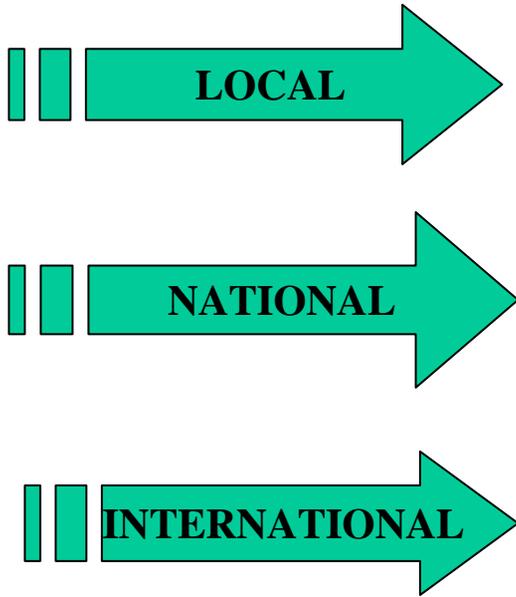


# New Trends and New Providers in Higher Education

**Council of Europe Conference on Public Responsibility for  
Higher Education and Research  
23-24 September 2004, Strasbourg**

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**FOCUS: CHALLENGES OF TRANSNATIONAL EDUCATION  
(borderless education) FOR PUBLIC RESPONSIBILITY**



*TRANSNATIONAL EDUCATION - Education unconfined by national borders, which often bypasses state authority and challenges preconceived notions about the provision and regulations of learning.*

# 1) **LOCAL: trends impacting on Higher Education Institutions**

## **Changing national environment:**

- Financial pressures, increasing competition (TNE), diversification of students

## **Increasing institutional autonomy:**

- Role, nature, organisation, administration, autonomy, good governance

## **Organisation and expression of the curricula:**

- Learning outcomes, credits, student-centred learning. distance learning

## **Internet + new technologies:**

- Cheating/plagiarism, new assessment methods and controls

**NEW TRENDS & NEW PROVIDERS IMPACT AT THE LOCAL LEVEL +  
RAISE IMPORTANT QUESTIONS ABOUT THE RESPONSIBILITIES OF ALL  
STAKEHOLDERS IN HIGHER EDUCATION - CASCADE EFFECT!**

## 2) **NATIONAL:** trends impacting on ministries, competent authorities and agencies responsible for higher education

### **‘New style’ qualifications frameworks:**

- Elaboration of comparable and compatible qualifications (*Berlin Communiqué*)
- Use of levels, level/qualifications indicators, learning outcomes, benchmarks, etc.
- Development of the over-arching European Framework of Qualifications
- How public responsibility relates to national and the emerging over-arching European Framework of Qualifications

### **Borderless education:**

- Advent of corporate, for-profit, not-for-profit, franchise and branch campuses
- TNE produces complex effects on different sectors and cycles
- Positive and negative impacts + schizophrenic reaction (import/export)
- Impacts on national education systems + domestic quality assurance

**HOW SHOULD PUBLIC AUTHORITIES TREAT THESE DEVELOPMENTS?**

### **3) INTERNATIONAL: trends impacting on international organisations and institutions**

#### **Expanding global education market:**

- Increasing transnational education + more (domestic + overseas) competition
- Raises huge recognition issues + problems of mixed jurisdiction

#### **GATS:**

- Questions public-private distinctions + educational subsidies
- Is education a 'public good' when supply is limited?

#### **Codes of practice:**

- International codes of good practice improve transnational education (COE/UNESCO)

#### **European Higher Education Area:**

- The nature of the completed EHEA (2010) will have profound effects

**WHAT SORT OF EDUCATIONAL ENVIRONMENT WILL THE EHEA PROMOTE (emphasis on quality, competition, educational values) + HOW WILL IT IMPACT ON TRANSNATIONAL EDUCATION AND PUBLIC RESPONSIBILITY?**

# CONCLUSIONS

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- 1. We need to re-examine our narrow notion of public responsibility.**
- 2. Whole academic community needs to take a more proactive role – shaping the newly emerging 21<sup>st</sup>-century educational world.**
- 3. We require a more effective response to borderless education.**

