

Internationalisation of Higher Education

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Higher Education for the 21st Century

New Tendencies of Higher Education Systems:

- ❖ More relevance of universities in the Knowledge Society, as they are the institutions that produce and transmit knowledge
- ❖ Increasing globalisation and internationalisation
- ❖ The future of countries rely on their capacity to adapt to the new global reality

Higher Education for the 21st Century

- ❖ The socio economic development of countries is based on human resources being prepared to detect opportunities, challenges and competitive advantages that can improve the quality of life of their society
- ❖ In the Knowledge Society, education, knowledge and information play a central role in the development of countries
- ❖ **“The economic and geopolitical race of the 21st Century is a competition between educational systems”**

Higher Education for the 21st Century

- ❖ Nowadays, all educational policies in order to be relevant to its time and society must consider the global context
- ❖ Need to design and implement new approaches to education with a global vision
- ❖ Transition from an educational paradigm traditionally focused on national interests to another one integrating a global perspective of human problems

Higher Education for the 21st Century

- ❖ "It is necessary to create and implement a new educational model, capable of facing the current challenges of a global society, interdependent, competitive and constantly changing, to undermine its negative and perverse effects"
- ❖ Higher education systems must be linked to their local, regional and national context and to be opened to the world with a universal vision in order to educate "global citizens" committed to global problems, and to appreciate and value cultural diversity

Higher Education for the 21st Century

- ❖ Institutional and national protectionism must be replaced by the recognition of international cooperation, thus giving a renewed impulse for both students and scholars, as well as institutional development and improvement
- ❖ This new concept must be understood more as an attitude of the mind and a change of mentality, than a mere problem of physical mobility

Higher Education for the 21st Century

1. *DELORS* REPORT (UNESCO, 1994)

Social and cultural function of University

- ❖ Interdependence between nations
- ❖ Understanding and respect for one's culture and also of other cultures (the teaching of history and common heritage of mankind)
- ❖ Respect for cultural diversity and pluralism
- ❖ Use of ICTs

Higher Education for the 21st Century


- ❖ A new educational model able to meet challenges from globalisation should promote the human development rather than just economic development
- ❖ Students of the 21st century need to be educated according to a *learning paradigm (learn to learn)*
- ❖ Faculty should design methods and learning environments, and work in team with their students
- ❖ In the 21st century, humans will constantly face challenges of adaptation, responsibility, participation and pluralism

Higher Education for the 21st Century

- ❖ Professionals of the post-industrial era will require new skills to work and learn such as abstraction, systemical thinking, experimental research and teamwork
- ❖ Instead of training for employment, students should be educated for "employability". Educate to acquire competences rather than training for a profession

Education versus schooling

Internationalisation of Higher Education

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1. Historical Perspective
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 1. Organisational Structures
 2. Programmatic Structures

1. Historical Perspective

Different Epochs

- A. The internationalist University
- B. Nationalisation and Diversification
- C. Nationalist period
- D. The Post-war
- E. Nationalisation and Massification
- F. Globalisation and Internationalisation

1. Historical Perspective

A. The internationalist University

- ❖ Students and academics pilgrims
- ❖ Universal values of knowledge
- ❖ As "universal", the university is considered "international"
- ❖ In the first European Universities there was just one scientific community (*studium generale o universitas magistrum & scholarum*)
- ❖ University Models: Paris (centred on faculty) and Bologna (centred on students)
- ❖ One language (Latin)

1. Historical Perspective

- ❖ A unique curriculum
- ❖ Same academic and administrative structure
- ❖ Academics and student used to feel at home anywhere
- ❖ College (*colligere*): to gather foreign students and scholars
- ❖ Universities and Colleges: both refer to ways of knowledge and living among “foreigners”
- ❖ This model was "unifying" and "unified" around the universal values of knowledge

1. Historical Perspective

B. Nationalisation and Diversification

- ❖ Signs of exhaustion in the Reform of Western Europe
- ❖ With the division between Catholics and Protestants appeared the divergence and diversification between university models

C. Industrial Revolution: Nationalist University

- ❖ Intensification of national interests
- ❖ The Nation-State enhanced the nationalist character of education
- ❖ Dissemination of new ideologies of Nation-States

1. Historical Perspective

- ❖ The concept of citizenship provokes separation among national and foreign students
- ❖ Training of professionals for economic development
- ❖ No more unique curriculum
- ❖ Creation of different university models (British, German, French, American, Japanese, etc)
- ❖ Diversity of organisational models (Napoleonic University, more autonomous style Oxford and Cambridge)

1. Historical Perspective

- ❖ International dimension through area studies (diplomatic orientation)
- ❖ Acknowledgment of the strategic role of universities in the development of science
- ❖ Creation of departments (professional specialisation needed for economic development)
- ❖ Creation of *Landgranted Universities* (to help de economic development and modernisation of countries)

1. Historical Perspective

D. Post-war and Cold War

- ❖ Competition between different educational systems
- ❖ Ideological war between the West and East
- ❖ Important programmes of international cooperation (Fullbright Programme)
- ❖ Europe was under reconstruction

E. The 90's

- ❖ Priority to economic arguments for promoting international cooperation in higher education

1. Historical Perspective

- ❖ European Union aims to create a European dimension in Higher Education serves as an example for other reforms of the world
- ❖ Economic Integration:
 - North America (TLC)
 - South America (MERCOSUR)
 - Asian Countries (ASEAN)

F. Beginning of the 21st Century

- ❖ Use of more humanistic arguments “Understanding between cultures”
- ❖ Paradigm of global citizenship

1. Historical Perspective

Three stages of University history

1. Model of convergence:

- Universalist or cosmopolitan university model, unifying the world through knowledge

2. Model of divergence:

- Nationalistic trends of the education systems
(Professionalisation, nationalisation of educational objectives)

3. Re-convergence

- Under the effects of globalisation and internationalisation of systems of higher education

1. Historical Perspective

- ❖ Transit from a universalist and internationalist university to a nationalist
- ❖ Massification of institutions, organised primarily around national interests
- ❖ Current academic and organisational model is the result of the creation of the Nation-State and not of the medieval conception of the universal, elitist and internationalist model
- ❖ Globalisation/Internationalisation
- ❖ Use of English, Maths (common languages)
- ❖ Use of ICTs
- ❖ Harmonisation of educational systems (Bologna Process)
- ❖ Large-scale mobility programmes

1. Historical Perspective

Facing the challenges of globalisation, HEIs have to:

- ❖ Rescue their internationalist past
- ❖ Create transnational alliances based on collaborative networks
- ❖ Enhance the role of universal knowledge
- ❖ Prepare for the global, interdependent and multicultural society:
 - Global citizens, Alumni “globally competitive”
 - More professional and academic skills

2.UNESCO Statement

- ❖ A university that wants to maintain its presence and leadership in the field of higher education as well as scientific and technological development has to increase its international relationships
- ❖ The expansion of the international dimension of higher education, more than an option it is a responsibility of every institution and its programmes
- ❖ A grave prejudice is made to students if they are not prepared to live and work in a complex, interdependent and multicultural world

2.UNESCO Statement

- ❖ Cooperation in Higher Education should reduce the differences between developed and developing countries
- ❖ Promote international mobility as a means to advance and share knowledge in order to increase solidarity

All Institutions of Higher Education should:

- ❖ Take the lead in internationalisation, rather than reacting only to external forces of globalisation and the market
- ❖ Include cooperation as part of their institutional mission for which a specific structure or appropriate mechanisms should be created

2.UNESCO Statement

- ❖ HEIs leaders with the active support of all the members of the academic community, should develop clear policies and institutional programmes of internationalisation
- ❖ These policies should be integrated into the institutional daily life and be adequately funded by internal and external sources

2.UNESCO Statement

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- A faint, light blue world map is visible in the background of the slide, showing the continents and major landmasses.
- ❖ Programmes of academic mobility that have been implemented in regions like Europe, Asia and North-America should continue to serve as catalysts and models to increase the flows of individuals around the world
 - ❖ All programmes of internationalisation should be based on the principle of cooperation among equals promoting competition, cultural diversity and a culture of peace among citizens

3. Definitions

Globalisation *versus* Internationalisation

- ❖ Terms used in a misleading way
- ❖ Different and even opposite meanings
- ❖ Globalisation: “the flow of knowledge, technology, people, values, and ideas that transcend borders”
- ❖ "Globalisation affects each country in a different way according to their history, traditions, culture and priorities ..." (Knight and de Wit, 1997)
- ❖ Internationalisation is described as one of the ways by which a country responds to the impact of globalisation, respecting the individuality of each nation

3. Definitions

- ❖ Internationalisation is a means to promote and strengthen national identity
- ❖ Globalisation can be understood as a catalyst
- ❖ Internationalisation is a proactive response of academics to this phenomenon
- ❖ Internationalisation is dialectically opposed to globalisation, because it rests on the relationship between nation and Nation-State

3. Definitions

- ❖ Its starting point is the recognition of differences among nations
- ❖ In contrast, globalisation tends to undermine the foundations of the Nation-State, the existence of nations and their differences, emphasizing more similarities than differences
- ❖ The internationalisation promotes the recognition and respect for differences and cultural identity, while globalisation develops homogenisation
- ❖ Internationalisation is seen as "complementary" or "compensatory" of the globalising trends, as it acts against the homogenisation effects

3. Definitions

- ❖ Internationalisation is the set of efforts made by the HEIs to adapt to a globalised world (M. van der Wende, 1993)
- ❖ International education should not be limited to the internationalisation of curriculum, exchange of students and faculty, and international cooperation programmes. It should involve different commitments and attitudes, global awareness, an orientation and a dimension that transcend the entire institution and transform its culture (Harari, 1989)

3. Definitions

- ❖ Internationalisation is any effort made by higher education systems to meet the requirements and challenges demanded by the globalisation of society, economy and labour markets (Kerr, 1994)
- ❖ Internationalisation is the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of postsecondary education (J. Knight, 2003)

3. Definitions

- ❖ Internationalisation refers to a process of organisational change, curriculum innovation, professional development of faculty and administrative staff and student mobility in order to achieve excellence in teaching, research and other activities that are part of universities' functions (Rudzki , 1998)

