Borderless 2011

Perspectives on the Future
The Observatory on Borderless Higher Education

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Welcome
William Archer, Director, i-graduate

Trends which were at a nascent stage of development only a decade ago are influencing borderless higher education directions in a big way, moving from the periphery into the mainstream. The expert opinions expressed in this inaugural report identify some of them; the shift toward private conceptions of good in higher education, the profound opportunity technology offers, and the benefits both incoming and outgoing mobility afford, to name a few.

From a macroeconomic perspective, the ongoing economic crisis will remain the key force effecting change in borderless higher education for some time yet to come; the economic exigencies of the past two years are set to quicken the changes already underway. As students seek a quality higher education experience that enables them to negotiate the transient borders of a globalizing world, they and their institutions will increasingly question how this change should take shape.

After considering the perspectives enclosed within this inaugural version of the Borderless series, we hope you'll agree that the Observatory's key mission – and its core strength – remains strategic insight. I hope you'll enjoy reading it.

Foreword
William Lawton
Director, the Observatory on Borderless Higher Education

While 'internationalization' and 'globalization' are often used interchangeably, it can be instructive to keep in mind their distinct meanings – because each meaning points in a different political direction. Globalization and 'regionalization' have cooperative and collectivist tenets that are reflected clearly, for example, in the establishment of the European Higher Education Area. Cooperation – the drive to establish strategic partnerships – is also at the heart of the international strategies of many universities.

But international means 'between nations', and nations are players in international HE. The essence of geopolitics continues to be that foreign policy is geared toward either increasing or consolidating a country's power and influence in the world. For governments, higher education is an increasingly important component of the political and diplomatic toolkit (though they also know an easy target for spending cuts when they see one). Governments are the drivers of 'education hubs', a phenomenon which situates the role of universities as businesses in the service of national goals. Between the different models the sole purpose of education hubs is to enhance the competitive advantage of the state; the ultimate purpose of international university partnerships is to enhance the competitive advantage of the partners.

'Borderless higher education' encompasses this basic geopolitical tension, as do the contributions to this first report in an annual series, *Perspectives on the Future*. Some essays are also informed by the tension between HE as a public good – the cultivator of engaged citizens – and the rise of private and for-profit providers in every part of the world. The latter has been identified as an irresistibly growing influence on the international HE landscape, and the challenge to the public-good ideal should be clear.

India is a microcosm of these global trends. The rest of the world wants to collaborate with an Indian partner or two, and India wants to compete on the world stage. More than half of Indian HE students are taught in the private sector, and Indian and foreign private-equity firms, real estate developers and even mining companies are now scrambling for position to supply higher education. At the political level, the landscape is driven by the recognition that foreign universities are needed for two HE policy goals: world-class excellence and increased domestic capacity. But it is almost equally driven by voices that urge caution over 'commercialization' and the erosion of the public good that foreign universities and the profit motive are seen to represent.

The Observatory's reputation, built over almost ten years, is that of an authoritative voice on the policy and practice of HE internationalization. In our new home with i-graduate, our continuing role will be to provide for our members strategic, timely and intelligent analyses of these phenomena. By so doing it is hoped that the Observatory and our members may influence the HE policy discourse to their own advantage and to the betterment of the wider world.

Perspectives on the Future
The Observatory on Borderless Higher Education
With the support of Svava Bjarnason, the OBHE's Founding Director

The launch of the *Borderless: Perspectives on the Future* series appropriately marks the start of a new decade for the Observatory on Borderless Higher Education, as well as what might be considered its second phase. Featuring personal reflections on the 'big issue' trends now facing borderless higher education, this inaugural *Borderless* version overviews change witnessed in the year just gone and predicts what to expect in the year ahead.

To a large extent, the report that initiated the Observatory's formation (*The Business of Borderless Education*, 2000), attempted a similar exercise; namely, to take stock of the state of borderless higher education and draw attention to various indicators of future trends.

Now, as then, the documenting of borderless higher education activity is a challenging task. Higher education continues to cross geographical, conceptual, and increasingly sector borders, in unanticipated and often surprising ways. And the impact of market forces on the education sector will spur more change still.

The Observatory would like to thank the report's 19 contributors, who represent institutions, associations, and government and intergovernmental bodies, for their insight into the strategic issues affecting decision-making and policy formulation as borderless higher education – and the Observatory – moves forward.

Editorial: A Glimpse into a Borderless 2011
The Observatory on Borderless Higher Education

The first 'big issue' worth watching in the coming year is *privatization*. Growth in the private sector is set to expand – and quickly. How this expansion will happen varies by perspective; according to **Prof. Maurits van Rooijen**, it is most likely to take place, for instance, in the form of joint public-private ventures. Major convergence between the public and private higher education sectors, he says, while almost pre-determined, is still unlikely to happen in 2011; but with the entrepreneurial spirit more avidly embracing academic aspiration and vice versa, convergence – certainly in terms of attitude – is already happening.

In the opinion of **Dr. Svava Bjarnason**, engagement will happen via continuous international growth in private sector providers. Helping to drive such growth at both the national and international level is private equity, she says, many firms of which began to more seriously invest in the education sector during the last two years, and inevitably, will continue to do so in 2011 and beyond.

Also touching on the theme of investment is **Dr. Barbara Ischinger**, who notes that most decision makers are recognizing the importance of investing in higher education towards the building of sustainable socio-economic futures. Higher education institutions, as well as policy makers, will in the year ahead heed a call to empower people to innovate, and to see tertiary education institutions as catalysts for innovation, in particular at the local and regional levels.

Part of the reason why the private sector is growing is that it is demonstrating itself to be more willing than the public sector to exploit the potential of online learning and technology. As costs rise, economic pressures increase and boundaries between part-time and full-time learning blur – to say nothing of the exigencies of 'lifelong learning' – online learning's capacity to better and more efficiently supply surging demand is considerable. And as government cuts require institutions to charge fees closer to their 'real' costs, **Sir John Daniel** and **Ms. Stamenka Uvalić-Trumbić** suggest the more efficient institutions will reap benefits. They predict the use of Open Educational Resources (OER) will be a growing trend in 2011.

Prof. Narend Baijnath agrees. What was made apparent in 2010, he says, is that the march of technological progress is unrelenting, opening new vistas of possibility for higher education institutions to increase their geographical footprints. Yet it remains to be seen whether what he calls the "clear promise" of OER is properly harnessed, with pathways to assessment and formal accreditation still somewhat of a missing link towards the cost-lowering of degrees.

That said, **Prof. Sohail Inayatullah** suggests that as costs do go down, over the longer term current distinctions between 'virtual' and 'real' will disappear, with an important shift taking place from merely more technology in the class room (technology as the silver bullet) and classrooms created by technology to actual, digital pedagogy.

As technology becomes more sophisticated, **Prof. Brenda Gourley** believes it is only natural that it unlocks unlimited potential, both in terms of delivery and cost. Acknowledging that both global recession and the internet are profoundly changing 'traditional' higher education landscapes of higher education, she suggests 2011 may subsequently see a vigorous exploration of alternative models of delivery, as well as alternative business models.

A second 'big issue' that has come of age is thus *higher education virtualization*, with mobile technology and innovative learning gaining more solid ground as social sharing processes continue to make educational inroads in 2011.

Editorial: A Glimpse into a Borderless 2011 (*cont'd*)

Internationalization has already come of age. As it becomes a catch-all phrase describing anything and everything, however, **Prof. Jane Knight** argues it is at risk of losing its meaning and direction. By asking us to identify the core principles and values originally underpinning internationalization, she sees the year ahead as one in which institutions and countries should reset, or realign, the scope and scale of their borderless agendas.

In **Prof. Bruce Macfarlane**'s opinion, an important and accelerating trend in recent years is what might be called the unbundling of the academic role. We used to know what academics were, he says, but talking of the academic profession as an all-rounded one today looks out-of-step with a new emerging reality.

Prof. John Sexton questions the purpose of internationalization by asking what it means to educate citizens instantly linked to people on every continent, and who take for granted what have essentially become erasable or permeable borders, via instant communication technologies. According to him, higher education's coming challenge shall be how to teach students to navigate the vast richness of a now miniaturized world.

