We live in times where knowledge is an ultimate power. It is now widely recognized that education in general and higher education in particular plays a crucial role in building knowledge societies. In a major restructuring of UNESCO’s medium term strategy, the organization adopted “building inclusive knowledge societies” as one of its strategic objectives. This was clearly in recognition of the fact that in today’s world, knowledge plays a key role in economic growth, social development, cultural enrichment, and political empowerment.

The world conference on Higher Education held at UNESCO in 2009 identified eight major trends in Higher Education. These are: rising demand and massification; diversification of providers and methods; private provision; open and distance education; cross-border higher education; quality assurance; teacher education; and changes in academic profession. These trends pose significant challenges and provide unprecedented opportunities to the institutions of higher education.

Knowledge acquisition and sharing, or in short, learning, is going through dramatic changes because of rapidly emerging new information and communication technologies and the social transformation that they generate. But what are the long term strategies to efficiently harness the enormous potential of ICT for developing new approaches to knowledge acquisition and sharing? What needs to be done to effectively integrate these strategies into forward and sustainable policy making? How can we harness the potential of ICTs to develop knowledge societies that are people centered, inclusive, and development oriented?

The traditional methods of teaching and learning can no longer cope with ever increasing demand for access to education. Many observers believe that knowledge acquisition and sharing, at all levels, will increasingly be technology mediated. This will have a transformational impact on traditional educational processes. It is likely to have profound impact on what we learn and how we learn. The traditional role of teachers and learners will undergo radial changes. The traditional classroom teaching will give way to education anytime, anywhere.

While these changes are inevitable, marketing the new brand of knowledge acquisition and sharing will be quite challenging. Change is unsettling by nature and brings uncertainty in its wake. Convincing parents and learners that technology-enhanced learning can be as effective, if not more effective, will require a group of marketing professionals who specialize in educational marketing. It will also require evidence-based innovative approaches and use of new ICTs to market new methods of knowledge acquisition and sharing.

This book presents examples of innovation in educational marketing based on studies by eminent scholars drawn from different parts of the world. The book is rich in its content and presents empirical evidence on a range of issues, including marketing strategies, learner perception, use of online market-
ing tools, distinctive features of online education, collaborative learning, cross cultural dimension of transborder education, and student experience management.

This book will be useful for a variety of audiences, including educational planners and policy makers, marketing professionals, researchers, learners, and parents. I congratulate the editors and the authors for presenting this book on an important and timely theme: educational marketing.

A. W. Khan
TAG University of Business, Kingdom of Bahrain

Abdul Waheed Khan is currently the President of Talal Abu-Ghazaleh University of Business, Bahrain and Senior Adviser to Arab Open University, and was the Assistant Director-General for Communication and Information of the United Nations Educational, Scientific and Cultural Organization (UNESCO) from July 2001 – 2010. In this capacity, Dr. Khan was responsible for leading UNESCO’s program on “Building Inclusive Knowledge Societies,” the primary focus of which was to harness the potential of Communication and Information Technologies (ICTs) to enhance access to quality education, facilitate acquisition of scientific knowledge, and promote cultural and linguistic diversity. Fostering digital opportunities for social and economic inclusion through public-private partnerships was also a key component of this programme.