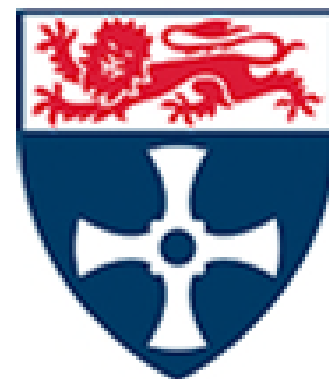


‘EDUCATION CITIES’ TO TRANSNATIONAL EDUCATION ZONES

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29 APRIL 2021, CENTRE FOR GLOBAL HIGHER EDUCATION, SEMINAR SERIES



Newcastle
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UNIVERSITIES AS TRANSNATIONAL ACTORS

Beyond understanding universities simply as local actors:

“Universities are more likely to be actors involved over multiple scales; they are global players who are highly influential beyond their immediate locale while exhibiting a significant capacity to affect the social, spatial and symbolic structures of the metropolis” (Addie et al., 2015: 30)

Addie, J.-P. D., Keil, R., & Olds, K. (2015). Beyond town and gown: universities, territoriality and the mobilization of new urban structures in Canada. *Territory, Politics, Governance*, 3(1), 27–50.

OUTLINE

- (1) Geographies of offshore campuses**
- (2) Conceptualising transnational education zone**
- (3) Logics and contradictions of transnational education zones**

CONSTRUCTING TRANSNATIONAL SPACES OF HIGHER EDUCATION

- ❖ **Leibniz Junior Research Group (2018-2023): Investigating material and discursive constructions of offshore campuses**
- ❖ **Economic and urban geography focus: cultural political economy perspective**
- ❖ **Multi-sited qualitative research: comparative and relational**
- ❖ **135 interviews with decision-makers and campus managers in Europe, Malaysia, Singapore, United Arab Emirates, Qatar**



