



The future of internationalization of higher education: short, medium and long term perspectives

Speakers:

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Marta Losada, Dean of Science, New York University in Abu Dhabi

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Moderators:

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Giorgio Marinoni, IAU



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Possible futures for international higher education

Eva Egron-Polak, Former IAU Secretary General, IAU Senior Fellow

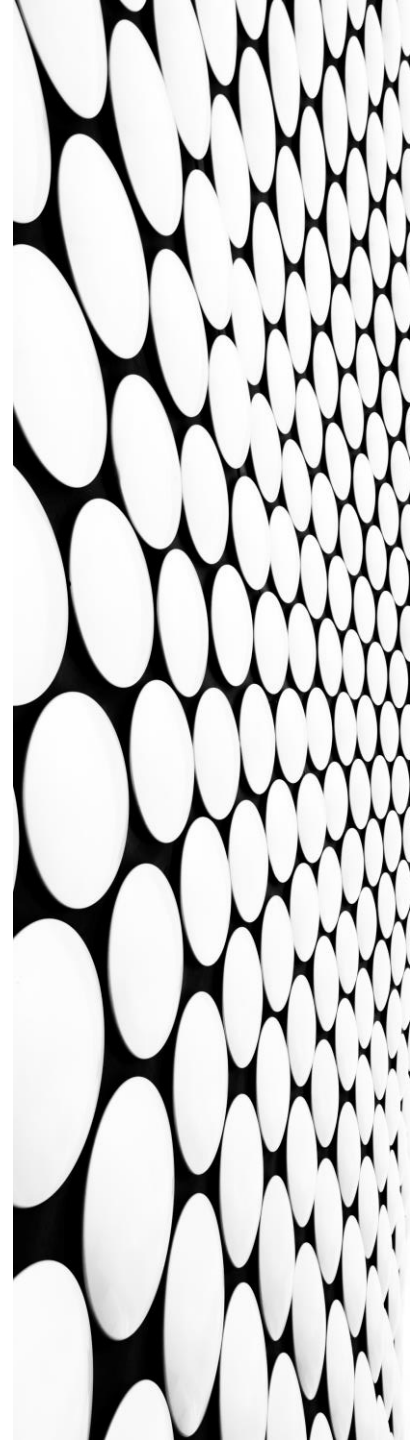
IAU – CIHE Webinar

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Few certainties

- Predicting the future is difficult and risky – none of us could have imagined life during the COVID 19 pandemic;
- Impact is unprecedented and global; we are learning daily how to act
- My comments are personal, both optimistic and pessimistic – aspirational and wishful as well as realistic and fearful; none of us know the future with certainty
- Time is needed to see long term impact
- Several possible futures and several different futures - starting point is not the same in institutions or countries; impact is not the same;
- Change in terms of internationalization will not be the same everywhere.

