CREATION OF BODIES TO SUPPORT INTERNATIONALISATION

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- Definition of internationalisation
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- Arguments
  - Analisys and tendencies for internationalisation of higher education
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Definitions 1

• Jane Knight: “Process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution.”

• M. van der Wende: “Any systematic effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy and labor markets”
Definitions 2

“The internationalization of higher education is the response constructed by academics to counter the homogenizing and denationalizing effects of globalization”. It is “an educational resource for training critical and well-prepared citizens to perform proficiently in a globalized context.” - Jocelyne Gacel-Ávila
Historical perspective

Middle Ages and Renaissance

• First European universities: one scientific community: *studium generale* or *universitas magistrum and scholarum*.

• Academics and students were pilgrims

• Models: Universities of Bologna and Paris

• Renaissance: Divergence and diversification of university models
Historical perspective

From Industrial revolution on:

- Nation-states bring a nationalist feature to higher education
- Professional training is introduced
- Qualification of public servers at Colonies (Oxford)
- Disappear old model of university: Arts, Medicine, Law, Theology
- New university models: British, German, French, American, Japanese
Historical perspective

Post-war and Cold war period:

- Intensification of national interests
- Departments are created: need for professional specialization which could contribute to economic development
- Change: universal university > nationalist university
- Change: Elitist university > massified university, organised around nation state interests.
Historical perspective

Recent developments:

• Change: Elitist university > massified university, organised around nation state interests.
• Democratisation period (1960`s):
  – Access
  – Equity
• Massification vs internationalisation (1980’)
• Globalised university
Arguments for internationalisation

• POLITICAL: international education has positive consequences over the social internal aspects of a country: social security, values, improvement of diplomatic relations, etc

• SOCIO-CULTURAL: To maintain and promote culture is a major reason for nations to consider internationalisation as a tool to guarantee cultural diversity and to reach an cultural equilibrium due to the effects of globalisation.
Arguments for internationalisation

• ACADEMIC: The development of common academic frameworks, which allow the comparability and compatibility of degrees, became increasingly relevant in the current scenario of mobility of staff, students and graduates.

• ECONOMICAL: The influence on the labour market is one of the most important aspects of internationalisation of higher education.
Therefore...

- Internationalisation promotes the knowledge society, seen as a tool to guarantee social economic, cultural welfare of a society.

- At the same time, it incites the integration and use of ICTs in learning, teaching and research.
Influence of globalisation

• Globalisation: flow of knowledge, technology, people, ideas, which goes across the borders.

• Globalisation is related to the expansion of markets and the elimination of barriers for the commerce and circulation.

• GATT (General Agreements of Tariffs and Trade), its main objective was to eliminate the commerce barriers to improve the production in every sector, including education.
How does it affect HE?

Universities are:
– Exporting education programmes abroad

– Trying to attract foreign students to their campuses

– Through international collaborative agreements
  • Mobility
  • Fees exemptions
  • Subvention of companies
  • Transnational companies
Key statistic data

- Increased number of enrollments at universities around the world:
  - 1985: 58 million
  - 1999: 72 million
  - 2005: 140 million

* Prevision for 2020: 160 million students
  = 60% - 70% in developing countries
More arguments

Reasons why some countries are following this tendency:

- Reduce the transnational barriers to HE
- Eliminate the national subventions or be able to obtain national credits
- Reduce the limitations of foreign investment in education
Analysis and tendencies

- At a MACRO level: there is little data available
  - UNESCO: 2005 IAU Global Survey Report
    Internationalization of Higher Education: New Directions, New Challenges.
  - Reports from different projects on internationalisation coordinated by the University of Alicante: SAFIRO, SAFIRO II, PIHE network (Latin America), BIRD (Lebanon), EXPRESS (Egypt).
Analysis and tendencies

• Variables at a MICRO level:

– What does it make a university international?
1. International students in undergraduate courses;
2. International students in post-graduate courses;
3. Student exchange programmes;
4. Teacher/academics exchange programmes;
5. Staff international collaboration;
6. Study programmes with international reach and focus;
7. Support for international conferences;
Analysis and tendencies

- At a MICRO level:
  - What does it make a university international (II)?
  8. International joint collaboration and research;
  9. Research with an international impact and recognition;
  10. Support services for student mobility;
  11. Networks for the support of international relations;
  12. International curriculum
  13. Teaching / academic / research / administrative staff who have studied abroad
Analysis at the MICRO level
Analysis at a Micro level:
The internationalisation process

