

NVAO-seminar “Good Practices in Internationalisation”

12 januari 2012



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Internationalization of Higher Education: Trends, developments and challenges of getting it 'right'

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Presentation Outline

- IAU and higher education internationalisation
- Context , concepts and definitions
- **3rd Global Survey on Internationalisation – Global and Regional Perspectives**
 - policy importance, internal and external drivers, goals, main mechanisms and priorities, obstacles and risks
- Conclusions and policy challenges

IAU well placed to monitor Internationalisation

- Unique, independent, global membership organization of HEIs and associations;
- Policy statements on internationalisation:
 - 2000 with focus on **cooperation and partnership**
 - 2004 with focus on **ethical conduct in cross border education**
- New since 2010: Internationalisation Strategies Advisory Service (ISAS)
- Global Surveys: 2003, 2005 and 2009
- “Rethinking Internationalisation” Ad Hoc Experts Group

Context, Concepts and Definitions

Political, economic, linguistic, cultural context matters

– **HE context too!**

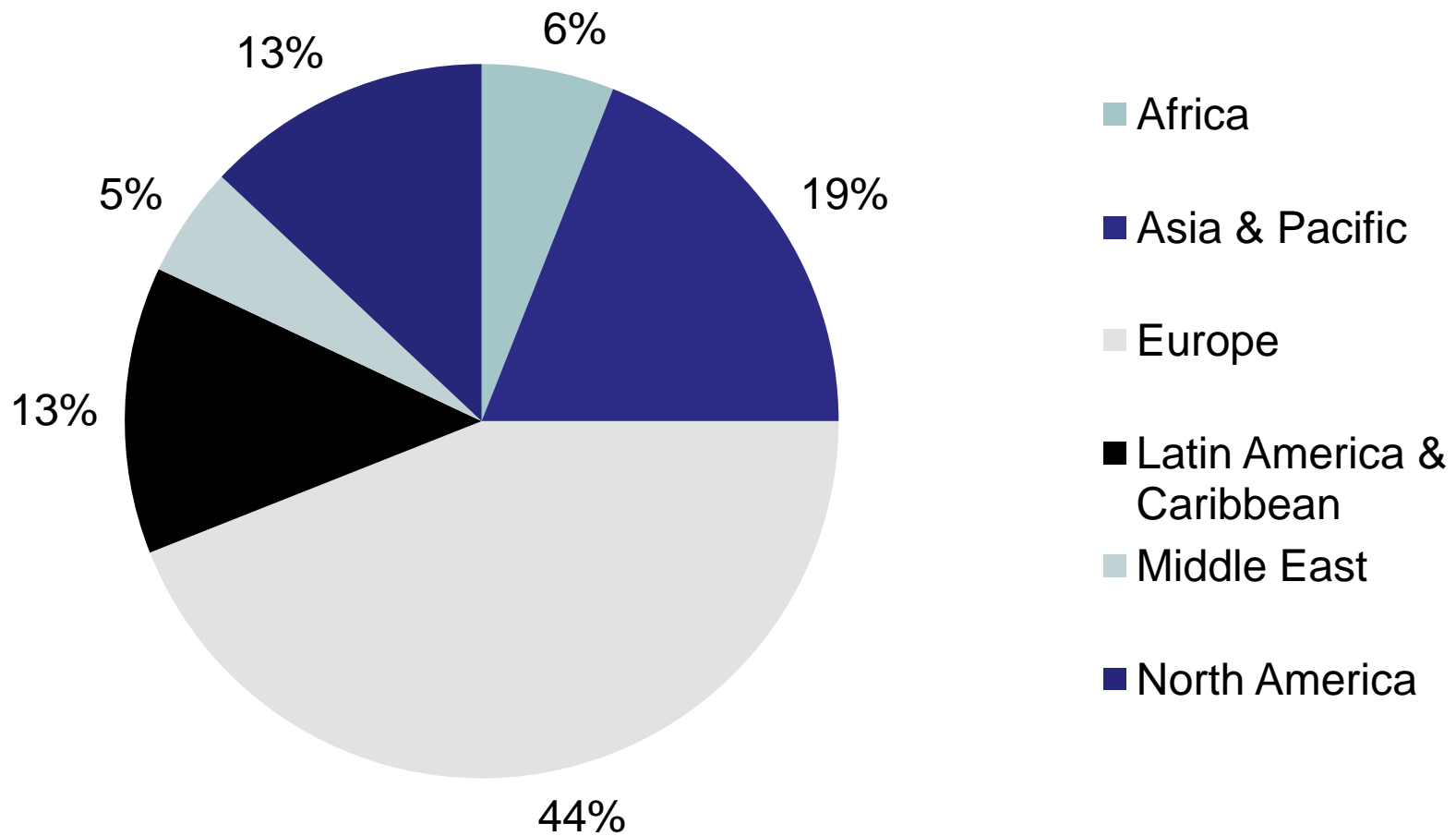
- Determines HEI and state internationalisation policy goals and the capacity to pursue them; choice of priority focus, mechanisms, and partners (the race for international students, the drive to rise in the rankings)
- Global and national context changing rapidly – end of era of simple dichotomies such as:
 - North – South; East – West; Near and Far; Resource Rich and Resource Poor nations
- **Danger of using s single set of benchmarks**

