respectively).

In regards to the key objectives of the Recommendation, the 2012 Monitoring Report identified information access and levels of student and customer protection as areas in which overall compliance could be improved. Since 2010, OECD average compliance levels have risen for both of these objectives, with compliance in regards to information access reaching 0.71, a level comparable to the compliance level of other key objectives. Compliance in regards to student and customer protection, however, still lags behind compliance in terms of other metrics, with an OECD average value of 0.66 in 2014. Moving forward, OECD countries should specifically target the implementation of guidelines relevant to this objective, including the responsible use of recruitment agents, quality assurance and accreditation policies and the actions of student bodies.

A second conclusion is that, in spite of some progress between 2010 and 2014, the areas requiring the most effort from OECD members have remained the same: student and consumer protection, cross-border coverage by quality assurance bodies, as well as national and international awareness of the provisions of the Recommendation. There are also many countries in which governments and the other stakeholders they have consulted to answer the survey do not know whether a significant share of the provisions of the Recommendation correspond to common practice or not. While countries were not expected to undertake a survey to get a better knowledge of practices in the areas covered by the Recommendation, this lack of information sometimes corresponds to a lack of compliance with the easy access to information that is requested by the guidelines. While governments and representative associations of stakeholders could not be expected to know or be able to estimate the average practices of all stakeholders without carrying out a specific study, information about some of these practices should in principle be accessible to foreign students and stakeholders (were the Recommendation implemented). This information is likely not easily accessible to foreigners given that domestic stakeholders are themselves unable to easily identify or collect it.

It is worthwhile to note that this report did not manage to get a clear picture of compliance in non-member economies, as the number of respondents was too small and not really representative of any group of countries. Furthermore, the update response rate for non-member economies included in the 2012 Monitoring Report was too low to provide sufficient data regarding changes in these countries since the publication of the 2012 Monitoring Report.

## Considering a revision of the Recommendation

One reason to revise the Recommendation would be that new trends in the internationalisation of higher education make it less relevant, either because of new challenges related to internationalisation or of the disappearance of some risks addressed by the Recommendation. The internationalisation of higher education and growth of cross-border higher education, in its different forms, has largely continued since the adoption of the Recommendation. There are good reasons to believe that this will continue over the next decades (OECD, 2009). People mobility will likely continue to represent the bulk of cross-border higher education, followed by programme mobility and institution mobility. This third form of cross-border higher education has increased less than first anticipated, probably because of the associated business risks.

Six new trends are noteworthy in this area.

First, foreign campuses are increasingly part of regional clusters, as part of a regional innovation or knowledge economy development strategy. An example of this model is the Knowledge Village (Dubai), the Education City (Qatar) as well as other educational areas currently being developed (Knight, 2013).

Second, the financing models of campuses abroad have changed. While most of the initial foreign campuses self-financed their moves abroad, they are currently increasingly funded by local partners (government or industrial companies) who provide them with a campus or even subsidise them.

Third, research objectives become increasingly an objective of cross-border higher education, as part of capacity development strategies.

Fourth, cross-border higher education activities between non-member economies are growing, especially as emerging countries develop proactive strategies to "export" their education services (that is, attract international students and send their educational programmes and institutions abroad).

Fifth, the trade dimension of cross-border has continued to increase and has become more prominent in several OECD and non-member economies although it is still difficult to estimate its value (Vincent-Lancrin, 2014).

Sixth, with the growth of international student mobility, agents have been increasingly used by both students and institutions, and are now a common intermediary between institutions and international students in some countries. While this practice has consistently be seen as a potential risk for both students and institutions, several countries have developed practices to mitigate it (OBHE, 2014).

None of these new developments makes the challenges addressed by the Recommendation less relevant. The only area that the Recommendation

could possibly cover in more depth lies in the use of agents to recruit international students, an area that sometimes raises public concern.

Consultation with experts and stakeholders in the field represents another way to assess the need for a revision of the Recommendation.

As pointed out in the 2012 Monitoring Report, the European Association for Quality Assurance in Higher Education (ENQA) organised a workshop in December 2008 to examine whether the Recommendation needed some rewording or revision (ENQA, 2010). The main conclusion was that the Recommendation needed *no revision* and that its provisions were largely in line with most codes of good practice used by networks and associations of quality assurance agencies in Latin America, in the Asia-Pacific region, in North America and in Europe. including the European Standards and Guidelines for Quality Assurance in the European Higher Education Area adopted by the Ministers of the Bologna Process in Bergen in May 2005. It was also argued that revising the Recommendation too soon would hinder rather than further their implementation and impact. While the Recommendation is not always explicitly mentioned, its provisions are largely reflected in the main documents that are used to set standards and guidelines in the different regions of the world, for example in international or regional associations of quality assurance agencies.

The main recommendation of the workshop participants was to make it explicit in other existing standards and guidelines for quality assurance that cross-border higher education should be subject to the same guidelines as are applied to any other educational programme.

In Europe, this materialised in a statement in the Communiqué of the Conference of European Ministers Responsible for Higher Education (2009) saying: "Transnational education should be governed by the European Standards and Guidelines for quality assurance as applicable within the European Higher Education Area and be in line with the UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education."

In December 2013, UNESCO held an expert workshop on "Quality Assurance in Cross-Border Higher Education" that demonstrated the livelihood of activities in this area across the world. Experts and stakeholders did not call for a revision of the Recommendation, but suggested to review the monitoring of its implementation to make it less reliant on self-reports. This meeting followed up on discussions that took place at the April 2013 conference of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE).

New initiatives have also been started and their findings will be a strong input in assessing the need to revise the Recommendation in the future. The European Quality Assurance Register for Higher Education (EQAR) started an

EU-funded project called "Recognising International Quality Assurance Activity in the European Higher Education Area" (RIQAA) and promoting international, cross-border quality assurance activities and approaches, in line with provisions of the Recommendation. The final conference took place on 21-22 October 2014.

The European Association or Quality Assurance in Higher Education (ENQA) has started a new project entitled "Quality Assurance of Cross-Border Higher Education" that looks into different ways in which European quality assurance agencies and higher education institutions address the accreditation and quality assurance of the programmes delivered outside of their countries. Involving quality assurance agencies from Australia, France, Germany, Spain, the United Kingdom, as well as the Asia-Pacific Quality Network (APQN) and the Arab Network for Quality Assurance in Higher Education (ANQAHE), and ending in December 2015, the project should provide valuable information about current practices in quality assuring international programme mobility, and strengthen the networking agenda that is key to the Recommendation. A first meeting held in October 2015 in London pointed to a relatively weak coverage of cross-border higher education in the quality assurance of institutions, sometimes because institutions fail to identify some of their international activities as significant enough to be reported and thus quality assured, or because of a lack of understanding of what cross-border activities typically cover.

In conclusion, this quick overview shows sustained interest in quality provision in cross-border higher education and in exploring how to assure this quality, including a strong international networking as advised by the Recommendation, but no call to revise the Recommendation as yet. Countries should however continue to disseminate and implement it. The next Monitoring Report should also complement country self-reports with observation and update the description and analysis of country practices to ensure all students can reap the benefits of quality cross-border higher education at little risk.

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ANNEX A

# *Country answers to the survey*

This annex presents the answers to all questions of the survey, either as original reported answers or including revisions from countries performed in June and July 2014. The numbers above each question correspond to the question numbers in the original questionnaire and are also the same as the question numbers used in Annexes 1.A1, 2.A1 and 3.A1 in the calculation of the indices.

