

# Borders

State for Education and Employment, had suggested lately that, "the powerhouses of the new global economy are innovation and ideas, creativity, skills and knowledge. These are now the tools for success and prosperity as much as natural resources and physical labour power were in the past century". Dr Quinlan advocated changing the culture of traditional higher education to be more closely aligned with the corporate or for-profit sector, many of the practices of corporate institutions being adopted by public institutions. Dr van Rensburg believed that participation by university staff in very significant levels of income-generating activity in no way inhibits or undermines excellence in academic teaching, learning, and research. Dr Takeda emphasized the importance of effectively involving representatives of business, industry, and government in the development and revision of educational programmes at colleges and universities. Industry can furnish the required technology and valuable advice. For his part Dr Elsner encouraged including a service learning component to educational programmes in which students have an opportunity to apply knowledge they have acquired in the classroom.

Between 1983 and 1996, the US lost 2.3 million jobs that will never return to the US. Yet, during the same period, 5.8 million new jobs were created through entrepreneurial initiatives. These same trends affect the economies of developed countries worldwide as high-skilled jobs are created to displace low-skilled positions. The synergy of technology, higher education, and business has been a powerful force for revitalizing the workforce and the communities where people live. Among the initiatives would be, viz (1) licensing and patenting offices to assist faculty members and the universities (2) small business development centres to provide technical assistance for new business start-ups, or technical support in management, (3) research and technology centres that stimulate research and technology transfer (4) business incubators that provide facilities and/or services to multiple businesses in a related field of technology; and (5) investment/endowment offices that invest the university's financial resources in enterprises based upon university technology.

The vast oil wealth of the UAE may allow for such initiatives, even then Shaikh Nayahan was futuristic and pragmatic in recognizing that no single country can fund the entire process to successful completion. A number of reasons require that a partnership in new and continuing research into e-education must have international connectivity because viz (1) without it, the research will not have relevance to institutions and organizations that function in the global village and (2) there are new orders of pedagogy. Countries of the developing world like Pakistan should understand that credible research, development and application of new learning technologies is beyond a single nation's resource commitment and financial capability. That is why "e-education Without Borders" creates not only an all-important portal but also an educational partnership that can be utilized for the benefit of the country.

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