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The Future of International HE Partnerships

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Overview

- Reflections on the past
- Evidence of current activity
- Future challenges

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Reflections on the Past

International HE Partnerships

The Evolution of International Higher Education

- Students travelling for full degrees or exchange
  - Typically south-north
  - Limited to relatively affluent
  - Strong colonial links
- Staff mobility - short and long term visiting scholars
- Individual research collaborations

The Choshu 5 who fled Japan to study at UCL in the 1860s

Benazir Bhutto at her Oxford College
(Photo by Clive Postlethwaite / Rex Features)

Starting Points (up to mid 1980s?)

- From the perspective of GATS
- Dominance of the export model (Mode 2 – consumption abroad)
  - exporting HE, so student travels to provider
  - (15% of world trade in services, dominated HE)
- Partnership activity more limited
  - Prestigious but small scale (eg Johns Hopkins in China)
  - Mobility oriented (study centres)
  - Developmental oriented (joint research programmes)
- Some international commercial presence
  - International campuses of US Universities

Features

- Student Mobility (export)
  - Familiar and well established, low cost for provider but delivers valued student experience (cultural melting pot model of internationalisation)
- Individual Links
  - No real institutional responsibility, driven and managed by interested individuals
- Specialist Partnerships
  - Small in number, limited risks

Drivers of Change

- In the UK – changed fee regimes (short term negative consequences but long term positives)
- Pressure on public finances in developed and developing world
- Drives to increase enrollment rates in HE – recognised as a driver of economic development
- Currently – 3.3m internationally mobile students (and forecast to grow). But around 150m students in HE!
- Excess demand
- Growing acceptance of private provision

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Partnerships: Trends and Patterns