Looking back on why Europe first set out to develop the European Higher Education Area, **Prof. Pavel Zgaga** suggests that we should now contemplate the denouement of the EHEA and the disputed relationship between cooperation and competition – yet to be made clear. This year might see commitment to *conceptual repositioning*, therefore, as boundaries shift applicability and relevance in a world of hyperchange.

With interesting and encouraging developments taking place for non-West higher education sectors by non-West higher education sectors, what might be termed *vitalization of the non-West* is a fourth trend worth watching in 2011. **Prof. Dzulkifli Abdul Razak** implies that commitment to things "international" is still wanting, with the meaning of 'borderless' called into question in a global higher education sector he finds to be rife with divide. In his view, the non-West is at a crossroads, where the dilemma remains how to redefine what borderless means to, and within, the context of Asia, for example.

Within the context of Africa, **Prof. Goolam Mohamedbhai** believes that while 2010 was a decisive year for higher education on the continent, its revitalization is perhaps finally, becoming a priority. To a certain extent, UNESCO's 2009 World Conference on Higher Education was an impetus for the mobilization of global support for African higher education; however the challenge in 2011, is in his opinion, how to strategically channel and manage that support towards ensuring relevance for African higher education.

Contextual relevance for the non-West is especially important as middle classes – and subsequently higher education populations – continue to soar in Southeast Asia, Africa, Latin America and elsewhere. **Mr. Guy Perring,** of the British Council in Malaysia, predicts that two countries to watch in 2011 are Indonesia and Cambodia. With the key trend in his part of the world a growing population 'hungry' for higher education, a sense of optimism is enveloping their higher education aspirations and prospects in particular.

Yet **Prof. Christine Ennew** says we should remain sanguine about the prospects of international higher education worldwide. Student mobility and international research collaboration continue to flourish, and strategically, she says, changing higher education environments offer possibilities to stimulate greater activity through other means. Likewise **Ms. Frances Kelly**, of the New Zealand Ministry of Education, suggests that 'balanced mobility' may be the new mantra in international education discussions at universities around the world, making *strategic mobility diversification* a fifth prediction in the year ahead.

With the tightening of student visa conditions in Australia, for example, **Prof. Chris Ziguras** says Australian universities are now – perhaps necessarily – looking with renewed interest at expanding offshore education provision. In his opinion, the Asian financial crisis of the 1990s, which stopped many students from travelling abroad to study, spurred the last great wave of offshore campus development. Recent policy decisions may contribute to the next one.

Finally, as institutions move to implement borderless initiatives, **Prof. Amit Chakma** says a future trend will be towards the establishment of institutional partnerships and joint degree programs that will combine the strengths of multiple universities working in partnership, offering as they do so, a greater diversity in terms of the choices available to those students who are internationally mobile.

Some of the trends incoming for 2011 – greater institutional autonomy, public/private convergence, entrepreneurial management, civic engagement – suggest innovation for hard times, with socio-economic and political rationales increasingly driving borderless developments. Others – open learning and higher education for sustainable development – are the result of long-standing and committed patience of leaders championing the needs and wants of an increasingly mobile and non-traditional global learning community. With the reconsideration of education as a public good, quantum shifts are occurring, and a professionalized approach to higher education as commodity is taking place, blurring once traditional boundaries between government, higher education and industry. All of them, however, are seeking to identify the current parameters necessary to consider when developing and implementing borderless higher education initiatives in the changed environment of a new decade.

Privatization, Convergence, and Institutional Autonomy

Maurits van Rooijen (Nyenrode Business Universiteit)

Two events in 2010 that made big headlines: criticisms of the for-profit education sector in the USA and student protests against increases in tuition fees in the UK. Though seemingly unrelated, they show the need for convergence between publicly funded and private institutions. Will – should? – the gap between the state-funded 'patronage' university and the private sector 'for-profit' university narrow? On one side of the divide more and more universities need to face the reality of having to deal with markets and commerce. At the same time on the other side, last year's reputational damage of the American for-profits shows that a greater understanding of academic values and reputation-building is essential for their sustainability. Logically the two sides should move rapidly towards each other: entrepreneurial spirit embraces academic aspiration and vice versa. However, this almost inevitable convergence is unlikely to create major tremors in 2011.

The Pavlovian reaction to quality concerns is **enhanced regulation**. The problem with more regulation and more stringent accreditations is that most of these tend to be within national frameworks. Whether by design or by chance, the truth is that national frameworks easily support or even promote protectionism. In a world of globalization, higher education by and large is still locked in national systems, with only the biggest for-profit companies and a few very courageous universities venturing at transnational levels. One would hope to see in 2011 a greater mutual recognition of national accreditations and regulations, but the opposite is more likely: growing protectionism in higher education. Even the flow of international staff and students in higher education might be further hindered as a result of political pressures to be tough on immigration'.

Next: **institutional autonomy**. This has been a trend in the last decades in quite a few countries. Universities that were previously part of a state apparatus have received some level of independence or were made considerably more autonomous, though typically within limits. Though the movement might have lost its momentum somewhat it still sparks unrest, as recently in the Punjab. The attraction of greater autonomy is less interference by government, though, oddly, greater autonomy is often directly linked to more stringent accountability which paradoxically can lead to even greater restrictions. More relevant tends to be the 'push': that governments no longer can afford the bills associated with provision of quality higher education and hence want private and other sources to assume some of the burden. This is only likely to happen if the university is no longer a state department or at least if it is clear other sources are not just supplementing reduced public funding.

With severe cuts in government funding in 2011 and beyond in many countries, the pull or push for greater freedom is likely to become more noticeable again. It is doubtful many universities will do what my own institution (Nyenrode) did in 1992: step out of the publicly funded sector to become a state-recognized private university. The freedom feels great but the ride has at times been quite rocky when there is no steady stream of taxpayer funding. So major cross-overs between the sectors should not be expected in 2011.

But **further convergence** between the public and private sectors remains the most likely trend, for instance in the form of public-private joint ventures, enhanced taxpayer incentives for private donations, increase of tuition fees closer to real costs. A changing attitude including professionalized institutional management will make predominantly public institutions more entrepreneurial whilst many private sector institutions would be wise to become more reputation-conscientious and long-term focused. Which brings us back to where I started: the need and likelihood of convergence in large parts of the world, if only because of a lack of alternatives in times of public sector austerity.

"Higher education by and large is still locked in national systems, with only the biggest for-profit companies and a few very courageous universities venturing at transnational levels."

"With severe cuts in government funding in 2011 and beyond in many countries, the pull or push for greater freedom is likely to become more noticeable again."

What we saw: Trends in 2010
1. The private sector has grown vigorously and has demonstrated itself to be more ready to exploit the potential of the web than the public sector.
2. Higher education has gone global. First-world universities have established partnerships and even physical presences in more sites and more countries than one could have predicted and the flow of international students continues apace.
3. Technology is beginning to take hold in the teaching and learning domain (see the 2010 Horizon Report).
4. The importance of good management is being better recognized (one sees advertisements for "Registrar and Chief Operating Officer" with an emphasis on management skills).
5. The notion of higher education being a public as opposed to a private good is being eroded; the most telling example is Britain's recent decision to substantially change the HE funding model.
B.M. Gourley

Privatization, Convergence, and Institutional Autonomy

The private sector will drive international growth
Svava Bjarnason (World Bank)

In 2011 (and beyond), I believe that there will be continued growth internationally from private sector providers. Multilateral funding bodies are beginning to encourage governments to explore incentives to encourage the private sector's engagement in an effort to build capacity and to participate actively in the global competition for skilled human capital. One early example of incentivizing is found in the Middle East which led the way by providing 'economic zones' for the import of private providers to numerous countries – but others are following similar routes, including China. These incentives (and others) will drive existing private providers to look further afield to expand reach.

For example, Laureate Education International now has over 60 institutions in 10 countries, including Latin America, Europe and Asia; India's Manipal Education provides an example of international growth with campuses in Dubai, Malaysia and Antigua; and Singapore-based Raffles Education is active in 14 countries including Australia, China and India. The trend will continue wherein larger providers based in emerging economies will expand across their regions and beyond.

Helping to drive this national and international growth are private-equity firms, many of which began to look seriously at the education sector during the last two years as a 'safe haven'. Private-equity partnerships played a role in the Apollo Group (along with the Carlyle Group) ability purchase of the UK's BPP in 2009 and private equity allowed Laureate's management to de-list in 2007, giving it more freedom to operate without the restrictions of reporting to shareholders.