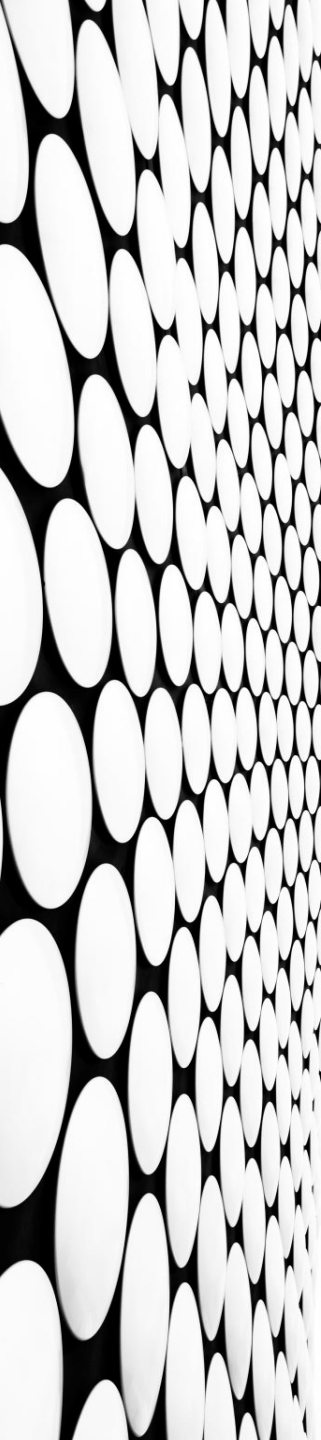


Pandemic – exposing the good and the ugly in higher education

- Response revealed both the efficacy of many universities in handling a crisis but some unappealing truths as well
 - Lockdown and closures were rapid and well-orchestrated, but too often students, especially international students, were stranded, obliged to leave housing, left without resources , uncertain about their future
 - Shift to online education was quick but not always easy for faculty and staff
 - Access to and readiness for online learning is highly unequal for learners – local and international – potentially increasing inequalities and growing gaps
 - Unhealthy dependence on international student fee revenues more visible than ever before
 - Online academic and administrative collaboration - a feasible and often efficient alternative
- Going back to ‘business as usual’? unlikely for a long time; perhaps undesirable too, - inequitable, ecologically unsustainable, business model not viable
- A real enthusiasm, especially in international education, for a much needed change
- Past calls (for ex. IAU’s) for less focus on the economic rationales and more emphasis on the academic and socio-cultural rationales for internationalization resonate with new vigour
- Calls for far more university social responsibility and focus on UN SDGs much stronger

Among possible futures: getting back to basics in international education?

- The past months have shown the potential of technology and virtual learning as indispensable tools even if they remain challenging for many
- They hold part of the future but not all - for internationalization at least part of its future may lie, in its recent history
- Half a century ago, the focus of international education was not on mobility for the revenue, for a share of the market, for winning the war for best brains
- International education was about exploring and understanding other perspectives, learning languages, gaining cultural knowhow and intercultural sensitivity and understanding – even a way to avoid conflicts
- International cooperation and capacity building in higher education for solidarity between nations was a priority for many universities



A possible future – rebalancing emphasis

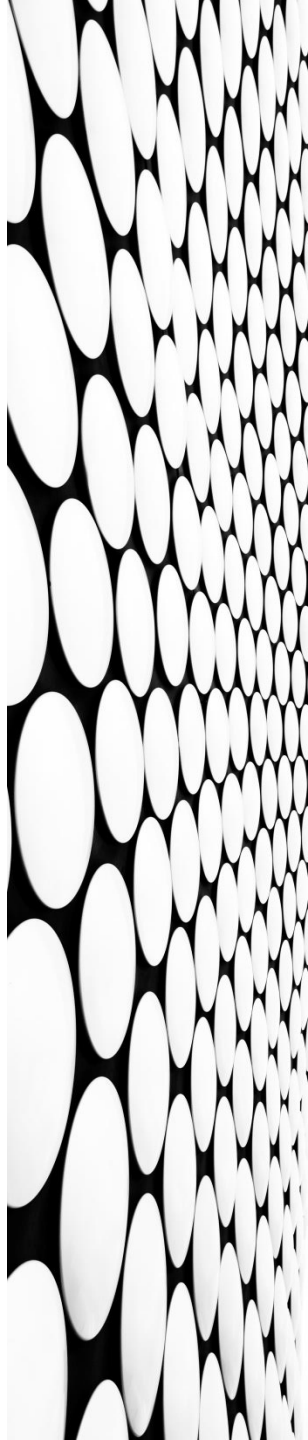
- In the future, international education might refocus on content (curriculum) and invent new, or reinforce certain modalities that open up learning to other cultures, without relying on mass physical mobility
- Building local capacity, rather than relying on provision elsewhere, may become a high priority for governments and institutions alike
- Taking education to the learner, with a greater emphasis on off-shore programs and campuses, may see a resurgence
- Blended learning for both domestic and international students will be a priority, with longer mobility again becoming more of the norm
- Instead of competing for market share, research cooperation to overcome gaps in cognitive learning when online is a major means of educational delivery may be promoted and strengthened
- Sharing expertise about creating an international / intercultural learning environment for all students and staff may gain in prominence

International perspectives and understanding needed more than ever

The pandemic brings to light many critical issues:

- It lifted the cover on huge socio-economic disparities both between and within countries and how limited access to higher education exacerbates these even more
- Reveals important cultural differences between peoples and nations based on different value systems (ex. right to privacy, collective vs individual rights and freedoms, etc.) and their impact on day-to-day life and crisis management
- Shined a new light on differences in political and economic regimes (democracy vs authoritarianism, welfare state or hyper capitalist regime, the limits of economic and political globalisation)
- Undermined the trust in multilateral and regional institutions and even in bilateral relations when facing a threat

These are critical issues for higher education to address at home and through international cooperation in research, education and outreach

