



GLOBALISATION OF HIGHER EDUCATION

Krzysztof Pawłowski

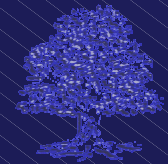
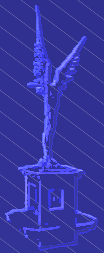
Rector of WSB-NLU in Nowy Sącz and WSB in Tarnów, Poland

Catholic University of America seminar "Explaining Globalisation"

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Contents

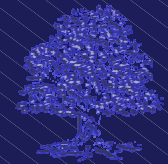
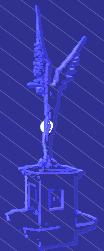
1. Introduction, definitions
2. Globalisation and internationalisation in higher education
3. Scale of globalisation processes in higher education
4. Globalisation of education over the Internet
5. Other areas of HE globalisation
6. What can we expect in the future?



About the author

- Ph.D. in Physics (MA Jagiellonian University, Ph.D. Akademia Górniczo-Hutnicza)
- 19 years working in an industrial research centre
- 1989-1993 Polish senator
- Founder, organiser and Rector of Wyższa Szkoła Biznesu – National-Louis University in Nowy Sącz (1991-1992) and Wyższa Szkoła Biznesu in Tarnów (1996)
- Author of:
 - *“Rediscovering higher education in Europe”, UNESCO-CEPES, Bucharest (2004)*
 - *“Knowledge-Based Society – an opportunity for Poland” (published in Polish: Społeczeństwo wiedzy – szansa dla Polski), ZNAK, Kraków (2004)*

Organiser and active participant in business organisations across Poland



Definitions

„Today’s globalization is a market-induced, not a policy-led, process driven by market expansion”

Rui Yang (2003)

„Globalisation is the treatment of the world in holistic and universal categories”

Worthington (2000)

„Globalisation can be defined as the intensification of world social relations, which connect distant places in such a way, that local events are shaped by events emerging in other, far away, places and vice-versa”

Giddens (2000)

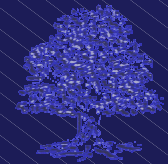
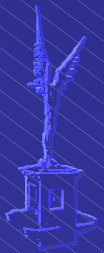


Phenomenon of asymmetric rationality of globalisation

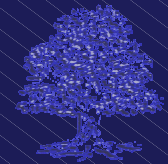
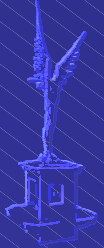
„...which causes globalisation to become a specific selection mechanism that forces onto peripheries and semi-peripheries procedures from developed countries, that are not beneficial to the periphery and semi-periphery”

„... time compression...”

J. Staniszkis „The Power of Globalisation” (2003)



- Many facets of globalisation:
„political, military, economic, cultural, migration of peoples,
environmental protection”
- Globalisation definitely leads to the reduction of nation state
importance
- Increasing importance of Multinational Corporations
- The reduction of state importance also in public sector
- Slowest speed of globalisation in education



Popular, European opinions

„The traditional university will survive the storm of changes and will remain the >>storehouses of national culture<<, places of reflection upon the world and centres of scientific research”

„Europe maintains public HE institutions funded entirely from the state budget”

„Traditional forms of HE remain with the sanctified role and influences of the >> professor corporation<< jealously guarding its positions and benefits”



Globalisation in HE
according the classification developed by Wnuk-Lipinski
(2004)

I. Globalisation as a world market:

- Inability of funding mass education from public sources
- Internet revolution in communication
- *For-profit* university
- Increase in importance of private universities in Central and Eastern Europe

II. Globalisation as modernisation and/or de-traditionalisation:

- The Internet as a tool, more time for thinking
- Universities are losing their traditional surrounding environment



Globalisation in HE

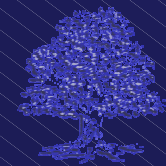
according to the classification developed by Wnuk-Lipinski (2004)

III. Globalisation as relativisation:

- Thanks to the collapse of the Soviet Block and the gradual opening up of China an increasing number of people comprehend factors common for the entire world. Importance of local or national culture is reduced
- Local university or lecturer is no longer the only point of reference, as through the Internet we can acquire the opinions of the world's greatest authorities

IV. Globalisation as homogenisation or hybridisation:

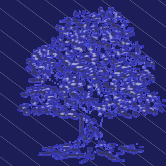
- Diffusion of nearly identical programmes and courses in HE and the reduction of differentiating factors, especially in the area of business, technical and applied programmes
- „Academic imperialism” where universities from developed states transplant ready-made solutions onto the universities in the periphery



Internationalisation of HE

OECD categories of programmes that are international in character

- International subjects (European business, international relations)
- Utilisation of internationally comparative approaches
- Preparation for international career
- Foreign language programs aimed at fostering intercultural skills
- Area studies
- Preparation for internationally recognised qualifications
- Joint or double degrees
- Compulsory study abroad
- Programmes designed for foreign students

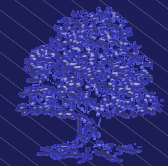


Mazzard's, Soutor's, Sim Yow Seng's three waves of HE internationalisation

„first wave” - students leave their home countries for study abroad („direct export”)