Initial phase (ZERO): Internationalisation as an isolated phase:

- Job of a few people (who act freely);
- Internationalisation seen as an exotic activity and for the elites – only the most important people in the organisation participate of the activities abroad.
- Teaching of foreign language;
The internationalisation process

Phase ONE: Student mobility

- Student mobility programmes
- Conscience of need for internationalisation
- Commitment for design and application of programmes that allow the student mobility;
- Creation of ORIs responsible for study abroad programmes and mobility in general;
- Internationalisation as an end
- (In Europe) ECTS is a tool to facilitate integration of foreign students;
The internationalisation process

Phase TWO: Internationalisation of curriculum and research

- Academics realise the need to internationalise in order to bring in an international perspective for curriculum and research
- Organisation of staff mobility
- Internationalisation as a way to improve quality
- Conception of different options to internationalise the curriculum
- Naming of responsibles to coordinate international study plans and research programmes
The internationalisation process

Phase THREE: Institutionalisation of internationalisation

- Internationalisation is already structured;
- Creation of networks based on short distance meetings and the use of ICTs; associations and strategic networking;
- Attention to the quality of internationalisation;
- Promotion of multiculturalism;
- Selection of a responsible for the internationalisation at the institutional level
Results of analysis: Micro level

Phase FOUR: Marketing of results obtained from internationalisation

- Exporting educational services;
- Creating franquicias of educational services;
- Licencing;
- Mixed companies;
- Strategic alliances;
- Creating organisms to promote marketing and commercialization of services.
Models and strategies

Models of IROs

How do universities respond to the new scenario influenced by internationalisation and globalisation?

How do they prepare themselves to reach the Phase four of the internationalisation process?

What type of organisation change is necessary to successfully meet this scenario?
Models and strategies

• HEIs have started to create more flexible structures, which allow them to adapt to this environment. Some examples are:
  • Foundations (non-for-profit)
  • Private companies (belong to the university)
# Models and strategies

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<th><strong>POSITIVE</strong></th>
<th><strong>NEGATIVE</strong></th>
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<tr>
<td><strong>University structure</strong></td>
<td>• Positive participation in university policies;</td>
<td>• Rigid structures, resistant to change (human resources, new activities);</td>
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<td>• Clear services for the academic community.</td>
<td>• Few links to the local environment.</td>
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<td><strong>Foundation</strong></td>
<td>• Simple to access and manage financial resources;</td>
<td>• Does not participate actively on university policies;</td>
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<td>• Flexible structure (human resources, etc...).</td>
<td>• Misunderstood by academics.</td>
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<tr>
<td><strong>Private company</strong></td>
<td>• Brings in a perspective from outside academia;</td>
<td>• Does not participate on university policies;</td>
</tr>
<tr>
<td></td>
<td>• Flexible structure (human resources);</td>
<td>• Misunderstood by academics – on a daily basis.</td>
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<td>• Sinergies between services offered</td>
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Models and strategies

What type of services have been offered?

– Usually:

- Support for incoming international students;
- Support for local students to study abroad;
- Language classes;
- Support for international projects.

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Models and strategies

What type of services are being introduced?

– New services:

• Travel agencies – Educational Tours (as international programs)

• Translation services

• Organisation of International events

• Consultancy – International projects

• Traineeships, internships, etc
Models and strategies

ACADEMIC COMMUNITY

Student support

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International programmes
Consultancy in International projects
Traineeships / Internships
Organisation of events
Translation services
Travel agency

LOCAL ENVIRONMENT

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Conclusions

- SUPPORT FOR EMPLOYEES
- INTERNAL IMPACT
- RESPECT TO RULES
- UNIVERSITY TODAY
- RIGID STRUCTURES
- CONTROL
- ORIENTED TOWARDS OBJECTIVES
- LITTLE INTERNATIONAL PRESENCE
- ORIENTED TOWARDS NATIONAL GOALS

FOCUS Model – Organisational culture

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Conclusions

FOCUS Model – Organisational culture

- Quality Orientation
- Flexibility
- External Impact
- International Presence
- Self Governance
- Support for Employees

UNIVERSITY TOMORROW

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Conclusions

“Financing internationalisation is possible, and each context has its opportunities”
Thank you for your attention!

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