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Editors

Education Across Borders

Politics, Policy and Legislative Action



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Education Across Borders

In Memoriam

Anthony Lloyd Evans Adams[†]
26th September, 1933 – 3rd September, 2008
([http://memorialwebsites.legacy.com/](http://memorialwebsites.legacy.com/tonyadams/Homepage.aspx)
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2008年9月3日
星期三
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Foreword

The Universal Declaration of Human Rights endorsed in 1948 by member states of the United Nations continues to remain very much valid as it provides the solid foundation for most actions and activities that are aimed at guaranteeing the rights of everybody. The rights enunciated in the Declaration are comprehensive and two that are relevant to the content of this book are the right to education and the right to learn. The right to education and the right to learn are known to have been hotly debated by politicians, policy makers, and implementers. Sometimes, the rights in question here have found their way into political parties' manifestoes, and advocates of the right to education and the right to learn have been quick to bring into judgment politicians who have not lived up to their promises. Even at that, many member states of the United Nations have taken steps to ensure that access to learning is jealously guarded. For education and lifelong learning remain among the primary forces that can guarantee individual, community and national development, as they had always been from time immemorial.

Globally, there has been ample evidence of efforts made by governments to promote the widening of access to participation in learning activities. Even so, the literature on the subject of access and participation has not captured sufficiently what has happened across the world in terms of providing access outside national boundaries in the context of globalization and the rapid creation of the knowledge-based economies of the 21st century. This book, entitled *Education Across Borders: Politics, Policy and Legislative Action*, has come at the right time to fill some of the gaps existing in the global understanding and appreciation of the efforts being made to extend education and learning beyond national borders. This present book provides well researched information about cross-border education and should help us significantly in exploring what exists and what is still needed to perfect provision of all kinds of education and learning beyond geographic limits.

The book could be described as unique in the sense that it has explored the issues of politics, policy, and legislation as they affect different aspects of education provision. It could be said to be even more unique in the sense that its focus is topical and significant. Its scope is such that it covers issues built around higher education, politics and projects, impacts on national systems of education, scientific capacity building, support networks, and the interconnectedness between the international education industry and skills migration programs. The range of issues is specific but

broad at the same time. For example, some of the contributors have addressed issues of bilingual education, cross-cultural delivery, transnational teacher migration, pathways in international education, and the topical elearning approach to provision. In many more ways, this book draws attention to how cross-border education can best be provided and managed, from several perspectives, especially from the perspectives of the collaborative community of learners and the involvement of regional universities in enhancing the capacity and capability of nations to enter successfully and negotiate their ways in the global markets together with the emerging knowledge-based societies of the 21st century.

The term “across borders” itself has attracted much attention in recent times, and, rightly so, because the education and training of the global workforce cannot be the prerogative of just a few nations or a set of educational institutions. Furthermore, the global sharing of expertise has become the norm rather than exception, especially because the migration of skilled labor across borders should at the same time compel us to embrace the universal culture of shared expertise and resources in as efficient a way as possible.

The concept of cross-border education is benefiting us and should continue to do so from the shores of the related concepts of internationalization, globalization, and overseas education, and it has been well illustrated in this book that all of them have been attracting various semantic values, depending upon the cultural, academic or political preferences to which one might give rein. This book has drawn sufficient attention to the differing dialogues on faculty, student, knowledge exchange, fees, structure, cyber differences and the various issues that complicate the mobility of global knowledge, skills, attitudes, and values.

The good news that this book brings, in the face of the complications and challenges, is that the proper design, management, and evaluation of cross-border education could break down all the barriers that have delayed the global use of this approach. In other words, the citizens of land-locked countries, as well as those who are restricted by one form of regulation, legislation, and policies or the other need not really have any fear that they cannot profit from the global cultivation of knowledge and skills needed for the maturing of a global economy. The common destiny of human beings has been aptly catered for by the promotion of cross-border education and learning.

The beauty of cross-border education is that traditional sojourners do not really need to traverse vast oceans or waters to “cross borders” in search of quality education and learning. This also has implications for the costs of learning. It brings down very considerably the huge expense always entailed in the physical skipping of borders in pursuit of knowledge. As already demonstrated in this book, cross-border education normally induces aspects of “internationalization”. Internationalization itself infers that national and institutional vectors continue to play significant roles in the provision of education. So then, the internationalization of all systems and sectors of education involves integrating international, intercultural, and global dimensions of education and learning into teaching, research, and the service and delivery of education.

Understanding cross-border education has meant that politicians, policy makers, and practitioners must make determined efforts to expand the scope of educational provisions beyond their borders. The intention here is not to chase profits under the guise of an entrepreneurial approach to education. Rather, the intention must be that there is need to ensure that knowledge is equitably generated and cheaply shared among the comity of nations such that we can maintain and even improve on the levels and dimensions of global unity and progress. That I believe is the core message that this book brings to the fore. And this message has been fully and adequately addressed by the contributions selected from across the world. That message has been enriched by the different theoretical and practical contributions that have been made by the authors. This book does not claim to be the final word on the subject that it explores. What the book can claim as an added universal advantage are the contributions made by eminent scholars who have been carefully selected from almost all the regions in the world. The reader should enjoy the rich information contained in the pages of this book that has been written in simple and easily understood language, no matter where you come from in this wide world that has been gravitating more towards becoming one with a common future.

