

# IAU

## Horizons

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IAU, founded in 1950, is the leading global association of higher education institutions and university associations. It has Member Institutions and Organisations from some 130 countries that come together for reflection and action on

common concerns. IAU partners with UNESCO and other international, regional and national bodies active in higher education. It is committed to **building a Worldwide Higher Education Community.**



## ACTIVITIES

IAU 2011 Board Meeting and International Conference

IAU 14<sup>th</sup> General Conference, November 2012

Reports on IAU Work on:

- Internationalization
- Education for All (EFA)
- Doctoral Programmes
- Sustainable Development
- The LEADHER Programme

## IN FOCUS

Re-thinking Internationalization



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The views expressed in the articles published in *IAU Horizons* are those of the authors and do not necessarily reflect the views of the International Association of Universities.

## MESSAGE FROM THE SECRETARY-GENERAL

### 2012 IS A GENERAL CONFERENCE YEAR FOR THE IAU

and while the temperatures dip to record lows in Paris and many parts of Europe, we look forward to meeting in November this year on the beautiful Caribbean island of Puerto Rico, where our host, the Inter American University of Puerto Rico, is celebrating its first Centenary! The topics we will address during the General Conference reflect the preoccupations in society and in the academic community. Some are relatively abstract, such as the Global Agenda and the challenges facing Humanity, while others are far more pragmatic, such as the impact of current funding models on higher education or how globalization is changing the internationalization of higher education.



None of these issues are new; they have, however, become more complex and in some cases far more urgent. The 'In Focus' section of this issue of *IAU Horizons* addresses one such topic, namely a re-examination of internationalization of higher education which is a central IAU theme. The points of view expressed here are rich, stimulating and diverse. The liveliness of the ongoing discussion is only a small indication of the overwhelming level of activity in this area. IAU remains a very active player, offering the *Internationalization Strategies Advisory Service (ISAS)* to an ever-increasing number of institutions and coordinating the *IAU International Ad-hoc Expert Group on Re-thinking Internationalization*.

IAU WISHES  
YOU A HAPPY AND  
COLLABORATIVE  
NEW YEAR 2012

2012 is also the year of the Rio+20 Summit. IAU's on-going focus on higher education's role in advancing the Sustainable Development Agenda has been sharpened in the recent past through a collaborative project with AAU and GUNi in Africa. The continuation of this project is underway and is being pursued, as described in this issue, more actively online. African higher education institutions are also key partners in the IAU project on doctoral education which too is a topic concentrating much attention within Africa and well beyond as organizations and donors, for diverse reasons, focus on building the local research and research training capacities of universities. Here too, IAU is developing a variety of partnerships and placing emphasis on the online dimension of future activities.

Many of the activities underway at IAU are made possible by a grant the Association receives from the Swedish International Development Agency (Sida). This is the case for the work being undertaken in the area of Education for All (EFA), where a much enlarged Reference Group is now operational to guide the next phase of the initiative. This is also a 'Global Agenda' project for which time is running out as most of the EFA goals are to be reached by 2015. The IAU continuously strives to build a self-sustaining and broad based community of researchers and education specialists committed to span sub-sectoral boundaries and help meet these essential objectives adopted by the whole UN system.

Finally, IAU is also pleased to announce and congratulate the Member institutions whose projects were selected in the most recent Leadership Development for Higher Education Reform (LEADHER) Programme competition. We also thank the Selection Committee for reviewing all the submissions.

2012 will be busy and without a doubt a challenging year as the economic crisis is not waning and as elections take place in numerous nations directly impacting on IAU. Among these, let me only cite three: in France, where we are located, in Mexico, where the IAU President resides and in the USA, where the General Conference will take place. Please do take the time to read this issue of *IAU Horizons* and visit IAU online regularly so you do not miss the preparations for the IAU 2012 elections!

**Eva Egron-Polak**

## IAU CONFERENCES AND OTHER EVENTS

### IAU MET IN NAIROBI IN NOVEMBER 2011 THE 76<sup>th</sup> BOARD MEETING AND 2011 INTERNATIONAL CONFERENCE WERE HELD AND HOSTED BY KENYATTA UNIVERSITY

#### IAU BOARD MET IN NAIROBI ON 15-16 NOVEMBER 2011

At the 76<sup>th</sup> Board Meeting, the Members of the Board discussed the following: the IAU Financial Report and budget; the Membership development and elected a new Membership standing Committee now chaired by Prof. Bladh until the General Conference; the various IAU reference and other publications; and discussed the furthering of the numerous IAU projects underway and/or being developed. Further information on those is available in the IAU Reports on Projects Section of this issue. See page 8-12.

The IAU President as well invited all Board Members to report on recent key developments and challenges facing their institutions or the Higher Education system in their country or region. Only a very brief synopsis of comments is included below.

#### VIEWS FROM AROUND THE WORLD

##### ASIA

Prof. Asashima, *Former Managing Director & Executive Vice-President, University of Tokyo, Japan*, thanked the Administrative Board and the IAU Members for the support they provided to Japanese Higher Education Institutions following the tragic earth quake and nuclear disaster that hit Japan in March 2011. He was grateful for the many offers of support received. He explained that although the situation in Japan has improved since March, the nuclear situation is yet not completely stable, especially in the North of the country. Juan Ramón de la Fuente responded by saying that IAU, as an organisation, will continue to offer its solidarity. Prof. Asashima also indicated that the situation of Japanese universities was also very much affected by the economic crisis. He also stressed that Japanese universities want to network with



Top: Foreground: Prof. Marques, Vice Rector, University of Porto, Portugal and Prof. A.D.N. Bajpai, Secretary-General, Association of Indian Universities, IAU 76<sup>th</sup> Board Meeting.  
Bottom: 76<sup>th</sup> IAU Administrative Board Meeting.

other universities around the world and the government will resume support for internationalization activities, including efforts to attract more students. Read more about this in the paper contributed by Prof. Hiroshi Ota, on page 26 of this magazine.

Prof. Bajpai, *Secretary-General, Association of Indian Universities, India*, underlined the rapid changes and expansion underway in India where the number of higher education institutions has doubled in recent years. He expressed concern with the strong, market-oriented

approach to institutional and course development which is taking place, resulting in a decreased focus on basic sciences. He felt that this represented a real danger for the future.

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## AFRICA

Dr. Kotecha, *CEO, SARUA, South Africa*, reported on two issues: **(i)** the fact that HE in Africa is developing and transforming rapidly, and benefiting from a much greater recognition of its importance by governments all around the world; **(ii)** the rapid expansion of private higher education in Africa and to the challenges this poses to the key development questions in the region, namely higher education values, responsibility, etc.

Prof. Tagoe, *Former Vice-Chancellor, University of Ghana, Ghana*, reported that there has been a national debate on funding for higher education in Ghana, allowing universities to bring their concerns and build their case on the public scene. He indicated that thanks to this successful lobbying, HE received strong support in the budget allocation. Prof. Tagoe also mentioned the creation of a formal platform to exchange information and good practices in HE among West African countries with the establishment of the Association of West African Universities whose secretariat is hosted at the Ilorin University.

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## EUROPE

Prof. Pol, *Former Vice-President International, Université Paris-Est Créteil Val de Marne, France*, stressed the fact that European universities work quite closely with Eastern European institutions, often undertaking institutional evaluations and that they pay particular attention to the issue of academic freedom. She talked about the impact of the financial crisis on the European universities as well as the challenges Greek universities face today, given the socio economic situation that prevails there. She also underlined another issue, namely the 'Excellence Initiatives', patterned on a program initiated in Germany but which are being implemented throughout Europe. These programs are said to provide additional financial support to universities, yet they also superimpose many new constraints. In line with this, she also expressed the need to find ways to counter the effects and impacts of global rankings.

Prof. Marques, *Vice-Rector, University of Porto, Portugal*, mentioned the serious budget crisis faced by Portuguese universities and other HEIs at the moment. He pointed out the impact this has on the quality of education, on academic freedom and on university autonomy. On the one hand universities are expected to be more independent financially and are treated as corporate entities while,

on the other hand, they are no longer allowed to recruit academic staff without the authorisation of the government.

Prof. Bladh, *Former Rector, University of Kalmar, Sweden*, reported on the recent focus on institutional autonomy in Europe and mentioned the study launched by EUA and its report, *University Autonomy in Europe II – The Scorecard*, which compares university autonomy across 26 European countries considering 4 dimensions: organisational, financial, staffing and academic autonomy. She noted the need for universities to strengthen their social responsibility, as well as the importance of starting a conversation between universities and governments. She stressed the importance for IAU to make its Statement, which links autonomy and academic freedom to such social responsibility, more visible and known.

Prof. Thorens, *Former Rector, Université de Genève, Switzerland, IAU Honorary President*, recalled that in 1998, the IAU was asked to prepare a report about institutional autonomy and academic freedom for the UNESCO World Conference. He noted the recent report IAU was commissioned to prepare for UNESCO on related topic and suggested IAU would undertake this task again to report on the purpose and limits of autonomy and academic freedom in a vastly changed context. He stressed that academic freedom must be seen as both a right and a duty.

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## MIDDLE EAST

Prof. Sorouraddin, *Former Chancellor, Tabriz University, Iran*, talked about the impacts of globalisation in the Middle East, stressing that it has not yet reached the levels of generalization as in other parts of the world. He reported that the Iranian government is developing plans to increase the number of foreign students and indicated that there were new opportunities for Iranian students to study abroad. He also underlined the growing number of non-state universities in Iran and the concerns about quality that their establishment raised.

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## NORTH AMERICA

Prof. Fernós, *President, Inter American University of Puerto Rico (IAUPR), USA*, talked about the situation in the USA and most especially in Puerto Rico, mentioning how university budgets are currently being reduced due to the economic crises with serious result even in terms of cuts to salaries. He reported how State/public universities had to increase tuition fees in order to fill the gap left by cuts. Since student aid programs such as the Pell Grants allow this, many students moved from public to private sector institutions. The IAUPR, for example, has welcomed many more students as a consequence of this shift.

Prof. Freedman, *Vice-President, Fordham University, USA*, referring to the last Board meeting in Vilnius, voiced concerns about the state of academic freedom in Eastern Europe and encouraged IAU to follow and monitor these trends in the region.

The President, Prof. de la Fuente, pointed out how many of the issues raised, though quite different, were actually also interlinked. He noted that the crisis, being global, impacts on budgets everywhere, and that globalization calls for the adjustments and improvement of all institutions. He noted the re-emergence of old topics but in new contexts

and suggested that it may be an opportune time for IAU to revisit, review and update some of its Policy Statements. In line with what was put forward by the Board Members, the President also suggested that the issues raised, and most especially the threats to some of the IAU principles, as articulated in the Statements, need to be tackled at the General Conference. He stressed the need to make the Conference programme attractive by selecting the themes of highest interest to the community. Consequently the Board meeting was devoted to a large extent to discussing the upcoming General Conference, both the thematic programme and the IAU Business Sessions and elections. Read more about the Conference on page 6-7.

## IAU 2011 INTERNATIONAL CONFERENCE STRATEGIES FOR SECURING EQUITY IN ACCESS AND SUCCESS IN HIGHER EDUCATION

KENYATTA UNIVERSITY, KENYA, 16-18 NOVEMBER 2011



The **IAU 2011 annual Conference** which took place at **Kenyatta University**, in November gathered close to **160 participants** from **38 countries**; the Conference offered the opportunity to tackle the joint issues of equitable access and success in higher education.

The presentations, exchanges and discussions confirmed that offering equitable access to and ensuring success in quality higher education is **at the core of the challenges and the responsibilities** facing higher education (HE) systems and institutions all over the world.

Equitable access and success in HE has been one of the **IAU priority themes** for the past five years and more so since the adoption by the IAU 2008 General Conference of the **Policy Statement** entitled *Equitable Access and Success in Quality Higher Education*. The IAU Task force working on this theme was pleased to note how well its main recommendations constitute an accurate and useful blue print for some of the considerations and actions that governments and institutions must take up to meet the challenges of equitable access and success. The main points of the Declaration and the recommendations of the pilot study conducted by IAU in Asia and the Americas made for the selection of topics retained for the numerous discussion sessions.



Top: Prof. Olive Mugenda, Vice-Chancellor, Kenyatta University (KU)  
Bottom: Opening of the IAU 2011 International Conference. At the foreground and from left to right: Pam Fredman, Vice-Chancellor, University of Gothenburg (Sweden), Agneta Bladh, IAU Board Member (Sweden) and Justin Thorens, IAU Honorary President (Switzerland).

As a result of the Conference the following conclusions were drafted:

- It remains important to advocate for sound policies and related resources/investments to be put in place. Critical



analysis and research about policies currently in place but which are not delivering on the goals of access and equity needs to be undertaken;

- Data collection, critical analysis of the data and key drivers of the policies for equity in access and success are necessary and very important. This may be critical in some of our countries while others already have in place highly sophisticated information management systems that can track and monitor if targets are being reached;
- Among others, the concepts of success and equity need to be defined clearly and sometimes contextualized;
- It clearly appears that the target audience of the whole agenda of widening participation differs from country to country – and in fact it can even differ according to location of the HEI – and thus the specific context in which an HEI is located needs to be clearly defined as well;
- People from low socio-economic classes are for the most part a common under-represented group being targeted in most access policies, but often people in this group are also of a minority background in terms of ethnic origin, colour, linguistic background etc. and thus approaches to increase their successful participation in HE requires sensitivity on many fronts simultaneously. Students with disabilities, who are also not a heterogeneous group offer different challenges yet again;
- It remains important to work on and make efforts to open up solid and real opportunities for as diverse and as large a group of learners as possible (open and online universities remain under-utilized solutions);
- Widening participation does not mean to lower the quality of the education provided, and more HE stakeholders should defend the idea that higher education must make a difference.

The 2011 annual conference was also the opportunity to introduce the IAU latest publication, *Equitable Chances: the IAU's Actions to Promote Access and Success in Higher Education*, a booklet which presents the work the Association has achieved in this domain so far. A copy of the booklet was sent to the IAU Members in February 2012.

For more information please see: [www.iau-aiu.net/content/past-events/](http://www.iau-aiu.net/content/past-events/);

The Access and Success WebPages are available online at: [www.iau-aiu.net/node/10](http://www.iau-aiu.net/node/10)

From top to bottom:  
 Discussions during one of the concurrent sessions.  
 Kenyatta University poster on Equitable Access and Success in HE.  
 Students from Kenyatta University dancing during the welcome ceremony.  
 Prof. Olive Mugenda, VC, KU and Prof. Manuel J. Fernós, President, Inter American University of Puerto Rico.



## ➔ PAPERS PUBLISHED IN PREVIOUS IN FOCUS SECTIONS OF IAU HORIZONS ARE AVAILABLE ONLINE:

### ➔ THEMES OF PREVIOUS IN FOCUS SECTIONS OF IAU HORIZONS (SEE: [WWW.IAU-AIU.NET/CONTENT/IAU-HORIZON](http://WWW.IAU-AIU.NET/CONTENT/IAU-HORIZON)), PRESENTING VIEWS FROM AROUND THE WORLD, ARE:

- *Securing Equity in Access and Success in higher education* (Vol.17, no.2, October 2011)
- *Higher Education and Education for All* (Vol. 17, no.1, June 2011)
- *Higher Education Partnerships and Collaboration* (Vol. 16, no.3, January 2011)
- *10 Years of Bologna in Europe and in the World* (Vol. 16, no.2, September 2010)
- *Higher Education and the Global Economic Crisis* (Vol. 16, no.1, April 2010)
- *Student Learning Outcomes* (Vol.15, no.3, December 2009)
- *IAU Members Shaping Higher Education for the Future* (Vol.15, no.2, July 2009)
- *Mergers in Higher Education* (Vol.15, no.1, February 2009)

The in Focus theme of the **next issue of IAU Horizons** (Vol. 18, no.2), to be released in **June 2012**, will be on ***The Role of Higher Education in Promoting Sustainable Development***. Should you wish to contribute a paper for this upcoming issue, please contact us at: [h.vantland@iau-aiu.net](mailto:h.vantland@iau-aiu.net) and/or [HUDSON@IAU-AIU.NET](mailto:HUDSON@IAU-AIU.NET)



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*IAU Horizons* is published three times a year in both English and French. A copy of each issue is addressed to the President and/or Secretary-General of the IAU Members. In addition, the magazine is sent to a specially selected audience of influential higher education professionals well beyond the IAU membership. These include:

- Presidents, chancellors and senior administrative leaders of other higher education institutions;
- Multi-lateral international organizations and associations – including: UNESCO, the World Bank; the Organization of Economic Cooperation and Development (OECD);
- National and international associations of universities – including the South African Regional

University Association (SARUA); the Association of Commonwealth Universities (ACU) and the Association of Universities and Colleges of Canada (AUCC);

- National government ministries, departments and delegations;
- Higher education governing board members and foundations;
- Higher education media organizations and companies;
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## UPCOMING!

