



# INTERNATIONALIZATION OF HIGHER EDUCATION: IS IT THE END, AN END OR ...THE RE)BEGINNING?



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# OUTLINE

- Internationalization, Global Trends
- Internationalization, defining concepts and approaches
- Internationalization of Higher Education: The End, an end or...the (re)beginning?



# Internationalization of Higher Education

- **A relatively new but broad and varied phenomenon**
- **Driven by a dynamic combination of political, economic, socio-cultural and academic rationales and stakeholders**
- **Impact on regions, countries and institutions according to particular context**
- **No single model that fits all**



# STRATEGIC POLICIES AND APPROACHES

- **Regional level:** still underdeveloped but emerging:  
European Higher Education in the World
- **National level:** policy frameworks in an increasing number of countries
- **Institutional level:** more than 2/3 have an internationalization policy, increasingly integrated in overall policy
- **Program level:** recent



# Global Trends

- 1. Growing importance of internationalization at all levels (broader range of activities, more strategic approach, emerging national strategies and ambitions)**
- 2. Increase in institutional strategies (but also risks of homogenization, focus on quantitative results only)**
- 3. Challenges of funding everywhere**
- 4. Trend towards increased privatization through revenue generation**
- 5. Competitive pressures of globalization, with increasing convergence of aspirations, if not yet actions**



## Global Trends 2

- 6 Evident shift from (only) co-operation to (more) competition**
- 7 Emerging regionalization, with Europe often a model**
- 8 Numbers rising everywhere, with challenge of quantity versus quality**
- 9 Lack of sufficient data for comparative analysis and decision making**



# Globalization of Internationalization

- “In the current global-knowledge society, the concept of **internationalization of higher education has itself become globalized**, demanding further consideration of its impact on policy and practice as more countries and types of institution around the world engage in the process.
- Internationalization should no longer be considered in terms of a westernized, largely Anglo-Saxon, and predominantly English-speaking paradigm.”

(De Wit and Jones, 2014)



**“NOT ONLY IS INTERNATIONALIZATION A MEANS RATHER THAN AN END, BUT THE ENDS MAY VARY FROM INSTITUTION TO INSTITUTION AND THE PARTICULAR APPROACH TO INTERNATIONALIZATION CHOSEN IS DEPENDENT ON THE ENDS BEING PURSUED.” (HUDZIK, 2011)**

- We consider internationalisation too much as a goal in itself instead of as a **means to an end**.
- Internationalisation is not more and less than a way to **enhance the quality of education and research and their service to society**.





# EMERGENCING AREAS OF FOCUS

- **Transnational Education**
- **Internationalization of the Curriculum**
- **Digital Learning**



# THREE PILLARS OF INTERNATIONALIZATION

- MOBILITY
- CURRICULUM
- PARTNERSHIPS



## **Focus of national and institutional strategies tends to be still on**

- **Mobility**
- **Short and/or long term economic gain**
- **Talent recruitment**
- **International positioning**

## **Far greater efforts needed to**

- **Incorporate approaches into more comprehensive strategies**
- **Focus on internationalization of the curriculum and learning outcomes to enhance quality of education and research**



# Five basic sub-concepts

Transnational or Cross-Border Education

Internationalization at Home

Internationalization of the Curriculum

Global citizenship

Comprehensive Internationalization



# Transnational or Cross-border Education

- Contested terms, but in essence comprises all aspects of higher education crossing borders: students, scholars, teachers, programs, projects, institutions.
- It is more linked to the abroad or mobility side of internationalization, but the at home side impacts on it.



# Internationalization at Home

- “Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.”

(Beelen and Jones, 2015)



# Internationalization of the Curriculum

- “Internationalization of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.”

