

# Unlocking the Global Education Imperative

Core Challenges & Critical Responses

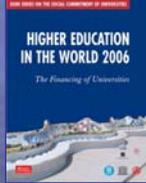
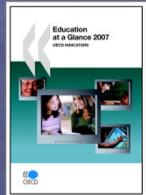


## Research-Based Solutions

Blackboard has changed its focus from simply supplying education technology to education to helping to solve enduring education problems with technology.



**UNLOCKING THE GLOBAL EDUCATION IMPERATIVE**

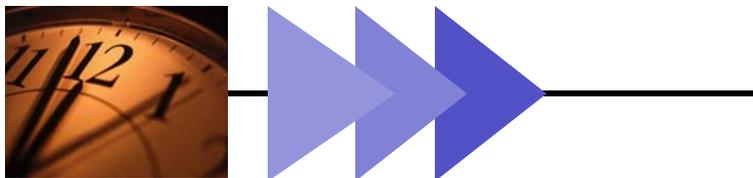
 	<p>Singapore                  Hong Kong                  Vietnam                  Japan                  India                  Australia                  Italy                  Spain                  Germany                  UK                  Ireland                  Ecuador                  Colombia                  US                  Canada                  South Africa                  Botswana</p>	       
 		
 		

The purpose of this report is to provide institutional leaders, governments, and policymakers with a better understanding of the effects of globalization on higher education and, ultimately, to systematically address the numerous challenges to institutions brought on by globalization.

**UNLOCKING THE GLOBAL EDUCATION IMPERATIVE**



## Change is the Name of the Game



**A New Student – *Digitally & Physically Mobile***

**In a New World – *Human Capital***

**With New Technology – *The Internet & Tools***

**Operating In a Traditional Culture – *Institutional***



## Shift in Education Balance of Power

- Education, pushed by government and business, is increasingly going to be about **creating jobs** and national, or regional, **competitiveness**.



**Stay in Our Own  
World on Campus**



**Fuel National Standing  
in Global Competition**



## Education, the Workhorse of Economies

- In this next year, there will be big pushes in state and the nation to make more students **successful** in getting out of high school, getting into and staying in college, and graduating than ever before.



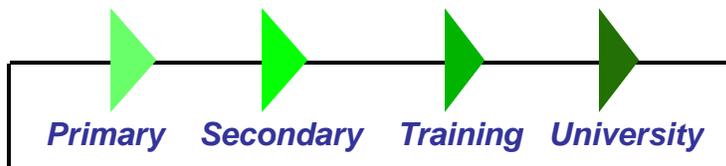
LUXURY for ELITE



NECESSITY for ALL



## Education, Now A Continuous Pipeline



One Sized Education

*Be Globally Competitive*



21<sup>st</sup> Century Workforce



## Responding to “Massification”

From 1990 through 2002 alone, worldwide higher education enrollment increased **from 68.6 million to 110.7 million**.

During this same period, higher education enrollment in developing countries jumped **from 29.3 million to 58.3 million**.

China had an **increase of 8.3 million** enrollments, and India had an **increase of 5.6 million enrollments**.



## The British Open University

“In an increasingly competitive world, the proportion of a country’s population that has benefited from higher education is becoming a critical factor in the strength of its economy. The imperative, therefore, must be to widen access to higher education as much as possible.”



## UNLOCKING THE GLOBAL EDUCATION IMPERATIVE

Luis Fernando Rodríguez Velásquez, Rector of the Universidad Pontificia Bolivariana, Bogota, Colombia.

“We are committed to social and human transformation. It is our dream to center our mission on people and thereby contribute to the development and transformation of Colombia. Our ideal is to make the university an institution that is available to students of all social classes.”



*“The world is undergoing dramatic and unprecedented changes in this age of increasing globalization.*

*The knowledge and information technology revolution, as well as many growing social and economic trends, have changed how we live, how organizations do their business, and how well countries perform in the global economy.”*

**Kurt Larsen**  
Senior Education  
Specialist  
World Bank Institute



Higher education now occupies a position of importance rivaling the largest issues.

