



CONSEJO NACIONAL DE EDUCACIÓN

# **QA agencies between the global and the local**

National Council of Education, Chile

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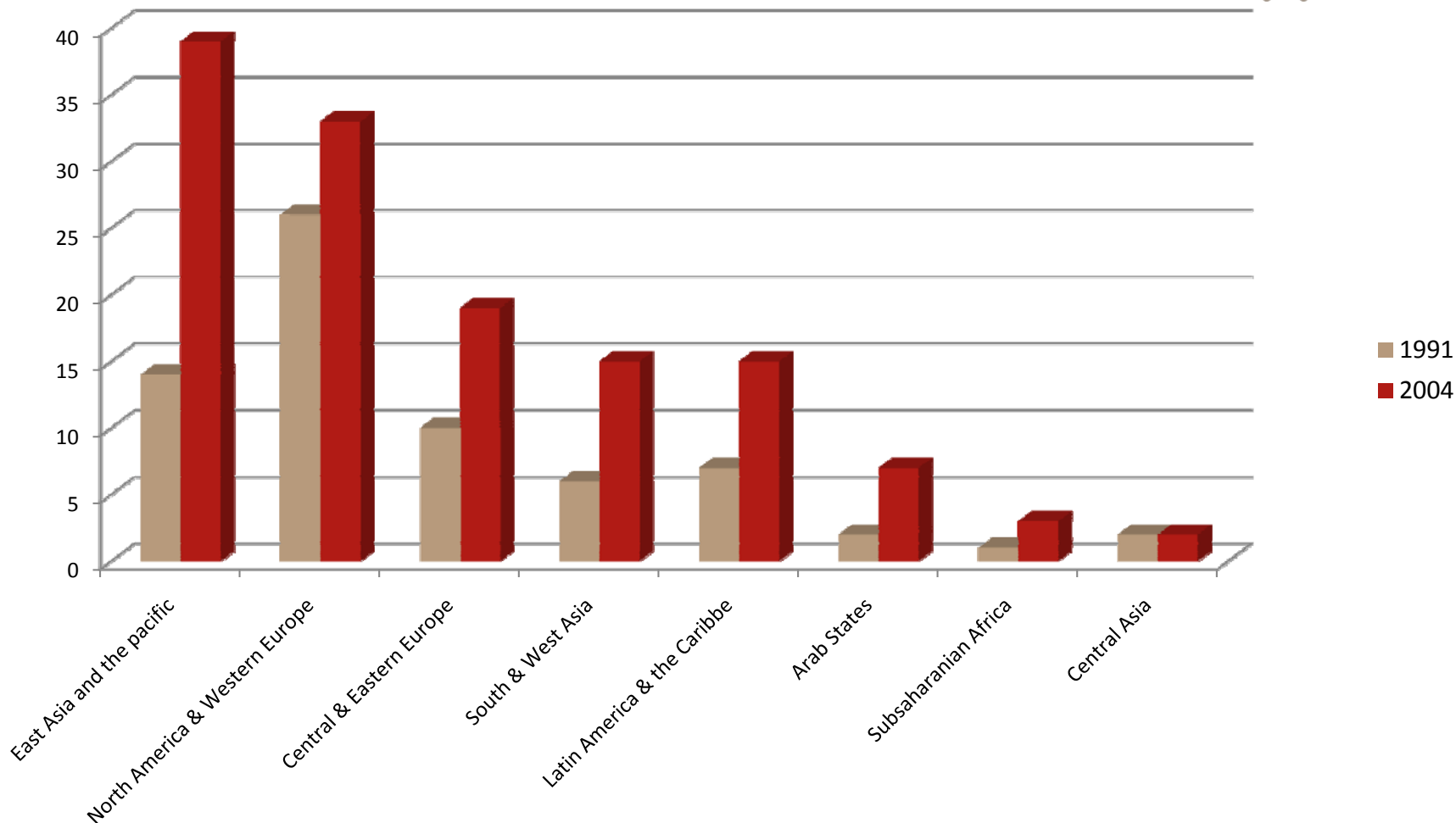
Windhoek, Namibia, Wednesday 5th May 2010<sub>1</sub>



