

The internationalisation of education is based on increasing cross-border flows of students and training. The phenomenon goes beyond simple exchanges and international programmes, and affects education programmes, administrative structures and life on campus. In 20 years, the number of foreign students enrolled in higher education in OECD countries has doubled, and the number of courses and types of actor has greatly increased with the emergence of private providers and new technologies. This development is due in large part to a worldwide demand for post-secondary education which continues to grow (particularly in the booming economies of North and South-East Asia). Studying abroad offers advantages in terms of both openness to other cultures and choices of courses. Beyond the multicultural aspect of this internationalisation of higher education, the increase in such exchanges of educational services can be looked at from the commercial viewpoint. Enrolling foreign students generates income (tuition fees, accommodation and other expenditure) which are considered to be "invisible exports". Such income can have a considerable impact on a country's economy. Estimates put the total expenditure worldwide of students studying abroad in 1998 at \$US 30 billion¹. Aware of this possible source of income, some countries are very active in promoting their educational programmes, endeavouring to increase their market

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share. Tuition fees also play a part in different national strategies and policies. For example, Australia, the United Kingdom and the United States ask foreign students for higher fees, and are important net exporters of educational services (i.e. they receive more foreign students than they send nationals to study abroad). This strategy, geared more towards trade in educational services, raises the question of the liberalisation of such services. The General Agreement on Trade in Services (GATS), currently in the process of negotiation, deals with this issue. In practice, this Agreement has given rise to wide public debate, for the subject remains a sensitive one.

Even if it is this commercial aspect which has hit the headlines, it represents only a tiny part of the complex issues and motivations related to internationalisation. Some of the more important examples are:

- How can the quality and equity of studies be assured, given the growing number of students? What financing (public/private) for what cost?
- The mechanisms for ensuring quality and recognising skills vary across countries. Is an international system going to be set up to enhance readability and transparency?
- How can the growing gap between developing and rich countries be reduced? (educational quality, brain-drain...)

The OECD and the IMHE study certain aspects of internationalisation as part of their work.

Issues relating to e-learning and trade in educational services are to be studied by several OECD directorates. The IMHE will be involved more particularly of using case studies to analyse the consequences of the rapid development of e-learning.

Contact: Kurt.Larsen@oecd.org

The OECD is organising a series of Forums on Trade in Educational Services, in which the IMHE will participate, in order to keep the academic community informed of progress in the negotiations under way in the World Trade Organization (WTO). The next Forum will be held in Norway on 3 and 4 November 2003.

Contact: Kurt.Larsen@oecd.org

The IMHE is also supporting a project directed by the World Bank,

on the internationalisation of higher education in Latin America. This project supplements previous work by the IMHE on this topic.

Contact: Jan.Karlsson@oecd.org

Lastly, the IMHE has long taken an interest in how to ensure the quality of post-secondary education.

For further information, see IMHE info No. 1 2002

<http://www.oecd.org/edu/higher>

For further information on the work of the OECD in relation to internationalisation in education:

- Education Policy Analysis: 2002 Edition. OECD Publications, November 2002, ISBN 9264199314
- Higher Education Management and Policy, volume 14, No. 3, OECD 2002 ISSN 1682-3451

The GATS explained

Historical background

In 1995, the World Trade Organization (WTO) proposed a General Agreement on Trade in Services (GATS) to promote the lowering of customs tariffs and other commercial barriers to trade in services. GATS covers all services which are traded internationally, with two exceptions: services provided to the public in the exercise of governmental authority, and, in the air transport sector, traffic rights and all services directly related to the exercise of traffic rights. In January 2000, the Member governments of the WTO embarked on a new round of negotiations aimed at promoting the gradual liberalisation of trade in services.

¹LARSEN, K., MARTIN, J. and MORRIS, R. (2002), "Trade in educational services: trends and issues", *The World Economy*, Vol. 25, No. 6, Blackwell Publishing, Oxford, United Kingdom and Boston, United States

Interview with Jane Knight

Jane Knight examines, dissects, analyses and lives internationalisation of higher education. Teacher, administrator and researcher, now adjunct professor at the Ontario Institute for Studies in Education at the University of Toronto, she has for many years collaborated with the IMHE. First, in relation to a comparative project on internationalisation in the Asia and Pacific region, then on the Internationalisation Quality Review project and publication. Today, she is particularly interested in three areas:



Jane Knight

- The implications of trade policy and increased trade in higher education services related to the General Agreement on Trade in Services (GATS)
- A comparative analysis of the internationalisation of higher education in nine Latin American countries
- Remodeling the conceptual and policy frameworks of internationalisation at the institutional and system level in light of globalization.

Why are you interested in internationalisation?

“After living and working abroad for several years it made me want to explore ways to broaden the international interests and capacity of universities beyond development projects. I was interested in how to integrate and sustain an international and intercultural dimension into the teaching, research and service functions of higher education institutions. Why and how countries approach the international dimension of education so differently truly fascinates me. Now I am focusing on policies and strategies of internationalisation at the system or sector level”.

