Values and Ethics – the Borderless Perspectives


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Overview...

• The Observatory on Borderless Higher Education
• Context and Issues
• Perspectives on Student Mobility and Transnational Education – Hosts and Sources
• Concluding comments
‘Borderless’ Higher Education

- Distance Learning / Transnational Education
- Traditional HE / CPD / Lifelong Learning
- Internationalisation
- New Technologies
- Time / Space / Geography / Level
- Public / Private / Not-for / For-profit Providers

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Context and Issues

Globalisation and Internationalisation
issues and indicators:

• Academic and programme mobility

• Education as a tradable commodity or a public good?

• Sub-standard provision and public protection/reputation/service

• Locus of responsibility

• Dichotomy of public versus private
The ‘Host’ perspective

Focus on Study Abroad and Transnational Education:

Benefits:

- Contribution to the solving of local capacity and quality problems
- Contribute to domestic capacity
- Mentor local institutions
- Stem study abroad
- Attract international students
- Stimulate local economy
- R&D tie-ins
The ‘Host’ perspective

Challenges:

• *Outflow of financial and academic resources*
• *Brain drain*
• *Relevance of foreign qualifications*
• Possible brain-drain upon graduation
• Relevance of degree to local context
• Narrow subject focus and possibly high costs
• Quality assurance issues and continuity
• Participation issues
• Dominated by North-South movement
Possible beneficial initiatives – Hosts

- Regulatory frameworks and incentives to ensure closer fit with wider developmental goals
- Regional co-operation in affected areas
- Increased domestic educational opportunities
- Domestic ‘return home’ initiatives, including scholarships
The ‘Source’ perspective

Study Abroad and Transnational Education:

Benefits:

• Financial and academic short and long-term benefits
• Reach new markets/students
• Revenue generation
• Diversify delivery
• Internationalise institution
• R&D tie-ins
• Niche provision
The ‘Source’ perspective

Challenges:

• Over-dependence on income from foreign students
• Increasing reliance on skilled immigration
• Unclear quality assurance responsibilities
• Uncertain operating environment
• Tension between sustainable initiatives and contribution to developmental activities
Possible beneficial initiatives – Sources

• Regulatory frameworks to outline source countries’ responsibilities
• National and International (binding) guidelines and perhaps quality assurance mechanisms
• Responsible recruiting
• Non-commercial international initiatives
• Long-term commitment and investments