Context, Concepts and Definitions

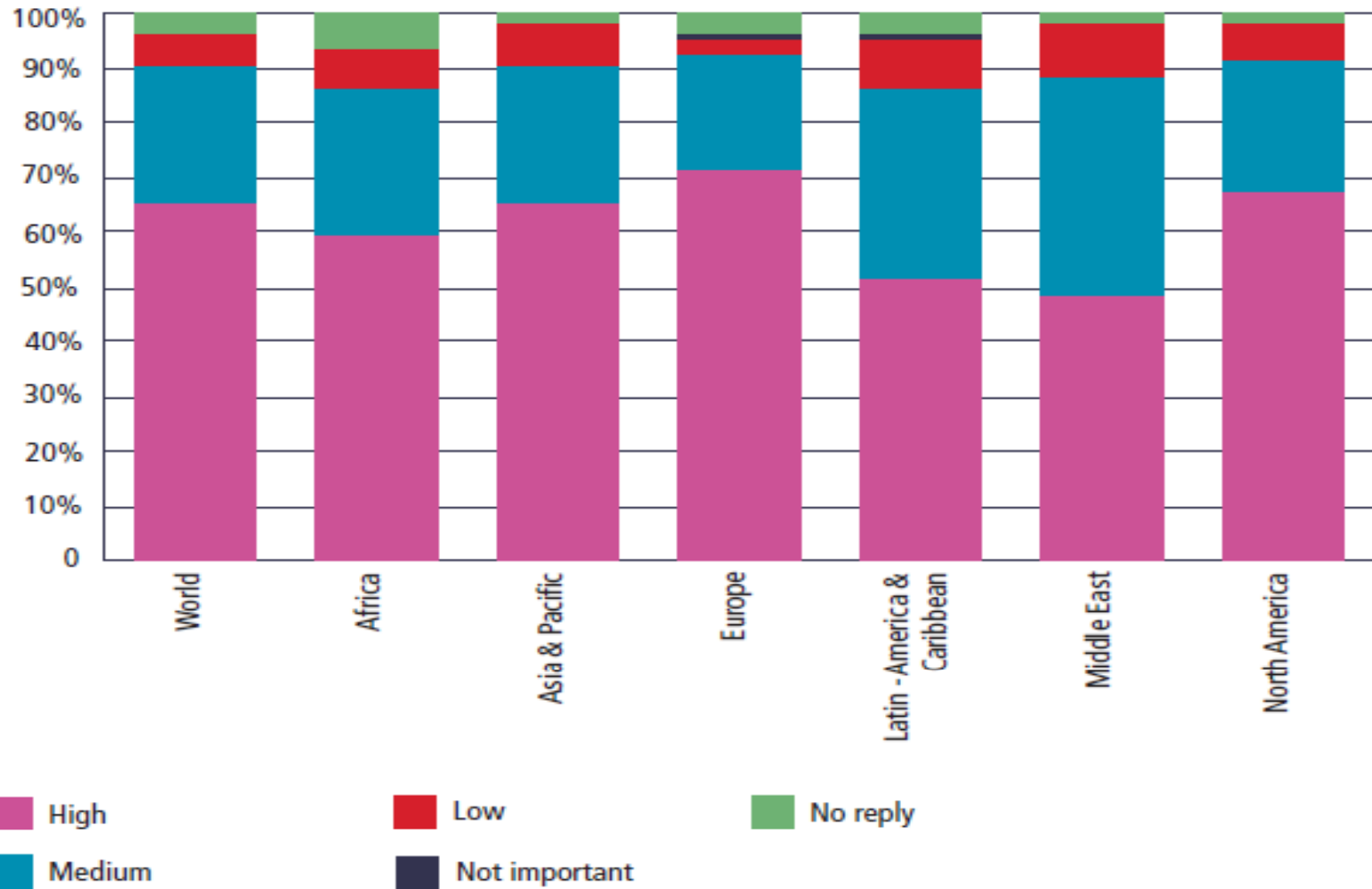
- Internationalisation is a dynamic process
- Over time, in different contexts and for different stakeholders adopts on diverse and multiple meanings
- Implementation differs including due to history and tradition
- In the changing context, exploring and questioning why, how and what is done under the umbrella concept of internationalisation is useful and necessary
- For IAU Global Survey and research purposes, need a shared understanding - adopted Knight's definition as a process of integrating Int'l, intercultural and global dimension into goals, functions and modes of HE delivery