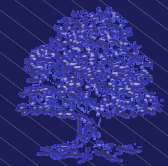
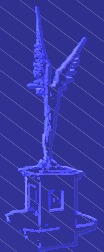
„second wave” – „progressive integration” based on licence sales or transfer, franchising for local universities from universities entering international markets

„third wave” – offering „off shore” twinning programmes in specially prepared divisions and campuses



*Third wave of HE internationalisation:
has become particularly popular in the Asia-Pacific
region (Malaysia, Singapore)*

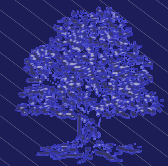
- 120 private colleges offered in Malaysia „twinning programmes”
- Singaporean government decided to create divisions of the 10 top world universities in Singapore



Development strategies for international HE

(Mazzarol 2003)

- Opening branch campuses
- Partnering with private sector groups to provide „corporate university” delivery model
- Using ICT–based delivery to create „virtual universities”

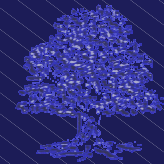


*The Scale of Globalisation and Internationalisation in HE
four reasons due to which tomorrow's HE will be different than
today's*

- Enormous money – global education and training industry is worth 27 billion USD/year. Foreign students have brought into the American economy 11,9 billion USD yearly
- Ever-increasing number of students – 1980 – 51 million; 1995 – 82 million; 2050 – 120? 150? million students
- Clear end of the welfare state - end of HE as a „public good”



Information and IT revolution



People studying abroad

- 1,5 million in 1995

Most of international students (3/4) are gaining their education in ten countries

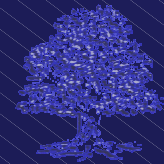
USA – over 30%

France – 11%

Germany – 10%

UK – 9%

and Russia, Japan, Australia, Canada, Belgium
and Switzerland around 2-3%



*EU Socrates/Erasmus programme currently 2199 HE Institutions in 31 countries since 1987
1,2 million students have studied abroad*

Outgoing SOCRATES/ERASMUS students in Europe:

1998/1999	1999/2000	2000/2001	2001/2002	2002/2003
97 601	107 654	111 084	115 419	123 957

SOCRATES/ERASMUS in Poland

Polish Universities participating in the SOCRATES/ERASMUS Program:

1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
46	74	98	98	120	148	169

Outgoing students:

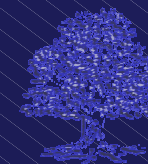
1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	Total
1 426	2 813	3 691	4 322	5 419	6 278	23 948

Incoming students:

1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	Total
220	466	614	750	1 054	3 104

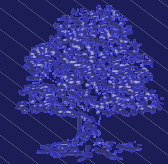
SOCRATES/ERASMUS at WSB-NLU

	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
outgoing	7	14	19	33	48
incoming				7	26



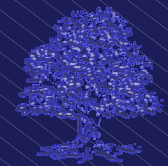
Globalisation of education via the Internet

- Students from across the globe affect the content of an on-line course
- Democratisation of access to HE and to degrees and diplomas that are inaccessible through conventional methods
- On-line programmes are cheaper and open to pursuit by home-bound people
- Easier cooperation of several authors in the construction of a course offered on-line



Arguments for on-line studies

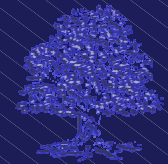
- Combining the mass nature of education with the individualisation of the teacher-student interaction
- Possibility of individual choice of modules by the student with the retention of low tuition fees
- Application of mass-customisation to HE
- Possibility of controlling the content and quality of a course by university management
- Avoiding the need for concessions, certifications, accreditations in the students' home countries



Is the obsession with virtual education already ending?

Problems of “providers”:

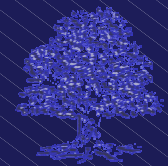
- Columbia University’s “Fathom”, which is currently looking for an investor with 30 million USD;
- Wharton School’s “Caliber”, which has gone bankrupt;
- Harcourt Higher Education, created at the end of the 1990’s, which was expecting recruitment of 50 000 - 100 000 after only 5 years, and in 2001 accepted all of 32 students.



Other areas of HE globalisation

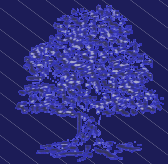
Universities created by Christian Churches

- 1° Greatest network: Jesuit universities and colleges –
112 including 28 in USA
- 2° Symptoms of HE religious institutions boom in the USA
(increased enrolment by 60% over 12 years)
- 3° Role and importance of KUL and PAT in Poland during
the Communist period



„Corporate Universities” I

- 200 out of 500 biggest corporations has their own staff development and education systems
- Annual budgets of the biggest reach hundreds of millions USD
- 1995 there were over 1000 such institutions with a combined budget of over 52 billion USD
- In 2000 there were over 2 thousand
- Fastest developing sector of education and training



„Corporate Universities” II

4 aims of activity:

- Building a competency-based training curriculum for each job.
- Providing all employees with common vision of the company.
- Extending training to the company’s entire customer/supply chain.
- Serving as a learning laboratory for experimenting with new approaches and practices for the design and delivery of training initiatives.