Survey responses are coded using the following key:

| | |
|---|---|
| ✓✓ | Yes, before 2004 |
| ✓ | Yes, after 2004 |
| P | Planned within the next 24 months |
| x | No |
| n/k | Do not know |
| n/a | Not applicable |

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Table A.1. **Survey responses – Government (2014)**

| | 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 | 1010 |
|---|---|---|---|---|---|---|---|---|---|
| | Do you have a system of registration or licensing for cross-border higher education providers wishing to operate in your territory? | Does this licensing or registration system cover all types of institutions? | Are the criteria and standards for registration or licensure public? | Is registration or licensure mandatory? | Do the criteria and standards for registration or licensure have consequences on the funding of students, institutions or programmes? | Are the conditions similar for all providers? | Are the conditions similar for private local and foreign providers? | Are the conditions discretionary? (Y/N) | Have you taken initiatives to encourage the establishment of such a system? (Y/N) |
| **OECD** | | | | | | | | | |
| Australia | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | ✓✓ | ✓✓ | x | ✓ |
| Austria | ✓ | ✓ | ✓ | ✓ | x | ✓ | x | x | ✓ |
| Belgium (Fl.) | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | ✓✓ | ✓✓ | x | ✓ |
| Belgium (Fr.) | x | n/a | n/a | n/a | n/a | n/a | n/a | n/a | ✓ |
| Canada | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | x | ✓✓ | | ✓ |
| Chile | x | n/a | n/a | n/a | n/a | n/a | n/a | n/a | ✓ |
| Czech Republic | x | n/a | n/a | n/a | n/a | n/a | n/a | n/a | x |
| Denmark | x* | n/a | n/a | n/a | n/a | ✓✓ | ✓✓ | x | x |
| Estonia | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ |
| Finland | x | n/a | n/a | n/a | n/a | n/a | n/a | n/a | x |
| France | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/k | ✓✓ | ✓✓ | x | |
| Germany | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/a | ✓✓ | ✓✓ | n/k | ✓ |
| Hungary | ✓ | ✓ | ✓ | ✓ | x | ✓ | ✓ | x | x |
| Iceland | x | n/a | n/a | n/a | n/a | n/a | n/a | n/a | x |
| Ireland | ✓ | ✓ | ✓ | x | n/k | ✓ | ✓✓ | x | ✓ |
| Israel | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | ✓✓ | x | x | ✓ |
| Italy | ✓✓ | x | ✓✓ | ✓✓ | x | x | x | x | x |
| Japan | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | ✓ |
| Korea | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | x |
| Luxembourg | ✓✓ | ✓✓ | ✓✓ | x | ✓✓ | x | x | x | ✓ |
| Netherlands | n/a | n/a | ✓✓ | n/a | ✓✓ | ✓✓ | ✓✓ | n/a | ✓ |
| New Zealand | ✓✓ | x | ✓✓ | x | ✓✓ | x | x | x | ✓ |
| Norway | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/a | x |
| Poland | ✓✓ | n/a | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/k | ✓ |
| Portugal | ✓ | ✓ | ✓ | ✓ | n/a | ✓ | ✓ | | ✓ |
| Slovak Republic | ✓ | ✓ | ✓ | ✓ | x | ✓ | x | x | |
| Slovenia | ✓ | ✓ | ✓ | x | x | x | ✓ | x | x |
| Spain | ✓ | ✓ | n/a | ✓ | x | n/k | ✓ | ✓ | ✓ |
| Sweden | x | n/a | n/a | n/a | n/a | n/a | n/a | n/a | x |
| Switzerland | P | P | P | P | P | P | P | n/a | ✓ |
| Turkey | x | n/a | n/a | n/a | n/a | n/a | n/a | n/a | x |

Table A.1. **Survey responses – Government (2014)** *(cont.)*

| | 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 | 1010 |
|---|---|---|---|---|---|---|---|---|---|
| | Do you have a system of registration or licensing for cross-border higher education providers wishing to operate in your territory? | Does this licensing or registration system cover all types of institutions? | Are the criteria and standards for registration or licensure public? | Is registration or licensure mandatory? | Do the criteria and standards for registration or licensure have consequences on the funding of students, institutions or programmes? | Are the conditions similar for all providers? | Are the conditions similar for private local and foreign providers? | Are the conditions discretionary? (Y/N) | Have you taken initiatives to encourage the establishment of such a system? (Y/N) |
| United Kingdom | ✓ | ✓ | ✓ | x | ✓ | ✓ | ✓ | x | ✓ |
| United States | n/a | n/k | n/k | n/k | n/k | n/k | n/k | n/k | x |
| **NON-OECD** | | | | | | | | | |
| Bulgaria | n/k | n/a | n/a | n/a | n/a | n/a | n/a | n/a | x |
| Colombia | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | x | ✓ |
| Fiji | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indonesia | x | n/a | n/a | n/a | n/a | n/a | n/a | n/a | ✓ |
| Jordan | x | x | x | x | x | x | x | x | x |
| Kyrgyzstan | ✓ | ✓ | ✓ | ✓ | x | ✓✓ | ✓✓ | n/k | x |
| Lithuania | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | x | x | x | x |
| Malaysia | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | x | |
| Oman | ✓✓ | ✓✓ | x | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | ✓ |
| Rwanda | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | ✓ |

Table A.1. **Survey responses – Government (2014)** *(cont.)*

| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|---|---|---|---|---|---|---|---|---|
| | Do you have a capacity for QAA of cross-border higher education provision: For foreign incoming institutions? | ... For foreign incoming programmes? | ... For domestic institutions operating abroad? | ... For domestic programmes operating abroad? | ... For public cross-border activities? | ... For private not-for-profit cross-border activities? | ... For private for-profit cross-border activities? | ... For domestic distance education programmes? |
| **OECD** | | | | | | | | |
| Australia | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Austria | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Belgium (Fl.) | x | ✓✓ | ✓✓ | ✓✓ | x | x | x | ✓✓ |
| Belgium (Fr.) | x | x | x | x | x | x | x | x |
| Canada | ✓✓ | ✓✓ | x | x | | | | ✓✓ |
| Chile | ✓-x | ✓ | x | x | x | x | x | x-n/a |
| Czech Republic | x | x | ✓✓ | ✓✓ | x | x | x | ✓✓ |
| Estonia | P | P | ✓✓ | ✓✓ | n/a | n/a | n/a | ✓✓ |
| Denmark | n/a | n/a | ✓ | ✓ | ✓✓ | x | x | ✓✓ |
| Finland | n/a | n/a | ✓✓ | n/a | n/a | n/a | n/a | n/a |
| France | x | x | ✓ | ✓ | ✓ | n/a | x | ✓ |
| Germany | ✓✓ | ✓✓ | n/a | ✓ | ✓✓ | x | x | ✓✓ |
| Hungary | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Iceland | x | x | n/a | n/a | ✓✓ | n/a | ✓ | ✓✓ |
| Ireland | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Israel | x | x | x | x | x | x | x | ✓ |
| Italy | x | ✓✓ | ✓ | ✓ | x | x | x | ✓ |
| Japan | ✓✓ | ✓✓ | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Korea | ✓ | ✓ | ✓ | ✓ | n/a | n/a | n/a | n/a |
| Luxembourg | ✓ | ✓ | x | x | ✓ | ✓ | ✓ | x |
| Netherlands | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| New Zealand | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Norway | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/a | n/a |
| Poland | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/k | n/k | ✓✓ |
| Portugal | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | P |
| Slovak Republic | x | x | x | x | x | x | x | ✓✓ |
| Slovenia | x | x | ✓ | ✓ | ✓ | ✓ | x | x |
| Spain | x | x | ✓ | ✓ | ✓ | x | x | ✓ |
| Sweden | x | ✓✓ | x | x | x | x | x | ✓✓ |
| Switzerland | ✓ | ✓ | ✓ | ✓ | ✓ | n/a | ✓ | ✓ |