3. Definitions



3. Definitions

- ❖ **Internationalisation** is an educational process that consists in integrating into the university main functions a global dimension, international, intercultural comparative and interdisciplinary dimension (Gacel)
- ❖ The purpose of the policy of internationalisation is the institutionalisation of the international dimension in all its aspects (administrative and academic structure, faculty and staff, students, content of courses and programmes) (Gacel)
- ❖ The current concept of internationalisation of higher education no longer refers to the organisation of international activities (academic and student exchange)

3. Definitions

- ❖ It is not to be confused having international activities with that of having an institutional policy of internationalisation (Harari, 1989)
- ❖ Having international students does not mean having an international institution. What truly makes an institution to be international is a whole range of conditions (Harari)
- ❖ Internationalisation is no longer just an individual event, of an student or faculty, focused on the mobility of people whose benefits are mainly individual
- ❖ **Now the process of internationalisation should focus on the institutional interest**

3. Definitions

- ❖ The process of internationalisation should be seen as an institutional opening to the outside and should be an integral part of development plans, strategic planning and policies of higher education institutions
- ❖ A process of internationalisation is a strategy of institutional change that results in the development of a new culture that values international, intercultural and interdisciplinary approaches, allowing the promotion and support of international initiatives for interaction, cooperation and exchange

3. Definitions

- ❖ The goal of the internationalisation process is to inculcate among students, faculty and administrative staff, new knowledge, skills and attitudes in order to be successful in a global, interdependence, international and multicultural environment

4. Rationales

❖ Quality of education:

- Deeper insight into academic contents through an interdisciplinary, intercultural, international and comparative perspective
- Innovation in curriculum and teaching methods
- Enrichment of the person through the exchange of experience and knowledge
- Individual enrichment through international experience
- Positive impact on the quality of university management

4. Rationales

❖ Relevance of education:

- Preparing graduates to function effectively in an increasingly interdependent, competitive, global and multicultural world
- Making a country more competitive in the international concert

4. Rationales

❖ Classification:

a) **Political reasons**

- a) Foreign policy
- b) National security
- c) Technical assistance
- d) Peace and comprehension

b) **Economic reasons**

- a) Economic growth and competitiveness
- b) Financial resources

c) **Cultural and social reasons**

- c) Social function of university
- d) Personal growth

d) **Academic reasons**

- a) Quality
- b) Prestige

4. Rationales

❖ Conclusion:

- Match between different actors and their reasons and motives
- The main difference is in the priority of their motives
- The actors do not use a single argument but the combination of several
- The arguments change if it is an institution, a country or an individual
- Also change with time and the historical moment

Institutional Strategies

- ❖ **Strategy** gives a notion of directed and planned action, and can be used both for administrative and academic activities. It goes beyond simply having international relations
- ❖ Internationalisation demands two kinds of responses
 - **Administrative:** integrating an international dimension in the mission, policies and institutional procedures
 - Organisational structures
 - **Academic:** integrating the international dimension in academic programmes and university main functions
 - Programmatic structures

Institutional Strategies

- 
- ❖ Efforts of internationalisation require three basic elements:
 - **Cooperation:** between government, professional associations and the general public towards a common goal.
 - **Centralisation:** a united effort within the institution to prevent disparity that weaken initiatives
 - **Commitment:** the importance of the institution's role in building a global community

Institutional Strategies

Comprehensive Internationalisation

- ❖ A policy of internationalisation involves comprehensive strategies
- ❖ **Comprehensiveness:**
It means that the internationalisation strategies should be cut across all institutional development policies and permeate all levels of the educational process

Three levels of the educational process

- ❖ **Micro:** Teaching and learning process in the classroom
- ❖ **Meso:** The contents of the academic programmes and the curriculum
- ❖ **Macro:** Participation in the design and decision making of the institutional policies

Institutional Strategies

- ❖ Difference between the strategies that impact the individual and the institutional level
- ❖ To transform higher education systems we must have strategies that impact the institutional level
- ❖ Difference between the internationalisation of the curriculum or just mere student or faculty mobility
- ❖ **The main challenge is the institutionalisation of the international dimension** in all aspects of university's daily life

Institutional Strategies

Theory of Change

2 types of strategies:

- ❖ The ones that impact the system and the organisation
- ❖ The mobility of academics and students cause intellectual and attitudinal effects in individuals. It is only an individual strategy, and therefore it has no effect on the system, nor it can contribute to its improvement and transformation

Institutional Strategies

- ❖ Since most of the decision makers are conceiving international cooperation and mobility as simple individual strategies, international activities are unlikely to contribute to the transformation of the system
- ❖ If continuing with this conception, international activities will remain peripheral and marginal to institutional and educational development

Organisational Strategies

❖ These strategies refer to the administrative organisation, they focus on initiatives that assure the integration of the international dimension into the culture and mission of the institution thanks to appropriate policies and administrative systems

1. Institutional policies and regulations
2. Systems and procedures for the operationalisation and implementation
3. Support services

Institutional Policies and Regulations

- ❖ Leadership and commitment from the university authorities (top-down policy)
- ❖ Integration of the international dimension in the institutional mission and vision
- ❖ Incorporation of the international dimension in the institutional mission and vision
- ❖ Formation of a Committee of internationalisation
- ❖ Building consensus within the university community
- ❖ Active participation of the faculty
- ❖ Design and implementation of policies and institutional strategies for internationalisation
- ❖ Development of an operational plan for internationalisation


Operationalisation

- ❖ The integration of an international dimension into the planning, budgeting and institutional quality assurance
- ❖ An internationalisation plan for each academic unit
- ❖ A central office to coordinate and monitor the internationalisation process
- ❖ A healthy balance between centralised and decentralised structures

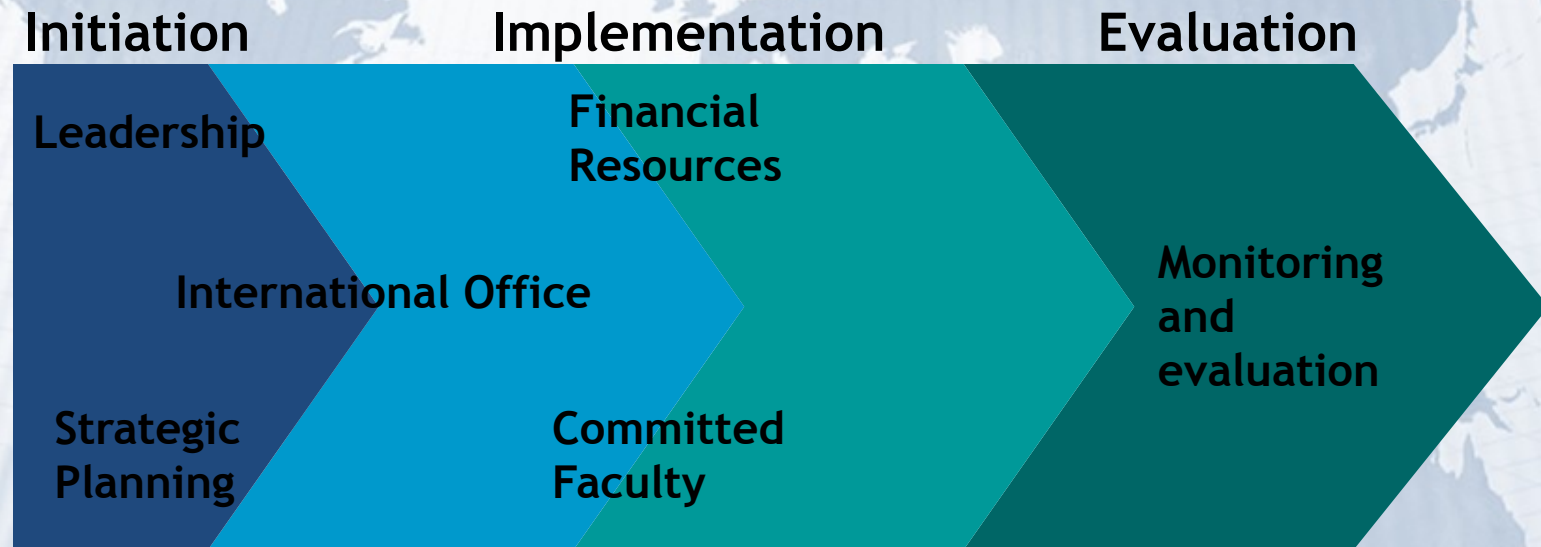
Operationalisation

- ❖ Availability of financial resources
- ❖ International dimension into the process of recruitment and promotion of academic and administrative staff
- ❖ Incentives for participation in international activities
- ❖ Strategies for the promotion and information dissemination