Another route to injecting liquidity into growing ventures is by publicly listing an institution through Initial Public Offerings (IPOs). The Latin American market – particularly Brazil – has been active during the past number of years with IPOs of larger education companies such as Anhanguera Educacional Participacoes and Estacio Participacoes. India and Asia more widely, are becoming very active, both with IPOs and with PE firms investing in multi-campus operations with potential for efficiency gains and expansion: precisely the combination to drive growth internationally.

"Multi-lateral funding bodies are beginning to encourage governments to explore incentives to encourage the private sector's engagement in an effort to build capacity and to participate actively in the global competition for skilled human capital."

Innovation as the answer
Barbara Ischinger (OECD)

Innovation comes from the dissemination, circulation, accumulation and application of knowledge. As a driver of sustainable economic growth and innovation, knowledge is one of the key factors in improving countries' economies through the creation of high-wage employment and increased productivity. Investing in, generating and applying knowledge is essential for businesses and countries to be able to thrive in an increasingly competitive global economy.

Innovation is not just about training good researchers. One of the most encouraging features of 2010 has been the attention being paid to improving the quality of teaching and of service to students. However there is still plenty of room for improvement in how higher education institutions operate if they are to empower people to innovate. Our work on quality teaching has identified some good examples of how new teaching models and approaches can motivate students to "think outside the box". Graduates of higher education must be trained to apply the knowledge and experience, gained directly or indirectly, to innovations that have value in their workplace or in society. Innovation skills should indeed be put to use to solve our social issues and improve the well-being of people.

In Europe, the European Institute of Innovation and Technology is developing interesting pedagogical models for master and doctoral studies. And there are other examples throughout the world. But too often, these examples look like exciting but isolated oases of innovation that will only benefit the happy few that they enroll, leaving the potential for creativity, innovation and entrepreneurship of too many other students insufficiently tapped.

"… Knowledge is one of the key factors in improving countries' economies through the creation of high-wage employment and increased productivity."

Open Learning Comes of Age

Stamenka Uvalić-Trumbić (UNESCO) and Sir John Daniel (Commonwealth of Learning)

Education is a lengthy process, so changes in its techno-economic context are slow to alter student behaviour. In his essay *Running to Stand Still: Higher Education in a period of global economic crisis*, UNESCO's N. V. Varghese rejoiced that "higher education enrolments are surging and cross-border education expanding, despite the budgetary constraints brought on by the crisis".

Some countries will, of course, buck global trends. In Australia, which relies heavily on international students, World University News reports "growing alarm among universities and colleges at the collapsing number of applications from foreign students". No trend has a single cause and the Australian downturn seems due to the combination of a strong dollar, tougher immigration rules, and reports of attacks on Asian students.

Some scholars are sceptical about the expansion of cross-border higher education (CBHE), which refers not only to mobile students but also to institutions offering programmes outside their own countries. Soumitra Dutta, Professor at INSEAD, suggested at a recent OECD conference that "initial structures are not encouraging. They are hollow shells of their host institutions because the real faculty don't move".

Here again, however, the picture is mixed. Operations such as those of Nottingham University in China and Malaysia have made a solid start and Malaysia's for-profit Limkokwing University of Creative Technology has returned the compliment by setting up in London.

The Middle East is particularly fertile ground for branch campuses. We shall see in 2011 whether countries such as Abu Dhabi, Dubai and Qatar emerge as significant players in global higher education. The hosting of the World Innovation Summit for Education by Qatar and the determined development of institutions like the University of Bahrain and the Hamdan bin Mohammed eUniversity in Dubai show serious commitment to both traditional and newer modes of delivery. Will these countries manage to become education hubs for students from elsewhere without substantial local subsidies?

Countries now incorporate CBHE research more systematically into their policies, indicating that the organization has joined the mainstream of higher education. UNESCO and the OECD developed *Guidelines for Quality Provision in Cross-Border Higher Education* in 2004. Some states have used these to establish procedures for registering CBHE and others have extended their quality assurance arrangements to include it.

Will the continuing economic crunch lead students to seek out lower-cost alternatives – such as CBHE – to overpriced institutions? This may seem like a brave prediction because US tuition fees have risen faster than inflation for decades and students still pay them as meekly as lambs. But there is a growing chorus that 'colleges are squandering money and failing their students. Researchers already rank universities on a bewildering range of criteria; maybe 2011 will see the first rankings based on value for money!

Cartoons provided by
The Open University

Surely, as government cuts require institutions to charge fees closer to their real costs, the more efficient institutions will reap benefits? One of our favourite 2010 cartoons portrayed two UK students, one with a T-shirt bearing the letters 'IOU'; the other sporting the logo 'OU'. The point was that conventional UK universities will now become much more expensive than The Open University (OU), where study schedules make it possible to have a job at the same time.

The Open University has thousands of registered students outside the UK, while millions more students have OU learning materials embedded in the programmes of their local institutions all over the world. This courseware has been adapted, perfectly legitimately, from the Open Educational Resources (OER) available on the OU's OpenLearn website (www.open.ac.uk/openlearn). The use of OER will be a growing trend in 2011.

Indeed, the content that students need for most subjects is already on the Web. The missing link needed to drive down the cost of degrees is pathways to assessment and formal credentials from credible institutions at reasonable fees. The Open Education Resource Foundation will organise a meeting on this in New Zealand in February 2011. Wayne Mackintosh, its director, calls it a 'quantum shift concept'.

Yet there is nothing new under the sun. The first major offering of borderless education was the University of London External Degree Programme which has produced five Nobel laureates. It began 152 years ago on the principle that the students would make their own arrangements to study the curriculum and the University would simply offer examinations. What goes around comes around!

Open Learning Comes of Age

Narend Baijnath (University of South Africa)

The Open Educational Resources (OER) movement gained momentum during 2010. It remains to be seen whether the clear promise of OERs is properly harnessed and their impact expanded across a wider front than has hitherto been visible.

What is also apparent from the past year's experience is that the march of technological progress is unrelenting, opening new vistas of possibility for higher education institutions to increase their geographical footprints. Indications are that some jurisdictions are lowering once-stringent barriers to entry by cross-border providers.

With converging standards virtual learning environments (VLES) and their greater acceptance as a mode of delivery, ODL institutions and those contact institutions well invested in infrastructure and capacity in VLEs will be best positioned to capitalise on emerging opportunities. A constraint in the developing world is often the extortionate cost of bandwidth.

Even though costs have tumbled recently as a result of new fibre-optic cables having come into use, costs remain prohibitive for the poor and marginalised in society. Most often, the pricing is disproportionately high compared to capital investments made. The social justice imperative demands that governments do more to tackle price collusion, cartels, and monopolistic tendencies – all of which keep costs artificially high.

To increase their acceptance in other jurisdictions, cross-border providers must demonstrably be driven by more than merely the profit motive. Much goodwill can be cultivated by promoting brain circulation, supporting capacity development, and sharing educational resources and expertise. Infusing concerns for the environment, ethical conduct and social responsibility in their offerings and greater attention to socially relevant and culturally contextualised programmes will also earn kudos.

Finally, it is increasingly clear that programmes which do not equip learners with the necessary skills required for the workplace in the digital age will become irrelevant. Students and employers are likely to vote with their feet and go to institutions which are more adept at this.

"The march of technological progress is unrelenting, opening new vistas of possibility for higher education institutions to increase their geographical footprints."

B.M. Gourley (Formerly The Open University)

I am reminded of Peter Swartz's book, *Inevitable Surprises*, which describes the inevitable consequences of present actions. Yet it is the responses to those consequences that will surprise us. It is much like that in higher education. We could predict that as education came to be seen as a human right and as populations in many countries exploded, the demand for education would be enormous and the traditional model (state-funded and residential) would be challenged to respond adequately. The private sector would seize the opportunity. As technology became more sophisticated, so too would the delivery model be challenged – and the web (especially web 2.0 and 3.0) would open up potential limited only by imagination.

The internet on its own has profoundly changed the landscape for higher education. Its response has been slow and one hopes that if there is anything good to come out of the financial crises experienced in some parts of the world, it will be a more vigorous exploration of alternative models of delivery and indeed, alternative business models. The internet has also changed the parameters for access in many parts of the world – and this represents wonderful potential, especially if institutions understand that entry-level 'standards' are not the same as exit-level 'standards'.