International HE Partnerships

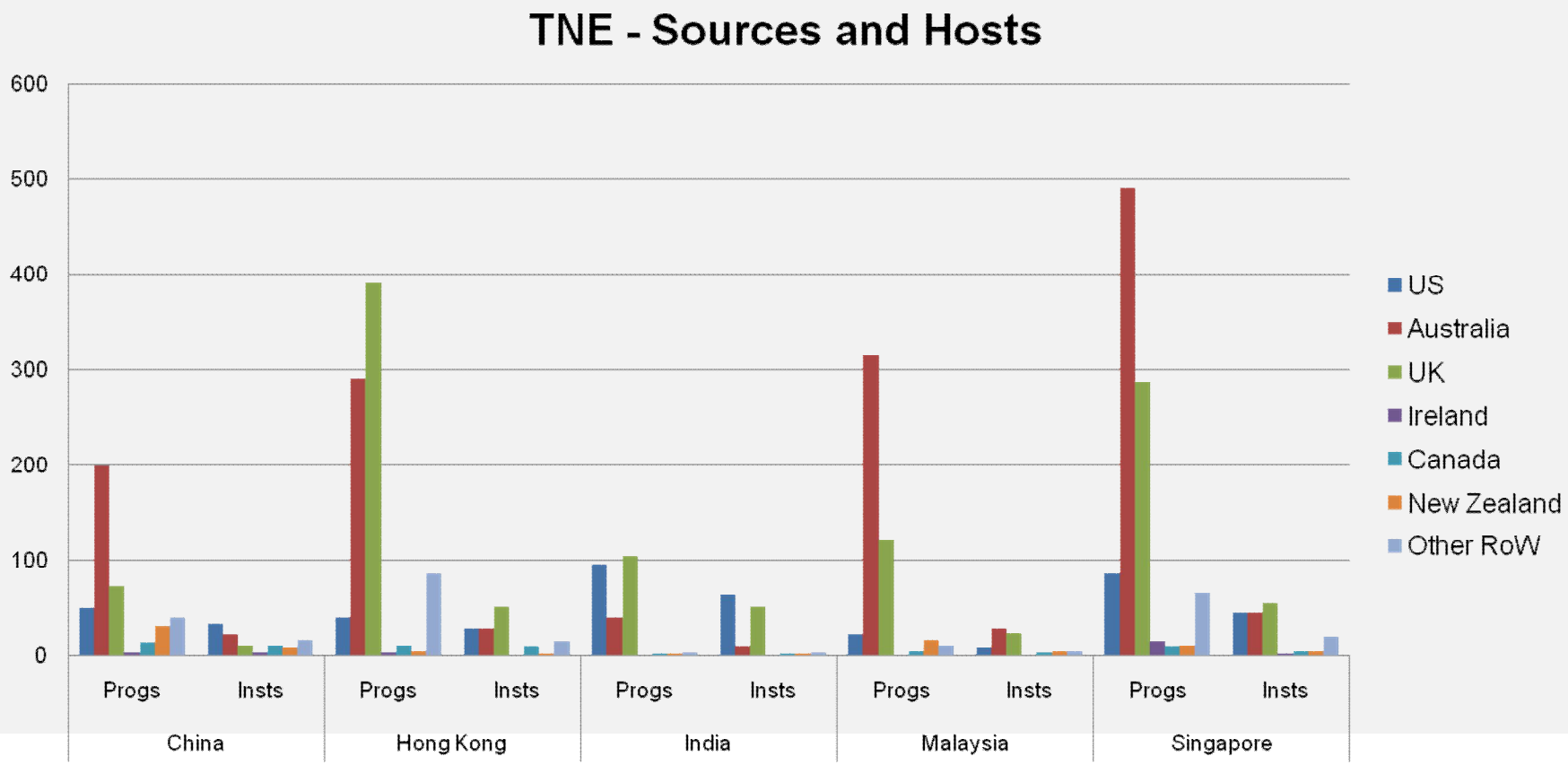
Partnerships – the last 25 years

- Changing conditions have encouraged innovation through partnership working.
- Strong initial focus on teaching driven initiatives
- Mode 3 – Commercial Presence
  - branch campuses, partnerships
  - (50% of world trade in services – less in HE)
- Mode 4 – Presence of Natural Persons
  - fly-in programmes
  - (2% of world trade in services)

