Internationalization in Higher Education: Who Benefits, Who Loses

CHERI HEPI SEMINAR

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Focus of presentation

- Who benefits, who loses from Internat.? Is it a ‘good news’ story for all involved and affected by it?
- Is Internat. helping to bridge equity gaps nationally/internationally? Is it exacerbating such gaps?
Focus of presentation

- Beyond income generation, the relationship between International and the global development agenda
- Can International be set up differently to produce a different distribution of benefits?
Focus of presentation

- Internat. and sustainable partnerships
- Need for more information/analyses of the other side of Internat-benefits, losses, concerns, missed opportunities
- Secondary focus- Internat. and building cosmopolitan HEIs and graduates at home and abroad
Focus of Presentation

- Internat. setting up different relts bet rich and poor developing countries, bet rich and rich developing countries. Poor countries have limited domestic supply and ineffective regulation(as in Sub-Saharan Africa), rich developing countries have fledgling systems but deal with internat. on their own terms

- Traditional focus in Internat. debates-what are policy drivers, benefits, challenges for HEIs seeking to internationalize their operations at home and abroad
Focus of Presentation

- This presentation looks at Internat. from the other side-countries of origin of mobile students and staff, countries where branch campuses are located.
- What do we know statistically and otherwise?
- What are potential impacts?
- Are current Internat. approaches what is best for all parties?
- More information/analyses to develop next generation policies and approaches to Internat.
Key Questions

- What is known-govt/HEI drive towards Internat., increasing Internat., multiple modalities, statistical accounts, regulatory focus

- What is desired-coherent policy and practice, balancing financial with academic/cultural benefits, quality safeguards, sustainable partnerships
Key Questions

- What is not/little known-nature of Internat. relts, range and distribution of benefits, is it exacerbating global inequity or helping to bridge it
- How to measure academic, cultural, social development impacts?
- More research needed on both sending and receiving sides of Internat.
Contexts

- Internat. drivers are national (e.g. ministries of HE, Trade and Industry), international (e.g. OECD and WB) and regional

- Interest in Internat. in all regions. Rich regions-competitiveness e.g. Lisbon, Bologna. Poor regions-regeneration e.g. African Union
Modalities and Trends

- Familiar forms of internationalization in country and abroad e.g. foreign student recruitment, branch campuses, collaborative provision, curriculum refocus, regional and global networks

- Changing Patterns and Emerging Trends-more competition, more regulation, improved domestic supply,
Rationales/Expected Benefits

- Financial/economic benefits e.g. student fees and living costs, skills injection into economy if graduates work in UK
- Foreign policy/diplomacy benefits-influential elites trained in UK
Rationales/Expected Benefits

- Academic/cultural benefits—graduates with cosmopolitan sensibilities who can traverse geographical, intellectual and cultural boundaries

- Economic rationale often trumps all others both in fee income and strengthening national knowledge economy—easier to quantify and operationalise
The Stats

- Caveats about statistics - use as signal of indicative trends and challenges
- Internat. a high priority for HEIs - 73% in 2006 IAU survey
- US (23%), UK (12%) and Australia still predominant destination countries but also Germany, France, Japan. Also south-south mobility Malaysia (1%) and South Africa (2%)
The Stats: Students

- Global totals +140 m students in PSE, 60% in N America, Europe and Asia Pacific countries
- Internat mobile students-1.8m in 2000, +2 m 2006 (less than 2%), 7m by 2025
- Stats a more significant indicator of growth in domestic enrolments
The Stats: Students

- 8% of total from Sub-Saharan Africa - highest outward mobility rate of all regions, 3 times the global average
- Many SSA countries have 25% of their students abroad
- 7.7% of foreign students entering UK from Africa
- 9 of 10 who stay in region go to SA
Brain drain, gain and circulation-push and pull factors, competitive global ‘market for brains’

20m migrants over 25 and more with tertiary educ. in OECD in 2000, up from 12m in 1990

34% of UK academic force foreign, mostly EU

9% from Africa in 2003(1339), majority from SA(268) and Nigeria(153)
The Stats: Staff