Julia Nielson's point of view

Julia Nielson works in the Trade Directorate at the OECD. She is responsible for keeping track of the trade negotiations being undertaken in the framework of GATS.



Julia Nielson

The crux of GATS lies in understanding the real challenges involved in these negotiations. The facts of the case do not seem to justify the strength of feeling that has been aroused. For although it has given rise to much heated discussion, this Agreement concerns only a tiny part of the internationalisation of education, many aspects not being included in the current process. Moreover, higher education is constantly changing. New actors and new methods have emerged over these last ten years. Exchanges have grown exponentially with a wide range of modes of supply and alliances. These numerous developments place GATS in a reactive position. The Agreement can only validate what has already been done, not anticipate developments in this sector. In fact, the commitments relate to very precise fields and reflect strategies which vary across countries. Subscribing to GATS can be a way of acquiring international recognition, validating a policy which has existed for a

What is the link between globalization and internationalisation?

“Globalization is a phenomenon or a process which is affecting many sectors and disciplines and education is no exception. Internationalisation of higher education is both a response to globalization as well as an agent of globalization. Internationalisation is changing the world of higher education and globalization is changing the process of internationalisation”.

Why are you interested in GATS?

“The inclusion of education services as part of the relatively new General Agreement on Trade in Services (GATS) introduces both new opportunities and some potential risks to higher education. Of course, the cross-border movement of students, professors, programs, research etc has been a part of education for many years. It has taken place through development cooperation projects, academic exchanges and linkages, and more recently through commercial trade. What interests me now is how trade policy and regulations might impact education policies and frameworks at the national, regional and international level, particularly in relation to quality assurance, access and funding. I also want to make sure that internationalisation of higher education is understood to be more than trade because these terms are starting to be used interchangeably. The implications of trade policy on both domestic and international provision of higher education is new territory to explore especially in light of new commercial providers, new delivery methods, and new qualifications”.

long time, or obtaining a tool for use in other negotiations. The bottom line is still that openness, and the privatisation of markets (which are not included in the GATS), is and remains a purely “domestic” decision.

Lastly, few countries today have really undertaken education commitments under this complex Agreement. This is an extremely low level of uptake compared to other current

negotiations. One reason for this is that the Agreement endeavours to address very different political, social and historical realities as well as approaches to future policy and the role of public services which cannot easily be reconcile.

In fact, the firmness of the positions adopted has more to do with the great complexity of the Agreement with its resulting lack of readability. Designed to be flexible and open to application according to need, GATS remains difficult to access for the non-initiated. The Agreement is still not complete in many respects. The important thing is to agree on concepts, vocabulary and priorities. It is essential to create open dialogue and a sharing of information among trade negotiators and education experts.

Interesting Links

WTO web site

http://www.wto.org/french/tratop_f/serv_f/serv_f.htm

UNESCO Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications (2002)

http://portal.unesco.org/education/ev.php?URL_ID=6380&URL_DO=DO_TOPIC&URL_SECTION=201&reload=1033631820

OECD/US Forum on Trade in Educational Services (May 2002),

<http://www.oecd.org/EN/document/0,,EN-document-4-nodirectorate-no-20-25748-4,00.html>

Education International (worldwide confederation of education trade unions)

http://www.ei-ie.org/action/english/Globalisation/e%20wto_gats%20index.htm

International Association of Universities

<http://www.unesco.org/iau/globalization/fre/wto-gats-fr.html>

National Committee for International Trade in Education, USA

http://www.tradeineducation.org/general_info/frames.html

People and Planet (student network), UK

<http://www.peopleandplanet.org/tradejustice/>

Education Forum, New Zealand

<http://www.educationforum.org.nz>

GATSwatch

<http://www.gatswatch.org/>

News from the Secretariat

The IMHE welcomes the following new members :

State University - Higher School of Economics - Russia
 Univerza v Ljubljani - Slovenia
 Univerza v Mariboru - Slovénia
 Ministry of Education, Science and Sport - Slovénia
 Institute of Education - University of London - United Kingdom
 Direction générale de l'enseignement non obligatoire et de la recherche scientifique. Ministère de la Communauté française de Belgique - Belgium
 Helsinki Business Polytechnic - Finland
 Shinshu University - Japan
 Università degli Studi di Molise - Italia
 Korean Council for University Education - Korea
 Universidad Autónoma de Yucatán- Mexico

Elsewhere in OECD

A New Centre for the Local Economic and Employment Development OECD Programme

The LEED Programme is establishing a centre for local development to be based in Trento, Italy. The Centre will contribute to local development capacity building in OECD member and non-member countries by fostering entrepreneurship, job creation and sustaining social cohesion through locally based initiatives.

The activities of the centre will pursue the following main objectives:

- Improve the dissemination capacity of best local development practices and implementation strategies;
- Strengthen the relationship between policy makers, local development practitioners and the scientific community;
- Reinforce participative and representative democracy at sub-national level.

