Studying in a Globalized World: Trends in Higher Education Internationalization

Eva Egron-Polak
Secretary General
International Association of Universities

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Presentation Outline

- Context , Concepts and Definitions
- **3rd Global Survey on Internationalization – Global and Regional Perspectives**
    - policy importance, internal and external drivers, goals, related mechanisms and priorities, obstacles, risks geographic priorities
- General and Regional Findings
- Re-thinking Internationalization
- IAU response to the Challenges
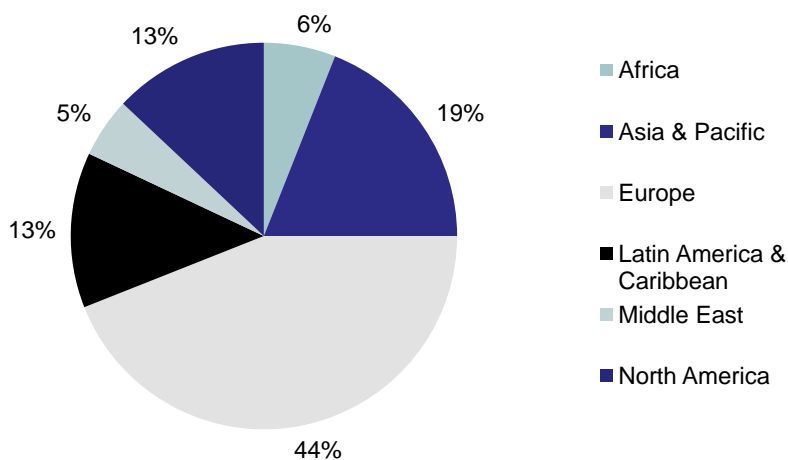
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Context, Concepts and Definitions

- Political, economic, linguistic, cultural and HE context matters to internationalization
- Context is changing all the time, in every part of the world
- Context determines internationalization goals and the capacity to pursue them; opens/constrains choice of priorities, mechanisms, and partners (the race for international students, the drive to rise in the rankings)
- Globalization (economic, political and cultural interconnectedness) is key factor shaping HE internationalization
- End of simple dichotomies such as North – South; East – West; Near and Far; Resource Rich and Resource Poor nations

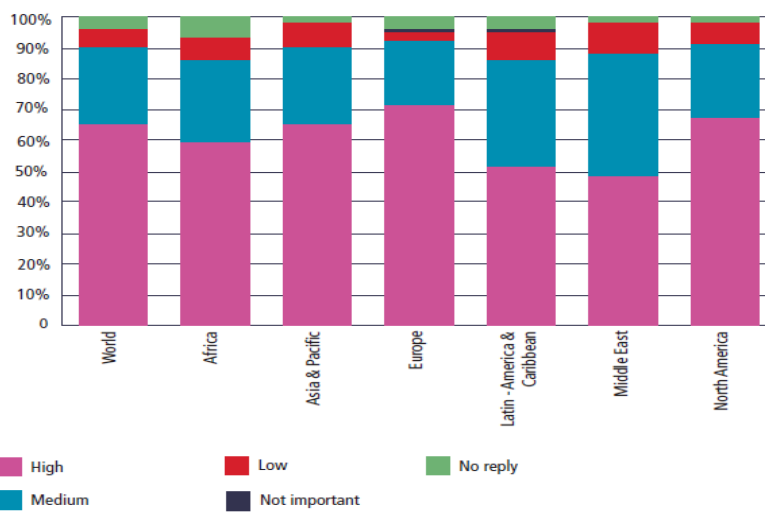Internationalization adopts many faces, not all welcome

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IAU 3rd Global Survey: 745 HEIs 115 Countries

6%

13%

5%

13%

44%

19%

- Africa
- Asia & Pacific
- Europe
- Latin America & Caribbean
- Middle East
- North America

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Importance of Internationalisation for HEIs

Rationales for Internationalization

Rationales for internationalization	World	Africa	Asia & Pacific	Europe	Latin - America & Caribbean	Middle East	North America
Improve student preparedeness	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%

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Priority Activities in HEI Policy

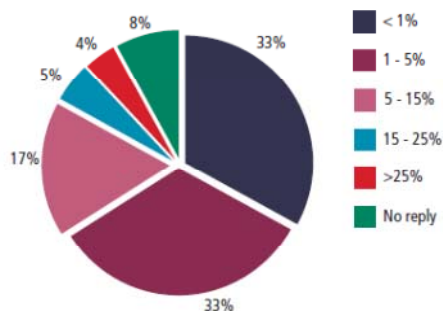| Internationalization activity	Percentage of HEIs having selected activity as priority in policy
Outgoing mobility opportunities for students (study, internships etc)	44%
Int'l. student exchanges and attracting int'l. students	43%
International research collaboration	40%
Strengthening internationa/intercultural content of curricum	31%
Developing joint and double/dual degree programmes with foreign partner institutions	30%

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International students as percentage of total enrolment

