

SEMINAR FOR BOLOGNA AND  
HIGHER EDUCATION REFORM EXPERTS:  
Cross Border Education

Universidad Autónoma Madrid  
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MONTENEGRIN HIGHER EDUCATION REFORM EXPERT

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22-24 2013, under the Higher Education Reform Project, funded by the European Commission. The hosting institution was Universidad Autónoma de Madrid (UAM) in co-organisation with the European Commission, UNICA Network and Brussels Education Services.

This Seminar was an excellent opportunity to analyse and reflect on the latest developments or initiatives in internationalization, such as joint or double degrees, campuses abroad, electronic delivery of higher education and quality assurance, and the present challenges for higher education.

On first day of seminar, **Vincenzo Raimo** Director of the International Office at the University of Nottingham, had very interesting presentation: "Do transactional education developments take us beyond the theoretic of internationalization". The presentation gives an insight to the development of internationalization strategies through UK eyes what does internationalization mean to UK universities and what can continental partners learn from the UK's successes and failures.

**Rafael Llavori** a Head of Unit for International and Institutional Relations of the National Agency for Quality Assurance and Accreditation of Spain, ANECA and Board Member of the European in his presentation: "Quality Assurance and Cross Border Education: from the quality of the deliverer to the quality assurance of the provision" gave a view from the QA networks with the lack of a comprehensive picture on how and by whom cross border provision is quality assured or accredited, what methods are used, and what kind of collaboration exists between institutions and agencies in the host and provider countries for this purpose.

**Andrew McCoshan** independent consultant, an Associate with the UK Higher Education Academy, and Visiting Research Fellow with the UK Commission for Employment and Skills in his presentations: "Franchising, Validation and Branch Campuses in the EU: mapping provision, regulation and quality assurance" shows reports on the findings of a study on the provision of franchising, validation and branch campuses in Higher Education across borders in the EU conducted on behalf of the European Commission by a consortium led by the Bertelsmann Stiftung, including Ecorys, ESMU and Horváth & Partners, in partnership with CHE Consult. Using data gathered through online surveys and interviews with relevant national authorities and quality bodies, the study maps the intensity and spread of these forms of cross-border higher education (CBHE), the regulatory frameworks currently being used in Member States, and stakeholders' perceptions of the risks and benefits of CBHE as well as issues of quality.

Second day of Seminar prior to group training we had opportunity to saw two presentations:

**Daniel Obst** from Institute of International Education and **Matthias Kuder** from Freie Universität Berlin presented International Joint- and Double-Degree Programs. While the international exchange of students continues to occur predominantly through traditional, study-abroad programs, a growing number of higher education institutions have also begun to establish joint- and double-degree programs. This development, which largely started in Europe in the 1990s, has become an important global trend—prompting higher education

In response to this burgeoning trend, the Institute of International Education and Freie Universität Berlin conducted an international survey in spring 2011. The survey addressed itself to higher education institutions that offer joint- and double-degree programs, receiving responses from 245 institutions in 28 countries. The subsequent report, *Joint and Double Degree Programs in the Global Context*, presents the findings from a global perspective, as well as country-specific trends for the 6 countries with the highest number of responding institutions: Australia, France, Germany, Italy, the United Kingdom, and the United States.

**Richard Yelland** from OECD Directorate for Education in his presentation “The Globalisation of Higher Education” notice that higher education is growing rapidly, and becoming a veritable global sector in its own right. That means challenges for educators, students and policy makers. If higher education were an industry, it would be one of the world’s biggest and most dynamic. Take these numbers for the UK, for instance. The total revenue earned by universities there amounted to £23.4 billion (US\$43 billion) in 2007/08, according to a report by Universities UK. This was comparable in gross output terms to the printing and publishing industry, and considerably larger than the pharmaceuticals industry. Or take Australia, where education is one of the country’s largest exports. Some estimates have put the value as high as Aus\$17.2 billion in 2008-09, or about 1.4% of GDP, with growth of over 20% from the previous financial year. The global leader is of course the US, where higher education is estimated to employ 3.4 million people, or some 3% of the entire US service sector. Education is ultimately about students, and the number of students enrolled in higher education has grown steadily and strongly over the past 50 years. In fact, data from OECD’s *Education at a Glance* shows that 30% of adults in OECD countries now have a tertiary qualification. International student numbers in the OECD have trebled in the past 20 years to more than 3.7 million, and that number can be expected to continue to grow rapidly.

During group training we had opportunity to discuss about three interesting themes:

**Matthias Kuder** presented: “Global Perspectives on International Joint and Double Degree Programs”. The number of higher education institutions offering collaborative degree programs with partner institutions abroad is growing rapidly. First propelled by efforts of European Union and policies set out by its individual member countries, the development of joint and double degree programs has been increasingly gaining momentum also in other parts of the world in recent years.

According to the results of the third Global Survey Report conducted by the International Association of Universities in 2010, joint and double degree programs enjoy a high and further growing priority on most universities’ internationalization agendas. This presentation thus aims at discussing current trends and future developments in the field of collaborative degree programs, featuring the results of a study conducted by the Institute of International Education and Freie Universität Berlin in 2011, as well as using other complementary sources. Issues such as most common characteristics and models of collaborative programs will be presented, alongside information pertaining to the motivation of individual institutions for establishing collaborative programs as well as the impact such programs may have on them. The session’s goal is also to identify challenges for developing joint and double degree programs. Particular attention will be given to findings about program sustainability, an often

factors and practical issues. The international branch campus has emerged as a prominent feature of the international higher education landscape. Not surprisingly IBCs have surfaced in scholarly literature and have sprung up as topics at workshops and sessions organized at international higher education conferences like EAIE, NAFSA or APAIE. For the moment though most contributions regarding IBC's have been semantic discussions in which different transnational models were defined and from which typologies emerged. This presentation wants to contribute to the discussion on the practical undertaking of starting a "brick-and-mortar" unit of an HEI in another country.

**Timothy Read** presented: "The role of Open Education in moving education beyond the classroom and closed online campus to global audiences". Through this presentation Timothy Read tries to provide answers to some important topics which are high in the agenda of higher education institutions and open education practices:

- What education will be like in 2025
- How to engage a global audience in meaningful interaction and lifelong learning
- What will the long tail effect change the way in which online learning is undertaken

Next, he concentrates in the involvement and use of Open and Distance Learning (ODL) and Open Education Resources (OER)/Open Educational Practice (OEP) in the concrete example of the UNED (Spanish Open University), an institution with over 260.000 students. Some final remarks address the topic of the Open UNED, business models and sustainability in the current EU context.