Paris, 2008

Michael Omolewa

Acknowledgments

The Editors would like to express their thanks, first, to Ambassador Michael Omolewa of UNESCO and Dean Paul Snowden of the School of International Liberal Studies of Waseda University, for writing, in such a short time, prefatory and concluding overviews of the completed book's coverage and aims. (Professor Snowden read several of the chapters, adding helpful editing annotations here and there; many thanks.) We also thank our knowledgeable and well-known team of authors – scholars and administrators drawn from a diversity of disciplines, and from, and with experience in, many parts of the world – for consenting to join us in putting together what we like to feel is, as a result, an objective and authoritative picture of Education Across Borders (principles, practices and perils) today – the good and the not-so-good, and of the possibilities – dangers and opportunities – for our new century.

We, and the authors, wish to thank our publisher, Springer, first, for seeing value in the proposal and for continuing assistance and encouragement. The Editors thank, especially, Ms. Maria Jonckheere and Ms. Bernadette Ohmer, for always most promptly providing helpful information, and reassurance. Our thanks go, also, to Ms. Lakshmi Praba, Project Manager, Integra Software Services, for her diligence, helpfulness – and patience – over so many months.

Fegan would like, too, as his Swansong, to pay tribute to his co-Editor, colleague and friend, Malcolm Field, a committed teacher, educator, conference presenter, and published scholar, for first proposing the publication of both *Education Across Borders* volumes, for his consistent energy – and for his peripatetic conference-going (I am a stay-at-home, albeit thousands of miles therefrom) that helps him meet so many outstanding and influential men and women that he could assemble a team of scholars and administrators like those represented in this volume. I wish him a third and further volumes, and all of you continued success.

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Tony Adams is a consultant with over 20 years of international education experience at RMIT and Macquarie University. He is President of the International Education Association of Australia (IEAA), a member of the Board of ISEP, the International Student Exchange Program, and a member of the executive of the Network of International Education Associations. He is widely published and is a co-editor of the *Journal of Studies in International Education*. He is a regular contributor to the "Australian Campus Review". His academic background is in computer science and he was foundation head of the Department of Business Computing and served as Dean of the Faculty of Business at RMIT in 1990/1991, prior to moving full-time into an international education role as Dean of International Programs. He is a member of the Foundation Professoriate at RMIT.

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Sir John Daniel is President and CEO of the Commonwealth of Learning (COL), an agency created by Commonwealth Heads of Government to help developing countries scale up access to learning through the use of technology. After 17 years as a University President in Canada (Laurentian University) and the UK (The Open University), he was Assistant Director-General for Education at UNESCO from 2001–2004.

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Malcolm H. FIELD

Malcolm H. Field is currently a tenured Professor (Communication) at Future University – Hakodate. Dr. Field was born and raised in Papua New Guinea, but Completed high school, undergraduate and Master's degrees in Australia. Dr. Field has a Ph.D. (Education) from the University of Cambridge (Wolfson College). He has worked in Japan for more than fifteen years at all levels of Japanese education, but mainly in the higher education sector. He is particularly interested in developing across-border education, both from an academic understanding (for faculty and students), and for management, through enhancing awareness of international relations and international opportunities. He previously co-edited and co-authored *Education Across Borders: Philosophy, Policy and Pedagogy – New Paradigms and Challenges* with James Fegan, and has numerous publications related to learning and technology. He is interested in working with people cross-culturally as a means of discovering new knowledge and solutions – for, and by youth. He contract teaches International Relations, Human Rights and Culture seminars at the School of International Liberal Studies, Waseda University, Tokyo, as part of this goal.

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Professor John Gardner is a professor of Education in the School of Education at Queen's University, Belfast. He has been engaged in educational research and teacher education at Queen's for 26 years, having begun his career as a teacher in a Belfast grammar school. He has been a head of the Graduate School of Education

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Paul Snowden has lived and worked in Japan for most of the four decades since graduating from Cambridge in German and Russian in 1968. After 5 years at the brand-new University of Tsukuba from the late 1970s, he has been tenured at Waseda University, Tokyo, since 1983. Full Professor from 1990, he became the first foreign national to hold an Associate Dean's post at the School of Political Science and Economics in 1998. Leaving that School in 2004 to participate in setting up the new School of International Liberal Studies (SILS), he was elected Dean of SILS in 2006, and re-elected in 2008. He has edited and written many language textbooks for all levels in the Japanese education system. His interest in lexicography from the late 1980s culminated in publishing, as one of three Editors-in-Chief, the definitive Fifth Edition of the New Kenkyusha Japanese-English Dictionary (2003), and he is now involved in the Sisyphean drudgery of monthly online additions and revisions. He has also researched the contributions of 19th-century pioneers to English-language study in Japan, and to the diffusion of knowledge about Japan in the West.

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