

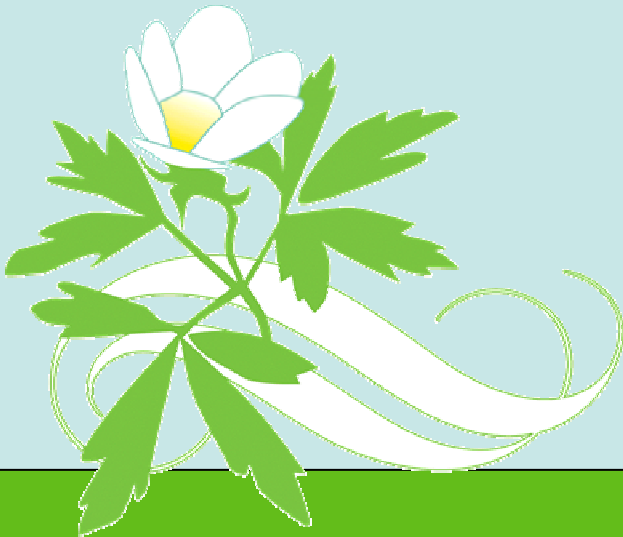
The Bologna Process

Bergen, 19-20 May

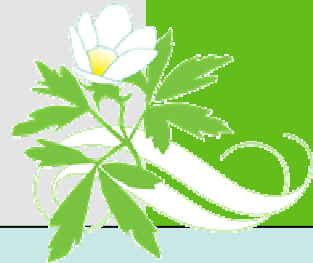
*Enhancing the global dimension of higher education:
Quality, understanding and trust*

Nikki Heerens

ESIB-the National Unions of Students in Europe



The members of ESIB





The global perspective: some conditions

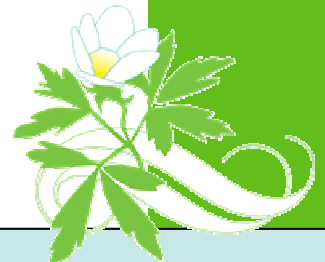
- Transparent, confidence building Quality Assurance mechanisms as prerequisite for recognition
- Security, understanding and acceptance of diversity
 - Regional, national, local
- Autonomy of countries, organisations, HEIs
- Bologna Process as an example for other regions?





European Standards QA: for Europe or beyond?

- Main elements Berlin Communiqué, within different regional/national context
 - Responsibility HEIs
 - Internal & external QA
 - International co-operation
 - Publication of results
 - Student involvement on all levels
- Development quality culture & quality enhancement within HEIs
- Development standards
 - Internal, external, QA agencies.





Elements to be part in QA

- Governance/management
- Internal Quality processes
- Participation of students in decision making and evaluations

- Mission and goals of programmes and institutions
- Quality of content of education
- Quality of the education process & teaching
- Results for graduates (employability, satisfaction)
- Relation between education & research

- Study and living conditions
- Learning process, completion of studies
- Access to education
- Guidance (academic and welfare)





Transnational Education

- Opportunities
 - Increase of HE capacity
 - Diversification of provision
- Threats
 - Hampering development local systems
 - Export of Western models
 - Commodification tendencies
 - Uncertainty about quality
- Quality Assurance: sending and receiving country





UNESCO/OECD guidelines for quality provisions in higher education

- Promising intentions, voluntary implementation
- Inclusive process, prerequisite for it's succes

But more is needed...

- Register of QA agencies
 - Ownership of main stakeholders
- Capacity building in QA, recognition and HE as a whole



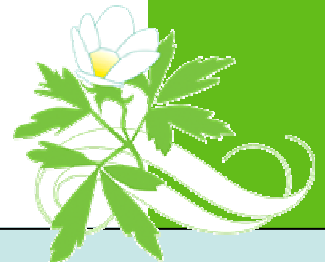


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Recognition: obstacles remain

- Development trustworthy QA and guidelines for TNE as a start
- Bridges between regional UNESCO conventions needed, principles universal
- Signatures and ratification are not enough
- EHEA as an example: we're not there yet
 - Implementation of recognition principles
 - Information gaps
 - Visa regulations, work permits
 - Social and financial obstacles
 - Brain drain





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