

NCITE Update - Chilly Climate in South Africa
February 9, 2001

Do you know of any U.S. institutions of higher education which are considering offering educational programs in South Africa? NCITE member Webster University's Jim Evans has forwarded us an interesting article from South Africa's The Daily Mail and Guardian below which worries that the country may be regulating away an improved future of higher education. Such stringent regulations are not the trend, but can be seen in various forms in Greece, Israel and Turkey. There are several complex issues facing South Africa, but some would argue that they are not that different from many other countries - such as in Asia, which is moving rapidly toward the liberalization of importing foreign education providers to improve social conditions.

After reading the article (which is a short one), return to this paragraph for a list of what would change in South Africa were it to commit itself to certain conditions of the GATS: the General Agreement on Trade in Services of the World Trade Organization:

- National Treatment: It would no longer be able to treat foreign providers differently from domestic providers of higher education. It follows that both foreign and domestic institutions could benefit from rigorous quality review (accreditation and other forms of quality assurance), including a determination of whether the term "university" can be used.
- Transparency: A cornerstone of U.S. negotiations in the GATS is the provision of transparency - ie, disallowing countries to have secret policies, such as the enrollment limit for foreign providers cited below.
- Commercial Presence: A right to commercial presence. It would appear that institutions currently have a basic right to open as a "business". However, those listed in the article are the first to enter the South African "market" and the rules have changed considerably since the first (Monash University, the largest of Australia's universities with a large international presence to match) arrived a few years ago.

Can one see several sides to these issues? Absolutely. None of this is simple. See NCITE organizational and membership information following brief article.

January 22, 2001

New laws anger private educators

Unprecedented intervention by the state in affairs of private schools and universities, including foreign ones operating in SA, may be unconstitutional

DAVID MACFARLANE

A wide range of private education companies are outraged at limitations the government is imposing on their businesses. And foreign universities operating in South Africa no longer possess the right even to call themselves universities.

Recent legislation that some argue is unconstitutional empowers the government to determine how many students private and foreign institutions may enrol, what courses they may offer, and even what they may call themselves. Australian universities Monash and Bond, and British university De Montford, cannot now refer to themselves as universities; and the government has set a limit on the number of students they can accept. Local private university Midrand is also unable now to call itself a university.

A number of well-established private institutions have been restricted in the number of courses they can teach, some to such an extent that they feel their survival is seriously threatened.

The government's intention to protect public education at the expense of the private sector has been explicit since at least July last year. The Council on Higher Education (CHE) argued that "private providers ... could damage public institutions", especially by attracting students to programmes such as business courses that are very profitable for those who offer them.

The government appears to be implementing CHE recommendations, despite the fact that the minister of education is due to present his national education plan to the Cabinet only later this month.

Private providers are especially angered by the government's handling of the issue of quality. Public institutions are exempt from the lengthy process of registration that private and foreign institutions have to undergo. This insidiously creates the impression that all public higher education is high-quality, and all private is to be regarded with scepticism - a distinction educationists reject out of hand.

Stark ideological clashes exacerbate an increasingly sour atmosphere of acrimony and litigation: can private education's commitment to the logic of profit dovetail with the government's commitment to education for social justice and redress?

Private education is now very big business indeed. Educor, for example, owns Damelin, Academy of Learning, Rapid Results College and the Midrand Campus Group, and is worth R870-million. It employs about 4 000 teaching staff and last year had 350 000 registered students - a 22% increase on 1999 figures.

The government declines to specify how many students it is permitting private institutions to register: "This information is considered to be of a confidential nature," says Dr Molapo Quobela, chief director (higher education policy development and support) in the national Department of Education. He acknowledges that the government has never similarly capped student numbers at any public higher institution.

Quobela says Monash University intends to appeal against the conditions of its registration. A number of other institutions are still in negotiations with the education department on a range of contentious registration issues.

-- The Mail&Guardian, January 22, 2001.



According to the 1999 World Trade Organization's Education Services report, the global market for higher education and training was estimated at US \$27 billion in 1995. In 2000, U.S. education and training services totaled more than \$10 billion and ranked among the country's top five services exports (ITA, U.S. Department of Commerce), placing the U.S. among the top three higher education exporters world-wide – the other two being the United Kingdom and Australia. In 1995, Asian markets accounted for 58 percent of all U.S. exports of education, (Recent Trends in U.S. Services Trade, 1997), a percentage which could have only grown substantially since that date. U.S. higher education and training have a major stake in ensuring that their interests as an industry are properly represented, both for domestic information purposes as well as for international trade negotiations.