Two New Issues of the Journal of the OECD Programme on Educational Building (PEB)

The PEB has published two issues of its journal (February and June 2003). They present diverse experiences related to construction, lay-out and security of school and university buildings, all based on real examples. The journal, attuned to new developments, proposes a useful panorama of interesting initiatives.

ISSN 1018-9319, subscriptions@turpinltd.com

News

Austria

According to the interdisciplinary research institute IFF in Vienna, the most important changes to the university law (UG 2002) will be : A university board (Universitätsbeirat) will act as a decision making body (kind of supervisory board) and will appoint the rector. The rector will welcome the employer of all university staff, he/she will get full authority over the university budget which in future will be a lump sum budget. The representation of junior academic staff and student in most collegial bodies will be reduced.

<http://www.bmbwk.gv.at/start.asp>

Denmark

In Denmark, a new university law from 1 July brings changes to the way universities are governed at central, institutional level. The highest body will be a board with a majority of external members. Technical/administrative staff and students will still be represented. Rectors, deans and heads of departments from now on will be appointed, not elected. The law also enables Higher Education Institutions to ask foreign students to pay tuition fees.

<http://eng.uvm.dk/news/?menuid=05>

Australia

"University Resourcing: Australia in an International Context" is a recent report from the Productivity commission. It contains many comparisons with regard to issues as Higher Education participation and graduation, financial resources, government support, university governance, etc. Canada, England, Germany, Ireland, Japan, Korea, Netherlands, New Zealand, Sweden United States are among the countries comparisons are made with.

Report available at:

<http://www.pc.gov.au/research/studies/highered/finalreport/index.html>

Publications of Interest



Turning science into Business: Patenting and licensing at public research organisations. OECD Publications 2003, ISBN 9264100229

Academic inventions are becoming a more important source of technological innovation. This leads to a race to patent and license inventions. This report presents the results of the first international survey on this topic in OECD countries. It includes data on the stock and number of patents and licences, and gives information on the types and the amount of licensing revenue.



Review of National Policies for Education. Polytechnic Education in Finland. OECD Publications 2003, ISBN 9264199403

In Finland, in the early 1990's, a sector of higher education was created, with a different content, degree structure and governance from universities – the "Ammattikorkeakoulut" (polytechnics). This sector is highly regarded and currently enrolls three-fifths of students entering higher education. The report addresses many issues including strategies for internationalisation and governance. It also offers advice on how the system could be strengthened further.



Financing Education: Investments and Returns: Analysis of the World Education Indicators 2002 Edition. OECD Publications 2003, ISBN 9264199713

The challenge of expanding education systems while maintaining education quality and equity-related aims

seems inextricably linked to questions of education finance. This volume is part of the OECD/UNESCO World Education Indicators (WEI) programme. The report examines spending and investment strategies in WEI countries from both public and private perspectives.



Globalization, Universities and Issues of Sustainable Human Development, Jean L Pyle, Robert Forrant, éditeur Edward Elgar Publishing Limited, 2002, ISBN 1 84064 835 X

This volume raises an important question : Given the fast-changing global economy and the challenges it presents, what is the role for the university as an institution promoting sustainable human development ? The editors begin by outlining the changes associated with the recent wave of globalization, particularly transformations in the relative power of institutions internationally. They analyse the constraints universities face in industrialized and developing countries in promoting sustainable development.



Copernicus in Lüneburg, Higher Education in the Context of Sustainable Development and Globalization, Rietje van Dam-Mieras, Gerd Michelsen, Hans-peter Winkelmann, éditeur VAS, 2002, ISBN 3-88864-357-0

This book is part of a serie « innovation in Higher Education : Sustainable Development ». The book reflects, ten years after the Rio-Conference, on the role of higher education for sustainable development.

Calendrier IMHE

2003

- 28-29 August **Managing Arts Schools Today**, France.
Contact: Jan.Karlsson@oecd.org
- 24-25 October **Governance and Accountability**, Hong Kong.
Contact: Wendy Chan wendy@hkbu.edu.hk
- 30-31 October **Institutional Responses to the Changing Research Environment**, Germany.
Contact: Jacqueline.Smith@oecd.org
- 3-4 November 2nd OECD Forum on *Trade in Educational Services*, Norway.
Contact: Kurt.Larsen@oecd.org

2004

- January **Financial Monitoring and Effective Institutional Management**
Contact: Richard.Yelland@oecd.org
- February **Funding and governance in higher education**, Turkey.
Contact: Üstün Ergüder
ustun@sabanciuniv.edu

March

Strategic management seminar for university leaders in Latin America, Brazil.
Contact: Jacqueline.Smith@oecd.org

16-21 April

Strategic management seminar for institutional leaders, Ireland.
Contact: Jacqueline.Smith@oecd.org

13-15 September

17th IMHE General Conference, Paris.
Contact: Valerie.Lafon@oecd.org

Autre réunion

2003

- 18-19 September Berlin conference. Bologna follow-up Conference of European Ministers in charge of Higher Education
<http://www.bologna-berlin2003.de/>

Address change? Please inform IMHE.

Valérie Lafon is the new editor of IMHE info.

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