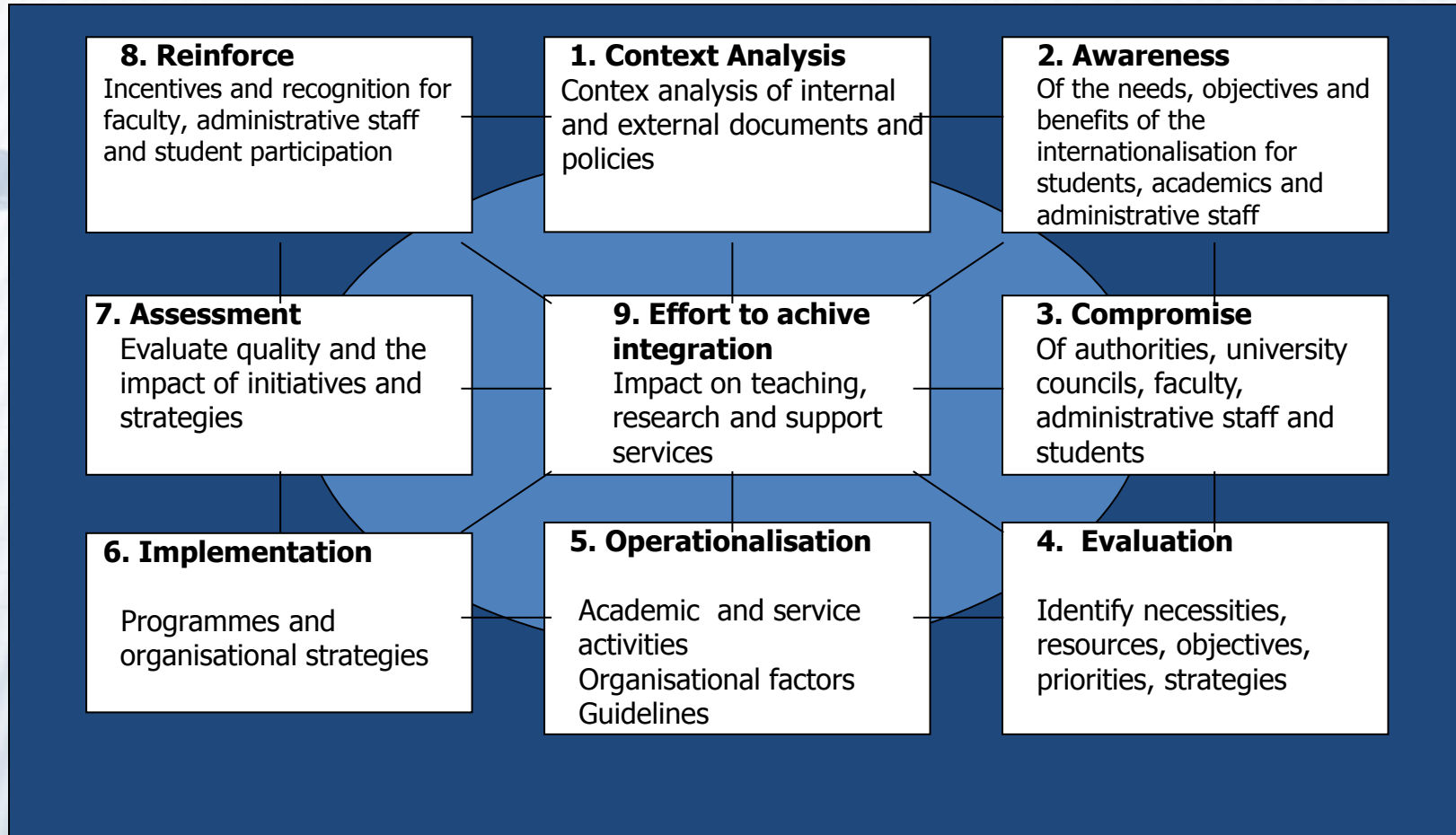
Support Services

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- ❖ Language teaching
 - ❖ Cultural and academic counseling for students
 - ❖ Accommodation for faculty and students
 - ❖ Programmes of interaction between local and foreign students
 - ❖ Extracurricular activities

Stages of the Internationalisation Process



Internationalisation Circle



Source: Hans de Wit, *Internationalization of higher education in the United States of America and Europe: A historical, Comparative and conceptual analysis*, Westport, Connecticut, Greenwood Publishing, 2001, p. 127

Institutional Plan of Internationalisation

- ❖ Assessment of the stage of the internationalisation process of the institution through a team of internal and external evaluators
- ❖ Evaluation of the administrative structures responsible for international management
- ❖ Comprehensive inventory of existing international programmes and activities
- ❖ Assessing the quality of international academic programmes and courses
- ❖ Identification of the faculty and administrative staff with international experience and ability to lead this process
- ❖ Provide recommendations and guidelines for developing the institutional strategy of internationalisation
- ❖ Design of a plan to monitor the development of the process, resources, infrastructure, institutional support and commitment

Programmatic Strategies

Programmatic Strategies:

Mean the organisation of academic activities that focus on integrating the international dimension into the basic functions of HEIs

- ❖ Internationalisation of the *Curriculum*
- ❖ Internationalisation of Research
- ❖ Internationalisation of Community services

Internationalisation of the Curriculum

- ❖ Internationalising the curriculum consists in integrating an international intercultural, global, comparative and interdisciplinary dimension, into the contents and course programmes, with the aim of preparing graduates to act professionally and socially in an international, interdependent, multicultural and global context (Gacel)
- ❖ Internationalisation of the curriculum is the process of developing curricular innovation, with the purpose of integrating an international and intercultural perspective into the curriculum, and if necessary, in the pedagogic method itself (Van der Wende)
- ❖ The internationalisation of the curriculum is similar to the general process of curricular innovation, with the difference that faculty involved should have international experience and knowledge

Definition

- ❖ The best way to consolidate and institutionalise the process of internationalisation
- ❖ The real challenge of the internationalisation of higher education is not the amount or quality of international programmes but the level of internationalisation of the curriculum (Groennings & Wiley)
- ❖ The internationalisation of the curriculum is a multifaceted process not just some trends and programmes in isolation from each other (Harari)
- ❖ The internationalisation of the academic content is a key educational resource for educating critical citizens who can effectively and successfully perform in a global context

Typology of Internationalised Curriculum (OECD)

- 1 Curricula with international content
- 2 Curricula in which the content is broadened by internationally comparative approaches
- 3 Curricula which prepares students for specific international professions
- 4 Curricula in foreign languages which explicitly address cross-cultural communication issues and provides training in intercultural skills
- 5 Interdisciplinary courses such as area or regional studies that cover more than one country
- 6 Curricula leading to internationally recognised professional qualifications
- 7 Curricula leading to joint or combined degrees (i.e. with international studies or language studies)
- 8 Curricula of which a compulsory part is offered at or by offshore institutions by local lecturers (including exchange and study abroad programs)
- 9 Curricula in which the content is specifically designed for international students

Levels of action

❖ Three levels of action:

1. Internationalised contents of the programmes
2. Faculty with international and intercultural experience
3. International and intercultural experience of students

❖ The three main activities of the internationalisation of the curriculum (mobility of students, mobility of the faculty and administrative staff and curricular development) are interrelated and reinforce each other

❖ Student and faculty mobility are the most popular mechanisms used for the internationalisation of the curriculum and sometimes the only mechanism used

Curriculum

- ❖ Review and update of curriculum (infusion of the international dimension, intercultural and global disciplinary courses)
 - To form in each discipline a faculty committee with international experience to lead and monitor changes in the curriculum and its implementation
- ❖ Comparative methods in teaching
 - International Case Studies
- ❖ Studies on cultures and civilisation
 - International General Education
- ❖ Study of foreign languages and cultures
 - Instruction of English as a foreign language

Curriculum

- ❖ Guest scholars
- ❖ Physical and virtual student mobility (recognition of credits)
- ❖ Joint and double degrees
- ❖ Participation of international students in the classroom
- ❖ Mandatory incorporation of international publications

These elements must be incorporated to the curriculum
not just aggregated

Curricular Innovation

Crucial elements in the process of curricular innovation

- ❖ Commitment from institutional authorities with the process of internationalisation
- ❖ Sufficient autonomy of the institution to undertake structural changes
- ❖ Institutional policies that facilitate and support the development of an internationalised curriculum
- ❖ Consistency between mission, vision and policies of institutional development

Curricular Innovation

- ❖ Curricular flexibility of regulations within the institution
- ❖ Combination of centralised and decentralised structures, and "top down" and "bottom up" strategies
- ❖ Faculty and administrative staff involved in the process of internationalisation, with the knowledge, experience, proficiency of foreign languages and the required intercultural skills
- ❖ Leadership of an academic or a group of academics

Curricular Innovation

- ❖ Solid international cooperation relationships with partner institutions are required for the development and delivery of joint curricula, as well as for exchange programmes of faculty and students
- ❖ Enough funding and adequate goals (to adapt the teaching-learning methods and establish the structures and services needed)
- ❖ Teaching methods using the participation of international students

Internationalisation of the Faculty

- ❖ Academic mobility to gain international experience
- ❖ Participation in international networks for teaching and research
- ❖ Graduate studies abroad
- ❖ Incentives and recognition for participation in international projects, as part of the evaluation and academic performance of scholars
- ❖ Programmes to promote the attendance to international seminars, congresses and conferences
- ❖ Incentive programmes to develop new courses with an international and intercultural approach
- ❖ Recruitment of faculty with international experience

Internationalisation of Research

- ❖ Establishment of cooperation agreements and international research collaboration
- ❖ Reception of visiting scholars
- ❖ Incorporation of guest lecturers in seminars with curricular value
- ❖ International thesis director or advisor for local students for research topics
- ❖ Disseminating research results and sharing knowledge through international networks and communication systems
- ❖ Publications, databases, conferences, seminars, international workshops on research areas

Internationalisation of Research

- ❖ Sabbatical years and updating courses
- ❖ Participation in thematic networks of national and international research by discipline or specialisation
- ❖ Establishment of research centres of excellence with an international focus
- ❖ Participation in international research and development programmes
- ❖ Promotion of the international mobility of researchers
- ❖ Promotion of research on international, intercultural and global issues

Students

- ❖ Promoting student mobility through agreements between institutions that include the recognition of qualifications
- ❖ Diffusion of study abroad opportunities
- ❖ Internships in international companies
- ❖ Regular or special programmes for international students
- ❖ Extracurricular activities that involve local and international students

Impact of International Experience

85% of students demonstrate:

- ❖ A change of attitude that enables them to appreciate the cultural dimension of human behaviour
- ❖ A growing interest in reflective thought
- ❖ Greater tolerance
- ❖ Personal growth
- ❖ Independence, autonomy and self-confidence
- ❖ Ability to adapt to new people, places and situations
- ❖ Ability to develop interpersonal relationships
- ❖ Ability to act as a cultural mediator
- ❖ Ability to recognise, accept, respect and appreciate cultural differences
- ❖ Development of an intercultural sensitivity

Impact of International Experience

IMPACT ON 4 LEVELS:

1. Academic Impact

Academic benefits after being exposed to a different educational system

2. Professional Impact

Better job opportunities

Positive impact on future professional development

3. Linguistic Impact

Fluidity, richness of vocabulary, accent, colloquialisms, etc

4. Cultural Impact

Cognitive Skills and International Education

International Education:

- ❖ Enables to restructure what already has been learned based on the knowledge of other cultures, different idiosyncrasies, and the development of cross-cultural communication skills
- ❖ The stay abroad of faculty and students increases the important development of cognitive skills

