

of a multifaceted system. Research universities are only a small segment of large and complex systems—it is important that these singular institutions do not overexpand and that the rest of the system does not seek to emulate the research universities.

These challenges were recently discussed in Hamburg, Germany, by the Körber Foundation, the University of Hamburg, and the German Rector's Conference (HRK), during their biannual Hamburg Transnational University Leaders Conference on the theme of diversified and differentiated academic systems. Fifty university leaders from around the world discussed this topic, and issued the following statement reflecting their perspectives.

#### THE HAMBURG DECLARATION: ORGANIZING HIGHER EDUCATION FOR THE 21ST CENTURY

##### *The role of the research university*

- The research university, as the apex academic institution, is central to the global knowledge economy. It educates leaders, scientists, and scholars who serve society, academe, industry, and the broader economy. It conducts research, and is the window to international science.
- Research universities are central to the success of higher education, and contribute to the common good.
- The research university functions in an increasingly complex and diverse academic ecosystem, consisting of large numbers of institutions serving varied populations and needs. To be effective in contemporary society, research universities must maintain their essential roles of teaching, research, personality development, and service to society, but must also constructively engage with, and by example provide leadership to, the other institutions in the postsecondary sector.

##### *Requirements for effective differentiation*

For differentiation processes of the global higher education landscape to take place in a scientifically designed and value-oriented way, the following steps are necessary:

- *Clear-cut differentiation:* The mission of each type of postsecondary institution should be clearly defined and protected. Controls should seek to maintain appropriate academic differentiation. We note that global academic rankings often distort differentiation by promoting homogeneity.
- *Autonomy:* Postsecondary institutions should be given the authority to manage resources necessary to their mission.

- *Funding:* Predictable funding streams, adequate to the mission of each type of postsecondary institution, must be established.
- *Quality:* Quality assurance systems, designed and executed by academic professionals, must be an essential feature of all postsecondary institutions.
- *Permeability:* There should be articulation mechanisms that permit students equitable access to postsecondary education, allowing them to easily move between different types of institutions without loss of academic standing.
- *Coherence:* Private higher education, the fastest growing part of postsecondary education globally, requires careful integration into an effective postsecondary education system.

The *Hamburg Declaration* reflects the concerns of the fifty rectors participating as well as the sponsoring organizations. Massification has meant not only dramatically increased numbers of students and academic institutions, but also greatly increased complexity and diversity. A central challenge, so far unmet in most of the world, is to ensure rationality in postsecondary education. Further, an increasingly diverse student population and the complex globalized economy need to be adequately served as well.

Note: The report that informed the deliberations in Hamburg is available from the Körber Foundation without cost. [http://www.bc.edu/content/dam/files/research\\_sites/cihe/pdf/Korber%20bk%20PDF.pdf](http://www.bc.edu/content/dam/files/research_sites/cihe/pdf/Korber%20bk%20PDF.pdf). The report is also published as a book. Philip G. Altbach, Liz Reisberg, and Hans deWit, eds., *Responding to Massification: Differentiation in Postsecondary Education Worldwide* (Rotterdam, Netherlands: Sense Publishers, 2017).

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## Armenia: Cross-Border Higher Education

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After Armenia regained its independence in 1991 following the collapse of the Soviet Union, the higher education sector started to reshape itself autonomously. A

large number of private and cross-border higher education institutions were established, calling themselves universities—there was no regulation in place at the time determining the right to use the term “university.” The government reduced their number by applying licensing and accreditation mechanisms, and there is an ongoing merging policy in place, but the number of higher education institutions (HEIs) in Armenia remains relatively high.

Armenia has around 3 million inhabitants. The gross enrollment ratio in tertiary education is 44.31 percent. There are 65 public and private HEIs: 23 public nonprofit, 31 private for-profit, four “interstate” institutions, and seven institutions that are branches of foreign HEIs. Interstate HEIs are institutions established following an interstate agreement between the Republic of Armenia (or with state participation) and a foreign government. Their activities are regulated by the laws of both countries, and they receive their license and accreditation from both states.

#### **CROSS-BORDER EDUCATION AS AN INCENTIVE FOR INTERNATIONALIZATION**

On the one hand, cross-border higher education has posed many challenges to Armenia, due to its weak national regulatory framework and the lack of quality assurance standards and criteria to monitor partnerships appropriately. At the same time, the establishment of cross-border institutions has reinforced the internationalization trend in Armenian higher education and heightened competition between the HEIs. The Armenian government gave strategic support to the development of interstate institutions by exempting them from a number of binding regulatory statutes, with the objective of, at a minimum, attracting the Armenian diaspora, which is comparatively large (around 8 million worldwide).

By joining the European Higher Education Area (EHEA) in 2005, Armenia had the opportunity to participate in TEMPUS and Erasmus+ capacity building projects, which gave a solid base to Armenian HEIs developing partnerships with European institutions. Currently, Armenian institutions are using these opportunities to set up joint/double degree programs with European partners and to internationalize their programs.

