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Discussion Forum

***Quality Assurance in
Transnational Issues***

INQAAHE
30 March 2005
Wellington

KNOWLEDGE

***has become the
single most
important
factor in
economic development
and
global competitiveness***

Higher Education Concerns

- 1. Appropriate Objectives*
- 2. Good Management*
- 3. Effective Operations*

=

*Quality Assurance/
Accreditation*



Quality Assurance

- **Defines by Setting Standards**
- **Assists in Reform Efforts**
- **Provides Structure for Improvement/Planning**
- **Assists Users to Make Choices & Decisions**



GPS #1: ACCESS

GPS #2: MOBILITY

GPS #3: QUALITY



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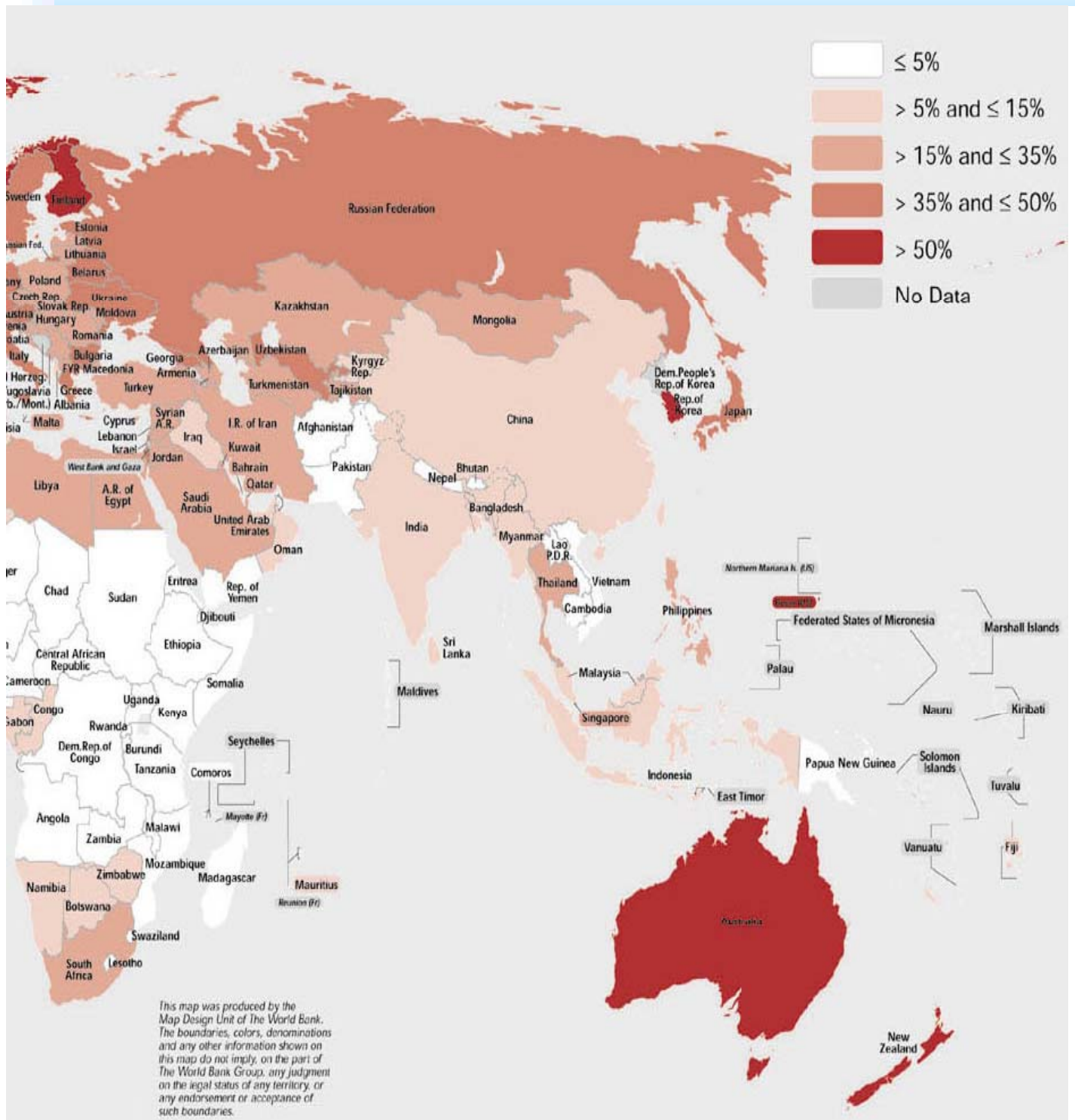
■ ACCESS