Licensing, franchising etc

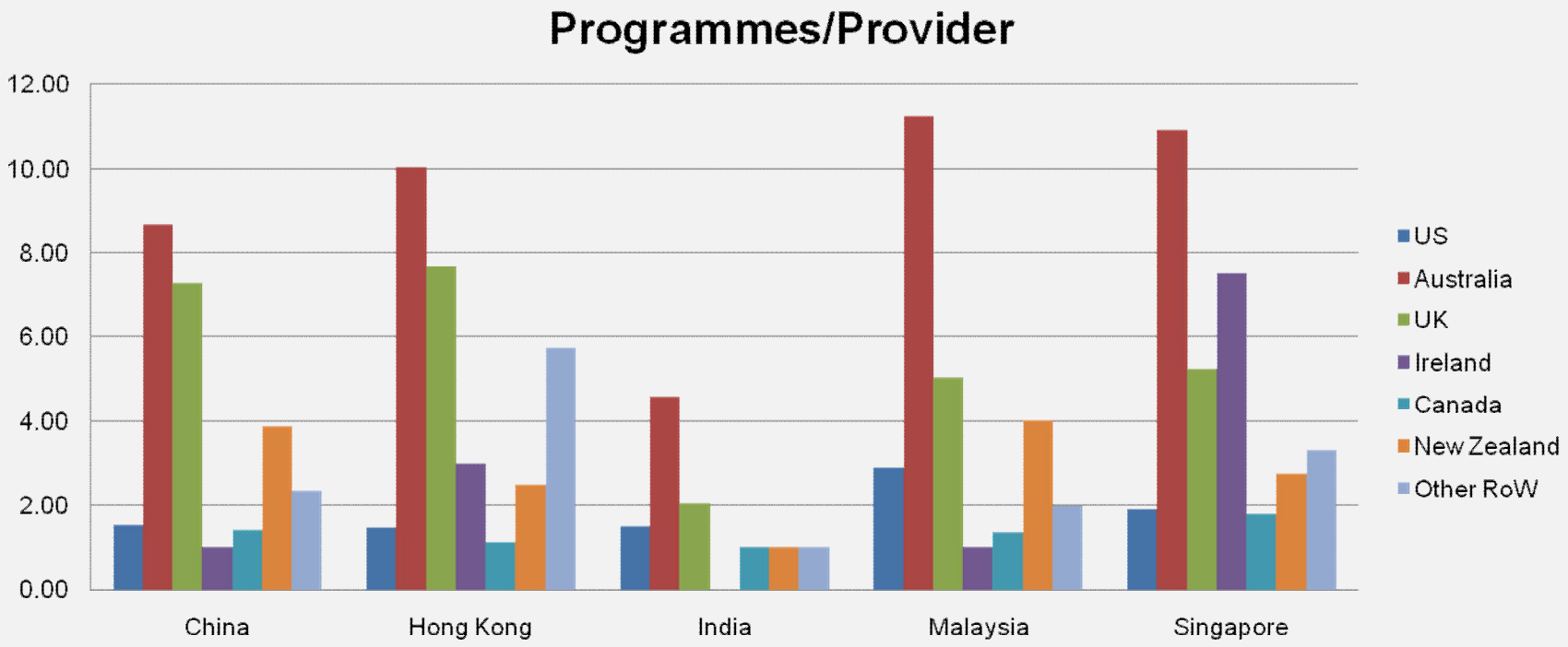
- Diversity of contractual arrangements
  - Franchising
  - Twinning/articulation
  - Management contracts for in-country delivery
- Partnership defrays infrastructure and staffing costs
- Quality management expertise is essential
- Income from
  - Fees
  - Study periods in the UK
- Potential to develop other forms of engagement less frequently realised