JANA MARIA KLEIBERT



TIM ROTTLEB

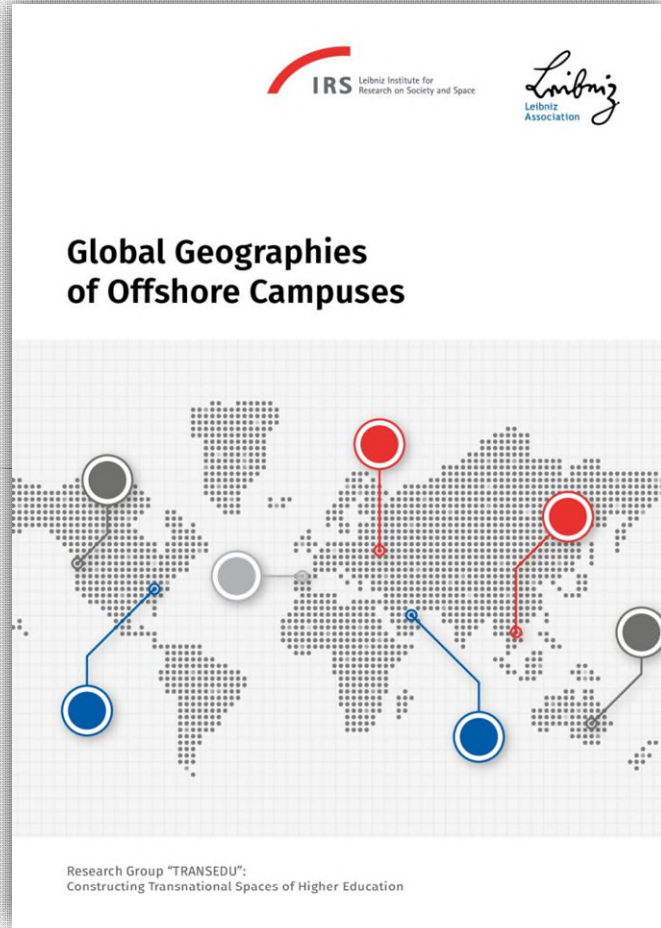


ALICE BOBÉE



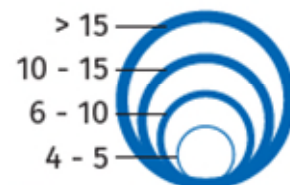
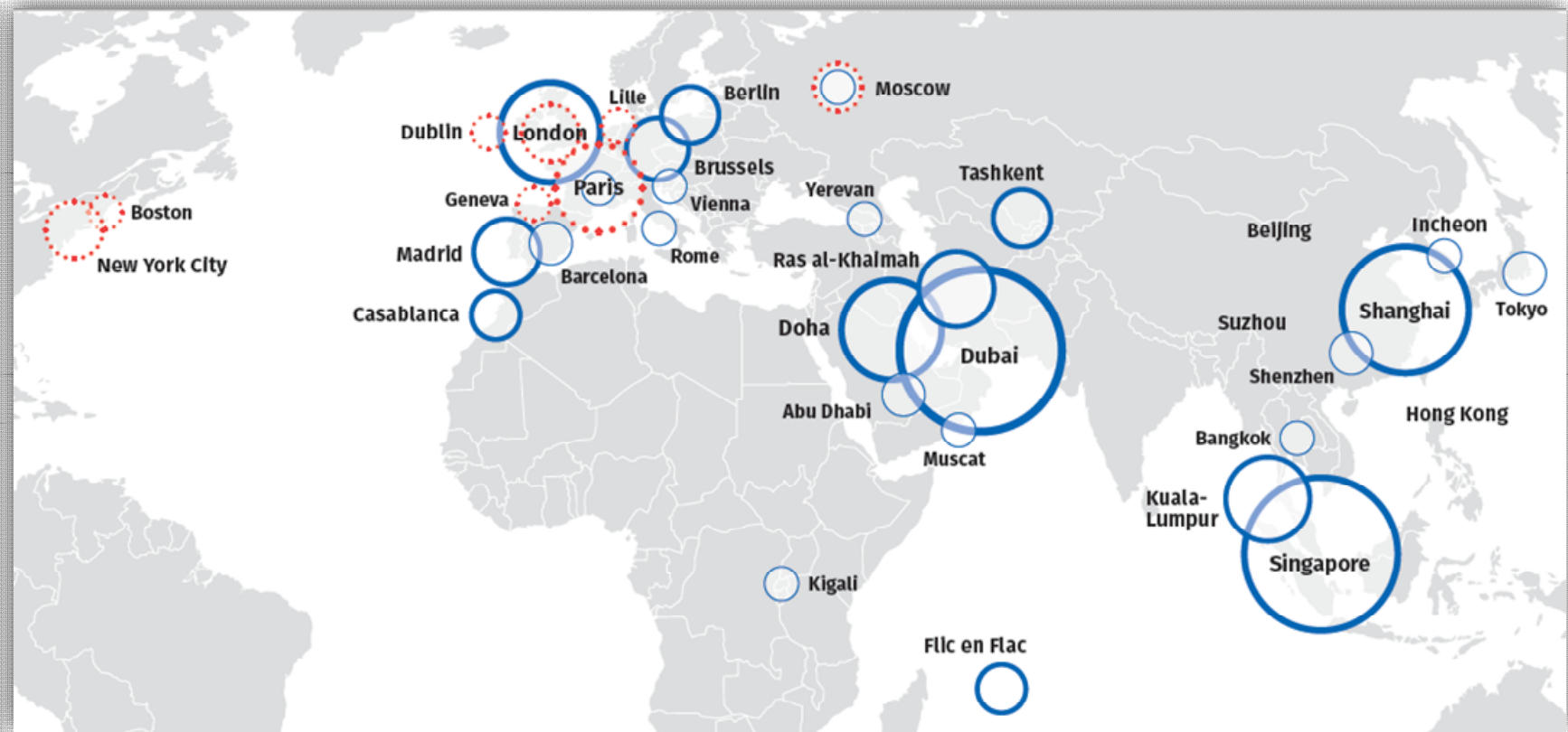
MARC SCHULZE

GEOGRAPHIES OF OFFSHORE CAMPUSES

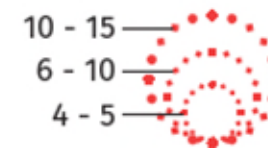


Download report:

<https://www.econstor.eu/handle/10419/223315>



Number of hosted offshore campuses



Number of higher education institutions with offshore campuses



Education City **Qatar**

- ▶ Starting year: 2001
 - ▶ Managed by:
Qatar Foundation for Education, Science and Community Development
 - ▶ Spatial form and location:
City quarter at the outskirts of Doha in ar-Rayyan municipality
- ▶ University College London
 - ▶ Carnegie Mellon University
 - ▶ Cornell University
 - ▶ Georgetown University
 - ▶ Northwestern University
 - ▶ Texas A&M University
 - ▶ Virginia Commonwealth University School of the Arts