Global Supply of Learners

<u><i>Year</i></u>	<u><i>Global</i></u>	<u><i>Asia</i></u>
<i>1990</i>	<i>48M</i>	<i>17M</i>
<i>2025</i>	<i>159M</i>	<i>87M</i>

*Source: International Education: Australia's Potential
Demand & Supply, IDB*

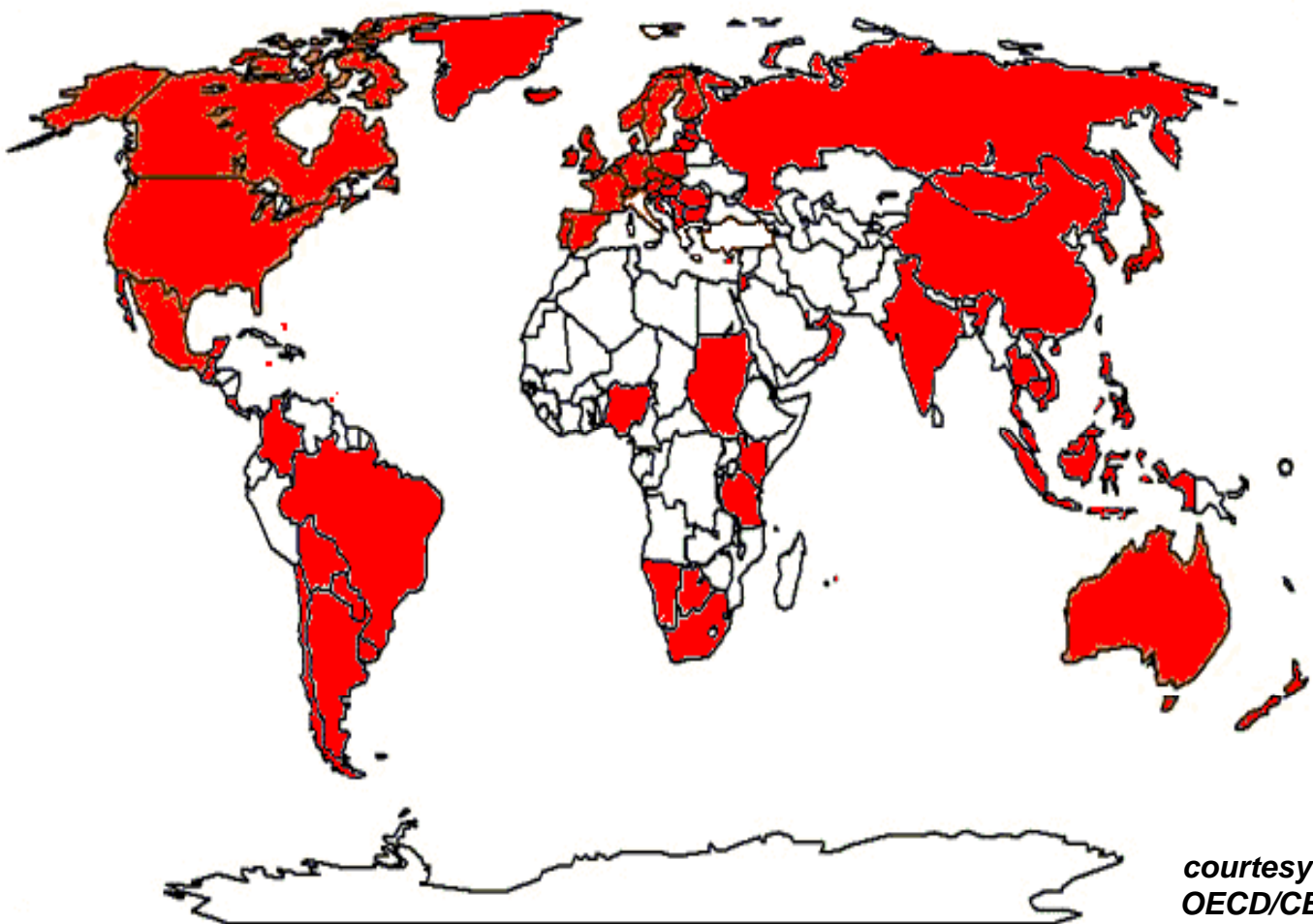
Tertiary enrollment ratios, 1995



National QA Agencies: a Global View

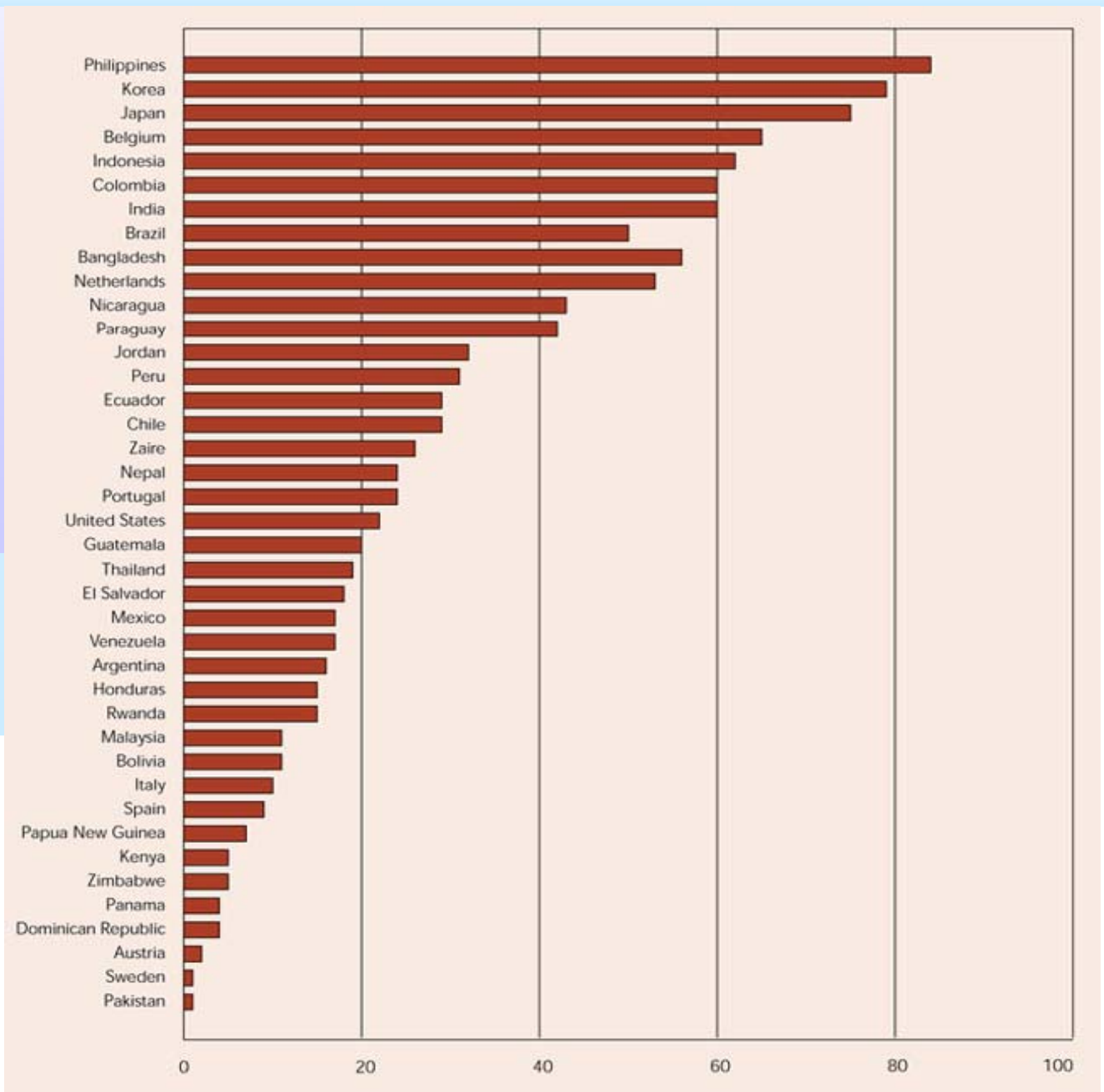
The scope and status of agencies vary, depending on countries.

The list is not exhaustive, especially where there are rapidly growing movements as governments face pressing needs to establish a quality assurance agency.



courtesy of
OECD/CERI

Share of Enrollment in Private Higher Education (percent)



Note: In the few Western European countries which have a high proportion of enrollments in private institutions (for example, Belgium and the Netherlands), higher education continues to be almost entirely financed by the state which subsidizes both public and private higher education institutions.