# HIGHER EDUCATION AND THE GLOBAL AGENDA: ALTERNATIVE PATHS TO THE FUTURE

14<sup>th</sup> IAU GENERAL CONFERENCE 2012

**Mark the dates: 27-30 November 2012**

**Place: Inter American University of Puerto Rico, San Juan, Puerto Rico, USA**

The future is tomorrow and preparing for it is our common responsibility. On the occasion of its 14<sup>th</sup> General Conference, the IAU invites the leaders of the global higher education community to discuss their active role in shaping it.

As a major event in the life of the Association, this General Conference will offer participants both a thoughtful and stimulating **thematic programme and informative and interactive business sessions on IAU work**. The Conference languages are: English, French and Spanish. The General Conference offers both a thematic programme and, during the business sessions, time for reflection on the past, present and future of the Association.

### A] Thematic programme

The role higher education (HE) and research are playing in the 'global agenda', and how they can become even more critical partners to achieve and set goals will be examined. With the many deadlines which the international community has adopted to meet planetary challenges, notably the Millennium Development Goals approaching in 2015, a lot has changed over the past few years and the respective roles HE and research do and have to play to address these are constantly being revisited.

Through teaching/learning, research and community services, higher education institutions contribute to resolve local and global challenges of poverty and inequality, nutrition, health, environmental degradation and not least, education is essential. By focusing many projects on issues such as equitable access and success in HE, the Education for All initiatives (EFA), sustainable development, new ways of thinking about internationalization, the social responsibilities of HEIs, among others, the IAU is addressing parts of the Global Agenda. The General Conference will serve to stimulate greater involvement and participation by universities in these issues and act as a catalyst for finding new ways to achieve these basic but essential goals.



Three distinct, but interconnected sets of questions will structure the deliberations:

### a) Are Higher Education Institutions addressing and contributing to the challenges facing humanity?

The role of universities and HEIs in United Nations initiatives such as the Decade on Education for Sustainable Development, EFA or the MDGs, and their contribution to meeting the goals of these programs should be self-evident, since they are defined as major stakeholders and vital contributors in ensuring their success.

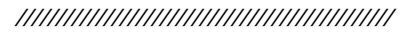
The question then is how effective have universities been in playing their roles in meeting the goals set within these initiatives on the global agenda? What next steps need to be taken to ensure a higher level of success in the future? What are the key success factors that must be considered to move the agenda further forward? What issues should higher education institutions themselves add to the global agenda in the future?

These are some of the questions which will be raised to crystallize new ideas that can help realize the various global goals within the remaining time frame in the agenda.

### b) How and where are current dominant funding models steering higher education and research?

As global higher education enters the second decade of the 21<sup>st</sup> century, radical shifts in financing and funding models have become the norm. The expanding role of HE in knowledge-based economies is unfolding in a worldwide climate of austerity characterized by slow economic growth, rapidly rising costs of instruction and research that outpace inflation, and shrinking government support. Strategic





policy solutions on cost and revenue must be developed to address the fundamentally different challenges and opportunities for access, quality, and accountability within very diverse HE sectors around the globe.

Worldwide, there is a pronounced shift to cost-sharing strategies, through introduction of tuition fees, or partial (dual-track) tuition fees to generate revenue, and increased privatization supported by government regulation which moves public institutions towards a more entrepreneurial model, while also, quite frequently, introducing or expanding private, for-profit higher education. Thus corporatization, commodification and private-public partnerships in HE are on the rise, alongside greater institutional fiscal autonomy and flexibility to generate and manage resources and expenditures.

In order for 21<sup>st</sup> century educational goals, that respect distinctive and diverse needs of various higher education systems to be achieved, the sector needs to develop new strategic funding and financing mechanisms to deal creatively with the important short- and long-term effects of these trends.

### c) **Is globalization setting a new agenda for internationalization of higher education?**

Change is the order of the day in all aspects of HE including in the ways that universities collaborate and interact with each other across national boundaries. Perhaps more than any other contextual factor, globalization is driving the change in internationalization processes. IAU has a long-standing tradition of promoting internationalization in all of its different dimensions and provides the world higher education community with data on global and regional trends.

Recently, the Association has engaged in a reflection on the directions that internationalization is taking in different parts of the world, and questioning whether the benefits and risks of this process are equally shared by all those who participate actively in this process. The General Conference is focusing on ways to ensure that these paths lead towards more quality, more equity and more global social responsibility as an integral part of internationalization.

### **B] Interactive and Informative Business Sessions**

This General Conference will also be the occasion to introduce the Programme of Activities 2012-2016, to tribute to the out-going Board Members and to elect the IAU President and Administrative Board 2012-2016!

Since only IAU Members in good standing will have the opportunity to be a candidate and to vote in the elections for the 2012-2016 IAU leadership, please make sure that your membership fees have been paid and start to look into visa issues, should you wish to attend and run for elections or vote.

More information on the conference, the business sessions and the elections will be regularly made available online. Please mark the **new dates** in your agenda, come and participate in the 14<sup>th</sup> IAU General Conference, the most global forum for networking, celebrate with us the 100<sup>th</sup> anniversary of the Inter American University of Puerto Rico and enjoy Caribbean hospitality!

For more information please see [www.iau-aiu.net/fr/civicrm/event/info](http://www.iau-aiu.net/fr/civicrm/event/info) and/or contact Dr. Hilligje van't Land, IAU Director Membership and Programme Development ([h.vantland@iau-aiu.net](mailto:h.vantland@iau-aiu.net)) and Ms. Isabelle Devylder, IAU Programme Officer ([i.devylder@iau-aiu.net](mailto:i.devylder@iau-aiu.net))

## REPORTS ON IAU PROJECTS

**Internationalization of Higher Education** is one of the key issues of importance to higher education that IAU works on. Below please read more about three of the activities and projects developed and offered to the membership, namely ISAS, the Ad-hoc Expert Group on re-thinking Internationalization and the sessions IAU co organizes with others at international events. Please read as well the comprehensive set of articles proposed in the in focus section which presents a variety of views on where the re-thinking internationalization process launched by IAU stands.

### ▶ INTERNATIONALIZATION STRATEGIES ADVISORY SERVICE (ISAS)

**IAU completes review of internationalization strategy with Mykolas Romeris University (MRU), Lithuania, and Moi University (MU), Kenya.**



In October and November 2011, the IAU Expert Panel visits took place at MRU and MU respectively.

These site visits form an integral part of any ISAS project, as they enable the Panel Members to meet with colleagues from the university, and further discuss the information laid out in the previously completed institutional Self-assessment Reports. The two IAU Expert Panels, as detailed below, were agreed upon by the universities and IAU. Members of each Panel are experts in the field of internationalization of higher education and represent a broad range of knowledge, geographic experience, and cultural backgrounds.

#### **Mykolas Romeris University IAU Expert Panel**

- **Dr. Madeleine GREEN** – *IAU Senior Fellow (Chair), USA*
- **Prof. Dr. Patricia POL** – *Former Vice-President for international development Université Paris-Est and former Bologna expert, Currently Policy advisor for European and international affairs, AERES, France*
- **Prof. Dr. Lily KONG** – *Vice-President (University and Global Relations), National University of Singapore and Acting Executive Vice-President (Academic Affairs), Yale-NUS College, Singapore*

#### **Moi University IAU Expert Panel**

- **Dr. Madeleine GREEN** – *IAU Senior Fellow (Chair), USA*
- **Prof. Dr. Goolam MOHAMEDBHAI** – *Former Secretary-*



Members of the MRU ISAS Expert Panel during the site visit.

- General, Association of African Universities, Immediate past President, International Association of Universities, and former Vice-Chancellor, University of Mauritius, Mauritius*
- **Dr. Andrée SURSOCK** – *Senior Adviser, European University Association and former Deputy Secretary-General, EUA*

Both Panels were also joined by **Ross HUDSON**, IAU Programme Officer, who coordinates the ISAS projects at IAU.

Both site visits involved the Panel Members meeting stakeholders from throughout each institution, including the Rector/Vice Chancellor, his deputies and leadership team, Deans, Heads of Departments, project and administrative staff, those responsible for international affairs, employers as well as domestic and international students, and others. All meetings were conducted in an open and interactive manner, allowing the university stakeholders to freely discuss their views on internationalization at their university. It was also essential to enable the Panel members in each case to develop clear and well informed understanding of the institution's policies and led to concrete outcomes and recommendations for further action by each university. In both universities, the recommendations were first presented to university representatives on the final day of the site visits, and later drawn up as part of the final project report.

**The IAU would particularly like to thank the Rector of MRU, Prof. Alvydas Pumputis and the Vice-Chancellor of MU, Prof. Richard K. Mibey for their support and commitment to this initiative.**

IAU also thanks all of the academic and administrative staff who met with the IAU Panels and who had worked hard at both universities in the preparation of the Self-Assessment Report. In both universities it was their highly conscientious and professional approach to the project and their positive

attitude throughout the several months which is the normal duration of an ISAS review. Their continued effort made both projects real success stories, and bodes very well for the future of the internationalization process at Mykolas Romeris University as well as at Moi University.

IAU is set to begin new ISAS projects in the coming few months. If your institution is interested in undertaking an ISAS project with IAU, or would simply like to learn more about this IAU service, please contact Dr. Madeleine Green, IAU Senior Fellow ([madeleinefgreen@gmail.com](mailto:madeleinefgreen@gmail.com)) or Mr. Ross Hudson, IAU Programme Officer ([r.hudson@iau-aiu.net](mailto:r.hudson@iau-aiu.net)). More information is also available on the internationalization pages of the IAU website.

## ► RE-THINKING INTERNATIONALIZATION IS A 'HOT TOPIC' – IAU AT AIEA, NAFSA AND EAIE!

Not only has the



number of members taking part in the **International IAU Ad-hoc Expert Group on Re-thinking Internationalization** grown in the past few months, as interested individuals request to be counted among participants, the number of events where the topic is featured is growing as well.

In addition to the **Going Global 2012** sessions described on these pages, a session coordinated by IAU with speakers from **Africa**, Prof. Jegede, Secretary-General of AAU, **Europe**, Prof. Patricia Pol (Vice President, University Paris-Est Créteil Val de Marne) and from **North America**, Dr. Madeleine Green, IAU Senior Fellow, will take place at the **2012 Conference of the American International Education Administrators (AIEA)** in Washington DC (19-22 February 2012). The theme of this Conference is *Building a Secure World through International Education*. The IAU-coordinated session, entitled: **An idea whose time has come: re-thinking internationalization** takes place on Wednesday February 22 at 10:30 am.

A session proposed by IAU and accepted for the **2012 NAFSA conference**, in Houston, Texas, USA, on 27 May – 1 June will also focus on re-thinking internationalization. The session, entitled: **The End is the Beginning: Re-thinking Internationalization**, will be held on May 31<sup>st</sup> and speakers include: Dr. Piyushi Kotecha, CEO of SARUA, South Africa; Uwe Brandenburg, Project Manager and Partner, Consult for the Centre for Higher Education Consult (CHE Consult) and Dr. Francisco Marmolejo, Executive Director, Consortium for North American Higher Education Collaboration (CONAHEC).

The IAU Secretary-General has also agreed to take part in a debate organized around this topic at the **2012 EAIE conference** in Dublin (11-14 September, 2012) and to address the issue at the **Australian International Education Conference and Symposium** in Melbourne in early October.

These and all other opportunities will be used by IAU, working with the Ad-hoc Expert Group to finalize and submit to the IAU Administrative Board and General Conference meeting in November 2012 a new document expressing the international community's collective position on internationalization.

Tentatively, under the self-explanatory title *Affirming Academic Values in Internationalization of Higher Education – a Call for Action*, the draft of this document was completed in at the end of December and is circulating for comments among the Ad-hoc Expert Group. A wider consultation is envisaged in the next few months.

## ► IAU'S INITIATIVE ABOUT RE-THINKING INTERNATIONALIZATION AT GOING GLOBAL 2012

13 – 15 March 2011, London, United Kingdom



Building on the work of the International IAU AD-hoc Expert Group, the IAU, in partnership with the British Council's Going Global Steering Committee is coordinating the debate on internationalization that forms a central part of this Going Global 2012 (GG2012) conference. The IAU Secretary-General will chair a Plenary session entitled: 'Internationalization of higher education: who benefits who is at risk?' on March 14, with speakers from most regions of the world: Dr. Kim, Asia, Dr. Madeleine Green, North America, Dr. Hans de Wit, Europe, Prof. Goolam Mohamedbhai, Africa, Dr. Francisco Marmolejo, North America. The IAU and staff at the British Council have also organized the deliberations of six international Working Groups of participants at the GG2012, which will each address a set of issues related to various aspects of internationalization such as:

- (i) the concept itself;
- (ii) what is driving internationalization;
- (iii) the role of student mobility in the internationalization efforts;
- (iv) the extent to which internationalization is conducted in ways that are mindful of higher education's global responsibility;
- (v) whether and how the process has acted as a catalyst for wider reforms at institutional and systemic levels;
- (vi) What may be some of the features of an internationalized university?

## REPORTS ON IAU PROJECTS

The Chairs of each of these Working Groups will report back on the outcomes of their discussions at the final substantive plenary of the conference on March 15 also chaired by the IAU Secretary-General. The Working Groups are expected to prepare practical responses to some of the questions that are being raised in the lively international debate about internationalization in new and challenging times.

A large number of members of the International IAU Ad-hoc Expert Group will take part in the GG2012 and will contribute substantively to this overall process. It is also hoped that all GG2012 participants will contribute to the debate thus adding their perspectives and views to these issues. For the IAU GG2012 will be an important milestone in the work that the Association is doing on re-thinking internationalization

For more information about the GG2012 conference, please visit: <http://ihe.britishcouncil.org/going-global>. The complete set of questions that the group members will focus on can be viewed on the News from IAU pages on the IAU website. IAU's work on internationalization will carry on even after this meeting, as IAU prepares for its 14<sup>th</sup> General Conference where the question 'Is globalization setting a new agenda for internationalization of higher education?' forms a central part of the programme.

### ▶ IAU PROJECT "HIGHER EDUCATION/ RESEARCH FOR EDUCATION FOR ALL (AND RELATED MDGS)"

The year 2011 signaled the kick-off of a new IAU 4-year project to advocate for better higher education involvement in the support of the United Nations' global initiative: Education For All (EFA). For several years, IAU has been advancing higher education within the EFA Movement and raising awareness by higher education institutions of their role and present and possible contribution. Indeed recognition is growing. In March 2011, the UNESCO Meeting of the High-level Group on EFA integrated higher education and research into the Jomtien Declaration – as an invited participant, IAU was instrumental in this shift.

This IAU new project is a follow-up to the 2008-2010 project, entitled *Strengthening Linkages for Improved Education: Higher Education and Research Working for EFA and education-related MDGs* and has been built on recommendations that came forth from the IAU Innovation Conference (December 2010). **It aims to enhance, promote and build on the capacity building activities and information tools developed within the 2008-2010**

### **project to enhance the role and visibility of higher education for and in EFA.**

With the launch of the new project, the IAU Reference Group (RG) on higher education for EFA has been expanded to include new perspectives and a broader and more gender-balanced representation, with particular attention given to experts from non-OECD countries and Africa. Following a call for participation, the IAU is pleased to welcome 12 new members to the RG: 5 experts from Africa, 3 experts from Asia and the Americas respectively, and 2 European experts. The RG was created in 2007 and has been serving as an advisory group to develop, implement and disseminate information on IAU activities in this field. The 2012-2015 RG is committed to play a pivotal role to advance the project's three key objectives: **building of capacities, of a commitment and of a community for increased higher education participation for EFA.**

### CAPACITY BUILDING

A capacity building model will be developed in 2012 based on the results of the two pilot capacity building sessions which took place within the 2008-2010 project. These **capacity building sessions** aim **i)** to inform both the higher education community of what EFA is and the other EFA stakeholders of what higher education can bring to EFA, **ii)** to subsequently identify local needs and higher education's possible intervention(s), and **iii)** to end with a common agreed upon document for a way forward. Two sessions will be conducted in 2012.

In order to support the dynamic created by the capacity building sessions, a set of follow-up activities will be developed in collaboration with the hosting partners and, when possible, with the participants of each session.

### COMMITMENT BUILDING

**A charter or equivalent** document is currently being drafted by the RG. Its aim is to guide higher education's commitment and activities to advance higher education participation in support of EFA. The RG will also set up **thematic sub-groups** to focus on key interest points for higher education to better draw in participation.