The potential of collaborating across cultural, national, language and other boundaries could be an explosion in the knowledge production process and more understanding amongst peoples. The combination of the mass digitization of assets all over the world and enormous computer power means we can now pose research questions we couldn't pose before and involve people in the search for solutions that we couldn't involve before. It is indeed an amazing time to be a scholar.

"…As technology became more sophisticated, so too would the delivery model be challenged – and the web (especially web 2.0 and 3.0) would open up potential limited only by imagination."

Open Learning Comes of Age

The virtualization of education
Sohail Inayatullah (Tamkang University)

In *The University in Transformation*, an anthology of articles on the futures of the university published nearly 10 years ago, Jennifer Gidley, President of the World Futures Studies Federation, and I identified several critical drivers/trends creating the futures of the university.

One important driver identified was the virtualization of education. With fewer funds available for bricks and mortar and the logic of increasing students, universities and ministries of education (with India, Indonesia, Turkey, China and other Asian nations leading the way) have focused on using the web to deliver education. While the savings are high and outreach stunning, what has hampered the success of distance delivery has been the mindset of university administrators and academics as they still remain committed to the expert-driven feudal model. By this I mean there is an unquestioning dominator hierarchical system with the orders coming down from the Minister to the Vice-Chancellor to the Dean to the Professor to the lecturer to the student. While functional hierarchy leads to efficiency, dominator hierarchy leads to the death of innovation – each generation copies blindly from the last. Academics are the experts seeing others as unable to provide solutions to problems.

That said, new applications – indeed, "an app for everything" is the new analogy for the future of instruction – are changing the nature of pedagogy and with exponential technological advancement we can easily see the virtual becoming more like face-to-face. And costs will continue to go down. Innovation will continue to find ways for academics and students to become more comfortable in future virtualized "classrooms". Over the long term, the current distinctions between virtual and real will disappear and we, particularly digital and genomic natives, will become comfortable with different types of reality. The important shift will be from merely more technology in the classroom (technology as the silver bullet) and classrooms created by technology to digital pedagogy.

"…New applications are changing the nature of pedagogy and with exponential technological advancement we can easily see the virtual becoming more like face-to-face."

Another key driver or trend was multiculturalism in terms of new ways of knowing becoming an acceptable as part of pedagogy. There is no easy way to measure this but certainly the rise of the web with multiple languages and platforms has created more spaces than traditional hierarchies of knowledge. The rise of Chindia (China and its $2.5 trillion reserves) as well is slowly changing the game (yoga, for example, becoming a $15 billion industry in the USA), further indicating this trend. But far more impressive has been technology itself as a way of mediating reality. We imagined far more diversity in knowledge regimes – indigenous ways of knowing, spirituality, and integrated models of understanding – and while these continue to mushroom, it is technology as a way of knowing that has been the disruptive, if not transformative, factor. With at least five billion mobile phones now in global circulation, and more and more phones becoming 'smart', pedagogy will keep on jumping the boundaries of the real into the differently real. However, in the short run, universities and high schools are still not using smart phones as ways to make pedagogy more interactive. Fact-checking can be done via Google. The role of the professor becomes that of inner motivator, mentor and facilitator – enabling students, not providing them with more data.

Trends in 2011
1. Technology, technology and more technology with mobile technology and the 'open content' movement gathering pace as open sites provide curricula content and other sharable resources.
2. More competition at home and abroad as the universities in India, China and other eastern institutions begin to establish their credentials and provide cheaper alternatives to local students and even attract students from beyond their borders. Competition finally gets universities to diversify into alternative delivery models and compress time scales to achieve degree status (3 to 2 years etc.). Institutions relax somewhat their recognition of credits from other institutions at home and abroad, promoting mobility in the student population and flexibility in their own provision.
3. More vigorous growth in the private sector – and even more aggressive strategies (e.g. take-overs of public sector institutions).
4. More collaborative learning both in the teaching and learning domain and the research domain – and more working partnerships that focus on leveraging collaborative possibilities.
5. More focused research activity as research budgets tighten and the field becomes more competitive.
6. More focus on quality assurance at national and regional levels.
7. More activity in the realm of civic engagement as more universities seek to establish their presences in local markets and give students experience of 'real world' issues.
8. Much better management at all levels in institutions as fiercer competition and monetary pressures - either by exercise of government policy (as in the UK) or by sheer pressure of numbers (in most countries) exert their influences.
9. Continued blurring of part-time and full-time education and national boundaries as rising costs and economic pressures (to say nothing of the exigencies of 'life-long learning') take hold.
10. Better interaction with private and other sectors as degree offerings tailored to the job market and students place value on job placements.
B.M. Gourley

Internationalization: North, South, East and West

Has internationalization lost its way?
Jane Knight (University of Toronto)

There is no doubt that internationalization has come of age. No longer is it an ad hoc or marginalized part of the higher education landscape. University strategic plans, national policy statements, international declarations, and academic articles all indicate the centrality of internationalization in the world of higher education.

Not only has internationalization transformed higher education, it has dramatically changed itself. The growth in the scope and scale of cross border initiatives including branch campuses, international double degree programs, regionalization initiatives, faculty and student mobility schemes, franchised programs, and research networks is staggering. Education hubs, virtual mobility opportunities, and bi-national universities are recent developments. Internationalization of education and research is closely linked with economic competitiveness, the great brain race, the quest for world status, and soft power. Economic and political rationales are increasingly the key drivers for national policies related to the international higher education, while academic and social/cultural motivations appear to be decreasing in importance. But perhaps what is most striking is that the term 'internationalization' is becoming a catch all phrase used to describe anything and everything remotely linked to the worldwide, inter-cultural, global or international dimensions of higher education and is at risk of losing its meaning and direction. But, it is prudent to take a close look at the policies, plans and priorities of the key actors such as universities, government ministries, national/regional/international academic associations, and international government agencies.

"Critics question whether internationalization is now an instrument of the less attractive side of globalization instead of an antidote."

Recent national and worldwide surveys of university internationalization priorities show that establishing an international profile or global standing is seen to be more important that reaching international standards of excellence or improving quality. Capacity building through international cooperation is being replaced by status building projects to gain world class recognition. International student mobility is now big business and becoming more closely aligned to recruitment of brains for national science and technology agendas. Some private and public education institutions are changing academic standards and transforming into visa factories in response to immigration priorities and revenue generation imperatives. More international academic projects and partnerships are becoming commercialized and profit driven as are international accreditation services. Diploma mills and rogue providers are selling bogus qualifications and causing havoc for international qualification recognition. Awarding two degrees from institutions located in different countries based on the workload for one degree is being promoted through some rather dubious double degree programs. And all of this is in the name of internationalization?

As we enter the second decade of this century it may behove us to look back at the last 20 or 30 years of internationalization and ask ourselves some questions. Has international higher education lived up to our expectations and its potential? What have been the values that have guided it through the information and communication revolution, the unprecedented mobility of people, ideas and technology; the clash of cultures; and the periods of economic booms and busts? What have we learned from the past that will guide us into the future? What are the core principles and values underpinning internationalization of higher education that in 10 or 20 years from now will make us look back and be proud of the track record and contribution that international higher education has made to the more interdependent world we live in, the next generation of citizens, and the bottom billion people living in poverty.

The unbundling of the academic role
Bruce MacFarlane (Hong Kong University)

We used to know what academics were. They taught, did research and took on administrative and managerial responsibilities. They were all-rounders; jacks of all trades. Maybe they were better at teaching than research or perhaps the other way round. Such differences were tolerated and somewhat idly excused on the basis of 'academic freedom'. Being an 'academic' reflected the broader aims of the university to educate, create new knowledge and serve the community. But talking of the academic profession in this way today looks out-of-step with a new emerging reality.

An important and accelerating trend in recent years is how this tripartite academic role has unbundled. The teaching role is now seen as a specialist function for which pre- and in-service training is needed. Such courses are effectively compulsory for new faculty in British and Australian universities. This has been prompted in part by the expectations of students in a less deferential and more consumerist age. In terms of research, scarce funding, university rankings and audit exercises mean that academics must win research grants and publish in highly rated journals if they wish to retain backing for this element of their role. Failure to do so increasingly results in 'demotion' to teaching-only positions for established faculty or little opportunity to gain tenure for new academics.