Cognitive Skills and International Education

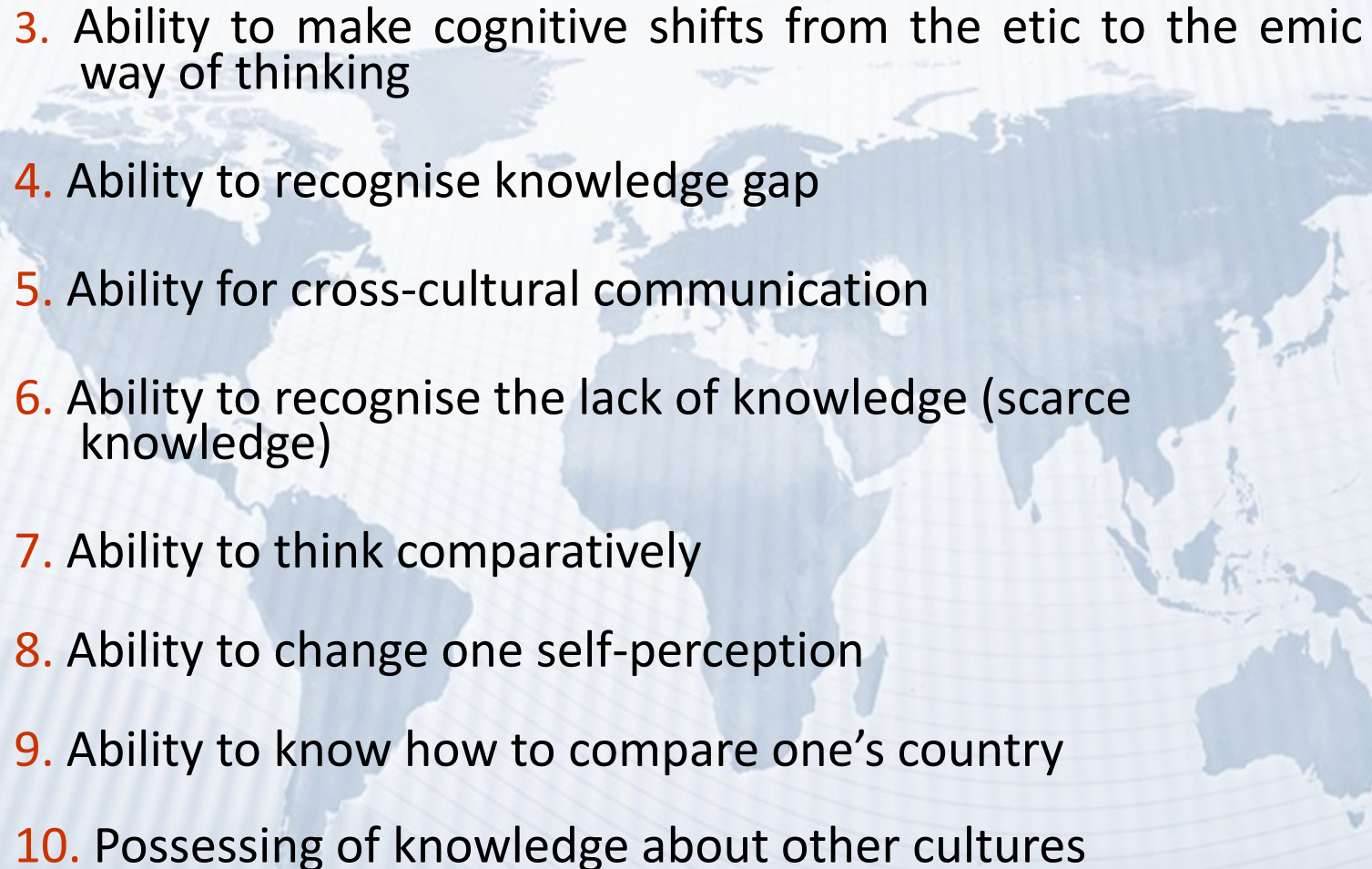
International Education a Cognitive Bridge for 21st Century (Mestenhauser)

1. Ability to recognise differences
2. Understanding the difference between the *emic* and *etic* approach

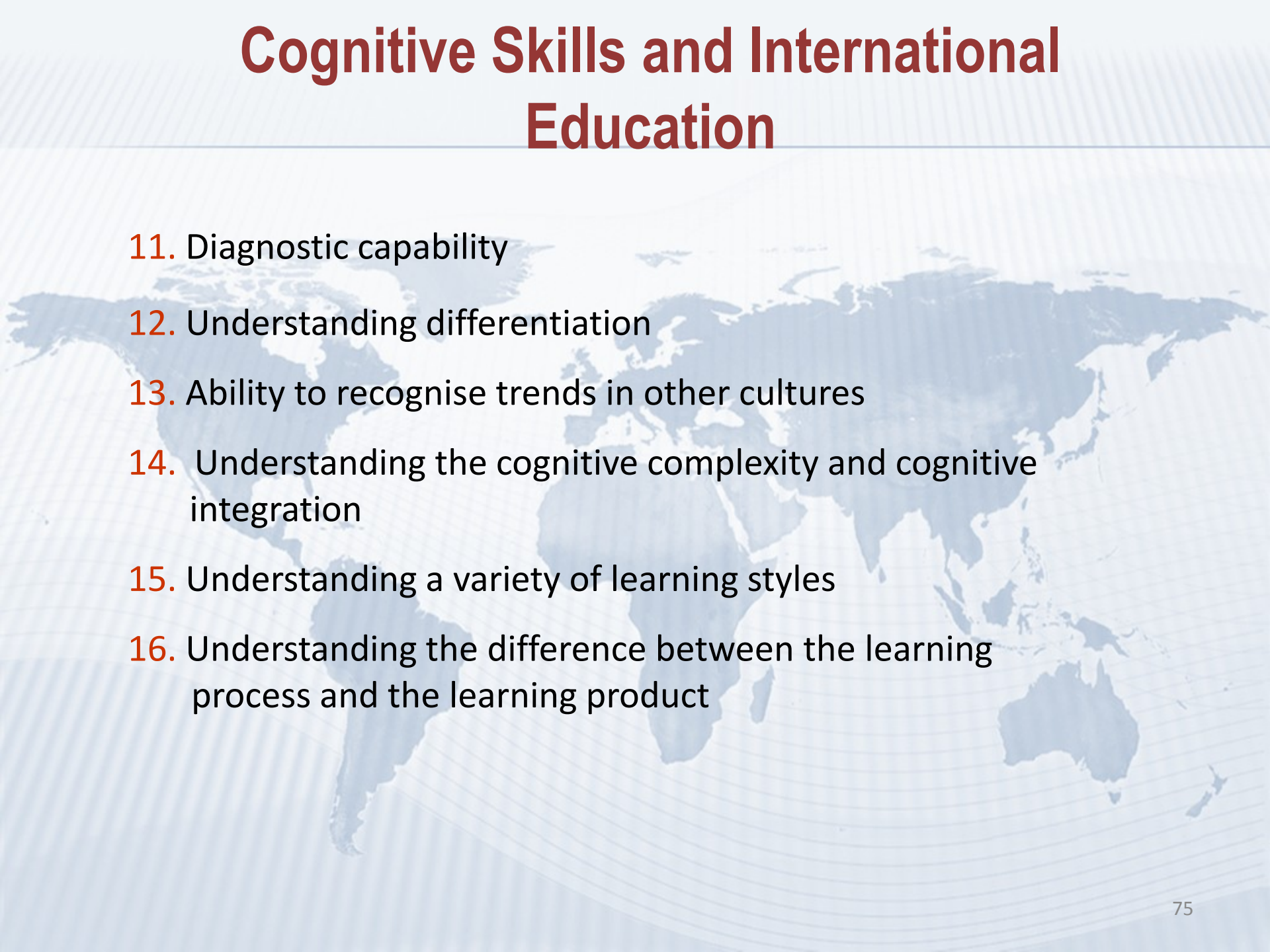
Etic means that we see other cultures through the lens of our own knowledge and experience

Emic thinking allows the observer of another culture to view it through its own internal logic

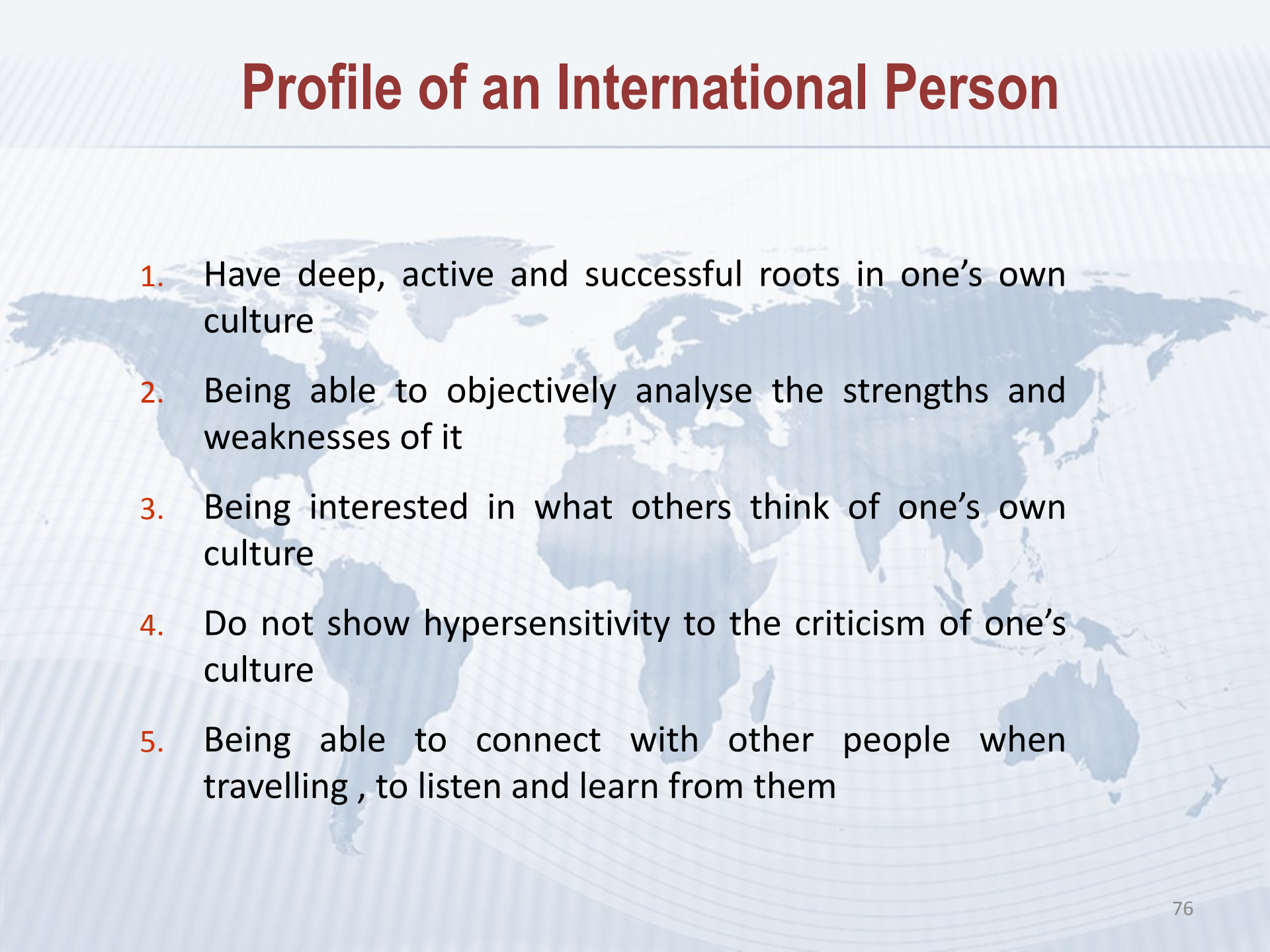
Cognitive Skills and International Education