Table A.1. **Survey responses – Government (2014)** *(cont.)*

| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|---|---|---|---|---|---|---|---|---|
| | Do you have a capacity for QAA of cross-border higher education provision: For foreign incoming institutions? | ... For foreign incoming programmes? | ... For domestic institutions operating abroad? | ... For domestic programmes operating abroad? | ... For public cross-border activities? | ... For private not-for-profit cross-border activities? | ... For private for-profit cross-border activities? | ... For domestic distance education programmes? |
| Turkey | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| United Kingdom | ✓ | x | ✓✓ | n/a | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| **NON-OECD** | | | | | | | | |
| Bulgaria | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Colombia | ✓✓ | ✓✓ | x | x | x | x | x | ✓✓ |
| Fiji | P | P | x | x | P | P | P | P |
| Indonesia | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Jordan | x | x | x | x | x | x | x | x |
| Kyrgyzstan | ✓ | n/k | n/k | n/k | n/k | n/k | ✓ | ✓ |
| Lithuania | ✓✓ | P | n/a | n/a | P | P | P | ✓✓ |
| Malaysia | ✓ | ✓ | x | x | ✓ | ✓ | ✓ | ✓ |
| Oman | ✓✓ | ✓✓ | n/a | n/a | n/a | n/a | n/a | n/a |
| Rwanda | ✓✓ | n/a | n/a | n/a | n/a | n/k | n/k | P |

Table A.1. **Survey responses – Government (2014)** *(cont.)*

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|---|
| | Do you facilitate consultation and co-ordination between the various competent bodies for QAA: Nationally? | ... Internationally? | Are you party to and contribute to the development and/or updating of the UNESCO regional convention on recognition of qualifications? | Have you established a national information centre as stipulated by the UNESCO conventions? | Are you part of bilateral or multilateral recognition agreements for academic degrees? | Do you provide easily accessible information on recognised higher education institutions/providers in your country? |
| **OECD** | | | | | | |
| Australia | ✓ | n/k | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Austria | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Belgium (Fl.) | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ |
| Belgium (Fr.) | ✓ | ✓ | ✓✓ | ✓✓ | P | ✓✓ |
| Canada | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Chile | ✓ | x | ✓✓ | ✓ | ✓ | ✓ |
| Czech Republic | ✓✓ | P | n/k | x | ✓✓ | ✓✓ |
| Denmark | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Estonia | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Finland | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | ✓✓ |
| France | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Germany | ✓✓ | ✓✓ | n/k | n/k | ✓✓ | ✓✓ |
| Hungary | n/a | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Iceland | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Ireland | ✓ | ✓✓ | ✓ | ✓ | ✓ | P |
| Israel | ✓ | ✓ | ✓✓ | ✓ | ✓✓ | ✓ |
| Italy | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Japan | ✓✓ | ✓✓ | x | x | x | ✓✓ |
| Korea | ✓ | ✓ | ✓✓ | n/a | ✓✓ | ✓ |
| Luxembourg | ✓ | ✓ | x | ✓ | ✓✓ | ✓ |
| Netherlands | ✓✓ | ✓✓ | n/a | ✓✓ | ✓✓ | ✓✓ |
| New Zealand | ✓✓ | ✓✓ | ✓ | ✓ | ✓✓ | ✓✓ |
| Norway | n/a | n/a | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Poland | P | x | ✓✓ | ✓✓ | ✓✓ | ✓ |
| Portugal | n/a | ✓ | n/a | n/a | n/a | ✓ |
| Slovak Republic | x | x | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Slovenia | ✓✓ | ✓✓ | ✓ | n/k | ✓ | ✓ |
| Spain | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sweden | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Switzerland | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓✓ |

Table A.1. **Survey responses – Government (2014)** *(cont.)*

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|---|
| | Do you facilitate consultation and co-ordination between the various competent bodies for QAA: Nationally? | ... Internationally? | Are you party to and contribute to the development and/or updating of the UNESCO regional convention on recognition of qualifications? | Have you established a national information centre as stipulated by the UNESCO conventions? | Are you part of bilateral or multilateral recognition agreements for academic degrees? | Do you provide easily accessible information on recognised higher education institutions/providers in your country? |
| Turkey | ✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ |
| United Kingdom | n/a | n/k | n/k | ✓✓ | ✓✓ | ✓✓ |
| United States | ✓✓ | ✓✓ | ✓ | ✓ | n/a | ✓ |
| **NON-OECD** | | | | | | |
| Bulgaria | n/k | n/k | n/k | n/k | ✓✓ | ✓✓ |
| Colombia | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓✓ |
| Fiji | x | x | x | x | x | P |
| Indonesia | P | n/a | P | P | P | P |
| Jordan | ✓ | ✓✓ | ✓✓ | x | ✓ | ✓ |
| Kyrgyzstan | ✓ | ✓ | x | x | ✓✓ | ✓✓ |
| Lithuania | x | x | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Malaysia | ✓ | ✓ | n/k | ✓ | ✓ | ✓ |
| Oman | ✓✓ | ✓✓ | n/k | n/k | P | ✓ |
| Rwanda | ✓✓ | n/a | n/k | P | n/k | ✓✓ |

Table A.2. **Survey responses – Tertiary education institutions (2014)**

| | 3001 | 3002 | 3003 | 3004 | 3005 | 3006 |
|---|---|---|---|---|---|---|
| | Are higher education institutions/providers delivering cross-border higher education explicitly committed to a comparable quality of educational delivery across borders and in their home country? | Do they deliver the same degrees irrespective of where the programme is delivered (as opposed to different degrees depending on the location of study)? | Do they use agents to recruit foreign students? | If yes, do they take full responsibility to ensure that the information and guidance provided by their agents is accurate? | Do they operate under the quality assurance and accreditation systems of the receiving country when delivering higher education across borders, including distance education? | Do they participate in sector organisations and inter-institutional networks at national and international levels? |
| **OECD** | | | | | | |
| Australia | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/k |
| Austria | ✓ | ✓ | x | n/a | n/a | ✓ |
| Belgium (Fl.) | ✓ | ✓ | n/k | n/a | ✓ | n/k |
| Belgium (Fr.) | n/a | n/a | n/k | n/k | n/a | ✓✓ |
| Canada | | n/k | ✓✓ | n/k | n/k | n/k |
| Chile | ✓✓ -x | ✓✓ | n/k | n/a | ✓✓ | P |
| Czech Republic | x | n/k | n/k | n/a | x | x |
| Denmark | ✓✓ | ✓✓ | ✓✓ | n/k | n/k | n/k |
| Estonia | ✓ | ✓ | n/k | n/k | n/k | ✓✓ |
| Finland | ✓✓ | ✓✓ | n/k | n/k | n/k | ✓✓ |
| France | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | x |
| Germany | ✓✓ | ✓✓ | n/k | n/a | ✓✓ | n/k |
| Hungary | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓✓ |
| Iceland | ✓✓ | ✓✓ | n/k | n/a | ✓✓ | n/k |
| Ireland | P | ✓ | ✓✓ | n/k | ✓ | ✓ |
| Israel | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | x |
| Italy | ✓ | ✓✓ | ✓✓ | n/k | n/k | ✓✓ |
| Japan | ✓✓ | ✓✓ | n/k | n/a | n/k | ✓✓ |
| Korea | ✓✓ | ✓✓ | x | n/a | ✓✓ | ✓✓ |
| Luxembourg | x | n/a | x | n/a | n/a | ✓ |
| Netherlands | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| New Zealand | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Norway | n/a | n/k | n/k | n/a | n/k | ✓✓ |
| Poland | ✓✓ | ✓✓ | n/k | n/a | n/k | n/k |
| Portugal | n/k | n/k | n/k | n/k | n/k | ✓✓ |
| Slovak Republic | ✓ | ✓ | n/k | n/k | x | x |
| Slovenia | ✓ | ✓ | n/k | n/k | x | n/k |
| Spain | ✓ | ✓ | n/k | n/a | x | ✓ |
| Sweden | n/k | ✓✓ | ✓ | n/k | x | ✓✓ |