If academics are career-tracked too early, opportunities for their future personal development will be stifled and they may choose to leave the profession altogether. Inflexible career tracks also risk undervaluing intangible aspects of academic work that add quality to universities, such as the performance of service roles. The academic profession needs to be flexible to respond to future challenges and institutions need to be cognisant of the importance of attracting and retaining high-calibre faculty. There is a risk that unbundling will damage the student experience unless academic careers can be managed to take account of the need for 'horizontal' development.

Internationalization: North, South, East and West

Creating the 'Global Network University'
John Sexton (New York University)

In a world increasingly without boundaries, the global network university – in which students and faculty move fluidly among locations on multiple continents – responds to the fundamental questions facing higher education today. What does it mean to educate citizens who are instantly linked to people on every continent, who share a fluency in the technologies of communication that erase borders and take for granted a transparent, permeable world?

Those of us who are passionate about the possibilities of education are summoned to design a model of learning in a world of hyperchange. We are asked to prepare tomorrow's citizens not for a single, pre-defined career until retirement but for a life of accelerating, unpredictable velocity. At the same time, we are responsible for transmitting, with rigor and compassion, the cumulative wisdom of the past, the fruit of the finest spirits that preceded us.

Today, what happens in distant places is known almost everywhere – by almost everyone – immediately and unavoidably. In the lives of our students, traditional boundaries are increasingly irrelevant, and "gating strategies" that seek to preserve the status quo or keep out the unfamiliar are far less important or effective.

Our students' central challenge will be to negotiate the vast richness of this miniaturized world. Whereas some foretell "a clash of civilizations" in a "jagged world" of separateness, others see reasons for hope. I am among the latter. The hope springs from a spirit of ecumenism we know can be fostered among our students. If we are to avoid the kind of destructive balkanization that shreds the fabric of civility on a global scale, we have to create pathways of comprehension and communication across traditional divisions. Universities, as instruments for good in our global community, protect and forge those pathways.

The faith assumption of education for international citizenship is that students will ask not, "How did they get to be that way?" but, with voracious curiosity, "What can I learn from you?"

Wherever NYU students are – in New York, at any one of our ten study-away sites, or in Abu Dhabi – our faculty prepares them to recognize, explore, and apply the complexity and richness of the world's thought; to entertain diverse perspectives and varieties of intellectual experience; to deepen their understanding of their own cultures and frames of reference and, in an interconnected global society, to acquire respectful understanding of others'. The global network university facilitates, expands, and deepens that process, fostering graduates who will ask profound questions of the past and apply its lessons with dexterity to the dilemmas of today.

Beyond the 'Bologna Decade'
Pavel Zgaga (University of Ljubljana)

The biggest issues of the year should spread their impact well beyond that year. And the March proclamation of the European Higher Education Area (EHEA) at the Budapest and Vienna Ministerial Conference in March was an event which will mark European and – at least partly – global developments in higher education in the coming years. Beyond the 'Bologna decade', national systems of higher education in Europe cannot retrace their steps and their particular relation to global higher education cannot be turned around without facing profound new challenges.

We must remind ourselves of what the problem was ten years ago. What was being addressed in 1999 was the future of higher education in a changed Europe and changed global context. It was a strategic issue. An agenda of how to respond to the challenges of the time was gradually developed and appropriate tools were constructed with an intention to implement them by 2010. These tasks were accomplished mainly by 2005 and the rest of a decade was dedicated to implementation. By 2010, the agenda was implemented to a large degree; however, it was recognized as imperfect at the March event. Proclamation of the EHEA brought mixed feelings.

Some now say that the EHEA reinforces brain drain in favour of Europe. Most probably, they are a part of the 'Bologna omnipresence'. However, the reproach is partly true: in the Bologna global strategy, the disputed relationship between co-operation and competition has not yet been made clear. There are practices which are obviously based on a competitive paradigm, but there are also those which stress the co-operative one. This is not only about Europe versus the rest of the world: there are European countries which could develop competitive strategies only in fantasy. In reality they must first 'consider how to stem brain drain from their own countries. 2010 has been more than just a symbolic turn in European higher education. The context has changed substantially.

"Those of us who are passionate about the possibilities of education are summoned to design a model of learning in a world of hyperchange… to prepare tomorrow's citizens not for a single, pre-defined career until retirement but for a life of accelerating, unpredictable velocity."

"National systems of higher education in Europe cannot retrace their steps and their particular relation to global higher education cannot be turned around without facing profound new challenges."

The Vitalization of the Non-West

Dzulkifli Abdul Razak (Universiti Sains Malaysia)

As the first decade in the 21st century recedes, the dilemma facing education in general, and higher education in particular, cannot be more pressing. No more than five years from now, at least two major global agendas, sanctioned through the United Nations, will see their completion – namely the Millennium Development Goals, and Education for All – where education is the lynchpin to their success. Another is the United Nations Decade on Education for Sustainable Development, which ends in 2014.

There seems little hope that any of these goals will be satisfactorily met, which implies that the global commitment to things 'international' is still wanting. This is the most pressing issue of the last decade: it calls into question the meaning of the word 'borderless' since in reality there are still many 'divides' – ranging from structural to the intangible aspects – that stand as barriers to improving participation in education under the 'borderless' banner. Age-old barriers of disparities remain deep-rooted, in relation to wealth, ethnicity, language and the urban/rural divide.

Together, these mean that we are hard-pressed to realize the adage that "education is a leveller of society." And this cannot be more apparent in 2011 as the economic collapse seems to spread over many more countries and communities, even in the developed world. Education takes a back seat as leaders of governments and institutions take the easy way out by increasing costs. The outcome is further threat to accessibility and equity to education worldwide, which negates the so-called 'borderless' phenomena. Meanwhile, education will experience an even greater push towards being a private-sector driven and tradable commodity. Added to this is unrest as a backlash to the state of affairs affecting education generally.

In short the fate of international education in the near future is rather gloomy if it is not accompanied by reforms that make society more equitable. We need to seek out new parameters taking the societal context in mind to cater for the diverse interests, mission and vision of education. The present ecosystem is no longer tenable.

The non-West in general, and Asia in particular, is at cross-roads as the world becomes more intertwined. The dilemma we face is either to redefine what education means in the Asian context or to accommodate a Western-centric understanding of what education is about today. If 'borderless' and 'international' education are to have a more inclusive global meaning, clearly the status quo needs to be revisited. This will be the major challenge in the years ahead. It will be even more complex should the targets of the global agenda mentioned above fail to be realised.

"We are hard pressed to keep up with the adage that 'education is a leveller of society.' And this cannot be more apparent in 2010 as the economic collapse seem to spread over many more countries and communities, even in the developed world."

Key Drivers in Education

Globalization of Education, in its current neo-liberal form, has meant a resistance by states to continue subsidizing education. This has led to a mindset shift from considering education less as an investment and more of a cost. Specifically it has meant categorizing parts of education as an export (in Australia, for example, for both Brisbane and Melbourne, education is the largest export, surpassing tourism) and parts as an expense. The parts that are export based – seeking to bring in students from the Asia-Pacific, particularly India) – tend to be in the "real-world" areas of engineering, business, information technologies and practical vocational community college skills. These have grown while other areas of knowledge – philosophy and even languages, have been subjected to market forces, and thus have declined. The overall purpose of education – as a civilizing force, as part of humanity's treasure, as a long term investment in children and as the right to dissent against current paradigms – has been put aside for shorter term market concerns. In the last ten years, this trend, and the drivers creating it, have not in any way subsided, indeed, they continue to intensify.