### COMMUNITY BUILDING

The renewed RG will be actively engaged in the **development of a community of higher education for**

**EFA** using the tools and services developed and enhanced within the project.

Conceived and elaborated by IAU, the **Portal on higher education/research and EFA** (HEEFA) aims to be an entry point for the higher education community to provide visibility of its EFA involvement, and raise awareness and promote higher education engagement within the higher education sector itself and among all stakeholders in EFA and related MDGs. To improve its user-friendliness and enhance its collaborative aspect, further developments will be made, as well as the launch of an information campaign on its function and content. Published on a quarterly-basis, the format and content of the **HEEFA Newsletter** will also be improved.

This latest project is undertaken with financial support from Sida. Other funding/in kind partners are most welcome.

**Contact:** Isabelle Turmaine, IAU Director, Information Centre and Communication Services ([i.turmaine@iau-aiu.net](mailto:i.turmaine@iau-aiu.net)) or Nadja Kymlicka, Junior Consultant ([n.kymlicka@iau-aiu.net](mailto:n.kymlicka@iau-aiu.net))

## ► IAU RESEARCH PROJECT ON DOCTORAL PROGRAMMES

Building on phase 1 of the IAU project on the Changing Nature of Doctoral Education in sub-Saharan Africa (see report online on the IAU Web Pages devoted to the subject), a new project has been submitted to Sida for funding and has subsequently been accepted. It includes:

- the creation of a portal;
- the drafting of a report, aiming at mapping out and analysing the state of research on doctoral education and doctoral programmes and the impacts of funding agencies on doctoral education;
- the allocation of two leader grants annually for projects aiming at strengthening doctoral programmes and research capacity in higher education in sub-Saharan Africa (the next Call for proposals will be launched on 1 March; contact [i.devyllder@iau-aiu.net](mailto:i.devyllder@iau-aiu.net));
- a capacity building workshop to take place in South Africa towards the Summer.

The IAU Director Membership and Programme Development, in charge of the Project, met with the Prof. J Vilalta, *Executive Secretary*, and Nadja Gmelch, *Project Manager*, Association of Catalan Public Universities (ACUP), Member Organisation of IAU, to discuss how both the ACUP project on Doctoral

Education and the IAU one can best cross feed. The meeting was very positive and joint initiatives have emerged. One such avenue being explored is the creation of a joint platform. The IAU as well is developing dynamic working relationships with the African Doctoral Academy, South Africa in order to bring together expertise on interrelated projects and in particular the one on doctoral education.

Updates on the project will be published on the IAU WebPages on doctoral programmes.

**Contact:** Dr. H. van't Land, IAU Director Membership and Programme Development ([h.vantland@iau-aiu.net](mailto:h.vantland@iau-aiu.net))

## ► HIGHER EDUCATION'S ROLES IN PROMOTING SUSTAINABLE DEVELOPMENT

The 'global agenda' calls, among many other issues, for a more sustainable future. Higher Education has to – and does – play a key role in achieving this. IAU has been active in this field even before it adopted the Kyoto Declaration in 1992 and has continued to develop projects, seminars, and more ever since.

Last year IAU partnered with GUNi and AAU to prepare the Report on the Role of Higher Education in Promoting Sustainable Development in sub-Saharan Africa. Following up on this project, the three partners now work on the creation of a Handbook of Good Practices in HE to promote SD. IAU met in Barcelona in January to work on the theoretical Framework, finalise the list of HEIs to be invited to get involved; to finalize the questionnaires and to start the process of contacting the institutions. This will result in an online data basis of good practices accessible from the websites of all three partners. Capacity building seminars will be organized to further assist institutions in using and updating the Handbook and in promoting SD.

As well IAU is in the process of moving beyond the web pages on HESD it has maintained over the last decade and is in the process of developing an international portal of information and networking on HESD. The aim is to offer the IAU Member institutions to exchange and learn about the initiatives developed around the globe. Information on the advancement and launch of this portal will be made available online and in print.

**Contact:** Dr. H. van't Land, IAU Director Membership and Programme Development ([h.vantland@iau-aiu.net](mailto:h.vantland@iau-aiu.net))

## REPORTS ON IAU PROJECTS

### ► STRENGTHENING RESEARCH CAPACITY AND RESEARCH MANAGEMENT IN UNIVERSITIES THROUGH THE IAU LEADHER PROGRAMME

Thanks to the funds secured for the renewed LEADHER programme, IAU opened the first competition focusing on the reinforcement of the research function in universities in October 2011. This new edition of the LEADHER programme continues to have as its objective to increase and improve South-South as well as North-South cooperation among higher education institutions, this time more specifically targeting research capacity and research management.

Open only to IAU Members in Good Standing (no arrears in the payment of membership fees), five joint-project proposals were submitted in the fall.

The Peer Selection Committee selected three proposals for funding and the institutions will be working in the following reform areas:

- the **University of Essex** (United Kingdom) in partnership with the **University of Botswana** (Botswana) and the **University of Dar es Salaam** (Tanzania) will focus their *partnership on Research training*, in particular innovative doctoral programmes; *Innovative approaches to research capacity building via cooperation and Research capacity building through internationalization*;
- the **University of Petroleum and Energy Studies** (India) in partnership with the **University of Nairobi** (Kenya) will work on *Developing research mission, research policy and research development strategy and Research planning, organization and management*;
- the **University of Ghana** (Ghana) in partnership with the **University of Oslo** (Norway) will work on *Developing research mission, research policy and research development strategy; Research planning, organization and management*.

Another competition for grants (**of 10,000 Euros maximum each**) will be opened in March 2012 (with a deadline for submission set on May 15, 2012).

Each project must involve at least one institution located in a low income country (see: <http://hdr.undp.org/en/statistics/>) and particular emphasis will be placed on initiatives involving sub-Saharan African institutions, thus

building on the IAU project about The Changing Nature of Doctoral Programmes in Sub-Saharan Africa (see: [www.iau-aiu.net/content/description](http://www.iau-aiu.net/content/description)).

The guidelines, application forms and all other information will be available for downloading from the IAU website ([www.iau-aiu.net/content/calls](http://www.iau-aiu.net/content/calls)) on **1<sup>st</sup> March 2012**.

For more information, please contact Ms. Isabelle Devylder, IAU Programme Officer ([i.devylder@iau-aiu.net](mailto:i.devylder@iau-aiu.net)).

### CALL FOR ESSAYS

#### IAU-PALGRAVE PRIZE IN HIGHER EDUCATION POLICY RESEARCH 2012 ESSAY COMPETITION "HIGHER EDUCATION AND THE GLOBAL AGENDA"



palgrave  
macmillan

Thanks to, and in partnership with, **Palgrave Macmillan Ltd.**, publisher of the Association's research and reference works, the International Association of Universities (IAU) is pleased to announce the 2012 IAU/Palgrave Prize in Higher Education Policy Research.

The **aim of this Prize** is to promote **research in the field of higher education policy** by recognizing outstanding work on a particular theme by a scholar from an IAU Member Institution or Organisation.

The 2012 Prize will focus on the theme: **Higher Education and the Global Agenda** which is linked to the **theme of the IAU 14<sup>th</sup> General Conference to be hosted by the Interamerican University of Puerto Rico, San Juan, Puerto Rico, USA, 27-30 November 2012**.

**Contact:**

Nicholas Poulton, *Editorial Assistant (IAU)*,  
[hep@iau-aiu.net](mailto:hep@iau-aiu.net)

## IAU COLLABORATION AND NETWORKING

**Between October 2011 and February 2012, IAU's voices were represented at the following events:**

First International Seminar on Rankings in Higher Education and e-Learning, Universitat Oberta de Catalunya (UOC) – <a href="http://www.uoc.edu/symposia/academic_rankings/introduccio_eng.html">www.uoc.edu/symposia/academic_rankings/introduccio_eng.html</a>	Barcelona, Spain	September 2011
E-Theses: DART – Europe Board Meeting – <a href="http://www.dart-europe.eu">www.dart-europe.eu</a>	London, UK	September
3 <sup>rd</sup> Higher Education Leadership Summit ASIA – <a href="http://www.highereducationsummit.com/">www.highereducationsummit.com/</a>	Singapore	October
OBHE – Adapting to Disruptive Times: Emerging Models for HE Provision – <a href="http://www.obhe.ac.uk/">www.obhe.ac.uk/</a>	London, UK	November
European Higher Education Area/International Openness Working Group meeting <a href="http://www.ehea.info/">www.ehea.info/</a>	Bucharest, Romania	November
Holyrood magazine's annual higher education conference – <a href="http://conferences.holyrood.com/">http://conferences.holyrood.com/</a>	Edinburgh, UK	November
ACA seminar "Internationalization revisited" – <a href="http://www.aca-secretariat.be/">www.aca-secretariat.be/</a>	Brussels, Belgium	December
Global Higher Education Forum 2011 – <a href="http://www.gheforum.usm.my">www.gheforum.usm.my</a>	Penang, Malaysia	December
NVAO / INQAAHE Seminar: <i>Internationalization of Higher Education: Global Trends, Regional Perspectives</i> – <a href="http://nvao.com/">http://nvao.com/</a>	The Hague, The Netherlands	January 2012
Universidad de Salamanca – <a href="http://Universidad.es">Universidad.es</a> Magna Charta Observatory Meeting – <a href="http://www.universidad.es/">www.universidad.es/</a> ; <a href="http://www.magna-charta.org/">www.magna-charta.org/</a>	Salamanca, Spain	January
Salzburg Global Seminar – Sustainable Futures Academy Meeting <a href="http://salzburgglobal.org/wp-sfa/">http://salzburgglobal.org/wp-sfa/</a>	Salzburg, Austria	January/February
ADEA Conference: <i>Towards Education and Training Systems at the Service of African Sustainable Development</i> – <a href="http://www.adeanet.org/adeaPortal/">www.adeanet.org/adeaPortal/</a>	Ouagadougou Burkina Faso	February
AIEA 2012 Conference: <i>Building a Secure World through International Education</i> <a href="http://www.aieaworld.org/">www.aieaworld.org/</a>	Washington D.C., USA	February

**In the coming months, IAU will be represented at the following meetings and events:**

Going Global 2012 <a href="http://ihe.britishcouncil.org/going-global">http://ihe.britishcouncil.org/going-global</a>	London, UK	13-15 March 2012
Sarua-CODOC Workshop on Doctoral Education, Leadership and Knowledge Societies: Redefining Global Relationships <a href="http://www.codoc-project.eu/">www.codoc-project.eu/</a>	Johannesburg, South Africa	15-16 March
The Guardian: "UK HE challenges, competition & opportunities for a changing sector" <a href="http://www.guardian.co.uk/">www.guardian.co.uk/</a>	London, UK	20 March
ACA Seminar: "Internationalization audits. Assessing and improving institutional strategies" <a href="http://www.aca-secretariat.be/">www.aca-secretariat.be/</a>	Brussels, Belgium	23 March
CAIE 2012: Internationalization: Essential Building Block to Quality in 21 <sup>st</sup> Century Education – <a href="http://caie-caei.org">http://caie-caei.org</a>	Rio de Janeiro, Brazil	25-28 April
NAFSA 2012 Annual Conference and Expo <a href="http://www.nafsa.org/annualconference/default.aspx">www.nafsa.org/annualconference/default.aspx</a>	Houston, Texas	27 May – 1 June
Campus France – Journée thématique: Les indicateurs d'internationalisation <a href="http://www.campusfrance.org/fr/">www.campusfrance.org/fr/</a>	Paris, France	28 June

➔ SHOULD YOU WISH TO GET IN TOUCH WITH IAU REPRESENTATIVES DURING THESE EVENTS, please contact: Élodie Boisfer, Executive Assistant and Project coordinator, Access ([e.boisfer@iau-aiu.net](mailto:e.boisfer@iau-aiu.net))



## MEMBERSHIP NEWS

### New IAU Members

IAU is pleased to welcome new Members who joined and rejoined the Association since October 2011.

#### INSTITUTIONS

**Christchurch Polytechnic Institute of Technology (CPIT)**, New Zealand  
www.cpit.ac.nz



**International University "MITSO"**, Belarus  
www.mitso.by



**Institut Catholique de Paris**, France  
www.icp.fr



**Maharishi Markendeshwar University**, India  
www.mmumullana.org



**The Hashemite University**, Jordan  
http://hu.edu.jo



**Technical University of Malaysia Melaka**, Malaysia  
www.utem.edu.my



**Institute of Business & Technology**, Biztek, Pakistan  
www.biztek.edu.pk



**St. Petersburg University of Management and Economics**, Russian Federation  
www.spbume.ru



**Bartın University**, Turkey  
www.bartın.edu.tr



**Izmir University of Economics**, Turkey  
www.ieu.edu.tr



**University of London**, United Kingdom  
www.lon.ac.uk



**University of Nottingham**, United Kingdom  
www.nottingham.ac.uk



#### IAU OBSERVER

**Assam Don Bosco University**, India  
www.dbuniversity.ac.in



### The IAU is pleased to Welcome

- Prof. Germanos Germanos, as new Rector of Antonine University in Lebanon
- Prof. Eva Åkesson, as new Rector of Uppsala University, Sweden

### New in Haïti: the creation of the Association of Haitian Universities

15 Haitian Higher Education Institutions have joined forces to rethink higher education in Haiti, and created the CORPUHA, a new organ aiming at fostering reflection, dialogue and interuniversity cooperation and exchange. "Its mission is to provide the country with a solid university system and to create solid governance structures and mechanisms" said Jean Vernet Henri, Rector of the Université d'Etat de Haïti. It will mainly focus its activities on research, innovation and academic excellence.

The Institutions member of the CORPUHA are:

- Université d'Etat d'Haïti
- Centre technique de planification et d'économie appliquée (CTPEA)
- Ecole nationale supérieure de technologie (ENST)
- Ecole supérieure d'infotronique d'Haïti (ESIH)
- Institut universitaire Quisqueya-Amérique (Inuqua)
- Université Caraïbe,
- Université Notre-Dame d'Haïti
- Université Quisqueya
- l'Université publique en région du Sud aux Cayes
- l'Université publique en région Artibonite aux Gonaïves
- l'Université épiscopale d'Haïti
- l'Université de Port-au-Prince
- l'Institut des hautes études commerciales et économiques.

**Contact:** Prof. Jean Vernet Henri, Rector, Université d'Etat de Haïti, [recteur@ueh.edu.ht](mailto:recteur@ueh.edu.ht)

Source: *Chenald Augustin* in: [www.lenouvelliste.com/article.php?pubid=1&articleid=97118](http://www.lenouvelliste.com/article.php?pubid=1&articleid=97118)

➡ TO JOIN IAU PLEASE CONSULT THE IAU WEBPAGES AT: [www.iau-aiu.net/content/join](http://www.iau-aiu.net/content/join)  
Contact: [h.vantland@iau-aiu.net](mailto:h.vantland@iau-aiu.net) and or [i.devyllder@iau-aiu.net](mailto:i.devyllder@iau-aiu.net)





In Focus:

RE-THINKING INTERNATIONALIZATION



INTERNATIONALIZATION OF HIGHER EDUCATION – AN INTRODUCTION

by Eva Egron-Polak, IAU Secretary-General and Executive Director (e.egronpolak@iau-aiu.net)

However we may define it, there is a general consensus in higher education circles, that internationalization is not only a desirable, but also a necessary

policy to adopt for practically all institutions of higher education. As a policy, the process of internationalization is pursued for numerous reasons. Key among the rationales, as manifest in various policies but also as reported in the IAU surveys on internationalization of higher education (Global Survey on Internationalization of higher education, 2003, 2005, 2010), is the preparation of students to live and work in a globalized world; the improvement of academic quality; the strengthening of research; attracting new students; generating revenues, and, increasingly, securing prestige and reputation.

Internationalization is a change process driven simultaneously by stakeholders inside the institutions of higher education as well as those external to it. It is a dynamic change process that has perhaps, never been as popular and as pervasive as in the last few years, thus attracting more and more attention from policy makers, scholars and higher education leadership. Arguments for increased internationalization are built around imperatives of economic development, competitiveness, demographic trends but also around international understanding, global responsibility, and, perhaps most importantly around the belief that internationalization can improve the quality of higher education.

What once may have been the responsibility of a single person or a small office in a university, working alone to mobilize interest in international linkages and fighting for the attention (and support) of the rector/ president, internationalization is now a top priority in most institutions. It is also a huge, and most would say a global industry. This 'industry' includes million dollar/ euro partnership projects; involves tens of thousands of students moving around the globe each year; the development of joint/dual programmes involving institutions in every corner of the globe. At the institutional level, more often than not, internationalization has become

the responsibility of a senior academic or administrator, working with committees that span the whole institution, and involving large numbers of faculty members, administrative staff and students.

