GLOBALISATION & REGIONALISATION:
Implications for higher education

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Topics

• Globalisation: what it is and what it’s not
  • Positions in the academic debate
  • Positions in the normative-political debate
  • What is globalisation?
  • Major themes in discussing globalisation

• Globalisation of Higher Education
  • Linkages, connections and flows
  • Losing and loosening grip
  • Standardization and/or diversification
  • The end of the University as we know it?

• Globalisation, regional integration & Higher Education
  • Developments and implications for ASEAN
  • Developments and implications for the EU
The academic debate

• The globalisation sceptics
  • Nothing really new is happening: world-wide system of nation states already came into being in the ‘belle époque’ of globalisation: 1890-1914)
  • Organisation of the economy is still predominantly national
  • What we experience is internationalisation: growing links between discrete national economies or societies

• The hyperglobalisers
  • The erosion of national sovereignty
  • We are experiencing the end of the nation-state
  • One world, shaped by flows, movements and networks across regions and continents

• The transformationalists
  • Profound changes are taking place in societies around the world in social values, institutions, and practices
  • states take on new roles and act in a different context
The normative-political debate

- **Anti-globalists**
  - Extremely diversified coalition: no real agenda, only anti-agenda
  - Very successful since Seattle 1999
  - Position: globalisation as a ‘neo-liberal project’ and destructive to endemic cultures and the poor

- **Globalists**
  - Position: free trade benefits all (although not in an equal way)
  - Current crises are due to
    - Trade barriers in rich countries
    - Import substitution strategies in (some) poor countries
    - Undemocratic and corrupt regimes

- **Challenges:**
  - Finding new forms of global governance
  - Fair globalisation
What is globalisation?

• Process of social transformation
  • A process in which social arrangements (e.g. power, markets, cultures) become disembodied from their territorial context due to the intensification and massification of flows of people, finance, products, services, information and ideas

• Inherent features of globalisation
  • ‘Inner logic’: flows create disembodiment and disembodiment creates flows
  • ‘Re-embedding’ in new territorial and a-territorial contexts
  • ‘Cross-sectoral spill-overs’: globalisation of one sector triggers globalisation – or resistance to globalisation – in other sectors
## Themes

<table>
<thead>
<tr>
<th>Transformation:</th>
<th>Past realities:</th>
<th>New realities:</th>
<th>Globalisation equals:</th>
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</thead>
<tbody>
<tr>
<td>‘End of geography’</td>
<td>Unconnected localities.</td>
<td>The world-system that came into existence around 1900.</td>
<td>Increasing interconnectedness</td>
</tr>
<tr>
<td>‘End of territorality’</td>
<td>State sovereignty over clearly defined territories</td>
<td>Authority transferred upward, downward and sideways</td>
<td>Deterritorialisation</td>
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<tr>
<td>‘End of diversity’</td>
<td>Mosaic of cultures without significant routes for cross-cultural exchange</td>
<td>Melange of cultures; existing in harmony or friction</td>
<td>Homogenisation (or polarisation)</td>
</tr>
<tr>
<td>‘End of nationality’</td>
<td>Nation as the institutional container of society: Identity, solidarity and citizenship based on nationality;</td>
<td>Social organisation and identity structured around a-spatial systems</td>
<td>Cosmopolitanisation</td>
</tr>
<tr>
<td>Globalisation:</td>
<td>Globalisation and higher Education:</td>
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<tr>
<td>Increasing interconnectedness</td>
<td>Linkages, connections and flows in higher education</td>
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<tr>
<td>Deterritorialisation</td>
<td>Shifts in governance of higher education</td>
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<td>Convergence</td>
<td>Threats to diversity and the rationality of standardisation</td>
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<tr>
<td>Cosmopolitanisation</td>
<td>The identity of the university: national institution or global U</td>
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Linkages, connections and flows

• **Student and staff mobility**
  • Increase in numbers
  • Changing rationales
  • Changing geographies

• **Flows of educational services**
  • Cooperative programmes
  • ‘Offshore’ education
  • Distance education
  • On-line provision of education

