Quality Assurance of Transnational Education

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Transnational Education definition

- Export Education
- Offshore Education
- Cross-border Education

Learners are located in a country different from the one where the awarding institution is based.

Transnational Education since the 80s

**Mobility** of

- **Programmes & Institutions**
  (the learner spends part of his course time in the country where the awarding body is based in)

- **Students & Academic Staff**
  (the learner shares his time between the two institutions providing the course)
Transnational Education complexity

... a constantly mutating phenomenon

instructional modes:

from conventional classrooms to virtual and distance education
1. **single provider-awarded (rare)**

2. **unequal partnerships**
   
   two agents of unequal esteem or power:
   
   partner A = awarding institution
   
   partner B = agent providing the educational service
   
   → validation and franchising arrangements

3. **joint partnerships**
   
   agents that share parity of esteem
   
   → joint degree programmes and international research centers
cross-border activities (Trends 2010)

initially regarded as mostly profit driven and even hazardous enterprises

now more widespread acceptance in the academic community within the framework of their international strategy
Greek constitution restrictions

All higher/tertiary education is provided by public institutions

Post-Secondary ‘non-formal’ private sector
(developed when access to higher education was more limited)

Developments

In 2010 operating licenses were granted to 36 Centers of Post-Secondary Education.

The National Center for Certification has been given the remit for external evaluation of the operation of these Centers of Post-Secondary Education.
Franchises: **Benefits for whom?**

- Students obtain a diploma of another country without ever setting foot in that.
- Students are taught from local faculty and do not get the benefits from the exposure to another culture.
- Students are taught often in different if not in poorer facilities than those enjoyed by their peers in the home campus.
- Faculty of the home campus does not benefit from the exposure to another environment and a different culture.....as indeed their students.
Limited activity:

- **participation in joint programmes** supported by the European Union (e.g. Erasmus Mundus)
- **international collaborations** the quality of some of which cannot be assured by Quality Agencies (ENQA 2010: 30)

The impending **reform** of higher education

- focuses on **internationalization**
- reflects the **priorities** described in the Leuven and Louvain-la-Neuve Communiqué on the **Bologna Process**
European Higher Education Area (EHEA)

- Development of European guidelines and tools for QA
- Enhancement of comparability and recognition of qualifications

- 2005 UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education
- revised 2007 UNESCO/COE Code of Good Practice
- second Transnational European Evaluation Project (TEEP II)
- 2009 third edition of the European Standards and Guidelines
- 2010 revised Code of Good Practice of the QAA in the UK
Transnational Education aims, focused on the individual

- quality
- excellence
- diversity

of the EHEA

- equitable access to and completion of higher education by underrepresented groups,
- widening participation in lifelong learning,
- flexibility in learning paths,
- increasing employability
- fostering mobility

PLUS new formats of delivery (virtual universities, e-learning etc.)

Leuven and Louvain-la-Neuve Communiqué
Promotion of research and innovation, internationalizing activities for sustainable development, and increasing mobility are key aims of institutional strategy for Transnational Education. Collaboration among Higher Education Institutes and Quality Assurance Agencies is required in order to provide valid information about education programmes that cross borders; a knowledge of the local context and of the local language is required.
Transnational Education aims

Common ground on education
(based on quality and the protection of the public)

national experts - able to identify common elements and dangers through discrepant or non-existent guidelines and work towards more common approaches
Thank you