Thus internationalization of higher education has moved from its marginal position which it occupied in most universities for several decades to the heart of strategic planning and to the core of institutional development, at least in theory. It is the very importance and centrality that the internationalization process has assumed for higher education that has also sparked increased debates about its impact – both expected and real, both at home and abroad. Scholars and practitioners alike are keen to examine internationalization more critically and to question whether, as it spreads around the world, it remains always – and above all else – a positive and beneficial institutional development policy. Some have asked whether internationalization has lost its way, is having a mid-life crisis (Jane Knight); others question whether we may have reached the end of internationalization (Hans de Wit and Uwe Brandenburg) and point out some of the myths (de Wit) that require more thorough investigation.

*It is essential to recall, agree upon, reaffirm and articulate the central values and purposes of internationalization of higher education.*

This questioning is more than healthy and useful. It is essential in order to recall, agree upon, reaffirm and articulate the central values and purposes of internationalization of higher education.

The fact that persistent concerns with the risks of internationalization are reported in the IAU Global Surveys, most particularly but not exclusively by institutions in developing nations, is a key reason for undertaking this questioning. It has led the IAU to consider what could be done to ensure that this process retains its positive and constructive character, especially when implemented across different and highly diverse contexts. The IAU has been consistently promoting internationalization as a

means to improve academic quality, as a process that celebrates the wealth of diverse perspectives and academic traditions that exist among the Association's Members. Furthermore, for the IAU, internationalization has also been viewed as a means to narrowing gaps and strengthening institutions that may be weak due to a lack of resources or simply because they are young. For IAU international partnerships among higher education institution can serve the efforts of meeting developmental challenges in education and research as well as addressing socio-economic and cultural challenges in all societies.

The two Policy Statements on internationalization and cross border higher education which the Association adopted in the past (2000 and 2004) both share this outlook as well. The principles and recommendations of these two Statements address the apprehensions as they are expressed by institutions of higher education. Yet, brain-drain, cultural homogenization, competition among higher education institutions as well as increased commercialization continues to be attributed as possible consequences of higher education internationalization. They are seen by some as the risks of internationalization, by others as collateral damage of the process.

Responding constructively to these concerns is the aim of the IAU's *Re-Thinking Internationalization Ad-hoc Expert Group*. The short articles that follow in the In Focus section, and which have been written by various members of this group demonstrate the richness of this discussion. Even among those who have been debating these questions together for some time, there are contrasting views, subtle and more obvious disagreements. At the same time however, there is more common terrain than disagreement;

there is more bringing us together than dividing our views. What unites us is a solid consensus that internationalization is essential in the overall institutional pursuit of offering a learning experience of quality to all students, which is also linked to a research environment that is open to the world and where research addresses the world's challenges. What also brings us together is a strong belief about giving priority to the academic focus and rationale of the internationalization process. Finally, both scholars and practitioners are committed to moving from words to actions in order to achieve positive outcomes.

In the coming weeks, the IAU will release, for consultation beyond the Ad-hoc Expert Group, a draft document entitled ***Affirming the Academic Values in Internationalization of Higher Education – A Call for Action***. This text will describe the concerns and their underlying causes while proposing ways forward that are constructive and positive for the higher education community worldwide.

➡ FOR FURTHER INFORMATION ABOUT THE IAU'S CURRENT WORK ON INTERNATIONALIZATION, including the recently completed **Internationalization Strategies Advisory Service (ISAS)** projects, and the IAU's sessions on re-thinking internationalization, at the British Council's **Going Global 2012** event in London, UK, in March this year, please see page 9 of this magazine.



## INTERNATIONALIZING INTERNATIONALIZATION: THE GLOBAL CONTEXT

by **Susan Buck Sutton**, President, Association of International Education Administrators (AIEA) ([eng1@duke.edu](mailto:eng1@duke.edu)) and **Darla K. Deardorff**, Executive Director, AIEA ([d.deardorff@duke.edu](mailto:d.deardorff@duke.edu)), USA.



When the term "internationalization" first emerged some 25 years ago, it was conceived – at least in North America – as a process of integrating a college or university's various international activities and infusing international perspectives more widely across the institution. During the ensuing quarter century, the range of institutional activities connected to internationalization has steadily increased, and the phrase "comprehensive internationalization" is now widely used to indicate the great breadth of international

activities that have developed within U.S. colleges and universities.

This essay argues, however, that the standard usage of "comprehensive internationalization" is not as all-encompassing as its wording implies, precisely because it is still framed within the context of single institutions, pursuing their individual ends through self-contained processes. Jane Knight's 2008 definition



of “internationalization”<sup>1</sup> pushes us to consider the term beyond the institutional level, noting that internationalization has become a national as well as institutional process, connected to the very purpose, functions and delivery of higher education. We fully agree and want to go a step further.

More specifically, we want to pose the following questions: What would it mean to conceive internationalization as a global, as well as an institutional, process? What might happen if institutions understood their actions as functioning within an emerging global system of higher education? How might this change institutional strategies and goals? Might it be time to re-conceive “comprehensive internationalization” as requiring a more internationalized form of internationalization, one that positions global engagement, collaboration, goals, and responsibilities at its core?

We believe these are questions worth considering. Those who lead international efforts on U.S. campuses find themselves all too often mired in narrow conversations about institutional gain, measured simply through one-sided counts of students, dollars, and rankings. These are important issues to be certain, but there are other issues that institutions should be considering. Prime among these others might be the extent to which the teaching, research and service functions of an institution have been enhanced through transformative collaboration with international partners. This kind of institutional gain reflects a belief that the true value of internationalization is its ability to transform student learning, knowledge generation, and community engagement by synergizing different

perspectives. This in turn leads to a view of internationalization aimed not only at transforming individual institutions, but also at building global networks of learning and reflection. In this view, internationalization is as much a process of outward connection as inward infusion, with its goals shaped by the emerging global system of higher education in ways that share resources, increase knowledge, expand access, and turn our collective wisdom toward pressing concerns.

*Internationalization is as much a process of outward connection as inward infusion.*

Carrying this line of thought one step further, such an expanded view of internationalization also calls for attention to the impact of institutional actions beyond the institution. Eva Egron-Polak and the IAU have led the way in recognizing the downside of internationalization as presently conceived, from brain drain to a widening gulf between elite institutions and others. An internationalized kind of internationalization asks colleges and universities to consider whether or not their actions are shaping the kind of global educational system that will advance and transform higher education as a whole.

Ultimately, an internationalized internationalization would be a matter of institutions engaging as global citizens through partnership and authentic dialogue, measuring success in terms of mutual benefit and global action. From this global perspective, internationalization becomes a process of increasing synergies among scholars, deepening student and institutional engagement in the world, and creating ever larger networks of discovery, transforming the very nature of higher education itself.

1. “... the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels” (Knight, 2008, p. 21).



## GETTING INTERNATIONALIZATION BACK ON TRACK

by **Uwe Brandenburg**, project manager and partner at the Centre for Higher Education Development Consult, Germany ([uwe.brandenburg@che-consult.de](mailto:uwe.brandenburg@che-consult.de)) and **Hans de Wit**, professor of internationalization, Amsterdam University of Applied Sciences, the Netherlands, and director of the Centre for Higher Education Internationalization at the Università Cattolica Sacro Cuore, Milan, Italy ([j.w.m.de.wit@hva.nl](mailto:j.w.m.de.wit@hva.nl))



Everybody talks about “internationalization” and we see it everywhere on the agenda. The global competition for talents, the emergence of international branch campuses, the debate on use of agents for recruitment of students, the internationalization of the curriculum, all this is widely debated on all levels and around the world. We see not only European, Northern

American and Pacific universities embrace the international agenda, but also emerging economies in Asia, Latin America, and the Middle East have become pro-active in stimulating the internationalization of their education. The boundaries between resource and target countries of internationalization have started to become blurred. The positive conclusion one could draw from this picture is that internationalization is on the rise in higher education. But there are also concerns.

In our essay with the deliberately provocative title “The End of Internationalization,” (*International Higher Education*, CIHE Boston College, number 62, winter 2011), we stated that there appears to be a trend to move from substance to form, and that whose popularity might lead to a devaluation of the notion of what internationalization means and implies. Looking at recently published articles, one could get the impression that internationalization has an identity or mid-life crisis, as Jane Knight wonders in IMHE Info (OECD/IMHE, August 2011).

*If we proclaim the end of internationalization, why revive a corpse?*

What in our view certainly does NOT help the discussion is to focus on re-labeling.

A recent phenomenon in the debate on the future of internationalization of higher education appears to be the inclination to put new broad labels on the term, such as mainstreaming, comprehensive, holistic, integrated and deep internationalization. The most common current label appears to be ‘*Comprehensive Internationalization*’, in particular thanks to the paper with that title of past NAFSA-president John Hudzik and with the subtitle ‘*From Concept to Action*’ ([www.nafsa.org/cizn](http://www.nafsa.org/cizn)). We have little against action plans to enhance the notion of internationalization, but if one compares Hudzik’s ‘definition’ of comprehensive internationalization with the generally accepted definition by Jane Knight on internationalization of higher education: “*the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education*” which finds its foundation already in the early 1990s, one cannot see much difference. And that applies to other labels as well. One cannot conclude otherwise than that these labels are tautologies, using different words to say the same thing even if the repetition does not provide more clarity. (See also Hans de Wit, Issue 0194, 23 October 2011, [www.universityworldnews.com](http://www.universityworldnews.com))

We want to raise some considerations on what might and might not help us getting things back on track. To do so the main question is of course: why should we have to put it back on track? If we proclaim the end

of internationalization, why revive a corpse? It is the process and its different approaches which need, in our view, reorientation. This implies that the end is also the beginning of a new internationalization.

We advocate a re-orientation towards outcomes and impacts and away from a purely input and output approach. Instead of bragging about the number of students going abroad and hosting of international fee paying students, the number of courses in English and the abstract claim of making students global citizens, we want to focus on learning outcomes. How can we make sure that students receive the right learning outcomes that make them ready for a world that is more and more intercultural and internationally connected? What does that mean for faculty development? What are the implications for the assessment of students? How can instruments such as study abroad, international classrooms, teaching in another language, recruitment of international students and cross-border delivery, contribute to that process? In other words: how can we make sure that all students and not only the small elite of already internationally oriented students and faculty receive the basic intercultural and international skills and knowledge they need in current society? Is it possible to look at new ways of internationalization such as virtual exchange? Can we learn from experiences with internationalizing secondary education and build on them? Or are we sticking to the classic concepts of cross-border mobility? In recent years we have seen good practices of new approaches to internationalization; we should embrace them and incorporate them.

Without denying the importance and good work of international offices, internationalization has to move out of these offices and become part of curriculum development, quality assurance, faculty development. In our perception the issue is not the commonly claimed divides between competition and cooperation, between at home and abroad, or between the institution and the student that have to drive the process. Instead, it should be the focus on outcomes and thus on the question why and how internationalization can contribute to the improvement of quality of education.



## RE-ENVISIONING INTERNATIONALIZATION: INTERNATIONAL EDUCATION FOR WHAT?

by **Rajika Bhandari**, Deputy Vice President, Research and Evaluation, Institute of International Education ([RBhandari@iie.org](mailto:RBhandari@iie.org))



It is estimated that 1.7 billion people in the world live in absolute poverty.

Close to 40 percent of the world’s population lives without access to improved sanitation, with the vast majority in Asia and sub-Saharan Africa. And when it comes to education, only 10 percent of the world has access to a



secondary education, and this proportion plummets to 1 percent for a higher education. But these problems exist in the developed world too: about 33 percent of American students enrolled in college never complete their degrees, and a third of all incoming freshman have taken at least one remedial course in reading and/or mathematics.

Clearly, we are living in times that are fraught with multiple problems that range from those that affect the individual alone, to those that affect entire communities and societies. Against this backdrop, as over 3.7 million young students move beyond their countries' borders to obtain an international education and with so many countries and organizations investing vast amounts of human and financial resources in promoting a global education, the question must be asked: an international education for what and for whose benefit? Beyond the obvious individual and cultural benefits, what is to be gained from the mobility of students and what local or global problems is an international education helping solve?

The genesis of this question goes deeper and can be traced to the vast divide between two seemingly overlapping yet disparate fields: international education as those of us in the "exchange" or internationalization field know it, and international education as defined within the field of international development. Experts and practitioners in one field simply do not speak to those in the other. Those of us in the field of international higher education rarely pose critical questions about the broader implications and relevance of internationalization in providing solutions for global, national or community-level problems. To what extent are we, for example, guiding our future internationally mobile students to think about the Millennium Development Goals, or the Education for All initiative, or the Dakar Framework for Action as a frame of reference for selecting their future course of study and professional career?

Although international service learning has always been a time-honored tradition in western countries, it exists for the most part on the fringes of formal higher education and training. But there are some exemplary programs that

have attempted to bridge this divide, and where an international experience is seen as a critical pathway to addressing development issues.

One such program is the Ford Foundation's *International Fellowship Program* that draws upon talented individuals from marginalized groups from around the world to use their educational experience to address key social issues. Another example of an initiative that encourages the application of international learning to everyday problems is *Engineers without Borders*, which provides U.S. engineering undergraduates with community development opportunities abroad. As one step towards documenting these types of activities, the Institute has recently expanded its *Open Doors Study Abroad Survey* to collect data on internships abroad (and other types of applied learning experiences) both for credit and non-credit, in the private and public sectors.

Scaling up and replicating these types of initiatives is not an easy endeavour. From a research perspective, the major challenge, of course, is assessing the ultimate impact of higher education mobility or educational exchanges. How can we measure the contributions of international education to solving global problems? In addition to reporting on international students' fields of study, should we also attempt to synthesize mobility data by areas of potential impact such as public health, education and the environment? These are just some of many questions that need to be addressed.

The selection of a study destination and field of study will ultimately be an individual one, driven by personal and professional aspirations, but we can all play a role in shaping the next generation's thinking about how their learning can help solve some of the world's most endemic problems. But for that to happen our field first needs to rethink and redefine our current understanding of internationalization.

*We can all play a role in shaping the next generation's thinking about how their learning can help solve some of the world's most endemic problems.*



## INTERNATIONALIZATION IN AFRICAN HIGHER EDUCATION: A DIFFERENT APPROACH?

by **Goolam Mohamedbhai**, IAU Immediate Past President, and former Secretary-General, Association of African Universities ([g\\_t\\_mobhai@yahoo.co.uk](mailto:g_t_mobhai@yahoo.co.uk))

Internationalization is not new to African higher education. Indeed, it was through internationalization that most African universities were created and developed.

The majority of them were patterned on universities in countries of which they were former colonies. Most of their faculty were trained in universities in the North; the institutions with which they had the largest number of exchange programmes were located in the North; the

curricula and programme structures of their degrees were similar to those in Northern universities; and all the institutions used a European language for instruction. Whether these universities were appropriate to Africa's social and economic development is debatable. They were alienated from the rural areas where the majority of the population lived and where the development challenges were greatest. It has been argued that this was one of the reasons for the eventual decline of many African universities in the decades that followed.

*By trying to be global and world class, African universities may neglect their important function of community engagement.*

Four decades later African universities are going through a major process of revitalization and European and other Northern

countries are again prepared to assist. But the global higher education environment now is very different. Universities in the North are short of local students because of demographic changes, and of resources because of decreasing public funding. Understandably, these factors are guiding their internationalization endeavors, which are bordering on globalization. The latter has resulted in higher education being increasingly regarded as a commercial product, governed essentially by market forces, and it has brought in the notion of competitiveness. Commercialization and competitiveness – concepts which were considered anathemas in the university world – can have a very negative impact on African higher education, unlike the favorable effects of internationalization such as greater academic mobility and mutually beneficial partnerships.

Two internationalization strategies currently guiding most universities in the north are: to be global, because increasingly their teaching and research activities go beyond their national boundaries; and to become world class, stemming from their desire to improve their competitiveness by being ranked high in one of the world university listings. African universities, prompted by their governments, are also getting seduced by these concepts and many are incorporating them in their strategic plan. But is being global important for African universities at this stage? Surely their priority should be to serve the urgent local and regional development needs. Considering that the criteria for world ranking are heavily biased towards high-level and expensive research activities and output, should African universities really aim to be ranked? Their main concern should rather be to undertake relevant

developmental research, even if this is not appropriate for publishing in international journals. Of special concern is that by trying to be global and world class, African universities may neglect their important function of community engagement – so vital for their societies.