• **Increase of linkages**
  • Increased linkages
  • The changing nature of linkages
Growth of foreign students

foreign students enrolled in the US, 1955-2000 (x 1000)

Growth of foreign students over the last 20 years (1990 = 100)

Source: OECD
Foreign academics in US by place of origin, 1998/99 & 1999/00

<table>
<thead>
<tr>
<th>Place of Origin</th>
<th>1998/99</th>
<th>1999/00</th>
</tr>
</thead>
<tbody>
<tr>
<td>All foreign scholars</td>
<td>70,501</td>
<td>74,571</td>
</tr>
<tr>
<td>China</td>
<td>11,854</td>
<td>13,229</td>
</tr>
<tr>
<td>Japan</td>
<td>5,572</td>
<td>5,460</td>
</tr>
<tr>
<td>Germany</td>
<td>5,161</td>
<td>5,016</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>4,660</td>
<td>5,015</td>
</tr>
<tr>
<td>India</td>
<td>4,369</td>
<td>4,929</td>
</tr>
<tr>
<td>Canada</td>
<td>3,129</td>
<td>3,578</td>
</tr>
<tr>
<td>Russia</td>
<td>2,693</td>
<td>3,195</td>
</tr>
<tr>
<td>France</td>
<td>3,015</td>
<td>3,076</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>3,154</td>
<td>2,916</td>
</tr>
<tr>
<td>Italy</td>
<td>2,017</td>
<td>2,108</td>
</tr>
<tr>
<td>Spain</td>
<td>1,610</td>
<td>1,729</td>
</tr>
<tr>
<td>Brazil</td>
<td>1,208</td>
<td>1,273</td>
</tr>
<tr>
<td>Taiwan</td>
<td>1,209</td>
<td>1,200</td>
</tr>
<tr>
<td>Israel</td>
<td>1,023</td>
<td>1,108</td>
</tr>
<tr>
<td>Australia</td>
<td>1,119</td>
<td>1,090</td>
</tr>
</tbody>
</table>

Source: IIE (2000)
Linkages, connections and flows

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  - Changing geographies

- **Flows of educational services**
  - Cooperative programmes
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  - Distance education
  - On-line provision of education

- **Increase of linkages**
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  - The changing nature of linkages
## Types of Cross-border education activities

<table>
<thead>
<tr>
<th>Type</th>
<th>Main forms</th>
<th>Examples</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. People</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students/trainees</td>
<td>Student mobility</td>
<td>- Full study abroad for a foreign degree or qualification</td>
<td>Probably the largest share of crossborder education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Part of academic partnership for home degree or joint degree</td>
<td></td>
</tr>
<tr>
<td>Professors/trainers</td>
<td>Academic/trainer mobility</td>
<td>- For professional development</td>
<td>An old tradition in the education sector, which should grow given the emphasis on mobility of professionals and internationalisation of education more generally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- As part of an academic partnership</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Employment in a foreign university</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To teach in a branch institution abroad</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Programmes

| Educational programmes | Academic partnerships E-learning | - Joint course or programme with a foreign institution                  | Academic partnerships represent the largest share of these activities |
|                       |                                   | - E-learning programmes                                                  | E-learning and franchising are small but rapidly growing activities  |
|                       |                                   | - Selling/franchising a course to a foreign institution                 |                                                                      |

### 3. Institutions/providers

| Institutions/providers | Foreign campuses | - Opening of a foreign campus                                           | A trend increasing very quickly from a modest starting point          |
|                       | Foreign investments | - Buying (part of) a foreign educational institution                      |                                                                      |
|                       |                                   | - Creation of an educational provider abroad                             |                                                                      |

Knight (2003b) and OECD
Linkages, connections and flows

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Australian universities’ international collaboration in scientific publications, by region (1981, 1992)