Table A.2. **Survey responses – Tertiary education institutions (2014)** *(cont.)*

| | 3001 | 3002 | 3003 | 3004 | 3005 | 3006 |
|---|---|---|---|---|---|---|
| | Are higher education institutions/providers delivering cross-border higher education explicitly committed to a comparable quality of educational delivery across borders and in their home country? | Do they deliver the same degrees irrespective of where the programme is delivered (as opposed to different degrees depending on the location of study)? | Do they use agents to recruit foreign students? | If yes, do they take full responsibility to ensure that the information and guidance provided by their agents is accurate? | Do they operate under the quality assurance and accreditation systems of the receiving country when delivering higher education across borders, including distance education? | Do they participate in sector organisations and inter-institutional networks at national and international levels? |
| Switzerland | n/a | n/a | n/a | n/a | n/a | n/a |
| Turkey | ✓✓ | ✓ | x | | ✓ | ✓✓ |
| United Kingdom | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| United States | ✓✓ | ✓✓ | n/k | n/a | n/k | n/k |
| **NON-OECD** | | | | | | |
| Bulgaria | ✓ | ✓ | x | n/a | n/k | ✓ |
| Colombia | n/k | n/k | n/k | n/k | n/k | n/k |
| Fiji | n/k | n/k | n/k | n/a | n/k | n/k |
| Indonesia | ✓ | ✓ | n/a | n/a | ✓ | ✓ |
| Jordan | x | x | x | n/a | x | x |
| Kyrgyzstan | n/k | n/k | n/k | n/k | x | x |
| Lithuania | n/a | n/a | ✓✓ | ✓✓ | n/a | ✓✓ |

Table A.2. **Survey responses – Tertiary education institutions (2014)** *(cont.)*

| | 3007 | 3008 | 3009 | 3010 | 3011 | 3012 | 3013 |
|---|---|---|---|---|---|---|---|
| | Do they develop and maintain networks and partnerships with other higher education institutions to facilitate the process of recognition by acknowledging each other's qualifications as equivalent or comparable? | Do they provide easily accessible information on their criteria and procedures of external and internal quality assurance? | Do they provide easily accessible information on the academic and professional recognition of qualifications they deliver? | Do they provide complete descriptions of programmes and qualifications? | Do these descriptions include the descriptions of the knowledge, understanding and skills that a successful student should acquire? | Do they collaborate with quality assurance and accreditation bodies and with student bodies to facilitate the dissemination of this information? | Do they provide public information on the financial status of their institution and/or educational programme offered? |
| **OECD** | | | | | | | |
| Australia | n/k | ✓ | ✓ | ✓ | x | x | x |
| Austria | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | x |
| Belgium (Fl.) | ✓ | ✓ | ✓ | ✓ | ✓ | n/k | x |
| Belgium (Fr.) | ✓✓ | ✓ | ✓ | ✓ | ✓ | n/k | n/k |
| Canada | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | | ✓✓ |
| Chile | n/a | ✓✓ | ✓✓ | ✓✓ | n/k | ✓✓ | ✓✓ |
| Czech Republic | x | n/k | x | x | x | x | x |
| Denmark | ✓✓ | n/k | n/k | ✓✓ | ✓✓ | n/k | ✓✓ |
| Estonia | ✓✓ | n/k | ✓✓ | ✓✓ | ✓ | ✓ | n/k |
| Finland | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | ✓✓ |
| France | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Germany | ✓✓ | ✓ | x | ✓ | ✓ | n/k | x |
| Hungary | ✓✓ | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Iceland | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | x |
| Ireland | n/k | P | ✓ | ✓ | ✓ | ✓ | x |
| Israel | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | ✓✓ |
| Italy | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | n/k | x |
| Japan | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/k | ✓✓ |
| Korea | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Luxembourg | ✓ | ✓ | ✓ | ✓ | ✓ | n/a | ✓ |
| Netherlands | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓✓ |
| New Zealand | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Norway | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | x | n/a |
| Poland | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/k | ✓✓ |
| Portugal | ✓✓ | n/k | n/k | n/k | n/k | n/k | n/k |
| Slovak Republic | n/k | n/k | n/k | n/k | n/k | n/k | n/k |
| Slovenia | n/k | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Spain | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sweden | ✓✓ | n/k | n/k | ✓✓ | ✓✓ | ✓✓ | ✓✓ |

Table A.2. **Survey responses – Tertiary education institutions (2014)** *(cont.)*

| | 3007 | 3008 | 3009 | 3010 | 3011 | 3012 | 3013 |
|---|---|---|---|---|---|---|---|
| | Do they develop and maintain networks and partnerships with other higher education institutions to facilitate the process of recognition by acknowledging each other's qualifications as equivalent or comparable? | Do they provide easily accessible information on their criteria and procedures of external and internal quality assurance? | Do they provide easily accessible information on the academic and professional recognition of qualifications they deliver? | Do they provide complete descriptions of programmes and qualifications? | Do these descriptions include the descriptions of the knowledge, understanding and skills that a successful student should acquire? | Do they collaborate with quality assurance and accreditation bodies and with student bodies to facilitate the dissemination of this information? | Do they provide public information on the financial status of their institution and/or educational programme offered? |
| Switzerland | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Turkey | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ |
| United Kingdom | n/k | n/k | ✓✓ | ✓✓ | ✓✓ | n/k | n/k |
| United States | ✓✓ | n/k | n/k | n/k | n/k | n/k | ✓✓ |
| **NON-OECD** | | | | | | | |
| Bulgaria | ✓ | x | ✓ | ✓ | ✓ | n/k | ✓ |
| Colombia | n/k | n/k | n/k | n/k | n/k | n/k | n/k |
| Fiji | n/k | n/k | n/k | n/k | n/k | n/k | n/k |
| Indonesia | ✓ | x | P | P | P | P | n/a |
| Jordan | x | n/a | n/a | n/a | n/a | n/a | n/a |
| Kyrgyzstan | x | x | x | x | x | x | x |
| Lithuania | x | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Malaysia | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/a |
| Oman | P | ✓ | ✓ | ✓✓ | P | P | x |
| Rwanda | ✓ | n/k | n/k | ✓ | ✓ | ✓ | ✓ |

Table A.3. **Survey responses – Quality assurance and accreditation bodies (2014)**

| | 5001 | 5002 | 5003 | 5004 | 5005 | 5006 | 5007 | 5008 | 5009 |
|---|---|---|---|---|---|---|---|---|---|
| | Do quality assurance and accreditation arrangements of QAA bodies include cross-border education provision in its various modes: Student mobility? | ... Programme mobility? | ... Institutional mobility? | ... Distance and e-learning? | Are QAA bodies in your country part of existing regional and international networks? | Are they in the process of establishing regional networks (if no regional network currently exists)? | Do these international networks have arrangements to improve awareness of disreputable providers and dubious quality assurance and accreditation bodies? | Do they have monitoring and reporting systems that can lead to their identification? | Is there collaboration between the bodies of the sending country and the receiving country? |
| **OECD** | | | | | | | | | |
| Australia | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/a | ✓✓ | x | ✓✓ |
| Austria | ✓ | ✓ | ✓ | ✓ | ✓✓ | n/a | ✓ | x | x |
| Belgium (Fl.) | ✓ | ✓ | x | ✓ | ✓ | n/a | ✓ | ✓ | ✓ |
| Belgium (Fr.) | ✓✓ | n/a | ✓✓ | P | ✓✓ | n/a | ✓✓ | n/a | n/a |
| Canada | | | | | ✓✓ | n/a | n/a | ✓✓ | ✓✓ |
| Chile | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓-n/k | n/k |
| Czech Republic | x | x | x | x | ✓✓ | x | ✓✓ | ✓✓ | x |
| Denmark | n/k | n/k | n/k | n/k | ✓✓ | n/k | n/k | n/k | n/k |
| Estonia | ✓✓ | ✓ | ✓ | ✓✓ | ✓✓ | n/k | n/k | n/k | n/k |
| Finland | n/a | n/a | n/a | n/a | ✓✓ | x | ✓✓ | ✓✓ | n/k |
| France | ✓ | ✓ | ✓ | x | ✓ | P-x | x | ✓ | P |
| Germany | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/a | ✓✓ | n/k | n/k |
| Hungary | x | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/a | ✓✓ | ✓✓ | x |
| Iceland | ✓ | ✓ | ✓ | ✓ | x | x | n/a | n/a | n/a |
| Ireland | ✓ | ✓ | ✓ | ✓ | ✓✓ | n/a | x | n/a | ✓ |
| Israel | x | x | x | x | ✓ | x | ✓ | ✓ | x |
| Italy | ✓✓ | ✓✓ | n/k | ✓ | ✓✓ | x | ✓✓ | x | ✓✓ |
| Japan | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/a | x | x | ✓✓ |
| Korea | ✓✓ | x | x | x | x | n/k | n/a | ✓ | n/k |
| Luxembourg | ✓ | ✓ | ✓ | x | ✓ | n/a | n/a | x | ✓ |
| Netherlands | P | P | P | P | ✓✓ | n/a | n/k | n/k | n/k |
| New Zealand | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | ✓✓ | x | ✓✓ |
| Norway | n/a | n/a | n/a | n/a | ✓✓ | n/a | ✓✓ | n/k | ✓✓ |
| Poland | ✓ | n/k | n/k | ✓ | ✓✓ | x | ✓✓ | ✓ | n/k |
| Portugal | n/a | n/a | n/a | n/a | ✓ | x | ✓ | ✓ | ✓ |
| Slovak Republic | x | x | x | x | ✓ | x | n/k | n/k | x |