3rd IAU Global Survey Sample

745 HEIs 115 Countries

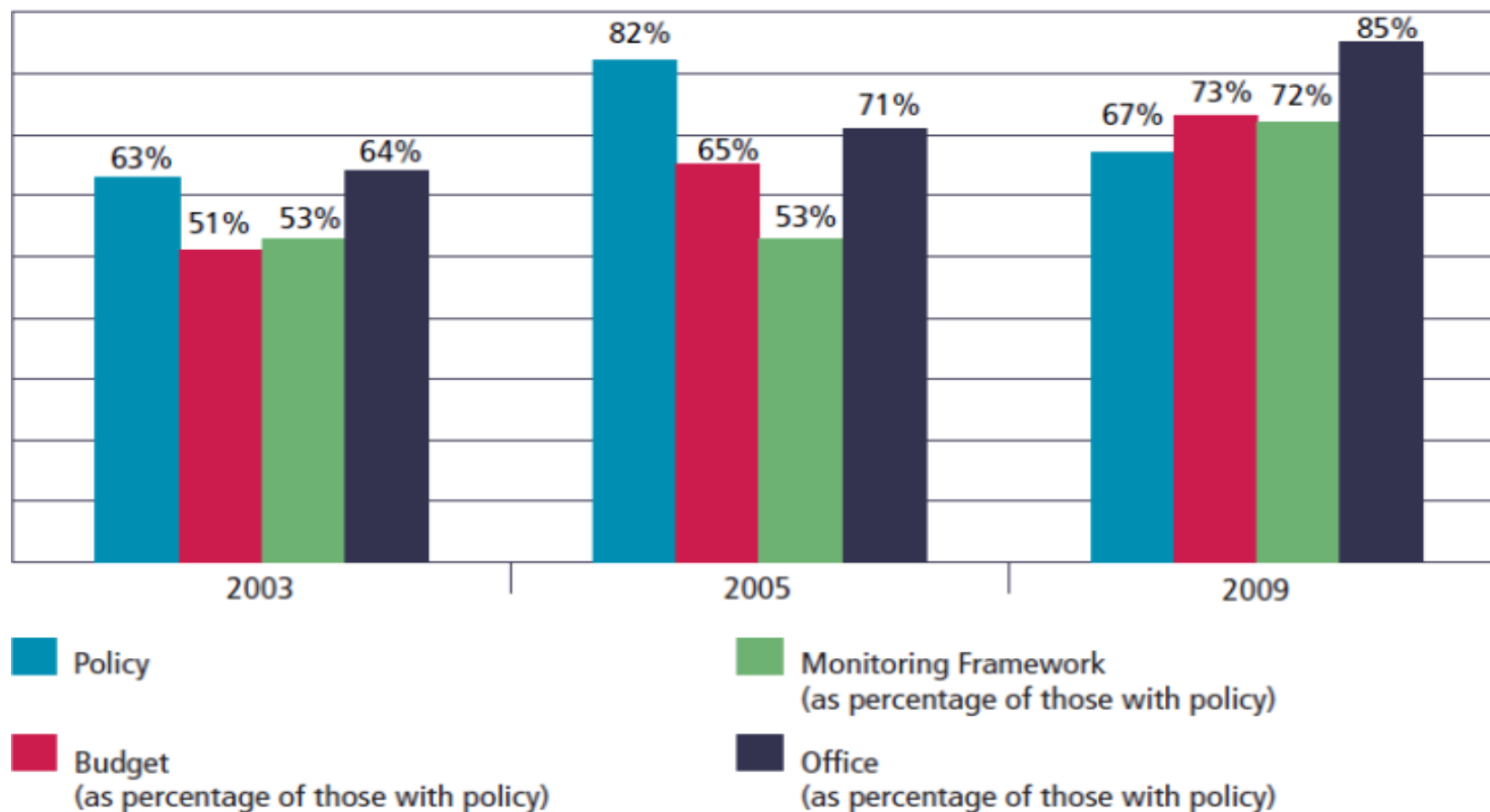