<table>
<thead>
<tr>
<th>Region</th>
<th>1981</th>
<th>1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>346</td>
<td>800</td>
</tr>
<tr>
<td>Canada</td>
<td>80</td>
<td>156</td>
</tr>
<tr>
<td>UK &amp; Ireland</td>
<td>202</td>
<td>439</td>
</tr>
<tr>
<td>Western Europe</td>
<td>91</td>
<td>408</td>
</tr>
<tr>
<td>Northern Europe</td>
<td>38</td>
<td>103</td>
</tr>
<tr>
<td>North-East Asia</td>
<td>26</td>
<td>183</td>
</tr>
<tr>
<td>South-East Asia</td>
<td>23</td>
<td>97</td>
</tr>
<tr>
<td>Oceania (mainly New Zealand)</td>
<td>67</td>
<td>134</td>
</tr>
<tr>
<td><strong>All collaborations</strong></td>
<td><strong>843</strong></td>
<td><strong>2118</strong></td>
</tr>
</tbody>
</table>

*Source: Bourke & Butler (1995: 35)*
The cumulative growth of international consortia by number and year

International consortia are voluntary, participatory organizations of at least three higher educational institutions with a primary mission of disseminating and advancing knowledge on an international level (Oerlemans, 2002)
Losing and loosening grip

- **Power shift 1: upwards**
  - Regional institutions (e.g. EU; ASEAN)
  - Regional arrangements (e.g. Sorbonne, Bologna, Lisbon, AUN)
  - Global institutions (e.g. WTO, IMF, World Bank, OECD)

- **Power shift 2: downwards**
  - Institutional autonomy
  - From controlling state to enabling state
  - From compliance to accountability

- **Power shift 3: sideways**
  - Necessity of private institutions
  - Private enterprise in public institutions
Private Sector Share of Higher Education Enrolments

Korea 75%
Indonesia 65%
Philippines 80%
Colombia 60%
Brazil 60%

Source: The World Bank (1994)
Private Business Schools in Eastern Europe 1998

- Poland 91
- Czech Republic 29
- Armenia 21
- Romania 18
- Bulgaria 4
- Slovenia 1
- Macedonia 0
Standardization and/or diversification

• The rationality of standardisation
  • Transparancy through standardisation
  • The need for comparability in a globalised world

• ....and the call for diversity and autonomy
  • Preservation of distinct schools of thought
  • Preservation of languages
  • Preservation of education/teaching cultures
  • Preservation of local/national studies

• ....a balancing act
  • A politically sensitive balancing act, especially apparent in EU,
  • but also in open ASEAN countries (e.g. Malaysia, Indonesia)
The end of the University as we know it?

- Higher education: still a national sector?
  - The role of higher education in society: producer for the global economy or the builder of national culture and society

- Universities: still national institutions?
  - National institution vs. ‘Global U’ & ‘University inc.’

- A question of identity
  - Not just for the sector or the institutions
  - …but also for students
Developments in the EU

• European integration
  • Increasing economic integration
  • Increasing movement of people, labor and students
  • Increasing supranationalism in politics

• EU’s spill-overs to education
  • Open markets, non-discrimination and education
  • From flows to legislation to standardisation
  • From flows to identity formation

• EU education policies
  • Not included in initial treaties
  • Formally, no involvement with national policies
  • Modestly successful in mobility schemes
  • Bologna: intergovernmental process or EU policy?
Developments in ASEAN

- **ASEAN Integration**
  - From security to economy
  - Will ASEAN be like the EU?

- **ASEAN’s spill-overs to education**
  - ASEAN Education and the AFTA
  - ASEAN Education and the WTO

- **ASEAN education policies**
  - Mainly aimed at primary and secondary education
  - Long history of cooperative activities
  - Some tendencies towards standardisation already apparent
Challenges ahead

• The quality issue: who sets the criteria and who assesses quality?
  • National governments?
  • Supranational governments?
  • Global institutions?
  • Professional associations?
  • Universities?

• The funding Issue: who pays?
  • Higher education as a private or public good?
  • The autonomy of governments in financing higher education
  • The role of trade agreements (WTO/GATS) and competition law?
  • A role of the private sector?

• Cultural issues
  • The fate of small languages
  • The fate of small disciplines (Humanities vs. Business & Engineering)
  • National cultures transnational provision
  • Adapting to the international classroom