# General Tendencies in Higher Education (1)

- New and important demands towards universities
- Expansion (increase in enrolment)
- Massification
  - growth of enrolment rates
  - diversity of student body
  - pressure on public finance
- Knowledge society requires qualified and specialized workers

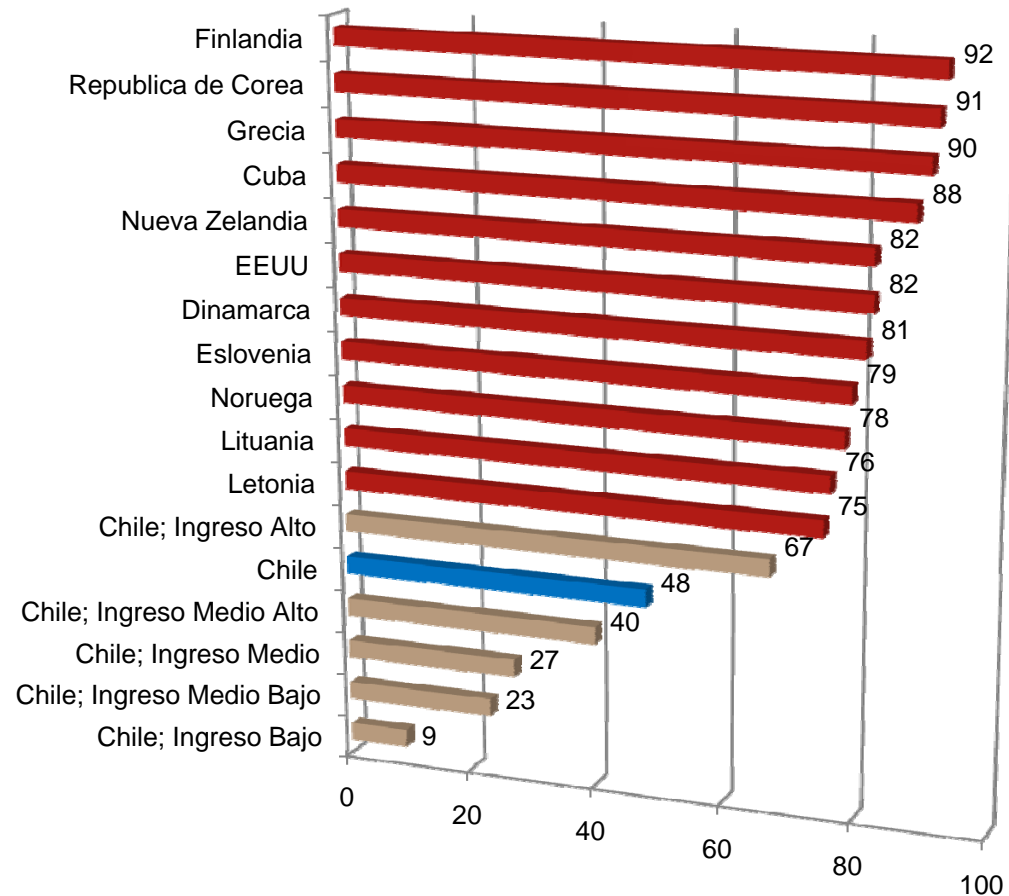
# Increase in enrolment (number of students)



# Massification/ Universal Higher Education



## Gross Enrolment Rate, 2006



Source: Based on The World Bank, World Development Indicators 2008

- Universal Secondary education
- Labor market demand
- Returns to investment in higher education and status
- Continuous training