Dubai International Academic City **United Arab Emirates**

- ▶ Starting year: 2007
- ▶ Managed by:
TECOM Group/Dubai
Creative Clusters Authority
- ▶ Spatial form and location:
Free Zone on the south-
eastern fringes of Dubai
- ▶ Curtin University
- ▶ Murdoch University
- ▶ Manipal Academy of Higher Education
- ▶ Birla Institute of Technology and
Science
- ▶ Institute of Management Technology
- ▶ Université Saint-Joseph
- ▶ Shaheed Zulfikar Ali Bhutto
- ▶ Institute of Science and Technology
- ▶ Heriot-Watt University
- ▶ University of Birmingham
- ▶ SP Jain School of Global Managment
- ▶ ESMOD
- ▶ Amity Global Business School



DUBAI INTERNATIONAL ACADEMIC CITY



EduCity Iskandar Malaysia

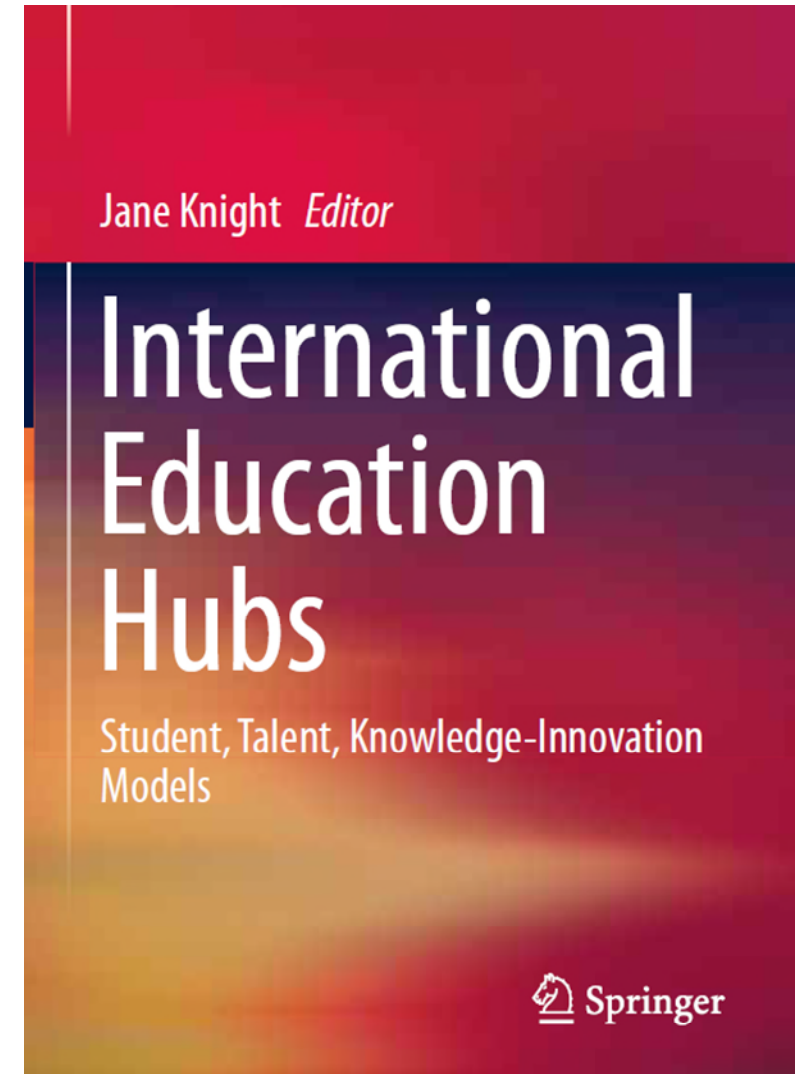
- ▶ Starting year: 2009
- ▶ Managed by:
Iskandar Investment Berhad
- ▶ Spatial form and location:
South-western fringes of the
special economic zone Iskandar
Puteri
- ▶ Newcastle University
- ▶ University of Reading
- ▶ University of Southampton