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3. Ability to make cognitive shifts from the etic to the emic way of thinking
 4. Ability to recognise knowledge gap
 5. Ability for cross-cultural communication
 6. Ability to recognise the lack of knowledge (scarce knowledge)
 7. Ability to think comparatively
 8. Ability to change one self-perception
 9. Ability to know how to compare one's country
 10. Possessing of knowledge about other cultures


Cognitive Skills and International Education

- 
- 11. Diagnostic capability
 - 12. Understanding differentiation
 - 13. Ability to recognise trends in other cultures
 - 14. Understanding the cognitive complexity and cognitive integration
 - 15. Understanding a variety of learning styles
 - 16. Understanding the difference between the learning process and the learning product

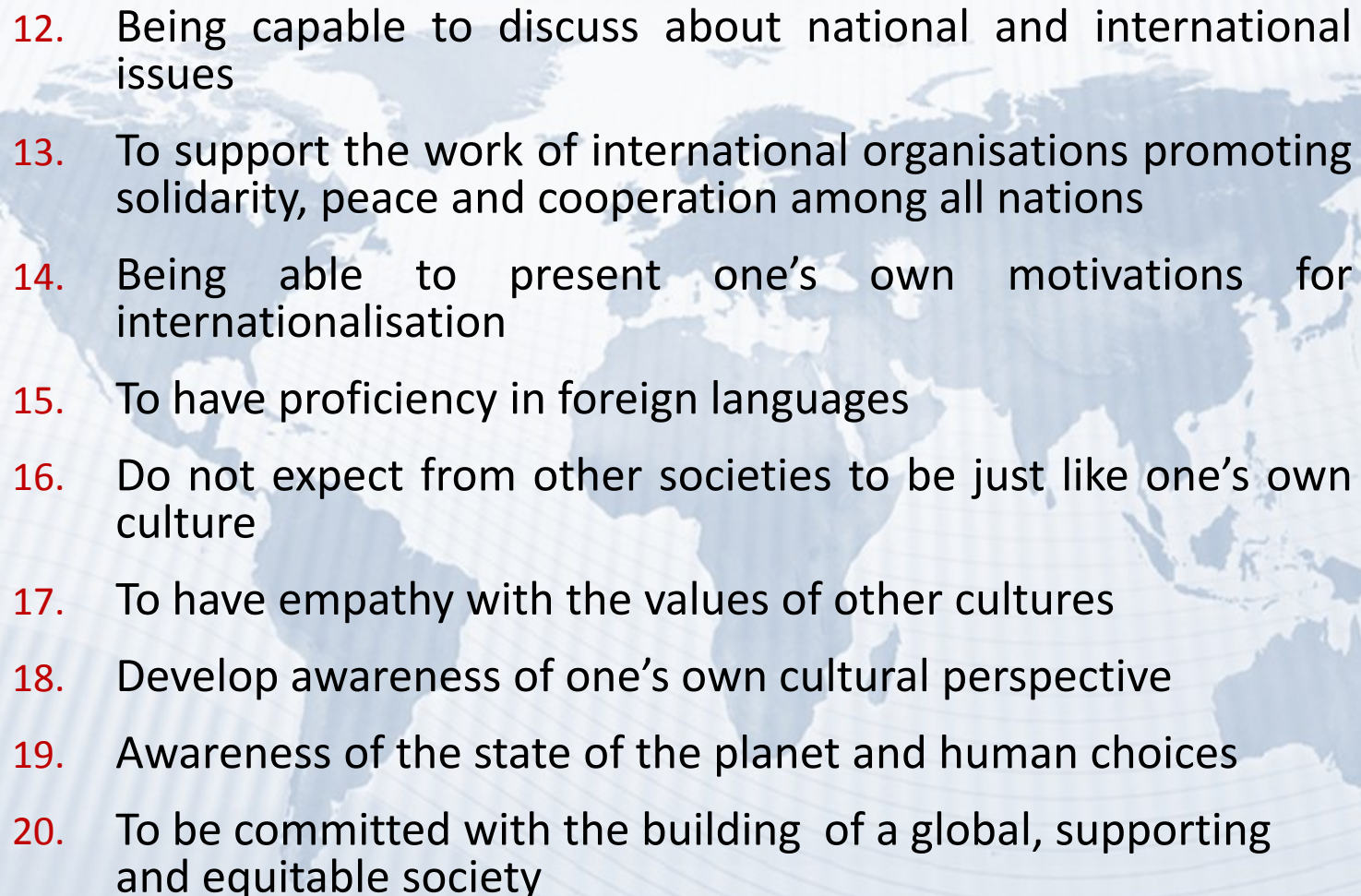
Profile of an International Person

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1. Have deep, active and successful roots in one's own culture
 2. Being able to objectively analyse the strengths and weaknesses of it
 3. Being interested in what others think of one's own culture
 4. Do not show hypersensitivity to the criticism of one's culture
 5. Being able to connect with other people when travelling , to listen and learn from them

Profile of an International Person

- 
6. Do not pretend to “fix things” of the developing countries
 7. To experience and overcome the “cultural shock”
 8. To keep long lasting relationships with people from other cultures
 9. Maintain professional relationships with foreign colleagues working in the same area
 10. Being a person with whom people from other countries can have a relationship of trust and open dialogue
 11. Being able to talk about other cultures without making stereotypes or extreme categorisations

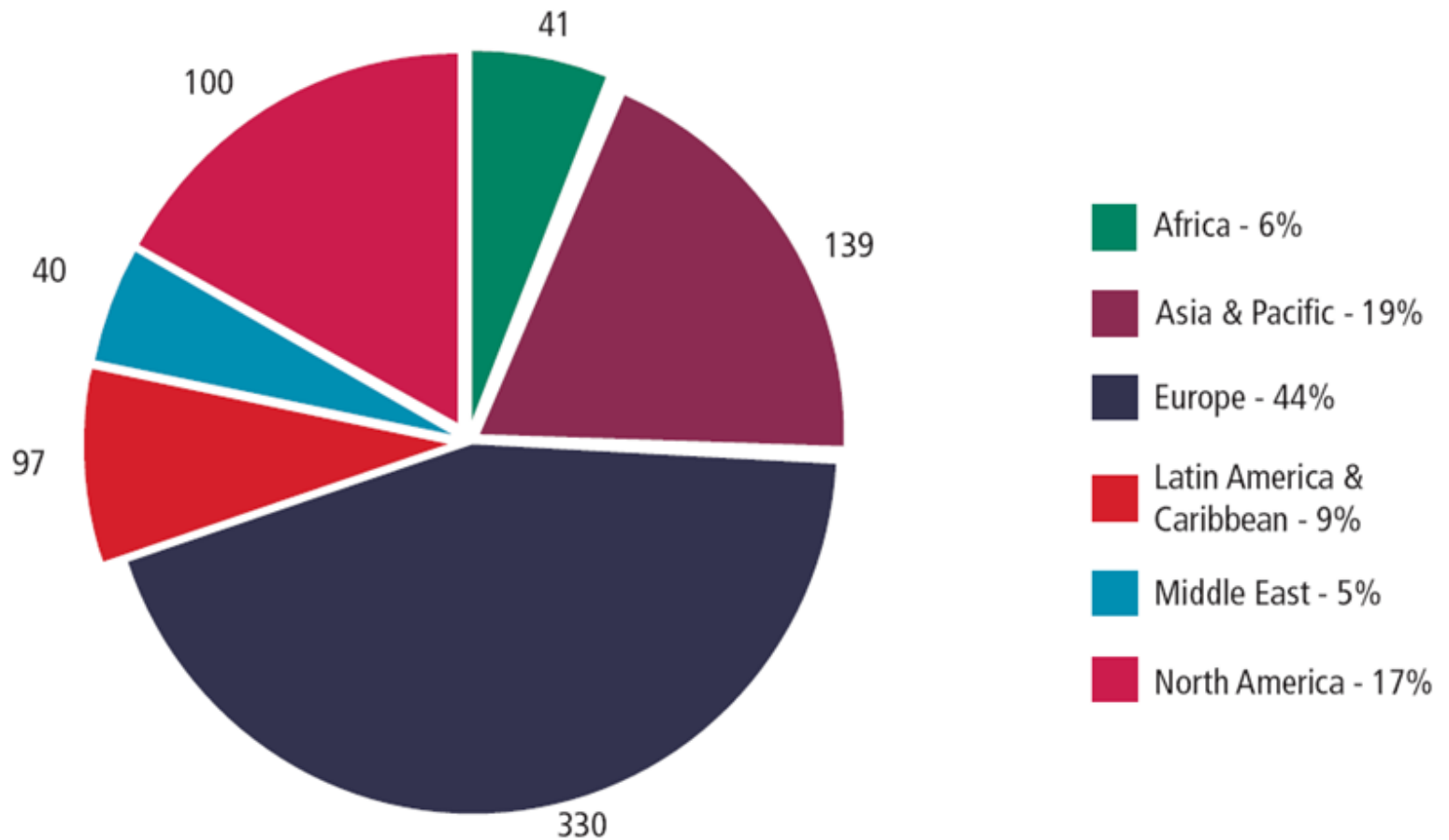
Profile of an International Person

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12. Being capable to discuss about national and international issues
 13. To support the work of international organisations promoting solidarity, peace and cooperation among all nations
 14. Being able to present one's own motivations for internationalisation
 15. To have proficiency in foreign languages
 16. Do not expect from other societies to be just like one's own culture
 17. To have empathy with the values of other cultures
 18. Develop awareness of one's own cultural perspective
 19. Awareness of the state of the planet and human choices
 20. To be committed with the building of a global, supporting and equitable society