These trends are likely to continue, however, what may change is the direction of the exports. With the rise of Chindia, we can easily imagine a future where Chinese and Indian students stay at home, learning from their elite educational institutions and over a period of 20 years even imagine Western students migrating to the Asia-Pacific for higher education learning. While this may seem difficult to imagine now, if we go back 20 years, it would have been difficult to imagine the colossal economic rise of China (second only to the USA in published papers and patents) and segments of India (now having 69 billionaires). While equity remains a critical issue, especially in India, education for Chindia remains an investment. Not a cost.
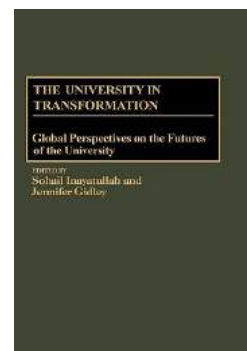
The University in Transformation (Sohail Inayatullah and Jennifer Gidley, 2000)

The Vitalization of the Non-West

Why there is global support for African higher education
Goolam Mohamedbhai (Formerly Association of African Universities)

There is no doubt that 2010 was a decisive year for higher education in Africa. The scene was set at the July 2009 UNESCO World Conference on Higher Education, where a half day was dedicated to African higher education. The Conference Communiqué also devoted a special section to African higher education. The message was loud and clear: the revitalization of higher education in Africa should be considered a priority.

The first concrete outcome of the Conference was the setting up of a Pan-African Institute for University Governance, spearheaded by the Agence Universitaire de la Francophonie and the Association of Commonwealth Universities, at Yaoundé 2 University in Cameroon.

Similar in nomenclature but different in structure is the Pan-African University, the creation of which was also announced at the UNESCO Conference by the African Union Commission. This is a network of networks of existing institutions in five identified priority fields for Africa's development, the node of each network to be located in one of the five sub-regions of Africa. The nodes will receive assistance from 'lead thematic partners' that potentially include UNESCO, Germany and Japan.

An interesting and encouraging development is that African higher education is receiving support from a few developing countries. Brazil, for example, has created the Federal University of Portuguese-African-Brazilian Integration (UNILAB), located in Brazil but targeting students from African Lusophone countries. India plans to support the creation of five higher education institutions across Africa in fields that will include information technology, stock exchange and foreign trade. China, in addition to awarding a large number of scholarships to African students to study in China, plans to build a University of Science and Technology in Malawi. Most of these initiatives should start in 2011.

Clearly, the 2009 UNESCO Conference was catalytic in mobilising global support for African higher education. The ensuing initiatives in 2010 have the potential of bringing about a major transformation of the sector. The challenge in 2011 will be to channel and manage that support effectively while involving the key stakeholders and ensuring that the relevance and interests of African higher education prevail.

"The challenge in 2011 will be to strategically and effectively channel and manage that support while fully involving all the key stakeholders and ensuring that it is the relevance and interest of African higher education that prevails at all times."

Countries to watch in 2011
Guy Perring (British Council, Malaysia)

The key trend in Southeast Asia is a growing population that is hungry for higher education. Much has been made in the last couple of years of the emerging middle classes in SE Asia and it is predicted that from 700m to 1bn will enter the middle classes. Despite complexities about definitions of what middle class mean David Brooks of the New York Times analyses the aspirations of the middle class quite neatly in a recent column:

"To be middle class is to have money to spend on non-necessities. But it also involves a shift in values. Middle-class parents have fewer kids but spend more time and money cultivating each one. They often adopt the bourgeois values – emphasizing industry, prudence, ambition, neatness, order, moderation and continual self-improvement. They teach their children to lead different lives from their own, and as Karl Marx was among the first to observe, unleash a relentless spirit of improvement and openness that alters every ancient institution."

This demand, however, will not always be met by scrupulous providers of higher education. I would predict at least a couple of high profile crashes of UK or Australian partnerships who will have been blinded by the promises of quick returns without really carrying out appropriate due diligence. So both for the prospective student and institutional potential partner the opportunities will be out there, but Caveat Emptor (Buyer Beware) remains the abiding advice.

If I had to choose two countries to watch in 2011, it would be Indonesia and Cambodia. It was refreshing to see the Economist looking ahead to 2011 with an optimistic view of Indonesia. This is a country with a growth rate of nearly 6%, a young, confident population of 265m and a relatively stable democracy that can no longer be ignored. Hopefully 2011 will see more international engagement in the higher education arena. A recent visit to Cambodia revealed institutions hungry for international engagement and students keen to become part of the global community. It will be great to see more world-class institutions look at assisting in building infrastructure and improving skills. It is a country and people that deserve our support.

"I would predict at least a couple of high profile crashes of UK or Australian partnerships who will have been blinded by the promises of quick returns without really carrying out appropriate due diligence."

Strategic Mobility Diversification

Christine Ennew (University of Nottingham)

The demands of knowledge economies, the global financial crisis and the changing political climate in countries throughout the world have stimulated endless column inches on the prospects for higher education worldwide. And many of the clichés that have been used in these debates are perhaps beginning to look a little tired. We do indeed live in "interesting times", crisis does embody both "danger and opportunity", and "fortune" may well "favour the brave".

But as we look forward to 2011, we should remain sanguine about the prospects for international higher education. There are, on the face of it, many challenges, particularly for universities in the world's more developed economies. Pressures on public finances will continue to drive radical change in higher education (for example the change in the scale of graduate contributions in the UK). Higher education systems in Europe, Japan, the US and Australia will also face their own set of pressures associated with government spending decisions. And changing immigration regulations in many of these more developed economies, combined with the growth in competition from new study destinations (most obviously China but also emerging hubs elsewhere in Asia and the Gulf), will threaten their traditional dependence on internationalisation through student recruitment. But seen through a global lens, this may be less of a threat and more of an opportunity, offering as it does a greater diversity in terms of the choices available to those students who are internationally mobile. International research collaboration continues to flourish, driven by falling costs of communication and the genuine desire on the part of researchers to work cooperatively to address genuinely global challenges.

"While internationally mobile students have grown dramatically in number, with the OECD reporting a total in excess of 3.3 million in 2008, the bulk of students continue to study in their own countries."

The changing environment for higher education globally also has the potential to stimulate greater international activity through other mechanisms. While internationally mobile students have grown dramatically in number, with the OECD reporting a total in excess of 3.3m in 2008, the bulk of students in higher education – considerably in excess of 100m – continue to study in their own countries. This in itself creates significant opportunities for both programme and institutional mobility. Both have a long history. Genuine international campuses are perhaps a little more recent and institutional mobility has proved much harder to deliver than programme mobility, whether for individual universities or for consortia.

The OBHE reports in excess of 160 examples of branch campuses worldwide using a strict definition of such entities; a more liberal definition would highlight a rather larger number of examples of institutions adopting GATS mode 4 international activity and establishing a commercial presence overseas. If press reports are to be believed, then the next few years might see significant growth in such initiatives. In 2010, we saw reports of, amongst others, NYU and Duke exploring opportunities in China, Imperial and Yale announcing initiatives in Singapore while Reading, Leeds and Southampton are investigating opportunities in Malaysia. Johns Hopkins has already announced the development of a Medical School in Malaysia, UCL will open in Qatar and my own university, Nottingham – one of the pioneers in this area – is in discussions for a second campus in China. Korea's Incheon Free Economic Zone is expected to host a range of mobile institutions including SUNY (Stonybrook), George Mason and Ghent. And of course, with the prospects of changes to legislation in India a range of institutions are looking closely at one of the most rapidly growing higher education sectors in the world.

Strategically, there are very real benefits from institutional mobility. Establishing a campus in another part of the world provides access to a new talent pool, creates interesting staff and student mobility opportunities, enables new and different research initiatives and enhances global reputation. But institutional mobility presents real challenges, both strategic and operational; there is much rhetoric around the benefits of overseas ventures in relation to diversifying income streams, but the reality is that these projects are expensive and depend upon genuine cross-institutional support and a willingness to commit significant resource, both financial and human. Operationally, success depends upon the ability to mobilise organisational systems, processes, policies and people to operate in a different and unfamiliar environment. Strategically, the challenge is to ensure that what is being offered – in terms of both teaching and research – genuinely meets an identified market need, builds appropriately on institutional strengths and aligns with longer-term educational priorities.

Frances Kelly (New Zealand Ministry of Education)

To date, the current global economic problems appear to have had little impact on longer-term student mobility, though it has depressed short-term study abroad movements. The new mantra in European international education discussions is 'balanced mobility'. Recent analysis suggests that mobility within Europe is primarily intra-regional, whereas mobility in Asia is primarily extra-regional. At what point will intra-European student mobility no longer be treated as international mobility, and the European imbalance be made transparent?