Mission Statement

A new global order brought about by regional and global trade agreements, and particularly the General Agreement on Trade in Services (GATS) of the World Trade Organization (WTO), has spawned the need for an organized voice for United States education, training and testing institutions, corporations and organizations which provide services internationally. This organized voice is the National Committee for International Trade in Education (NCITE). The purposes of the NCITE are fourfold:

1. To provide accurate, current and organized information related to U.S. education and training interests to the appropriate U.S. government agencies, and particularly the Office of the U.S. Trade Representative (USTR), as well as keeping NCITE members informed of governmental and other related activity;
2. To develop and maintain a national database of global providers of education and training services in order to provide ourselves, our government and interested parties accurate information related to the true scope of growing international activity in the delivery of these services;
3. To act as an advocate and information clearinghouse for driving forces in the globalization of education and training, including but not limited to the globalization of the professions; and
4. To provide a forum for discussion and action to its corporate, institutional and organizational members related to our common interests in light of the trade agreements.

Membership

The organizing meeting of NCITE took place in Washington, D.C. September 13-14, 1999 and was attended by representatives of a broad spectrum of the U.S. education and training services sector, including: commercial/corporate education interests; commercial testing interests; and a full range of the higher education institutional sector, including: community college consortia and regional alliances of colleges and universities; adult education and distance education institutions, liberal arts colleges and major public and private universities.

Member Activities

NCITE is a membership organization and serves as an organized voice for the U.S. education and training community in trade negotiations. Members of NCITE are provided:

- A collective voice for the U.S. education and training community in trade negotiations;
- Participation in a national database of transnational education providers;
- Notification of relevant meetings and activities related to trade in education services;
- Participation in data gathering for use by those who negotiate for the United States, including the identification of trade barriers in certain countries experienced by institutions/ organizations individually or collectively;
- Copies of any materials given to the government or relevant organizations concerning trade in education services,
- Notification of meetings of NCITE members; and
- Updates electronically or in print of NCITE related activity, including publications.

Organizational Structure

NCITE is housed at the National Center for Higher Education in the offices of the Center for Quality Assurance in International Education (a non-profit educational association). Its activities are directed by the membership as a whole, with direction provided by a steering committee (Washington, D.C.):

Members of the Steering Committee (Washington, D.C.):

- Charles Fishman, Legal Counsel to Temple University and other transnational education providers
- Michael Goldstein, Dow, Lohnes and Albertson, specializing in telecommunications and distance learning
- Mary McCain, Motorola University
- Donna Scarboro, Summer, Special and International Programs, The George Washington University
- John Yopp, Educational Testing Service

NCITE meets frequently through electronic and printed means; occasionally in policy development meetings; and annually in a meeting of the whole.

How to join NCITE

To become a participating member of NCITE, either enclose a check made out to NCITE or provide credit card information by fax for one of the following two levels of membership.

_____ The first is **Regular Membership**, the annual dues for which are **\$2500**. Regular membership is for individual institutions, free-standing programs (e.g., MBA) or programs within institutions, and other education and training providers who wish to generally participate in NCITE's purposes and activities..

_____ The second level is **Executive Committee Membership**, the annual dues for which are **\$10,000**. Executive Committee membership is for individual institutions, associations or consortia of institutions, corporations and other education and training providers who will be invited to participate in more frequent meetings (approximately 4 per year) in Washington, D.C. and other locations at which trade policy formulation will take place, relying on the input of the NCITE membership as a whole.

Date: _____

Name of Institution, Program, Association or Corporation: _____

Name of Person to Receive NCITE Notices: _____

Working Title: _____

Mailing Address: _____

Phone: _____ **Fax:** _____

Email: _____ **Website:** _____

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_____ **Credit Card:** _____ **Visa** _____ **MasterCard**

Credit Card Number: _____

Expiration Date: _____

Name (as appears on card): _____

Signature: _____

When you submit this membership form, we would appreciate having you send us information about what education services you provide and where (brochures and other descriptive materials) so we can represent you even better.

Please feel free to contact us at any time.