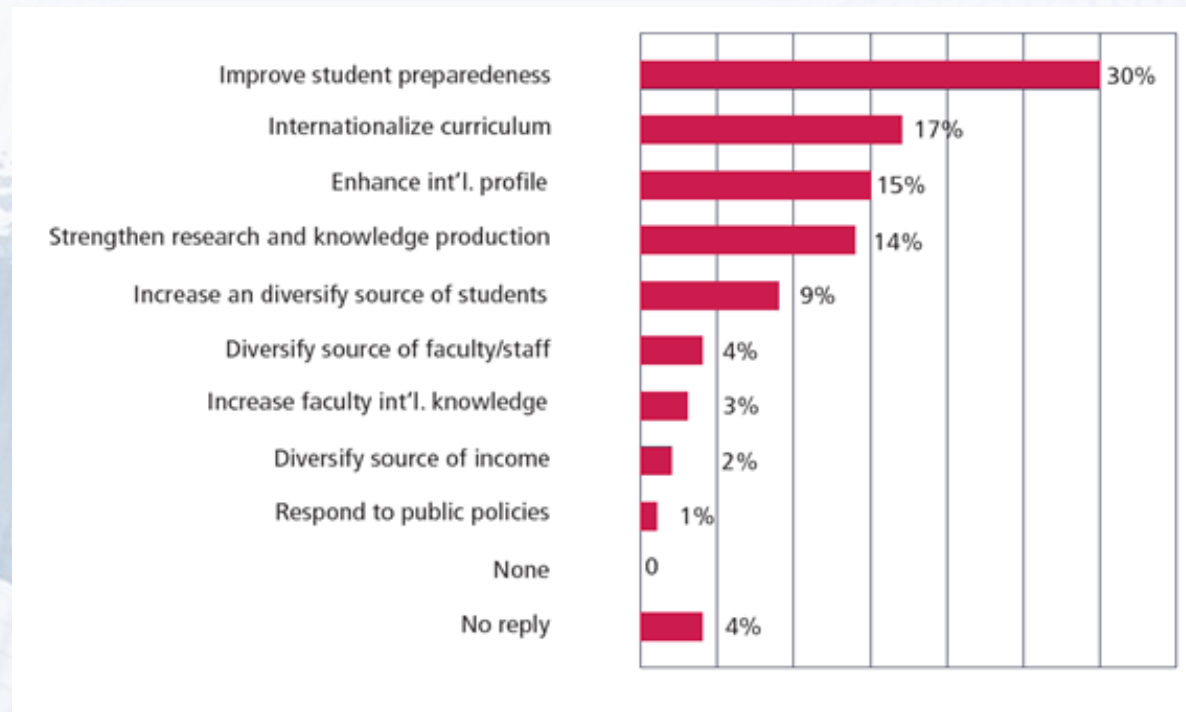
A light blue world map is centered in the background, showing the continents of North America, South America, Europe, Africa, Asia, and Australia. The map is overlaid with a grid of thin, light blue lines representing latitude and longitude. The title text is centered over the map.

IAU 3rd GLOBALSURVEY REPORT

Regional Breakdown of Respondent HEIs



Rationales for Internationalisation

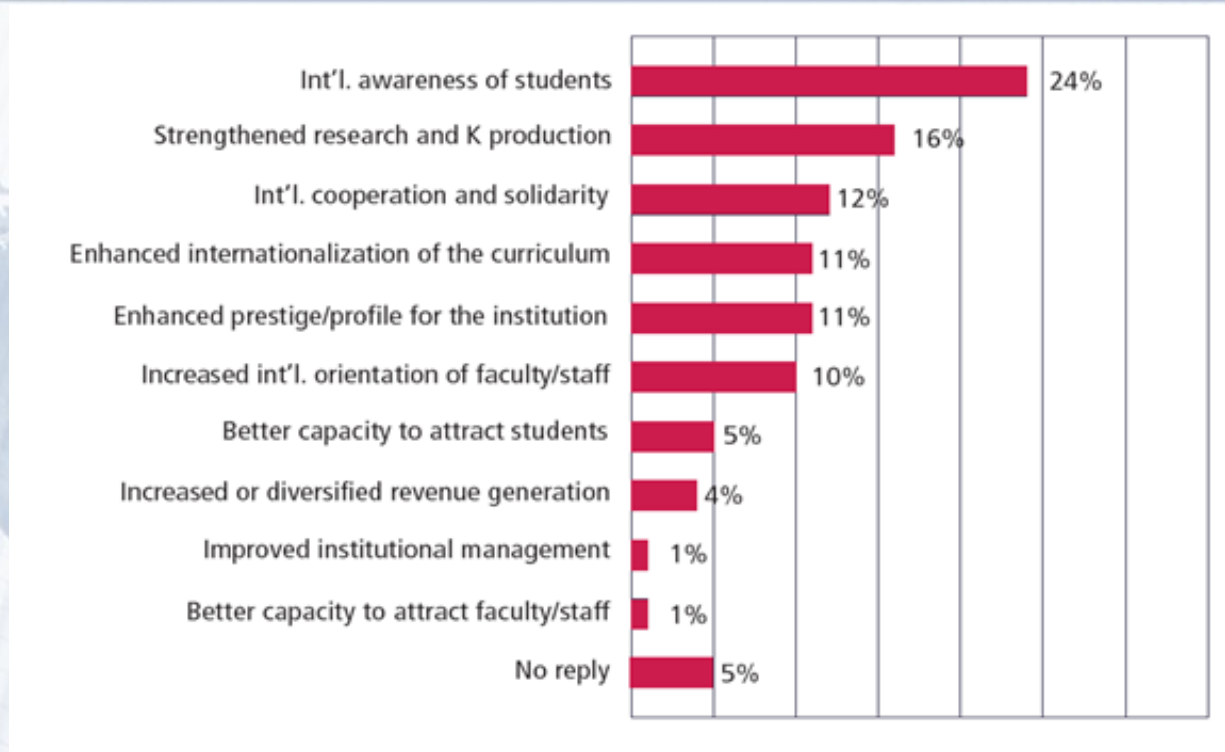


- ❖ World most important rationale: **Improving student preparedness for a globalised/internationalised world**

Rationales for Internationalisation

- 
- ❖ Africa & Middle East highest rationale: **Strengthen research and knowledge capacity production**
 - ❖ HEIs in these regions view internationalisation as a means to improve their institutional capacity for research and knowledge production

Expected Benefits of Internationalisation



- ❖ World most important benefit: **Improved international awareness of students**
 - Except in Africa and Middle East

Expected Benefits of Internationalisation

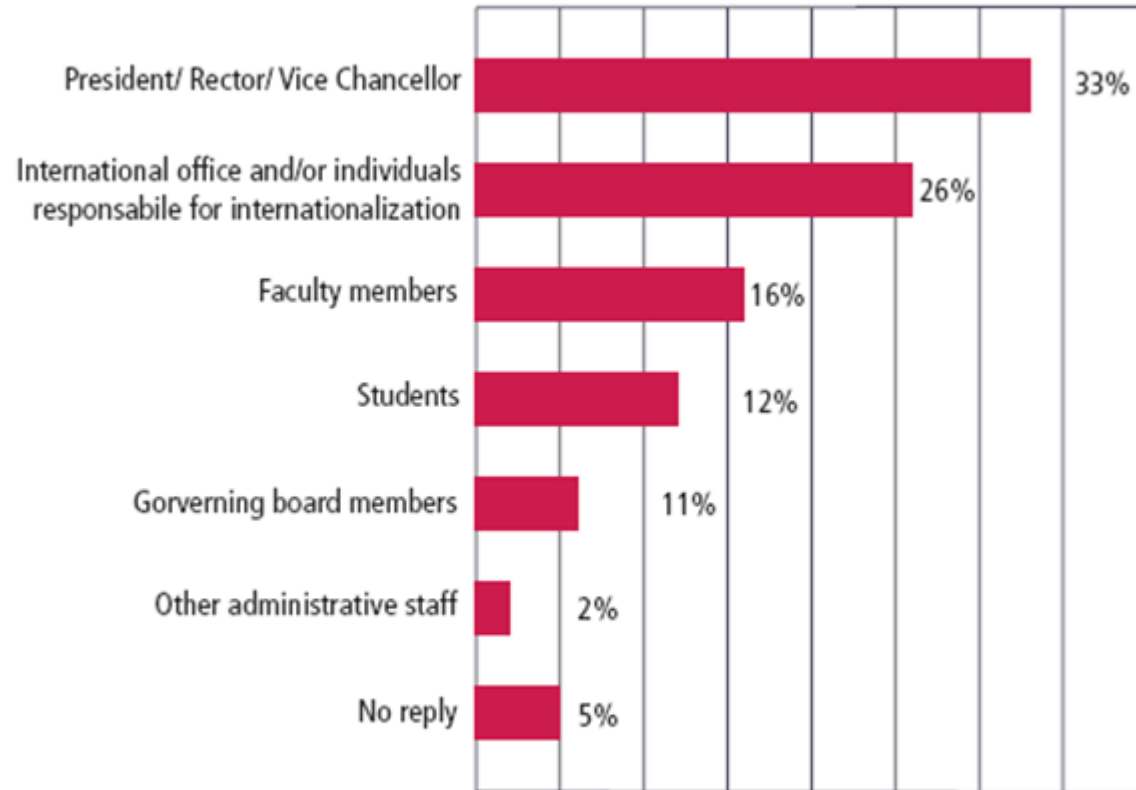
Benefits of internationalization	World	Africa	Asia & Pacific	Europe	Latin - America & Caribbean	Middle East	North America
Increased int'l. awareness of students	24%	15%	20%	23%	30%	18%	33%
Strengthened research and K. production	16%	24%	20%	14%	18%	21%	9%
Int'l. cooperation and solidarity	12%	15%	11%	14%	10%	15%	8%
Enhanced internationalization of the curriculum	11%	7%	12%	11%	9%	7%	17%
Enhanced prestige/profile for the institution	10%	11%	11%	12%	10%	9%	7%
Increased int'l. orientation of faculty/staff	10%	9%	12%	9%	10%	7%	9%
Better capacity to attract students	5%	3%	3%	6%	2%	9%	7%
Increased or diversified revenue generation	4%	3%	4%	2%	2%	7%	7%
Improved institutional management	1%	3%	2%	1%	3%	3%	-
Better capacity to attract faculty/staff	1%	-	2%	1%	-	5%	1%
None	-	-	-	-	-	-	-
No reply	5%	10%	3%	7%	4%	-	3%