The Bologna Process, with the original objective of harmonizing European higher education, is another important internationalization strategy that is having an impact on African higher education. Because African and European universities historically share many similarities, the Bologna Process and its accompanying qualifications structure of *Licence, Master, Doctorat* (LMD) are being introduced in many African universities, especially the Francophone ones. Harmonization is undeniably important for African higher education but the environment that was prevalent and the extensive consultative process that was used in Europe may not be the same in Africa. Simply replicating the Bologna Process in Africa without adapting it to local conditions and culture may do more harm to African higher education. It could, for example, lead to greater brain drain towards the North.

So, does this mean that African universities should not have an internationalization strategy? Certainly not. But they need to contextualize and prioritize their internationalization activities. Since many African countries share the same development challenges, they need to give preference to regional activities, regionalization being very much a sub-set of internationalization. Most funding and development agencies are supportive of regional collaboration among African universities. They also need to collaborate with universities in other developing regions such as Asia and Latin America, which again have similar development concerns. And they should maintain their collaboration with universities in the north. A large number of these already have long and fruitful partnerships with African universities, have expertise on the challenges facing Africa and are willing to share these in a collaborative and mutually beneficial way. Above all, in a world that is inevitably globalized, working and collaborating with institutions in all parts of the world, but on agreed terms, can only be enriching for the universities and students in Africa.

Concerning those universities in the north that genuinely wish to assist African countries in their higher education development by operating on their territories, they should do so responsibly and ethically, respecting the local norms and cultures and always ensuring that they do not weaken the existing local institutions.



## ALEXANDER'S SWORD?

by **Dennis Murray**, Executive Director, International Education Association of Australia (IEAA)  
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*"I saw the crescent, you saw the whole of the moon" (Waterboys)*

There is a sense in which much recent discourse about internationalization of education has been circular and self-referencing, through analysis of process definitions and a fixation on form more generally. Thankfully, we appear most recently to be starting to address questions of substance (de Wit, *Naming Internationalization will not revive it* (University World News, 23 Oct 2011).

*In many countries there is an excited, healthy sense of only just beginning on internationalization.*

In some countries the discourse in parts of the Western World about "the end of internationalization" is viewed as

bemusing if not quaint. In many countries there is an excited, healthy sense of only just beginning on internationalization. There is no sense of "mid-life crisis" or of disappointment about the ways internationalization has played out over the past 20 years.

That is not to say colleagues around the world regard the forms of internationalization enacted especially by Western countries as neutral, dis-interested and benign. These days we have come to understand and expect that all of us will seek to operate on a shared footing, in equal partnership.

What then would we collectively focus on if we were to attempt to envision a role for international education for a new century?

To my mind, the primary question is "what is international education for?" This is a complex question. The answer unavoidably will have an ethical dimension.

I suggest we explicitly discuss the purpose, value and ethos of international education as the way to re-conceptualize what international education is about and what it might do and achieve for nations and on a global scale. I suggest we attempt to create an explicit global vision for international education.

A journey is involved. It will require a conversation of different voices. It will not be an end in itself. It should have as its end something meaningful, practical, important and sustaining for us all.

There is a sense that the world of education is changing quite fundamentally and that we are entering a new era. The challenges facing education at the national level are enormous – burgeoning unmet demand in some countries and regions; massive demographic, social and political shifts; economic and financial meltdown impacting countries differently; a global competition for skilled labour.

Institutions never exist in isolation from their domestic social contexts. University's especially are charged (and their political paymasters fund them) to solve domestic challenges of all kinds.

Overlain are increasingly pressing global problems that cannot be solved by nations in isolation – problems of food security, injustice, poverty and illness, racism and ethnic cleansing, climate change and environmental degradation, scarce energy, war and international terrorism. It would be shocking, and unacceptable, if education institutions around the globe were silent on these matters.

Is the vision we should have for international education, and the challenge we should take up, to conceive and position international education as the vehicle by means of which education institutions and systems in many nations cooperate more systematically to solve global problems? Would this excite us as academic teachers and researchers? Would this excite our students, wherever they are around the globe?

This idea seems to offer the following possibilities:

1. It might provide a focus for a global shared vision, which could translate into practical action programs.
2. At its heart would be a sense of shared responsibility and mutual action for more equitable benefit.

While narrow national or regional objectives for international education are not necessarily less important and pressing, and while countries cannot be expected to ignore them, could we open up to broader, shared, more mutually beneficial, global perspectives for global teaching, training and research?

The famous cosmopolitan and internationalist Alexander the Great once cut through a Gordian knot. Would the development of a global vision for international education be the sword by which we cut through sterile discussions of form and move on to discussions of substance in international education?



## RE-THINKING INTERNATIONALIZATION – KNIGHTS PERSPECTIVES

by **Ross Hudson**, IAU Programme Officer ([r.hudson@iau-aiu.net](mailto:r.hudson@iau-aiu.net))

In recent months, the re-thinking internationalization debate has become a hot topic in higher education media and publications, spurred on by the work of **the IAU**

**International Ad-hoc Expert Group on Re-thinking Internationalization.** Several publications, including for example the *Chronicle on Higher Education*, and the *International Higher Education newsletter of the Boston College Centre for International Higher Education (CIHE)*, have featured articles on the topic by a range of authors including many of the members of the IAU Ad-hoc Expert Group, who have also contributed to this issue of *IAU Horizons*.

Perhaps one of the most recognisable names of those taking part in the debate is Dr. Jane Knight from the Ontario Institute for Studies in Education, University of Toronto, Canada. In addition to her considerable contributions to research on the process of internationalization, including for example, as author of the 2003 and 2005 *IAU Global Survey Reports*, her definition(s) of internationalization are among the most commonly accepted and cited. This paper highlights and examines some of the key messages of three opinion papers that Dr. Knight wrote on the subject of re-thinking internationalization, namely: *Has Internationalization Lost its Way?* (2011) *Is Internationalization having an identity crisis?* (2011) and *Is Internationalization on the Right Track* (2008).

In all three papers, Dr. Knight begins by drawing attention to the fact that internationalization has become a fundamental feature of higher education today:

“There is no doubt that internationalization has come of age. No longer is it an Ad-hoc or marginalized part of the higher education landscape. University strategic plans, national policy statements, international declarations, and academic articles all indicate the centrality of internationalization in the world of higher education”.

However, this growing importance and “intense development” have brought with it a range of perhaps unforeseen risks and issues which Dr. Knight calls “unintended consequences”. Although it is now widely accepted that internationalization can mean different things to different people, the breadth and depth of both the number and types of internationalization initiatives has increased dramatically. Running in parallel to this development Knight worries that:

“The rationales for pursuing internationalization have evolved from an academic focus to economic driven

ones and the process of internationalization, which has been traditionally seen as a process based on values of cooperation, partnership, exchange, mutual benefits and capacity building to one that is increasingly characterized by competition, commercialization, self-interest and status building”.

This is leading to other issues of potential concern, including: “some private and public education providers lowering academic standards and transforming into visa factories due to revenue generation imperatives; two degrees (double degrees) for the work of one, and international student mobility turning into a big business and becoming more closely aligned to recruitment of brains for national science, technology and innovation strategies. However, as Dr. Knight points out, there are still many examples of “campus learning based internationalization strategies and cross border education [that] contribute to the development of individuals, institutions, nations and the world at large”.

It has often been stated that internationalization is a process and/or a ‘means to an end’ - such as improving academic quality or developing international-intercultural competencies rather than an end unto itself – being international for the sake of international profile or ranking.

However, if a ‘process’ is best understood by the activities that are carried out in its name, then the process of internationalization is certainly both confusing and convoluted. It seems that nowadays, any higher education action or initiative that could be seen to include stakeholders in more than one country has fallen under the umbrella of internationalization of higher education. This includes everything from research networks to short term language schemes; from ICTs and distance learning to foreign student mentoring schemes. Whilst this trend has not devalued the importance attributed to internationalization – quite the opposite in fact, as evidenced in the results of the IAU 3<sup>rd</sup> Global Survey on Internationalization of Higher Education – it has led many to question what it actually means to pursue internationalization. As noted by Dr. Knight:

“Internationalization is becoming a catch all phrase now used to describe anything and everything remotely linked to worldwide, inter-cultural, global or international and is at risk of losing its meaning and direction”.

More than anything else, these new realities of the process of internationalization of higher education emphasise



*The IAU hopes that the In-Focus section of this special issue of IAU Horizons will help to fuel future debates and focus on the role and benefits of higher education internationalization to serve individuals, institutions, nations and society at large.*

two things. First, the real value added by tracking developments in internationalization through the IAU's regular Global Surveys (see: [www.iau-aiu.net/content/global-surveys](http://www.iau-aiu.net/content/global-surveys)). Second, the importance of the timely action taken

by IAU and others, to move away from simply developing updated definitions of the process and instead re-thinking the concept of internationalization more fundamentally. As Knight indicates, "recent debates on the meaning and role of internationalization have stimulated an interest in redefining internationalization. But is a new definition of internationalization the right response or enough? How can we avoid a scenario where words might change but

the actions, and more importantly, values characterizing internationalization do not"?

The IAU hopes that the In-Focus section of this special issue of IAU Horizons will help to fuel future debates and focus on the role and benefits of higher education internationalization to serve individuals, institutions, nations and society at large.

**For References see the bibliography provided at the end of the In Focus section on page 33.**

➡ TO ORDER YOUR COPY OF:

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## RE-THINKING INTERNATIONALIZATION: TESTING THE APPETITE FOR DEBATE

by **Karen McBride**, *President and CEO, Canadian Bureau for International Education (CBIE), Canada* ([kmcbride@cbie.ca](mailto:kmcbride@cbie.ca))



The Canadian Bureau for International Education (CBIE) recently held its 45<sup>th</sup> annual conference in Ottawa under the theme "Great Expectations: Achieving our Ambitions in International Education." Given CBIE's involvement in IAU's *Re-thinking Internationalization initiative*, the conference was a timely opportunity to ask the question "is internationalization on track?" A lively and thought-provoking debate in front of an audience of 600 Canadian and international conference delegates therefore became the setting for examining this important topic.

The debaters highlighted many relevant arguments in their efforts to sway the audience. While this brief article will not attempt to recreate this rich exchange, the following are some of the key themes that emerged from the debate:

### RATIONALE

There was a strong argument put forward that while we all still want to believe internationalization is serving academic purposes, the actions of many institutions around the world, including Canada, are focused on recruiting full-fee

paying international students and exporting education – which reveals revenue-generation as internationalization's true objective. A different perspective put forward in the debate acknowledged that there are commercial rationales for internationalization but also pointed to other critical drivers – academic quality, research collaboration and international cooperation; it was argued that what is key is how a particular institution combines and balances these multiple rationales and, moreover, that with a strategic approach, these rationales can be mutually-supportive as opposed to mutually-exclusive.

### EFFECTIVENESS

The extent to which institutions are effectively preparing students to thrive in an interdependent world was another key issue debated. Do institutions focus more on counting the number of inbound and outbound students than on assessing the learning outcomes of international mobility or ensuring the ninety percent of students who do not have a mobility experience still receive an international education? On the other hand, the debate recognized that there are many institutional success stories when it comes to a comprehensive approach to fostering global citizenship.

## STRATEGIC DIRECTION

One side of the debate argued that internationalization is increasingly driven by governments, which push institutions to recruit greater numbers of international students to help backfill the gap left by dwindling public funding for institutions, as well as to help address a country's labor market needs in the longer-term. The other side urged institutions – and those who lead their internationalization efforts – to view themselves as the critical actors. Globalization is impacting all fields and it is the responsibility of institutions to define the global higher education space rather than letting others' interests set the parameters.

## VALUES

The debate repeatedly came back to the question of the values. It was presented as a call to re-examine rationales in the face of growing commercialization. Or it was presented as an affirmation that, as a community of leaders in international education, we know what we want, know how to do it, and have the courage of our convictions to ensure internationalization achieves its ambitions. The underlying message from both sides of the debate was

clear – we need to articulate why internationalization matters.

At the end of the debate, conference delegates were asked to vote on the initial question, namely the resolution that internationalization is on track to achieving its ambitions. Those opposed were in the majority. But it is fair to say that arguments on both sides of the debate resonated with most conference delegates. What was perhaps most striking, however, was the appetite to have this debate – the sense that internationalization is indeed at a crossroads and that we require collective reflection and dialogue at this critical juncture. Moreover, there was a sense that this analysis and discussion were urgently needed.

*The underlying message from both sides of the debate was clear – we need to articulate why internationalization matters.*

Having tested the appetite for the debate, it is therefore clear that IAU's *Re-thinking Internationalization initiative* is timely, strategic and has the potential to be an important platform to proactively shape the global higher education space.



## INTERNATIONALIZATION AND VALUES

by **Georges Nahas**, Vice President, University of Balamand, Lebanon ([vp@balamand.edu.lb](mailto:vp@balamand.edu.lb))



### INTERNATIONALIZATION: A BACKDROP

Internationalization has flourished in the framework of higher education in the last few decades and the world has moved from an era of bilateral exchanges to an era when international programmes and institutions are being structured, with internationalization serving as an efficient backdrop for academic cooperation. On reading the latest report of the IAU survey on the topic, one sees a certain loss of impetus and maybe even a certain questioning of the basic principles of this approach.

### INTERNATIONALIZATION: TENSION AND CHALLENGES

Indeed, the survey shows that, in certain regions, internationalization can be a source of tension, since it questions cultural assets that cannot easily be transferred. On the other hand, the universities of the South seem to be more and more aware of the danger caused by a

brain drain to the North, internationalization serving as a privileged agent of this migration of human potential. Should one therefore place Internationalization in a new context? A context that goes beyond the mere academic aspect to analyse the human impacts?

### INTERNATIONALIZATION AND THE HUMAN ADVENTURE

Indeed, the challenge has two complementary facets that are related both to the human values that all training and culture entail and to the ethics that any human relation implies. But the human adventure in all its complexity seems to be based on two *raison d'être*: Freedom and Equality. Certain social situations deny these or minimize their importance in the name of cultural assets. Does internationalization have the right to respect these assets and to what degree? Or should internationalization be considered as a vehicle of change for societies to aspire to greater freedom and a deep egalitarian consensus?

Financial worries often lead to a policy of silence in the name of the respect of specificities. This plays into the



hands of government policies, but is it in the interest of those peoples that higher education must serve? But respecting differences is a human value in itself, so what can one do if internationalization is to ethically respect its limits?

take place only in laboratories, but also in the life space that different societies offer worldwide.

*Internationalization still remains the best “milieu” to make this dialogue become part of our everyday lives.*

**INTERNATIONALIZATION AND INTER-CULTURAL DIALOGUE**

This shows that we are entering a new era whose limits are drawn by the new technologies. Internationalization is a space for intercultural dialogue before being an academic forum. It is higher education, with its potential to train future cadres, which are called upon to create spaces for dialogue on the values that must become our common denominators instead of reasons for partitions. That is why the paradigm of academic exchanges must be replaced by a paradigm of cultural exchanges, even though scientific aspects are a part of these. In such an exchange, the brain drain is no longer relevant, since encounters no longer

The new challenge awaiting this new paradigm is the difficulty to accept differences and accept that exceeding ourselves is both possible and positive.

**INTERNATIONALIZATION: AN OPPORTUNITY NOT TO BE MISSED**

Despite this, internationalization still remains the best “milieu” to make this dialogue become part of our everyday lives. The academic family is in the best position to create a common approach to the values that unite us in total respect of the human being and the ethics that govern the relations between societies and institutions.



**DO WE NEED TO DEFINE INTERNATIONALIZATION?**

by **Gudrun Paulsdottir**, President of the European Association for International Education, EAIE, Mälardalen University, Sweden ([gudrun.paulsdottir@mdh.se](mailto:gudrun.paulsdottir@mdh.se)) and **Hans-Georg van Liempd**, Vice President, European Association for International Education, EAIE, Tilburg University, The Netherlands ([H.G.vLiempd@uvt.nl](mailto:H.G.vLiempd@uvt.nl))



The world of internationalization of higher education is one of constant movement and change. The fact that it encompasses global education guarantees a diversity that opens up for as many definitions on internationalization of higher education as there are actors and stakeholders. All interpretations of what internationalization is and stands for make internationalization as a phenomenon so successful.

Internationalization of higher education has grown in the past 25 year with an unprecedented intensity and fostered cooperation on all levels, leading to a better understanding of higher education globally, contributed to reduce frictions between people and countries as well as added new values and perspectives to academic endeavours in education and research. The success can be quantified but less can be said about the quality. The very fact that internationalization still grows every year in so many ways should prove that internationalization is successful and valuable for all stakeholders. This constant development

could not be achieved if there was no room for individual interpretations based on what works best for the institutions and countries involved.

