

Intercultural Studies in Education

Series Editor

Paul W. Miller

School of Education and Professional Development
University of Huddersfield
Huddersfield, West Yorkshire, UK

The book series takes as its starting point the interrelationship between people in different places and the potential for overlap in the experiences and practices of peoples and the need for education to play a larger role in expanding and in these expanding discourses. This proposed book series is therefore concerned with assessing and arriving at an understanding of educational practices in multiple settings (countries), using the same methods of data collection and analysis for each country level analysis contained in each chapter, thereby leading to the production of “Cultures” [of understanding] on different topics. “Cultures” of understanding results from and leads to a deeper appreciation and recognition of educational practices, issues and challenges, (a) within a country (b) between & among countries and (c) between and among traditions and other specificities within and between countries.

More information about this series at
<http://www.palgrave.com/gp/series/15066>

Ana Maria de Albuquerque Moreira ·
Jean-Jacques Paul ·
Nigel Bagnall
Editors

Intercultural Studies in Higher Education

Policy and Practice

palgrave
macmillan

Editors

Ana Maria de Albuquerque Moreira
Faculty of Education
University of Brasília
Brasília, Brazil

Jean-Jacques Paul
Université Bourgogne Franche-Comté
and IREDU
Dijon, France

Nigel Bagnall
Faculty of Education
University of Sydney
Sydney, NSW, Australia

Intercultural Studies in Education

ISBN 978-3-030-15757-9

ISBN 978-3-030-15758-6 (eBook)

<https://doi.org/10.1007/978-3-030-15758-6>

© The Editor(s) (if applicable) and The Author(s) 2019

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Palgrave Macmillan imprint is published by the registered company Springer Nature Switzerland AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Foreword

In the global community, we have a kind of collective amnesia when it comes to the history of higher learning. The tradition of the European university is an important one for sure, and the seeds sown in Bologna, Paris, and Oxford have set in course a vast global network of over 20,000 institutions. Yet this system has been overlaid on the previously existing multiplicity of experiences and institutions around the world. Higher education existed in Mesoamerica, China, and India, and more recently in the Islamic world, to mention just a few of the distinct traditions. Nalanda University in northeast India drew students from thousands of miles away from the eastern and western edges of Asia, and its library collection was so extensive that when ransacked in the twelfth century it took three months to burn! This rich diversity has now been largely forgotten. While there is no doubt of the existence of some diversity of higher education in the different regions and countries of the world, for the most part it conforms to common epistemic, disciplinary, and pedagogical foundations.

It is well known also that higher education has always been highly international. In medieval Europe, and in the other cases outlined above, scholars and students roved between seats of learning, oblivious

of boundaries of state, culture, and language. The period of intense nationalization of higher education in the twentieth century has now given way to what is a reappearance of the international, but following diverse logics. On the one hand, there is the rampant commercialization of marketized systems (particularly in Anglo countries), seeking to fill holes in university budgets through extortionate fees for international students. On the other hand, there is the lofty aim of intercultural understanding and mutual respect through authentic engagement with the other, the founding principle of UNESCO and the great hope for a world different from our own, one of universal peace and justice. And there exist many other aims in between. These are not entirely discrete logics, and often rub shoulders within the same institution.

This edited collection provides a very welcome contribution to the literature, through its engagement with these pressing questions of educational, cultural, political, and economic contestation. It forces us to awaken to the particularities of context, to language groups, to particular histories, and varieties of capitalism, but at the same time to understand the commonalities, the homogenizing forces of globalization, and policyscapes. Its highly innovative feature in comparing groups of three countries provides a Rosetta Stone, in Bob Cowen's terms, through which we can better decipher the complex nature of global higher education. Furthermore, many of the countries included are rarely compared, and some (e.g., Angola, Cape Verde, Kyrgyzstan, and Tunisia) make rare appearances in any guise in the English language literature, so the book fills a gap in that respect too. The juxtaposition of these contexts, that are unique but at the same time bound together, illuminates our understanding of each and of the global whole, and without doubt must have been a transformative process for the authors involved.

The chapters cover diverse topics including internationalization, student funding, governance, access, and labor market outcomes. As a whole, they address the struggle globally for higher education systems that are fair and accessible to all, engaged with their diverse communities, and oriented toward the public good. This quest is hampered by three dominant global trends: status competition, manifesting itself primarily through the international university rankings, which devalue universities' actions in the sphere of social justice and local engagement;

commodification, through the emergence of the for-profit higher education sector, but also the creeping privatization of public systems, and conversion of knowledge into packages for sale; and unbundling, the fragmentation of the institution of university, and of the processes of teaching, learning, and assessment.