KEY:

1st 2nd 3rd

- ❖ In Africa & Middle East the most important benefit: **strengthening research and knowledge production**

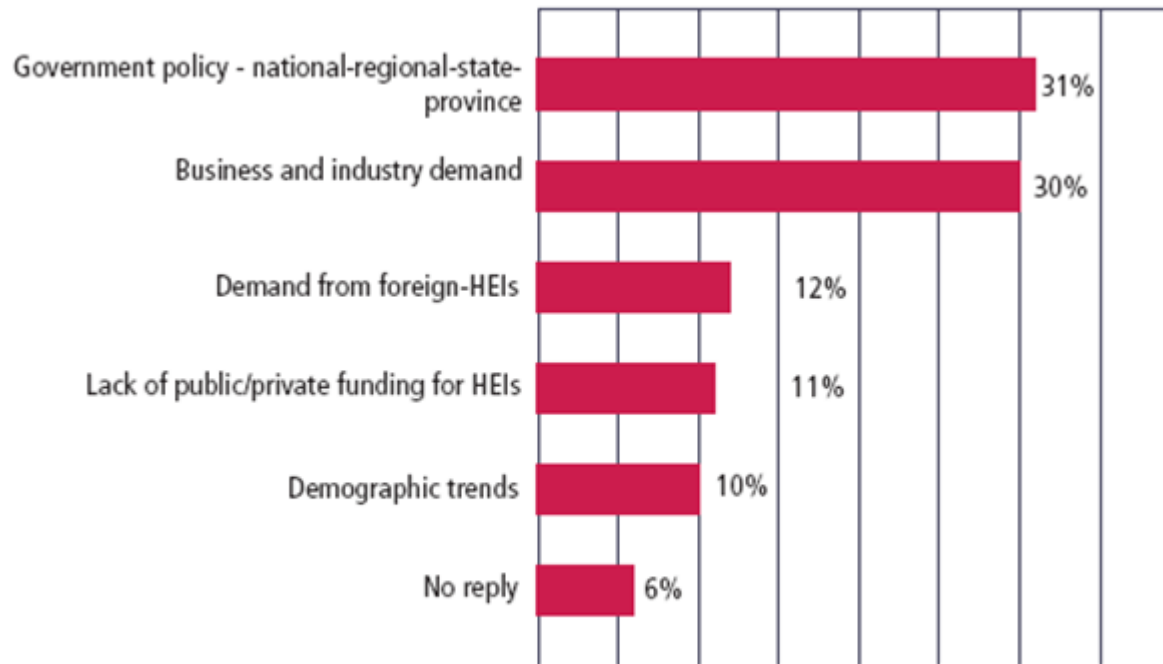
Internal Drivers



Internal Drivers

- ❖ World most important internal driver: the Head of the Institution (President/Rector/Vice Chancellor), followed by the international office
- ❖ Faculty members are the third most important driver, therefore lagging behind
- ❖ Africa assigns the second most important place to faculty members as key driver

External Drivers



- ❖ External drivers:
 - 1. Government policy**
 - 2. Business and industry**

External Drivers

Key external drivers	World	Africa	Asia & Pacific	Europe	Latin - America & Caribbean	Middle East	North America
Government policy (national, regional, state, province)	31%	32%	33%	38%	24%	28%	16%
Business and industry demand	30%	32%	27%	28%	31%	42%	28%
Demand from foreign HEIs	12%	17%	14%	10%	18%	12%	10%
Lack of public/private funding for HEIs	11%	10%	16%	10%	13%	12%	4%
Demographic trends	10%	2%	5%	7%	7%	5%	35%
No reply	6%	7%	5%	6%	7%	-	7%

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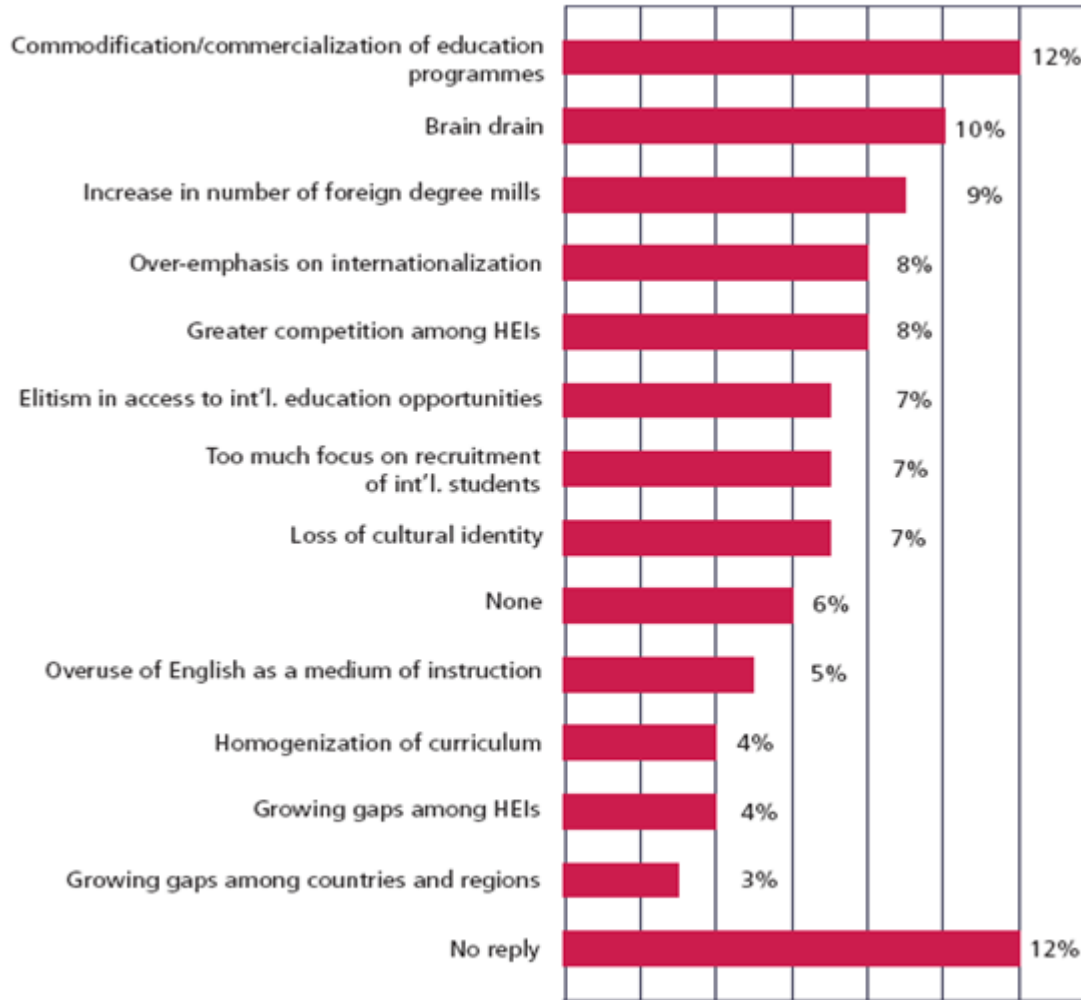
2nd

3rd

- ❖ For Africa **Government policy** and **Business and industry** are equally important
- ❖ For Middle East **Business and industry** is more important than **Government policy**

Risks of Internationalisation

Most significant risks of internationalization – aggregate results (N = 745)

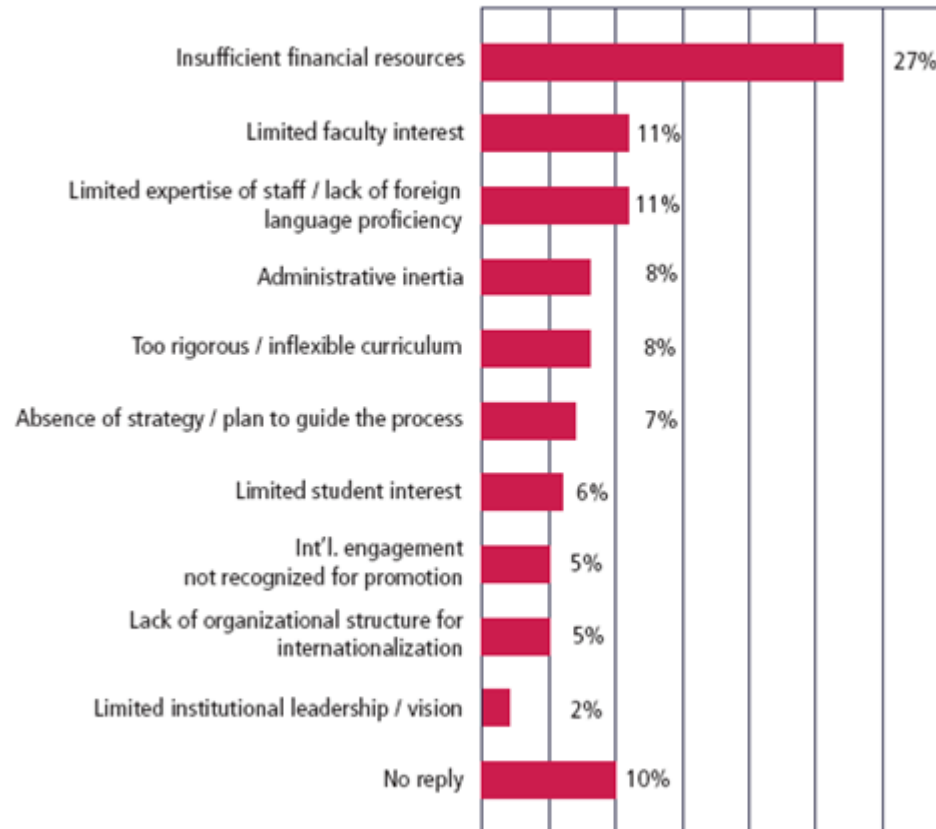


Risks of Internationalisation

- ❖ World top risks:
 1. Commodification/commercialisation of education programmers
 2. Brain drain
 3. Increase in the number of degree mills and low quality providers
- ❖ Middle East reported **loss of cultural identity** as the most important risk
- ❖ In Africa **brain drain** is reported to be the most important risk
- ❖ For Africa and Middle East **brain drain remains a major risk**
- ❖ Brain drain continues to negatively impact the capacities of African Universities and the development of local economies
- ❖ The new trend in brain drain is a movement to other African countries with political stability, better standards of living and working conditions