Importance of Internationalisation for HEIs

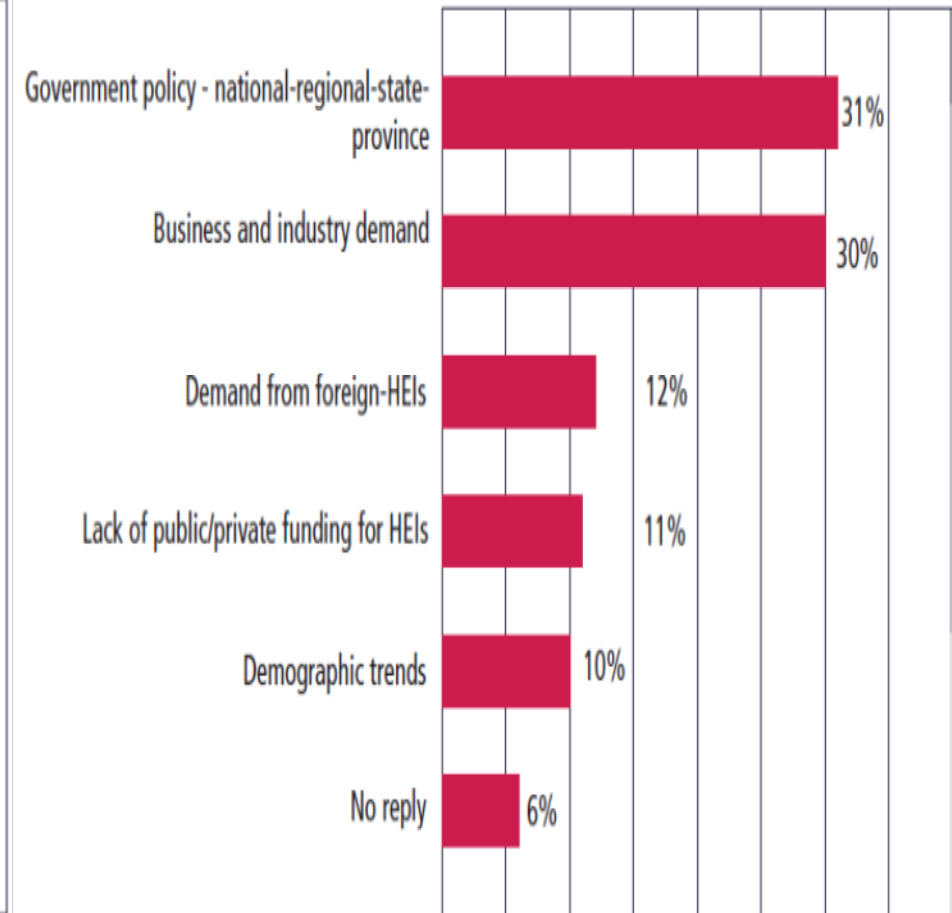
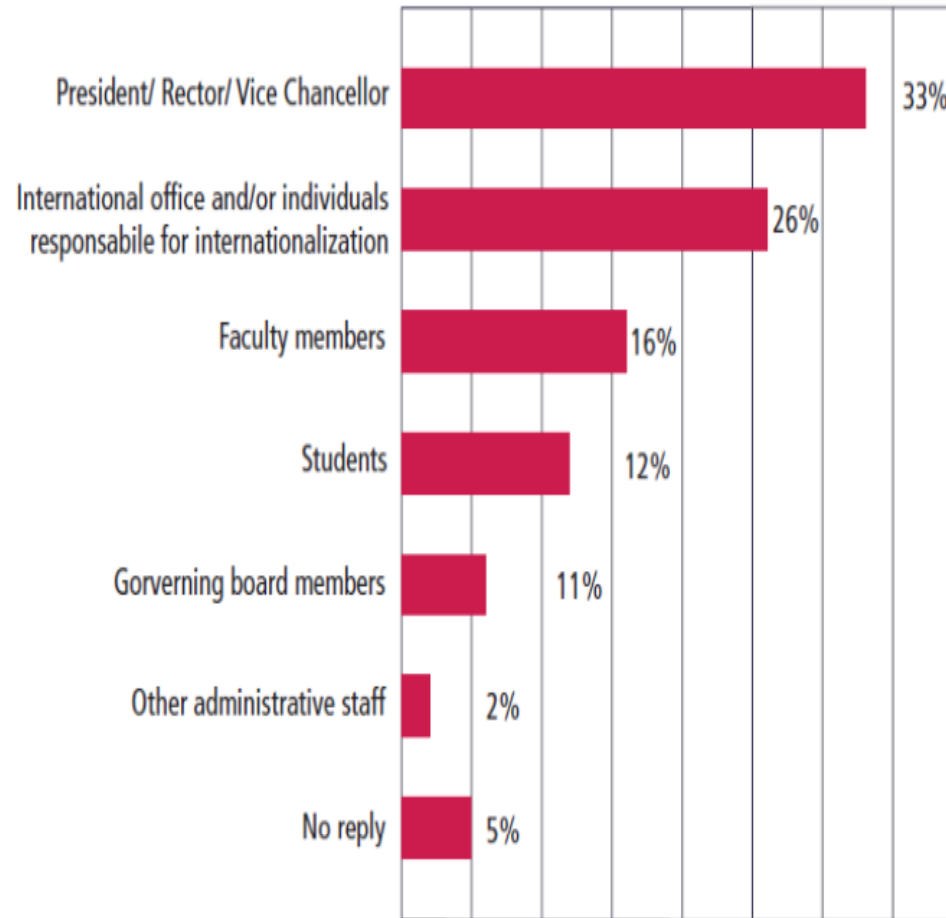