# QUESTIONS/CHALLENGE

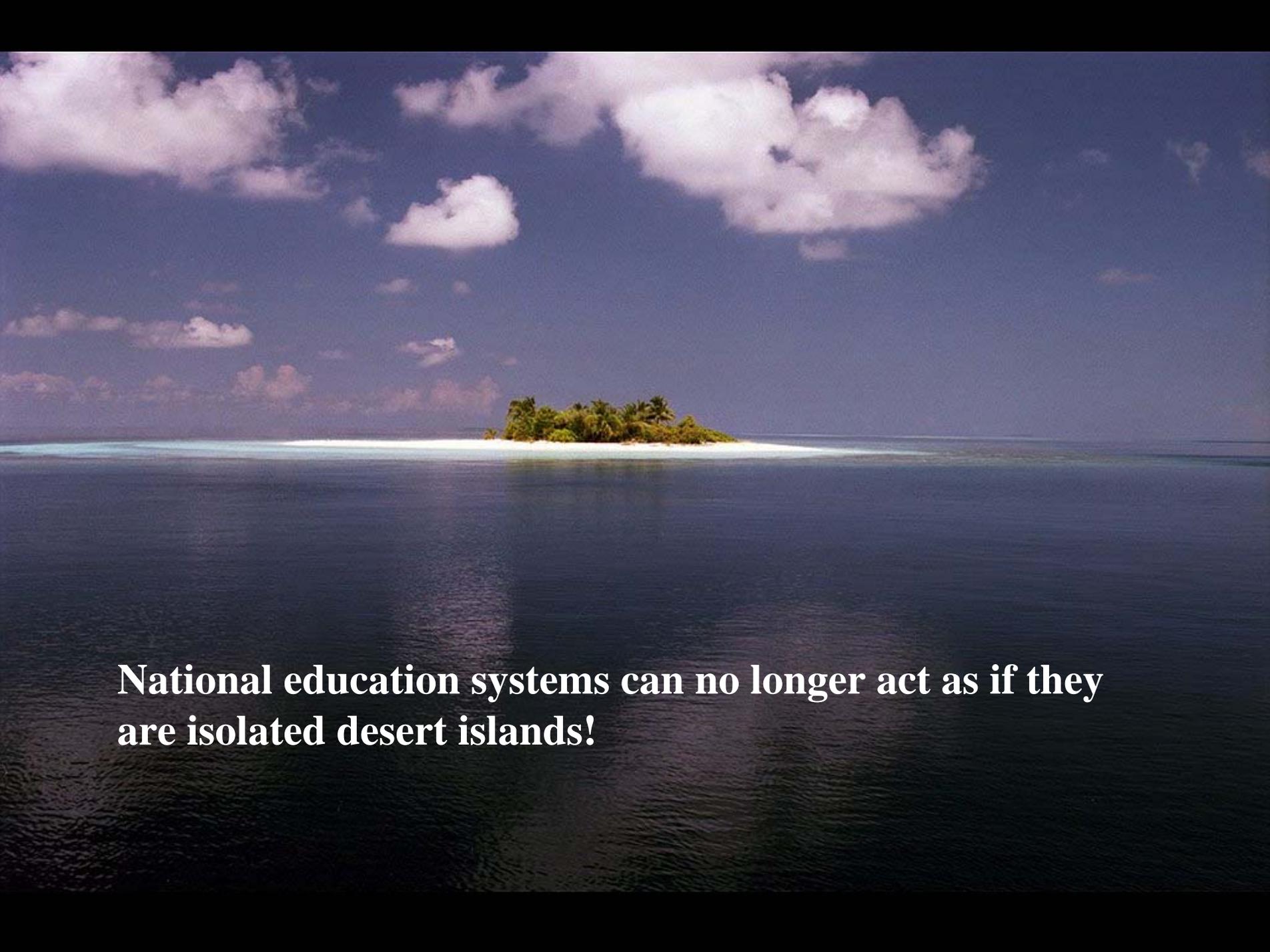
## S:

- 1. How does transnational/borderless education impact on the public responsibility for higher education? Who is responsible - the importer and/or the exporter country?**
- 2. How should public responsibility for transnational education relate to new national qualifications frameworks and the emerging overarching European framework of qualifications? How does the creation of the European Higher Education Area impact on the public responsibility for transnational education?**
- 3. Are there any effective ways (nationally and internationally) to regulate transnational education – what might these be? Can public responsibility for transnational education be better discharged if the transnational providers are given the opportunity for official recognition?**
- 4. What implications does GATS have for the public responsibility for higher education provision?**
- 5. What role can international codes of practice play in the promotion of good practice associated with the provision of transnational education? How can these be made more effective?**

# RECOMMENDATIONS

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Promote a debate between national and international stakeholders to develop a coordinated policy on the implications of transnational education (imported and exported) for the European Higher Education Area.



**National education systems can no longer act as if they are isolated desert islands!**