Internal Obstacles to Internationalisation

Most important internal obstacles to advancing internationalization – aggregate results (N = 745)



- ❖ World most important internal obstacle: **Insufficient financial resources**

Internal Obstacles to Internationalisation

❖ Africa:

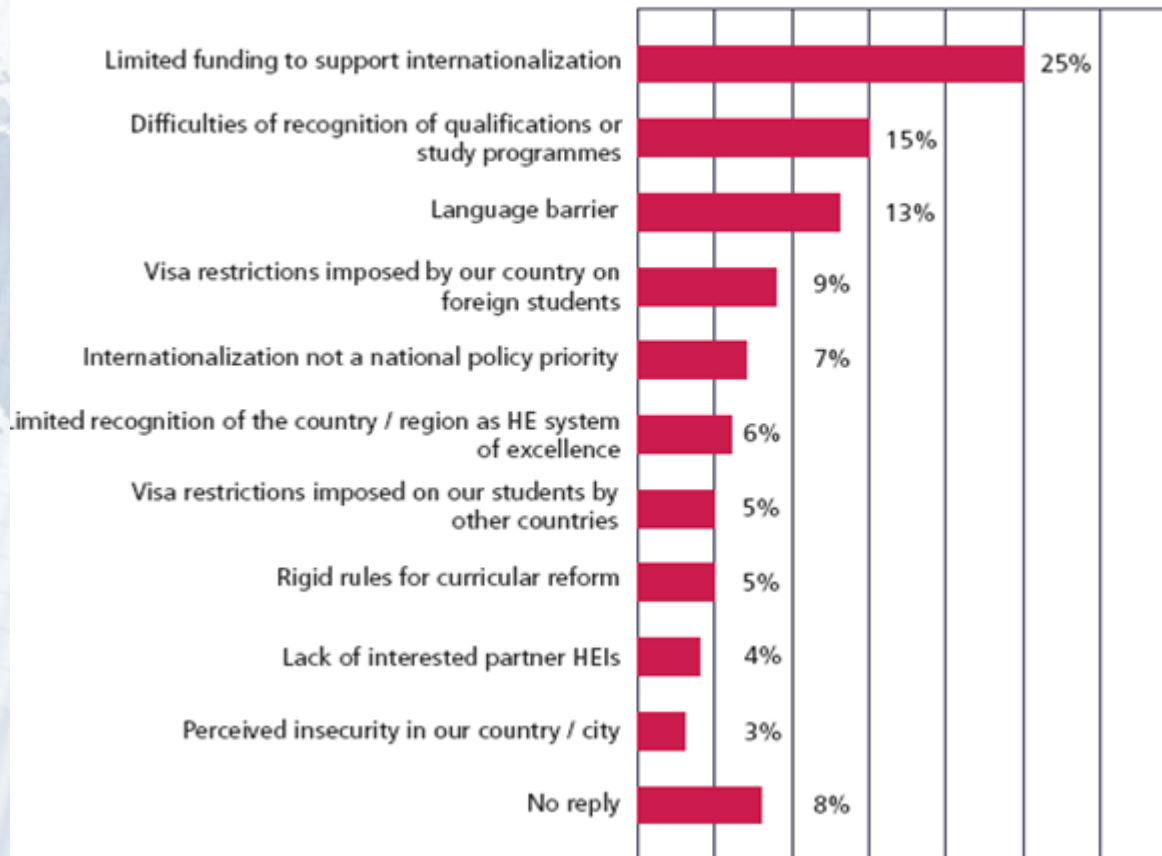
1. Lack of funding
2. The absence of a strategy
3. Weak faculty interest
4. Weak and inadequate institutional capacities and infrastructures and inadequate support to internationalisation process

❖ Middle East

1. Insufficient financial resources
2. Limited student interest and lack of organisational structure for internationalisation
3. Limited expertise of staff and lack of foreign language proficiency

External Obstacles to Internationalisation

Most important external obstacles to advancing internationalization – aggregate results (N = 745)



External Obstacles to Internationalisation

❖ World top ranked external obstacles:

- 1. Lack of funding (private or public)**
- 2. Difficulties in recognition and equivalences of qualifications or study programmes**
- 3. Language barrier**

External Obstacles to Internationalisation in Africa

- ❖ Main external obstacle: **Lack of funding**
- ❖ Government funding for HE in Africa remains low. As a result, internationalisation activities have continued to depend heavily on external resources
- ❖ Second most important external obstacle: **visa restrictions** imposed on students and the **difficulties of recognition and equivalence of qualifications**
- ❖ Lack of frameworks for recognition and equivalence has resulted in attempts to develop regional frameworks for quality assurance and harmonisation of programmes

External Obstacles to Internationalisation in the Middle East

- ❖ Most important external obstacle: **Lack of funding**
- ❖ Second most important obstacle: **Visa restrictions imposed on students by other countries**

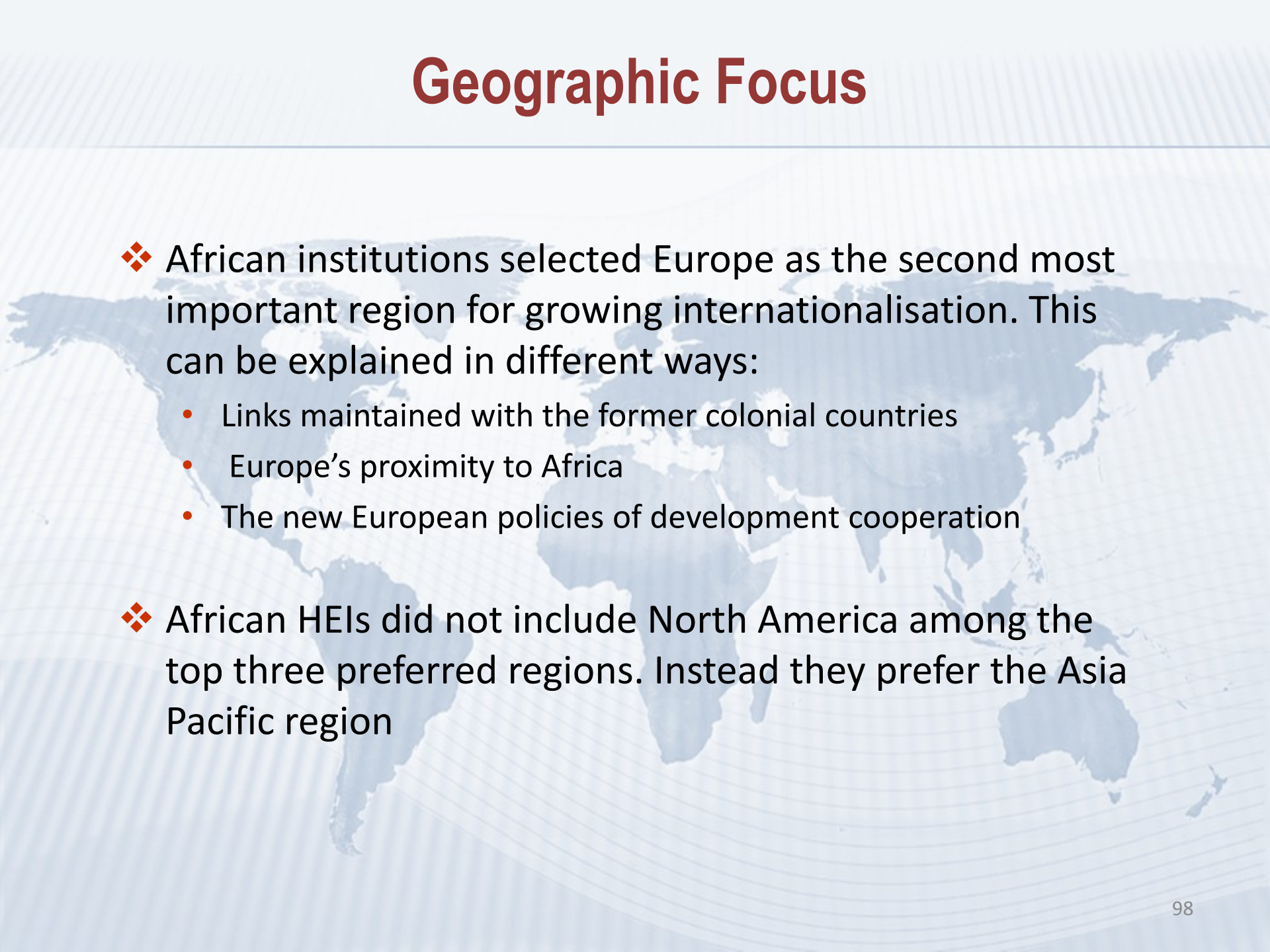
Geographic Focus

Geographic priorities in internationalization policy - regional results (N = 745)

HEI Region \ Priority Area	Africa	Asia & Pacific	Europe	Latin - America & Caribbean	Middle East	North America
Africa	1st					
Asia & Pacific	3rd	1st	2nd			1st
Europe	2nd	2nd	1st	1st	1st	3rd
Latin - America & Caribbean				2nd		
Middle East					2nd	
North America		3rd		3rd	2nd	
No geografic priority			3rd		3rd	2nd

- ❖ Three of six regions, including **Africa**, ranked their own region as the number one priority for internationalisation, demonstrating that intra-regional collaborations is a growing phenomenon

Geographic Focus

- 
- ❖ African institutions selected Europe as the second most important region for growing internationalisation. This can be explained in different ways:
 - Links maintained with the former colonial countries
 - Europe's proximity to Africa
 - The new European policies of development cooperation
 - ❖ African HEIs did not include North America among the top three preferred regions. Instead they prefer the Asia Pacific region

Geographic Focus

❖ Middle East institutions considered:

1. Europe as the most important region for growing internationalisation
2. North America and its own region as the second most important for internationalisation



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