Policy and Infrastructural Support

Percentage of HEIs with internationalization policy budget, monitoring framework and office comparison over time



Internal and External Drivers of Internationalisation



Rationales for Internationalization

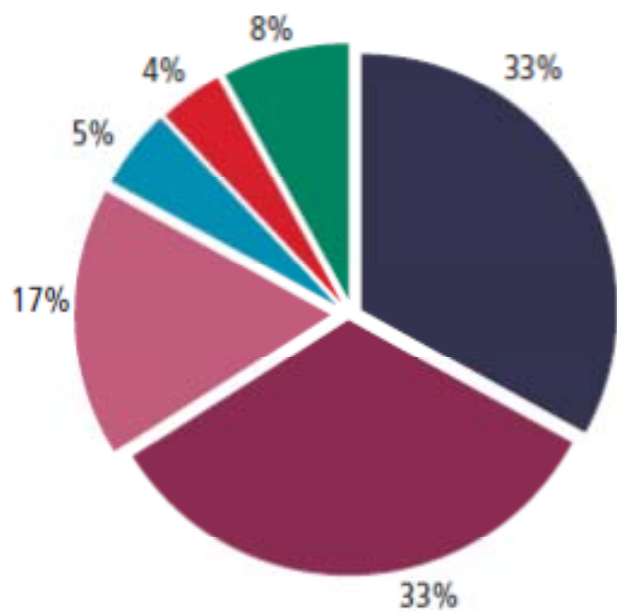
Rationales for internationalization	World	Africa	Asia & Pacific	Europe	Latin - America & Caribbean	Middle East	North America
Improve student preparedness	30%	19%	31%	27%	39%	22%	39%
Internationalize curriculum	17%	15%	17%	16%	18%	16%	17%
Enhance international profile	15%	13%	14%	20%	6%	17%	9%
Strengthen research and K. production	14%	24%	15%	13%	16%	22%	8%
Broaden an diversify source of students	9%	8%	7%	10%	4%	5%	17%

Top Internationalization Activities

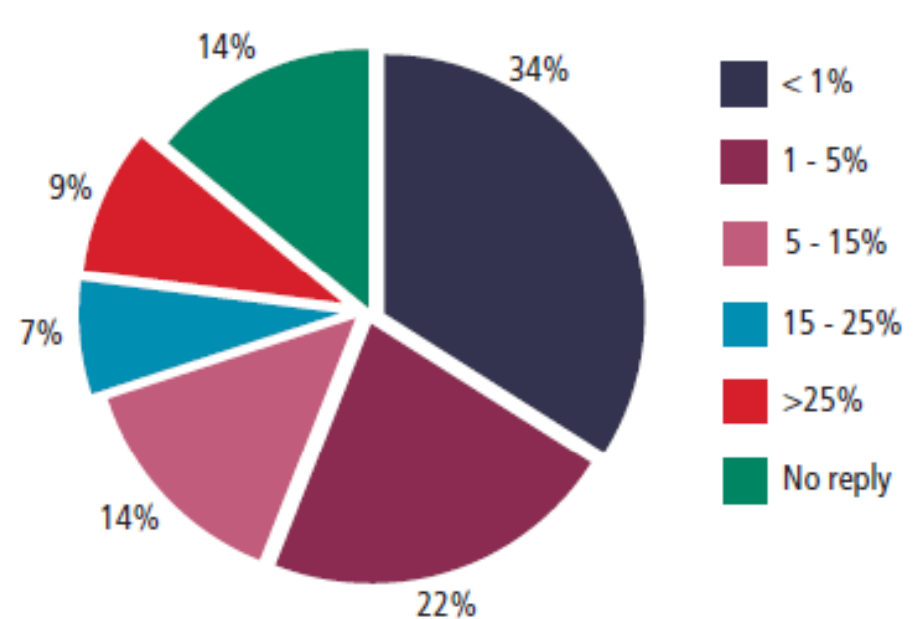
Internationalization activities	Ranking of activity receiving most attention and resources
Outgoing mobility opportunities for students - study, internships etc	14%
International research collaboration	12%
International student exchanges and attracting international students	12%
Strengthening international/intercultural content of curriculum	7%
Outgoing mobility opportunities for faculty/staff	7%
Developing joint and double/dual degree programmes with foreign partner institutions	6%

