

UNESCO

UNESCO-CEPES
EUROPEAN CENTRE
FOR HIGHER EDUCATION

**Higher
Education
in Europe**

In this issue:

**Transnational Educational Provisions: Enabling Access or
Generating Exclusion**

Vol. XXV, No. 3, 2000

Higher Education in Europe

Volume XXV Number 3 2000

CONTENTS

Part I: International Trade in Higher Education: The Larger Picture

Services 2000: Education and Training <i>Dale B. Honeck</i>	291
Supranational Organizations and Transnational Education <i>Richard Yelland</i>	297
The Bologna Declaration: Enhancing the Transparency and Competitiveness of European Higher Education <i>Marijk C. van der Wende</i>	305
New Zealand as a Provider of Transnational Education <i>Lester Taylor</i>	311
Global Partnerships: The Continuing Education System of the American Institute of Architects <i>Kay Kane</i>	315
Accreditation, Job Opportunities, and Professional Application for Canadian Teachers Trained in Australia <i>Joe Relich</i>	325
Opportunity and Risk in Transnational Education – Issues in Planning for International Campus Development: an Australian Perspective <i>Grant McBurnie and Anthony Pollock</i>	333
How Administrators Can Influence Student University Selection Criteria <i>H. Lois Patton</i>	345

Part II: The Pros and Cons of On-line Delivery of Higher Education Courses and Programmes

Global On-line Learning: Hope or Hype? <i>Lawrence E. Gladioux</i>	351
Quality Courses: Crucial Elements in Providing "State of the Art" Education via the Web <i>J'Anne Ellsworth</i>	355
Providing Intellectual Resources Through Technology to Transnational Virtual Universities: Good Practice and Lessons Learned from World-Class Examples <i>Edward D. Garten</i>	361

Part III: Views from Receiving Regions and Countries

African Higher Education and Training: Opportunities and Challenges <i>G. O. S. Ekhaguere</i>	373
Global, Social, and Economic Influences on the Access Policies of South African Higher Education <i>Albertus Samuel Koorts</i>	381
Transnational Education in the Slovak Republic: Threat or Challenge? <i>Mariá Hrabinská</i>	387
Higher Education in Indonesia and the Role of Transnational Education <i>M. K. Tadjudin</i>	395
Communicative Action for Reforming University Education: Comments from a Sri Lankan Case Study <i>Mark Campbell Williams and Sunil R. Gunatunge</i>	401

Part IV: The Need for Cultural and Linguistic Sensitivity on the Part of Providers

Assessing Cross-cultural Competence in Transnational Education: The Intercultural Development Inventory <i>Joe Greenholtz</i>	411
The Importance of Being Flexible with Assignment Deadlines <i>Mark Allan Patton</i>	417
Language and Cultural Issues for English-as-a-Second/Foreign Language Students in Transnational Educational Settings <i>Carmela Briguglio</i>	425

From the Editors

Once again, **Higher Education in Europe** is publishing a set of articles related to one of the major strands of UNESCO-CEPES activity - the provision of transnational education. The term in itself reflects an important aspect of the internationalization of higher education. It also reflects the UNESCO-CEPES co-sponsorship, along with the Council of Europe, of the European National Information Centers on Academic Recognition, the so-called ENIC Network, and more specific responsibility for and involvement in the ENIC Working Group on Transnational Education. The interest of UNESCO-CEPES in transnational education is further reflected by its publication, within its "Papers on Higher Education" series, of **Internationalization of Higher Education: An Institutional Perspective** (Bucharest: UNESCO-CEPES, 2000).

The growing importance of internationalization has brought about, among other things, new networking and organizational settings, which deal with whole spectra or specific sets of issues related to the internationalization of higher education. One of these is GATE, the Global Alliance for Transnational Education, an organization that was founded in 1995 and is now headquartered in Englewood, Colorado, USA. It describes itself as a "strategic partnership of non-governmental organizations, multinational corporations, national associations, governmental agencies, and institutions of higher education that [have] come together to maximize information and to assure quality in a rapidly globalizing education and human resources market". This organization offers quality assurance certification to providers and programmes of transnational education.

Given a certain degree of parallel interests of UNESCO-CEPES and GATE, we are publishing a selected number of papers that were originally delivered at the Fourth Annual Conference of GATE, which was held in Melbourne, Australia, from 29 September to 1 October 1999. The topic of this conference was "Access or Exclusion? Trade in Transnational Education Services". As might be expected, the papers that were selected for publication in this issue of **Higher Education in Europe** relate to the general topic of the Conference, and as a whole, fully address it. In order to situate the articles thematically, we are presenting them under four headings: (i) "International Trade in Higher Education: the Larger Picture"; (ii) "The Pros and Cons of On-Line Delivery of Higher Education Courses and Programmes"; (iii) "Views from Receiving Regions and Countries"; (iv) "The Need for Cultural and Linguistic Sensitivity on the Part of Providers".

Turning to the first heading, we begin with three articles by authors representing international organizations, in the case of the first two, and a European higher education think tank, in the case of the third. Dale Honeck of the World Trade Organization (WTO) explains the ways in which the terms of the General Agreement on Trade in Services (GATS) facilitate the provision of transnational education by various means. Richard Yelland of the Organisation for Economic Co-operation and Development (OECD) draws our attention to the fact that few of the studies that have been prepared by his organization or by given European national authorities have given sufficient attention to the phenomenon of globalization and of its clear effects on higher education. He believes that these effects will be very profound. Finally, Marijk C. van der Wende, a researcher at the Centre for Higher Education Policy Studies

(CHEPS) at the University of Twente, the Netherlands, argues that although the anticipated convergence of European higher education offerings and credentials resulting from the Bologna Declaration of June 1999 is expected to enhance the worldwide competitiveness of European higher education, the path to convergence is long and sometimes crooked, for although convergence may be a pan-European ideal, national and institutional diversification continues to be the order of the day in certain European countries.