Partnership Activity - Scale



Source: Naidoo, 2009

Partnership Activity - Depth

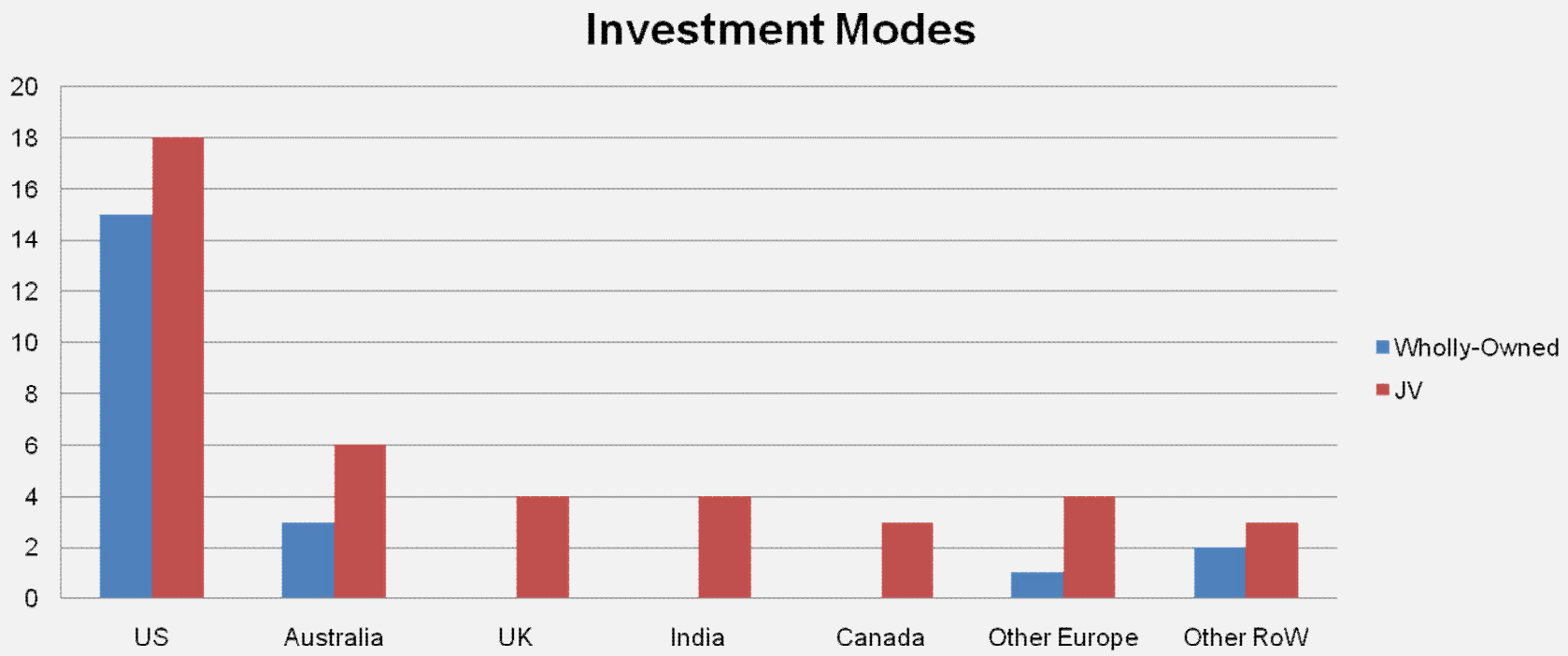


Source: Naidoo, 2009

Campus Initiatives

- Less well developed; almost equal involvement of public and private sectors
- Less than 200 worldwide – most established recently
- Full campus versus focused study centre
- Relatively high cost
- Significant reputational risk
- High profile failures but signs of growing interest