International students as percentage of total enrolment

Undergraduate level

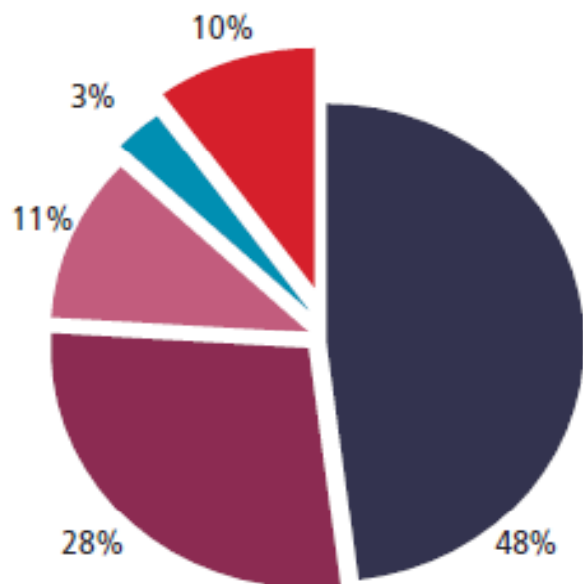


Post-graduate level

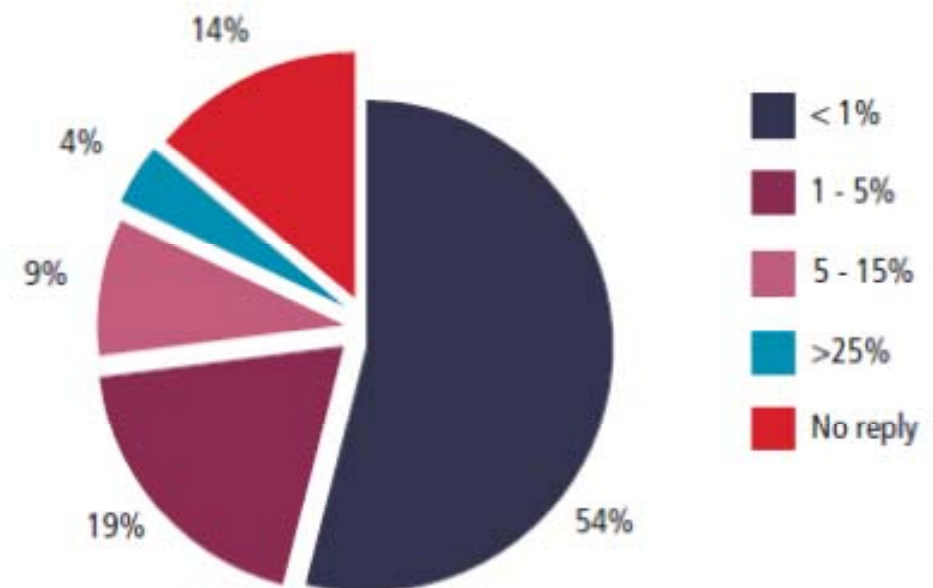


Students Who Spend Time at Another Institution Overseas (as a percentage of total enrolment)