Undergraduate level   **Post-graduate level**
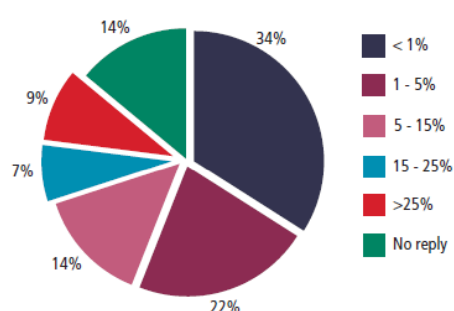
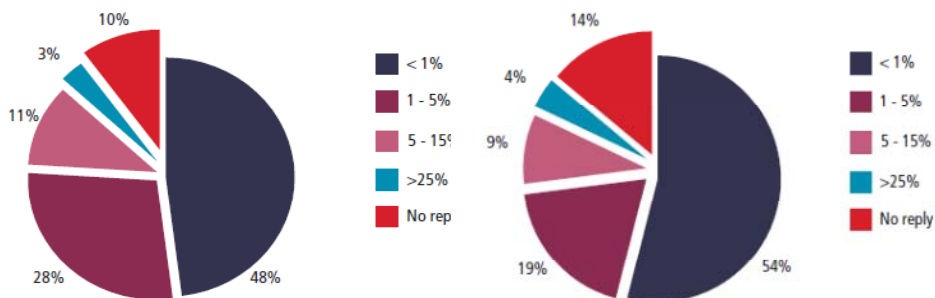© IAU April 2012   8

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

Undergraduate students

Legend:
- < 1%
- 1 - 5%
- 5 - 15%
- >25%
- No rep

Post-graduate students

Legend:
- < 1%
- 1 - 5%
- 5 - 15%
- >25%
- No reply

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Shifting Terrain for 3.3 Million 'Mobile' Students

Market share (%) — 2000, 2008
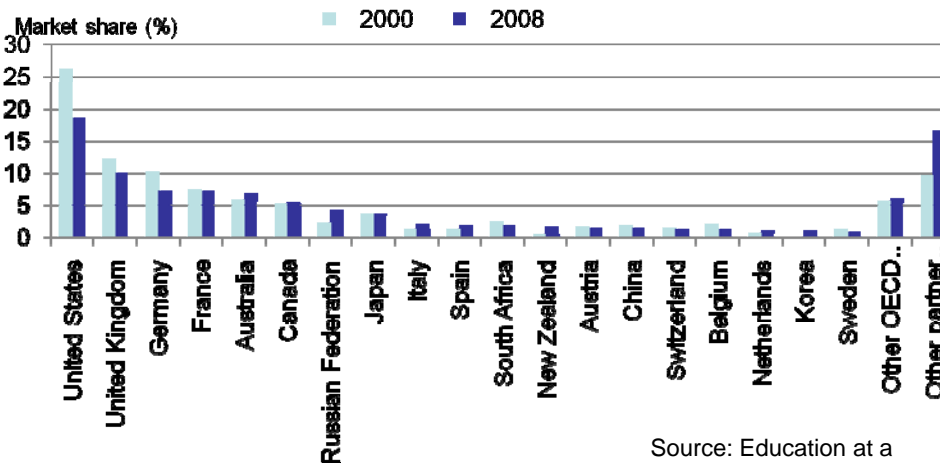
Source: Education at a Glance, 2010, OECD

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Courses designed for International Students

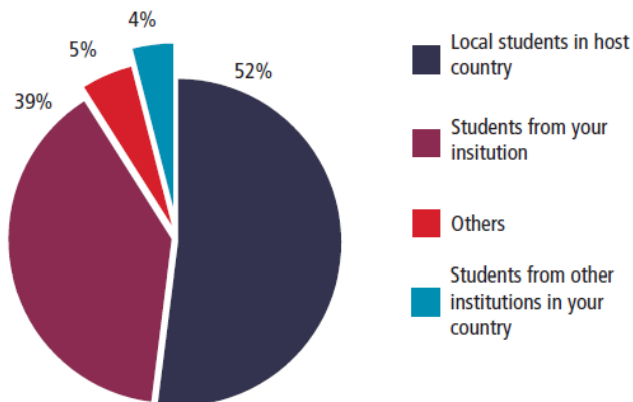| Courses for international students	World	Africa	Asia & Pacific	Europe	Latin - America & Caribbean	Middle East	North America
Yes	43%	32%	41%	54%	32%	32%	31%
No	49%	61%	55%	36%	59%	62%	66%
No reply	8%	7%	4%	9%	9%	5%	3%

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HEIs offering courses/programs abroad (N=238) according to enrollment

4%
5%
39%
52%

Local students in host country

Students from your insitution

Others

Students from other institutions in your country

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Internal and External Drivers of Internationalisation

