GLOBALISATION OF HIGHER EDUCATION

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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
- Author of:

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”


„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...”

- 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 loosing their traditional surrounding environment
Globalisation in HE  

according 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:

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<td>107 654</td>
<td>111 084</td>
<td>115 419</td>
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SOCRATES/ERASMUS in Poland

Polish Universities participating in the SOCRATES/ERASMUS Program:

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Outgoing students:

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<td>2 813</td>
<td>3 691</td>
<td>4 322</td>
<td>5 419</td>
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Incoming students:

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<tr>
<td>Students</td>
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<td>466</td>
<td>614</td>
<td>750</td>
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SOCRATES/ERASMUS at WSB-NLU

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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)

- Ephemerid 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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