*It is however very important that each institution of higher education uses their own definition of internationalization and aligns it to their own overall institutional vision.*

It is however very important that each institution of higher education uses their own definition of internationalization and aligns it to their own overall institutional vision, strategy and goals. Ideally that definition relates directly to a national strategy for internationalization of higher education. On the other side, there are still very few countries where the ministry of education and/or national agency see the importance of supporting, guiding and advising for internationalization of higher education.

The global environment of higher education has developed mainly through higher education initiatives

and has grown organically without much control or joint approach by governments or institutions. This is clearly the strength of internationalization. Apparently there is no need for a single definition; implicitly some kind of shared understanding exists that probably derives from the above mentioned diversity and from the fact that those participating listen and accept the different interpretations and definitions. The stakeholders involved have developed and do now rely on mutual trust which has led to long lasting relationships.

In order to allow for the further development of this already existing global environment it needs to be supported, nourished and given space to continue to develop. Every intention to regulate or control this environment could have a very negative impact on that development. Governments, ministries, national agencies and international organisations can support this international development by creating frameworks of support and by giving guidelines while associations worldwide concerned with higher education can support and help by disseminating info on good practices, trends, and new initiatives among their members. It is quite possible that a joint platform of ethical values for internationalization

such as the one International Association of Universities is working on will bring support. Such a set of values could to some extent define internationalization from a different point of departure. The recommendations to governments regarding facilitation of mobility which are being drafted by the European Association for International Educations together with the Network of International Education Associations (NIEA) could also become a support structure for higher education institutions to put pressure on their governments and thus help them to reach their goals in internationalization.

Internationalization is becoming increasingly important in the strategies of institutions of higher education, literally becoming an integrated part all activities and endeavours. What started out as internationalization of higher education somewhere in one corner office has now become international higher education meaning that the whole sector has indeed become internationalized? Acknowledging this change is more important than searching and find a joint and inclusive definition. This needs to be the fundament of the concept of internationalization.



## CHANGES IN INTERNATIONALIZATION OF JAPANESE HIGHER EDUCATION

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HITOTSUBASHI UNIVERSITY

In Japan, the internationalization of higher education has traditionally focused on international student

mobility, particularly inbound-flows such as the *100,000 International Students Plan* and *300,000 International Students Plan*. Through these endeavors, the government has played a central role with strong initiatives, for instance, government scholarship programs, funds for tuition reductions and exemptions, subsidies for the construction of student accommodations, and relaxing immigration regulations, supporting host institutions of international students. However, both the country's prolonged, demographic decline of 18-year-olds and a rapidly growing global economy have reshaped Japan's rationales and approaches to international education. New policy rationales such as the "skilled migration approach," which promotes the post-graduation employment of international students in Japan (brain gain from overseas), have emerged, and lower-tiered, private institutions are partnering with commission-paid agents to aggressively recruit international students mainly from China (revenue-generating approach) to fill their classrooms. Both

approaches are currently prevalent within international education in Japan, weakening the traditional, "cooperation and mutual understanding approach." Furthermore, international university rankings, which prospective international students often use as a guide to identify universities to which they should apply, have become part of internationalization since they are now considered in the discussion of how Japanese universities can increase their international competitiveness so as to attract high-quality students from overseas.

Under these circumstances, internationalization of higher education in Japan has encompassed many new cross-border movements and thereby broadened its original concept, rationalizing and basing these new efforts on commercialization and competition in order to cope with serious global issues within higher education, such as the decrease in public funding and an ever-intensifying global talent war. Recently, the term "international" is being replaced by "global" in Japanese higher education, e.g., from international education to global education, in line with advances in an era of globalization. Accordingly, in order to meet the increasing demand for global-minded graduates (workforce) at rapidly globalizing Japanese

*Beyond student mobility, however, internationalization has been less developed in Japan, especially in terms of curriculum reform.*

universities to expand their English-taught courses and study abroad programs.

Beyond student mobility, however, internationalization has been less developed in Japan, especially in terms of curriculum reform. The government and universities have historically typified the approach of importing knowledge and technology from overseas, modifying them for Japan's use with the main purpose of advancing the country's modernization (internationalization for modernization). Since the vast majority of course content originally came from the West, this model has prevented Japanese universities from internationalizing their curricula for a long time. However, as a new trend, there are a growing number of international liberal arts institutions offering international learning experiences, incorporating a high percentage of English-taught courses, a highly diversified student population and faculty, and a variety of study abroad programs. Beyond just adding so-called international programs to the traditional curricula, these institutions have thus made the internationalization of education and learning the first priority within their missions and efforts.

Internationalization has increased in importance in both education and research, taking a more mainstream role

companies, the Japanese government has embarked on new initiatives of globalizing higher education, such as supporting

in Japanese higher education. Concurrently, however, as the country's public debt has reached 200% of its GDP under a prolonged period of economic stagnation, there is a growing expectation of society, coupled with the concern of taxpayers, that universities be able to clarify both the added value of their international dimensions and the impact of internationalization on their specific institutions. Currently, one of the crucial challenges for Japanese universities is to develop an effective evaluation process of their internationalization efforts. This challenge lies in balancing the needs between trusted quality control, which creates a "bottom line" in terms of accountability, transparency, and resource management, and quantitative expansion. In addition, such an approach requires a creative assessment structure and its related evaluation methods (e.g. peer review and benchmarking), which can account for and encourage overall internationalization initiatives and adds a strategic dimension to further university internationalization.

Lastly, the Japanese government is expected to continue to support the strategic initiatives of university internationalization in order to provide a catalyst for the functional transformation of Japanese universities towards meeting the demands of the 21<sup>st</sup> century's global knowledge-based society. For example, the government should provide not only competitive funds for pioneering internationalization efforts and innovative, international collaborations of institutions in education, research, and administration, but also implement further deregulations combined with effective quality assurance programs in Japanese higher education as a whole.



## WHAT IS GLOBAL CITIZENSHIP AND WHY DOES IT MATTER?

by **Madeleine Green**, IAU Senior Fellow, and Senior Fellow, NAFSA the Association of International Educators ([madeleinefgreen@gmail.com](mailto:madeleinefgreen@gmail.com))

The concept of global citizenship is not a new one; it can be traced back to ancient Greece. But the concept has new currency and is now widely used in higher education. Many institutions cite global citizenship in their mission statements and as a goal for student learning.

### DEFINING GLOBAL CITIZENSHIP

A foray into the literature reveals how broad a concept it is and how different the emphasis can be depending on who uses the term. The following are among the most salient

definitions<sup>1</sup>:

#### **Global citizenship as a choice and a way of thinking.**

National citizenship is an accident of birth. In contrast, individuals choose whether or how to practice global citizenship, which is a voluntary association with a concept that signifies "ways of thinking and living within multiple cross-cutting communities – cities, regions, states, nations, and international collectives..." (Schattle, 2007, p. 9). The practice of global citizenship can be exercised at home, through engagement in global issues or with different cultures in a local setting. Or, it can mean first-hand experience with different countries, peoples, and cultures.

1. This section draws from a variety of sources but primarily relies on Schattle (2007).

**Global citizenship as self-awareness and awareness of others.**

As one international educator put it, it is difficult to teach intercultural understanding to students who are unaware they live in a culture that colours their perceptions. Thus, awareness of the world around each student begins with self-awareness. Self-awareness also enables students to identify with the universalities of the human experience, thus increasing their identification with fellow human beings and their sense of responsibility toward them.

**Global citizenship as they practice cultural empathy.**

Cultural empathy or intercultural competence is a commonly articulated goal of global education and are key concepts associated with global citizenship. Cultural empathy helps people see questions from multiple perspectives and move deftly among cultures – sometimes navigating their own multiple cultural identities, sometimes moving out to experience unfamiliar cultures.

**Global citizenship as the cultivation of principled decision-making.**

Global citizenship entails an awareness of the interdependence of individuals and systems and a sense of responsibility that follows from it. Navigating “the treacherous waters of our epic interdependence (Altinay 2010, p.4) requires a set of guiding principles that will shape ethical and fair responses. Although the goal of undergraduate education should not be to impose a “correct” set of answers, critical thinking, cultural empathy, and ethical systems and choices are an essential foundation to principled decision.

**Global citizenship as participation in the social and political life of one’s community.**

There are many different types of communities, from the local to the global, from religious to political groups. Global citizens feel a connection to their communities (however they define them) and translate that sense of connection into participation. Participation can take the form of making responsible personal choices (such as limiting fossil fuel consumption), voting, volunteering, advocacy, and political activism.

**WHY DOES GLOBAL CITIZENSHIP MATTER?**

The concept of global citizenship is useful and important in several respects.

First, a focus on global citizenship puts the spotlight on *why* internationalization is central to a quality education and emphasizes that internationalization is a means, not an end. Serious consideration of the goals of internationalization makes student learning the key concern rather than counting inputs or activities. As Altinay (2010) put it, “a university education which does not

provide effective tools and forums for students to think through their responsibilities and rights as one of the several billions on planet Earth, and along the way develop their moral compass, would be a failure.”

*The idea of developing students’ moral compasses can raise questions about whose values and morals are featured.*

Second, the benefits of encouraging students to consider their responsibilities to their communities and to the world beyond their institution(s), and society need to be taken up. Strengthening institutional commitment to serving society enriches the institution, affirms its relevance and contributions to society, and benefits communities (however expansive the definition) and the lives of their members.

Third, the concept of global citizenship creates commonalities between what happens at home and “over there”. The characteristics that human beings share are balanced against differences.

The concept of global citizenship will undoubtedly provoke disagreements that reflect larger academic and philosophical debates. There is plenty of scepticism about global citizenship. Some object to any concept that suggests a diminished role for national allegiance or the ascendancy of global governance systems. The idea of developing students’ moral compasses can raise questions about whose values and morals are featured. Some students will choose not to accept responsibility for the fate of others far away, or may see inequality as an irremediable fact of life. Some faculty will stand by the efficacy and wisdom of the market; others will see redressing inequality as the key issue for the future of humankind. And so on.

Such debates are the stuff of academe. Implementing new ideas – even if they have been around for a very long time as in the case of global citizenship – can be slow and painful. However, if colleges and universities can produce graduates with the knowledge and the disposition to be global citizens, the world would certainly be a better place.

**For References please consult the bibliography at the end of the In Focus section.**

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## RE-THINKING INTERNATIONALIZATION AND WHAT IT PORTENDS FOR AFRICA

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Internationalization of Higher Education is not a new phenomenon

in African higher education; it has been influenced by internationalization since its inception. However, since intellectual engagements with internationalization as a discipline is still in its infancy in African higher education institutions, it is debatable whether there has been sufficient thinking on this subject in the continent to warrant a 're-thinking'.

That is to say, that while internationalization is an emerging discipline, the developed parts of the world have engaged in internationalization activities for some decades making it a more explicit, coordinated and strategically focused field. However in Africa it is still largely an Ad-hoc and marginalized activity, without a strategic approach and with limited support.

Amid growing local challenges and global pressures, internationalization has peculiar implications for Africa. This is also manifested in Africa's main rationales for internationalization – which include the strengthening of research, knowledge production and institutional capacities – need to be better understood. African universities are now acknowledging that internationalization ought to be a central part of their universities activities. Even though the move to actualize this is rather slow, it is crucial for them to benefit from them to be able to benefit from the unique opportunities of internationalization.

Worldwide, there is growing debate on the meaning of internationalization and the quest for a common or shared understanding. Varied but related definitions have been posed by leading scholars in this field. There is still growing diversity in the understanding of the term, meaning that a re-assessment of these definitions may still be necessary especially in Africa. Globally, there seem to be consensus that internationalization is a desired and good thing. However, is internationalization entirely a good thing?

Apart from the many benefits, African higher education associates internationalization with a particular set of risks

including – brain drain, commercialization, curriculum influences and unfair collaborations – that are felt very strongly in Africa. These risks also stem from African institutional weaknesses and the growing dominance of western higher education institutions (HEIs). Since African HEIs often find themselves on an unequal footing in international partnerships, how then will internationalization be as beneficial to African universities as it is to others?

It is also worth bearing in mind that Africa encounters internationalization with peculiar social, historical, economic and political realities. In addition African

universities, governments and regional organizations are putting more efforts into enhancing intra-Africa collaborations, stronger regional frameworks and strengthening institutional capacities for internationalization. They are also attempting to respond to the challenges of brain drain and other areas of weakness to move Africa from being a bystander to a central player in the process.

*This has lead in some circumstances, to a view of internationalization as a form of re-colonization of the African psyche.*

The way the rest of the world engages with Africa on internationalization is also worthy of consideration. Historically, these relations have left Africa with the shorter end of the stick. This has lead in some circumstances, to a view of internationalization as a form of re-colonization of the African psyche. These relations therefore need redress for meaningful engagement with internationalization.

Nevertheless, it seems clear that this always misunderstood, and in most cases very under estimated, continent is waking up. Slowly but steadily, the economic and governance situations in Africa are changing. Intra Africa engagements, collaborations and reforms in different areas including higher education are also taking root bringing positive indications for internationalization. The future looks promising for Africa.



## RE-THINKING INTERNATIONALISATION: TOWARDS 'COOPETITION' OR NEW FORMS OF COOPERATION?

by **Patricia Pol**, Former vice president for international development at Université Paris-Est and, Policy advisor for European and international affairs, AERES (pol@u-pec.fr)



In the 1980s, in a context that was dominated by the search

for excellence at all costs, the large Western firms were convinced that only the globalisation of firms and the strategic management of human resources would be able to face a stronger and stronger world competition. Internationalisation, seen as a series of balanced exchanges between nations, became a concept that was not adapted to an economic world that was supposed to develop without frontiers. Globalisation took over, progressively giving the financial markets a greater sovereignty. At the same time, faced with a growing exclusion of many actors both within and between firms, researchers started studying the costs of excellence<sup>1</sup> and asking themselves about the need to rethink the internationalisation processes. Does the higher education and research sector not face these same logics, thus making a balanced international development that was far from institutionalised in most institutions more and more marginal? The answer is not so simple.

On the one hand, we are witnessing very positive evolutions. Stimulated for over 40 years by the sharing of a same vision of academic freedom, the teachers-researchers of the world, but mainly those of the Western world, chose to develop cooperation projects with partners from other countries. The era of international cooperation aiming at balanced exchanges between partners prevails in the processes established since the 1970s and consolidated in the early 1990s. In Europe, guided by the political dynamics of the European Commission and then by the Bologna Process of the 47, the universities established international relations offices to manage the European mobility programmes. The American universities, for their part, focus on "study abroad" activities and international recruitment, whereas in the emerging or transition countries, processes aiming at integrating the international dimension in the activities of the institution supersede projects of technical assistance financed by multinational donors. The end of a form of "academic colonialism" seems at hand. The example of the attractiveness of the creation of joint diplomas in all regions of the world is significative and should grow.

But, whereas most universities still measure their international dynamism by the number of cooperation agreements and their participation in European and international training and research projects, the years

2000's announce the need to centre on key partnerships and structure individual dynamics around institutional strategies. The

dawn of the age of strategic management has begun. Attracting existing or potential Nobel prize winners, the international accreditation of certain MBAs, and recruiting the best international students seem to be overtaking classical cooperation agreements and the race for a single form of excellence is becoming the main concern of universities worldwide. Thus, the slogan that is characteristic of a form of academic internationalisation "Students and teachers of the world, exchange yourselves", is gradually being replaced by a new slogan, "Tell me who your partner is and I will tell you who you are" which heralds the entry into the age of "coopetition"<sup>2</sup>.

It is certainly this endless race towards performance and the sole economic rationality that represents the greatest threat. There is a great risk of exclusion of some of the actors, but this risk does not seem inevitable, since higher education is not a marketing sector like the others. Cooperation in all its dimensions, between disciplines, institutions, countries, sectors, remains a safe value and could even represent a competitive advantage. What better proof of modernisation than to train graduates who are able to apprehend the world in its diversity, to move from one geographical area to another either virtually or concretely, or to speak several languages! By managing these ancient and new resources in the best possible way, by confronting in a spirit of solidarity the internationalisation of practices and outlooks, the universities of the world will be able to remain *sources of inspiration and not of aggression* that can contribute to the construction of a world that is "a common world inhabited by people who resemble each other"<sup>3</sup>.

*The years 2000's announce the need to centre on key partnerships and structure individual dynamics around institutional strategies.*

2. Relatively new concept that has been introduced by the business world in the Middle of the '90s; see A.M. Brandenburger and B. J. Nalebuff, *Co-opetition*, Currency Doubleday, 1997.

