



## CHEA International Commission

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### Guiding Learners in New Higher Education Spaces: What Role for UNESCO?

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## 3 QUESTIONS

- Who will be the learners?
- Who will be the providers?
- **How will learners choose providers?**

### Massive expansion in developing world

- New profile of global tertiary education
- Growth of private and cross-border HE
- New student profiles
- More distance learning
- Open Educational Resources

### New Profile of Global Tertiary Education:

- Massification: threshold of 100 million students crossed; 132 million students, including part-time (UIS, 2006);
- Demand for higher education: 40-50% enrolment rates needed for development in OECD countries

### New profiles of learners

- Traditional learners with new needs for flexibility and diversification
- Life-long learners: adults, professional, degree holders with obsolete diplomas
- Learners at a distance

## STUDENTS WHO TRAVEL

(Exchange Students and Global Nomads)

- **2.4 million in 2004**  
(3 x increase since 1980; 1.5 x since 1998)
- **Africans most mobile (1 in 16)**  
(61% foreign students in OECD = not OECD)
- "I am not here merely to get an education; I am here to develop a global imagination"

## Defining yourself by Routes or Roots?



## Students who stay at home

- 1975-2000: growth from 22% - 41% adults with HE (OECD);
- Threshold of 100 million students crossed in 2003; 125 million expected before 2020;
- China/India doubled enrollments in past 10 years;
- Demographic expansion: developing countries population 7 – 8 billion people in 2025

## Growth of private and cross-border HE

- Private Higher Education fastest growing sub-sector of HE
- For-profit providers, not a US invention
- Largest growth in Asia and Latin America, increasing in Africa: public/private partnerships, IT academies, church affiliations.
- Growth of cross-border higher education

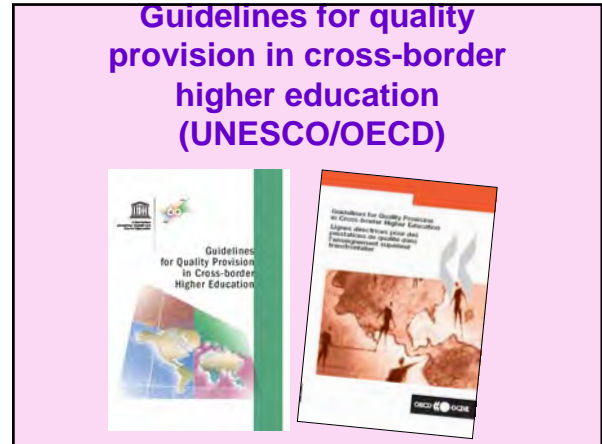


The Little Emperor

## How to choose: what about quality?

- Information tools for students
- Developing a Quality Literacy
- Access to transparent information for students, parents, employers





**Capacity building: Guide to GATS**

- Provides basic information on principles and rules of GATS;
- Discusses major issues related to the HE sector in the context of the application of new multilateral trade rules;
- Analyses challenges government officials and academic leaders face related to regulation of CBHE in a trade environment

*The Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications*

**“Empowering Learners for Informed Decisions”**

September 2007

**Warning: Bogus Institutions!**

- All levels of abuse and use. The claims may be 100% false – not quite untrue
- A multitude of modes
  - all modes are about establishing a false or emphasizing a real link with UNESCO to give the impression of being an internationally recognized provider of higher education
  - One institution may use 1-3 different modes
  - Institutions change rapidly, the examples given valid July 2006

**Call UNESCO!**

<http://www.aqu.edu.pk/accreditation>

**Accreditation**

For telephone or postal verification contact:  
**For telephone or postal verification accreditation, you may contact:**  
 UNESCO Division of Higher Education - Tel: (+33.1) 45681106

United Nations Educational, Scientific and Cultural Organization

St. Regis University is listed online with UNESCO, United Nations Educational, Scientific and Cultural Organization, established on 16th of November 1945. It has its headquarters in Paris, France and 73 field offices and units in different parts of the world

**Member of UNESCO**  
<http://www.culhk.com/FAQ.html>



**Clayton University**

Home Forms Contact Clayton

**FREQUENTLY (AND NOT SO FREQUENTLY) ASKED QUESTIONS:**




1. Who accredits Clayton University?

Clayton University is an international University, having affiliates in European, Asian, and African countries.