## In Latin America...

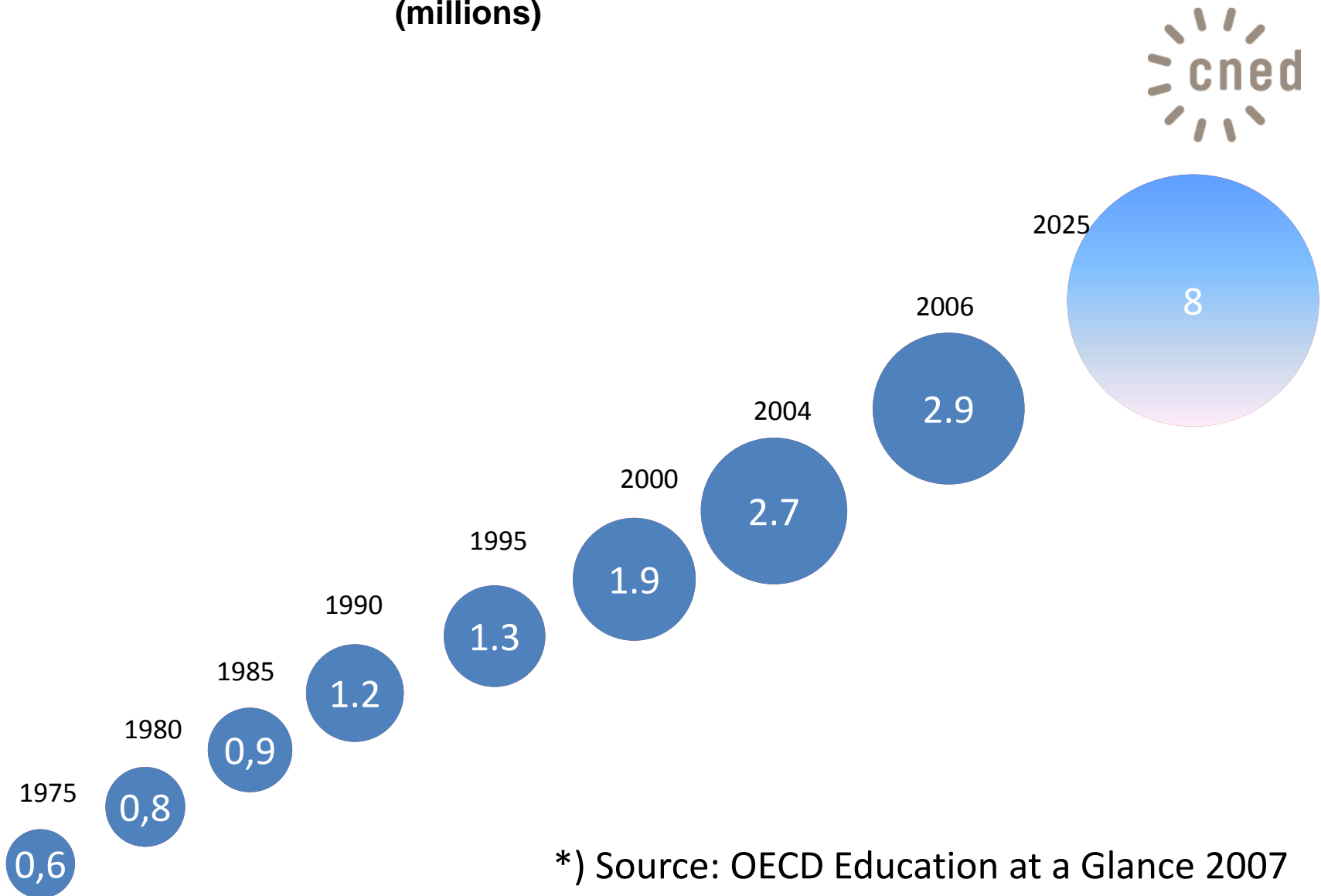
- Due to different policies to support access to higher education, HE students are much more diverse
- Inequitative. In LA, higher education is still an area reserved for the cultural and economic elites, transmitted by their families.
- Formal compliance with equality of opportunities in education serves to legitimize privileges.



# General Tendencies in Higher Education (2)

- The emerging ‘borderless’ HE market
- Student mobility. The number of international students in many countries has increased significantly in the last years.
  - Worldwide, there were over 2.9 million international students in 2006.
  - By 2025, almost 8 million students are projected to be studying outside their home country market.