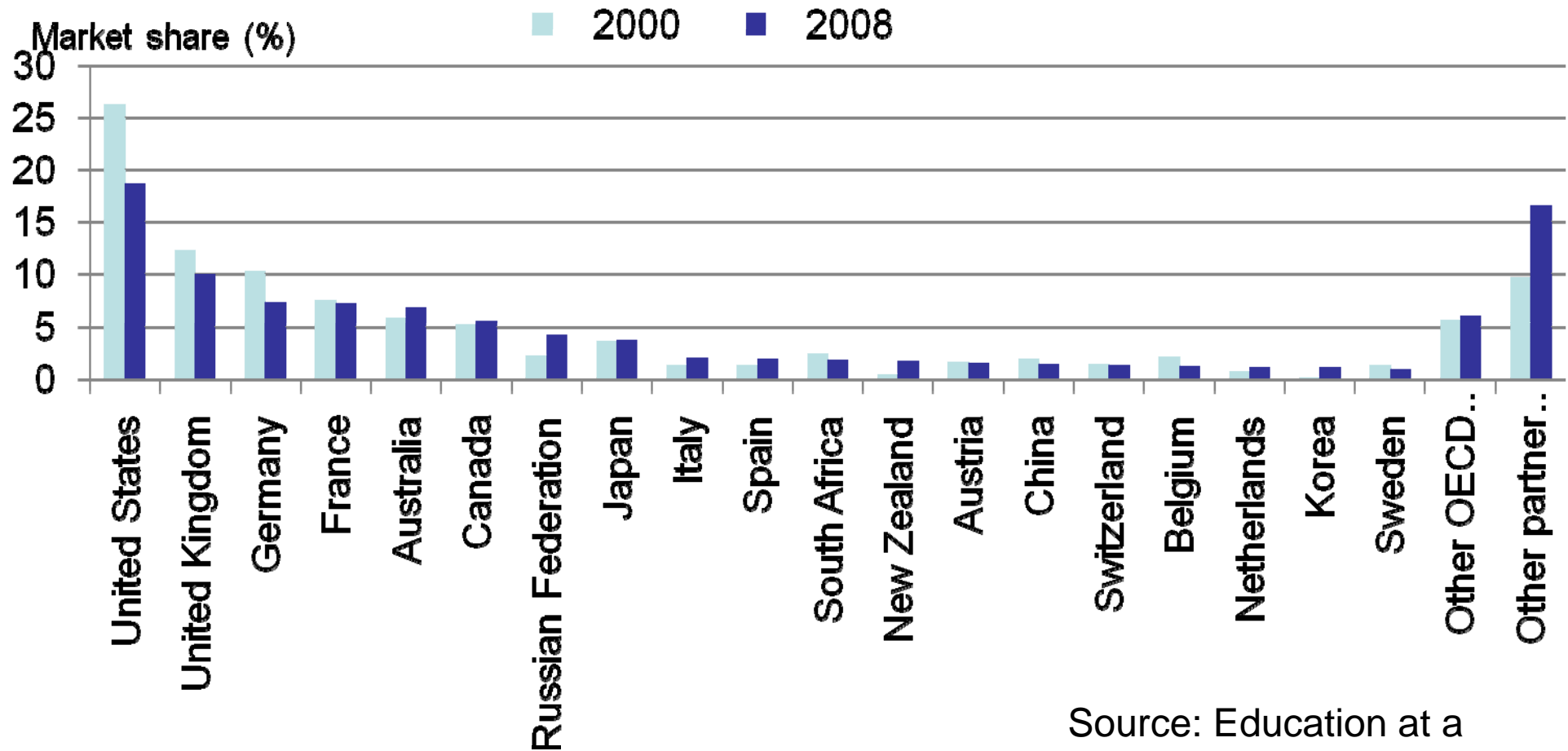
Undergraduate students



Post-graduate students

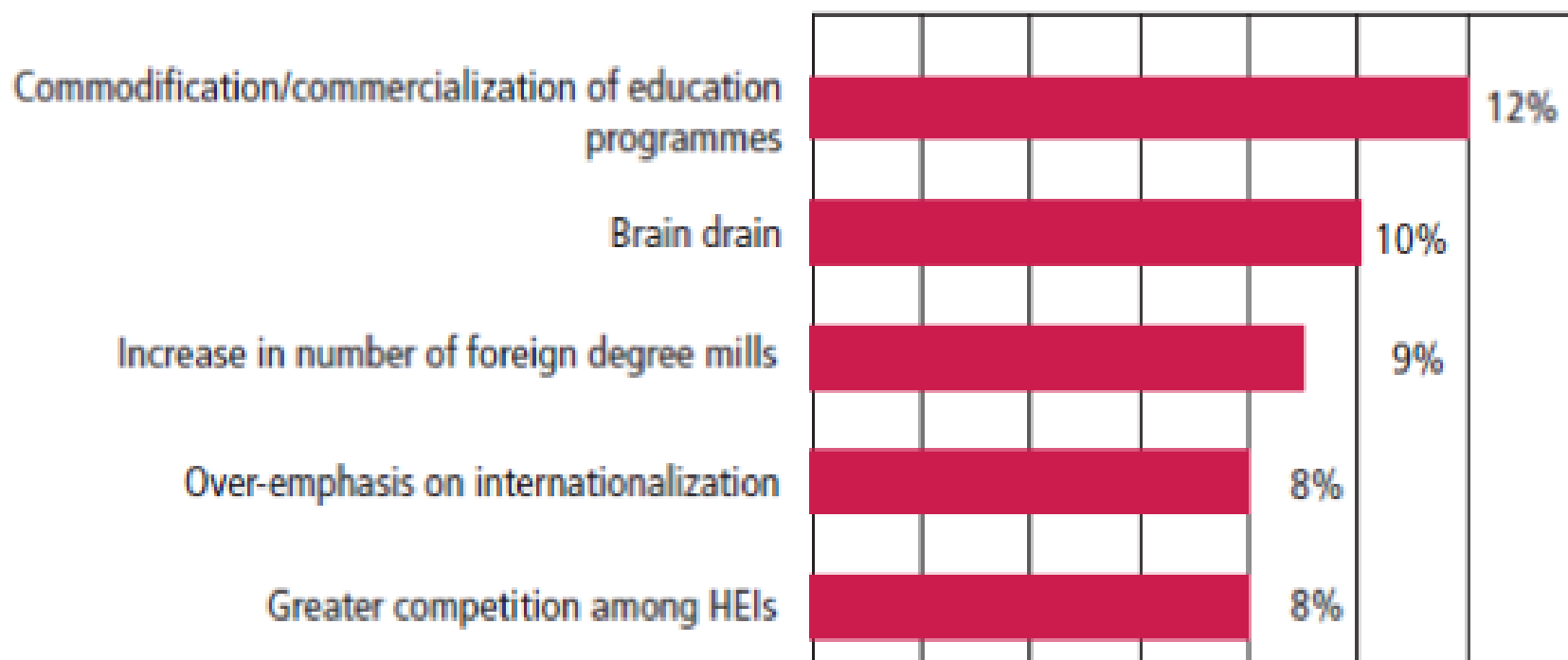


Shifting Terrain for 3.3 Million 'Mobile' Students



Source: Education at a Glance, 2010, OECD

Highest Ranked Risks of Internationalization



Highest Ranked Risks by Region

Risks of Internationalization	World	Africa	Asia & Pacific	Europe	LA&C	Middle East	North America
Commodification and commercialization	12	8	16	9	12	11	13
Brain drain	10	16	8	10	17	12	6
Increase in foreign degree mills	9	6	11	7	12	6	7
Over-emphasis on internationalization	8	14	8	8	8	15	7
Elitism in access to int'l education opportunities	7	9	4	6	11	4	7
Loss of cultural identity	7	11	9	6	5	17	2
Greater competition among HEIs	8	6	11	8	4	4	6
Over-emphasis on recruitment of fee paying int'l students	7	6	4	7	4	3	13
None	6	1	5	7	3	6	11
No reply	12	12	8	14	7	3	18

Geographic Priorities in Internationalization

Geographic priority attributed to:	Region					
	Africa	Asia and Pacific	Europe	Latin America & Caribbean	Middle East	North America
Africa	1					
Asia and Pacific	3	1	2			1
Europe	2	2	1	1	1	3
Latin America & Caribbean				2		
Middle East					2	
North America		3		3	2	
No geographic priority			3		3	2

Findings: General

- Internationalization is increasingly important in HEI policy and strategy
 - largely driven from the top, and by government policy
 - funding and staff capacity are important internal obstacles
 - lack of funding a major external obstacle everywhere
- Strong focus on students' preparedness and mobility
 - yet mobility remains low and highly unbalanced
- Differences in goals and circumstances for internationalization are pronounced; leading to differences in impact at home and abroad

Implications for measurement and quality assessment