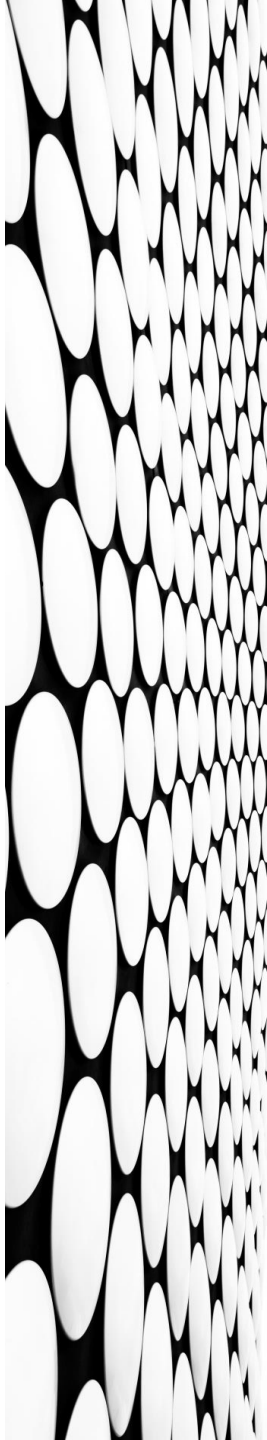


Higher Education - internationalization put to the test

- Arguments that internationalization is no longer marginal, will be tested in the future as new priorities will surface in context of much smaller operational budgets
- The integration/embeddedness of international and intercultural considerations into the mainstream of HE planning and operations at system and institutional levels will face strong competition on HE leaders' agenda, especially when (not if) the economic rationale (international fees) is uncertain
- Strategies for internationalization in higher education will need to be re-thought/recast to meet the demands of society facing unprecedented and challenging economic, social and political contexts
- Advocacy for international cooperation, curricular change, continued faculty and staff training and continued academic mobility, will be needed in face of a strong push for a more local, less open, more nationally focused future in many parts of the world

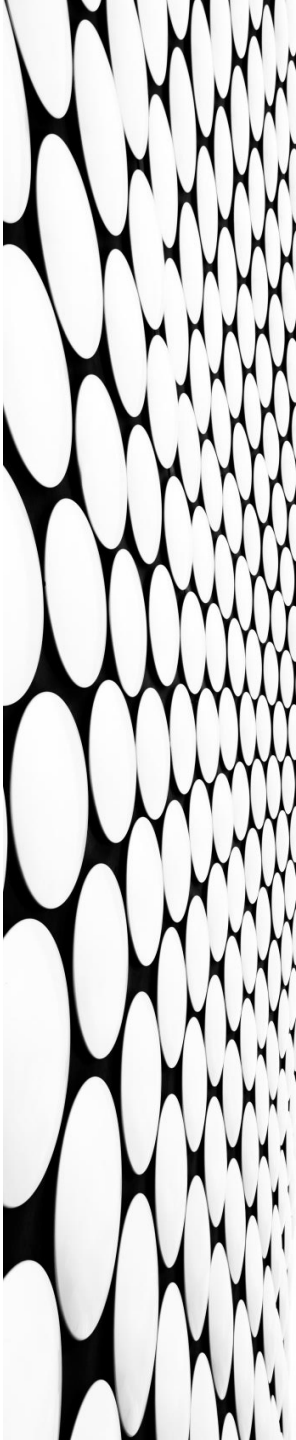
The Pandemic invites humility, self-awareness and selflessness