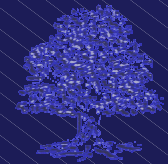
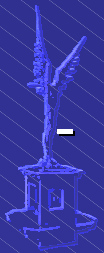
4 primary tasks:

- 1 ° teach corporate culture
- 2 ° faster cross-functional skills
- 3 ° utilise technology-based training
- 4 ° developed communication skills, creative thinking, problem solving



For-profit University I

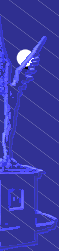
- Rejection of the conventional Humboldtian university standard (the notion of unity between research and education as well as education as a state-creating factor)
- Majority of income from tuition: reaches 95%, (at conventional, private non-profit universities it is only 45%)
- For-profit universities are something that institutions non-profit hate more than censure (T. Sowell)
- Ephemeral or an important element of the future?



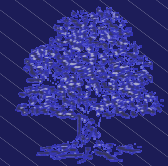
For-profit University II

Example of University of Phoenix (Kolasinski, 2005):

- 239 000 students (in 2004)
- 17 000 lecturers
- 171 600 people has gained diplomas since 1976
- Owner: Apollo Group Inc.
- Income of Apollo in 2003: 1.3 billion USD, out of which the income from Phoenix Online: 530 million USD

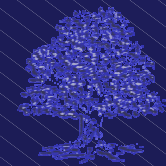
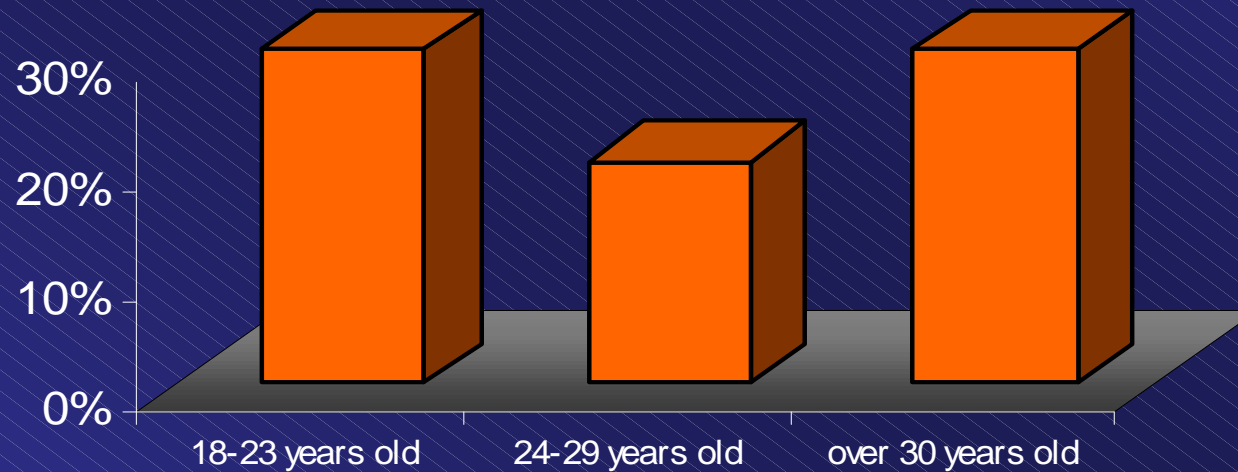


• Increase in stock value by 350% over 3 years



For-profit University III

AGE GROUPS OF STUDENTS AT FOR-PROFIT UNIVERSITIES IN THE USA



Changes in China

1993 „211” Higher Education Project:

100 Chinese universities were selected to receive special governmental support so that they could attain world-class standards in the 21st century

In 1998 the government decided to additionally support the 9 top universities with one-time grants of 150-225 million USD :

3 traditional comprehensive universities

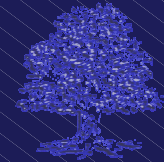
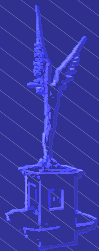
Peking University

Fudan University

Nanjing University

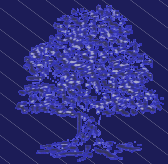
6 technologically oriented universities:

Tsinghua, Shanghai Jiaotong, Xian Jiaotong, Zhejiang, China University of Science and Technology in Hefei



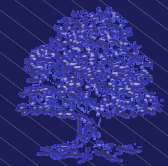
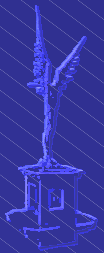
Current state of HE

- Dominance of internationalisation process over globalisation processes
- Dominance of English language as a tool of globalisation
- Domination of universities in English-lingual countries
- Differentiation in HE
- Positive influence of consumerism on the quality of the education process
- Transition from one-sided teaching to multidimensional learning
- Increased cooperation between universities (multitude and differentiation of initiatives)



What can we expect in the future?

- Continued increase in communication and cooperation between HE institutions
- Continued differentiation in the education market
- Increase in student numbers across the world, with a probable decrease in Europe
- Will „global empires” emerge?
- What about current leaders?
- Will Internet-based teaching dominate HE?





**Thank you for your
attention**

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