In response to the numbing standardization of higher education around the world—particularly worrying in the for-profit sector, so powerful in Brazil, one of the countries most represented in this book—there have emerged some hopeful signs of innovation, creativity, and imagination. Universities are being created by indigenous groups, social movements, local communities, environmental groups, and many others, and forging new forms of higher education that are no longer exclusive, epistemically narrow, and fenced off from society. Perhaps these new institutions can help us to regain the rich diversity of higher learning, and the nourishing internationalization of former centuries.

London, UK

Tristan McCowan

Contents

- 1 The Contribution of Comparative Studies and Cross-Cultural Approach to Understanding Higher Education in the Contemporary World** 1
Ana Maria de Albuquerque Moreira, Jean-Jacques Paul and Nigel Bagnall
- Part I Higher Education Themes within the Context of Globalization and Internationalization**
- 2 Brazil, Russia, and Turkey: How New Democracies Deal with International Models of Higher Education?** 23
Jean-Jacques Paul, Maria-Ligia Barbosa and Elizaveta Bydanova
- 3 System of Interaction Between Global Education and the National System of Education: A Social Tension Zone** 55
Svetlana A. Sharonova, Natalia S. Erokhova, María Angélica Oliva and Márcia Lopes Reis

- 4 Internationalization: A Global Phenomenon with Regional Differences—Perspectives of Young Universities in Austria, Chile, and Peru** 79
Lígia Franco Pasqualin, Christian Friedl, Ulrike Pözl-Hobusch and Rupert Beinhauer
- 5 An International Comparative Perspective on Higher Education Institutions' Governance and Management—Portugal, Finland, and Brazil** 109
Sara Margarida Alpendre Diogo, Milka Alves Correia Barbosa and Maria Teresa Geraldo Carvalho
- Part II Access to Higher Education and the Characteristics of Students**
- 6 Access to Higher Education in Portugal, Brazil, and Mexico: Tensions Between, and Challenges to, Democratization and Quality** 137
João Ferreira de Oliveira, Belmiro Gil Cabrito and Armando Alcântara Santuário
- 7 Predictors of Vulnerability in Latin American Higher Education** 169
Aleix Barrera-Corominas, Diego Castro Ceacero and Joaquín Gairín Sallán
- 8 Higher Education Expansion in Portuguese-Speaking Countries: The Cases of Angola, Cape Verde, and Portugal** 195
Luisa Cerdeira, Belmiro Gil Cabrito, Tomás Patrocínio, Maria de Lourdes Machado-Taylor, Rui Brites, Arnaldo Brito, Neusa Barbosa Vicente, Ndilu Mankenda Nkula and Alfredo Gabriel Buza

Part III Diverse Perspectives on Higher Education Policies and Practices	
9 Globally Transformative Student Experience: Challenges and Opportunities in Learning and Teaching in the Transnational Business Education Program	225
<i>Margaret Heffernan and Nattavud Pimpa</i>	
10 Assessment of Higher Education in Brazil, the United States, and the Netherlands: Enhancing Quality or a Regulation Instrument?	255
<i>Danielle Xabregas Pamplona Nogueira, Catarina de Almeida Santos and Girlene Ribeiro de Jesus</i>	
11 A Comparative Study of the Federal Higher Education Student Financial Aid Systems in Brazil, Australia, and the United States	285
<i>Paulo Meyer Nascimento and Manoela Vilela Araújo Resende</i>	
12 Higher Education and Female Labor Market Outcomes in Six Muslim Countries	315
<i>Ayça Akarçay</i>	
Index	341

Notes on Contributors

Ayça Akarçay is an associate professor at the Economics Department at Galatasaray University, Istanbul, Turkey.

Nigel Bagnall is an associate professor of international and comparative education at the University of Sydney, Australia.

Maria-Ligia Barbosa is an associate professor at the Department of Sociology at the Federal University of Rio de Janeiro and coordinator of LAPES (Laboratory for Research on Higher Education).

Milka Alves Correia Barbosa is a professor at the Faculty of Economics, Accounting and Management at the Federal University of Alagoas, Brazil.

Alex Barrera-Corominas is an associate professor and project manager at the Department of Applied Pedagogy at the Universitat Autònoma de Barcelona, Spain.

Rupert Beinhauer is a senior lecturer at the Institute of International Management at FH Joanneum University of Applied Sciences, Austria.

Rui Brites is a researcher at CIES/ISCTE at the University Institute of Lisbon and a professor at ISEG at the Lisbon School of Economics & Management, Portugal.

Arnaldo Brito is a professor at the University of Cabo Verde.

Alfredo Gabriel Buza is a professor at the Higher Institute of Educational Sciences of Luanda, Angola.