3. I here refer to a conference given by Monique Castillo, Professor of Philosophy, Université Paris-Est, in Yaoundé on "Les langages de la mondialisation, fondements et limites", November 2007.

1. V. De Gaulejac et N. Aubert, *Le coût de l'excellence*, Le Seuil, 2007.





## STUDENT MOBILITY: ESTABLISHING A NEW PLAYING FIELD?

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"Brazil overtakes UK as sixth-largest economy". A short time ago this statement would have sparked incredulity among the G7 member countries and might have even suggested that the speaker was not altogether sane.

Phillip Inman can most certainly not be criticized for this statement made in the December 26, 2011<sup>1</sup> issue of the newspaper "The Guardian". This is a result of a long process of changes that the country has undergone. Social changes are also gradually following this economic growth.

According to a story in the Brazilian newspaper "O Estado de São Paulo" published on January 21, 2012<sup>2</sup>, "Brazil, for the first time has less than 1% of homes considered Class E (referring to the lowest economic and social class pyramid level). Class E in 1998 reflected 13% of the population.

Also related to the economy are the so-called offshore pre-salt layer petroleum discoveries, which are expected to drive economic growth in the country even further. A story in "The Economist" on November 5, 2011<sup>3</sup> listed Brazil as being today the eleventh biggest oil producer in the world. It is expected that by 2020 it will be among the first five. The country will host the soccer World Cup in 2014 and the Olympic Games in 2016. The investments and development that come as a result of these events is undeniable.

The current social and economic development of the country has had widespread coverage in world media. Great strides have also been made in Brazilian universities, although this is not as well known or publicized.

According to the 2012 Higher Education Census conducted by the Brazilian Education Ministry, there were 2,378 Higher Education Institutions in the country, including 190 universities. 101 of these were public (i.e. tuition free) and 89 private. There is admittedly a large discrepancy among these universities spread throughout the country. Some of these universities do not conduct research (especially among private institutions), while

others were recently created as a result of the federal government higher education expansion program. A good number of them, however, have built up a scientific reputation that is acknowledged in academic circles. Nevertheless, this recognition, despite the proportions, has not been given the same importance as that of the country's economic growth.

The position of Brazilian universities among the several international rankings certainly has something to do with this relatively low international recognition. However, without delving into a discussion regarding rankings, there are some indicators that point in the other direction, among which is the contribution of Brazilian science on the international stage.

According to the Global Research Report: Brazil, published by Thomson Reuters in 2009<sup>4</sup>, Brazil

*Universities throughout the world must begin to see [...] that there are new players that must be taken into account.*

produces 1.83% of scientific articles in the world (2007-2008 numbers). Brazil in a number of areas is listed among the 10 largest publishers, namely among the following areas: Plant & Animal Science (1), Agricultural Sciences (2), Microbiology (3), Environment/Ecology (4) Pharmacology & Toxicology (5), Neuroscience & Behavior (6), Physics (7), Immunology (8), Space Science (9) and Biology & Biochemistry (10). Moreover, in Tropical Medicine, Parasitology or Multidisciplinary Agriculture i.e., Brazil is responsible for 18.40%, 12.34% and 8.61% respectively of the total publications in these fields in Web of Science. Brazil turns out roughly 500,000 new undergraduates and 12,000 doctorates per year, figures that are similar to France and South Korea. These numbers, among other factors, certainly illustrate the importance of Brazilian science; especially the quality of its universities, considering the fact that almost all research in the country is carried out in universities.

In the information society in which we live, contact with the culture and the institutions of a country that should hold an ever-increasing position of prominence on the economic and international geopolitical stage in the 21<sup>st</sup> century should be deemed of great interest to students who are building their career paths; this should thus incite them to enroll in an exchange programme with Brazilian higher education institutions

1. [www.guardian.co.uk/business/2011/dec/26/brazil-overtakes-uk-economy](http://www.guardian.co.uk/business/2011/dec/26/brazil-overtakes-uk-economy)

2. <http://economia.estadao.com.br/noticias/economia+brasil,pela-primeira-vez-brasil-tem-menos-de-1-de-domicilios-na-classe-e,100149,0.htm>

3. [www.economist.com/node/21536570](http://www.economist.com/node/21536570)

4. <http://researchanalytics.thomsonreuters.com/m/pdfs/GRR-Brazil-Jun09.pdf>

However, for this opportunity to be explored, universities throughout the world must begin to see, on the current academic mobility stage, in relation to the economic evolution of the countries, that there are new players that must be taken into account. It is necessary that partners no longer be regarded merely as “fodder” for financing and development of the more advanced countries’ institutions and begin to see them as effective partners with which symmetrical international cooperation can be developed.

Foreign institutions within this symmetrical cooperation will acknowledge that in Brazil these exchange students

will be enrolled in academic institutions that offer a solid scientific education where high quality science is developed. At the same time they will be in contact with Brazilian culture and the Portuguese language, which will most certainly enable them to interact in a world in which Brazil will surely have a growing role of importance.

We have explored the specific case of Brazil herein. The same can be said for a group of countries that should be regarded as effective players on the international student mobility stage. Now all that is left to discuss is how we can move these new players forward.



## LIVING WITH GLOBALISATION

by **Richard Yelland**, Head of the Education Management and Infrastructure Division, Directorate for Education, OECD ([richard.yelland@oecd.org](mailto:richard.yelland@oecd.org))



Higher education has never been so vast an enterprise, and the number of students prepared to travel abroad to learn has

never been higher. If higher education were an industry, it would be one of the world’s biggest and most dynamic.

This should not surprise us: developed economies rely on skilled labour to drive productivity and economic growth as well as to support social cohesion. And the economic benefits of higher education flow not only to society but also to individuals. OECD data show that graduates earn more, have more satisfying jobs and live longer than those who leave education after secondary school.

We have become used to talking about nation-states, and thinking in terms of national systems of education. But inequalities within countries may be just as great as inequalities between them. We know that providing higher education ‘free’ within one country neither guarantees its quality nor ensures equitable access. And the same is true on the global scale. If we are to tackle those inequalities we need to face up to the realities.

OECD data reveal the growth in international student numbers – and this can be expected to continue – but the international dimension of higher education is far more pervasive than analysis based on national averages can show. Universities are by their nature part of an international community and research – especially scientific research – and knowledge are universal. However teaching is also context- specific and access to knowledge is too often restricted. Most traditional teaching institutions draw most of their students from a restricted geographical area.

So the debate about the internationalisation of higher education really about teaching: who we teach; what we

teach; and why we teach. We should not expect agreement on these questions. It is inevitable that some will see the provision of higher learning as a business opportunity, while others will regard it as a moral imperative. I prefer a pragmatic approach which gets things done to a high-principled one which does not.

The task of those of us who work in higher education is to ensure the relevance, the quality and the availability of the product. We can, and should, go as far as we can to remove barriers to access and ensure fairness in procedures and tests.

*Internationalisation throws into sharper focus some needs which have always existed.*

And let us keep at the front of our minds those for whom we are working, the students and prospective students who make up the “demand side” of education.

Internationalisation throws into sharper focus some needs which have always existed. All prospective students should be given clear information about the nature of the programme they are going to follow, what it will require of them, and what they can expect to gain from it. International students – who may lack the tacit knowledge that is common to indigenous students – especially deserve honest advice and guidance. Internationalisation is not about piling high and selling cheap and institutions that give the impression that they are focused only on getting bums on seats will not only damage their own reputations but endanger higher education as a whole.

The quality and relevance of higher education programmes and institutions are far from transparent, even within a country. At the international level, where prospective students can be prey to misleading – and sometimes fraudulent – advertising, and where they are guided by



rankings which are largely based on research outcomes, it is very difficult to make well-informed choices.

Everything we do today, we do in a fast-changing global context. Whether we believe that higher education is a business or a public service, we must ourselves continue to learn, to embrace technology, and to be open to evaluation and to scrutiny. But we should not spend too much energy debating what *should* be; rather we should focus on improving what *is*.

Living with globalisation means re-thinking the curriculum – ensuring that it reflects the latest research, that it provides what students need, that it is fit for the modern world.

It means that faculties and departments have to take even greater care to be efficient and effective – so that students are provided with the services for which they have paid or will pay – whether as taxpayers or as individuals paying off a debt.

The challenges to those who are responsible for leadership and strategic management in universities and other higher education institutions have never been greater. Those of us – the vast majority in higher education – who are answerable not to shareholders but to the whole of society – have all the more responsibility. I know that the OECD's Programme on Institutional Management in Higher Education will play its part in working towards a high quality higher education for all.



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➡ FOR FURTHER BIBLIOGRAPHICAL REFERENCES see HEDBIB at: [www.iau-aiu.net/content/hedbib](http://www.iau-aiu.net/content/hedbib)

## HIGHER EDUCATION POLICY CELEBRATING 25 YEARS

### Higher Education Policy (HEP – 24/4) – December 2011

This volume features, amongst others, five papers looking at sustainability issues in higher education.

Walter Leal Filho reviews the status of sustainable development at universities, presenting issues which need to be considered in ensuring sustainable development is integrated in higher education institutions in a systematic way. MacVaugh, and Norton explore how active learning may help address the legitimacy and practicability issues inherent in introducing education for sustainability into business-related degree programmes. Madeira et al. provide a methodology that enables the selection of sustainability indicators for sustainability reporting, assessment or even for benchmarking, at the same time eliminating some of the main weaknesses found in the models currently available. Khan et al. present an overview of the sustainability initiatives at the St. John's campus of Memorial University in Newfoundland, include setting a realistic goal for energy efficiency, becoming carbon neutral, and conducting various research and outreach projects related to sustainability. Weiss et al. look at a concept for analyzing the bearing of institutional settings on inter- and transdisciplinary research and education for sustainable development and apply it to a concrete case example. Cross and Naidoo then analyze the dynamics and the nature of peer review in the programme evaluation and accreditation process within the context of diverse individual and institutional legacies in South Africa. This edition finishes with Mulvey et al. who look at the accreditation process of Japanese universities, a process intended to imitate practices in the US, but which now also incorporates aspects of the Bologna process in Europe.



in the fight against academic corruption in China; using a series of interviews to highlight the complexity of the problem, he suggests some policy interventions which could be effective in reducing it. Kwikkers and van Wageningen look at the European Court of Justice (ECJ) and how it regulates such issues as access, capacity, quality, and labour market needs, with the recent Bressol and Chaverot case ruling proving that the ECJ takes national policy demands seriously without agreeing to many restrictions on freedom to study abroad. The Greek higher education system is then examined as Gouvias takes a look at quality assurance, and to what degree the new accountability system raises issues of validity, academic freedom and evaluation of scientific knowledge. In his analysis he also stresses the issues arising from globalization of policy-making and the homogenization of assessment practices. Teacher education in Israel also comes under the microscope, with Hofman and Niederland presenting an analysis of the process of academization of teacher education in the country, and how this process has been slowed down by various contradictory opinions, and this being prevented from reaching its goal of being upgraded. Elwood and Rainnie focus on strategic planning and the transformation of Ireland's institutes of technology from technical institutions to research and higher education providers; by exploring experiences of stakeholders in four institutes, they ask how can strategic planning become mainstreamed in higher education? This edition of HEP closes with a paper by Minelli, Rebora and Turri analyzing the factors limiting marketisation in Italian higher education. On the provider side, university behaviour is restricted by legislation, whereas on the consumer side market impacts are limited due to cultural and environmental factors.

The next edition of **HEP, volume 25, number 2**, will be a special edition looking at *Transnational Higher Education in South-East Asia*. This issue will be released in June 2012.

### Higher Education Policy (HEP 25/1) – March 2012

The first issue of volume 25 of Higher Education Policy (HEP) has just been released in this, the 25<sup>th</sup> year of the journal.

Herman looks at the PhD in South Africa, how it is viewed by programme leaders, at its purpose, and the drive for racial and gender equity as part of the transition to democracy. Using interviews, the article shows how the PhD is largely viewed as an academic pursuit, while at the same time some changes are taking place in response to the needs of business and industry. Ren next examines recent policy developments

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## NEW IAU AND OTHER PUBLICATIONS

### Equitable Chances: the IAU's Actions to Promote Access and Success in Higher Education



Following the adoption of the Policy Statement entitled *Equitable Access and Success in Quality Higher Education*, the IAU launched, in 2010, a pilot project on the issues of equitable access and success. Ten HEIs from Asia and the Americas took part in the project designed to learn what approaches these institutions put in place to improve both entry and progression for students from under-represented groups. This booklet was produced and introduced on the occasion of the IAU 2011 International Conference in Kenya, and was disseminated to all the IAU Members in February 2012. It presents the actions and results the Association has achieved so far in regards to the twin issues of equitable access and success in higher education. This pilot project benefitted from the on-going advice of the IAU international Task Force focusing on access and success. The IAU also gratefully accepted financial and in-kind support from the World Bank, Lumina Foundation and the University of Arizona.

### Selected Annotated List of Publications Received at IAU

#### Universities and Development: 3 approaches



By **Gilles Breton**, Graduate School of International and Public Affairs, University of Ottawa, Canada (Gilles.Breton@uottawa.ca)

We are used to discussing the contribution of universities to development in economic terms or in terms of international development.

This is what certain recent publications illustrate in their way.

The economic perspective states that globalisation and the creation of a knowledge economy transform universities into important, not to say central, actors in the competition of national economies.<sup>1</sup> The key concept here is that of a national innovation system whereby one studies the different contributions that universities of developed, developing and emerging countries can offer their respective economies through their research activities and the training of their researchers. This very close link between universities and the needs, demands and requirements of the economic and political actors requires a study of the impact on the institutions of their new socio-economic position.



The international development perspective rests on the observation that the universities of developed countries have set up international strategies which, although they mainly include marketing, international recruitment and prestige activities, neglect international cooperation with

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1. This is the stance of *Universities in transition. The changing Role and challenges for Academic Institutions*, under the direction of Bo Göransson and Claes Brundenius, Springer-International research center, Ottawa, 2011.

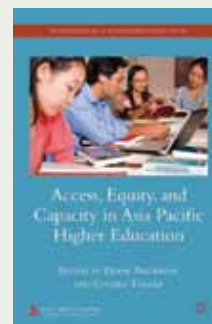
## NEW IAU AND OTHER PUBLICATIONS

the universities of developing countries because they invest more and more in the production of knowledge. How can this trend be reversed? How can knowledge be democratised so that it contributes to development? How can the new modes of cooperation and solidarity with the universities of developing countries be defined? Stimulating and innovative answers can be found in *Democratising Knowledge for global development: the role of European higher education institutions*.<sup>2</sup>

Even if they are the subject of debates and hesitations, these perspectives constitute ways of understanding the role of universities in development with which we are relatively familiar; certainly more familiar than with a philosophical perspective which broaches the university / human development issue by means of a reflection on the creation of a global justice. "How (...) can a just sharing of access to knowledge between Nations be re-established and how can one envisage what would be fair university policies at world level?". This is the question Justine Martin raises in her doctoral thesis.<sup>3</sup> The problem is knowing whether distributive justice, which is essentially national, can also be broached and implemented in an international perspective. After having defined the principles of a global distributive justice and shown that higher education is a fundamental asset that is very unfairly shared in the world and is a human right according to the 1948 Declaration of Human Rights, the author goes on to show that the new modes of academic cooperation, if they want to enhance equal opportunities, can no longer rest on reparatory justice, but on the application of the concept of global public good for the academic world. A global public good that is not limited to the usual economic and utilitarian concept, but which situates higher education as an element of the common heritage of mankind. The measures that must be implemented include a logic of cooperation and not of international aid, the defining of a global governance of higher education and the search for innovative funding.

### Access, Equity, and Capacity in Asia-Pacific Higher Education

– Deane E. Neubauer, Yoshiro Tanaka, (Eds.) – Basingstoke: Palgrave Macmillan, 2011 - ISBN 978-023010-110-4



This book describes efforts to increase access to higher education for students from disadvantaged groups in Asian Pacific countries in the context of regional trends including growing tuition fees, the increase of private higher education and the privatisation of public higher education. Country-specific developments in access, equity and capacity, within China, Japan, India, Indonesia, Vietnam, the Philippines, Korea, and Malaysia are analysed. **Please note** that this title is available to IAU Members at a 20% discount until 31 May 2012. To receive your discount, please enter the discount code WIAUH2012 at checkout [www.palgrave.com/products/title.aspx?pid=399640](http://www.palgrave.com/products/title.aspx?pid=399640).