Although Clayton University is not accredited by an accrediting agency recognized by the United States Secretary of Education, it is a member of UNESCO.

Our programs are approved by recognized professional institutes that offer rigorous courses in various academic areas. Currently, the Institute of Cost and Executive Accountants, Society of Business Practitioners have approved us.

**“Listed” with UNESCO**

- The International University  
 “Listed with UNESCO’s Who’s Who”  
<http://www.internationaluniversity.edu/affiliates.html>
- The International Solomon University  
 “is borne in the register of higher educational establishments of UNESCO in accordance with the accreditation”  
<http://www.isu.edu.ua/en/index4.html>
- Universal University  
 “is listed in the UNESCO Higher Education Institutions Registry (HEIR), under both USA and Panama.” [www.uu.edu.com/unesco.htm](http://www.uu.edu.com/unesco.htm)

**“International recognition” through UNESCO-affiliated NGOs**



diplôme de reconnaissance



**Certificate of ICDE Membership for the year 2003/2004**  
 The International Council for Open and Distance Education  
 by virtue of the authority vested in it has recognized upon the  
**Akamal University**  
 Institutional Membership  
 The International Council for Open and Distance Education  
 with all rights and privileges therewith appertaining  
 in testimony whereof this certificate is granted.  
 Date: 19 February 2003

**eu**  
 european university  
 CENTER FOR MANAGEMENT STUDIES

**Hosting a UNESCO chair; (real, closed or faked).**

<http://www.euruni.edu/scripts/page20817.html>

**Accreditations**  
 The following authorities recognize EU:  
 X  
 X  
 UNESCO chairholder for entrepreneurship and international business management



➤ Supporting the ideals of UNESCO  
 ➤ Complying with the UNESCO standards...

<http://www.uu-edu.com/unesco.htm>

The Universal University fully supports and here-in adopts, in full, the recommendations of the  
**WORLD CONFERENCE ON HIGHER EDUCATION**  
 Sponsored by  
**UNESCO**



[www.edaccredit.org](http://www.edaccredit.org)


**Educational Accreditation Association**

Since the design and intent of **EAA** is to provide international/transnational recognition for its accredited institutions, **EAA** requires accredited institutions to comply with the UNESCO-CEPES standards and requirements for accredited institutions.

**Future Tool: UNESCO Portal on Recognized HE**

**Pilot Project 2006-2007**

- limited number of countries
- explore the feasibility of a full scale project
- authoritative information from competent national authorities



The portal would:

- Include a comprehensive list of all higher education institutions recognized by a competent national authority.
- Be free of charge, easy to access, simple, user friendly, provide online and searchable information.
- Be hosted by UNESCO.
- Give information that is provided, quality assured and updated at national level.

A Pilot Project with a limited number of countries from different regions has been launched to ascertain the feasibility and provide the foundation for the implementation of a full-scale portal.

## Portal: the challenges

- How to validate the data: who is the competent national authority?
- What kind of disclaimer should UNESCO use?
- What about alerts to bogus institutions?
- When operational, how to test the portal for its utility?
- How to raise awareness about its existence?

## Which Way to Go?



Giacometti sculpture – UNESCO Paris

**Higher Education**

Higher Education in the Twenty-first Century: Vision and Action

The World Declaration on Higher Education (1998) recalled the reasons and functions of higher education and defined a global vision of the sector for the twenty-first century.

This, together with major new trends and developments worldwide, shape UNESCO action in higher education. As the only UN body with a mandate in higher education, UNESCO supports Member States and higher education institutions to realise these challenges so that higher education fully contributes to sustainable national development.

It does so mainly by serving as a platform for dialogue, exchange and sharing of experience and information on various aspects of higher education in the twenty-first century, and by assisting Member States to rapidly build and/or to the formulation of policies and strategies for higher education.

**UNESCO and Higher Education**

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[www.unesco.org/education/hed](http://www.unesco.org/education/hed)