Without high-quality education for more students, national economies and individuals will suffer.

The imperative is for greater educational success across demographic and cultural boundaries.



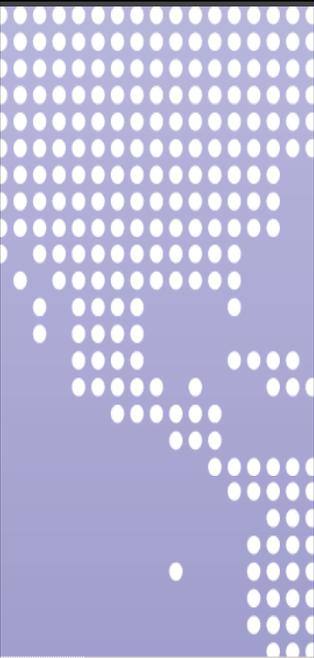
**IMPERATIVE: The rapid increase** in the concentration of time, attention and funds **has elevated higher education to a new, higher-order concern for governments, corporations, institutions, families, and individuals around the world.**



## UNLOCKING THE GLOBAL EDUCATION IMPERATIVE

Professor Derek Van Der Merwe, Pro Vice-Chancellor & Vice-Principal, University of Johannesburg in South Africa

“It simply is a fact that our students have to be globally competitive. They have to be able to learn independently, in order to increase their skills and their knowledge base. But they also need to be connected with peers, not only in their own classroom, but with students in similar situations in other parts of the world.”



As the global education imperative expands, the future will require strategic solutions to transform institutions. We know that the imperative itself has become universal, but its application varies by culture, geography and other factors.



### Variations on the IMPERATIVE:

- European Union
- United Kingdom
- South Africa
- BRIC or BRICK
- Middle East
- South East Asia
- United States
- Historical Alliances
- Religious Organizations



### **European Union:**

- Bologna Process
- Education Interoperation Across EU
- Modernization Agenda
- Technology as Innovation
- Early Funding Questions





### United Kingdom:

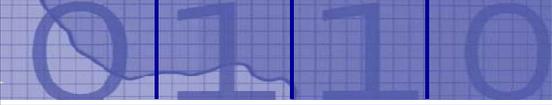
- High Level of Policy Development
- Challenge of Tuition
- Skills, Schools, and Success Agendas
- International Competition
- Burgess Report, Expanded Transcript
- Technology Directed at Overall Mission



### The Middle East:

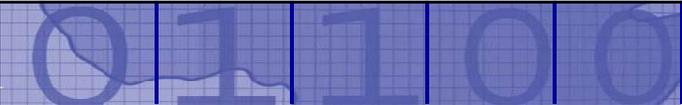
- Rapid Expansion
- High Levels of Investment
- Acquisition of World Class Faculty-Leaders
- Technology Integration





### South Africa:

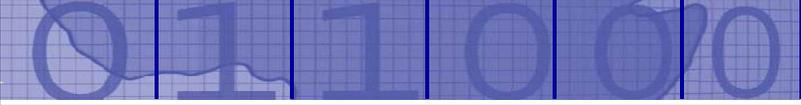
- Access and Success Agenda
- Widen Technology Use
- Ability of Students to Compete Globally
- Mission Defintion



### North America:

- Local, State and Provincial Agendas
- Engagement, Accountability, Funding
- Technology to Expand, Earn Revenue
- Pressure for K-20 Alignment





**Brazil, Russia, India, and China (BRIC):**

- Bulk of World Population Growth
- Mixed Levels of Institutional Growth
- Leadership Goals of China
- Early Mixed Use of Technology, Necessity



**Other Developing World Strategies:**

- Historical Alliances – UK and Spain
- Religious Affiliation – Catholic Institutions
- University Partnerships – North-South Partners
- For-Profit Institutions – Multiple Campuses
- International Organizations – Access & ICT
  - World Bank
  - UNESCO
  - OECD



## UNLOCKING THE GLOBAL EDUCATION IMPERATIVE

Albert C. Eyde at Ecuador's Universidad de Especialidades Espiritu Santo.