EDUCATION CITIES / HUBS

Education hub:

“a planned effort to build a critical mass of local and international actors strategically engaged in crossborder education, training, knowledge production and innovation initiatives” (Knight, 2011: 227)



CONCEPTUALISING TRANSNATIONAL EDUCATION ZONES (TEZ)

No spontaneous agglomeration but planned investment zones:

- ❖ **territorially defined area, usually at the urban scale**
- ❖ **At least two offshore campuses**
- ❖ **Shared campus infrastructure**
- ❖ **Advertises itself as education hub/city**
- ❖ **Higher education as primary function**

TRANSNATIONAL EDUCATION ZONES

Education City [Qatar](#)

- ▶ Starting year: 2001
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- ▶ Virginia Commonwealth University School of the Arts

Dubai International Academic City [United Arab Emirates](#)

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- ▶ Managed by: TECOM Group/Dubai Creative Clusters Authority
- ▶ Spatial form and location: Free Zone on the south-eastern fringes of Dubai
- ▶ Curtin University
- ▶ Murdoch University
- ▶ Manipal Academy of Higher Education
- ▶ Birla Institute of Technology and Science
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- ▶ SP Jain School of Global Management
- ▶ ESMOD
- ▶ Amity Global Business School



Incheon Global Campus [South Korea](#)

- ▶ Starting year: 2012
- ▶ Managed by: Incheon Global Campus Foundation
- ▶ Spatial form and location: Smart City Songdo within the Incheon Free Economic Zone
- ▶ Ghent University
- ▶ State University of New York
- ▶ University of Utah
- ▶ George Mason University

Uniciti Education Hub [Mauritius](#)

- ▶ Starting year: 2012
- ▶ Managed by: Medine Group
- ▶ Spatial form and location: Smart City project Uniciti in Flic en Flac on Mauritius' west coast
- ▶ Centrale Nantes
- ▶ Ecole Nationale Supérieure d'Architecture de Nantes
- ▶ Sorbonne-Assas International Law School
- ▶ Middlesex University
- ▶ Vatel
- ▶ SUPINFO International University

EduCity Iskandar [Malaysia](#)

- ▶ Starting year: 2009
- ▶ Managed by: Iskandar Investment Berhad
- ▶ Spatial form and location: South-western fringes of the special economic zone Iskandar Puteri
- ▶ Newcastle University
- ▶ University of Reading
- ▶ University of Southampton

LOGICS OF TRANSNATIONAL EDUCATION ZONES

Urban state-led projects for the knowledge economy

- ❖ Embedded within economic visions, strategic national economic projects
- ❖ Discursive reference to the 'knowledge economy' and 'smart cities'

Zones of exception

- ❖ Differential jurisdiction from national territory (akin to special economic zones)
- ❖ Rescaling (towards zone authorities)

Sites of transnational subject formation

- ❖ Education for economic and social transformation
- ❖ Elite projects of transnational mobility and privileged lifestyles

TENSIONS AND CONTRADICTIONS

Rationale and Outcome

- ❖ De-coupling of research and teaching functions of universities jeopardise ideas of knowledge and innovation spill-overs

Competition vs Collaboration

- ❖ Foreign universities often intended on transferring profits to main campus („cost-effective“ degrees), domestic capital interests often not in education

Circulation and Containment: International Students

- ❖ Higher education as export revenue sector, dependent on inflow of international students, often tensions with migration regimes

Zones of Exception

- ❖ Spatially segregated, disconnected from national education systems, in some instances intended to re-produce a disembedded labour force

CONCLUSIONS AND OUTLOOK

- ❖ **Concept of the zone highlights the strategic planning, exceptional character and disembedded nature of „education cities“**
- ❖ **Highlighted logics, tensions and contradictions**
- ❖ **Future research:**
 - ❖ Situated analysis of zones, based on embeddedness within specific political economic contexts
 - ❖ Policy mobilities of TEZs
 - ❖ Impact of the Covid-19 pandemic

THANK YOU FOR YOUR ATTENTION!