(Leask, 2015)



# Global Citizenship

Two components: the social and professional are seen as key aspects of living and working in a global society

Although global citizenship is a highly contested and multifaceted term, three key dimensions seem to be commonly accepted: global competence, social responsibility, and civic engagement (Morais and Ogden 2011)





# COMPREHENSIVE INTERNATIONALIZATION

- A **Commitment** and **Action** to **Infuse** International, Global and Comparative Content and Perspective throughout the Teaching, Research and Service Missions of Higher Education
- It shapes Institutional **Ethos** and **Values** and touches the **Entire Higher Education Enterprise**
- It not only impacts all of Campus Life, but the Institution's **External Frameworks of Reference, Partnerships and Relationships**. (Hudzik, 2011)



# PERCEPTIONS AND PRACTICES

- Internationalization has become a **mainstream point of focus and reference** in the Higher Education Sector
- **Big Words** are used to make this clear: Soft Power, Reputation, Global Citizenship, Sustainable Development Goals, Comprehensive
- The **Practice** is still more on: Income Generation, Rankings, Recruitment of International Students, Study Abroad and Teaching in English
- It is time to **Align Perceptions and Practice** in **Comprehensive Internationalization Strategies for All!**



# THE END OF INTERNATIONALISATION?

- Over the last two decades, the concept of internationalisation has moved from the fringe of institutional interest to the core.
- We have to move away from dogmatic and idealist concepts
- Understand internationalisation and globalisation in its pure meanings, not as goals in themselves but rather as a means to an end
- Be more clear on why we are doing it!
- And on the outcomes of what we are doing!
- (Brandenburg and de Wit, 2011, the End of Internationalisation)



## AN END OF INTERNATIONALISATION?

- Internationalisation Myths (Knight 2011) and Misconceptions (de Wit, 2011):
- There is still a predominantly activity-oriented approach toward internationalisation
- Numbers ( of agreements, of international students, of study abroad, of teaching in English) and mobility are driving exclusively the agenda



# A (RE)BEGINNING?

- **Rethinking Internationalisation: Affirming Academic Values in Internationalization of Higher Education: A Call for Action**
- “As institutions develop their internationalization strategies, they should be clear and transparent about why they are undertaking a particular initiative, how it relates to their academic mission and values, and what mechanisms can be put in place to avoid possible negative consequences.
- Open discussion, within and across institutions and associations and with governments, should keep fundamental academic goals and principles in the foreground, in the context of rapid change, complex realities, and ever-mounting pressures of competition and limited resources.” (IAU, 2013)



# THE NEED FOR A REVISED DEFINITION OF INTERNATIONALIZATION OF HIGHER EDUCATION

## **Reflects increased awareness that**

- **IoHE must become more inclusive and less elitist**
- **Mobility must become an integral part of the internationalized curriculum that ensures internationalisation for all**

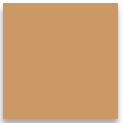
## **Re-emphasises that**

- **Internationalization is not a goal in itself, but a means to enhance quality**
- **Should not focus solely on economic rationales**



# Updated Definition: Internationalization of Higher Education

- **“The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society”**
- **(de Wit et al, 2015, European Parliament Study)**



# WHERE IS THIS NEW INTERNATIONALISATION GOING?

## PERCEIVED DESIRABLE OUTCOMES

- **A higher education system capable of producing global citizens and professionals**
- **Respectful and appreciative of other cultures**
- **Able to contribute to the development of knowledge economies and socially inclusive societies.**
- **Better positioned to address global issues**
- **To compete and cooperate, with the rest of the world, including the emerging regions**





# WHAT ARE KEY ENABLERS

- **Technological opportunities for virtual exchange and blended learning (enhanced international student interactivity)**
- **Further development of joint and double degrees**
- **Better mutual recognition of credits and degrees**
- **Enhancement of qualitative indicators for quality assurance and classification systems**
- **Greater commitment to equal partnerships**
- **Stronger fostering of public-private initiatives**
- **More alignment between education and research policies**
- **More alignment with other education levels (primary, secondary, vocational, adult)**



# END OR BEGIN?

- INTERNATIONALISATION IS A MEANS TO AN END!
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