“When our students graduate, they are going to be competing with students from Ecuador, but they're also going to be competing with students from Korea, Asia, the United States, Canada, England, Belgium and the whole of Europe. If they are not able to compete worldwide, they are going to have a very limited market for their skills.”



- **Higher levels of student engagement**, quality, and student success were universally reported as being highly important and relevant.
- **Greater institutional transparency**, accountability was at the top of the list, calling for institutional cultures built on solid, measurable processes.
- **Universal integration of technology**, to increase access and facilitate international mixing, was stressed by all respondents.



Professor Derek Van Der Merwe,  
Pro Vice-Chancellor & Vice-  
Principal, University of  
Johannesburg in South Africa

“Technology-assisted learning,  
in our estimation, is a core  
component of how we train  
our students to become  
independent thinkers, to  
work in a team, to be able to  
connect with others elsewhere  
in the world, and to be  
competitive at the same time.”



## **Five Core Challenges for HEIs**

1. Institutional Mission Definition
2. Funding Structures and Arrangements
3. Student Engagement Methodologies
4. Institutional Transparency & Accountability
5. Ability to Partner in a Variety of Ways



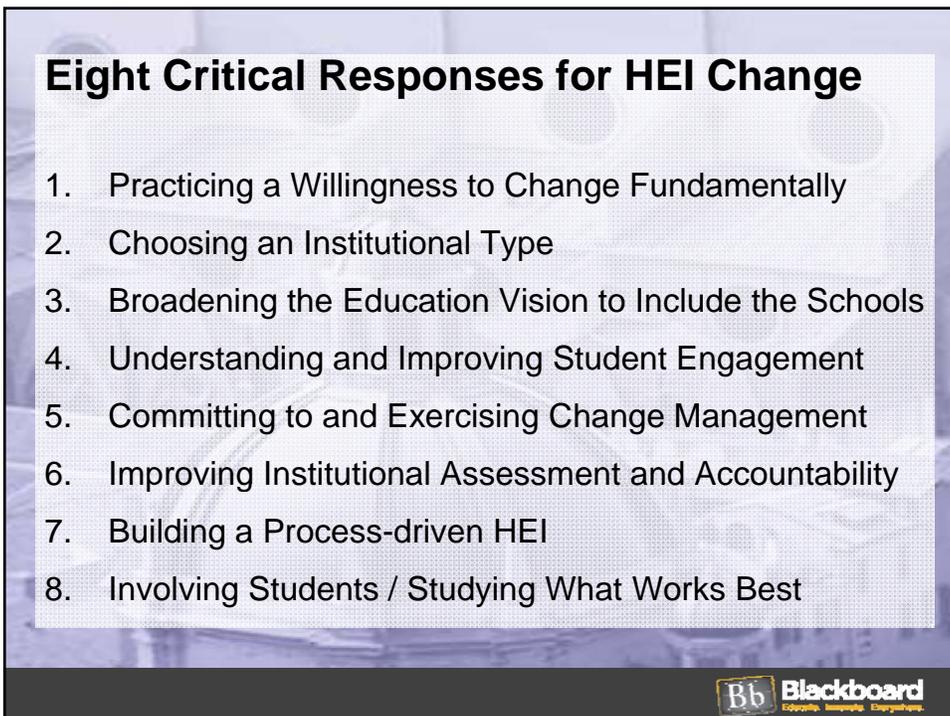
**Today, higher education** is largely **reacting** to these historical shifts, as opposed to leading.

**At this stage in history**, higher education institutions should prepare to not only change, but to develop the **expertise** to lead in the knowledge economy.