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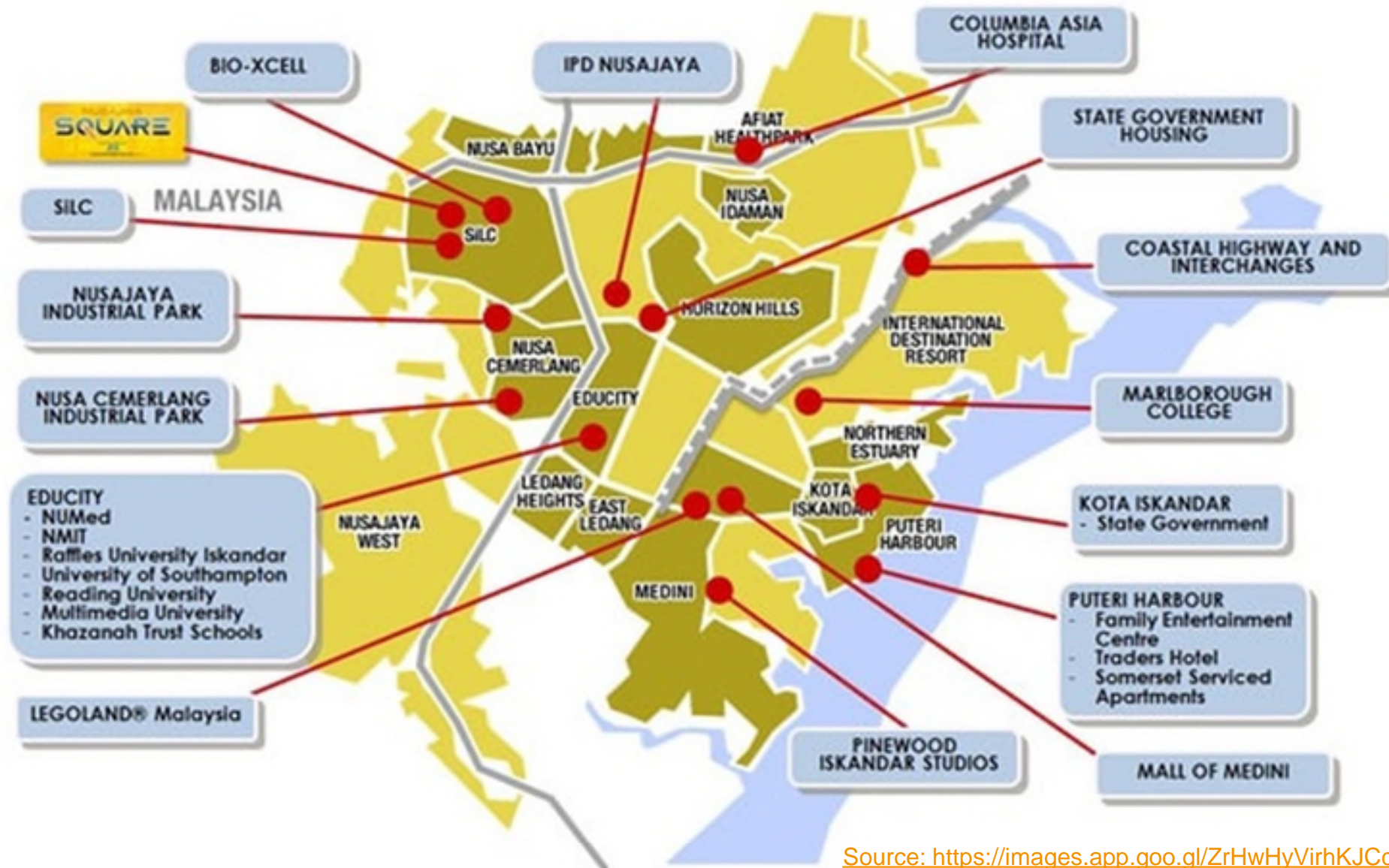


EXTRA: GATES AND FENCES

“Institutions that have their own compounds have fenced them off. One must first pass through a security barrier when entering the EduCity campus, and then through another layer of security as one enters the compound of each institution. Vehicles have to be registered at each point. At some institutions, security guards will escort the visitors’ vehicles to designated parking spaces. In other institutions visitors are either escorted by a security guard to the specific meeting venue, or they have to wait for their host to meet them. The general feeling is similar to that of a military camp or high-security prison” (Wan and Weerasena, 2018: 18–19).

NUSAJAYA MASTER PLAN

PROJECTS SINCE 2006



Source: <https://images.app.goo.gl/ZrHwHyVirhKJCcW59>