Elizaveta Bydanova is a programme coordinator at the Centre International d'Études Pédagogiques (CIEP) and an associate researcher at the Research Institute of Management (LAREQUOI), France.

Belmiro Gil Cabrito is a professor at the Institute of Education at the University of Lisbon, Portugal.

Maria Teresa Geraldo Carvalho is an associate professor at the Department of Social, Political and Territorial Sciences of the University of Aveiro, Portugal.

Diego Castro Ceacero is a tenured professor at the Department of Applied Pedagogy at the Universitat Autònoma de Barcelona, Spain.

Luisa Cerdeira is a professor at the Institute of Education at the University of Lisbon, Portugal.

Ana Maria de Albuquerque Moreira is a professor at the Department of Planning and Educational Management at the University of Brasilia, Brazil.

Catarina de Almeida Santos is a professor at the Department of Planning and Educational Management at the University of Brasilia, Brazil.

Girlene Ribeiro de Jesus is a professor at the Department of Planning and Educational Management at the University of Brasilia, Brazil.

Maria de Lourdes Machado-Taylor is a researcher at the Agency for Assessment and Accreditation of Higher Education (A3ES) and at the Centre for Higher Education Policy Studies (CIPES), Portugal.

João Ferreira de Oliveira is a professor at the Faculty of Education at the University Federal of Goiás, Brazil.

Sara Margarida Alpendre Diogo is an invited assistant professor at the Department of Social, Political and Territorial Sciences of the University of Aveiro, Portugal.

Natalia S. Erokhova is a senior lecturer and Chief Specialist for Scientific and Innovation Development at the Institute of Foreign Languages of RUDN University, Moscow, Russia.

Christian Friedl is a senior lecturer at the Institute of International Management at FH Joanneum University of Applied Sciences, Austria.

Margaret Heffernan is an academic with extensive experience in transnational education at the College of Business, School of Management, RMIT University, Melbourne, Australia.

Paulo Meyer Nascimento is a research officer at the Institute for Applied Economic Research (IPEA), Brazil.

Ndilú Mankenda Nkula is the General Secretary of the Ministry of Higher Education, Science, Technology and Innovation, Angola.

Danielle Xabregas Pamplona Nogueira is a professor at the Department of Planning and Educational Management at the University of Brasília, Brazil.

María Angélica Oliva is a researcher at the Center for Advanced Studies at the University of Playa Ancha, Chile.

Lígia Franco Pasqualin is a lecturer at the Institute of International Management at FH Joanneum University of Applied Sciences, Austria.

Tomás Patrocínio is a professor at the Institute of Education at the University of Lisbon, Portugal.

Jean-Jacques Paul is an emeritus professor of economics at the University of Bourgogne, France. He has also worked as a consultant on the evaluation of higher education in Europe and in developing countries.

Nattavud Pimpa is an associate professor of management at the College of Management, Mahidol University (Thailand).

Ulrike Pözl-Hobusch is an adjunct faculty member at the Institute of International Management at FH Joanneum University of Applied Sciences, Austria.

Márcia Lopes Reis is a professor at the Department of Education at the Universidade Estadual Paulista “Julio de Mesquita Filho”, São Paulo, Brazil.

Manoela Vilela Araújo Resende is an analyst of public policy at the Ministry of Education, Brazil.

Joaquín Gairín Sallán is a professor at the Department of Applied Pedagogy at the Universitat Autònoma de Barcelona, Spain.

Armando Alcântara Santuário is a professor at the Institute of Research on University and Education (IISUE) at the National Autonomous University of Mexico, Mexico.

Svetlana A. Sharonova is a professor and Deputy Director for Research at the Institute of Foreign Languages of RUDN University, Moscow, Russia.

Neusa Barbosa Vicente is a professor, working as an Inspector for the General Inspection of Education in Cape Verde.

List of Figures

Fig. 4.1	Steps of deductive category application (Adapted from Mayring 2000, p. 5)	91
Fig. 4.2	Levels of internationalization (<i>Source</i> Author's contribution)	104
Fig. 6.1	Enrollment in undergraduate courses in public and private HEIs (1980–2016) (<i>Source</i> Inep/Higher Education Census [1980, 1990, 2000, 2010, and 2016], adapted by the authors)	151
Fig. 7.1	Prevention of discrimination, marginalization, and exclusion	171
Fig. 7.2	Basic outline of the ACCEDES model (APRA—Spanish acronym for Access, Permanency and Academic Achievement)	174
Fig. 9.1	An interculturality framework (<i>Source</i> Developed by M. Heffernan (2019). Adapted from Smith [2009], Kim [2009])	245
Fig. 11.1	FIES loans, PROUNI scholarships, and enrollments of first year students in private HEIs: trajectories shown between 2005 and 2016 (2005 = 100) (<i>Source</i> Authors' elaboration from official data from the Ministry of Education)	292