## **Eight Critical Responses for HEI Change**

1. Practicing a Willingness to Change Fundamentally
2. Choosing an Institutional Type
3. Broadening the Education Vision to Include the Schools
4. Understanding and Improving Student Engagement
5. Committing to and Exercising Change Management
6. Improving Institutional Assessment and Accountability
7. Building a Process-driven HEI
8. Involving Students / Studying What Works Best





- **Global HEIs** – Supra-national institutions which respond to global needs.
- **Regional HEIs** – National institutions with strong, regional roles, global gateways.
- **Urban HEIs** – In major cities provide access to diverse student bodies.
- **Local HEIs** – Changes in local economies require new local expertise, require further educational resources.
- **Online HEIs** – Online programs will continue to develop and provide convenient and accessible options for students in all nations.

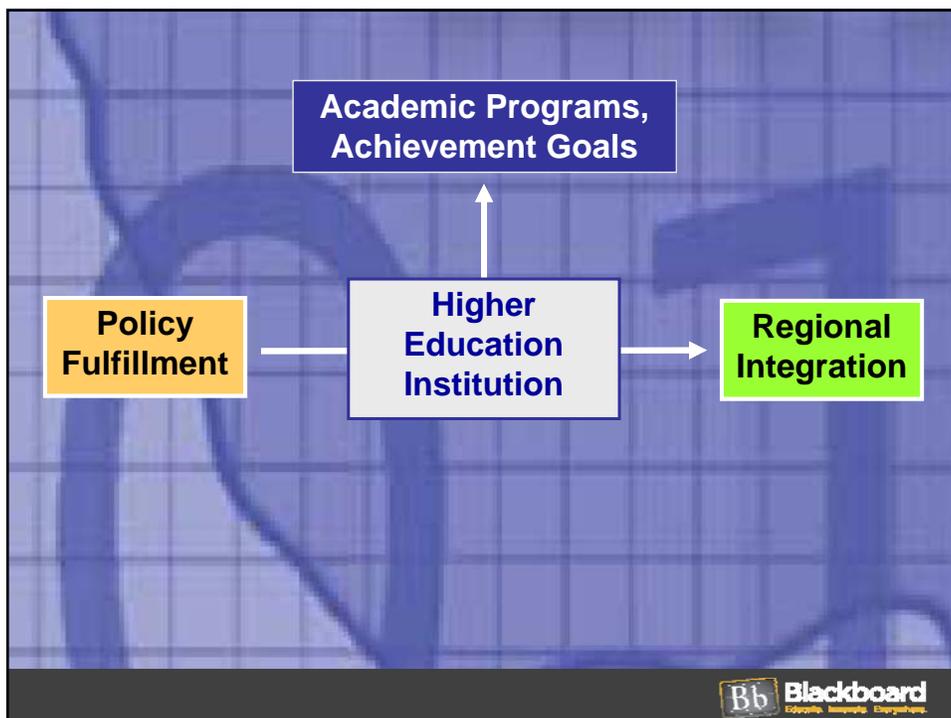
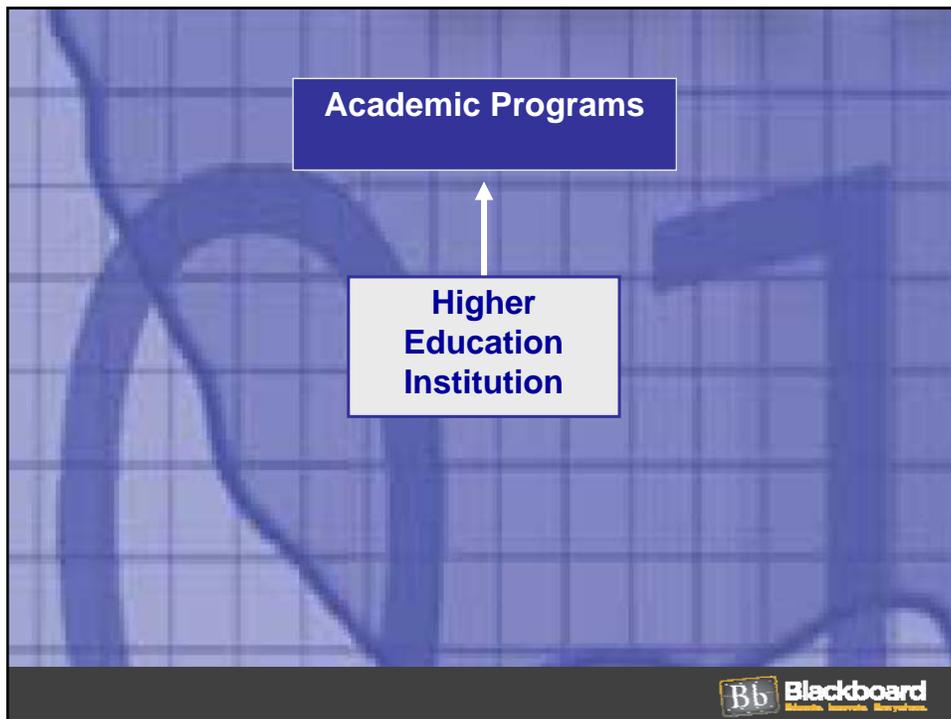