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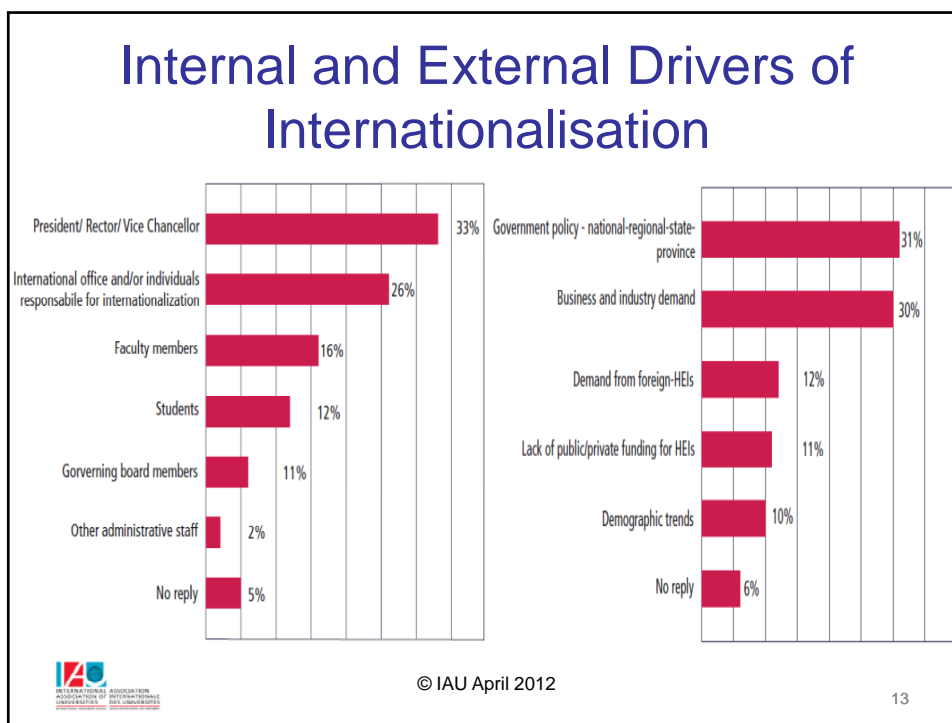
Major Obstacles to Internationalization in 2005 and 2009

Ordinate ranking	2009 Internal Obstacle	2009 External Obstacles	2005
1	Insufficient financial resources	Limited public and / or private funding	Lack of faculty interest and involvement
2	Limited faculty interest and involvement	Difficulties of recognition and equivalences	Administrative inertia or bureaucratic difficulties
3	Limited experience and expertise of staff	Language barrier	Limited experience and expertise of staff

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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

			Region			
Geographic priority attributed to:	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

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General and Regional Findings

- Internationalization is important for HEIs
  - o largely driven from the top, and by government policy
  - o funding and faculty/staff interest and capacity are key internal obstacles
  - o lack funding a major external obstacle
- Strong focus on students' preparedness and mobility
  - o yet mobility remains low, unbalanced and terrain is shifting
  - o focus on curriculum relatively weak
  - o Growth in Joint/Double degrees, offshore courses less so
- Regional differences in goals, rationales and perceptions of risks of internationalization are pronounced

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General and Regional Findings

- In developing countries, importance of research collaboration far greater
- Perceived risks of brain drain, cultural homogeneity and even neo-colonialism
- Importance of certain regions and lack of interest in others in internationalization policies and programs

Result: Re-examination and critical analysis of internationalization purposes is on the rise

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Re-thinking of Internationalization
Initiative coordinated by IAU to, *inter alia*:

- Redress balance between academic and other motivations
- Avoid negative impact of growing link between prestige (competitiveness) and internationalization
- Re-focus on quality of education as primary rationale and key goal
- Promote inclusiveness and access (regionally, institutionally, disciplines and for individuals)
- Avoid a single model of ('world class') excellence

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Re-thinking of Internationalization II
in order to:

- Ensure pursuit of multiple dimensions of internationalization = less focus on mobility and quantitative results
- Underline curriculum, qualitative changes in pedagogy and administration, impact on attitudes
- Balance pursuit of "global competitiveness" with search for "global competence"
- Recognize, respect and respond to the different and specific interests and needs of all partners, e.g. avoiding brain drain, encourage all languages

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Responding to these Challenges

- **ISAS, workshops and other services**

- *Affirming academic values as core of internationalization – a Call for Action* in 2012

- Research (4th IAU Global Survey) in 2013

- 14th IAU General Conference 27-30.11.2012, Puerto Rico

  Higher Education and the Global Agenda: Alternative Paths to the Future

  1 sub-theme: Is globalization setting a new agenda for internationalization?

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Thank You for Listening

Report Available

Internationalization of Higher Education: Global Trends, Regional Perspectives

IAU 3rd Global Survey Report
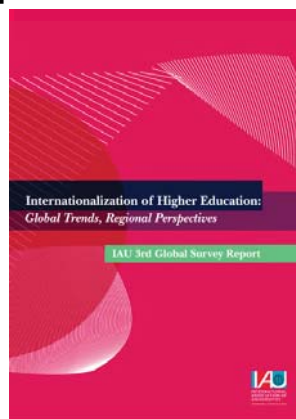
IAU Statements and Call Information on Conference

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

- **Contact**
  e.egronpolak@iau-aiu.net

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