- Fig. 11.2 Total undergraduate student aid in the United States in 2017 USD (millions), from 1990–1991 to 2016–2017 (*Source* Authors' elaboration, using data from the College Board [<https://trends.collegeboard.org/student-aid/figures-tables/total-aid#Total%20Student%20Aid>]; *Obs.* Data used in this figure was originally reported in 2016 USD and was updated to 2017 USD by the authors, using the Consumer Price Index [CPI] of the U.S. Bureau of Labor Statistics [BLS]) 295
- Fig. 12.1 GDP per capita (*Source* World Development Indicators) 317
- Fig. 12.2 Educational attainment rates and enrollment ratios in tertiary education (*Source* World Development Indicators) 320

List of Tables

Table 2.1	Government expenditure on education and students (2012)	27
Table 2.2	Evolution of enrollment	31
Table 2.3	Number of HEIs	32
Table 4.1	Semi-structured questionnaire for interviewing experts	89
Table 4.2	Steps of deductive category application	90
Table 4.3	Example of a reduction of a paraphrase for content analysis	90
Table 4.4	Stages of internationalization of HEIs	103
Table 5.1	Classification of interviewees according to their country and role	120
Table 6.1	Rate of schooling by level of education	140
Table 6.2	Applicants and vacancies in public higher education (2008–2017)	143
Table 6.3	Evolution of the number of students in higher education (total and subsystem)	144
Table 6.4	Socioeconomic structure of students attending higher education and the resident population—over 12 years old, employed (%)	145
Table 6.5	Percentage of net enrollment rate for the Brazilian population by level and stage of education or teaching	149

Table 6.6	Structure of the Brazilian education system	150
Table 6.7	Courses, enrollments, admissions, and completions in Brazilian higher education per year	153
Table 6.8	Distribution of Brazilian high school students (18–24-year-olds) by income	154
Table 6.9	General structure of the Mexican educational system	156
Table 6.10	Enrollment in higher education (2016–2017; school category)	158
Table 6.11	Enrollment in higher education (2016–2017; non-school category)	159
Table 6.12	Actual rates of schooling by level of education (2016)	161
Table 6.13	Students in higher education by subsystem (as a percentage of the total in higher education)	161
Table 6.14	State spending on education (percentage of GDP)	162
Table 6.15	State spending on higher education (percentage of GDP)	163
Table 6.16	Socioeconomic structure of students in higher education (as a percentage)	164
Table 7.1	Participant profile	179
Table 8.1	Number of enrollments in HE	204
Table 8.2	Gross enrollment rate in HE (%)	205
Table 8.3	Public expenditure on education and HE, as a percentage of GDP	206
Table 8.4	The weighting attributed to public and private HE in terms of total HE (%)	208
Table 8.5	Gender composition of samples (%)	211
Table 8.6	Distribution of HE students by age group	211
Table 8.7	Educational achievement for populations aged 18 or over	212
Table 8.8	Education level achieved by the parents of respondents	213
Table 8.9	How students rate their household monthly income (%)	214
Table 8.10	Higher education affordability in Angola, Cape Verde, and Portugal	216
Table 9.1	A summary of questions and student CES evaluations	236
Table 10.1	Number of higher education institutions in Brazil by administrative category and institutional type	264
Table 10.2	Number of enrollments by administrative category (2017)	264
Table 10.3	Number of higher education institutions in the United States by administrative category	266
Table 10.4	Total undergraduate fall enrollment in degree-granting postsecondary institutions, by control of institution	266

Table 10.5	Number of higher education institutions in the Netherlands by type	268
Table 10.6	Total number of enrollments by type of institution	268
Table 10.7	Higher education assessment systems	277
Table 10.8	Features of higher education assessment systems	280
Table 10.9	Characteristics of the evaluation models	281
Table 11.1	Total resourcing for a Commonwealth supported place by discipline—Australian public HEIs (2018)	298
Table 12.1	Government expenditure on tertiary education and enrollment in private tertiary education	319
Table 12.2	Completion rates, poverty, and malnutrition	322
Table 12.3	Educational attainment and GERs in tertiary education	323
Table 12.4	Labor force distribution and percentage of the population with advanced levels of education	325
Table 12.5	Labor force participation, and unemployment and employment rates	329
Table 12.6	Sectoral composition of employment	333
Table 12.7	Percentage of graduates from science, technology, engineering, and mathematics programs in tertiary education who are female	335