# Students in tertiary education outside their home country (millions)



\*) Source: OECD Education at a Glance 2007

# New providers and new ways of transnational higher education



Huge differences in the way that countries are dealing with the growth of HEIs

- Some countries refuse to include non-national providers in their national HE systems or
- Some refuse to recognize their diplomas and degrees.
- Others welcome foreign providers.
- Some countries promote only public HE
- Others promote private institutions too

# The age of globalization: Could QAAs be out of this trend?



- A ‘general model’ of external quality assurance does not universally apply, but most elements of it do apply in most countries.
- The ‘general model’ provides a starting point from which to map *deviations*.
- In each country, there usually are modifications or extension of elements determined by practicalities, the size of the HE sector, the rigidity/flexibility of the legal expression of quality assurance and the stage of development from State control of the sector.

# We can learn from other experiences...



Regarding different contexts it is possible to observe:

- Developed and developing countries.
- Systems designed from own resources, others coming from international cooperation and resources, and others from a mix between domestic and international resources.
- QA systems concerned only with quality assurance in higher education institutions versus others designed by the Governments to support other regulatory policies.

# We can learn from other experiences...



However, all of them share the same common characteristics:

- Common principles and similar standards (of evaluation)
- Same steps (stages): Self-evaluation – external evaluation – Decision of the QAA
- Similar guidelines and orientation for external reviewers
- Equivalent systems and instruments for collecting information
- Similar policies for reporting public information
- Similar documentation and materials: manuals, forms, questionnaires, etc.

# We can learn from other experiences



A global view also allow QA agencies to collaborate with each other through international networks, in areas such as exchange of good practices, capacity building, review of decisions, staff exchanges, etc.

# Point of View



- There is a growing agreement on the viewpoint that a global view for quality assurance in higher education is needed.



- However the local context in higher education systems is also important and any approach to quality assurance and accreditation should consider it.



# From what viewpoint are we talking



- Chile is on the midway between developing and developed countries. It recently joined the OECD; however, it is still far from more developed countries.
- We operate within the South American context, where it is possible to find less industrialized countries but also important economies like Mexico or Brazil.
- The QA system in Chile is more than 20 years old. It started as a procedure of recognition of institutes and licensing of new providers. But today it is a quality assurance procedure (accreditation), which agreed standards of quality that should be met by institutions and programs.

## From what viewpoint are we talking (2)



- Accreditation is focused on processes rather than results.
- The real impact of quality assurance in higher education institutions has not been assessed yet.

# Particular Characteristics of the “Chilean model”



- Participation (participative): The model of accreditation was developed based on the experience of several pilot initiatives carried out by the CNAP. It is remarkable that the process was validated and legitimated by the institutions involved in Higher education.
- Adaptation (adaptive): The system deals with the complexity of the Chilean HE system and it was developed taking into account the particular characteristics and needs of HE institutions.

# Particular Characteristics of the “Chilean model”



- Closely related to the international experience: The model was developed taking into account international experiences, though a critical perspective was adopted so it was adapted to the national context.
- Focused on particular characteristics of institutions: Respect for the autonomy, identity and history of HEIs.
- Come up from the experience: It has been a long way since the system started being developed. It was built based on experimental designs and pilot experiences, so we learned from it and we improved the model from the experience gained from mistakes.



- A VER NIÑO... VÉAME LA PRESIÓN DE LOS NEUMÁTICOS Y PÓNGALE UN POCO DE AGUA A LA BESTIA ...

Hey friend... check the wheel's pressure and bring some water for the horse...

# Final Questions – Food for Thought



- What are the challenges when dealing with the global and the local?
- In your region or country, what are the main elements of the global taken into account in the QA agency?
- What kind of local characteristics are impossible to avoid when designing or implementing a QA agency?
- What kind of constraints local conditions impose on the QA systems? Do they undermine what is usually understood as quality assurance or accreditation all around the world?
- What are the experiences of different agencies in dealing with the tension between a demand for qualifications portable regionally and internationally, and the need to respond to what might be particular conditions or requirements?
- What methodologies do agencies/networks use to accredit/audit HEIs operating off shore?



# Gracias

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