Table A.3. **Survey responses – Quality assurance and accreditation bodies (2014)**

| | 5001 | 5002 | 5003 | 5004 | 5005 | 5006 | 5007 | 5008 | 5009 |
|---|---|---|---|---|---|---|---|---|---|
| | Do quality assurance and accreditation arrangements of QAA bodies include cross-border education provision in its various modes: Student mobility? | ... Programme mobility? | ... Institutional mobility? | ... Distance and e-learning? | Are QAA bodies in your country part of existing regional and international networks? | Are they in the process of establishing regional networks (if no regional network currently exists)? | Do these international networks have arrangements to improve awareness of disreputable providers and dubious quality assurance and accreditation bodies? | Do they have monitoring and reporting systems that can lead to their identification? | Is there collaboration between the bodies of the sending country and the receiving country? |
| Slovenia | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | P | P | ✓ |
| Spain | ✓ | ✓ | ✓ | ✓ | ✓ | n/a | ✓ | x | x |
| Sweden | x | x | x | x | ✓✓ | x | ✓✓ | ✓✓ | ✓✓ |
| Switzerland | ✓✓ | x | x | ✓✓ | ✓ | x | x | n/a | ✓✓ |
| Turkey | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | x |
| United Kingdom | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/a | x | x | ✓✓ |
| United States | n/k | n/k | n/k | n/k | ✓✓ | n/a | ✓✓ | n/k | n/k |
| **NON-OECD** | | | | | | | | | |
| Bulgaria | ✓ | ✓ | ✓ | ✓ | ✓ | x | x | x | ✓ |
| Colombia | ✓ | ✓ | ✓ | ✓✓ | ✓✓ | n/a | ✓✓ | ✓✓ | ✓✓ |
| Fiji | n/k | n/k | n/k | n/k | ✓ | n/k | n/k | n/k | ✓ |
| Indonesia | ✓ | ✓ | ✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | n/a |
| Jordan | x | x | x | n/a | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/k |
| Kyrgyzstan | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Lithuania | ✓ | ✓ | n/a | x | ✓✓ | n/a | ✓✓ | ✓✓ | ✓✓ |
| Malaysia | ✓ | ✓ | ✓ | ✓ | ✓ | n/a | ✓ | ✓ | ✓ |
| Oman | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | n/k | n/k | n/k |
| Rwanda | P | P | P | P | n/a | ✓✓ | n/k | n/k | x |

Table A.3. **Survey responses – Quality assurance and accreditation bodies (2014)** *(cont.)*

| | 5010 | 5011 | 5012 | 5013 | 5014 | 5015 | 5016 | 5017 | 5018 | 5019 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Is information on the assessment standards, procedures, and effects of the quality assurance mechanisms on the funding of students, institutions or programmes easily accessible? | Are the results of the assessment of institutions easily accessible? | Do they apply the principles reflected in current international documents on cross-border higher education such as the UNESCO/Council of Europe "Code of Good Practice in the Provision of Transnational Education"? | Do they have mutual recognition agreements with other bodies in place? | Do they have systems of internal quality assurance? | Do they regularly undergo external evaluations? | Have they undertaken experiments in international evaluation or peer reviews of quality assurance and accreditation bodies? | Have they experimented or adopted procedures for the international composition of peer review panels? | Have they experimented or adopted procedures for the international benchmarking of standards, criteria and assessment procedures? | Have they experimented or undertaken joint assessment projects with foreign quality assurance and accreditation bodies? |
| **OECD** | | | | | | | | | | |
| Australia | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓✓ | P | P | P | x |
| Austria | ✓ | ✓ | ✓ | x | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Belgium (Fl.) | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Belgium (Fr.) | ✓ | ✓ | ✓ | x | ✓ | ✓ | ✓ | ✓ | x | P |
| Canada | | ✓✓ | | ✓✓ | ✓✓ | | n/k | n/k | n/k | n/k |
| Chile | ✓ | ✓ | n/k | ✓ | ✓ | ✓ | x | x | x | x |
| Czech Republic | ✓ | x | x | ✓ | x | x | x | x | x | x |
| Denmark | x | x | ✓ | n/k | ✓✓ | ✓✓ | ✓✓ | n/k | n/k | n/k |
| Estonia | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ |
| Finland | ✓✓ | ✓✓ | ✓✓ | n/k | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ |
| France | P | P | P | P | ✓ | ✓ | ✓ | ✓ | P | P |
| Germany | n/k | n/k | n/k | x | ✓ | ✓✓ | ✓✓ | ✓✓ | n/k | ✓ |
| Hungary | ✓✓ | ✓✓ | ✓✓ | x | ✓✓ | ✓✓ | ✓✓ | x | x | ✓ |
| Iceland | ✓ | ✓ | x | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ireland | x | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ | n/k | ✓ |
| Israel | ✓ | ✓ | x | ✓✓ | ✓ | x | ✓ | ✓ | ✓ | x |
| Italy | ✓ | ✓ | n/k | x | ✓ | P | x | ✓ | n/k | x |
| Japan | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | x | x | ✓✓ |
| Korea | ✓ | ✓ | n/k | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Luxembourg | ✓ | ✓ | ✓ | x | P | x | n/a | ✓ | ✓ | x |
| Netherlands | ✓✓ | ✓✓ | ✓ | ✓ | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| New Zealand | ✓✓ | ✓ | ✓ | ✓ | ✓✓ | x | x | x | x | x |
| Norway | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ |
| Poland | ✓✓ | ✓✓ | n/k | ✓ | ✓ | ✓ | ✓ | ✓ | P | ✓ |
| Portugal | ✓ | ✓ | x | x | ✓ | ✓ | ✓ | ✓ | ✓ | x |

Table A.3. **Survey responses – Quality assurance and accreditation bodies (2014)** *(cont.)*