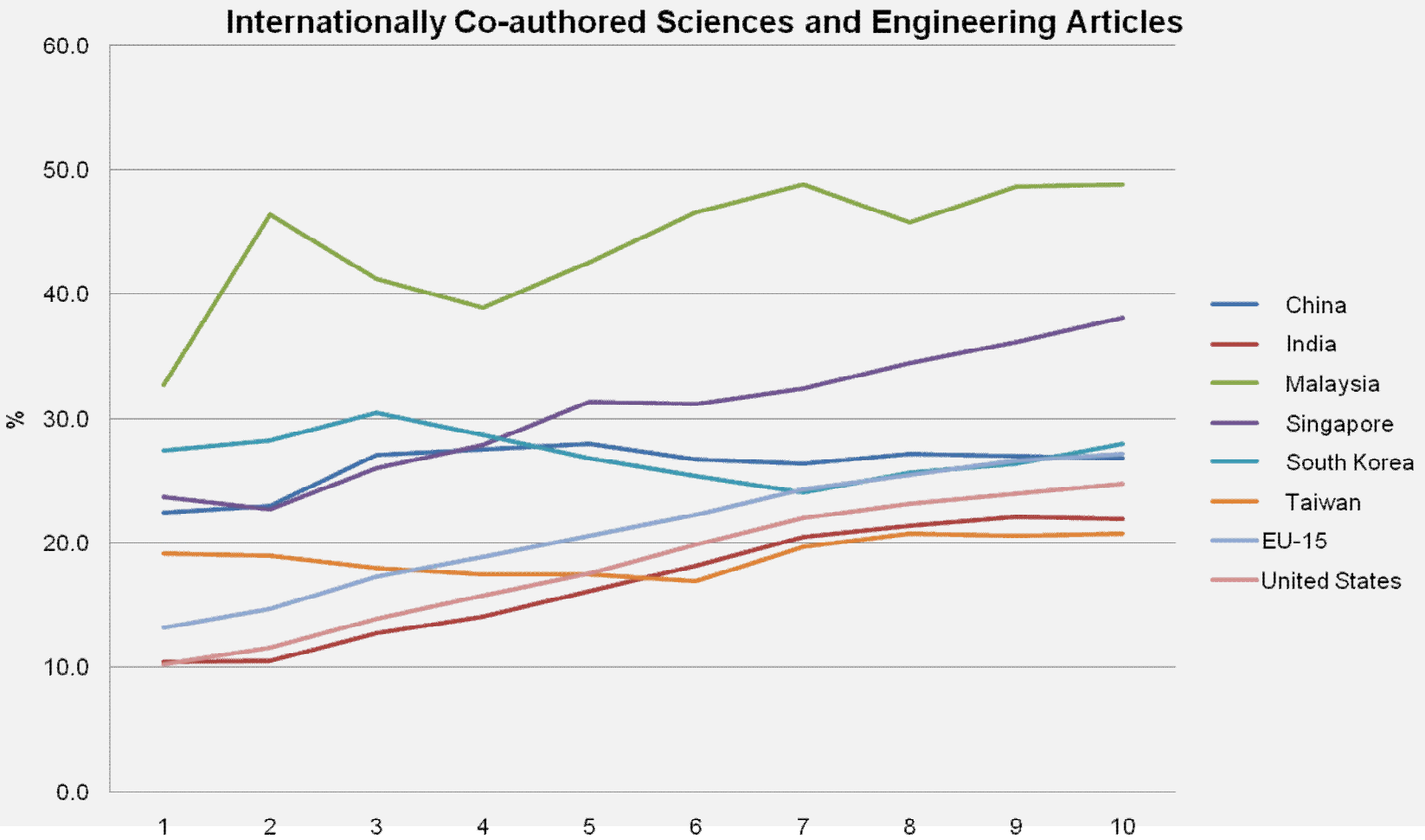
Foreign Direct Investment



Source: Naidoo, 2009

Research collaborations

- Dramatic growth in research collaborations in past 20 years
- Driven by overarching trends in internationalisation with falling costs of communication (esp ICT) being of particular significance
- Dominated by bottom-up initiatives
- Growth in interest in more strategic and top down initiatives (at the level of the institution or the country)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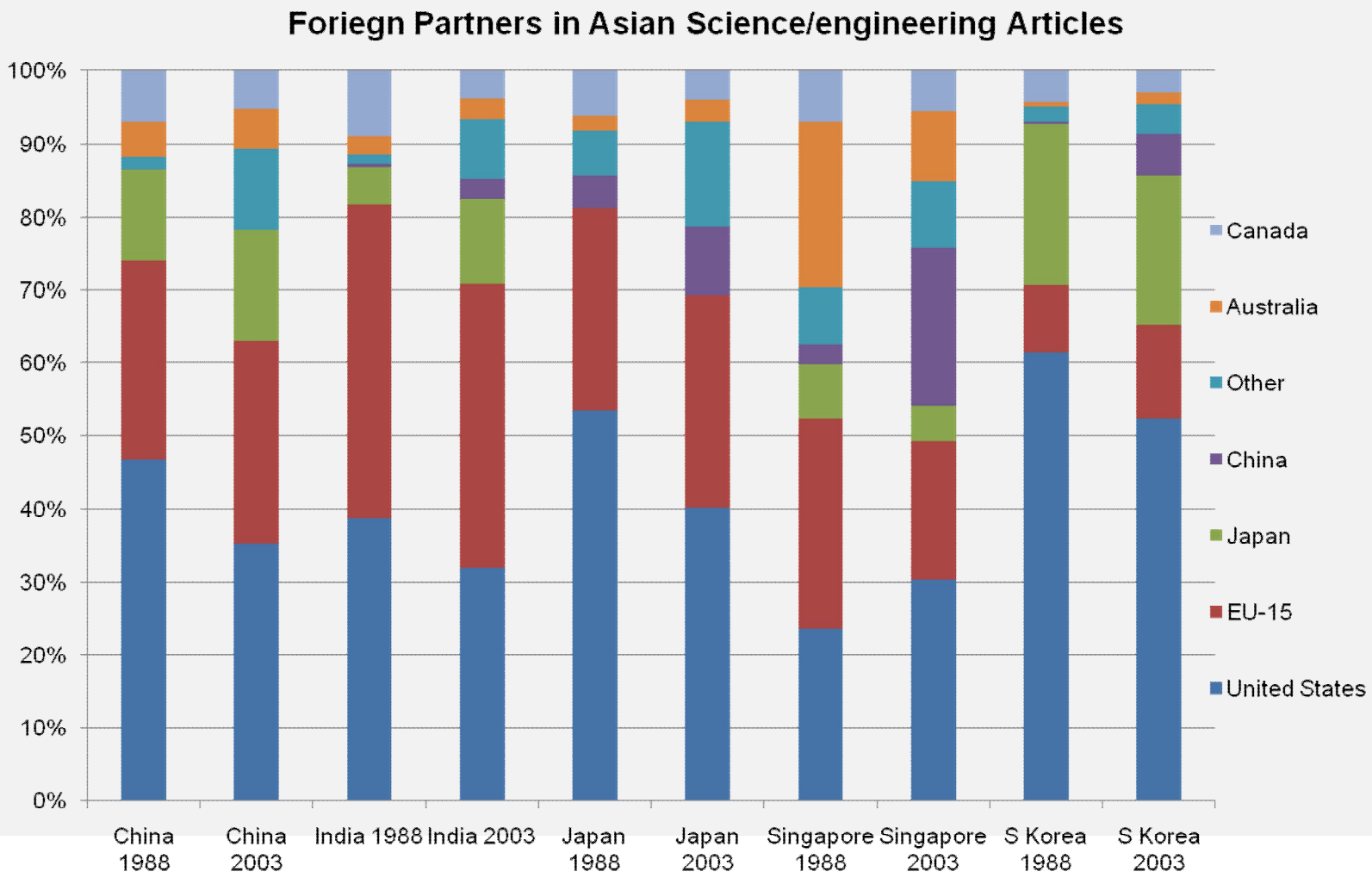
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What does the future hold?

International HE Partnerships

More Collaborative Working

- “a collaborative view of internationalisation is probably the only safe way forward” (Drummond Bone “The Internationalisation of HE: A ten year view (2008))
- Increased desire to integrate teaching and research – expanding points of contact
- Increased attention paid to in country delivery – via a variety of models.
- Greater reciprocity (desire for bilateral and multilateral engagement)
- More strategic perspective

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Other Strategic Alliances - Why

- Facilitating access to academic “markets”
  - Research funding
  - Research “sites” (eg geographical, climatic, cultural)
  - Students
- Cost sharing
  - Joint labs, shared programmes
- Complementary skills and assets
  - Research teams and resources
- Educational (social) responsibility
  - Supporting educational development

GUC
German University in Cairo

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Examples

Fudan-SJTU-Nottingham Plant Biotechnology Research and Development Centre

Congolese-German Centre for Microfinance

African Excellence

- Joint, dual, sequential degrees
- Agreed access to specified elements of degree programmes
- Joint research institutes and programmes
- International University networks
- Research training networks
- Staff exchange
- Academic support – curriculum input, QA, technical support, training, staff exchange
- Open Educational Resources

Erasmus Mundus

OER Africa

UNIVERSITAS 21

Challenges

- Changing patterns of competition and evolving policy and regulatory environments are well recognised
- HE has good record of innovation in international activity
- Routes to internationalisation that have a measurable economic rationale are easier to develop and manage
- Is there enough effort and attention devoted to other forms of strategic alliance which are longer term, have less readily quantified benefits but which have the potential to have a major impact on HE's role in advancing knowledge for the benefit of global society?

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Thank You

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