- 27,000 skilled Africans left the continent for industrialized countries bet 1960 and 1975, increased to 40,000 bet 1975 and 1984. Since 1990, 20,000 have left every year.
- Africans 12.1 % of UK work permit holders in 2003
- 2003-UK work permits for health professionals-5880 from SA, 2825 from Zimbabwe, 1510 from Nigeria and 850 from Ghana (countries proscribed for NHS recruitment)
- 1500 of 3000 social workers from Zimbabwe came to UK in last decade
The Stats: Economic Benefits

- UK annual govt spend on HE £7.5b
- Injection into UK economy from fees and living costs for non-EU students in 2004-2005 was 2.87b pounds. Non EU graduates who work in UK increase GDP by £1b a year
- What are additional financial and other benefits not often factored in?
The Stats: Benefits and Losses

- SSA stats—not the biggest number in UK but with biggest impact in home country esp LDCs.
- Estimated production costs for each qualified professional $184,000—educ and training costs, annual payment of $4b in expat salaries and benefits
The Stats: Benefits and Losses

- Estimated cost of producing qualified doctor in UK between 200,000 and 250,000 pounds in 5-6 year period

- Each migrant doctor is zero cost import to UK plus other benefits e.g. increase in local health care capacity, UK tax revenue, no pressure to increase local production of health professionals
The Stats: Benefits and Losses

- Internat. of workforce-UK subsidized by SSA/LDCs
- Income from foreign students, branch campuses, etc., supports home country operations-moral paradox.
- Migration policies of rich countries becoming more flexible to support high skills import.
The Stats: Benefits and Losses

- Losses to SSA-brain drain (continuous depletion of human capital), little returns on public investment, cost of expat labour, juniorization of local staff, diminishing research and innovation capacity-migration in a crisis context of aging workforce, exploding enrolments
The Stats: Benefits and Losses

- Private goods benefits to migrants, public goods benefit to another country
- Not enough research and analysis on public good benefits of Internat. for poor developing countries e.g. foreign supply supplements domestic supply but access may be limited by fees costs
Internat: A different scenario

- 177,000 mobile students from Arab world- 7% of global total coming from rich and developing countries
- UAE accelerating branch campus model of top HEIs-Dubai e.g. has 120 nationalities, 18 foreign univ out of 33, from 10 countries
- Want high skills graduates for burgeoning economy - tenfold increase in graduates by 2015 (from 5,000 to 50,000)
Internat: A different scenario

- Benefits to foreign HEIs—money upfront, construction and salary costs paid, repatriation of profits, zero investment by foreign HEIs, govt pays fees for its nationals

- Light touch regulation in ‘free zones’—home quality standard accepted, no local accreditation
International: A different scenario

- Reputable foreign HEIs' pole position in a bidding war among competitive Emirates
- Internationalization heaven or?
- Cornell and Yale raises debate about whether vast sums of money can replicate home quality when across borders raises issue of appropriate QA
Internat: A different scenario

- Drawbacks and concerns also in this Internat. scenario-quality, connection to local HE system, no pressure to customize curriculum in educating citizens of another country/culture
- Is ‘free zone’ a cosmopolitan educ/cultural space or a commercial enclave
- Access-is this model widening participation or building elites across borders?
Concluding Reflections

- Many concrete financial benefits from internat.-balancing the books, balancing quality and volume
- Many opportunities for enlarging academic and cultural cosmopolitanism—more countries, more cultural settings. UK HEIs in countries from Bahrain to Bulgaria, Denmark to Dubai, Switzerland to Sri Lanka. 82 in China
Concluding Reflections

- Many opportunities for contributing to internat. development agenda-creative examples of existing partnerships
- Latter two need more targeted attention in next phase of Internat.
Concluding Reflections

- Beyond short-term income generation—what does sustainable partnership approach entail—whose interests shape the partnership?
- Some examples—staff/student exchanges, creating/using diaspora networks to contribute to development agenda, consortial projects in key areas (TESSA, AERC, Insect Sciences) using local and foreign expertise
Concluding Reflections

- Internat.- deepening inequality or managing it better?
- Tensions bet international development agenda and global competitiveness agenda-limits to partnership models
- More research required, joined up policy at system and institutional levels, new approaches