

SYNOPSIS

Realising the Vision of “A World Without Borders”

Professor Alan Barrell – December 2009

The **World Without Borders** visualised is not a political world. Politicians could never agree on or create the reality this vision seeks to turn into reality. **The World without Borders** to be discussed is a world based on Mindset, Brain Circulation, Common Purpose and Social Inclusion born of Cultural and Spiritual Diversity.

The proposition is to transcend the political and social structures which humankind finds necessary to bring at least some degree of order to its world, and seeks to connect people in and across communities with common threads of belief, common inspiration drawn from history and from role models, and to break down barriers from the tender years through the whole cycle of life.

Recent initiatives and events, started as often happens in small ways, but in multiple locations indicate the willingness and the capability of “**the next generation**” to think and act in ways which break barriers down rather than erect them and which enable students to take a vigorous leadership position in international and intercultural activities beyond the regular behaviours which have become the status quo. Student leadership in connecting each other across borders and marshalling the resources of the “older generations” to support them, to transfer knowledge, experience and wisdom is seen to be making waves which bring into being states of “**Learning By Developing**” and dragging academia into the future in line with the needs of a world changing more rapidly than ever.

“**Education Without Borders**” movements, student led and **Student Enterprise Organisations** are having increasing impact on thinking and developments about Higher Education in particular, and all education more generally.

The worlds current problems, often described as *crises* are stimulating more and more young people to seek new connections and new relationships beyond their own borders. Human migration and the removal of distance through technological advances have helped remove barriers and the very great challenges for the next generation such as Climate Change and Population Growth are uniting many younger minds in ways that seek a World in which **common values** can be so passionately felt and communicated as to over ride conventional mindsets and cause constructive outreach wherein growing numbers of young people desire to be “**citizens of the world**”. Some of us perceive a very great desire being expressed for new ways at looking at Nations, Nationhood, Internationalisation and greater cultural knowledge and understanding. The seismic changes taking place reflected in the shifting balances of the World Economy are bringing power and influence to the East and away from the West which has held sway for centuries. A great deal of the pressure for maturing mindsets and the removal of barriers between peoples is coming from those parts of the World where education and health provision are developing and changing the fastest. Intriguing questions are being asked about whether the current dominance of

the Western Multinational Business Model – the basis of most Business School education hitherto, will survive as Eastern influence becomes more pervasive.

How change occurs in society and in the development of what we term “education”, learning and development, and how examples of situations where the relationship between “teacher and taught” have been replaced by a more balanced “collegiate” approach can be shown to have enhanced or accelerated learning and personal development will be discussed.

The development of Educational Programmes and Institutions in the brave new world to be discussed may be such as to turn Universities on their heads. Curriculum developments may become more driven by the strength of client demand and clear articulation from the next generation of things new, different and more relevant, are already impacting. Where enlightenment can be seen to prevail, it is possible to show progress in terms of measurable outputs can be expressed and demonstrated.

The **World Without Borders** as defined in this paper already exists for those with the a mindset adapted or attuned to new thinking and cross border / cross cultural communication . Vision – yes it is that today – but more already, through the demonstrated activities of growing groups of like minded people in many nations. The student led and managed **NACUE – National Consortium of Student Entrepreneurs** has grown membership to 35,000 in less than a year. The Spirit of Enterprise seems to be at the heart of this exciting movement in the UK. The older generation is in support – following the students lead. Movements of a similar nature are seeking to create **A World Without Borders** from other locations. One example is the **Helsinki Metropolitan Entrepreneurs Academy** which has been founded by alumni of **Laurea University of Applied Sciences** and now reaches out into the World of Enterprise to break down barriers and improve “**borderless thinking**”

The concluding proposition is that **A World Without Borders** can be a reality, not simply a vision – by the mindset and intellectual connectivity practices to the highest standards of articulation and ethics which is attainable. It can enhance the prospects of all peoples to thrive and flourish with greater common purpose and less self interest.

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