#### **TRANSNATIONAL HIGHER EDUCATION IN ARMENIA**

There are several kinds of transnational education providers in Armenia: interstate institutions, franchises, joint/double degree providers, branch campuses, independent institutions, and virtual education programs.

According to Armenian legislation, all educational institutions and programs have to be licensed by the ministry of education and science (MoES). Although universities delivering joint programs and double degrees are licensed,

the procedures and criteria to develop and deliver joint programs and to monitor relationships between institutions are not regulated by Armenian legislation. Recently, changes have been made to the draft of the new Higher Education Law; appropriate provisions for joint and double degree programs have been added, but these changes have not yet been implemented.

For institutional or program accreditation, HEIs can choose between the National Center for Professional Education Quality Assurance Foundation (ANQA), any quality assurance agency registered with the European Quality Assurance Register for Higher Education (EQAR), or an agency that is a full member of the European Association for Quality Assurance in Higher Education (ENQA). Institutions implementing education programs jointly with HEIs (or branches of HEIs) from countries outside the EHEA can choose the ANQA or any other recognized quality assurance agency from a list of agencies approved by the MoES. Notably, there are no standards and guidelines for quality assurance for joint programs, which is an issue for almost all Bologna member states.

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#### **WHO ARE THE CROSS-BORDER EDUCATIONAL PROVIDERS IN ARMENIA?**

The main providers are:

- The American University of Armenia (AUA), initiated with the support of the Armenian and the US governments (via USAID allocations), the Armenian General Benevolent Union, and the University of California. AUA operates today as an independent, private, nonprofit HEI, awards US qualifications, and holds accreditation from the WASC Senior College and University Commission. AUA offers graduate and undergraduate degree programs as well as preparatory and continuing education courses. It hosts research centers that address critical national and international issues. AUA is very attractive for Armenian learners and attracts the best students.
- The Russian–Armenian University (RAU), a public for-profit university, established on the basis of an interstate agreement between the two govern-

ments. As such, RAU awards double qualifications and has 31 departments within five schools. The university delivers several joint graduate-level programs with partner universities in Russia and Europe. It also has several research clusters.

- The French University in Armenia (UFAR), established on the basis of an interstate agreement between the two governments and collaborating with Jean Moulin Lyon 3 University via a franchising agreement. UFAR is a private nonprofit foundation awarding double qualifications.
- The European Regional Educational Academy of Armenia (EREA), another interstate, nonprofit, public foundation. The Academy was created by decision of the Armenian government and on the basis of franchising agreements signed with a number of educational institutions from various European countries. The institution awards Armenian qualifications.

According to the national ranking system, two of these universities, AUA and RAU, are competitive in the Armenian education system and ranked as second and third respectively.

Meanwhile, there are seven branches of Russian, Ukrainian, and Belarusian universities active in Armenia. These campuses award the qualifications of their parent institutions. Given that there is no publicly available information on these institutions, the number of graduates from these branches is not clear, nor is it possible to say much about the quality of the education they offer.

The Yerevan Branch of Lomonosov Moscow State University (MSU) is quite new in the Armenian higher education landscape. It was launched in 2015 and has not graduated any students as yet. MSU offers undergraduate programs in seven disciplinary areas; most of them overlap with areas offered by RAU, which raises the question of whether these two universities will compete for the same student population. On the other hand, the arrival of MSU on the market might add value to the growing internationalization of the sector by attracting more students from the Commonwealth of Independent States (CIS) countries.

#### WHAT DOES THE FUTURE HOLD?

Although the number of private institutions in Armenia is large, the majority of students (about 87 percent) still choose to enroll in public and interstate institutions, even though they are costly. Approximately 15 percent of learners choose cross-border institutions, and this percentage is growing steadily. These figures, together with the evaluation results of national rankings—where private universities occupy lower positions—tell us that the quality of pri-

vate institutions in Armenia is low, and that they are not yet strong competitors.

In contrast, transnational education institutions are becoming more attractive because they offer students the opportunity to study in a language other than Armenian. Given that legislation hinders national HEIs from delivering their programs in foreign languages, unequal conditions for transnational and national institutions exist and contribute to growing complaints from national universities.

In light of these various factors, the popularity of cross-border education in Armenia will likely increase, driving national institutions to pursue stronger internationalization policies in order to compete.

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## Higher Education in Mauritius: Challenges and Perspectives of Internationalization

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In an effort to align itself with global trends in higher education, Mauritius has since the late 1990s identified internationalization as a key strategy to achieve knowledge hub status and become a regional center of excellence. In 2000, the government brought forward this vision in its New Economic Agenda. The island has specific advantages supporting its aspiration to achieve this goal, from its strategic location in the Indian Ocean to its historical relationship with Europe and its bilingual educational system. Since its independence in 1968, Mauritius has already proven that it is a global player in several sectors by being innovative in its approach to economic growth and diversifying from traditional sectors to service sectors. This article discusses Mauritius' approach to establish higher education as a major pillar of its economy through internationalization, and the challenges it has faced.