The next five articles examine different aspects of the provisioning of national higher education offerings to international students at home or of transnational offerings overseas. Lester Taylor of New Zealand begins by giving a brief description of the steps being taken by his country to facilitate the entry of international students into New Zealand and to market New Zealand higher education abroad through a newly formed non-governmental organization, Education New Zealand, of which he is the Chief Executive. Kate Kane of the United States, the Manager of Continuing Education of the American Institute of Architects, describes the many ways, including the transnational on-line delivery of courses, by which her organization assists its members in fulfilling both the Institute's continuing education requirements and those of the countries in which members might be practicing. Joe Relich, Director of the International Center of the University of Western Sydney/Nepean, Australia, describes a post-graduate teacher education programme at this university directed at Canadian students, particularly those from the Province of Ontario. Taking their home institution, Monash University, Australia, as a case example, Grant McBurnie, the Director of Transnational Quality Assurance Programmes, and Anthony Pollock, the Executive Director International, describe in general terms the advantages to be gained and the pitfalls to be avoided in setting up overseas branch campuses or programmes of one's home university. Finally, H. Lois Patton, a lecturer at Curtin University of Technology, Australia, considers the importance of word-of-mouth communication in the target country in furthering or harming the reputation of a university seeking international or transnational students.

Turning to the three articles under the second heading, "The Pros and Cons of On-Line Delivery of Higher Education Courses and Programmes", Lawrence Gladioux, former Executive Director for Policy Analysis of the College Board of the United States, argues that the increasing demand for transnational education, the continuing improvements in electronic delivery methods, and the increasing investment by private entrepreneurs in web-based instruction all but guarantee that on-line higher education will continue to expand. But it requires massive investment in infrastructure that many countries and regions of the world cannot afford. Somehow, he insists, the Internet must not be permitted to become "a new engine of global inequality". J'Anne Ellsworth, an associate professor at Northern Arizona State University in the United States, explains how on-line teaching can lead to a kind of personalized instruction, of one-to-one contacts between students and teachers, that are almost unheard of, nowadays, in traditional *viva voce* teaching. Finally, Edward D. Garten, Dean of Libraries and Information Technology at the University of Dayton in the United States, who continues along many of the same lines as Ellsworth, but particularly with reference to specific on-line teaching programmes, addresses the criticism that on-line universities lack proper library resources. He discusses the possibilities offered by on-line libraries directed by "cybrarians".

The third section, "Views from Receiving Regions and Countries", deals with the reactions of the targeted audiences in regard to the possibilities offered by transnational education, including the electronic delivery of courses and globalization in general. G. O. S. Ekahaguere of the Association of African Universities (AAU) leads off with a *tour d'horizon* of

transnational tertiary education offerings both underway and in the planning stages throughout the African continent with a particular look at the World Bank-sponsored African Virtual University Project and several electronic networking projects linking African, European, and North American universities. Albertus Samuel Koorts, Principal and Vice chancellor of the Technikon Free State in South Africa, explains how the access policies of South African higher education institutions are being influenced by globalization. Mariá Hrabinská, Director of the Center for Equivalence of Diplomas of the Slovak Republic and M. K. Tadjudin, Chairman of the National Accreditation Agency for Higher Education of Indonesia, both argue that while transnational higher education possibilities, including franchising and electronic delivery, are certainly welcome in their respective countries and are very much needed, they must be subjected to strict national regulation in order to protect the consumer - the learner - from inferior, indeed sometimes fraudulent, offerings. Finally, in a philosophical discussion of academic culture in developing countries, particularly Sri Lanka, Mark Campbell, a lecturer at the School of Management Information Systems of Edith Cowan University, Australia, and Sunil R. Gunatunge of Sri Lanka, a PhD candidate at the same institution, argue that the influence of Western technological instrumentalism is sometimes too strong and is destructive of local values. There is a need to restore what the authors call "transnational openness".

The idea of a clash of academic cultures serves as a useful transition to the fourth heading on "The Need for Cultural and Linguistic Sensitivity on the Part of Providers". Joe Greenholtz of Canada, Executive Director of the University of British Columbia/Ritsumeikan Academic Exchange Programme, describes a screening device, the Intercultural Development Inventory, based on the so-called Developmental Model of Intercultural Sensitivity, that he believes should be administered to persons and groups preparing to work in international settings, including overseas branch university campuses. The success of any programme, the author argues, can be compromised by staff and/or students who are culturally insensitive. The matter of culture might affect one's perception of the importance of deadlines. Mark Allan Patton, Associate Professor of Sales and Marketing of Curtin University of Technology, Australia, argues that teachers offering courses through open and distance learning modes can accomplish a great deal by being flexible on matters of completion deadlines. Often, a student who might drop out of higher education altogether will remain enrolled and progress in his or her studies if allowed extra time to complete specific assignments and course units. Finally, Carmela Briguglio, also of Curtin University of Technology, argues that even if English is becoming a true *lingua franca* of the academic world, university teachers and national students in institutions like her own, in Australia, should not assume that international students understand everything that is said to them. The study of formal English in a non-English setting may not help these students understand colloquial registers in the Australian idiom. For this reason, extra coaching in English and in the subtleties of the local (Australian) culture should always be made available to international students along with possibilities to meet students and staff members of the host country on an informal basis.

Because of the number of articles composing the topic of this issue, we do not have any room to include either a "Tribune" section or the usual "Book Reviews and Studies".

Some of the cultural and linguistic points that have been raised in the final articles of this issue will be evoked anew in the coming issue of **Higher Education in Europe**, [No. 4, 2000](#), that will be devoted to "The Bilingual University".