

## Tekst 9

Britain's universities and foreign students

### Hustling spires

1 **E**MO OF FRIESLAND was Oxford's first recorded foreign student, and since 1190



they have kept pouring in. Both sides have benefited: Britain's universities, economy and culture have been enriched, and foreign scholars have been privileged to mix with the best. In recent years foreigners' higher fees have helped to keep increasingly hard-pressed institutions solvent.

2 Now, as rich-world students become more adventurous, and prosperous emerging countries produce would-be undergraduates faster than good university places, the market in international higher education is booming. The number of students enrolled outside their home country has roughly trebled since 1980. Britain is a world leader in this market, second only to America.

3 But the business is changing. In addition to the traditional Anglophone competitors for foreign students, many continental European places now teach in English. Countries that once 34 international education now provide it: Singapore is well on its way to becoming a regional hub. Universities (including British ones) are setting up campuses across borders. In short, students have more choice than ever. They are less likely to tolerate being fee fodder to subsidise Britons' education just

because a brochure boasts an ancient-looking crest.

4 To flourish, British universities and their political masters must make a host of small changes and one huge one. The former require action from the universities. There is remarkably little differentiation now: Oxbridge colleges and former polytechnics all seem to have the same blurbs. Too many universities think their job is done after the last exam. In fact, forging strong alumni networks overseas is good for recruitment, good for ex-students and good for their alma maters' bank balances.

5 A geographic bias must be corrected too. China has been the big story, its students flooding Western campuses. Britain targeted that market well. But as that one-child country ages, India is the place to go for. Britain is belatedly trying to fix a change to the visa regime that angered many Indian students in particular by appearing to lump them in with subcontinental terrorists. There is talk of British universities teaming up with Indian ones, but more could be done.

6 The huge change is psychological: stop thinking of foreign students as mugs to be overcharged to subsidise poor Britons. That has never worked in any business and it is not going to work in this one. Concentrating on making British universities as good as possible above all means allowing them to charge domestic students

something close to the real cost of their education. This is fair: the average value of an education to the recipient exceeds the direct estimates of the fees involved. It also creates a virtuous circle. Better-funded universities can hire more good

professors and build more modern laboratories. Britons will get a better education, and it will attract more foreign students too – who can help pay for more.

*The Economist, 2010*

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- 1p 33 Which of the following is true of paragraphs 1 and 2?
- A They discuss the historical need for British universities to gear education to the demands of foreign students.
  - B They explain the loss of the centuries-old appeal of British universities to foreign students.
  - C They outline the long history of British universities accommodating a growing influx of foreign students.
  - D They stress the indispensable contribution of foreign students to British academic excellence over the ages.
- 1p 34 Which of the following fits the gap in paragraph 3?
- A consumed
  - B promoted
  - C rejected
- 2p 35 Geef van elk van de volgende veranderingen aan of deze volgens alinea 4 wel of niet door Britse universiteiten nagestreefd zou moeten worden.
- 1 Bouwen aan netwerken van afgestudeerde buitenlandse studenten.
  - 2 Financiële prikkels invoeren voor excellente studenten.
  - 3 Zich verzekeren van steun van belangrijke politici.
  - 4 Zich via reclame onderscheiden van elkaar.
- Noteer het nummer van elke verandering, gevolgd door “wel” of “niet”.
- 1p 36 In welke zin in de alinea’s 1 tot en met 4 drukt de schrijver zich cynisch uit?  
Citeer de eerste twee woorden van de zin.
- “but more could be done” (einde alinea 5)
- 1p 37 Om welk resultaat te bereiken?
- 1p 38 Welke concrete maatregel om universiteiten te laten floreren wordt in alinea 6 voorgesteld?
- “This is fair” (halverwege alinea 6)
- 1p 39 Welke reden geeft de schrijver?