Source: World Bank 2003



Transnational Education

- *Branch Campuses*
- *Study Abroad*
- *Franchises*
- *Twinning*
- *Distance Education*
- *Corporate Programs*



Largest Importers

- *Canada*
- *France*
- *Germany*
- *United Kingdom*
- *United States*

(63% of 1.2 million market)

UNESCO



Largest Exporters

- *Australia* *4 billion \$*
- *United Kingdom* *3 billion \$*
- *United States* *13 billion \$*

Sources: DETYA, USTR, COMMERCE



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Effects of Regionalism

- More outward-looking stance
- Greater liberalization of national policy
- Equal partnership with other countries
- Source: Regional Integration, World Bank, 2003



Regional QA Organizations

- ENQA, ECA: EUROPE
- CCA, CSUCA: CENTRAL AMERICA
- RIACES, MERCOSUR: LATIN AMERICA
- APQN – ASIA PACIFIC
- AAAC – CANADA
- ASPA, CHEA, IRAC – USA



Impact of Trade Agreements on Higher Education

- National higher education policy liberalization;
- Common standards for professional education;
- Cross-border provision on higher education by private providers; and
- Mutual recognition of academic credentials



Regional FTAs: Toward MRA's

MERCOSUR

Engineering, Medicine, Agronomy

EU

European Consortium for Accreditation in
Higher Education (ECA)

APEC

Engineering & Architecture

US-CANADA

Medicine, Engineering, Dentistry,
Accountancy



PROFESSIONAL ACCREDITATION AND CERTIFICATION:
**GATEWAYS TO QUALITY AND
MOBILITY IN THE AMERICAS**

A HEMISPHERIC CONFERENCE

May 26-27, 2005

Venue:




Santiago Campus, Universidad de Talca
(Formerly UN CEPAL Building)

Lodging:

NH Hotel

(Within easy walking distance of the Universidad)

Santiago, Chile

Host:	Co- sponsor:	Coordinator:
 <p>Ministry of Education Chile</p>	 <p>invent Hewlett-Packard</p>	 <p>THE CENTER FOR QUALITY ASSURANCE IN INTERNATIONAL EDUCATION</p>



THE CENTER FOR
QUALITY ASSURANCE IN
INTERNATIONAL EDUCATION

*Regional Program for EA/P
Asia Pacific Quality Network
World Bank Funded*

- **Regional Quality Assurance Services**
- **Regional Pool of External Reviewers**
- **Regional Information Clearinghouse**
- **Regional Staff Exchanges**
- **Regional Training and Development**
- **Liaison Functions with Regional and Global Organizations**



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Trade in higher education

- *National treatment*
- *Most favoured nation*
- *Transparency*

Mutual Recognition Agreements

Considerations:

- Education (Accreditation of programs or institutions)
- Examinations (How is professional ability validated)
- Experience (length and nature of relevant experience)
- Ethics (agreement on standards of conduct and type of sanctions)

Complementary considerations:

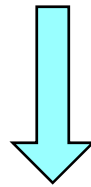
- Professional development and re-certification
- Scope for professional practice
- Local knowledge (language, legislation, taxation, other)
- Consumer protection (alternative to residency requirements – professional liability insurance)



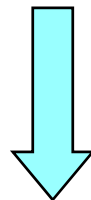
Quality

- Need to develop robust national QA mechanisms
- Need for dialogue among QA agencies, between countries, regions, internationally
- Need to assure the quality of QA agencies
- Need to improve national and international information systems

Knowledge and understanding



Mutual trust



Mutual recognition



Transnational Policy Development

World Bank – *Funding Activity for
Capacity Building in Quality Assurance*

INQAAHE – *Principles of Good
Practices*
(www.inqaahe.org)

UNESCO – OECD – *Guidelines on
Cross Border Quality Higher Education*

OECD

http://www.oecd.org/document/52/0,2340,en_2649_34549_29343796_1_1_1_1,00.html

UNESCO

http://portal.unesco.org/education/en/ev.php-URL_ID=29228&URL_DO=DO_TOPIC&URL_SECTION=201.html

GPS #1: ACCESS

Public & Private are in this Together

GPS #2: MOBILITY

The Professions are Globalizing & Countries
Need to Keep Pace

GPS #3: QUALITY

Need to Strengthen Capacity in National
Quality Assurance Bodies

Gain Strength in International Cooperation