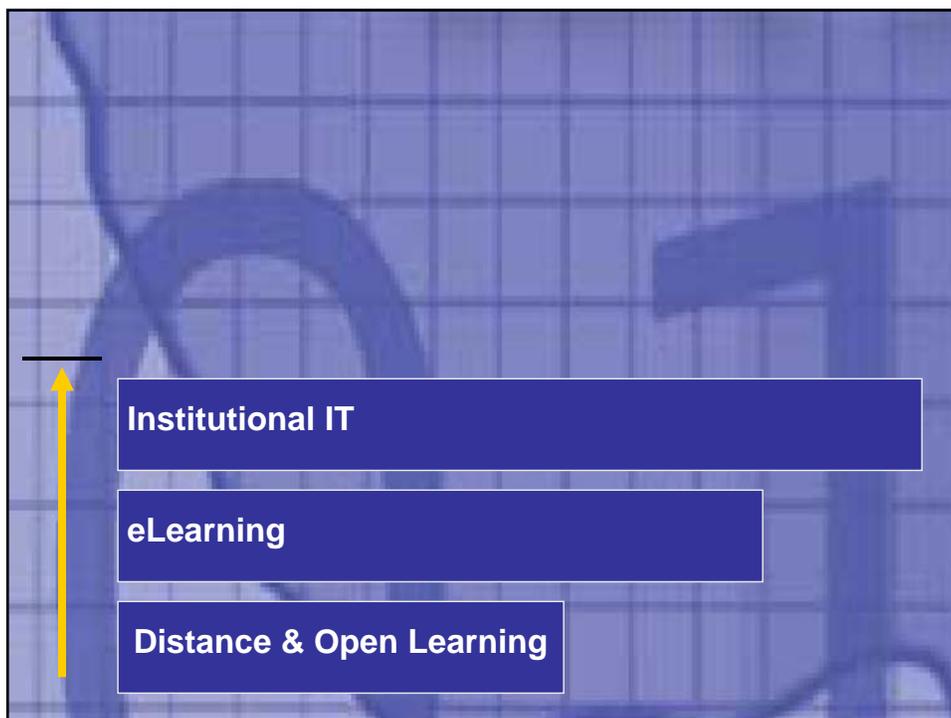
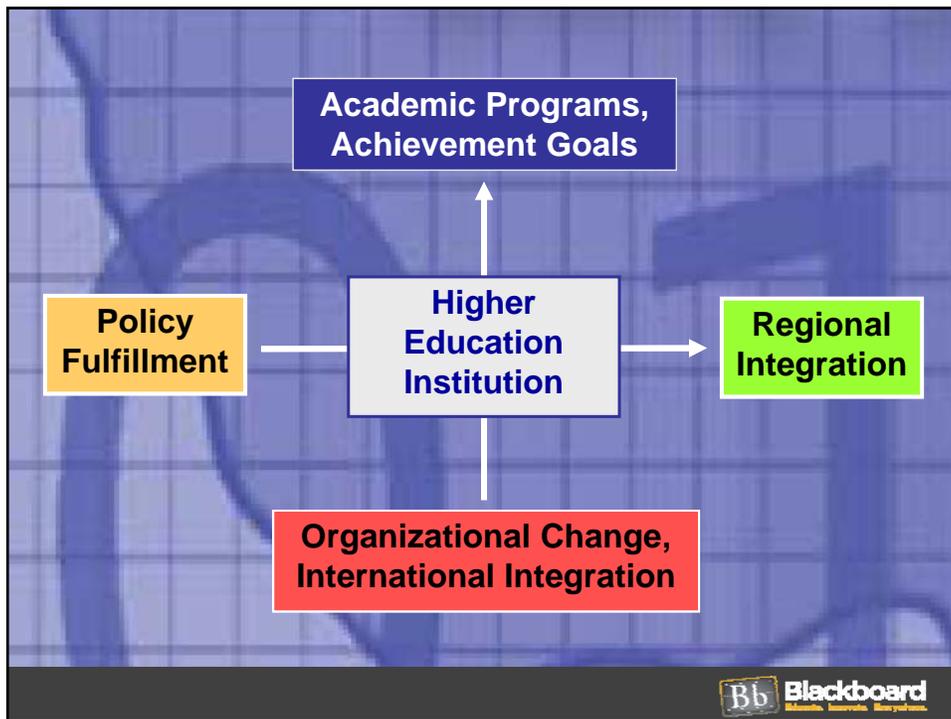
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