For countries to maintain growth in their international student numbers, I suggest that they will have a clear strategy, excellent connections between education and immigration bureaucracies, and robust quality assurance. Students and their families will increasingly look for the added value of a strong pastoral care framework and safety net, to know that their learning opportunities will be supported in the broader environment. The New Zealand Code of Pastoral Care for International Students provides an example of such a framework, nationally developed but now owned by providers.

Above all, countries will make incremental changes to policies, not radical ones, so that potential students looking at long-term study choices can do so in comparative security.

Strategic Mobility Diversification

Opportunities exist for ambitious schools to differentiate at the international level
Amit Chakma (University of Western Ontario)

The past year saw international student mobility continue to grow. And as nations continue working to recover from the recent global economic downturn, this trend is going to continue because more middle- and upper-middle class families are embracing international education as an investment in their children's futures. The fact that emerging economies have tended to weather the economic storm better than others will also help fuel this growth.

While the idea of internationalization has captured imaginations in many of the world's prominent institutions as an important aspect of educating well-rounded global citizens, only a handful of these institutions have taken serious action to make it a reality. Many universities are either taking a wait-and-see approach, or they have yet to determine the necessary steps to participate in substantial ways. As such, opportunities exist for the most ambitious schools to break out ahead of the crowd and differentiate themselves at the international level.

Several approaches to internationalization have emerged over the past decade. The more traditional approach looks at recruiting more international students (especially at the undergraduate level) and developing more study-abroad programs for domestic students. A future trend will be towards the establishment of institutional partnerships and joint-degree programs that will attract students and researchers alike to the combined strengths of multiple universities working in partnership.

Many advanced nations will see internationalization as a source of revenue for their cash-starved public universities, as well as a source of young, highly skilled talent to shore up shrinking labour markets challenged by the demographics of an ageing worldwide population. At the same time, international students are becoming increasingly sophisticated and discerning in how they choose the right institution at which to pursue their dreams. As the investment of time and family savings increase, so too will the demands. As such, competition for highly talented international students will grow. Institutional and jurisdictional differentiation and marketing will play key roles in determining which schools succeed in this competitive landscape.

The year education exporters started turning away students
Christopher Ziguras (RMIT University)

In 2010 the governments of two of the most popular destinations for international students, which had for decades promoted education as an export industry and gone to great lengths to recruit foreign students, changed their minds. The UK and Australia both lost their appetites for growth last year, and for almost exactly the same reasons, one predictable and the other ridiculous.

What was predictable was that governments would act to stem the rapid growth in enrolments in sub-degree for-profit institutions. While there are some very good private colleges operating in both countries, the last few years have seen the emergence of many 'visa mills' that offer young people with a thirst for travel an easy opportunity to live and work in the UK and Australia. There was a lot of money to be made by investors willing to work through the relatively simple processes for establishment of a private college and then tapping into the immense network of overseas agents advising students. It turned out to be easier for entrepreneurs to establish colleges than for authorities to scrutinize and close them. The number of foreign students in Australian private colleges reached 100,000 in 2002, doubled to 200,000 in 2007, and peaked at over 330,000 in 2009. Accreditation and quality assurance agencies were found wanting and immigration authorities took up the regulatory slack by revoking some visa-sponsoring licenses with the stroke of a pen, or more likely, the clicking of a delete button.

Cutting student numbers by targeting low-quality institutions makes a lot of sense, but tightening student visa conditions in both countries has affected enrolments across the board. At any time, such a policy is crazy, but at the moment it comes at the same time as massive funding shifts in the UK which will destabilize institutions, and a high Australian dollar which makes the country considerably more expensive for foreign students than it has been in the past.

Luckily, the situation will be alleviated slightly in 2011 by a mass migration of academic staff from the UK (where jobs will be scarce) to Australia (where not enough PhDs are being produced), thus making room for a few more students in Britain. No such luck for Australian universities, who are looking with renewed interest at expanding offshore. The last great wave of offshore campus development was spurred by the Asian financial crisis in the late 1990s, which stopped many students from travelling abroad to study. The next phase of offshore campus development may well be in the making.

"Many advanced nations will see internationalization as a source of revenue for their cash-starved public universities, as well as a source of young, highly skilled talent to shore up shrinking labor markets challenged by the demographics of an aging world-wide population."

Students at a Melbourne private college participate in the city's 'Harmony Walk', held in response to attacks on Indian international students. Photo courtesy of Chris Ziguras.

The OBSERVATORY
on borderless higher education

Contributor Biographies

Prof. Dzulkifli Abdul Razak (Universiti Sains Malaysia) is Vice-Chancellor of Universiti Sains Malaysia, a position he has held since 2000. He also serves as Vice-President of the International Association of Universities (IAU), a UNESCO-affiliated organisation. Professor Razak is a member of the Asia-Europe Meeting (ASEM), the Education Hub Advisory Committee, the Executive Council of Association of Commonwealth Universities (ACU) and the Advisory Committee of World Universities Forum. Since 1995 he has served on the World Heath Organisation (WHO) Expert Advisory Panel on Drug Policies and Management as well as the WHO Scientific Advisory Committee on Tobacco Product Regulation from 2000 to 2002.

Mr. William Archer (International Graduate Insight Group) has over 20 years' experience of international education and recruitment, combined with 22 years of qualitative and quantitative market research and assessment. He has worked as HR consultant to multinational corporations and governments, as advisor to some of the world's best-known universities and business schools and as an independent expert for NGOs and charities. An alumnus of London Business School and former head of education practice at recruitment specialist Barkers Norman Broadbent, William is non-executive chairman of Tokyo-based strategy house GTFKK.

Prof. Narend Baijnath (University of South Africa) is Vice-Principal: Strategy, Planning and Partnerships at the University of South Africa. He holds a Masters Degree from Durham University and a Doctorate from the University of the Western Cape. He taught at the universities of Cape Town and Western Cape prior to joining Technikon SA. In 2004 he was an American Council on Education Fellow. Prior to the merger of Unisa, Technikon SA and VUDEC, he was first Dean of Community Sciences and then Deputy Vice-Chancellor Planning and Development at Technikon SA. He has extensive experience in higher education research, evaluation, planning and strategy. He has participated in several national initiatives in higher education development and reform, aside from his institutional responsibilities.

Dr. Svava Bjarnason (World Bank) is Senior Education Specialist at the International Finance Corporation's (IFC) Health and Education Department (part of the World Bank Group). Prior to joining IFC in 2007, she was the founding director of the Observatory on Borderless Higher Education and held a concurrent post as director of research and strategy at the Association of Commonwealth Universities (ACU). Before joining ACU, she was a consultant in higher education based in the UK where she worked on projects for the Quality Assurance Agency, the Commonwealth Higher Education Management Consultancy, and the Higher Education Funding Council, amongst others. She has participated in the European University Association's Quality Review processes and is an assessor with the Australian Universities Quality Agency.

Sir John Daniel (Commonwealth of Learning) became President of COL in 2004 after gaining wide international experience in universities and the United Nations system. He completed university studies at Oxford and holds a Master's degree in Educational Technology from Concordia University. He has held appointments at the Télé-université (Directeur des Études), Athabasca University (Vice-President for Learning Services), Concordia University (Vice-Rector, Academic), Laurentian University (President), the UK Open University (Vice-Chancellor) and UNESCO (Assistant Director-General for Education). His non-executive appointments have included the presidencies of the International Council for Open and Distance Education, the Canadian Association for Distance Education and the Canadian Society for the Study of Higher Education. He also served as Vice-President of the International Baccalaureate Organization.

Prof. Amit Chakma (University of Western Ontario) is the 10th President and Vice-Chancellor of The University of Western Ontario, He previously served as Vice-President, Academic & Provost the University of Waterloo since 2001, as Dean of Engineering and then Vice-President (Research) and International Liaison Officer at the University of Regina. He began his academic career as a professor of chemical and petroleum engineering at the University of Calgary. Dr. Chakma is a graduate of the Algerian Petroleum Institute (Dip. Ing., 1982) and the University of British Columbia (Master of Applied Science, 1984 and PhD, chemical engineering, 1987). In addition to his roles at Western, Dr. Chakma currently serves as a chair of the board of Health Force Ontario Marketing and Recruitment Agency.