Findings: Regional Differences

- Importance of research collaboration to developing countries
- Resource issues for outward mobility
- Lack of policy and expertise as major obstacles but only in some regions
- Perceived risks
- Importance of certain regions

Challenges

- Strong and growing link between prestige (competitiveness) and internationalization
 - at odds with inclusiveness, access and other academic values (regionally, institutionally, disciplines and for individuals)?
 - drift to “single standard of excellence” of “world-class” institutions
 - “Global competitiveness” and “global competence” not the same thing

Challenges (2)

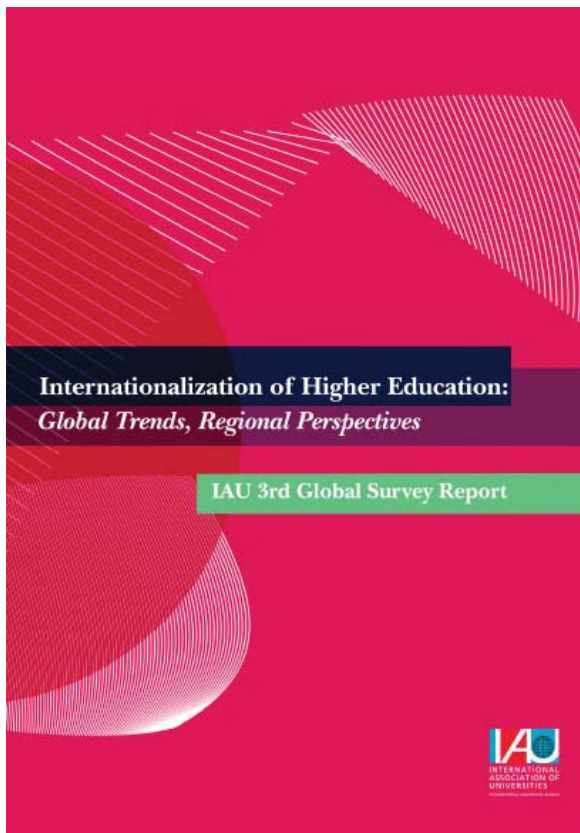
- Implementation of and Measuring multiple aspects of internationalization; less focus on mobility and quantitative results
 - Finding qualitative indicators – changed attitudes
 - Measuring impact: “so what?”
- Recognizing, respecting and responding to the different and specific interests and needs of all partners, e.g. avoiding brain drain
- **Repositioning internationalisation not as Aid, Trade, means to win the race to the top, but as a shared path to improve quality**

Responding to these Challenges

- Research (4th IAU Global Survey)
- **IAU Ad Hoc Expert Group: Re-thinking Internationalization**
 - 30+ experts from around the world
 - Aim is to express these cautionary words and
 - Agree on and articulate the values that ought to underpin HE internationalization
- **14th IAU General Conference, 13-16 Nov. 2012**
Inter American University of Puerto Rico, San Juan
A Sub-theme: ***Is globalization setting a new agenda for Internationalization?***

Thank You for Listening

Report Available



IAU Statements and Info

- www.iau-aiu.net
- **Contact**
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