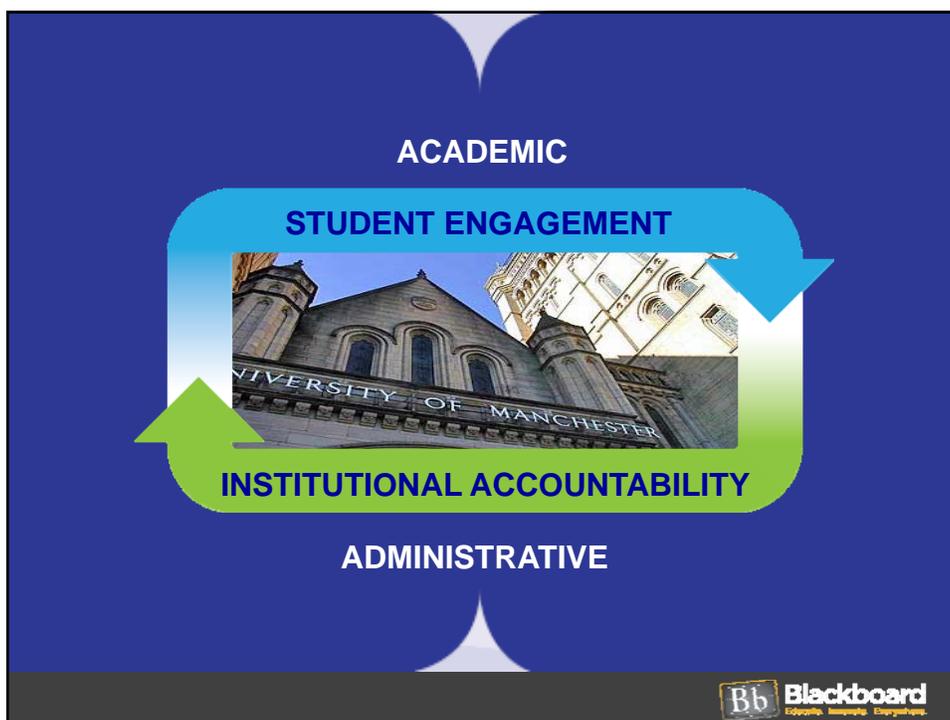
Professor Alan Gilbert, President and Vice-Chancellor University of Manchester:

“Our aim is to make the University of Manchester one of the top 25 research-led universities in the world. It will be an educational and research powerhouse that is at home in England's North West and committed to regional, national and international agendas.”





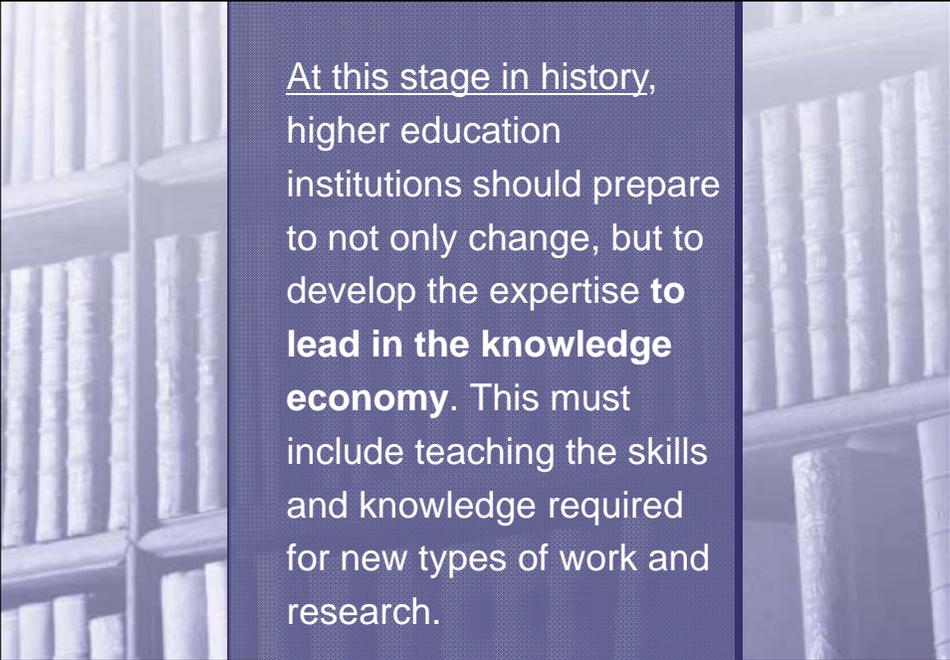




## UNLOCKING THE GLOBAL EDUCATION IMPERATIVE

Professor Alan Gilbert, President and Vice-Chancellor University of Manchester:

“The University operates through an annual cycle of planning and accountability that will persist until the Manchester 2015 vision has become a reality. The cycle involves interlocking processes of strategic and operational planning, budgeting, implementation, performance review, and accountability to stakeholders.”

The background of the slide is a photograph of a library with rows of bookshelves filled with books. The image is slightly faded and has a blue tint. A dark blue vertical bar is overlaid on the right side of the image, containing the text.

At this stage in history, higher education institutions should prepare to not only change, but to develop the expertise to **lead in the knowledge economy**. This must include teaching the skills and knowledge required for new types of work and research.



Education cannot be responded to simply by fixing one problem after the other sequentially.

There has to be a new more comprehensive, more systematic approach, and involving technology in new and more sophisticated ways.



Michael M. Crow, President of Arizona State University

“We must recognize our responsibility to use the knowledge we advance for the good of society. We must ensure that scientific and technological change in the coming decades lead to equitable societal benefit and contribute to global economic, environmental, and civic sustainability.”



The 21<sup>st</sup> Century Check List:

- Equity of Access
- Sustainable Development
- High-quality Instruction
- Engagement of Student Experience
- Transparent and Accountable Administration
- Process-driven Organization Structures
- Strategic Use of Technology Across Segments



**Thank You!**

**Gordon Freedman**

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