### Contemporary Threats and Opportunities

– *Academic freedom and institutional autonomy within the context of accreditation, quality assurance and rankings. Magna Charta Observatory, Italy. Bologna: Bologna University Press, 2011- ISBN 978-88-7395-689-1*



In this book of papers presented at the Conference of the Magna Charta Observatory in September 2011, experts from Europe and the USA discuss topics such as Quality assurance – friend or foe? Quality assurance versus academic freedom, and rankings and institutional autonomy. Case studies from different countries are also included.

### Cross-border Partnerships in Higher Education: Strategies and Issues

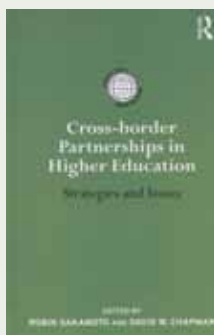
– Robin Sakamoto, David W. Chapman (Eds.) Abingdon; New York: Routledge, 2011 ISBN 978-0-415-87648-3 - Online ISBN 978-0-203-84926-2

2. Under the direction of H.Aarts, T. Halvorsen, P.Taylor, EAIE Occasional Paper 23, 2011.

3. *Globalisation, justice et éducation : le cas des Politiques Universitaires*, Doctoral thesis defended on 12 December 2011, Université de la Sorbonne, Paris, France.



This book looks at developments in international partnerships between higher education institutions. Providing examples of collaboration in Malaysia, China, Japan, Oman and Asia-Pacific, the authors examine the creation of international branch campuses, joint research and technology initiatives, collaboration in strengthening institutional management, testing, faculty development efforts, quality assurance, and sharing of technology.



the imperatives of global sustainability and how universities can develop new curricula, research paradigms, social engagement and international alliances to better address the challenge of global sustainability, while producing globally identified citizens.

### Inclusion of Students with Disabilities in Tertiary Education and Employment

– Organisation for Economic Cooperation and Development [OECD] – Paris: OECD Publishing, 2011



This book examines the transition of young adults with disabilities from school to tertiary education and work. It analyses the policy experiences of several countries (the Czech Republic, Denmark, France, Ireland, Norway and the United States) and identifies recent trends in access to higher education, higher education completion rates and employment for students with disabilities. The book also provides policy recommendations for governments and education institutions.

### Global Education Digest 2011: Comparing Education Statistics Across the World

– UNESCO Institute for Statistics [Canada], Montreal: UIS, 2011 - ISBN 978-92-9189-103-0



UNESCO's Global Education Digest presents a wide range of education statistics and indicators comparing 62 countries around the world. Although the 2011 edition focuses on secondary education, it also features indicators on higher education. These include students' intentions to pursue tertiary education, public expenditure, as well as entry to tertiary education, tertiary enrolment, teaching staff, international flows of mobile students, and graduation rates by subject field.

### Making a Difference: Australian International Education

– International Education Association of Australia, Sydney: University of New South Wales Press, 2011 - ISBN 978-1-74223-277-5



This book details the global context, history and development of international education in Australia. The benefits of international education on economic, regional development, institutional capacity building, communities and students are analysed, and the text is interwoven with student perspectives. The contributors also discuss the role of government and private enterprise and student support. The book is primarily written from an Australian perspective; however country profiles of four countries with strong presence in Australian international education – Malaysia, India, China and Norway – are included.

### Global Sustainability and the Responsibilities of Universities

– Luc E. Weber, James J. Duderstadt (Eds.) London; Paris; Geneva: *Economica*, 2012 - ISBN 978-2-7178-6113-6



Drawn from the 7<sup>th</sup> Glion Colloquium, held in June 2011, this book gathers contributions from university leaders around the world who discuss how research universities are adapting to

## NEW IAU AND OTHER PUBLICATIONS

### The Engaged University: International Perspectives on Civic Engagement

– David Watson, Robert M. Holliseter, Susan E. Stroud, Elizabeth Babcock, Abingdon; New York: Routledge, 2011 – ISBN 978-0-415-87465-6 Online ISBN 978-0-203-81876-3



This book provides a detailed description of civic engagement and social responsibility activities of higher education institutions internationally. Based on a research project, it analyses the policies and practices of over 20 universities in the UK, Australia, India, Israel, Palestine, Peru, the Philippines, South Africa, Sudan, Tanzania, the Ukraine, USA and Venezuela. The authors discuss these case studies as illustrating alternative higher education narratives, arguing that there is a growing global momentum around university community engagement.

### The Road to Academic Excellence: the Making of World-Class Research Universities

– Philip G. Altbach, Jamil Salmi (Eds.), World Bank, Washington, DC: World Bank, 2011 (Directions in Development) – ISBN 978-0-8213-8805-1



This book analyses how eleven research universities have developed and matured in nine countries including China, Korea, Singapore India, Nigeria, Chile, Mexico and the Russian Federation. The trajectories of the institutions analysed in this book offer insights into the complex transformation process that institutions seeking to become world-class research universities are undergoing and the challenges they face to represent a convincing alternative to existing institutions.

**Turning the University Upside Down** – Imma Tubella, Begoña Gros (Eds.) Barcelona: Editorial Universitat Oberta de Catalunya, 2011. ISBN 978-84-9788-487-7

This book presents analyses from rectors and directors of universities in Canada, Israel, Mexico, Portugal, Spain and the United Kingdom on the current challenges confronting the university and proposes new strategies regarding syllabus design, local and global problems, university cooperation, ICT's and knowledge acquisition, and the viability of educational models in an increasingly globalized society.



**Universities and Economic Development in Africa: Pact, Academic Core and Coordination** – Nico Cloete, Tracey Bailey, Peter Maassen / Centre for Higher Education Transformation (CHET) Cape Town: CHET, 2011– ISBN 978-1-920355-80-7



This book presents the synthesis and key findings of a study of the relationships between higher education and economic development in eight African countries and universities (Botswana, Ghana, Kenya, Mauritius, Mozambique, (Tanzania), Uganda and South Africa). It argues that the university's unique contribution to development is via its 'academic core' – knowledge, through teaching, research and engagement and it highlights that institutional autonomy is not eroded but strengthened by a 'pact' that links government, universities and other socio-economic actors.

**Universities and the Public Sphere: Knowledge Creation and State Building in the Era of Globalization** – Brian Pusser, Ken Kempner, Simon Marginson, Imanol Ordorika (Eds.). Abingdon; New York: Routledge, 2011. (International Studies in Higher Education) ISBN 978-0-415-87847-0 - Online ISBN 978-0-203-84784-8







This book addresses the vital role of universities in the public sphere at a time of increased privatization, globalization, open markets, and government involvement in higher education. Chapter authors from diverse international contexts (Africa, Asia, Europe and North America) evidence that universities are uniquely suited to have transformative democratic potential and develop a case for the preservation of the university's relative autonomy in the face of market forces.

**Women's Status in Higher Education: Equity Matters** – Elizabeth J. Allan Wiley, 2011 - 152 p. (AEHE, vol. 37, no. 1) - ISBN 978-1-1180-7334-6

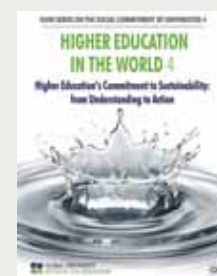


To what extent has gender equity been achieved for women studying and working in higher education in the United States? This publication reviews current scholarship and data relating to women's representation as students, faculty, staff and administrators. Predominant strategies for enhancing women's status in higher education are described, including activism and women's networking; policy strategies; mentoring; altering organisational practices; and transforming the curriculum for women's studies; feminist epistemology and women-focused research centres.

Japan, Cambodia and Myanmar. They include outreach programmes to eradicate poverty linked to education, educating the local community about sustainable economic activities; students' involvement in community service, providing efficient campus services, and a holistic approach to disaster management.

**Higher Education in the World 4: Higher Education's Commitment to Sustainability: From Understanding to Action**

– Global University Network for Innovation [GUNI] – Basingstoke: Palgrave Macmillan, 2012 (GUNI Series on the Social Commitment of Universities) - ISBN 978-0-230-53555-8



This book analyses the link between higher education and sustainability. It includes papers by 86 authors from 36 countries, including from IAU Board Members and Staff. Starting with the context and the milestones to date, the book then illustrates how different world regions have introduced sustainability in higher education and explores issues of leadership, management, research, curriculum, networks and community engagement. These regional reports are complimented with national analyses and case studies of good practices. Barriers preventing institutions from finding responses to challenges posed by sustainability and solutions to overcoming these are proposed.

**University Social Responsibility and Sustainability** – ASEAN

University Network, Workshop on University's Social Responsibility and Sustainability from ASEAN-Japan Perspectives, Chonburi, Thailand, October 2010, Bangkok: AUN, 2011 - ISBN 978-616-551-292-3



This publication brings together first-hand accounts of Asian universities' strategies and effective management structures for actively engaging in university social responsibility and sustainability activities. The case studies are from universities in Malaysia, Thailand, the Philippines, Indonesia, Vietnam, Singapore,

⇒ THESE DOCUMENTS ARE ALSO TAKEN UP IN HEDBIB (the International Bibliographic Database on Higher Education (HEDBIB) maintained by IAU at:

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Weblink: <http://hedbib.iau-aiu.net/>.



## April 2012

04-06	<i>Mahidol University – Bangkok, Thailand</i> <b>7<sup>th</sup> Annual Conference and Exhibition – University's Social Responsibility for the Benefit of Mankind</b> <a href="http://www.apaie.org/conference/2012/">www.apaie.org/conference/2012/</a>
12-13	<i>OECD – New-York City, USA</i> <b>"What Works" Conference on Internationalisation for Job Creation and Economic Growth</b> <a href="http://www.oecd.org/">www.oecd.org/</a>
18-20	<i>Taipei, Taiwan</i> <b>Conference IREG-6: Academic Rankings and Advancement of Higher Education Lessons from Asia and other Regions</b> <a href="http://www.ireg-observatory.org">www.ireg-observatory.org</a>
18-20	<i>Aarhus University, Denmark</i> <b>Excellence 2012: Excellence revisited – The value of excellence</b> <a href="http://www.excellence2012.dk/">www.excellence2012.dk/</a>
25-26	<i>Prince Hotel – Kuala Lumpur, Malaysia</i> <b>OBHE Global Forum 2012 – New Players and New Directions: The Challenges of International Branch Campuses</b> <a href="http://www.obhe.ac.uk/">www.obhe.ac.uk/</a>
26-27	<i>Place du Parlement – Bucarest, Romania</i> <b>Bologna Process and European Higher Education Area – Ministerial Conference and Third Bologna Policy Forum</b> <a href="http://www.ehea.info/event-details.aspx?evld=61">www.ehea.info/event-details.aspx?evld=61</a>
25-28	<i>Rio de Janeiro – Brazil</i> <b>CAIE 2012 – Internationalisation: Essential Building Block to Quality in 21<sup>st</sup> Century Education</b> <a href="http://caie-caei.org/?page_id=2178">http://caie-caei.org/?page_id=2178</a>

## May 2012

07-09	<i>National University of Malaysia (UKM) – Kuala Lumpur, Malaysia</i> <b>Inaugural AsiaEngage Event – Regional Conference on Higher Education-Industry-Community Engagement in Asia. Forging Meaningful Partnerships</b> <a href="http://www.asiaengage.org/events/3rd-atneu-enterprise-%E2%80%93-regional-conference/">www.asiaengage.org/events/3rd-atneu-enterprise-%E2%80%93-regional-conference/</a>
09-11	<i>University of Graz – Austria</i> <b>43<sup>rd</sup> EUCEN Conference: Universities' Engagement in and with Society. The ULLL contribution"</b> <a href="http://eucen.uni-graz.at/">http://eucen.uni-graz.at/</a>
10-12	<i>Gustav-Stresemann-Institut Bonn – Germany</i> <b>5<sup>th</sup> 'Living Knowledge' Conference: Re-imagining Research Relationships – Co-creating Knowledge in a Democratic Society</b> <a href="http://www.livingknowledge.org/conference/">www.livingknowledge.org/conference/</a>
23-25	<i>Palais des Congrès de Cotonou – Cotonou, Benin</i> <b>eLearning Africa 2012 – 7<sup>th</sup> International Conference on ICT for Development, Education and Training</b> <a href="http://www.elearning-africa.com">www.elearning-africa.com</a>
27-01 June	<i>Georges R. Brown Convention Center – Houston, Texas, USA</i> <b>NAFSA 2012 Annual Conference and Expo: Comprehensive Internationalization – Vision and Practice</b> <a href="http://www.nafsa.org/">www.nafsa.org/</a>

## June 2012

05-06	<i>Rio de Janeiro, Brazil</i> <b>World Symposium on Sustainable Development at Universities (WSSD-U-2012)</b> <a href="http://www.uncsd2012.org/">www.uncsd2012.org/</a>
10-12	<i>Helsinki, Finland</i> <b>ACA 2012 Annual Conference: Tying it all together. Internationalisation, excellence, funding and the social dimension in higher education</b> <a href="http://www.aca-secretariat.be/">www.aca-secretariat.be/</a>
11-12	<i>Salzburg University, Austria</i> <b>EUA Funding Forum</b> <a href="http://www.eua.be/eua-funding-forum.aspx">www.eua.be/eua-funding-forum.aspx</a>
20-22	<i>Rio de Janeiro, Brazil</i> <b>RIO +20: United Nations Conference on Sustainable Development</b> <a href="http://www.uncsd2012.org/rio20/index.html">www.uncsd2012.org/rio20/index.html</a>
27-29	<i>Zagreb University, Croatia</i> <b>EAN 21<sup>st</sup> Annual Conference: "Access to Higher Education: is it a right, a privilege or a necessity?"</b> <a href="http://www.ean-edu.org/">www.ean-edu.org/</a>

**July 2012**

02-04	<i>Barcelona, Spain</i> <b>EDULEARN-12 – 4<sup>th</sup> International Conference: Education and New Learning Technologies</b> <a href="http://iated.org/edulearn12/">http://iated.org/edulearn12/</a>
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**August 2012**

29- 01 Sept.	<i>University of Cape Town, South Africa</i> <b>16<sup>th</sup> Annual IEASA Conference: Promoting Higher Education Internationalization through International Research Collaborations, Partnerships and Innovative Teaching</b> <a href="http://www.ieasa2012.cmc-uct.co.za/">www.ieasa2012.cmc-uct.co.za/</a>
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**September 2012**

05-08	<i>Stavanger University, Norway</i> <b>34<sup>e</sup> Forum EAIR 2012: The Social Contract of Higher Education</b> <a href="http://www.eair.nl/forum/stavanger/">www.eair.nl/forum/stavanger/</a>
11-14	<i>Dublin, Ireland</i> <b>EAIE 24<sup>th</sup> Annual Conference: Re-thinking education – reshaping economies</b> <a href="http://www.eaie.org/dublin/">www.eaie.org/dublin/</a>
12-14	<i>Kinshasa University – Kinshasa, Democratic Republic of Congo</i> <b>XIV<sup>e</sup> Sommet de la francophonie/Symposium “Environnement, économie et développement durable: le rôle de l’université”</b> <a href="http://www.auf.org/appels-offre/xiv-de-la-francophonie-appel-communications-sympos/">www.auf.org/appels-offre/xiv-de-la-francophonie-appel-communications-sympos/</a>
17-19	<i>OECD – Paris, France</i> <b>IMHE General Conference 2012 – Attaining and Sustaining Mass Higher Education</b> <a href="http://www.oecd.org/site/">www.oecd.org/site/</a>
18-21	<i>University of Cadiz – Cádiz, Spain</i> <b>ECER 2012 – The Need for Educational Research to Champion Freedom, Education and Development for All</b> <a href="http://www.eera.de/ecer2012/">www.eera.de/ecer2012/</a>
24-27	<i>EUA-CDE, Karolinska Institute, Stockholm, Sweden</i> <b>3 events in 1: Global perspectives, Funding of Doctoral Education and Quality Assurance</b> <a href="http://www.eua.be/events/upcoming/Doctoral_week_2012/Home.aspx">www.eua.be/events/upcoming/Doctoral_week_2012/Home.aspx</a>

**November 2012**

12-14	<i>São Paulo, Brazil</i> <b>Alfa PUENTES Conference – Innovative Strategies for Higher Education in Latin America and Europe: International Collaboration and Regional Development</b> <a href="http://alfapuentes.org/portal/node/166">http://alfapuentes.org/portal/node/166</a>
13-15	<i>Doha, Qatar</i> <b>World Innovation Summit for Education (WISE) 2012</b> <a href="http://www.wise-qatar.org/">www.wise-qatar.org/</a>
27-30	<i>Inter American University of Puerto Rico – San Juan, Puerto Rico (USA)</i> <b>IAU 14<sup>th</sup> General Conference – Higher Education and the Global Agenda: Alternative Paths to the Future</b> <a href="http://www.iau-aiu.net">www.iau-aiu.net</a>

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