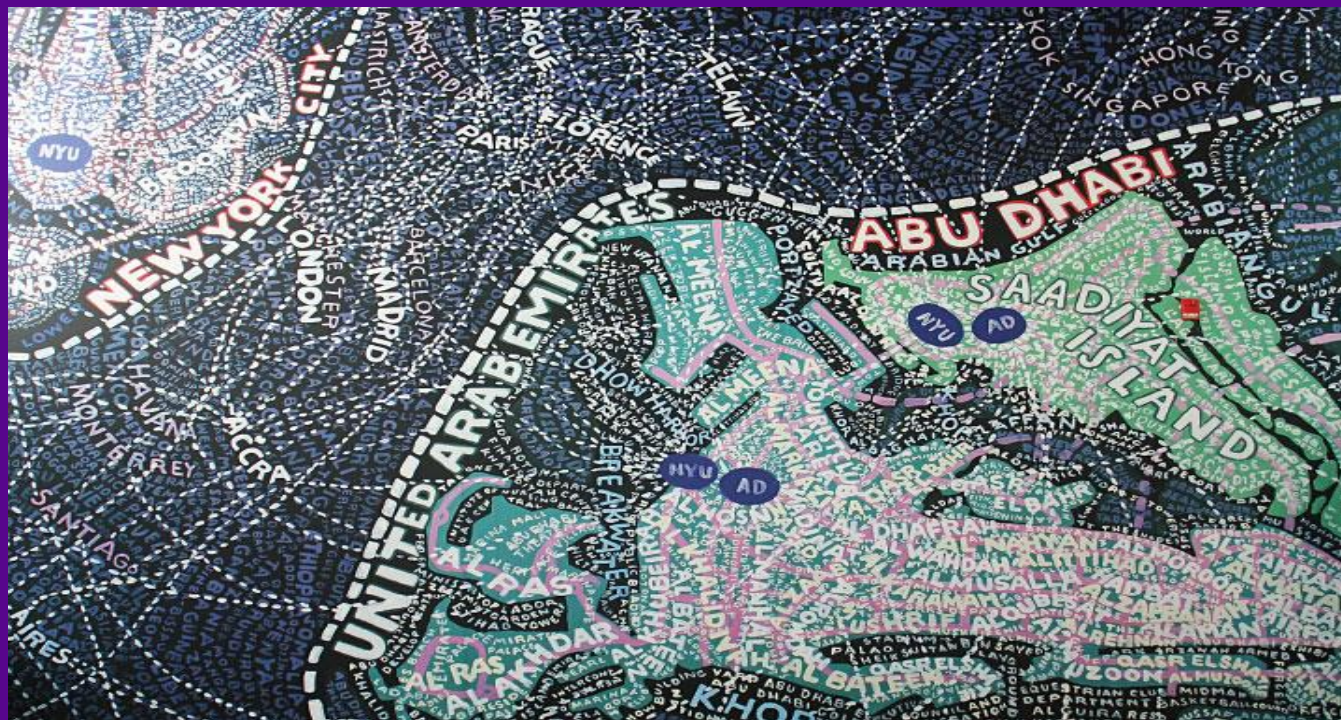
- This crisis demonstrates how vulnerable humanity is despite modern science and technology prowess; but also how resourceful it is.
- In the short-term, and despite the numerous unknowns, faith in scientific research (and in international research collaboration), not only in the health sector, has grown
- The crisis also exposed some of the dark side of our interconnectivity, our cooperation and networking around the globe in pursuit of the internationalization agenda – the ecological footprint
- We are learning that much can be done without hopping on a plane; that social media can be extremely useful to mobilize goodwill, generate ideas and for sharing this learning
- We are recognizing how unprepared we are to help the most vulnerable in our society, including in some cases our students who find themselves without means of support, some far from home



The future will not be the same

- My personal conviction is that the future of higher education and its international dimension must be anchored even more strongly in its social responsibilities
- Experts are drawing links between the viral pandemic and the unsustainable manner in which we exploit our natural resources, so higher education and research efforts to address sustainable development must continue and be reinforced
- This requires deep appreciation and understanding of the international dimension of all issues, the global nature of the pandemic makes collaboration essential but shows how cultural differences can make it more difficult
- Around the world, we are living a real-time massive global experiment in so many regards – a successful outcome is mobilizing scientists in all disciplines, and in all parts of the world, to reflect on both response and prevention approaches
- International collaboration, and mutual learning for students and faculty must be sustained, in new ways so that we rely less on face-to-face meetings and the short-term mobility that has been increasing.
- At the same time, personal encounters create ties, friendships on which partnerships are based and are indispensable and hopefully possible again soon, even if, perhaps less frequently.
- We will cherish them all the more and make sure they are as productive as possible.





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The future of internationalization of higher education

Marta Losada

May 19 2020

DRIVERS OF INTERNATIONALIZATION OF HE

ENHANCE STUDENT EXPERIENCE

Traditional mechanisms through:

- international mobility (full programs, study away)
- internationalization at home (curricular, increase of international faculty, fraction of international students)

Backdrop of current issues in HE:

foster inclusion: **widespread need for knowledge, competencies and skills for youths > 17 yrs. and recognition of HE benefits**

increase diversity of students: ethnic/racial, social, migrant, rural, age, academic background with **non-homogeneous needs and challenges**

compete to attract global talent (students/faculty)

DRIVERS OF INTERNATIONALIZATION OF HE

STUDENT EXPERIENCE in/post COVID-19

Teaching and Learning components:

- future of (online) learning, different appeal for different students, micro-credentialing, Interactions, develop new ways of collaborating and engaging.
- student work that is harder to transform: labs, studios, etc
- assessments of student learning

Anticipate and prepare for new education and work landscape post covid-19.