| | 5010 | 5011 | 5012 | 5013 | 5014 | 5015 | 5016 | 5017 | 5018 | 5019 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Is information on the assessment standards, procedures, and effects of the quality assurance mechanisms on the funding of students, institutions or programmes easily accessible? | Are the results of the assessment of institutions easily accessible? | Do they apply the principles reflected in current international documents on cross-border higher education such as the UNESCO/Council of Europe "Code of Good Practice in the Provision of Transnational Education"? | Do they have mutual recognition agreements with other bodies in place? | Do they have systems of internal quality assurance? | Do they regularly undergo external evaluations? | Have they undertaken experiments in international evaluation or peer reviews of quality assurance and accreditation bodies? | Have they experimented or adopted procedures for the international composition of peer review panels? | Have they experimented or adopted procedures for the international benchmarking of standards, criteria and assessment procedures? | Have they experimented or undertaken joint assessment projects with foreign quality assurance and accreditation bodies? |
| Slovak Republic | ✓✓ | ✓✓ | x | x | x | x | x | x | x | x |
| Slovenia | P | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Spain | ✓ | ✓ | n/k | P | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sweden | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓ |
| Switzerland | ✓✓ | ✓✓ | n/a | ✓ | ✓ | ✓ | ✓ | ✓✓ | ✓ | ✓ |
| Turkey | x | ✓ | P | P | ✓ | P | P | P | P | P |
| United Kingdom | x | ✓✓ | ✓✓ | x | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x |
| United States | ✓✓ | ✓✓ | n/k | n/k | ✓✓ | ✓✓ | ✓✓ | n/k | n/k | n/k |
| **NON-OECD** | | | | | | | | | | |
| Bulgaria | ✓ | ✓ | n/k | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Colombia | ✓✓ | ✓✓ | P | ✓ | ✓ | P | P | x | P | ✓ |
| Fiji | ✓ | ✓ | P | n/k | n/k | n/k | n/k | n/k | n/k | n/k |
| Indonesia | n/a | n/a | n/a | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Jordan | ✓ | ✓✓ | x | ✓ | x | x | x | x | x | x |
| Kyrgyzstan | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Lithuania | P | n/a | n/a | ✓ | P | P | P | ✓✓ | ✓✓ | P |
| Malaysia | ✓ | ✓✓ | ✓ | ✓ | ✓ | P | ✓ | ✓ | ✓ | P |
| Oman | ✓ | ✓ | ✓ | P | ✓ | P | P | ✓ | ✓ | P |
| Rwanda | P | P | n/k | n/k | n/k | n/k | n/k | n/k | n/k | n/k |

Table A.4. **Survey responses – Student bodies (2014)**

| | 4001 | 4002 | 4003 | 4004 | 4005 | 4006 | 4007 | 4008 |
|---|---|---|---|---|---|---|---|---|
| | Does your country have autonomous local or national student bodies? | Are your domestic student bodies members of international student bodies? | Are they involved as active partners in the development, monitoring and maintenance of the quality provision of cross-border higher education? | Do they guide students to accurate and reliable information sources on cross-border higher education? | Do they take action to increase the awareness of the students of the potential risks such as misleading guidance and information, low-quality provision leading to qualifications of limited validity, and disreputable providers? | Do they help and encourage students and potential students to ask appropriate questions when enrolling in cross-border higher education programmes? | Have they established a list of relevant questions for students willing to participate in cross-border higher education? | Does this list include the following questions: whether the foreign provider is recognised or accredited and whether the qualifications delivered by the foreign provider are recognised in the students' home country? |
| **OECD** | | | | | | | | |
| Australia | ✓✓ | n/k | ✓ | x | ✓ | x | x | x |
| Austria | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | n/k | n/a |
| Belgium (Fl.) | ✓✓ | ✓✓ | ✓✓ | n/k | n/k | n/k | n/k | n/k |
| Belgium (Fr.) | ✓✓ | ✓✓ | n/k | n/k | n/k | n/k | n/k | n/k |
| Canada | ✓✓ | x | ✓✓ | x | x | x | x | x |
| Chile | ✓✓ | ✓✓ | x | ✓✓ | ✓✓ | n/k | x | x |
| Czech Republic | ✓✓ | ✓✓ | x | x | x | x | x | x |
| Denmark | ✓✓ | ✓✓ | n/k | n/k | ✓✓ | ✓✓ | n/k | n/k |
| Estonia | ✓✓ | ✓✓ | ✓✓ | ✓ | P | x | x | x |
| Finland | ✓✓ | ✓✓ | ✓✓ | n/k | n/k | n/k | n/k | n/k |
| France | ✓✓ | ✓✓ | ✓✓ | n/k | n/k | n/k | n/k | n/k |
| Germany | ✓✓ | ✓✓ | ✓✓ | n/k | n/k | n/k | n/k | n/k |
| Hungary | ✓✓ | ✓✓ | ✓✓-✓ | ✓ | ✓-x | ✓✓-✓ | P-x | x-n/a |
| Iceland | ✓✓ | ✓ | ✓ | ✓ | n/k | n/k | n/k | n/k |
| Ireland | ✓✓ | ✓✓ | n/k | ✓ | n/k | n/k | n/k | n/k |
| Israel | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | x | x |
| Italy | ✓✓ | ✓✓ | x | x | x | x | x | x |
| Japan | n/k | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Korea | ✓✓ | n/k | x | n/k | n/k | n/k | n/k | n/a |
| Luxembourg | ✓ | ✓ | x | x | x | x | x | n/a |
| Netherlands | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | x | x |
| New Zealand | ✓✓ | ✓✓ | ✓✓ | x | x | x | x | x |
| Norway | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Poland | ✓✓ | n/k | x | n/k | n/k | n/k | n/k | n/k |
| Portugal | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/a | n/a |
| Slovak Republic | ✓✓ | ✓✓ | x | x | x | x | x | x |

Table A.4. **Survey responses – Student bodies (2014)**

| | 4001 | 4002 | 4003 | 4004 | 4005 | 4006 | 4007 | 4008 |
|---|---|---|---|---|---|---|---|---|
| | Does your country have autonomous local or national student bodies? | Are your domestic student bodies members of international student bodies? | Are they involved as active partners in the development, monitoring and maintenance of the quality provision of cross-border higher education? | Do they guide students to accurate and reliable information sources on cross-border higher education? | Do they take action to increase the awareness of the students of the potential risks such as misleading guidance and information, low-quality provision leading to qualifications of limited validity, and disreputable providers? | Do they help and encourage students and potential students to ask appropriate questions when enrolling in cross-border higher education programmes? | Have they established a list of relevant questions for students willing to participate in cross-border higher education? | Does this list include the following questions: whether the foreign provider is recognised or accredited and whether the qualifications delivered by the foreign provider are recognised in the students' home country? |
| Slovenia | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | n/k | n/k |
| Spain | ✓ | ✓ | x | n/k | ✓ | n/k | n/k | n/a |
| Sweden | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓ | n/k | n/k | n/k |
| Switzerland | ✓✓ | ✓✓ | n/a | n/a | n/a | n/a | n/a | n/a |
| Turkey | ✓ | x | x | x | x | x | x | x |
| United Kingdom | ✓✓ | ✓✓ | ✓ | n/k | n/k | n/k | n/k | n/k |
| United States | ✓✓ | n/k | n/k | n/k | ✓✓ | n/k | n/k | n/k |
| **NON-OECD** | | | | | | | | |
| Bulgaria | ✓✓ | ✓ | ✓✓ | ✓ | n/k | ✓ | ✓✓ | ✓✓ |
| Colombia | ✓ | x | x | x | x | x | x | x |
| Fiji | ✓✓ | n/k | n/k | n/k | n/k | n/k | n/k | n/k |
| Indonesia | ✓ | P | P | P | P | P | P | P |
| Jordan | x | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Kyrgyzstan | x | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Lithuania | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | x | n/a |
| Malaysia | ✓ | ✓ | x | x | x | x | x | x |
| Oman | x | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Rwanda | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | n/k | n/k |

ANNEX B

# *Indicator of compliance with the guidelines with 2010 and 2014 country data*

As was described in the "Introduction" section above, indicator values from the 2012 Monitoring Report were re-calculated for this report to account for errors in data reporting as well as in the indicator calculations themselves. These new values (reported in Tables B.1 and B.2) were used as baselines for the time-based comparisons made in this report. Given this approach, all countries that did not submit revisions to their responses (Denmark, Germany, Korea, the Netherlands, Poland, Colombia, Fiji, Indonesia, Jordan, Kyrgyzstan, Lithuania, Oman and Rwanda) demonstrate the same compliance values in both 2010 and 2014.

Please note that these tables contain the same information as Figures 2.2, 2.4, 2.6, 2.8, 3.2, 3.4, 3.6, 3.8, 3.10 and 3.12, but at a country (or system) level.