Prof. Christine Ennew (University of Nottingham) is Pro Vice-Chancellor at the University of Nottingham. She joined the Business School in 1987 and was promoted to Professor of Marketing in 1995, a post she has held ever since. She also acted as Deputy Director of the Business School, Director of the Division of Business and Management in Malaysia, and Director of the the Christal de Haan Tourism and Travel Research Institute. In addition to her academic activities, she is also a member of the Board of Universitas21 Pedagogica and serves on a variety of University Committees. Professor Ennew is a member of the Observatory's Advisory Board

Prof. B.M. Gourley (Formerly OU) is a former Vice Chancellor and President (Chief Executive Officer) of The Open University in the United Kingdom. She occupied that post for nearly eight years and for the nine years previous to that she held the same post at the University of KwaZulu Natal in South Africa. As a former Dean of a Faculty of Economics and Management and a Deputy CEO as well, she has been in university management for over thirty years. She serves on many boards and trusts in both the public and private sectors, and chaired the Association of Commonwealth Universities for two terms of office. She is a frequent speaker across the world – promoting especially the role of Higher Education in promoting social justice and the changing nature of Higher Education in the digital world.

Prof. Sohail Inayatullah is Professor at Tamkang University,Taipei (Graduate Institute of Futures Studies), Visiting Academic/Research Associate at Queensland University of Technology (Centre for Social Change Research); Adjunct Professor at the University of the Sunshine Coast (Faculty of Social Sciences and the Arts); and, Associate, Transcend Peace University. Inayatullah is a Fellow of the World Futures Studies Federation and the World Academy of Art and Science. He is on the International Advisory Council of the World Future Society, and on the Professional Board of the Futures Foundation, Sydney.

Dr. Barbara Ischinger (OECD) has served as Director for Education for the OECD since 2006. She has held a range of senior international positions over the last 17 years in the fields of international co-operation and education, with a focus on Europe, the United States and Africa. Before joining the OECD, Dr. Ischinger was Executive Vice-President for International Affairs and Public Relations at Berlin Humboldt Universität (2000-2005). Between 1992-1994, she was a Director at UNESCO heading the Division of International Cultural Co-operation, Presentation and Enrichment of Cultural Identities. From 1994 to 2000, she was Executive Director of the Fulbright Commission for Educational Exchange between the United States and Germany.

Contributor Biographies

Ms. Frances Kelly (New Zealand Ministry of Education) is the New Zealand Ministry of Education's Counsellor for Education. Based in Brussels, she is responsible for representing New Zealand education in Europe, and for helping New Zealand institutions understand priorities, developments and opportunities in Europe. She also represents New Zealand on a range of OECD education bodies, and currently chairs the Governing Body of the OECD's Centre for Education Research and Innovation. Frances has worked for the Ministry of Education for the past 10 years. Prior to that she worked in teacher education, after beginning her career as a secondary school teacher.

Prof. Jane Knight (University of Toronto) is currently a visiting professor at the Ontario Institute for Studies in Education, University of Toronto. Formerly she was Head of International Affairs in the Office of the President at Ryerson University. Prior work experiences with the Education Planning and Policy Unit of UNESCO, Paris and with a development NGO in India, plus her involvement in many Canadian International Development Agency (CIDA) supported projects, help bring international policy and developing country perspectives to the study of international education.

Dr. William Lawton (The Observatory on Borderless Higher Education) is from Newfoundland and has worked in the UK for more than 20 years. He was with the UK HE International Unit in London from its inception in 2007 until the end of 2010. Prior to that, Bill worked at the Canadian High Commission in London, first as a political analyst on UK devolution and latterly as Head of Academic Relations. In the 1990s he was a lecturer at Hull University, where he focused on Canadian and American politics and international political economy. Bill's PhD, from Edinburgh University, was an analysis and critique of economic development policies in Newfoundland.

Prof. Bruce MacFarlane (University of Hong Kong) is Associate Professor for Higher Education in the Faculty of Education at the University of Hong Kong. He previously held the post of Professor of Higher Education and Head of Academic Development at the University of Portsmouth as well as academic positions at three other UK universities and visiting professor and teacher in Japan and Hong Kong respectively. Bruce is a former Vice Chair of the Society for Research into Higher Education and a Senior Fellow of the UK Higher Education Academy.

Prof. Goolam Mohamedbhai (Formerly AAUA) is former Secretary-General of the Association of African Universities. He is also former Vice-Chancellor of the University of Mauritius, a position he held from 1995 to 2005, and was the President of the International Association of Universities, based at UNESCO in Paris, from 2004-2008. He has also been Chairman of several other university associations, including the Association of Commonwealth Universities, the University Mobility in the Indian Ocean Rim, and the University of the Indian Ocean. He is currently Chairman of the Regional Scientific Committee for Africa of the UNESCO Global Forum on Higher Education, Research and Knowledge and a member of the governing Council of the United Nations University.

Mr. Guy Perring (British Council) joined the British Council in Tokyo in August 1998 as an English-language teacher. He joined British Council Malaysia four years ago as head of their corporate training division and joined the education team in 2007 to lead on the Malaysian trans-national education pilot. In 2008, he was appointed Regional Project Manager for TNE and has a regional remit looking at collaborative delivery initiatives in Malaysia, Singapore, Hong Kong, Thailand, Vietnam and Indonesia. Guy has a BA in American Studies from Manchester University and an MBA from Durham University.

Prof. Maurits van Rooijen (Nyenrode Business Universiteit) is Rector Magnificus/CEO of Nyenrode Business Universiteit in the Netherlands and professor in academic entrepreneurship. He previously worked at the University of Westminster, Leiden University, Erasmus University Rotterdam and Utrecht University. He is co-chairman of the world association for work-integrated and co-op education, president of the Compostela Group of Universities, chairman of the management board of the Euro-Mediterranean University, Vice-President European Access Network.

Prof. John Sexton (New York University) became President of New York University School of Law in 2002 after serving as dean of NYU School of Law since 1988. He has taught Civil Procedure, Constitutional Law, and Religion and Law after becoming Professor of Law in 1981. He holds the Warren E. Burger Chair in Constitutional Law and the Courts. Before coming to the Law School, President Sexton served as Law Clerk to Chief Justice Warren E. Burger, United States Supreme Court; The Honourable David L. Bazelon, United States Court of Appeals (DC); and The Honourable Harold Leventhal, United States Court of Appeals (DC). President Sexton received a B.A. in History from Fordham College; an M.A. in Comparative Religion and a Ph.D. in History of American Religion from Fordham University; and a J.D. magna cum laude from Harvard Law School.

Ms. Stamenka Uvalić-Trumbić (UNESCO) is Chief of the Section for Reform, Innovation and Quality Assurance in UNESCO's Higher Education Division in Paris (2000 to present). She also worked as Programme Specialist in UNESCO's Centre for Higher Education – CEPES in Bucharest. Prior to work in UNESCO, she was Secretary-General of the Association of Universities of Former Yugoslavia. Her UNESCO experience includes responsibility for the elaboration of the 1997 Lisbon Recognition Convention; setting up the 1994 Council of Europe/UNESCO ENIC Network; the launch of the 2002 Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications; and the 2005 Guidelines on Quality Provision in Cross Border Higher Education. She has also undertaken Higher Education Reviews of Macedonia, Bosnia and Herzegovina and Yugoslavia.

Prof. Christopher Ziguras (RMIT University) is Associate Professor of International Studies in the School of Global Studies, Social Science and Planning. His research focuses on international education policy, particularly related to higher education in the Asia Pacific region. Dr Ziguras was a founding member of the Globalism Research Centre and has continued to be closely involved with the Centre since its establishment in 2002. He manages the Learning Cities program within RMIT's Global Cities Research Institute, and established RMIT's Research in International and Comparative Education (RICE) network in 2007.

Prof. Pavel Zgaga (University of Ljubljana) is Professor of the Faculty of Education at the University of Ljubljana. He holds a doctorate in Philosophy from Ljubljana University and a honorary doctorate from Universitet Umeå, Sweden. He was Dean of the Faculty of Education, and is currently Director of the Centre for Education Policy Studies (CEPS). During the 1990s, Dr. Zgaga was State Secretary for Higher Education, and Minister of Education and Sports. After his return to academe, he has engaged in the Bologna process, serving as general rapporteur, and as a member of the Board of the Bologna Follow-up Group.

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