- More IT and digitalization across all areas of knowledge, enhanced digital skills and more automation.
- Enhanced health systems and environmental awareness.
- Economic transformations.
- Roles of all disciplines (all sciences, engineering, humanities, arts, culture)....new disciplines.

DRIVERS OF INTERNATIONALIZATION OF HE

ENSURE STUDENT EXPERIENCE

- Fostering a Global mindset
- Identifying and Solving Global challenges
- Promoting Global engagement

Build new constructs from multiple perspectives

DRIVERS OF INTERNATIONALIZATION OF HE

INTERNATIONAL PARTNERSHIPS

- Partnerships rely on trust, alignment of interests, complementarity of strengths or abilities and a common goal.
- Provide new meaningful opportunities for the academic community.

International partnerships

INSTITUTIONAL PERSPECTIVE **(Global Strategy, Policies, Actions)**

- Partnerships for different purposes (research consortia, thematic networks, intercultural programming, student, faculty and staff mobility)
- Networks and Associations
- International Education Agenda
- National Representation and delegations
- Global engagement and visibility

International partnerships

Key Example of participation in associations:

International Association of Universities

The Global Voice Of Higher Education



- Provides a unique opportunity to discuss the challenges facing higher education at the global scale.
- Informed dialogue about fundamental issues of higher education and its role and impact for society.
- To gain insight by interacting with peers is a real enriching experience.

A clear mechanism to advance an institutions' internationalization strategy and global engagement aligned with strategic priorities through concrete programs and activities.

FINANCIAL DRIVERS OF INTERNATIONAL HE

International Students

- Large fraction of students from few countries.
- Large fraction in US for STEM fields, Business in UK,...
- Large percentage in graduate studies in US
- Significant fraction of total students in some countries

Comparative Financial/Student Data

Country	Revenues (local currencies)	Students
Canada	21 billion	600K
Australia	37.6 billion	624K
US	44.7 billion	1,024K
UK	>25 billion	485K

IMPORTANT NATIONAL/REGIONAL PROGRAMS TO FUND MOBILITY, i.e. ERASMUS+

Financial/Student Data

Country	Expenditure (local currencies)	Students
ERASMUS+	2.8 billion	853K

(NEW) CONSTRAINTS/CHALLENGES/OPPORTUNITIES

- Capacity building at national levels
- Stronger integration and relevance with local communities and context
- Immigration policies
- Recession implications for access, for hiring
- New capacities developed for permeating global landscape

Barriers/Developments

- New mechanisms/priorities/goals for partnerships?
- Impact on countries that have been receiving high revenues from international students?
- Are there new opportunities after gaining online/remote learning experience?
- Increased diversification of Countries

New horizons

Keep our eye on the ball.

Strive for shared Values/Goals to be maintained in internationalization of HE

Respect, diversity, collaboration, enriching student's experience,.....

A large, irregular blue ink splash or watercolor blotch serves as the background for the text. It has a textured, painterly appearance with various shades of blue and some darker spots.

Internationalization of Higher Education in Japan

Speaker : Saburo AOKI

Dean, Faculty of Humanities and Social Sciences
University of Tsukuba (Japan)

Contents

- History
 - 1890-1990: Internationalization in the period of Modernization and Occidentalization
 - 1990-2000: Active Projects
 - 2000: Globalization and Strategic Approach
- Present Day
 - Mobility, Degree Programs, Teachers
 - Problems of language
 - Culture Identity and Universal Knowledge
- (Near) Future
 - After COVID-19

Useful links

- **CIHE publication:**

<https://www.internationalhighereducation.net/api-v1/article/!/action/getPdfOfArticle/articleID/2922/productID/29/filename/article-id-2922.pdf>

- **CIHE website:**

<https://www.bc.edu/bc-web/schools/lynch-school/sites/cihe.html>

- **IAU Resource page on impact of COVID 19 on HE:**

<https://www.iau-aiu.net/Covid-19-Higher-Education-challenges-and-responses>

- **IAU Horizons on Funding Higher Education (26 papers)**

https://www.iau-aiu.net/IMG/pdf/iau_horizons_vol.25.1web.pdf

- IAU website:

www.iau-aiu.net



Thank you!

For any enquires, please email to g.marinoni@iau-aiu.net