Table B.1. **Stakeholder indicators for countries with 2010 and 2014 data**

| | Government (2010) | Government (2014) | Tertiary education institutions (2010) | Tertiary education institutions (2014) | Quality assurance and accreditation (2010) | Quality assurance and accreditation (2014) | Student bodies (2010) | Student bodies (2014) | Implementation total (Without Student Bodies) (2010) | Implementation total (Without Student Bodies) (2014) | Implementation total (With Student Bodies) (2010) | Implementation total (With Student Bodies) (2014) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **OECD** | | | | | | | | | | | | |
| Australia | 0.89 | 0.93 | 0.63 | 0.70 | 0.91 | 0.93 | 0.27 | 0.44 | 2.42 | 2.56 | 2.69 | 3.00 |
| Austria | 0.69 | 0.97 | 0.10 | 0.65 | 0.53 | 0.83 | 0.60 | 0.87 | 1.32 | 2.45 | 1.91 | 3.31 |
| Belgium (Fl.) | 1.00 | 0.94 | 0.85 | 0.85 | 0.52 | 0.90 | 0.34 | 0.34 | 2.37 | 2.69 | 2.71 | 3.03 |
| Belgium (Fr.) | 0.48 | 0.48 | 0.35 | 0.35 | 0.65 | 0.65 | 0.07 | 0.07 | 1.48 | 1.48 | 1.54 | 1.54 |
| Czech Republic | 0.29 | 0.44 | 0.00 | 0.00 | 0.19 | 0.20 | 0.07 | 0.07 | 0.48 | 0.65 | 0.55 | 0.71 |
| Denmark | 0.67 | 0.67 | 0.40 | 0.40 | 0.22 | 0.22 | 0.43 | 0.43 | 1.29 | 1.29 | 1.72 | 1.72 |
| Finland | 0.52 | 0.46 | 0.70 | 0.70 | 0.46 | 0.46 | 0.34 | 0.34 | 1.68 | 1.62 | 2.02 | 1.96 |
| Germany | 0.81 | 0.81 | 0.80 | 0.80 | 0.56 | 0.56 | 0.34 | 0.34 | 2.17 | 2.17 | 2.51 | 2.51 |
| Hungary | 0.93 | 0.93 | 1.00 | 1.00 | 0.72 | 0.72 | 0.57 | 0.70 | 2.65 | 2.65 | 3.22 | 3.35 |
| Israel | 0.73 | 0.73 | 0.60 | 0.60 | 0.25 | 0.32 | 0.93 | 0.87 | 1.58 | 1.65 | 2.52 | 2.51 |
| Italy | 0.60 | 0.85 | 0.95 | 0.50 | 0.42 | 0.69 | 0.00 | 0.07 | 1.97 | 2.04 | 1.97 | 2.10 |
| Japan | 0.87 | 0.90 | 1.00 | 0.65 | 1.00 | 0.90 | 0.00 | 0.00 | 2.87 | 2.45 | 2.87 | 2.45 |
| Korea | 0.89 | 0.89 | 1.00 | 1.00 | 0.32 | 0.32 | 0.00 | 0.00 | 2.21 | 2.21 | 2.21 | 2.21 |
| Netherlands | 0.82 | 0.82 | 1.00 | 1.00 | 0.61 | 0.61 | 0.87 | 0.87 | 2.43 | 2.43 | 3.29 | 3.29 |
| New Zealand | 0.91 | 0.91 | 1.00 | 1.00 | 0.84 | 0.90 | 0.34 | 0.34 | 2.75 | 2.81 | 3.09 | 3.15 |
| Norway | 0.76 | 0.76 | 0.33 | 0.35 | 0.57 | 0.57 | 0.70 | 1.00 | 1.65 | 1.68 | 2.36 | 2.68 |
| Poland | 0.83 | 0.83 | 0.60 | 0.60 | 0.54 | 0.54 | 0.00 | 0.00 | 1.97 | 1.97 | 1.97 | 1.97 |
| Slovenia | 0.56 | 0.74 | 0.35 | 0.55 | 0.45 | 0.94 | 0.07 | 0.87 | 1.36 | 2.23 | 1.43 | 3.09 |
| Spain | 0.85 | 0.79 | 0.70 | 0.70 | 0.71 | 0.71 | 0.23 | 0.23 | 2.26 | 2.20 | 2.49 | 2.43 |
| Switzerland | 0.78 | 0.87 | 0.00 | 0.00 | 0.61 | 0.61 | 0.07 | 0.07 | 1.39 | 1.48 | 1.45 | 1.55 |
| Turkey | 0.40 | 0.70 | 0.85 | 1.00 | 0.80 | 0.71 | 0.00 | 0.00 | 2.05 | 2.41 | 2.05 | 2.41 |
| United Kingdom | 0.62 | 0.68 | 0.75 | 0.75 | 0.84 | 0.84 | 0.34 | 0.34 | 2.21 | 2.27 | 2.55 | 2.61 |
| United States | 0.48 | 0.58 | 0.40 | 0.40 | 0.25 | 0.25 | 0.17 | 0.17 | 1.13 | 1.23 | 1.30 | 1.40 |
| **OECD average** | 0.76 | 0.77 | 0.79 | 0.75 | 0.63 | 0.69 | 0.51 | 0.50 | 2.18 | 2.21 | 2.68 | 2.71 |
| **NON-OECD** | | | | | | | | | | | | |
| Bulgaria | 0.51 | 0.45 | 0.00 | 0.60 | 0.76 | 0.81 | 0.84 | 0.84 | 1.27 | 1.86 | 2.11 | 2.70 |
| Colombia | 0.88 | 0.88 | 0.00 | 0.00 | 0.90 | 0.90 | 0.00 | 0.00 | 1.78 | 1.78 | 1.78 | 1.78 |
| Fiji | 0.44 | 0.44 | 0.00 | 0.00 | 0.38 | 0.38 | 0.00 | 0.00 | 0.81 | 0.81 | 0.81 | 0.81 |
| Indonesia | 0.24 | 0.24 | 0.80 | 0.80 | 0.62 | 0.62 | 0.50 | 0.50 | 1.66 | 1.66 | 2.16 | 2.16 |
| Jordan[1] | 0.38 | 0.38 | 0.00 | 0.00 | 0.27 | 0.27 | 0.00 | 0.00 | 0.65 | 0.65 | 0.65 | 0.65 |
| Kyrgyzstan[1] | 0.69 | 0.69 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.69 | 0.69 | 0.69 | 0.69 |
| Lithuania | 0.64 | 0.64 | 0.35 | 0.35 | 0.56 | 0.56 | 0.87 | 0.87 | 1.55 | 1.55 | 2.41 | 2.41 |
| Oman[1] | 0.69 | 0.69 | 0.80 | 0.80 | 0.79 | 0.79 | 0.00 | 0.00 | 2.28 | 2.28 | 2.28 | 2.28 |
| Rwanda | 0.64 | 0.64 | 0.85 | 0.85 | 0.76 | 0.76 | 0.87 | 0.87 | 2.25 | 2.25 | 3.12 | 3.12 |

1. Country with no autonomous student body.

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Table B.2. **Objective indicators for countries with 2012 and 2014 data**

| | Comprehensiveness (2010) | Comprehensiveness (2014) | Customer protection (2010) | Customer protection (2014) | Transparency (2010) | Transparency (2014) | Easy access to information (2010) | Easy access to information (2014) | Collaboration (2010) | Collaboration (2014) | Regulatory framework (2010) | Regulatory framework (2014) | Implementation total (2010) | Implementation total (2014) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **OECD** | | | | | | | | | | | | | | |
| Australia | 1.00 | 1.00 | 0.55 | 0.65 | 0.84 | 0.88 | 0.54 | 0.69 | 0.36 | 0.45 | 1.00 | 1.00 | 4.29 | 4.66 |
| Austria | 0.80 | 1.00 | 0.48 | 0.75 | 0.15 | 0.90 | 0.53 | 0.90 | 0.53 | 0.88 | 0.90 | 1.00 | 3.38 | 5.43 |
| Belgium (Fl.) | 0.80 | 0.80 | 0.55 | 0.70 | 0.90 | 0.90 | 0.70 | 0.75 | 0.73 | 0.80 | 0.90 | 0.90 | 4.58 | 4.85 |
| Belgium (Fr.) | 0.50 | 0.50 | 0.40 | 0.40 | 0.50 | 0.50 | 0.70 | 0.70 | 0.68 | 0.68 | 0.75 | 0.75 | 3.53 | 3.53 |
| Czech Republic | 0.30 | 0.30 | 0.15 | 0.15 | 0.20 | 0.20 | 0.28 | 0.28 | 0.40 | 0.37 | 0.15 | 0.35 | 1.48 | 1.65 |
| Denmark | 0.40 | 0.40 | 0.40 | 0.40 | 0.35 | 0.35 | 0.48 | 0.48 | 0.57 | 0.57 | 0.60 | 0.60 | 2.80 | 2.80 |
| Finland | 0.20 | 0.10 | 0.60 | 0.60 | 0.60 | 0.60 | 0.70 | 0.70 | 0.83 | 0.83 | 0.50 | 0.45 | 3.43 | 3.28 |
| Germany | 1.00 | 1.00 | 0.50 | 0.50 | 0.28 | 0.28 | 0.34 | 0.34 | 0.66 | 0.66 | 1.00 | 1.00 | 3.77 | 3.77 |
| Hungary | 1.00 | 1.00 | 0.85 | 0.85 | 1.00 | 1.00 | 0.80 | 0.80 | 0.77 | 0.79 | 1.00 | 1.00 | 5.42 | 5.44 |
| Israel | 0.30 | 0.30 | 0.80 | 0.80 | 1.00 | 1.00 | 0.90 | 0.85 | 0.64 | 0.68 | 0.45 | 0.55 | 4.09 | 4.18 |
| Italy | 0.60 | 0.60 | 0.55 | 0.40 | 0.90 | 0.90 | 0.75 | 0.75 | 0.64 | 0.72 | 0.60 | 0.85 | 4.04 | 4.22 |
| Japan | 1.00 | 1.00 | 0.70 | 0.55 | 0.80 | 1.00 | 0.70 | 0.70 | 0.75 | 0.54 | 0.80 | 0.80 | 4.75 | 4.59 |
| Korea | 0.60 | 0.60 | 0.55 | 0.55 | 1.00 | 1.00 | 0.70 | 0.70 | 0.75 | 0.75 | 0.80 | 0.80 | 4.40 | 4.40 |
| Netherlands | 0.80 | 0.80 | 0.70 | 0.70 | 0.80 | 0.80 | 0.90 | 0.90 | 0.90 | 0.90 | 0.90 | 0.90 | 5.00 | 5.00 |
| New Zealand | 0.80 | 0.80 | 0.63 | 0.65 | 1.00 | 1.00 | 0.75 | 0.75 | 0.92 | 0.92 | 0.90 | 0.90 | 5.00 | 5.02 |
| Norway | 0.80 | 0.80 | 0.58 | 0.75 | 0.69 | 0.70 | 0.82 | 1.00 | 0.65 | 0.65 | 0.90 | 0.90 | 4.43 | 4.80 |
| Poland | 0.60 | 0.60 | 0.60 | 0.60 | 0.80 | 0.80 | 0.70 | 0.70 | 0.39 | 0.39 | 0.90 | 0.90 | 3.99 | 3.99 |
| Slovenia | 0.60 | 1.00 | 0.28 | 0.75 | 0.60 | 0.90 | 0.13 | 0.74 | 0.45 | 0.75 | 0.70 | 1.00 | 2.75 | 5.14 |
| Spain | 1.00 | 1.00 | 0.65 | 0.65 | 0.60 | 0.60 | 0.75 | 0.75 | 0.84 | 0.84 | 1.00 | 1.00 | 4.84 | 4.84 |
| Switzerland | 0.70 | 0.80 | 0.20 | 0.20 | 0.40 | 0.50 | 0.45 | 0.45 | 0.60 | 0.60 | 0.85 | 0.90 | 3.20 | 3.45 |
| Turkey | 0.80 | 0.80 | 0.53 | 0.63 | 0.46 | 0.40 | 0.54 | 0.58 | 0.70 | 0.75 | 0.75 | 0.75 | 3.78 | 3.90 |
| United Kingdom | 1.00 | 1.00 | 0.60 | 0.60 | 0.68 | 0.68 | 0.56 | 0.56 | 0.51 | 0.51 | 1.00 | 1.00 | 4.35 | 4.35 |
| United States | 0.60 | 0.60 | 0.35 | 0.40 | 0.50 | 0.50 | 0.45 | 0.50 | 0.37 | 0.42 | 0.70 | 0.70 | 2.97 | 3.12 |
| **OECD average** | 0.78 | 0.79 | 0.60 | 0.61 | 0.80 | 0.83 | 0.69 | 0.69 | 0.73 | 0.73 | 0.78 | 0.83 | 4.38 | 4.47 |
| **NON-OECD** | | | | | | | | | | | | | | |
| Bulgaria | 1.00 | 0.80 | 0.40 | 0.60 | 0.60 | 0.58 | 0.60 | 0.79 | 0.32 | 0.60 | 1.00 | 0.80 | 3.92 | 4.16 |
| Colombia | 1.00 | 1.00 | 0.38 | 0.38 | 0.80 | 0.80 | 0.45 | 0.45 | 0.46 | 0.46 | 0.95 | 0.95 | 4.04 | 4.04 |
| Fiji | 0.50 | 0.50 | 0.20 | 0.20 | 0.60 | 0.60 | 0.33 | 0.33 | 0.10 | 0.10 | 0.55 | 0.55 | 2.28 | 2.28 |
| Indonesia | 0.80 | 0.80 | 0.50 | 0.50 | 0.04 | 0.04 | 0.32 | 0.32 | 0.63 | 0.63 | 0.90 | 0.90 | 3.18 | 3.18 |
| Jordan | 0.00 | 0.00 | 0.20 | 0.20 | 0.60 | 0.60 | 0.40 | 0.40 | 0.37 | 0.37 | 0.00 | 0.00 | 1.57 | 1.57 |
| Kyrgyzstan | 0.50 | 0.50 | 0.15 | 0.15 | 0.20 | 0.20 | 0.15 | 0.15 | 0.25 | 0.25 | 0.35 | 0.35 | 1.60 | 1.60 |
| Lithuania | 0.60 | 0.60 | 0.70 | 0.70 | 0.70 | 0.70 | 0.66 | 0.66 | 0.63 | 0.63 | 0.70 | 0.70 | 3.99 | 3.99 |
| Oman | 1.00 | 1.00 | 0.48 | 0.48 | 0.69 | 0.69 | 0.62 | 0.62 | 0.60 | 0.60 | 0.75 | 0.75 | 4.13 | 4.13 |
| Rwanda | 0.60 | 0.60 | 0.65 | 0.65 | 0.75 | 0.75 | 0.58 | 0.58 | 0.55 | 0.55 | 0.60 | 0.60 | 3.73 | 3.73 |

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ANNEX C

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# Ensuring Quality in Cross-Border Higher Education

## IMPLEMENTING THE UNESCO/OECD GUIDELINES

In the past decade, many countries have designed explicit internationalisation policies for their higher education systems, acknowledging the benefits of international exposure to prepare students for a globalising economy, as well as the many opportunities of cross-border mobility for innovation, improvement and capacity development in higher education and in the economy.

Cases of fraud and opportunistic behaviour have shown that these promises come with risks for students and other tertiary education stakeholders though. It is precisely to help all stakeholders to minimise these risks and strengthen the dynamics of openness, collaboration and transparency across countries that UNESCO and OECD jointly developed the Guidelines for Quality Provision in Cross-Border Higher Education.

This book monitors the extent to which tertiary education stakeholders complied with the Guidelines in 2014. It will be of interest to policy makers, leaders of tertiary education institutions and quality assurance agencies, as well as to academics and other parties interested in higher education and its internationalisation.

**Contents**

Chapter 1. Overview: monitoring quality in cross-border higher education

Chapter 2. The need for compliance in providing quality cross-border higher education

Chapter 3. Compliance by stakeholders in providing quality cross-border higher education

Chapter 4. Compliance with the objectives of providing quality cross-border higher education

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